

**Heritage Elementary
Non-Traditional Instructional Day Menu
April 13-17, 2020**

Directions: Students are asked to complete the following activities. Please submit completed work to school upon your return.

<p>Reading</p>	<p>Standard: RL.2.1 RL.2.6 L.2.10 RL.2.3 RI.2.1 RI.2.6 RI.2.10</p>	<p>READ for 20 minutes and CHOOSE 1 activity per day on your reading quest! Follow the link below and have fun thinking, talking, and writing about reading!</p> <p>https://classroommagazines.scholastic.com/support/learnathome/grades-1-2/daily-reading-quest.html</p> <p>If you're looking for a challenge, try these activities! https://classroommagazines.scholastic.com/support/learnathome/grades-3-5/daily-reading-quest.html</p> <p>Don't forget online resources like Raz Kids!</p>					
<p>Word Work</p>	<p>Standard RF.2.3 RF.2.4 RF.2.3.E RF.2.3.B</p>	<p>WORK on Lexia for 30 minutes each day</p>					
<p>Writing</p>	<p>Standard: W.2.1 W.2.2 W.2.3</p>	<p>WRITE- Choose one writing genre and complete a different step in the writing process each day this week.</p> <p>Writing Genres: Persuasive letter Opinion Review Narrative (personal narrative, fictional narrative) Nonfiction (all about, biography, autobiography, how to)</p> <table border="1" data-bbox="418 1236 1536 1675"> <tr> <td data-bbox="418 1236 643 1675"> <p>Prewrite Plan your writing! Choose a graphic organizer to write and organize your ideas.</p> </td> <td data-bbox="643 1236 867 1675"> <p>Draft Start writing your piece. Be brave! You can add and change what you've written later.</p> </td> <td data-bbox="867 1236 1091 1675"> <p>Revise Read your writing. Does it make sense? Does it sound right? Add, move, or take out parts that would improve your writing!</p> </td> <td data-bbox="1091 1236 1315 1675"> <p>Edit Check for COPS <i>Capitalization</i> <i>Organization</i> <i>Punctuation</i> <i>Spelling</i></p> </td> <td data-bbox="1315 1236 1536 1675"> <p>Publish After you have revised and edited your writing, publish it for an audience to read! Rewrite your piece in your best handwriting and celebrate your hard work! Read your piece aloud or give it to your friends and family to enjoy</p> </td> </tr> </table> <p style="text-align: center;"><i>Remember to use COPS (correct capitalization, organization (handwriting/spacing), punctuation, and spelling).</i></p>	<p>Prewrite Plan your writing! Choose a graphic organizer to write and organize your ideas.</p>	<p>Draft Start writing your piece. Be brave! You can add and change what you've written later.</p>	<p>Revise Read your writing. Does it make sense? Does it sound right? Add, move, or take out parts that would improve your writing!</p>	<p>Edit Check for COPS <i>Capitalization</i> <i>Organization</i> <i>Punctuation</i> <i>Spelling</i></p>	<p>Publish After you have revised and edited your writing, publish it for an audience to read! Rewrite your piece in your best handwriting and celebrate your hard work! Read your piece aloud or give it to your friends and family to enjoy</p>
<p>Prewrite Plan your writing! Choose a graphic organizer to write and organize your ideas.</p>	<p>Draft Start writing your piece. Be brave! You can add and change what you've written later.</p>	<p>Revise Read your writing. Does it make sense? Does it sound right? Add, move, or take out parts that would improve your writing!</p>	<p>Edit Check for COPS <i>Capitalization</i> <i>Organization</i> <i>Punctuation</i> <i>Spelling</i></p>	<p>Publish After you have revised and edited your writing, publish it for an audience to read! Rewrite your piece in your best handwriting and celebrate your hard work! Read your piece aloud or give it to your friends and family to enjoy</p>			
<p>Math</p>	<p>Standard: 2.GA.3 2.GA.1 2.NBT.7</p>	<p>MATH- This week you will continue to design a zoo! Choose 3 activities you haven't completed yet from the boxes below.</p>					

	<p>2.NBT.6 2.MD.10 2.MD.8 2.MD.7 2.MD.2 2.MD.1</p>	<p>The Animals</p> <p>You have a budget of \$1,000 to purchase animals for your zoo. Create a list to tell which animals you will have in your zoo, how many, and their total cost.</p>	<p>The Zoo Grounds</p> <p>You will create a map of the zoo grounds with space for the animals you chose. Measure the animals using an inch ruler and use the information to draw your map.</p>	<p>Zoo Keeper's Schedule</p> <p>The Zoo Keeper has many responsibilities! Use the information to create a schedule for the zoo keeper. Show the time on an analog and digital clock.</p>	<p>A New Exhibit</p> <p>Create a new reptile and amphibian exhibit for your zoo. Follow the directions to make sure each animal has space that is the correct shape. Give the construction team directions about how many windows (sides) and corners (vertices) each space will need.</p>	<p>Souvenir Shop</p> <p>Help students count their money to spend at the souvenir shop. Answer the questions about what each student can buy.</p>	<p>How's Business</p> <p>Use the data about your zoo to create a graph and analyze your opening week!</p>
<p>Just for fun: check out the Cincinnati Zoo's Home Safari videos and activities! http://cincinnati-zoo.org/home-safari-resources/</p>							
<p>Science and/or Social Studies</p>	<p>Standard: 2.LS.2.1 2-LS.4.1</p>	<p>SCIENCE/SOCIAL STUDIES- Choose 1 activity from the boxes below for each day.</p>					
<p>View this Mystery: https://mysteryscience.com/plants/mystery-2/roots-water-minerals/85?code=NTQ4NDYyNjA&t=student</p> <p>OR</p> <p>Go on a scavenger hunt and find 3 renewable resources and 3 nonrenewable resources.</p>		<p>Use the sheet below to record your observations.</p> <p>OR</p> <p>Answer 3 task card questions about resources.</p>	<p>Use the sheet below to record your observations.</p> <p>OR</p> <p>Answer 3 task card questions about resources.</p>	<p>Use the sheet below to record your observations.</p> <p>OR</p> <p>Answer 3 task card questions about resources.</p>	<p>Use the sheet below to record your observations.</p> <p>OR</p> <p>Answer 3 task card questions about resources.</p>		

Parent Signature: _____ Date: _____

Grades 1-2: Daily Reading Quests

Every day, read an article, story, or chapter of a book. Then pick an activity from the list below! You can try a different activity every day, or repeat a favorite. Check back for more activities next week.

Fiction (a story that is made up):

- Think about **your favorite part of the story**. Then draw a picture of it.
- Think about a problem that a character in the story is having. **What advice would you give** to a character in this story? Write it.
- Think about what happened in the story. **Draw pictures of what happens** in the beginning, the middle, and the end.
- Pretend you are going to **talk to one of the characters** in the story. What questions would you ask them?
- If you could **recommend this book** to someone, who would it be? Why do you think they would like it? Write about why they should read it.

Nonfiction (a book or article that teaches you about true things):

- What is **one new thing that you learned** from what you read? Write or draw about it.
- What is one question **you would like to ask the author** of the book or article? Write it.
- Would you like to **read more books or articles** about this topic? Why or why not? Write about it.
- What is something you learned from the article or book **that surprised you**? Write about it.
- If you could **recommend this book or article** to someone, who would it be? Why do you think they would like it? Write about why they should read it.

[Take me back to Scholastic Learn at Home!](#)

Challenge!

Each day, read an article, story, or chapter of a book. Then choose one of the daily reading challenges below! You can try a new activity every day, or repeat a favorite. Stay tuned for more ideas next week.

- Choose a scene or section from what you just read and **turn it into a comic strip or graphic novel**. Be sure to include speech bubbles, thought balloons, and bursts for sound effects.
- **Write a letter to the author** of what you just read. Explain what your favorite part was, and ask the author one or more questions about what you would still like to know.
- Use the following conversation starters to **share what you just read** with a family member or friend.
 - As I was reading, I was wondering about...
 - This reading helped me better understand...
 - As I was reading, I felt... because...
 - I was surprised that...
 - One lesson I learned is...
- Choose a quote from what you just read. Use that quote as **the first line of your own song or poem**. Have fun and be creative!
- **Imagine you are making a YouTube video** to tell other kids about what you just read. Think about what was important, exciting, or interesting about it, and prepare a fabulous two- to three-minute presentation. You can even use props or costumes if you want! Then deliver your presentation for your family, or record it on a phone and show it to them.

Additional Reading and Exploration Paths

Are you fascinated by extreme weather or crazy about reptiles? Want to know more about your state or outer space? Start watching, reading, and exploring today with [TrueFlix!](#)

[Take me back to Scholastic Learn at Home!](#)

Root Viewer

In each box, draw a picture of what one seed looks like on that day.

Day 1

Date: _____

Day 2

Date: _____

Day 3

Date: _____

Day 4

Date: _____

**On Day 3, turn the
viewer so the arrow
points to the side.**

			
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