



2024 Summer Packet

Grade Level:

Students Entering Second Grade

Due Date: August 16, 2024

School Motto: "Commit to the challenge."

School Vision: "Moving from good to great."

School Mission: "Marbut Traditional Theme School offers each student a challenging educational environment where self-discipline and high academic expectations are emphasized. Teachers, parents, and the community share the responsibility of promoting achievement and success for all."



Dearest Parents,

For starters, thank you so much for taking the time to ensure your scholar's participation in our summer enrichment activities. The contents found in this packet are meant to serve as a means of engaging your scholar in stimulating ELA, Math, and Science related content to promote continued learning throughout the summer. There are several choice boards for scholars to complete with explicit directions located at the top of each page. Please try to challenge your scholars to complete a variety of activities each week opposed to homing in on a preferred task. We've also taken the liberty to include some passages on behalf of our scholars. However, students are not limited to reading the included passages only. We actually encourage you to encourage them to read as much as they can during the summer break. Our local DeKalb County Libraries serve as a great resource for all kinds of interesting books and typically host events for children throughout the summer. Be sure to check them out!



In the packet, you will also find a poem for your scholar to memorize. They should be prepared to recite the poem in class during the first week of school. Please take some time to assist your little ones as they commit the words to memory. Lastly, you will find a list of school supplies needed to ensure that students are successful in their academic efforts when school begins again in the fall. Please do your best to supply what's been listed and be in contact with either our front office staff or your scholar's homeroom teacher should you have any questions, comments, or concerns. We look forward to the new school year and hope you all have an amazing, fun-filled, summer with lots of learning and rest!



Educationally Yours,

The Second Grade Team



Second Grade Reading Choice Board

Choose 1-2 items to do per week.

Non-Fiction - a teaching text

Read 20 minutes from a nonfiction text of your own or read the text/passage attached. Make sure to ask your child some questions about what they read. After reading, choose an activity below.

Talk About Reading	Write About Reading	Play With Words															
<p>What is the topic of this text?</p> <p>What did you already know about the topic? What did you learn about ____ (topic)? What other questions do you have about the topic?</p> <p>What important facts did you learn?</p> <p>Summarize what you learned about the topic.</p>	<p style="text-align: center;">3-2-1</p> <p>Write three things you learned about the topic, two new words you learned, and one interesting thing you want to share.</p> <p style="text-align: center;">Nonfiction Notepads (Activity 1)</p> <p>After reading your nonfiction book complete the notepads to show what you learned and the questions you still have.</p>	<p>Word Patterns: Recognize and use ending word patterns: -ack, -act, -eck, -end, -ond Create a chart like the one below. See how many words you can write with these different word patterns. Be on the lookout for these words in your books as you read.</p> <table border="1" data-bbox="1040 751 1498 926"> <tr> <td>-ack</td> <td>-act</td> <td>-eck</td> <td>-end</td> <td>-ond</td> </tr> <tr> <td>track</td> <td>fact</td> <td>deck</td> <td>bend</td> <td>pond</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	-ack	-act	-eck	-end	-ond	track	fact	deck	bend	pond					
-ack	-act	-eck	-end	-ond													
track	fact	deck	bend	pond													
<p>What are some of the important text features? How did they help you learn more about the topic?</p> <p>Why do you think the author included these text features?</p>	<p style="text-align: center;">Summarize</p> <p>Write a summary including important facts about the text you read. Choose different text features to help your reader know more about the topic.</p>	<p>Word Hunt: Look for words that have long vowel sounds in your book or the passage attached. Record the words that you find. See how many different patterns you notice as you read other books. Add them to the chart.</p> <p>Example:</p> <table border="1" data-bbox="1040 1350 1498 1514"> <tr> <td>-ay</td> <td>-igh</td> <td>-ie</td> <td>-ow</td> <td>-aCe</td> </tr> <tr> <td>clay</td> <td>sight</td> <td>pie</td> <td>show</td> <td>cane</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	-ay	-igh	-ie	-ow	-aCe	clay	sight	pie	show	cane					
-ay	-igh	-ie	-ow	-aCe													
clay	sight	pie	show	cane													
<p>How did the illustrations fit with what you read?</p> <p>Why do you think the author included the picture or illustration?</p>	<p style="text-align: center;">Be a Fact Collector</p> <p>Create a poster using the facts that you collected as you read. Include illustrations to go with the facts.</p>	<p>Definition Detective: Find a few words that you did not know the meaning of in your book. Use the context, what you know about the word, or a dictionary to determine the meaning. Record the word and the meaning. Draw a picture to help you remember the word.</p>															

Create: Nonfiction Book

Materials: 3 pieces of paper and a stapler

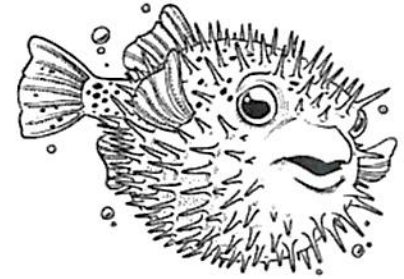
Think about a topic that interests your child. Have your child research the topic and record important facts and information learned. Use the facts that you learned to create a book about the topic. To make the book, fold the paper in half. On each page write different information that you learned. Make sure to include text features and illustrations. After the book is finished, share it with family.



Who Wants a Spiny Snack

Readworks.org

A hungry shark looks for its next meal. It spots a small fish. As the shark gets close, PUFF-PUFF-PUFF! The fish puffs out into a big ball. And it's covered with sharp spines! Ouch! The shark swims away. The small pufferfish is safe for now.



Staying Alive

Animals that hunt other animals are called **predators**. Pufferfish have their own way to stay safe from predators. A pufferfish can turn into a spiny ball in a few seconds. Then only the biggest animals can eat it. If a predator gobbles up a puffer before it inflates it won't enjoy the snack. The pufferfish has a bad taste.

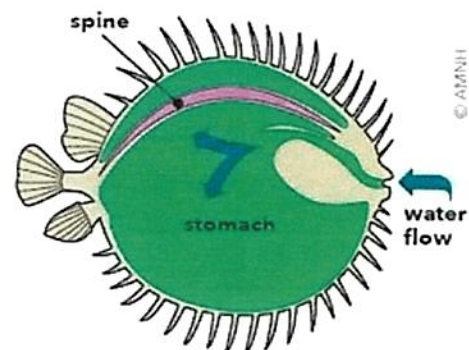
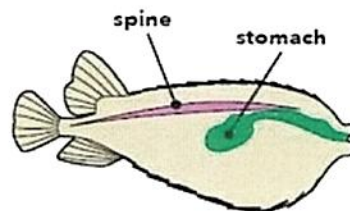
Animals have special ways to stay alive. These are called **adaptations**. An adaptation is a body part or action that helps an animal live. Adaptations like sharp spines and puffing up help keep the pufferfish safe from predators. Pufferfish also have good eyesight that helps them see predators far away.

Swelling Up

When a predator gets close, the pufferfish swells up like a big balloon. Some people call it a balloon fish. But this fish is not soft and smooth like a balloon. Its skin is hard and covered with sharp spines. When the fish puffs up, the spines stick out in all directions.

How does the puffer "puff" up? It's not filled with air like a balloon. It's full of water. The fish gulps lots of water into its stomach. Filled with water, its stomach becomes almost one hundred times bigger.

Pufferfish have special ways that they stay safe in the ocean. They swim slowly, but their bodies help keep them safe from predators.



© AMNH

Helping Baby Sea Turtles

Text and image provided courtesy of the National Fish and Wildlife Foundation.



baby loggerhead sea turtle

All sea turtles are endangered. That means there are fewer of them now than before, and they may all die out in the future. People get worried when animals are endangered. They want to help protect and save them. So, people want to help protect the sea turtles.

One way to protect sea turtles is to help their babies. Sea turtles live most of their lives in the ocean. But mother sea turtles come to land to lay eggs. Mother sea turtles make nests in the sand on beaches. Then, they bury their eggs in those nests and return to the ocean.

When baby sea turtles hatch from their eggs, they are new to the world. They hatch at night, when they are safest from other animals. They dig out of their nests and onto the beach. They know they need to find the ocean, but they don't always know which way to go.

If the moon is shining, it reflects off the ocean water. This lights the way for the baby sea turtles and helps them know where to go.

But bright lights from houses along the beach can confuse the babies. They think the lights are the moon and they go the wrong way, away from the water.

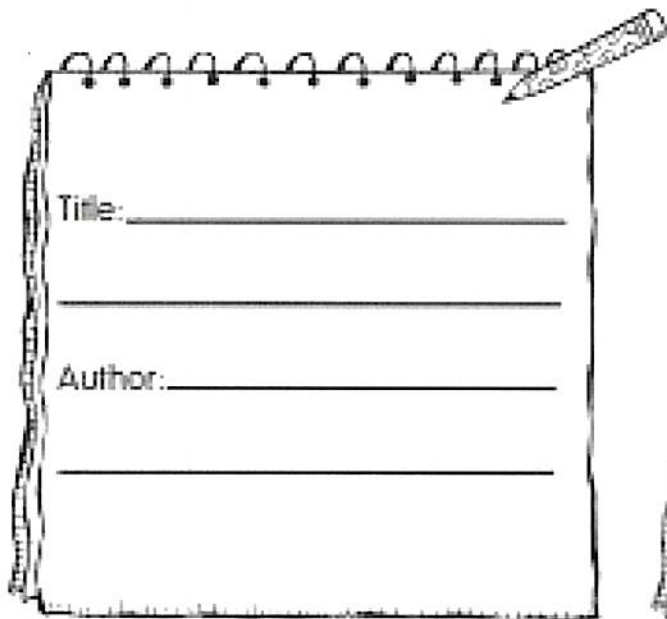
People who live near the ocean can help baby sea turtles in two important ways. First, they can shut off outdoor lights at night. Second, they can be careful around nests of eggs on the beach.

These conservation efforts are supported by the National Fish and Wildlife Foundation (NFWF), which specializes in bringing together individuals, government agencies, nonprofit organizations, and corporations to restore our nation's fish, wildlife, plants, and habitats for current and future generations.

Nonfiction Notepads (Activity 1)

Nonfiction Notepads

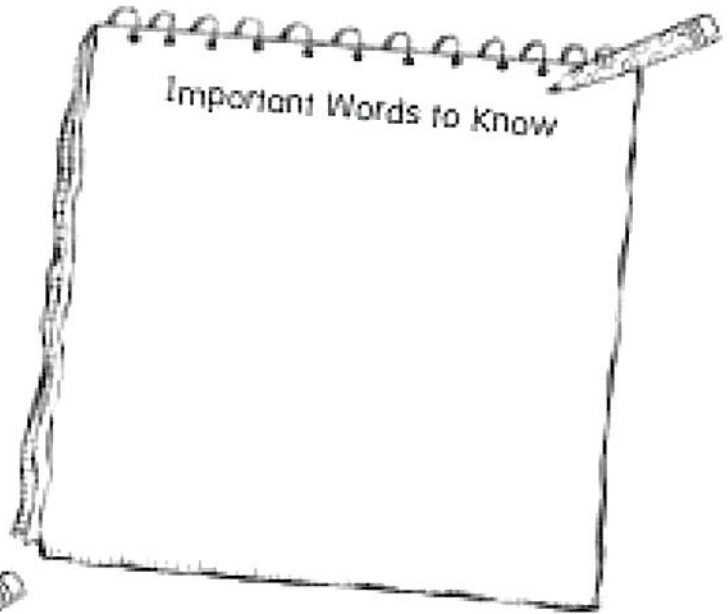
Directions: Taking notes can help you remember what you read.
Use the notepads to take notes about a nonfiction book you are reading.



A spiral-bound notepad with a pencil tucked into the top right corner. The page has two sections for text entry: "Title:" followed by three horizontal lines, and "Author:" followed by three horizontal lines.

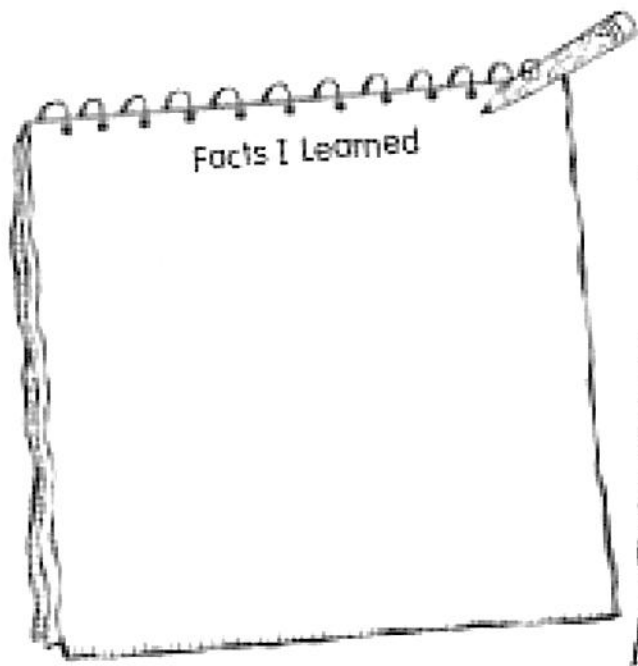
Title: _____

Author: _____



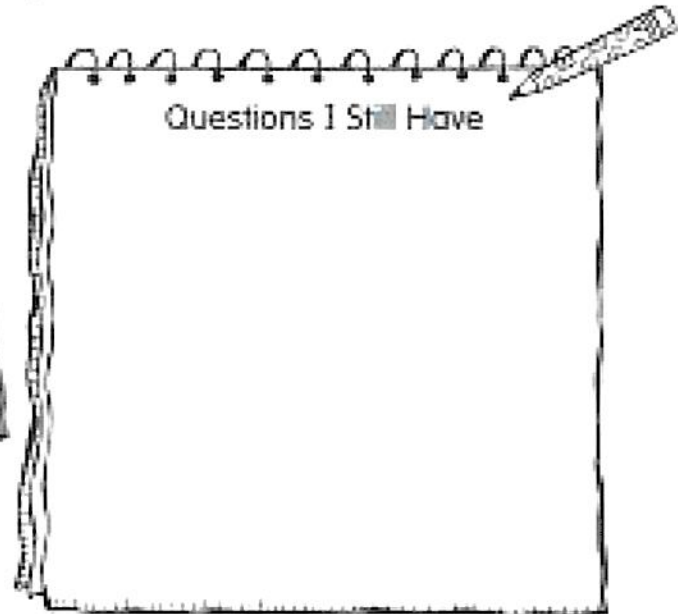
A spiral-bound notepad with a pencil tucked into the top right corner. The page is titled "Important Words to Know" and is otherwise blank.

Important Words to Know



A spiral-bound notepad with a pencil tucked into the top right corner. The page is titled "Facts I Learned" and is otherwise blank.

Facts I Learned



A spiral-bound notepad with a pencil tucked into the top right corner. The page is titled "Questions I Still Have" and is otherwise blank.

Questions I Still Have

Second Grade Reading Choice Board

Choose 1-2 items to do per week.

Fiction - a story book

Read 20 minutes from a fiction text of your own or read the text/passage attached. Make sure to ask your child some questions about what they read. After reading, choose an activity below.

Talk About Reading	Write About Reading	Play With Words															
<p>Discuss the following questions after you read a fiction text.</p> <p>What are the important events that happen in the story?</p> <p>What is the problem that the characters have? How do the character(s) respond to the problem?</p> <p>What helps the character(s) solve the problem?</p>	<p>Story Retell</p> <p><i>What Happens in the Story?</i></p> <p>Beginning</p> <p>Middle</p> <p>End</p> <p>Write a retell that includes a beginning, middle, and end</p>	<p>Word Hunt:</p> <p>Look for words that have long vowel sounds in your book or the passage attached. Record the words that you find. See how many different patterns you notice as you read other books. Add them to the chart.</p> <p>Example:</p> <table border="1" data-bbox="1019 764 1511 961"> <tr> <td>-ai</td> <td>-ay</td> <td>-ea</td> <td>-ee</td> <td>-oa</td> </tr> <tr> <td>paint</td> <td>sway</td> <td>sea</td> <td>feed</td> <td>coat</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	-ai	-ay	-ea	-ee	-oa	paint	sway	sea	feed	coat					
-ai	-ay	-ea	-ee	-oa													
paint	sway	sea	feed	coat													
<p>What are the most important events that happened in the story? How do you know?</p> <p>What lesson did the characters learn in the story? Why do you think that?</p>	<p>Lesson Learned</p> <p>Think about the events in the story and write about the lesson that the character(s) learn.</p>	<p>Contractions:</p> <p>Find and record contractions in your book or the passage provided. As you read other books see what other contractions you come across and write them down.</p> <p>Examples: would've, you've, I'd, we'd, you'd.</p>															
<p>Choose a character from your book. How would you describe the character? What happened in the story that made you think that?</p> <p>What do you think will happen next for the characters after the story ends?</p>	<p>Story Ending</p> <p>Think about how the story ends and write a different ending for the story.</p>	<p>Definition Detective:</p> <p>Find a few words that you did not know the meaning of in your story. Use the context, what you know about the word, or a dictionary to determine the meaning. Record the word and the meaning.</p>															

Create: Cereal Box Book Report

Materials: cereal box, paper, tape or glue



Use an old cereal box to write a book report about the story. On the front of the box take a piece of paper and draw the cover of your book or a picture that illustrates the passage. Make sure to include the title. On the back of the box, draw and write about the important parts of the story (beginning, middle, and end). On one side of the box draw a picture of the character(s) in the story. On the other side, write the lesson learned from the story.

There you have it, a cereal box book report.

The CLIMB

by Wendell Riley

1 “Grandpa, look!” I cried. “It’s a ship!” I could hardly believe my eyes. There was a huge ship with tall sails, far out at sea. We waved our arms and shouted, “Help! Help!”

2 We had been stranded on the island for weeks. I was out fishing with Grandpa one day when the weather suddenly changed. A storm blew our fishing boat off course and onto a rocky island. Grandpa steered the best he could, landing us on the shore. But our boat was ruined. We had no way back to the little seaside town we called home.

3 The huge ship was the first we’d seen—and it was sailing right past us! “It’s no use, Sara,” Grandpa said. “They can’t see us.”

4 “But they could if I was up there,” I said. I pointed to the top of a high, rocky hill. Grandpa looked worried, but he knew there was no other way. I had to climb the rocks quickly but carefully—and not look down! When I got to the top, I shouted, and flashed a small mirror. I was about to give up, when a light flashed back. We were saved!

Close Reader Habits

What questions can you ask about the story? **Underline** the details that help you answer your questions.

SAVING the TRAIN

by Annika Pedersen



1 Owen and Amy walked along the Green River. They had never seen the water so high. A storm the day before had brought heavy rain. As they walked around a bend in the river, they could hardly believe their eyes. The railroad bridge over the river had fallen into the rushing water!

2 “The noon train will be here soon!” Owen said to his sister. “It’ll crash right into the river. We’ve got to go tell someone!”

3 “There’s no time to get anyone,” Amy said. “We’ll have to stop it ourselves. I have an idea!” she shouted, as she turned and sped home.

4 When she got there, Amy took a big white tablecloth from the table. She grabbed a can of red paint and a brush. Then she painted the words “STOP! BRIDGE OUT!” on the cloth.

5 Amy dashed as fast as she could back to Owen. They could hear the train coming! They held the painted cloth between them and waved. But the train flew by. Had no one seen their warning?

6 A second later the train’s brakes screeched, and its whistle blew loudly. It came to a full stop. Amy and Owen had saved the train!

Close Reader Habits

Underline key details about important parts of the story. These are details that answer who, what, when, where, and why questions.

Second Grade Math Choice Board

Choose 1-2 items to do per week.

The activities below can be used by all students in grades K-5 in addition to the grade level work provided. Please note additional challenges for older students. The choice board is meant to be a fun way to explore math at home. Enjoy!

<p>Create a math board game. Make sure your game has directions, math questions, and all materials needed to play it. Try out your game with someone at home.</p>	<p>Go on a shape hunt. Look for shapes around you at home. Gather 10 objects and identify their shapes (can be 2D or 3D). Sort the shapes in some way. Share your thinking with someone at home.</p>	<p>Write a story problem to go along with your daily reading. Read a story or a chapter out of a book you've been reading. Write one math problem to go along with the story or chapter you read.</p>
<p>Measure a room at home. Use at least two different <i>creative</i> measuring tools. For example, how many shoes long is the room? How many pieces of paper long is it? Compare the lengths. For students in grades 4-5, calculate the perimeter and area of the room.</p>	<p>Write a math song. Write a math song to explain a math concept. Your song could be about shapes, fractions, graphing, addition, subtraction, multiplication, or division. Perform your song for your family. You may even choose to send your teacher a recording of your song.</p>	<p>Cook something with an adult. While you cook, think about all the math skills you are using. Write and solve one math story problem related to your experience.</p>
<p>Create a graph. Create a graph using items you find in your house. Your graph should have a title, a number scale, and at least two categories. Category examples: -Articles of clothing (# of t shirts and # of long sleeve shirts) - Types of books on your bookshelf</p>	<p>Create a daily schedule. Make sure your schedule has the start time and end time as well as what activity you are going to do at that time. For students in grade 3-5, find the elapsed time of the different activities in your schedule.</p>	<p>Write a word problem with an answer of 2. Use any operation and any problem type you want. Just make sure the answer to your problem's question is 2. Challenge: Can you write another problem using a different operation and/or a different problem type? Don't forget two-step & compare problems!</p>

Second Grade Math Choice Board

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<p>Create a graph. Create a graph using items you find in your house. Your graph should have a title, a number scale, and at least two categories. Category examples: -Articles of clothing (# of t shirts and # of long sleeve shirts) - Types of books on your bookshelf</p>	<p>Create a daily schedule. Make sure your schedule has the start time and end time as well as what activity you are going to do at that time. For students in grade 3-5, find the elapsed time of the different activities in your schedule.</p>	<p>Write a word problem with an answer of 2. Use any operation and any problem type you want. Just make sure the answer to your problem's question is 2. Challenge: Can you write another problem using a different operation and/or a different problem type? Don't forget two-step & compare problems!</p>

2nd Grade Math Practice

Problem Solving

Fill in the missing numbers:

- 345,350, _____, 360, 365, _____, _____, 380, 385, 390, _____
- _____, 109, 119, 129, _____, _____, 159, 169, 179, 189, _____, _____
- Blaire started counting at 123. She began skip-counting by hundreds. Write about what patterns Blaire will find in the numbers as she skip-counts.

Counting Coins

- Damien had the coins shown below in his piggy bank. How much money is in Damien's piggy bank?

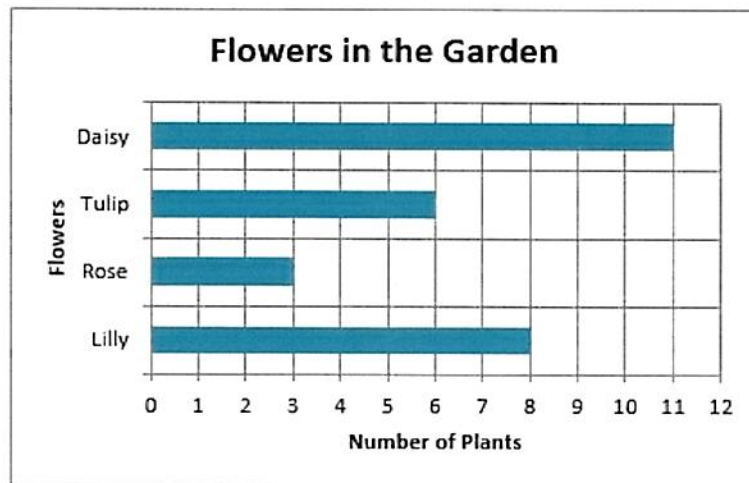


- Show 3 different ways can you make 56¢ using pennies, dimes, nickels, and quarters?

Problem Solving Involving Money

- Ruth has 4 dimes, 2 pennies, 1 quarter, and 3 nickels in her pocket. Samuel has 5 dimes, 1 penny, and 5 nickels in his pocket. Who has the most money?
- Lance wants to buy a toy from Wal-Mart that costs \$15. He has 3 one dollar bills, 2 five dollar bills, and 1 ten dollar bill in his wallet. Does Lance have enough money to buy the toy?
- Will Lance have any money left over after he buys the toy? If so, How much?

<p>Place Value to 1,000</p>	<p>Fill in the blanks:</p> <ul style="list-style-type: none"> • $467 = \underline{\hspace{2cm}}$ tens + $\underline{\hspace{2cm}}$ ones • $11 \text{ tens} + 1 \text{ hundred} + 6 \text{ ones} = \underline{\hspace{2cm}}$ <p>Circle the number shown below that is made up of 5 hundreds, 9 ones, and 12 tens.</p> <p style="text-align: center;">592 629 512 591</p> <p>Write the number shown below using the number name.</p> <p style="text-align: center;">909</p>
<p>Problem Solving</p>	<ul style="list-style-type: none"> • Write a story problem for the equation shown below. Then, solve your story problem. <p style="text-align: center;">$\underline{\hspace{2cm}} + 47 = 82$</p> <ul style="list-style-type: none"> • Kaneia made some friendship bracelets. She made 4 red bracelets and 5 blue bracelets. She gave some of them away to her friends. She has 3 bracelets left. How many did she give away to friends? • Mrs. Lucky picked some vegetables from her garden. She picked 28 more green beans than cucumbers. She picked 8 cucumbers. How many green beans did Mrs. Lucky pick?
<p>Graphing</p>	<p>Use the graph on the next page to answer these questions.</p> <ul style="list-style-type: none"> • How many more daisies were found in the garden than Roses? • Which two types of flower have a combined total of 11? • How many fewer tulips are in the garden than lilies? • There are 5 more orchid flowers in the garden than daisies. How many orchids are in the garden?



Odd vs. Even

- Is the number 9 even or odd? Prove your thinking by making a sketch.
- Is the number 14 even or odd? Prove your thinking by writing an equation.
- Write an even number that is less than 20. Prove using drawings or equations that the number is even.
- Write an odd number that is less than 20. Prove using drawings or equations that the number is odd.

Problem Solving

- Write a story problem for the equation below. Then solve your story problem.

$$48 + \underline{\hspace{2cm}} = 72$$
- A bakery baked 4 chocolate cakes. They also baked 5 vanilla cakes. They sold 6 of the cakes today. How many cakes does the bakery have left? Write a number sentence to represent this problem and then solve it.
- The UCPS Mobile Book Bus had some new books to give away. On Tuesday, 38 books were given away. There are still 42 books left on the bus. How many books did the Book Bus have in the beginning? Write a number sentence to represent this problem and then solve it.

**Place Value to
1,000**

Write a number that completes the comparison.

- 4 ones + 12 tens $>$ _____
- 3 + 200 $<$ _____

Use the symbols $>$ $<$ or $=$ to complete each number comparison.

- 30 + 400 + 8 _____ 4 tens + 3 hundreds + 9 ones
- 8 tens + 2 hundreds + 12 ones _____ 382


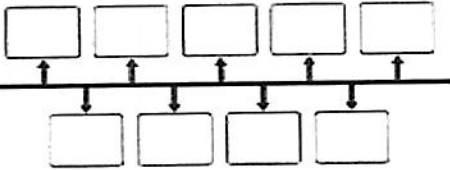

**Skip Counting
by 5, 10, and
100**

Fill in the missing numbers:

- 8, _____, 28, 38, _____, _____, 68, _____
- _____, 174, 274, 374, _____, _____, _____
- Begin counting at 499. Count by tens to find the next 5 numbers. Write the numbers you counted.

Second Grade Social Studies Choice Board

Choose 1-2 items to do per week.

<p><u>Community Service Workers</u></p> <p>Make a card for a firefighter, hospital worker, police officer, or service provider and thank them for helping to keep us safe.</p>	<p><u>Good Citizens</u></p> <p>Make a plan for what you can do to help your family or a neighbor this weekend.</p> 	<p><u>Rules</u></p> <p>What are some new rules in your house? Create a list of new rules in your house and your community. Why do you have new rules? Why are these rules helpful? Talk with an adult about these new rules.</p>		
<p><u>Timeline</u></p> <p>Create a timeline of the different activities you did in your classroom this year. Draw a picture to match each activity. Share with an adult.</p> 	<p><u>Long Ago vs. Today</u></p> <p>Talk with an adult about a time when they were little that things changed. What caused the change? What was the outcome? How did they feel during the change?</p>	<p><u>Culture</u></p> <p>Read about the "Chinese New Year". Use the Venn Diagram to compare and contrast how you celebrate the New Year.</p> 		
<p><u>Wants and Needs</u></p> <p>Create a list of wants and needs during this time. Have these changed since you have been out of school? What stayed the same?</p>	<p><u>Goods and Services</u></p> <p>Create a "T-Chart" of the goods and services in your community. Reflect on how these have been impacted recently.</p> <p>NAME _____ DATE _____</p> <table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>			<p><u>Consumers and Producers</u></p> <p>Draw pictures of or write about three goods and/or services you like to consume and three goods and/or services you like to produce.</p>

Second Grade Science Choice Board

Choose 1-2 items to do per week.

<p><u>Make an Instrument</u> Using recycled household materials (cardboard boxes, tissue paper roll, rubber bands, soda bottles, straws, etc.), make an instrument. Be sure your instrument can demonstrate the follow sound terms:</p> <ul style="list-style-type: none"> • Vibrations- movement back and forth that creates sound waves • Pitch- high and low sounds • Volume- loud and soft sounds 	<p><u>Write a Song</u> Write a song about how sound travels or how we hear sound with our ears. If you want, get really creative and put your song to music!</p>	<p><u>Creative Writing</u> Write a story as if you are an echo or a sound wave. Be sure to use descriptive detail to tell about your journey and what you experience!</p>					
<p><u>Be The Teacher</u> Create a lesson about sound as if you are a teacher. Create a poster or chart that will help your "students" understand how sound is made and how the ear hears sound. You can use the vocabulary and diagrams from the other activities to help you. Then, teach your lesson to your stuffed animals, toys or family members!</p>	<p><u>Speed Label a Diagram</u> Study the attached ear diagram and learn the names of the parts of the ear. Then, quiz yourself by labeling the parts. Try to get all the parts in the correct spot! Got it right? Now, try again but see how fast you can do it! Have a family member time you to see how quickly you can name the parts of the ear correctly!</p>	<p><u>Write an ABC Book</u> Create your own ABC book on the topic of weather. Use a weather vocabulary word for each letter of the alphabet. You may use the vocabulary list attached to get you started.</p> <p>For example: A is for air. B is for barometer. C is for clouds</p>					
<p><u>Track Weather Patterns</u> Make a chart with 5 columns. Track the type of weather that you see for 5 days in a Weather Log. Be sure to include:</p> <ul style="list-style-type: none"> • Type of weather: Sunny, Rainy, Cloudy, Partly Cloudy, Windy • Temperature: Hot, Warm, Cool, Cold • Any other descriptive words: muggy, breezy, dry, gloomy, drizzly, etc. • A drawing of what it looks like outside <p>Optional: Continue tracking the weather after 1 week.</p> <table border="1" data-bbox="94 1829 540 1902"> <tbody> <tr> <td>Monday</td> <td>Tuesday</td> <td>Wednesday</td> <td>Thursday</td> <td>Friday</td> </tr> </tbody> </table>	Monday	Tuesday	Wednesday	Thursday	Friday	<p><u>Make a Memory Game</u> To Make: Use index cards or cut squares of paper to act as playing cards. On each card, write the name of a weather instrument. Draw a picture of the instrument as well on the card. On another card, write its definition or what the instrument is used for. Be sure every weather instrument has a matching card with its definition. <i>Use the attached weather instrument guide to help!</i></p> <p>To Play: Place all of your cards face down so that you don't see any writing. With a family member, take turns flipping over two cards. If you flip a weather instrument name and its matching definition, keep the pair. The person with the most matches at the end, wins!</p>	<p><u>Hands On Experiment: Water Cycle in a Bag</u> Materials you will need:</p> <ul style="list-style-type: none"> • a zippered plastic bag • Water • permanent marker • masking tape • Optional: blue food coloring <p>Follow the attached instructions for showing the Water Cycle in a Bag.</p>
Monday	Tuesday	Wednesday	Thursday	Friday			

Water Cycle in a Bag Experiment

Materials: a zippered plastic bag, water, permanent marker (blue food coloring optional), masking tape

Directions:

1. With the permanent marker, draw water "waves" at the bottom of the bag and clouds at the top of the bag. Include a sun at the top too!
2. Pour water into the bag (enough to reach the top of your "waves" you drew.) Optional: Drop a few drops of blue food coloring to dye the water.
3. Zip the bag and tape it to a window that gets lots of sunlight.
4. Observe what happens after a few sunny days.









What is happening?

You should notice the water from the bag forming droplets of water at the top. This is *condensation*. The heat from the sun has made the water *evaporate* up, then *condense* near the "clouds". In a real water cycle, the condensed vapor would then drop from the clouds as *precipitation* (rain, snow, sleet, hail). And the water cycle would begin all over again.

Source: <https://www.mobileedproductions.com/blog/how-to-make-a-water-cycle-in-a-bag>

Weather Instrument Guide

<p>Thermometer</p>  <p>Measures the temperature (how hot or cold it is)</p>	<p>Rain Gauge</p>  <p>Measures how much rain is collected (in inches or centimeters)</p>
<p>Barometer</p>  <p>Measures the air pressure (how high or low)</p>	<p>Wind Sock</p>  <p>Measures wind direction and speed, usually found at airports</p>
<p>Anemometer</p>  <p>Measures the wind speed</p>	<p>Wind Vane</p>  <p>Measures the wind direction (North, East, South, West)</p>

I Wish I Were a Little Star

Last night I dreamed that I had wings
And flew up in the sky,
I couldn't see our house at all
For I was up too high.
I must have gone a hundred miles,
I know I traveled far,
I didn't know just where I was
Until I touched a star!

And then I said, "Little star,
Please tell me where I am."
The little star said, "Don't you know?
You are in a traffic jam.
All little stars pass this way
When they go to their places,
There are hundreds of tiny stars
With bright and shining faces."

Marching, marching, marching
Glad to light the darkened sky,
I wish I were a little star
So I could live up high!

—Edna Hamilton

Second grade scholars should learn the poem and be prepared to recite it by memory in their classrooms.



Second Grade Supply List

- 4 packages of Ticonderoga pencils (24 count)
- 3 packages of wide ruled notebook paper
 - 8 glue sticks
 - 2 boxes of crayons (24 count)
 - 1 pack of 8 markers
 - 2 scissors (blunt tip)
 - 1 sketch pad spiral (9 x 12)
- 3 packs of Lysol Disinfecting wipes
 - 8 dry erase markers
- 1 pack of 24 count eraser tops
- 2 packs of copy paper
- 5 plastic 2 pocket 3-prong folders
 - 1 highlighter
 - 12" ruler
- 6 composition books (100 sheets)
- 1 can of disinfectant spray
- 3 rolls of paper towels
- 4 boxes of tissue
- 1 liquid soap 7.5 ounces
- 1 bottle of hand sanitizer 10 ounces
- 1 gallon Ziploc bags
- 1 quart Ziploc bags
- 1 pair of headphones w/microphone