



Second Grade Learning Resources

May 2020

Dear Families,

Enclosed is our final set of optional learning resources that your student may use to practice skills previously taught this school year. These activities are intended to supplement assignments and activities provided directly from your child's teacher. It is designed to support 2-3 weeks' worth of supplemental learning. We recommend that students complete no more than one math activity and one literacy activity from this packet per day. For additional learning and practice opportunities, including our first set of resources and available extensions, please visit our website at:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Estimadas familias,

Adjunto se encuentra última de recursos de aprendizajes adicionales que su estudiante puede usar para practicar las habilidades que se enseñaron anteriormente este año escolar. El propósito de estas actividades es complementar las tareas y actividades proporcionadas por el maestro de su hijo. Están diseñadas para apoyar el aprendizaje suplementario de 2-3 semanas. Les recomendamos que los estudiantes completen no más de una actividad de matemáticas y una de alfabetización diariamente. Para más oportunidades de aprendizaje y práctica, incluyendo nuestra primera serie de recursos y extensiones de materiales disponibles, por favor visite nuestro sitio web en:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Thân gửi gia đình các học sinh,

Đính kèm theo đây là tài liệu học tập sau cùng với tài nguyên học tập tùy chọn mà học sinh có thể sử dụng để thực hành năng khiếu đã được giảng dạy tại trường trong niên học này. Những hoạt động này với chủ đích như là bài tập và hoạt động bổ sung được cung cấp trực tiếp từ các giáo viên của con em quý vị. Nó được thiết kế để hỗ trợ từ 2 tới 3 tuần lễ trong việc học tập. Chúng tôi đề nghị học sinh hoàn tất một hoạt động với toán học và một hoạt động về Anh Ngữ trong tập tài liệu này cho mỗi ngày. Để bồi túc cho việc học tập và những cơ hội thực tập, bao gồm trong tập tài nguyên (resources) học tập thứ nhất và sự khai triển có sẵn, xin coi tại mạng lưới của chúng ta tại:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Qoysaska Qaaliga ahaw,

Waxa ku lifaaqan xidhmaadeena ugu danbeysa ee khayraadka waxbarasho ee ikhtiyaariga ah ee ardaygaagu u isticmaali karo inuu ku tabobarato xirfadaha hore loo baray sannad dugsiyedkan. Hawlahaas waxaa loogu talagalay in lagu kabo shaqooyinka iyo nashaadaadka tooska ah ee uu bixiyo macallinka ilmahaagu. Waxaa loogu talagalay in lagu taageero 2-3 toddobaad qimaynta dheeriga ah. Waaan kula talineynaa ardayda inay dhammeeyaan wax aan ka badneyn hal hawl oo xisaabta ah iyo hal hawl oo qorista oo xidhmadan ah maalin kasta. Si aad u hesho waxbarasho dheeraad ah iyo fursado tababar ah, oo ay kujirto qaybleena koowaad ee khayraadka iyo kordhintaa la heli karo, fadlan booqo bartayada internetka:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

የተከበረች በተሰቦች፡

እናገኘ የእራት ተማሪ በኋይ የተምህርት አማካይ ቅድሚያ ብለው የተማሪዎችን ትልቅታዊነት ለማለማመድ ለአጠቃላይ የሚችል አማራጭ የሚሸጋው የሚመራው ተብሎች የሚጨረስ ስብሰብ ፍቃም:: የእናሆም ተግባራት የተሰቦ ስራዎችን ለሚሸጋት የተሰቦ እና በቀጣት በለቻው መምህር የቀረቡ ተግባራት ፍቃም:: ይህ ከ 2-3 ስምንታት የሚሆን ተጨማሪ ተምህርት ለማደገፍ የተቀጥሱ ነው:: ተማሪዎች ከኋይ እናገኘ ውስጥ ከኋይ የሂሳብ ተግባር እና ከኋይ የሚገባበት ተግባር ያስበለው በየቀኑ እንዲያጠናቁቁ እንማከራለን:: ለተጨማሪ የተምህርት እና የልማምዎች እናለች:: የመጀመሪያዎችን የሆነዎች ስብሰብ እና የሚገኘትን ቅጥያዎችን ማረጋገጫ ለማግኘት:: እባክዎ ይርጋጌን እኋይ ለይ ይሰጣል:

www.highlineschools.org/coronavirus/learning-support/home-learning-southwest.

2nd Grade Math

To access the online resources in this packet as well as lessons from other grade levels, visit **<https://bit.ly/homemathresources>**



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Grade 2 Day 6: Subtraction within 100

Grade	2
Day	6
Math	Subtraction within 100
Audience	Teachers
Language of Instruction	English
Objective	Write and solve a subtraction word problem
Standard	Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>This unit is limited to one step problems.</i>
Links to printable materials (Student facing)	Grade 2 Day 6: Subtraction within 100
Online / Blended Resources	Whopper 3 - Act https://gfletchy.com/the-whopper-jar/



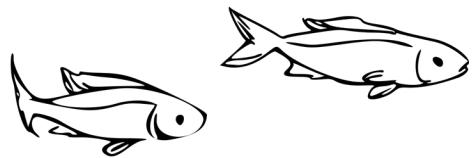
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	Worksheets	Online
Launch	Read A Fish Story.	Whopper 3 - Act https://gfletchy.com/the-whopper-jar/ Act 1 - How many chocolate Whoppers fit in the jar? Estimate Watch the video
Explore	Draw a picture or diagram of the situation.	Act 2 - Click on links for more information
Summarize	Solve the problem and explain how you know the solution is correct.	ACT 3 - Watch Was your estimate too high or too low?

Fish Story

Jen caught a fish that was 17 inches long.
Bob caught a fish that was 23 inches long.



Draw a picture or diagram of the situation:

A large, empty rectangular box with rounded corners, intended for the student to draw a picture or diagram related to the fish story.

Whose fish is longer? _____

How much longer? _____

How do you know? _____



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Grade 2 Day 7: Subtraction Word Problem

Grade	2
Day	7
Math	Subtraction Word Problem
Audience	Teachers
Language of Instruction	English
Objective	Write and solve a subtraction word problem
Standard	Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>This unit is limited to one step problems.</i>
Links to printable materials (Student facing)	Grade 2 Day 7: Subtraction Word Problem
Online / Blended Resources	Math Monster Subtraction https://www.mathplayground.com/math_monster_subtraction.html Number Pieces https://www.mathlearningcenter.org/resources/apps/number-pieces



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	Worksheets	Online
Launch	Think of a topic and write a subtraction situation about that topic.	Play Math Monster Subtraction https://www.mathplayground.com/math_monster_subtraction.html
Explore	Draw a picture of the situation and write a question.	Play Number Pieces https://www.mathlearningcenter.org/resources/apps/number-pieces
Summarize	Solve the problem and show how you know the solution is correct.	

My Subtraction Word Problem

Write your math story problem:

Draw a picture or diagram of the situation:



What is your question?

Solve the problem and show how you know your answer is correct.



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Grade 2 Day 8: Unknowns with Dominoes

Grade	2
Day	8
Math	Unknowns with Dominoes
Audience	Teachers
Language of Instruction	English
Objective	Add and subtract with unknowns
Standard	Number and Operations in Base Ten Use place value understanding and properties of operations to add and subtract. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Links to printable materials (Student facing)	Grade 2 Day 8: Unknowns with Dominoes
Online / Blended Resources	It All Adds Up 3 ACT https://gfletchy.com/it-all-adds-up/



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	Worksheets	Online
Launch	Play Unknowns with Dominoes.	It All Adds Up 3 ACT https://gfletchy.com/it-all-adds-up/ ACT 1 What do you notice? What do you wonder? What coins did he put in the bank?
Explore	Use the Hundreds Chart to show how you found the unknown.	ACT 2 Click on the link to get more information.
Summarize	Record your strategy on the open number line.	ACT 3 How many of each kind of coin?

Unknowns with Dominoes

	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
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$$\begin{array}{|c|c|} \hline & 6 \\ \hline 6 & 5 \\ \hline \end{array} + \begin{array}{|c|c|} \hline & 5 \\ \hline 5 & 4 \\ \hline \end{array} = \underline{\hspace{2cm}}$$

Record your strategy on an Open Number Line.



	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
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

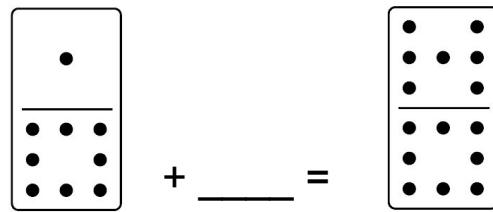
$$\begin{array}{|c|c|} \hline & 6 \\ \hline 6 & 5 \\ \hline \end{array} - \underline{\hspace{2cm}} = \begin{array}{|c|c|} \hline & 5 \\ \hline 5 & 4 \\ \hline \end{array}$$

Record your strategy on an Open Number Line.



Unknowns with Dominoes

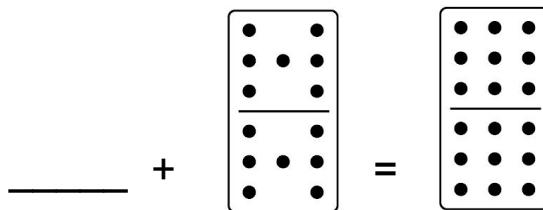
	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Record your strategy on an Open Number Line.



	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
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Record your strategy on an Open Number Line.





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Grade 2 Day 9: Problems with Unknowns

Grade	2
Day	9
Math	Problems with Unknowns
Audience	Teachers
Language of Instruction	English
Objective	Solve word problems with unknowns.
Standard	Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (see CCSS-M Table 1)
Links to printable materials (Student facing)	Grade 2 Day 9: Problems with Unknowns
Online / Blended Resources	Math Playground Addition and Subtraction Videos https://www.mathplayground.com/thinkingblocks.html



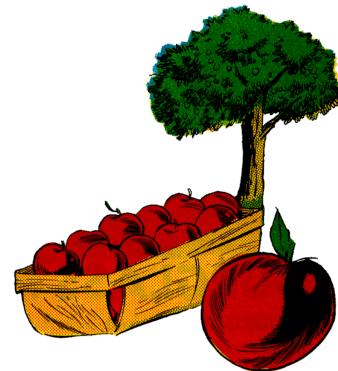
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	Worksheets	Online
Launch	Represent each problem with a tape diagram.	Math Playground Addition and Subtraction Videos https://www.mathplayground.com/thinkingblocks.html Compare A
Explore	Write an equation to match the tape diagram.	Compare B
Summarize	Solve each problem.	Compare C

Solve each problem. Show how you know.

Cam picked 24 apples. Then she picked some more apples. In the end she had 52 apples. How many more apples did she pick?

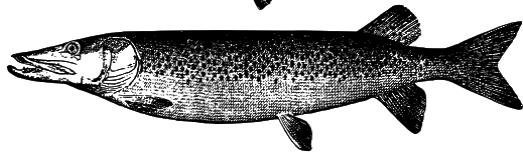
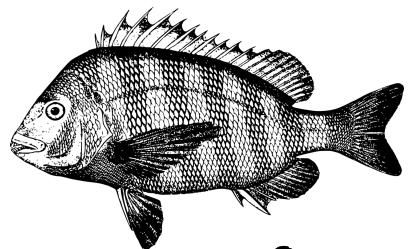


This loaf of bread was 34 centimeters long. I cut off a piece and now it is 26 centimeters long. How long was the piece I cut off?



Solve each problem. Show how you know.

Steven caught a fish that was 37 centimeters long. Emily caught a fish that was 15 centimeters longer than Steven's fish. How long was Emily's fish?



Tamika caught a fish that was 19 centimeters shorter than Emily's fish. How long was Tamika's fish?



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Grade 2 Day 10: Numbers Greater Than 100

Grade	2
Day	10
Math	Numbers Greater Than 100
Audience	Teachers
Language of Instruction	English
Objective	Recognize patterns on the 1000 chart and compare three-digit numbers using the symbols, $>$, $=$, or $<$.
Standard	Numbers and Operations in Base Ten Understand place value 2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following special cases: a. 100 can be thought of as a bundle of ten tens - called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
Links to printable materials (Student facing)	Grade 2 Day 10: Numbers Greater Than 100
Online / Blended Resources	Base 10 Blocks https://www.coolmath4kids.com/manipulatives/base-ten-blocks Place Value Using 100s, 10s, and 1s https://www.youtube.com/watch?v=EVnrsoyfRFU



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	Worksheets	Online
Launch	Complete the puzzles by placing the missing numbers on the 1000 Chart.	Explore with Base 10 Blocks https://www.coolmath4kids.com/manipulatives/base-ten-blocks
Explore	Compare the 2 sets of numbers and decide if the inequality is true or false.	Watch the video Place Value Using 100s, 10s, and 1s https://www.youtube.com/watch?v=EVnrsoyfRFU
Summarize	What strategy did you use to find the missing numbers on the 1000 Chart?	

Fill in the missing pieces of the 1000 chart

	443		
472			

286		288	

		574
593		

	792	
891		

		394	
		494	

		110	
		150	

What strategy did you use to place the numbers? _____

True or False?



Are these comparisons true or false?

How do you know?

a. $3 \text{ hundreds} + 9 \text{ ones} > 6 \text{ tens} + 6 \text{ ones}$

b. $8 \text{ tens} + 2 \text{ hundreds} + 5 \text{ ones} < 824$

c. $565 < 5 \text{ hundreds}$

d. $4 \text{ hundreds} + 1 \text{ ten} + 3 \text{ ones} < 431$

e. $2 \text{ hundreds} + 9 \text{ tens} < 7 \text{ tens} + 9 \text{ ones} + 2 \text{ hundred}$

f. $7 \text{ ones} + 3 \text{ hundreds} > 370$



Teaching, Learning and Leadership

Chief Academic Officer-Susanne Jerde
15675 Ambaum Boulevard Southwest
Burien, Washington 98166
highlineschools.org
206.631.3001

Dear Second Grade Students and Families,

The pages in this packet will provide you with fun activities to keep you learning while you are out of school. Please use the materials at your own pace. In this packet, you will find:

- Fluency: spend a few minutes on this each day. Read the story ("The Midnight Snack," "The Big Presentation," and "The Knight's Fright" with a grown-up or older child; then take turns reading; then read it yourself (you might try one of these each day).
- Circling sounds: each day, use the page that comes after the fluency story. Circle the letter patterns on one line, and then read the words aloud.
- Activities to try each day.
- "Changes" and "When Bad Things Happen:" you'll probably want to read these more than once over several days. Read the story with someone else. Think about what you are learning.
- A sheet to help you think about what you've learned and what you'd still like to learn.

In addition to the activities in the packet, here are some suggestions to keep growing as a reader and writer:

- Have a grown-up read to you each day.
- Read to yourself each day.
- Tell stories with someone else. Take turns making up what comes next in the story.
- Sing songs together.
- At the end of the day, talk with someone about what happened in your day. Tell that person about what you did, and ask what they did. Ask each other questions.
- Write and illustrate your own stories.

We are thinking about you every day!

Sincerely,

Your Teachers



Estimados estudiantes y familias del 2^{do} grado,

Las páginas en este paquete les proveerá con actividades divertidas para que sigan aprendiendo mientras están fuera de la escuela. Por favor usen los materiales a su propio ritmo. En este paquete, encontrarán:

- Fluidez: dedica unos minutos a esto todos los días. Lee la historia ("The Midnight Snack," "The Big Presentation," y "The Knight's Fright" con un adulto o un niño mayor; luego se turnan para leer; luego léelo tú mismo (puedes probar hacer uno de estos cada día)
- Circulando sonidos: cada día, usa la página que viene después de la historia de fluidez. Circula los patrones de las letras en una línea, luego lee las palabras en voz alta.
- Actividades para hacer cada día.
- "Changes" y "When Bad Things Happen": probablemente querrás leerlos más de una vez durante varios días. Lee la historia con alguien más. Piensa en lo que estás aprendiendo
- Una hoja de trabajo para ayudarte a pensar sobre los que has aprendido y los que todavía te gustaría aprender.

Además de las actividades en el paquete, he aquí algunas sugerencias para mantenerlos creciendo como lector y escritor.

- Haz que un adulto te lea cada día.
- Léete a ti mismo todos los días.
- Cuenta historias con alguien más. Túrnense para inventar lo que viene después en la historia.
- Canten juntos
- Al final del día, habla con alguien sobre lo que ocurrió en tu día. Cuéntale a esa persona lo que hiciste y pregúntale qué hizo. Pregúntense unos a otros.
- Escribe e ilustra tus propias historias

¡Estamos pensando en ti todos los días!

Sinceramente,

Tus maestros



Thư gửi học sinh Lớp Hai và Gia Đình,

Những tài liệu trong tập hồ sơ này sẽ cung cấp cho học sinh với những hoạt động vui thích để duy trì việc học tập trong thời gian không tới trường học. Xin sử dụng những tài liệu học tập này với nhịp độ của riêng mình. Trong tập hồ sơ này học sinh và phụ huynh sẽ có:

- Trôi chẩy, lưu loát: dùng ít phút cho việc này mỗi ngày. Đọc những truyện (“The Midnight Snack” “The Big Presentation,” và “The Knight’s Fright”) với trẻ cùng trang lứa hoặc lớn hơn; rồi thay phiên nhau đọc; rồi học sinh tự đọc một mình (học sinh có thể đọc mỗi truyện một ngày).
- Khoanh tròn âm thanh (Circling sounds): mỗi ngày, dùng trang kế tiếp sau truyện trôi chẩy. Khoanh tròn những mẫu chữ trên một hàng kẻ, rồi đọc lớn những chữ này.
- Gợi ý cho các hoạt động để thử.
- Những truyện “Changes” và “When Bad Things Happen”: học sinh có thể muốn đọc nhiều lần trong vài ngày. Đọc truyện với người khác Nghĩ về những gì bạn đang học hỏi.
- Tờ giấy làm bài (worksheet) này để giúp bạn nghĩ về những gì bạn đã học hỏi và những gì bạn vẫn thích học hỏi.

Bổ túc cho những hoạt động trong tập hồ sơ này, sau đây là một số đề nghị nhằm duy trì việc đọc và viết.

- Có sự tăng trưởng việc đọc sách mỗi ngày cho học sinh.
- Học sinh tự đọc sách mỗi ngày.
- Kể lại truyện đọc cho một vài người nào đó. Thay phiên nhau để tiên đoán những sự kiện kế tiếp sẽ xảy ra trong câu truyện.
- Cùng nhau hát những bài hát.
- Vào cuối ngày, nói với một người nào đó về những gì đã xảy ra trong ngày với bạn. Nói cho người này biết là bạn đã làm gì, và hỏi người này đã làm gì. Hỏi lẫn nhau những câu hỏi.
- Viết và vẽ hình cho những câu truyện của bạn.

Chúng tôi nghĩ về bạn mỗi ngày!

Thân,

Các giáo viên của bạn



Mudaneyaal Ardyada iyo Qoysaska Fasalka Labaad,

Bogaga waraaqahan waxa aad ka heli doontaa hawlo madadaalo oo aad waxka baran doonto inta laga maqan yahay dugsiga. Wuxuu aad u isticmaashaa waraaqahan sida aad awoodoo. Waraaqahan, waxa aad ka heleysaa:

- Aqoon: in aad maalin kasta dhawr daqiqo aad ku bixiso. La akhri sheekada ("The Midnight Snack," "The Big Presentation," iyo "The Knight's Fright" qof wayn ama ilmo kaa wayn; qolba midkiin ha akhriyo; kadibna adigu akhriso (waxa aad isku dayi kartaa kolba mid maalintii)).
- Codka goobaabta: maalin kasta, waxa aad isticmaashaa boga ka danbeeyaa akhriska faseexada ee sheekada. Wuxuu aad qaabka xarafka ku goobaabtaa qaabka hal layn ah, oo kadibna u akhri si cod dheer ah.
- Hawlo la isku dadayo maalin kasta.
- "Changes" iyo "When Bad Things Happen:" waxa laga yaabaa in loo baahdo in aad akhrido kuwan wax ka badan hal mar maalmaha. La akhri sheekada qof kale. Wuxuu aad ka fikirtaa waxa aad baranayso.
- Xaashidu waxay kaa caawinaysaa inaad ka fikirto waxa aad baratay iyo xirfadaha aad doonayso inaad barato.

Marka laga tago hawlaha ku jira waraaqaha, waa kuwan waxoogaa talooyin ah oo markaa aad ku korin karto qoraalkaaga iyo akhriskaaga.

- Qof waynu hakuu akhriyo maalin kasta.
- Akhri sheekadaada maalin kasta.
- Uga sheekhee qof kale. Wuxuu aad kolba midkiin mala awaashaan waxa soo socda.
- Wada heesa.
- Kadibna, waxa aad ka sheekeysaa wax aad maalintaas la kulantay. Wuxuu aad qof uga sheekeysaa waxa aad samaysay, oo waxa aad waydiisaa waxa uu sameeyay. Iswaydiya.
- Qor oo ka sheekee sheekadaada.

Maalin kasta waanu kaa fikirnaa!

Mahadsanid,

Macallinkaaga



ወ-ሮ የሆላትና ክፍል ተማሪዎች እና በተሰጠቸው፡፡

በዚህ ትቅል ላይ የአቶ ገዢ ክትምህርኑ ውጤ በምትሆነበት ወቀት መሚራቻቸውን እንዲቀጥል የሚረዳ አስደሳቸው
የሁኔታ ተግባሩን ለእናንተ ይሰጣል፡፡ እስከዚ ቅድ-ቅሰቱን በረሰሰው ፍጥነት ይጠቀሙ፡፡ በዚህ ትቅል ውስጥ፡፡
የጥምታገኘት፡፡

- እንደበት ሲቀልት፡ በእያንዳንዱ ቅን ላይ በዚህ ላይ ትቅት ይችቃቻች ውስጥ፡፡ ታረከን (“The Midnight Snack,” ተፈፀመ አቅርቦት፡፡) እና “The Knight’s Fright” ካወቃቁ ወይም በእያንዳንዱ ተለቀ ካለ ላይ ጉር
ሆነው የንብረቱ ከዘመኝ እየተቀያዩኑ የንብረቱ ከዘመኝ ማስቀበሉት (ከዚህ እንዲን በየቀኑ ለማከና
ይችላለ)
- ፍሰት ይሞላች፡ በእያንዳንዱ ቅን፡ ከእንደበት ሲቀልት ታረከ ቅጥሉ የሚመጠውን ገዢ ተጠቀሙ፡፡ በእንደ
ማስማር ላይ የአቶን የፈይል ዘይዴዋች ይከበቡ፡፡ እና ከዘመኝ ቅለቱን ማዕከ ተለዋ የንብረቱ፡፡
- ስለሚጣከና ተግባሩት ማከናች
- “Changes” እና “When Bad Things Happen” እነዚህን ከባሁ ቅናት ከእንደ ገዢ በለይ ለያነድቸው
ለፈልጊት ይችላለ፡፡ ታረከን ከሌላ ስው ጉር የንብረቱ፡፡ ምን እየተማራቻቸው እንደሆነ አስበር፡፡
- ስለተማኑት እና አሁንም መማር ስለሚፈልጊት እንዲያስጠት የሚረዳ ወረቀት

በዚህ ሥነ ውስጥ ካለ ተግባሩት በተጨማሪ፡ እንደ እንበረ እና ብሔራ ማደግ እንዲቀጥል እንዲኖር ማከናች በዚህ
ሆነው አለ፡፡

- በእያንዳንዱ ቅን የሚያነስጠቀሱ አዋቁ ይኬራቻቸው፡፡
- ለረሰሰሁ በየቀኑ እንበረ፡፡
- ታረከናን ከሆነ ስው ጉር አውሩ፡፡ በታረከ ውስጥ ቅጥሉ የሚመጠውን ነገር የሚያዝ ተሸ በተሸ አድርጋ፡፡
- አገራቻሁ መዘመርችን አጥና፡፡
- በቀኑ ማ-በቅና፡፡ በቀኑ ላይ ስለፈጻጋዣ ነገር ከሆነ ስው ጉር ተነጋገሩ፡፡ ለዘመኝ ማለሰብ ምን እንደደረሰቸው
ተናገሩ እና እነሰ-ም ምን እንደደረገ ተይቻቸው፡፡ እርስ በእርስኩሁ ተያቄዎችን ተጠያቄወች፡፡
- የራሳቻሁ የሁኔታን ታረከና የኋ እና አገራሩ፡፡

በየቀኑ ስለእራሻ እያስተካን ነው!፡፡

ከለባዊ ስለምታ ጉር፡፡

የእራሻው መጥሃሪያን

The Midnight Snack

Layla woke up in her dark bedroom. She turned over restlessly. Her belly growled angrily.

“I am hungry,” she said.

Layla slid out of bed as quietly as she could. She did not want to wake up her sister.

Her sister groaned. “Where are you going? It’s midnight.”

“I’m hungry. I didn’t mean to wake you.”

“I’m hungry, too,” said her sister.

Carefully and quietly, they snuck downstairs.

“Mom would want us to eat food that is good for us,” said Layla.

“Mom would want us to be asleep too,” said her sister.

So they had ice cream. They guiltily ate bite after bite until their bellies were bursting.

The two girls giggled and went back to bed.

Circle a word part that has a pattern you recognize.
Read the pattern. Read the whole word.

midday

unstable

infection

recite

vane

vain

whittle

middle

midday

distract

grapple

seamless

precise

thimble

resentful

reaction

The Big Presentation

Tam's teacher said, "Each student will prepare a presentation about what we have been studying."

All of the children in the class got a date for their presentations. Tam's presentation would be next Friday.

Tam felt a displeasing feeling in her belly. She was worried about the presentation.

That night, she told her uncle about it.

"I have been really worried about speaking to lots of people before too," he said.

"Really?" asked Tam."

"Yes," said her uncle. "What helps me is to prepare and practice a lot. Would you like me to help you prepare and practice?"

Tam and her uncle worked and worked.

The day of the presentation, Tam was a little bit worried. When she got up in class, she remembered all of the practice and spoke really well. Tam was so proud!

Circle the root word. Read the root word. Underline the prefix and/or suffix. Read the prefix and/or suffix. Read the whole word. Say the meaning of the word.

recalled	reaction	misdeed	unending
----------	----------	---------	----------

distasteful	premix	midsummer	disband
-------------	--------	-----------	---------

stainless	calmly	unlikely	prewash
-----------	--------	----------	---------

disjointed	blameless	loveless	gladly
------------	-----------	----------	--------

The Knight's Fright

A knight walked into a dark wood.

The knight's knees knocked. (When your knees knock, it means you are afraid. When you are afraid, your legs shake and your knees might knock together.)

So, the knight's knees knocked. Why did the knight's knees knock?

The knight's knees knocked because he saw a nasty gnome that was gnawing on some gnarly knuckles. (Gnarly means bumpy.) The knuckles came from a dragon that he had hunted.

The knock-kneed knight did not want his knuckles to be the next ones the gnome gnawed.

He slowly backed away from the nasty gnome.

"It was the wrong plan to come in here," the knight thought.
"Should I climb a tree? No, I will run away!"

The knight RAN out of the dark wood and never came back.

Cross out the silent letter. Read the word.

written

gnash

knife

comb

gnaw

knack

dumb

Knicks

knocker

wrest

wringer

thumb

wrongly

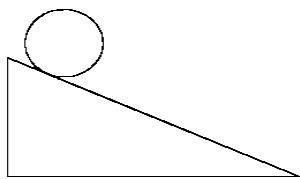
knightly

unwritten

wrung

English K-2 Weeks 5-6

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Who is your favorite book or movie character? Write or draw what would happen if you met them in real life.</p>	<p>Look at the food in your home. Create a silly pretend menu for lunch. Example: Cheez-it and syrup sandwich with tuna fish juice.</p>	<p>Can you unscramble these animal names?</p> <p>caro rwmo cnaotu rumle</p>	<p>Write or draw a list of your family's favorite foods.</p> 	<p>Create your own superhero. Draw and label a costume and superpowers.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Use boxes or books to create a ramp. Find five things to roll down the ramp.</p> 	<p>What is in your neighborhood? Draw and label a map of the homes and streets around you.</p>	<p>Take a walk in your neighborhood. Count the number of doors and windows you see.</p>	<p>Tally the shoes in your house. Who has the most? Who has the least?</p> 	<p>Choose two animals, like a horse and an alligator. Imagine what they would look like if they were put together. Draw it!</p>

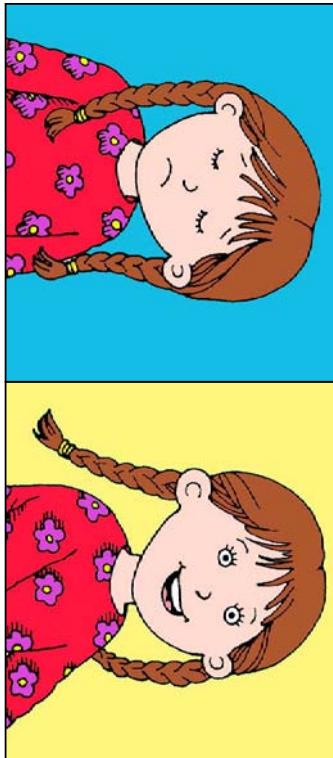
English K-2 Weeks 7-8

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Choose a book page, magazine, or newspaper article. Tally how many times you find the words: The a or an Is	Go on a shape hunt. Find five things in your house for each shape: Circle Square Rectangle Triangle	How many words can you make from this dinosaur name? triceratops	Can you find 5 things in your home that are magnetic ?	Imagine two of your toys went to your school when no one was there. Write or draw their adventure.
Monday	Tuesday	Wednesday	Thursday	Friday
Hide something in your home. Make a treasure map and let a family member try to find it.	Find four things in your home that are purple . Find four things in your home that are orange . Find four things in your home that are green .	If you ran a zoo, what animals would you have? Draw and label your zoo.	Line up all the soap, shampoo, and lotion in your house from smallest to tallest.	Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.



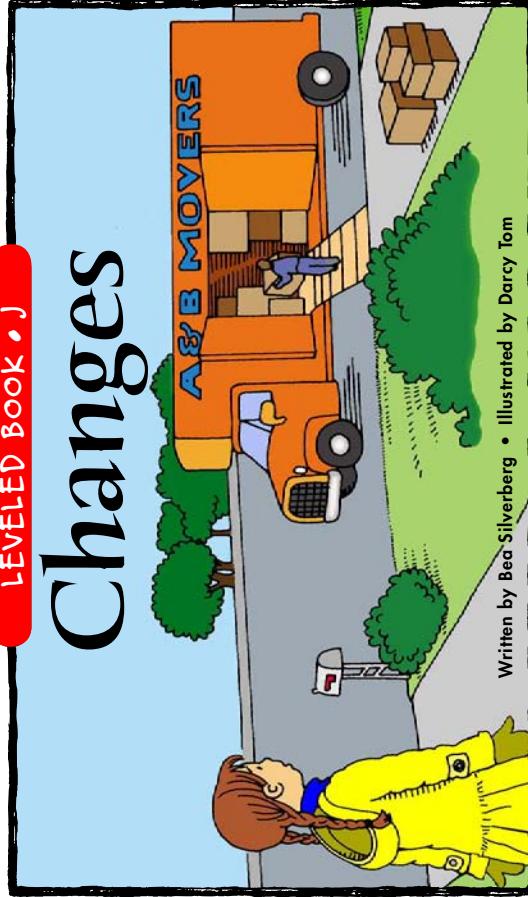
Changes



Written by Bea Silverberg
Illustrated by Darcy Tom
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Changes

LEVEL E Book • J

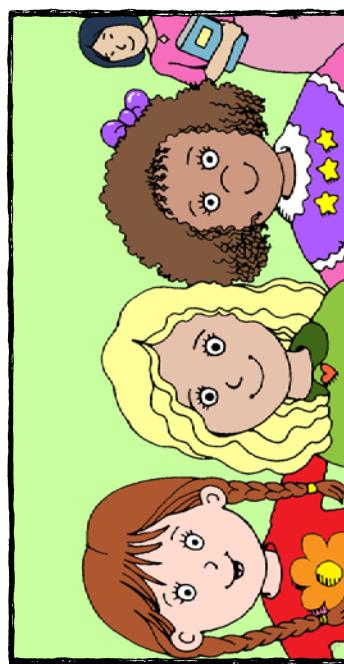


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Changes

A Reading A-Z Level J Leveled Book • Word Count: 398



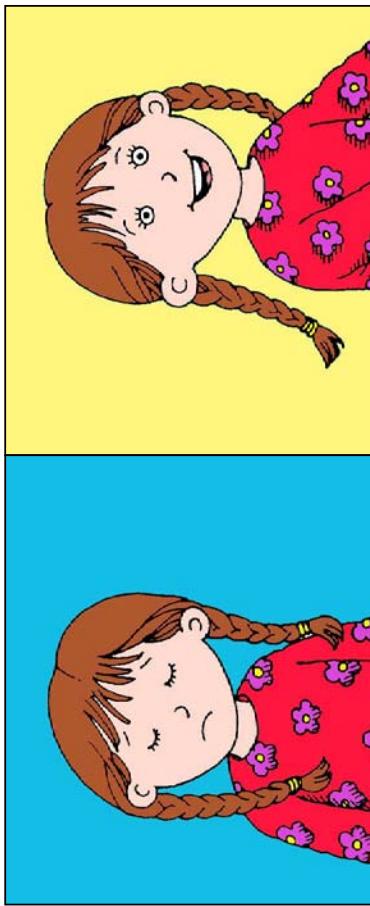
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Correlation
LEVEL J

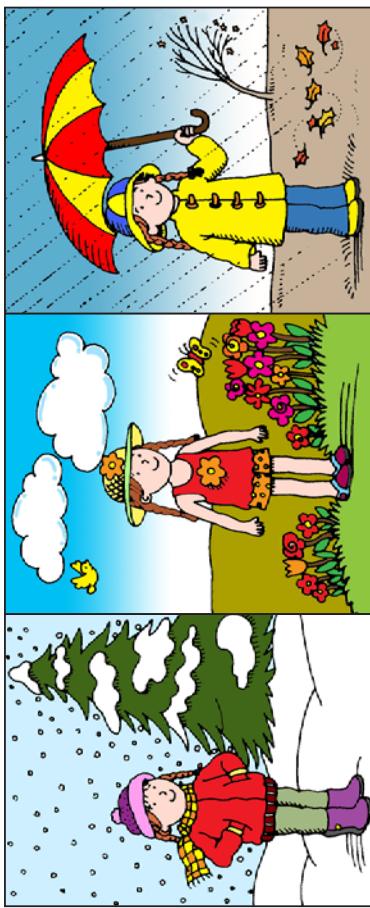
Fountas & Pinnell	J
Reading Recovery	17
DRA	18



Things are always changing,
like the clock, the weather, and even me.
It seems nothing ever stays the same.

My life has been full of changes.
Sometimes I don't feel good about them,
but then later it gets better.

4



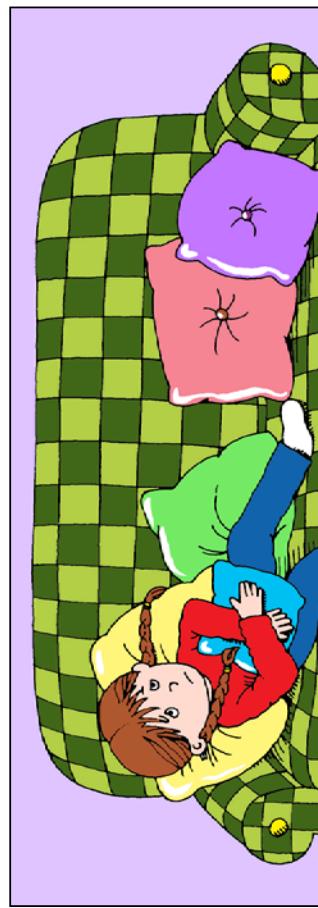
3

Changes • Level J



Dad says that we can get another kitty.
That makes me feel better.
I don't know what I will name him,
but I will always remember Taffy.

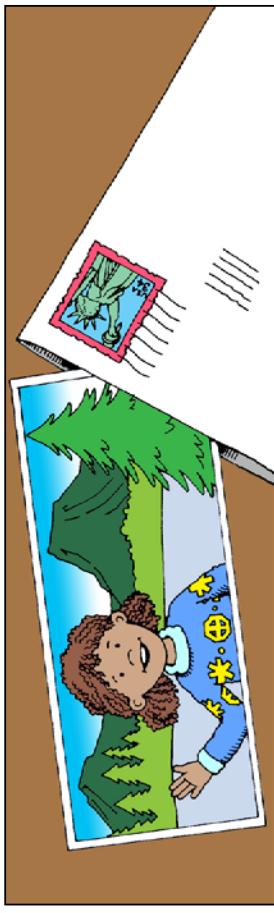
6



Taffy, my kitty, ran away.
We have looked for him all over,
but we cannot find him anywhere.
I miss Taffy a lot, and I am sad.

5

Changes • Level J



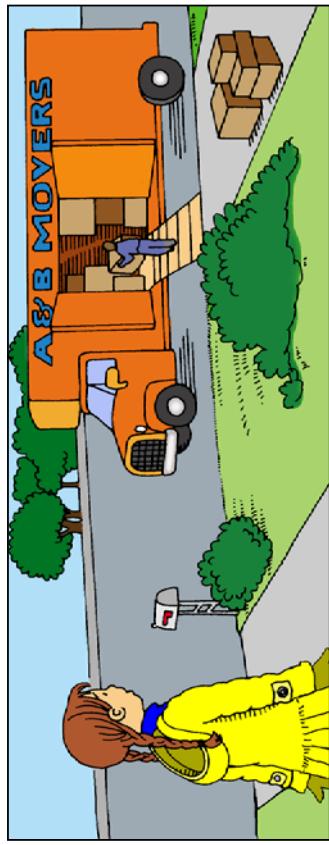
Robin now lives in the mountains.
I have never seen mountains,
but they sound like fun to visit.
Mom says we can take an airplane,
so I can see Robin and play with her again.

Robin now lives in the mountains.

My best friend, Robin, just moved away.
The moving van took away everything,
and the house is empty.
I wish Robin were here to play with me.

8

7



Changes • Level J



Now I am happy because
I have made lots of new friends.
I like Sarah and Ana,
and Mary Lou, who makes me laugh.
I love my class and my teacher.

The day I started the new school year,
I was scared of all the new children in my class.
I was afraid that they wouldn't like me,
and that I couldn't run as fast as they do.

Changes • Level J

9

10



Mom just took a new job at an office downtown.
She's not here when I come home from school.
My Aunt Barbara is here to give me cookies and milk.

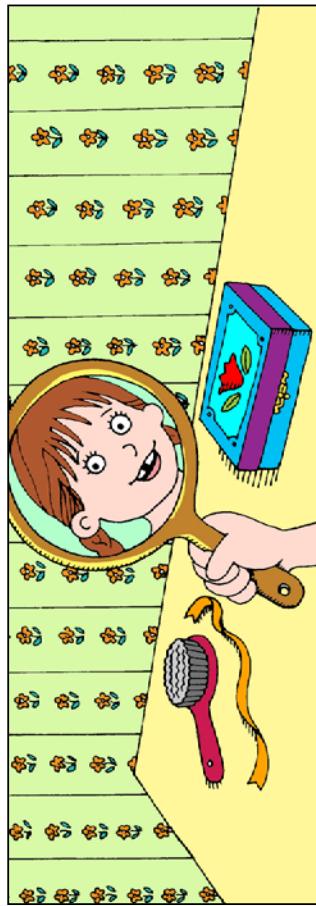
11



Changes • Level J

Then I wait and wait for Mom to come home.
When the hands of the clock point straight up and down,
she comes home, and that makes me happy.

12



Things are always changing, even with me.
Yesterday I looked in the mirror.
My face looked like a Halloween pumpkin
because I lost my first tooth.

13



I had a big surprise when I woke up this morning.
My tooth was gone from under my pillow.
There was a note from the tooth fairy and a whole quarter.
I'm going to save it to buy some colored pencils.

Changes • Level J

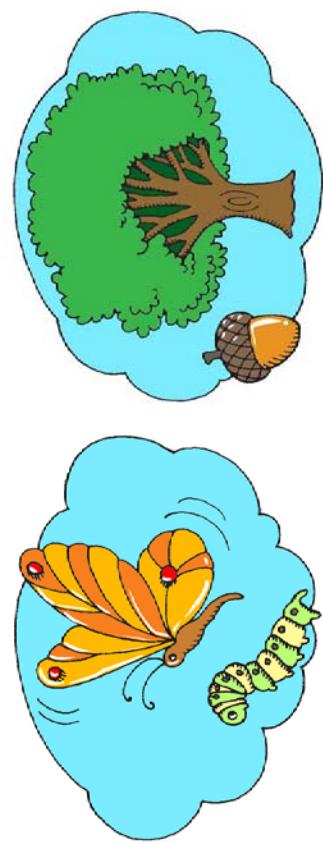
14



Mom says that long ago, she was little like me.
Do you think some day I will change and be a grownup?
I think I will be an artist.

16

Notes



In school I learned that crawly caterpillars
change into butterflies.
And tiny acorn nuts grow
into great big oak trees.

Changes • Level J

15

Notes

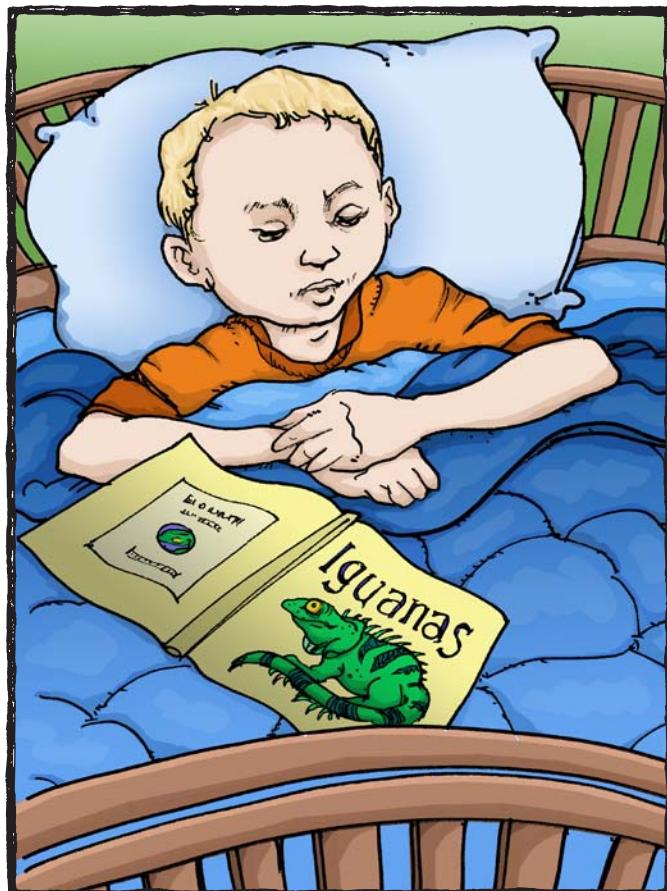
Page 6 –Author writes: “Dad says we can get another kitty.” –The girl is smiling	Getting a new kitty would help me feel better.	The girl is feeling <u>better</u> .
Page 12		The girl is feeling <u> </u> .
Page 13		The girl is feeling <u> </u> .
Page 15–16		The girl is feeling <u> </u> .

Instructions: Have the children reread the pages of the book listed above. Have them add story clues to their prior knowledge to make inferences about the feelings of the story's main character.

When Bad Things Happen

A Reading A-Z Level J Leveled Book

Word Count: 314

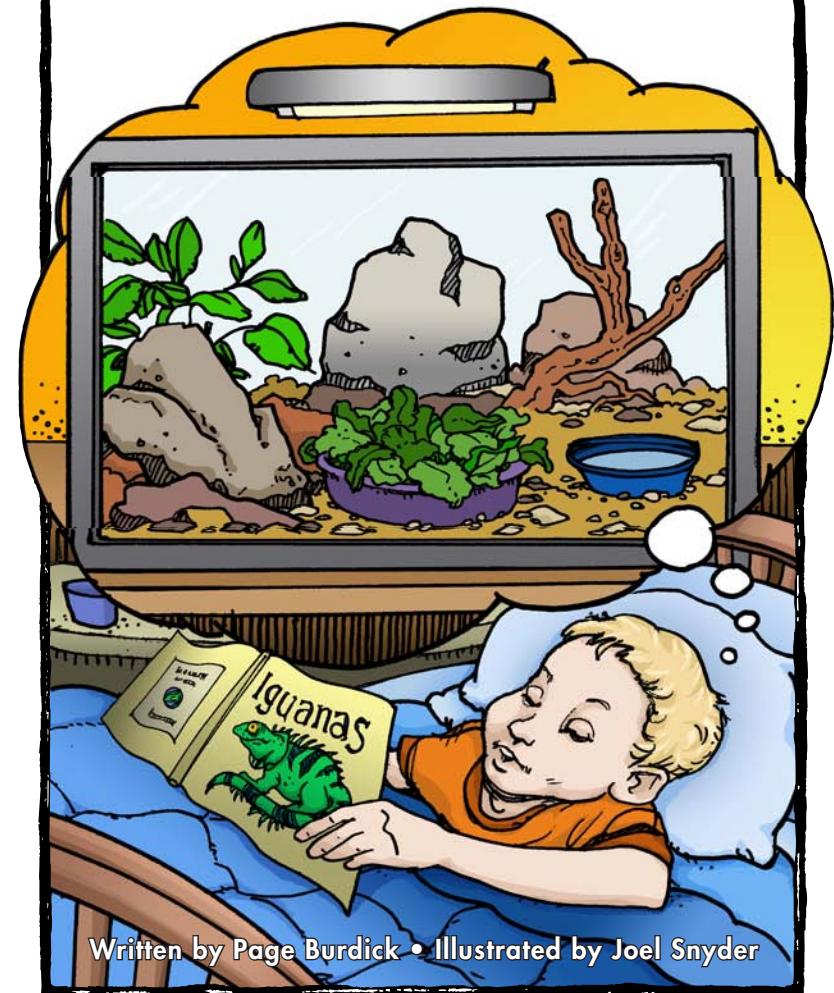


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When Bad Things Happen



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When Bad Things Happen



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Correlation

LEVEL J

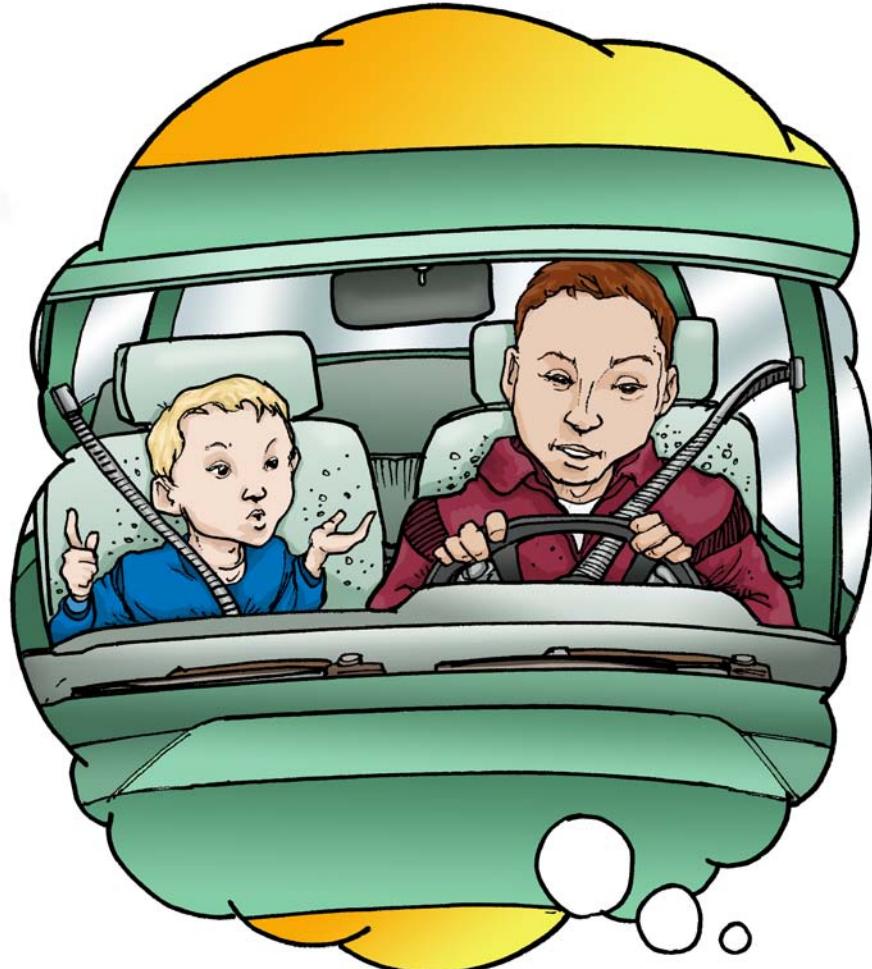
Fountas & Pinnell	J
Reading Recovery	17
DRA	18



Today was not a good day.
My pet lizard died.
I don't understand why.
I did everything right.

Izzy had a safe home.
Izzy had clean water.
Izzy had plenty of food.
But he died.





My dad said sometimes bad
things happen, even when you do
everything right.
I understood what my dad told me.
But I still felt bad.

My mom said there were things
I could do to help me feel better.
She said some people make cards
and then color them with bright colors.



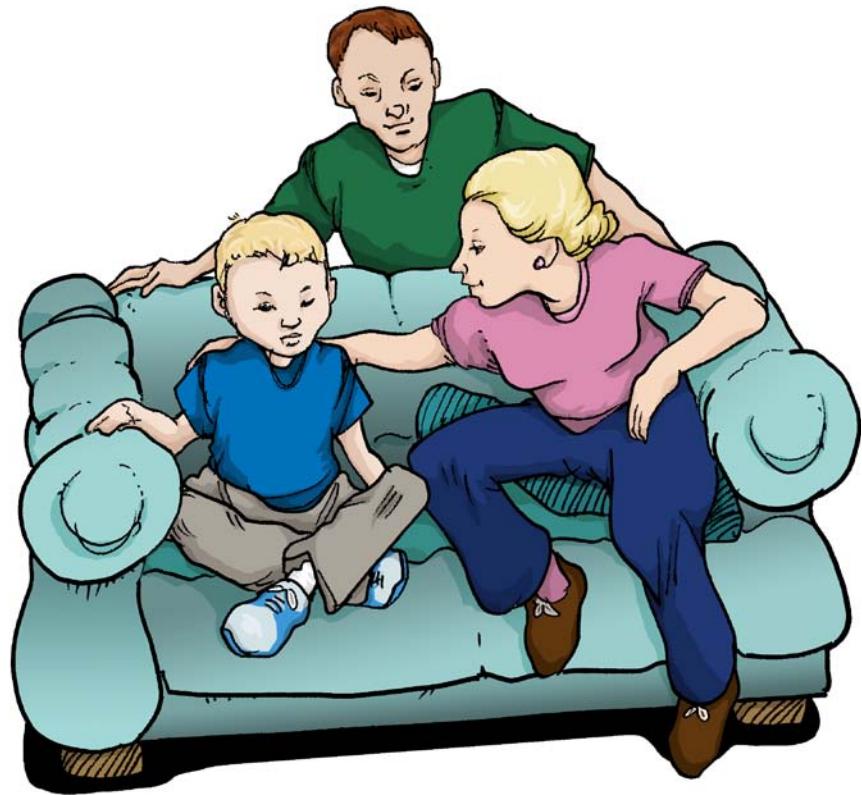


My dad said some people write
a letter when they lose a friend.
The letter tells about the good times
they had together.
He said I could write about how
Izzy sat on my shoulder when I did
my homework.
He said I might share how Izzy loved
to eat green beans.

My grandmother said that some
people go to a church or another
place of worship.

My mom said that some people light
candles and pray.
She said other people put flowers
next to a photo of their friend.





My dad said that whatever I did to remember Izzy would help me feel less sad.

Mom added that in time I would feel much better.

But she also said I might feel sad again some days along the way.

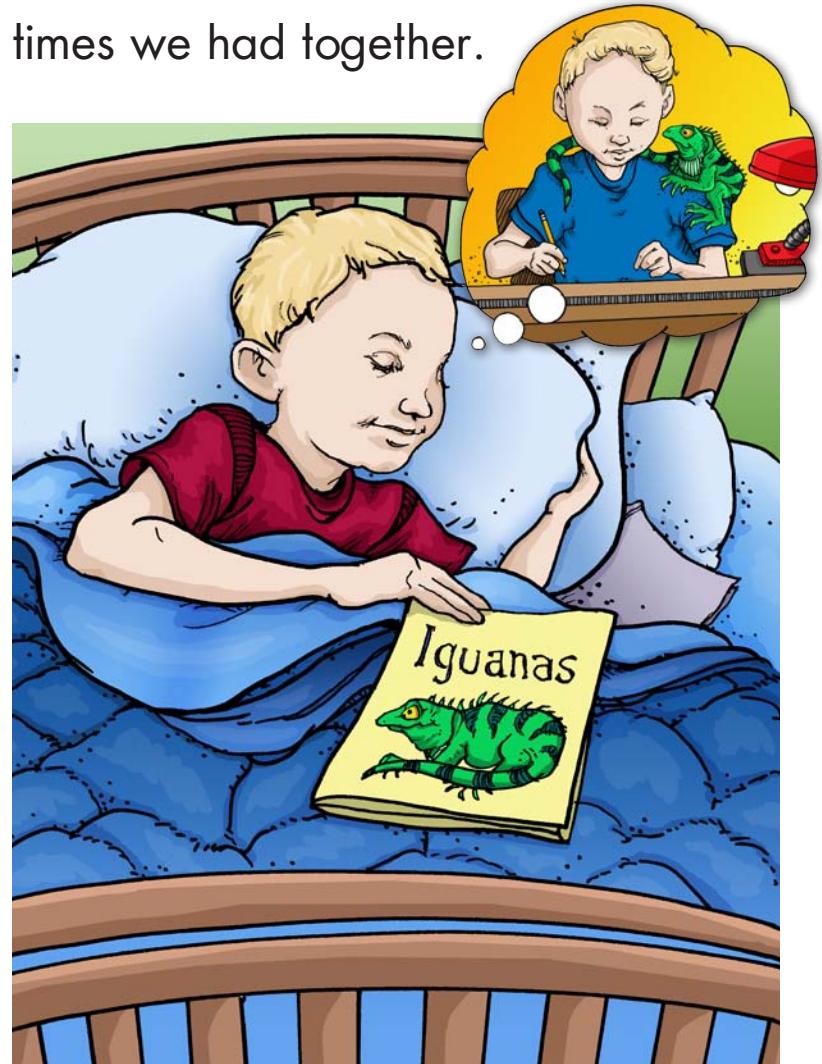
I chose to make Izzy a card.
I drew Izzy with a smile.
I drew a big heart because
I loved him.
I wrote that I missed him.
I wrote that I would remember him.





Tomorrow we will bury Izzy.
I chose a special place in the
backyard.
It is next to a clump of flowers.
I will put his favorite rock there.
I will put my card there, too.

My dad was right.
I do feel a little bit better.
I will always miss Izzy,
but I won't ever forget the good
times we had together.



Name _____

Child's Problem	Possible Solutions

Child's Solution:

Instructions: Have students write the problem and possible solutions on the chart. Then have them use the boxes to illustrate the problem and possible solutions. Have students write the final solution on the lines below the boxes.

Name: _____

Title: _____

Author: _____

The topic is

I already know:

(Large dashed oval shape)

Two things I learned:

(Large dashed rectangular frame)

A question I have:

(Large dashed rectangular frame)



Social Emotional Learning

Highline families,

In this packet, you will find several resources to use with your student. First, you will notice a lesson on establishing a family charter. The purpose of this activity is to create a document in which everyone in the home has an opportunity to express how they want to feel in this time of shared space and time. Each household member also then shares what actions each person can do to help each person feel that way. Additionally, you will find a series of lessons on mindful breathing and movement. These types of strategies are proven to support reduced stress and increased calming when practiced. Give them a try with your student!

Highline Schools Social Emotional Learning Team

Familias de Highline,

En este paquete, encontrará varios recursos para usar con su estudiante. Primero, verá una lección para establecer un acuerdo familiar. El propósito de esta actividad es crear un documento en el que todos en casa tengan la oportunidad de expresar cómo quieren sentirse en estos momentos de espacio y tiempo compartidos. Luego, cada uno comparte que pueden hacer para ayudar a sentirse de esa manera. Adicionalmente, encontrará una serie de lecciones sobre como estar consciente de la respiración y el movimiento. Se ha demostrado que estos tipos de estrategias reducen el estrés y aumentan la tranquilidad cuando se practican. ¡Póngalas a prueba con su estudiante!

Equipo de Aprendizaje Socioemocional de las Escuelas de Highline

Thân gửi gia đình học sinh thuộc học khu Highline,

Trong tập tài liệu này, quý vị sẽ thấy một số tài nguyên sử dụng cho học sinh con em của quý vị. Trước hết, quý vị sẽ nhận thấy một bài học về việc thiết lập một điều lệ gia đình. Mục đích của hoạt động này là tạo một tài liệu mà trong đó mọi người ở nhà có cơ hội diễn tả họ muốn cảm thấy như thế nào trong thời gian và không gian chung này. Mỗi thành viên trong gia đình cũng chia sẻ công việc gì mà mỗi người thực hiện để giúp mỗi người cảm thấy như vậy. Hơn thế nữa, quý vị sẽ thấy một loạt các bài học thư giãn về thở hít và chuyển động. Những phương cách này đã được chứng minh để hỗ trợ việc giảm sự căng thẳng và gia tăng sự trầm tĩnh khi được thực tập. Xin hãy thử cùng với học sinh con em của quý vị!

Nhóm Học Tập Cảm Xúc Xã Hội Học Khu Highline

Qoysaska Highline,

Bushqadan, waxa aad ka heli doontaa dhawr macluumaa oo uu ardaygu isticmaali karo. Marka kowaad, waxa aad ogaan doontaa daris kusaabsan dejinta caqdiga qoyska. Ujeedada hawshani waa in la sameeyo waraaqo uu qof kasta oo guriga jooga uu fursad ugu heli karo uu makraa ku sheegayo dareenkooda wakhtigan meelaha iyo wakhtiga la wadaago. Xubin kasta oo qoyska ah waxa ay sidoo kale sheegi doontaa talaabooyinka qof kasta uu samayn karo si uu markaa qof kastaa u dareemo sidaa. Sidoo kale, waxa aad heli doontaa duruus taxane ah oo neefsiga iyo dhaqaaqa maskax furnida ah. Noocyadan khidadaha ahi waxaa la xaqiijiyay inay taageeraan yaraynta warwarka oo ay kordhiyaan xasiloonida marka lagu celceliyo. Waxa aad isku wada daydaan ardaygaaga!

Kooxda Waxbarashada Dareenka Bulshada Dugsiyada Highline

የHighline ቤተሰቦች

በዚህ ህኬት ውስጥ ከፈቻው ጉድ የሚጠቀሙትዎን በረከት መገልጻዎች ያገኘለ:: በመቻቻዎች፣ የቤተሰቦች ሂደት ሲሆን ማመራረቻት ትምህርት ያገኘለ:: የዚህ ልማምም ዓላማ በዚት ውስጥ ያለ ስው በማለ በዚህ የገዢ በታ እና ገዢ ውስጥ ምን ለሰማው እንደሚቻል ለመግለጫ እንዲቻል ዕቻል ለመፍጠር የሚያስከትለውን ሲነድ መፍጠር ነው:: እያንዳንዱ የቤተሰቦን አበል የሆነ ስው እንዲሁ ዓይነት ስሜት እንዲሰማው ለማድረግ እያንዳንዱው ስዋች ለያደርጋቸው የሚቻልቸውን እርምጃዎች ያከፍልለ:: በተጨማሪም፣ በማስተዋፊል ስለሚድረግ አተነኩሩስ እና እቅስቻስ ላይ ተከተታይ ትምህርቶችን ያገኘለ:: እነዚህ ዓይነቶች ዘዴዎች ተግባራዊ በሚሆኑበት ገዢ ቁንቀቻን ለመቀነስ እና መረጃዎን ለመጨመር እንደሚረዳ ተረጋግጣለ:: ከእርስዎ ላይ ጉድ ይሞከሩዋል!

የHighline ትምህርት ቤት ማነበራዊ ለሚቻል ትምህርት ቤታን

RULER ANCHOR

THE CHARTER

OVERVIEW

The Charter

What is it?

The Classroom Charter is a tool that can help us create the positive, supportive social-emotional environments that we know are best for learning. The Charter is like a promise we make to one another, or an agreement.

How it Works:

The Charter describes how we want to feel at school and what we can do to ensure that everyone has those feelings more consistently.

Everyone has a voice in its creation and plays an active role in bringing it to life.

The Charter is considered a "living" document – meaning once it's created, teachers and students make a habit of checking-in with the Charter throughout the school year.

Why it Matters:

When there is a climate of emotional support and warm relationships between teachers and students, and students among one another, there is an increase in productivity and wellbeing, greater likelihood of academic success, and better outcomes for students as they become adult community members. The same is true for families.

Family Charter

As a family, we want to feel... Trusting
Valued
Understood
Happy
Loved
Safe

Behaviors that could help us have these feelings more often are:

The Charter is guided by two questions:

1. How do you want to feel when we're together?
2. How will we help each other have these feelings more often?

Charters are created and used effectively by members of classrooms, schools, businesses, organizations, and homes.

RULER ANCHOR

THE CHARTER

SECOND GRADE

MY NAME	DATE
---------	------

Duration: 20 minutes on first day, and 5 minutes on each following day for a week

1

Family members and grown ups, please read this before your child leads the activity.

Key Ideas:

- Creating a warm and caring environment in the classroom, where children have a sense of belonging and purpose, supports learning and development.
- Intentionally practicing these skills, helps us get better at them.

Activity Goal:

The goal of this assignment is for your second grader to:

- Become more self-aware and socially aware.
- Explore the meaning of two feeling words that are often on Classroom Charters.
- Compare the experiences adults and children may have with these two feelings and discuss why.

Definitions:

Accepted: Feeling that you are liked for who you are, or are part of a group

Grateful: Appreciative of or deeply thankful for something or someone

Activity Steps:

1. First, your second grader should discuss what the words “accepted” and “grateful” mean.
2. Next, your child should interview each family member (as many in your household as possible) and fill in the responses on Activity Sheet 1.
3. After the interviews, your second grader can find out what the children and adults have in common by using the Venn diagram. It’s okay for parents to help, if needed.
4. Your child’s next task is to share their findings with your family.
5. Finally, your child should hang the Venn diagram in a place where everyone can see it and have a conversation about what leads adults and children to feel the way they do.

Let's get started!

2

Student, follow the first step and then have fun doing the activity!

First Step

Student, do this first in your own words, then go to the activity.

1. Discuss with your family what the words "accepted" and "grateful" mean.

Accepted: Feeling that you are liked for who you are, or are part of a group

Grateful: Appreciative of or deeply thankful for something or someone

The Activity



1. If you have siblings, ask what makes them feel accepted and what makes them feel grateful. Include yourself!
Fill in the responses on Activity Sheet 1.
2. Ask your parents or other adults in your family what makes them feel accepted and grateful. Fill in answers on Activity Sheet 1.
3. Write the young people's words on the Venn diagram where it says "Words kids chose" and the adults' words where it says "Words adults chose."
4. Then, write words both kids AND adults have in common on the middle of the Venn diagram.
5. Have a conversation about what leads kids and adults to feel the way they do.

3

Fill in this sheet together as a family.

ACTIVITY SHEET 1

INSTRUCTIONS:

First, write your own examples in the lines provided. Then, work together to find the most important words in your example. Finally, you'll plot those "key words" in the Venn diagram on the next page. Have fun!

What kids say makes them feel accepted:

Key words for the Venn diagram _____

(For example, "You're important to me." "I love you just as you are.")

What adults say makes them feel accepted:

Key words for the Venn diagram _____

(For example, "I love you." "I'm lucky you're my mom/dad/grandparent.")

What children say makes them feel grateful:

Key words for the Venn diagram _____

(For example, "Help with homework" "Getting hugs")

What adults say makes them feel grateful:

Key words for the Venn diagram _____

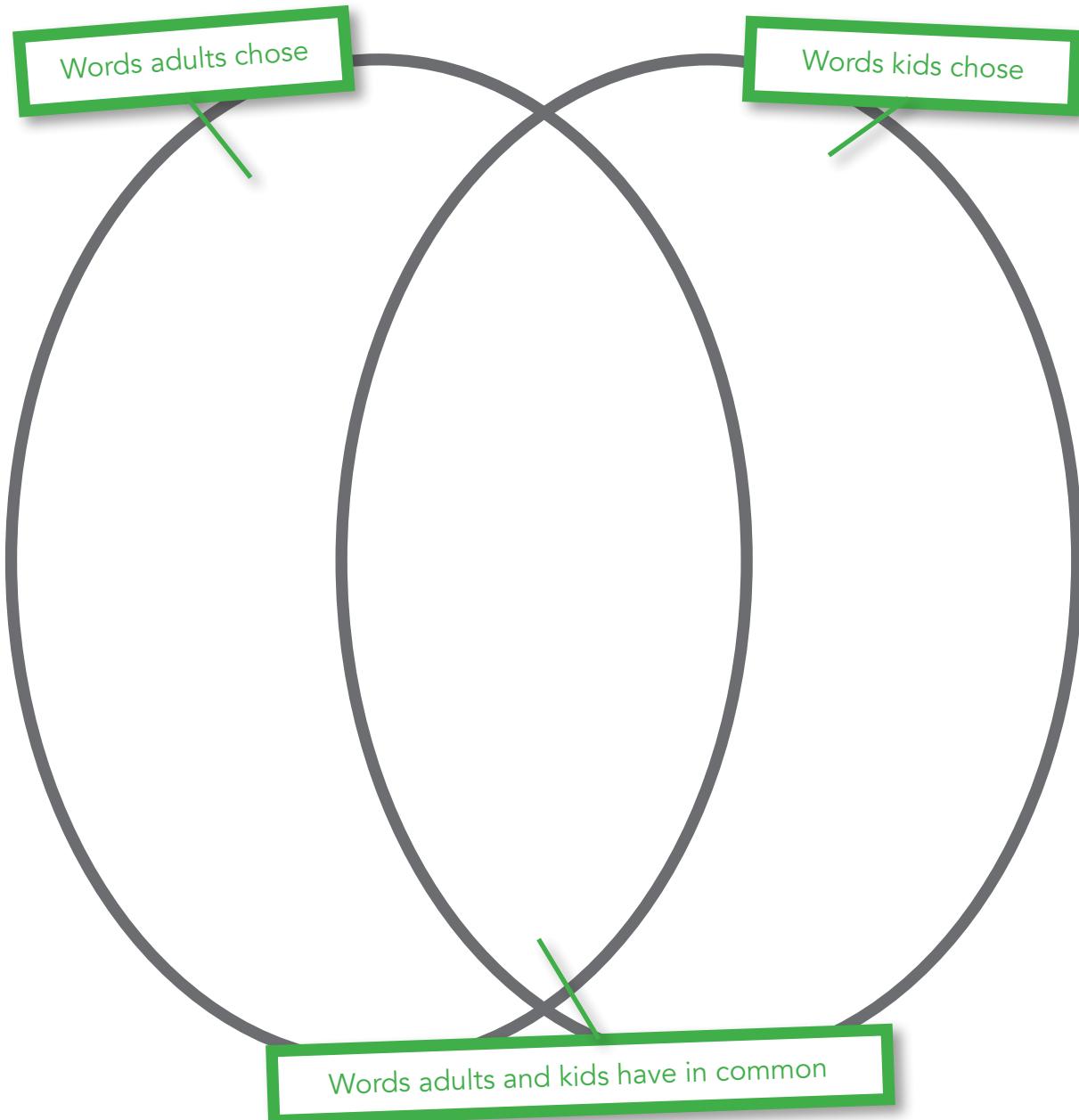
(For example, "Seeing kids be kind to each other" "Seeing family together and cooperating")

4

Fill in this Venn diagram with the key words and have a conversation about what it means to you.

ACTIVITY SHEET 2

THE VENN DIAGRAM



Creating a Family Charter

The Family Charter is an agreement we make to act in ways that help us to feel the way we want to feel in our home. Everyone has a voice in creating a Charter and everyone has a responsibility to uphold it.

Getting Started

Planning:

- Find a time when everyone is feeling calm, focused, and ready to work together.
- Use a comfortable area like the living room or the dinner table.



Materials:

- Construction paper or blank sheets of paper, and colored pencils or markers or computer.

Step 1: How do we want to feel in our family?

- Ask everyone to think about how they would like to feel at home.
- Ask everyone to write down 5–8 feelings they want to have at home more often.
- Combine all the feeling words on one master list.
- Discuss each word and notice which feeling words have similar meanings. For example, if you have both “appreciated” and “valued” on the list, can you choose just one?
- Narrow the list down to the top 5 emotions you want to feel more often, and write them down a new piece of paper.

Step 2: What can we do in order to have those feelings?

- For each word, discuss one or two specific, observable behavior(s) that each family member would need to exhibit in order to have the feeling as often as possible.
- For example, ‘being nice’ is not a real behavior. Smiling or saying ‘good morning’ to each other are behaviors that everyone can see.

Putting it all together!

- Now it’s time to pull all the pieces together and create your own living document.
- Be creative! Use your family’s talent and have fun together.
- There are no limits: it can be big or small, colorful, or filled with drawings. What’s most important is that you have a final document that includes the top 5 feelings, and the specific and observable behaviors that promote the feelings
- Once the Family Charter is complete, everyone must sign it! Everyone’s voice matters!
- Display your Charter prominently in your home so everyone can keep these feelings and behaviors in mind throughout the day.

Keeping the Family Charter Alive

- Schedule weekly or monthly family meetings to review the Charter. What’s working? What’s not?
- Revise the Family Charter as needed. It should be a living agreement.
- Have each family member set a daily or weekly goal related to part of the Charter that he or she finds the most challenging to honor.
- Be creative – post weekly quotes, send out family emails, perform spontaneous acts to demonstrate the feelings in the Charter and show appreciation for your family members.
- Celebrate your accomplishments!

Breathe



Anchor Breathing

1. Sit down and get comfortable.
2. Rest your hand on your chosen breathing space: tummy, chest or your nose.
3. Do your breathing and keep your attention on your breathing space.
4. When your attention wanders, gently bring it back to your breathing space.
5. Can you be mindful of your breathing for 5 breaths? For 1 minute?



Respiración Ancla

1. Siéntate y ponte cómodo.
2. Apoya tu mano sobre tu lugar de respiración elegido: barriga, pecho o nariz.
3. Haz tus respiraciones y mantén tu atención sobre tu lugar de respiración.
4. Cuando tu atención se distrae, tráelo de vuelta suavemente a tu lugar de respiración.
5. ¿Puedes estar consciente de tu respiración durante 5 respiraciones? ¿Durante 1 minuto?



Move: Seated Exercises



Seated Mountain



1. Sit with feet together and pointed forward.
2. Arms straight at the sides or hands resting on side of chair or lap.
3. Sit up nice and tall.
4. Take deep breaths in and out; feel the floor beneath the feet.

-
- If on the floor, start with crossed legs. Sit up nice and tall. Let your shoulders relax. Take deep breaths in and out.

Chair Boat



1. Slide your chair back from your desk so that your knees are not under your desk.
2. Start in Seated Mountain.
3. Hold on to the seat of the chair or the back of the chair with both hands.
4. Inhale, lift both feet off the ground. Keep your knees touching and stay balanced. Take 3-5 relaxed breaths. If this is difficult, you can lift one foot at a time.
5. See if you can lift your knees a little higher and stay balanced.
6. If you feel steady, see if you can stretch both arms out straight in front of you, shoulder height, parallel to the floor.
7. Exhale, put your feet back on the ground and return to Seated Mountain.

-
- If practicing on the floor, simply substitute boat pose.
 - To modify, try lifting one foot at a time.

Montaña Sentada



1. Siéntate con los pies juntos y mirando hacia delante.
2. Los brazos colgados a los lados o las manos descansando sobre los lados de la silla o en la falda.
3. Siéntate bien erguido.
4. Respira profundamente hacia dentro y hacia fuera; nota el suelo debajo de tus pies.

-
- En el suelo, si es el caso, se emplea con las piernas cruzadas. Siéntate bien erguido. Deja que tus hombros se relajen. Respira profundamente hacia dentro y hacia fuera.

Silla Barco



1. Mueve tu silla hacia atrás para que tus rodillas no estén debajo de tu mesa.
2. Comienza en la postura de Montaña Sentada.
3. Agarra la silla, o el respaldo de la silla con ambas manos.
4. Inhalá y levanta ambos pies del suelo. Mantén el equilibrio con las rodillas juntadas. Toma 3-5 respiraciones relajadas. Si te cuesta, puedes levantar un pie y luego el otro.
5. Intenta levantar tus rodillas un poco más mientras mantengas el equilibrio.
6. Si te encuentras estable, intenta estirar ambos brazos hacia delante, a la altura de los hombros, paralelos al suelo.
7. Exhala, pon tus pies en el suelo de nuevo y vuelve a la postura de Montaña sentada.

-
- Si estás en el suelo, sustituye con la postura de barco.
 - Para modificarlo, prueba levantando un pie y luego el otro.

Move: Standing Exercises



Mountain



1. Stand with feet together and pointed forward.
2. Arms straight to the sides.
3. Stand up nice and tall.
4. Lift your chest up, belly in.
5. Take deep breaths in and out; feel the floor beneath the feet.

Big Toe



1. Begin in Mountain.
2. Step your feet apart.
3. Hold up both hands with your peace sign fingers pointing up.
4. Straighten the arms, point your peace sign fingers toward your feet, exhale and fold forward. See if you can touch your toes with your peace sign fingers.
5. Bend your knees if you cannot touch your toes.
6. Make sure you are comfortable.
7. Relax your head and neck.
8. Take 3-5 breaths in Big Toe.

Muévete: Ejercicios de Pie

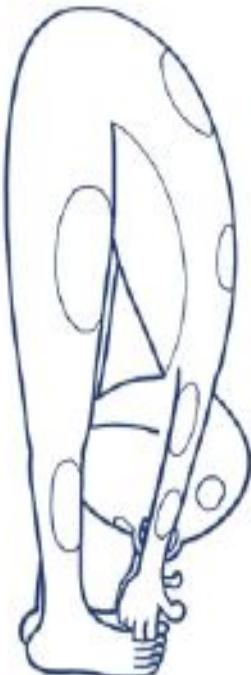


Montaña



1. Ponte de pie con los pies juntos y mirando hacia delante.
2. Los brazos rectos en los lados.
3. Asegúrate que tu cuerpo esté bien erguido hacia arriba.
4. Levanta tu pecho y mete tu barriga hacia dentro.
5. Respira profundamente hacia dentro y hacia fuera; nota el suelo debajo de tus pies.

Dedo Gordo



1. Comienza en la postura de montaña.
2. Separa tus pies un poco.
3. Levanta ambas manos con tus dedos hacia arriba y haciendo señal de la paz.
4. Endereza los brazos, apunta los dedos haciendo el señal de la paz hacia tus pies y exhala, doblando hacia adelante. Intenta tocar los dedos de tus pies con los dedos de tus manos haciendo la señal de paz.
5. Dobra tus rodillas si no puedes tocar los dedos de tus pies.
6. Asegúrate que estés cómodo.
7. Relaja tu cabeza y tu cuello.
8. Toma 3-5 respiraciones en la postura de Dedo gordo

VISUAL & PERFORMING ARTS

Learning Activities Grades 2-3

Home Packet #3, May 2020

MUSIC

- Bounce a ball to the beat of a favorite or familiar song. Try: Bounce High, Bounce Low
- Create your own hand clap game to play along with a song. You can include: High-Fives, Stomps, Pats, Claps, Snaps. What pattern can you make and perform?
- Think of and share times you hear music that is always quiet (like a lullaby). Think of and share when you hear music that is always loud (such as a parade or sporting event). When do you hear music that has moments of both loud and quiet?
- Make up a lullaby to help someone (or a pretend character like a stuffed animal) go to sleep. OR make up a song that would be used like an alarm clock to wake someone up!
- Draw a picture of something that makes a loud sound.
 - In music, we call loud sounds *forte*.
- Draw a picture of something that makes a soft sound.
 - In music, we call soft sounds *piano*.

THEATRE

- Perform a play using finger puppets.
- Act out your favorite fairytale.
- Act out your favorite storybook and put on a play for your family.

VISUAL ART

- **Recyclable projects:** Take everyday items like cardboard tubes, lids, egg cartons, boxes and plastic packaging, tape and/or glue and make a sculpture.

Drawing & Painting/writing prompts:

- Go to a window in your home. Draw everything you see out the window. Remember that things up close are bigger than things far away. Remember about overlapping, too!
- Trace around something small and circular, such as a toilet paper tube, or yogurt container. Trace 20 circles. Make each circle into something different- a pizza, a flower, a happy face, etc.
- Take a box or can from your cupboard. Wrap paper around the outside to cover the label. Then draw your own new label. Think of something new, funny, disgusting or delightful that you wish were in the box or can. Advertise it well on the outside so people will want it! (ex. Noodle Worm Soup with Muddy Meatballs)

Invent:

- What can this become? Start with any shape (hand, circle, square, even just a mark) and use your imagination to turn the shape or mark into something

ARTES DRAMATICAS Y VISUALES

Actividades de aprendizaje grados 2-3

Materiales de actividades para hacer en casa #3, mayo del 2020

MUSICA

- Rebota una pelota al ritmo de una canción favorita. Trata: Rebote alto, rebote bajo
- Crea tu propio juego aplaudiendo al ritmo de una canción. Puedes incluir: High-Fives, Stomps, Pats, Claps, Snaps. ¿Qué patrón se puede crear y hacer?
- Piensa y comparte momentos en los que escuchas música tranquila (como una canción de cuna). Piensa y comparte momentos en los que escuchas música alta (como un desfile o un evento deportivo). ¿Cuándo escuchas música que tiene momentos de alto y bajo?
- Inventa una canción de cuna para ayudarle a alguien (o a un personaje de mentira como un animal de peluche) a dormir. O ¡inventa una canción que se utilizaría como un reloj despertador para despertar a alguien!
- Dibuja algo que haga un sonido fuerte.
 - En la música, llamamos a los sonidos fuertes *forte*.
- Dibuja algo que haga un sonido suave.
 - En la música, llamamos a los sonidos suaves *piano*

TEATRO

- Haz una obra de teatro con títeres de dedo.
- Dramatiza tu cuento de hadas favorito.
- Dramatiza tu libro favorito de cuentos y haz una obra de teatro para tu familia.

ARTE VISUALES

- **Proyectos reciclables:** Toma artículos cotidianos como tubos de cartón, tapas, cartones de huevos, cajas y envases de plástico, cinta adhesiva y/o pegamento y haz una escultura.

Instrucciones para dibujar/pintar y escribir:

- Ve a una de las ventanas de tu casa. Dibuja todo lo que veas por la ventana. Recuerda que las cosas de cerca se ven más grandes que las cosas que están lejos. ¡Acuérdate también la superposición!
- Traza alrededor de algo pequeño y circular, como un tubo de papel higiénico o un recipiente de yogur. Traza 20 círculos. Haz que cada círculo luzca diferente - una pizza, una flor, una cara feliz, etc.
- Toma una caja o lata. envuélvela en papel para cubrir la etiqueta. A continuación, dibuja una nueva etiqueta. Piensa en algo nuevo, divertido, repugnante o encantador que deseas que estuviera en la caja o en la lata. ¡Anúncialo bien para que la gente lo desee! (por ejemplo, Sopa de gusano de fideos con albóndigas de barro)

Inventa:

- ¿En qué se podría convertir esto? Comienza con cualquier forma (mano, círculo, cuadrado, incluso sólo una raya) y utiliza tu imaginación para convertir la forma o raya en algo

Thể hiện & Nghệ thuật trình diễn

Những hoạt động học tập Lớp 2-3

Tập hồ sơ tại nhà # 3, tháng Năm 2020

Âm nhạc

- Đập một trái banh để nẩy lên theo nhịp với bài hát mà bạn ưa thích hoặc quen biết. Thủ: đập để nẩy lên cao, nẩy thấp
- Tạo một trò chơi vỗ tay để chơi theo nhịp với bài hát. Bạn có thể gồm có Chạm Tay: (High-Fives), Dậm Chân, Vỗ Nhẹ, Vỗ Tay, Tạo Âm Thanh Nhẹ (Snaps). Bất cứ kiểu nào bạn có thể làm và thực hiện được?
- Nghĩ về và chia sẻ những lần bạn nghe nhạc luôn êm dịu nhẹ nhàng (như nhạc ru trẻ (lullaby)). Nghĩ và chia sẻ khi bạn nghe âm nhạc luôn có âm thanh lớn (như khi diễn hành hoặc thể thao). Khi nào thì bạn nghe thấy nhạc chỉ trong giây lát có cả hai âm thanh lớn và nhẹ nhàng?
- Tạo một bài hát ru em (lullaby) để giúp ai đó (hoặc giả dụ nhân vật là một con thú nhồi bông) đi vào giấc ngủ. Hoặc tạo một bài hát để sử dụng giống như đồng hò báo thức để đánh thức ai đó dậy!
- Vẽ hình của vật thể mà vật thể này tạo ra âm thanh lớn.
 - Trong âm nhạc, chúng ta gọi âm thanh lớn là dữ dội (forte).
- Vẽ hình của một vật thể, mà vật thể này tạo ra âm thanh êm dịu.
 - Trong âm nhạc, chúng ta gọi âm thanh êm dịu là nhẹ nhàng (piano)

Kịch trường

- Trình diễn một vở kịch bằng cách sử dụng ngón tay để điều hành búp bê múa rối (finger puppets.)
- Diễn tả qua hành động về một câu chuyện cổ tích mà bạn ưa thích.
- Diễn tả qua hành động về tập truyện yêu thích của bạn và trình diễn cho gia đình của bạn.

Nghệ thuật qua thị giác (VISUAL ART)

- Dự án tái chế (Recyclable projects):** Lấy mọi thứ hằng ngày như ống các tông, nắp đậy, hộp đựng trứng, hộp và bao bì nhựa, băng và/hoặc keo dán và làm một tác phẩm điêu khắc.

Vẽ & Vẽ tranh / Viết lời chú thích:

- Đi tới cửa sổ của nhà bạn. Vẽ mọi thứ mà bạn nhìn thấy ở ngoài cửa sổ. Nhớ là những thứ ở gần thì lớn hơn những thứ ở xa. Nhớ có những thứ chồng tréo lên nhau!
- Đồ (trace) chung quanh những vật nhỏ và tròn như cái ống (tube) của cuộn giấy vệ sinh, hoặc hũ đựng yogurt. Đồ 20 hình thể vòng tròn. Tạo mỗi vòng tròn khác nhau – như một bánh pizza, một bông hoa, một khuôn mặt vui vẻ, vân vân ...
- Lấy một cái hộp hoặc cái lon ở trong tủ. Bọc giấy ở ngoài để che nhãn hiệu đi. Rồi bạn vẽ một nhãn hiệu mới! Nghĩ về một số thứ mới như tucus cười, khủng khiếp hoặc vui vẻ mà bạn muốn có ở trên hộp hoặc trên lon. Quảng cáo tốt ở bên ngoài để người ta thích nó! (thí dụ: Canh Mỳ Sợi với những miếng thịt thật mềm dẻo).

Phát minh:

- Cái này có thể trở thành gì? Bắt đầu với bất cứ hình thể nào (tay, tròn, vuông, ngay cả chỉ là một dấu) và dùng sự tưởng tượng của bạn để đổi hình thể hoặc dấu thành một vài thứ khác.

FARSHAXAN MUUQAAL& BANDHIGA

Hawlaха Waxbarasho ee Fasalka 2-3

Bushqada Guriga Lambar 3, Maajo 2020

MUUSIG

- Waxad aad dhulka la dhaxdaa kubad si aad u samayso codka hees aad jeceshahay ama aad garayso. Isku day: Inaad Kor u Tuurto Kubada, Inaad Yaar U Tuurto kubada
- Waxa aad samaysataa geem sacab ah oo kuu gaar ah oo aad ciyaarto inta ay heestu socoto. Waxaa ku dari kartaa: Shan Sacab Oo Cod Dheer, Joogsi, Uruurin, Sacab, Suul Dhabaalayn. Maxaad doonaysaa inaad samayso oo aad so bandhigto?
- Ka fikir oo waxaad eegtaa wakhti aad maqashay muusiga markasta aamusan (sida lullaby). Ka fikir oo waxaad sheegtaa wakhti aad maqashay muusig mar kasta cod dheer (sida maarajaanka ama munaasabada isboortiga). Goorma ayaa maqashay muusig leh wakhti uu aamusan yahay iyo mar uu dheer yahay?
- Waxed samaysaa lullaby si aad cid ugu caawiso (ama waxa aad canjishaa waxyaabaha sida caruusadaha) si uu u seexdo. AMA waxa aad samaysaa hees aad doonayso in jalaska ku toosinaya aad u isticmaasho!
- Waxed sawirtaa sawir wax sameeya cod dheer.
 - Muusiga, waxaanu ugu yeedhnnaa cod dheer codkafoorteembo.
- Waxed sawirtaa sawir wax sameeya cod dabacsa.
 - Muusiga, waxa aad ugu yeedhnnaa cod jilicsan codka *binaayo*.

TIYAATARKA

- Waxed soo bandhigtaa bandhig adiga oo isticmaalaya caruusadaha faraga la gashado.
- Waxa aad matashaa sheekada aad jeceshahay.
- Waxa aad matashaa buuga sheeko ee aad ugu jeceshahay oo waxa aad usoo bandhigtaa qoyskaaga.

FARSHAXANKA MUUQAALKA AH

- **Mashruuca wixii dib loo isticmaalayo ee alaab ah:** Waxed soo qadataa alaabaaadka maalin kasta aad isticmaaho sida kaadh la duubay, fur, kartoonka beedka, kartoon, iyo bushqada caag ah, xabagee iyo/ama xabagta dareeraha ah iskugu dhaji oo waxa aad ka samaysaa taalo.

Sawir & Wax ku Sawir/tilmaamona ku qor:

- Waxed qabataa daaqada gurigaaga. Waxa aad sawirtaa wax kasta oo aad daaqada ka aragtay. Waxed xasuusataa in waxyaabaha soo dhawi ay ka cad yihiin waxyaabah fog. Xasuuso is dul saarka, agab
- Waxed la socotaa wax yar iyo goobaabta, sida kililnikis la duubay, ama weelka yoogarka. Waxed la socotaa 20 wareeg. Waxa aad goobaab kasta ka dhigtaa wax ka duwan - biisa, daqiq, wajifaraxsan, iwm.
- Waxa aad kartoon ama daasad kasoo kaartaa kartoonka. Waxed duubtaa dushiisa si aad u qariso calaamada. Kadibna calaamadaada ku sawir. Waxa aad ka fikrtaa wax cusub, qosol ah, wiswis leh ama lala yaabo oo aad dooni lahayn in uu kartoonka ama

daasada uu kuugu jiro. Waxaad si wanaagsan ugu xayaysiisaa dadka kale ee banaanka ee aad doonayso ! (tusaale, Maraq Noodle oo Leh Fud Hilib ah oo Ciid Leh}

Ikhtiraac:

- Muxuu kani noqon karaa? Waxa aad ku bilawdaa qaabab (gacan, goobaab, afar gees, xataa kaliya calaamad) oo waxa aad isticmashaa fikirkaaga si aad qaabka ama calaamadaa wax ugu badali lahayd

የኢትዮ እና የስነ-ጥበብ ትዕናዎች

የመጠረያ እንቅስቻለዎች ከ 2 -3 ክፍለዎች

የበት ህ/ቁ#3፡ ጉንቦት 2020

መ-ዘርቃ

- በሚመለት ወይም በሚያውቷት ዘዴን ማት ተሰነድ ያገኙ:: ይሞከሩ:: ከዚ : ከቅ አይደንደ ማንጠረ
- ከዘዴን ገዢ አገልግሎት ለማጠቀም የሸጋጥን የእኔ ማጠቀሙ ማቻቻ ማቅረብ:: የሚከተሉትን ለማከተል ይችላለ:: ከፍተኛ-ውላለዎች:: በሚጠበቅ:: በአግኗቶች:: ችግሪዎች:: በማቅረቡ:: ምን ዓይነት ነደና መስራት እና ማከናወን ይችላለ?
- ሆኖም በተ ይለ መ-ዘርቃ (ለምሳሌ እንደ አላበበ) የሚሰጠበትን ገዢ ያስቡ እና ያገኙ:: ሆኖም ከዚ ያለ መ-ዘርቃ (እንደ ሰልፍ ወይም የሽያጭ አገልግሎት) መ-ዘርቃ የሚሰጠበትን ገዢያስቦ እና ያከናወን:: ይህንት እና በተ ይለ መ-ዘርቃዎች መሆኑ መሆኑ ይሰጣል?
- የሆነ ሰው እና እና የተጠመቀ እንስሳ የሚመስል ገዢ በሆነ ለማረቻት እና ማድረግ የዘጋጀ:: የሆነው ከእናቸው ለማንኛው ወይም እና የሚንቃዋ ስሜት የሚያገለግል ዘዴን የዘጋጀ!
- ከፍተኛ የሆነ ድጋፍ የሚገመስል ስዕል ይሰላል::
 - በመ-ዘርቃ ውስጥ:: ከፍተኛ ድጋፍ ፍርድ በለን እና ስራው ተስተካክለዋል.
- ለስራ ድጋፍ የሚያመስ ነገር ስዕል ይሰላል::
 - በመ-ዘርቃ ውስጥ:: ለስራ ድጋፍ ፍርድ ጥያቄ በለን እና ስራው ተስተካክለዋል.

ተያቄ

- የጠት አሻንጂለታችን በሚጠቀም ማቻቻ ያከናወን::
- የሚተውደውን ተረትተረት ተመን::
- የእርስጥን ተወቃቻ የታረሰ መዝከቱ ያውጠ እና ለበተሰባው በመተመን ይጨመሩ::

የኢትዮ ስነ-ጥበብ

- **ደንብ ተቀም ላይ የሚውለ ተረሱትዎች:** እና ከረቃን ቀበጥና:: ከዚያች:: የእናቸው ከረቃን:: ስነዎች እና የተለከተኩ ማሻሻያዎች:: ተለስተር እና/ወይም መ-ዘርቃዎች ያለ የወለት ተወለት ነገሮችን ይመስናል እና የቀረብ ቀርቦ ስራ ይሰላል::

ስዕል እና የቀለም ስዕል /የጽሁፏ ጥያቄዎች::

- በበትም ውስጥ ወደ እና መስከተት ይሆና:: በሚስከተው ከዚያ በከተል የሚያደረግና ሲሆን ይሰላል:: የስራው ቀርቦ ያለ ነገሮች በጠም ፍቅር ከሆነ ነገሮች እና የሚሰጠው የስራው:: ስለተደረገው መስራም:: የስራው::
- እና የሚደረግ መረቀት ተበ:: ወይም የእርጉ መያዝ ያለ ተንሽ እና ከበ ነገር ተረም ይፈልጋ:: 20 ካስና ይሰላል:: እያንዳንዱን ከበ ወደ እና የተለየ ነገር ይቀይና - ጥወ:: አበ:: ይስተኛ ፍት:: ወዘተ::
- ስነዎች ወይም የቅርቻዎች እና ከቆሙስተኛው ውስጥ ይመስናል :: የሚሰጠው ለማስናድን በመ-ዘርቃዎች ይፈልጋ:: ከዚያ የሸጋጥን እና ምልከት ይሰላል:: በስተኞች ውስጥ ወይም በቅርቻዎች እና

የኢትዮ እና የሰነ-ጥበብ ተወካች

የመማሪያ እንቅስቻለዋቸው ከ 2 -3 ክፍለዎች

እንደሆነ የሚፈልገት አይገባ፡ አስቀጽ፡ አስከያደርግ ውጤት ያለበት የሚል ነገር ያለበት፡፡ ስዕስ እንደፈልገት በሽያጭ
አይ በደንብ ያስተዋወቁት! (ለምሳሌ፡- ካድል የተፈጻሚ ክፍለ ከሚታወቄ ከዚህ ከዚህ ስምምነት በርሃን)

ፈጻሚ:

- ይህ ጥንት ለመን ይችላል? በሚገኘው ቅርጫ (እኔ፡ ከበት፡ ከራ፡ ጥልከት ትር) ይችሞኑ እና የረሰኑን ማስተካከለ
ቃጠቃሚ ቅርጫን ውጤት ጥልከቱን ውድ እንደ ነገር ለማቀየር