



Roanoke City
PUBLIC SCHOOLS

**Teacher Contact
Information:**
Información de
contacto del
profesor:

**Family Learning
Resources:
Remote Learning Edition
Recursos de
Aprendizaje Familiar:
Edición de Aprendizaje
Remoto**

2nd Grade/2° grado



Family Learning Resources: Remote Learning Edition

Winter 2026 - 5 Days of Resources

Content Areas Included

- English Language Arts
- Mathematics
- Science
- Social Studies

Objective

This document will provide families with remote learning resources in the four core content areas for the anticipated extended closure of schools due to inclement weather.

Recommendations for Usage

- These necessary materials focus on reinforcing previously learned concepts - no new materials are covered.
- Students should be able to complete with minimal adult assistance. However, discussing the purpose and understandings from resources can help establish a deeper connection to the materials.
- Students are encouraged to write down questions that they might have about the materials so that they may be discussed with teachers.
- In addition to the completion of these materials, RCPS recommends that students take time to read - either independently or with others.

Questions & Follow Up Notes

Please do not hesitate to reach out to your student's teachers with any questions. These resources are designed to support remote learning during school closures and help minimize disruptions to instruction. **Students should bring this booklet with them when they return to school.**



Recursos de Aprendizaje Familiar: Aprendizaje Remoto



Invierno 2026 – 5 días de recursos

Áreas de contenido

- Lenguaje (Inglés)
- Matemáticas
- Ciencias
- Estudios Sociales

Objetivo

Este documento ofrece a las familias recursos de aprendizaje remoto en las cuatro áreas académicas principales, pensados para apoyar la continuidad educativa durante cierres escolares prolongados debido a las inclemencias del tiempo.

Recomendaciones de Uso

- Estos materiales necesarios se centran en reforzar conceptos aprendidos previamente - no se cubre material nuevo.
- Los estudiantes deberían poder completar las actividades con una asistencia mínima de un adulto. Sin embargo, conversar sobre el propósito y los aprendizajes de los recursos puede ayudar a establecer una conexión más profunda con el material.
- Se anima a los estudiantes a escribir las preguntas que puedan tener sobre los materiales para que puedan ser comentadas con los maestros.
- Además de completar estos materiales, RCPS recomienda que los estudiantes dediquen tiempo a la lectura, ya sea de manera independiente o con otras personas.

Preguntas y notas de seguimiento

Por favor, no dude en comunicarse con los maestros de su estudiante si tiene alguna pregunta. Estos recursos están diseñados para apoyar el aprendizaje remoto durante los cierres escolares y ayudar a minimizar las interrupciones en la instrucción. **Los estudiantes deben traer este folleto cuando regresen a la escuela.**



Family Learning Resources: Remote Learning Edition

**English Language
Arts/Lenguaje (Inglés)**




2nd Grade Reading Remote Learning

Day 1	Read decodable book – Sea Turtle Birthday Write a paragraph retelling the story. Select one choice board activity
Day 2	Read decodable passage – Poison Dart Frog Write a paragraph about the Poison Dart Frog Select one choice board activity
Day 3	Read My Bean Plant and answer comprehension questions. Select one choice board activity
Day 4	Read What Do Plants Need? and answer comprehension questions. Select one choice board activity
Day 5	Read Telling the Truth and answer comprehension questions. Select one choice board activity



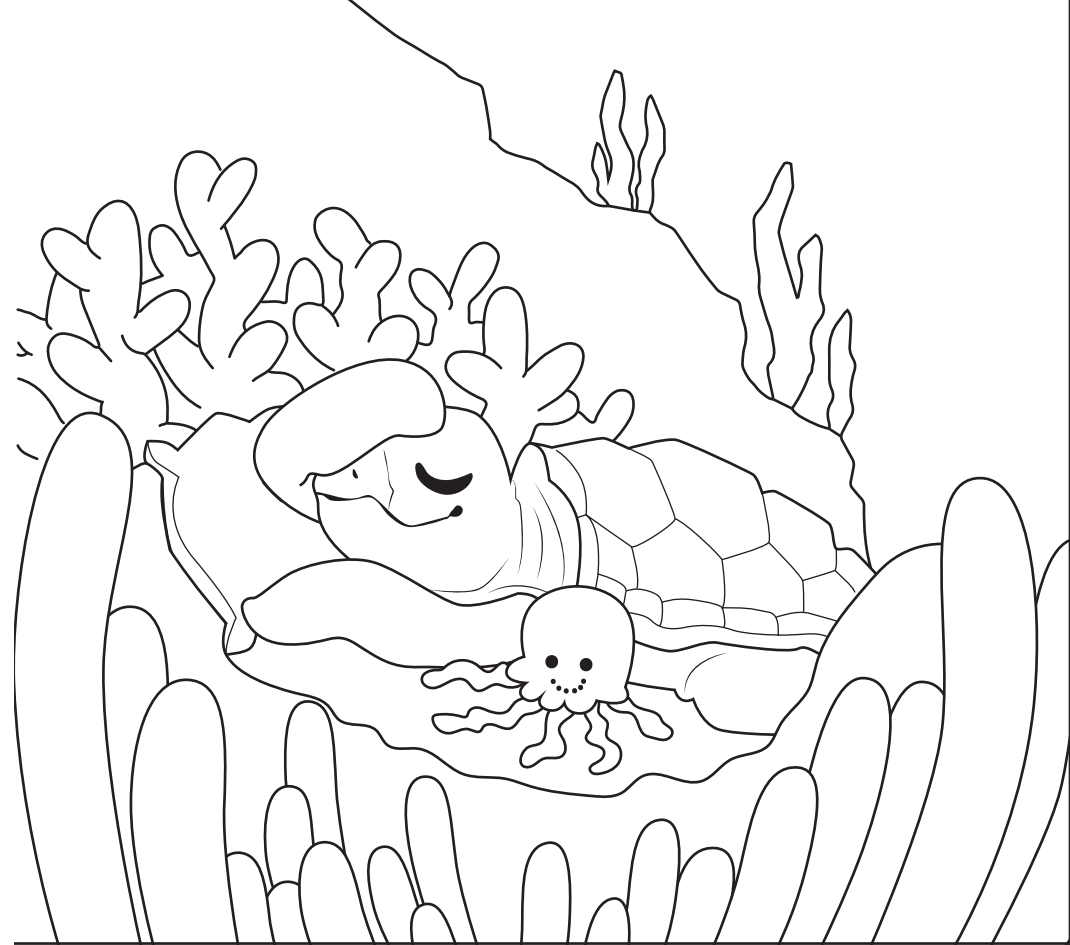
Student Choice Board

Your growing reader can boost their literacy skills all year long with these fun activities. Have them go for five in a row, or try to fill the whole board!

<p>Make word cards with pairs of irregular past tense verbs— <i>go/went, feel/felt, stand/stood, leave/left, eat/ate, and draw/drew</i>. Shuffle the cards, and match them as quickly as you can!</p>	<p>Read a new book, and write a review. Describe what you liked and what you didn't like. Share your review with a friend or family member.</p>	<p>Draw a picture of yourself standing next to a book character. Label details in the picture to show how you and the character are the same and how you are different.</p>	<p><i>small • happy • run • yell • easy • strange</i> For each word, write a synonym and an antonym. Then, think of your own set of related words.</p>	<p>Record a video to show how to make a craft, learn a skill, or play a game. Use words like <i>first, next, while, then, before, now, and finally</i> as you explain what to do.</p>
<p>Think about your favorite story. Where do the characters live? Where does the action happen? Draw a map that includes details from the story.</p>	<p><i>Bark, pen, and trunk</i> are multiple meaning words. For each word, draw a picture that shows two different meanings, and write a sentence to describe it.</p>	<p>Find a poem you like. Practice reading it aloud, and give a performance for a friend or family member.</p>	<p>Go on a prefix scavenger hunt. Take a book, and try to find at least one word that begins with each of these prefixes: <i>re-, ex-, de-, dis-, and un-</i>.</p>	<p><i>light • watch • people • own • try • about • only</i> Write each high-frequency word on a note card. See how quickly you can read them all. Then, try to beat your record!</p>
<p><i>delicate • hollow • stiff • sticky • useful • plain</i> These are all describing words. Go on a scavenger hunt for items that fit each description!</p>	<p>In a book you're reading, find five words you don't know. Try to figure out the meaning by looking for clues in the words around it. Then, use a dictionary to check your guesses.</p>	<p>FREE</p>  <p>SPACE</p>	<p>Record yourself reading a short book. Practice first to make your voice sound natural as you read. Share your recording with a younger friend or family member.</p>	<p>Imagine a favorite character is coming to visit for a day. Think of what the character would enjoy, and make a schedule that includes meals and activities.</p>
<p>Go on a suffix scavenger hunt. Take a book, and try to find at least one word that ends with each of these suffixes: <i>-ish, -ly, -ment, -est, and -ful</i>.</p>	<p><i>grow • water • want • full • laugh • done</i> Write each high-frequency word on a note card. See how quickly you can read them all. Then, try to beat your record!</p>	<p>Interview friends and family members about their favorite books. Ask them to tell you what the book is about and what they like about it.</p>	<p>Tell a story by taking photos to show the setting, the characters, and the major events. Share the photos and your story with a friend or family member.</p>	<p>The letter <i>g</i> can make a hard sound (<i>goat</i>) and a soft sound (<i>giant</i>). Take a book, and look for both sounds of <i>g</i>. Make two lists of words.</p>
<p>Research your favorite animal. Draw a picture of the animal and where it lives. Then, list five new facts you learned.</p>	<p>Use the letters in your first and last name to make as many smaller words as you can.</p>	<p>Read an informational book. Tell a friend or family member about it. Explain the main idea, and tell about three important details.</p>	<p>Reread a favorite story aloud. As you read, use a different voice for each character and the narrator (the voice telling the story).</p>	<p>Write to your favorite author. Share what you like about their books. Ask a question or suggest an idea for a new book.</p>

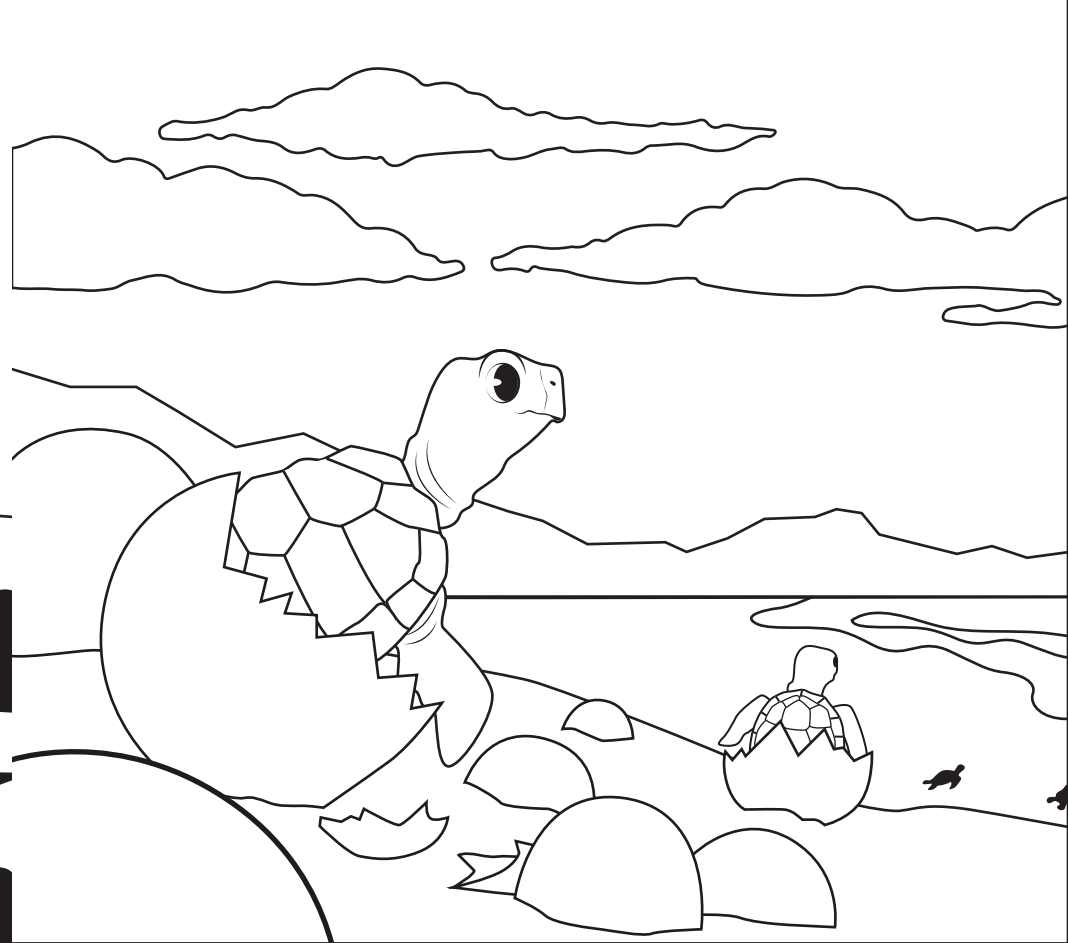
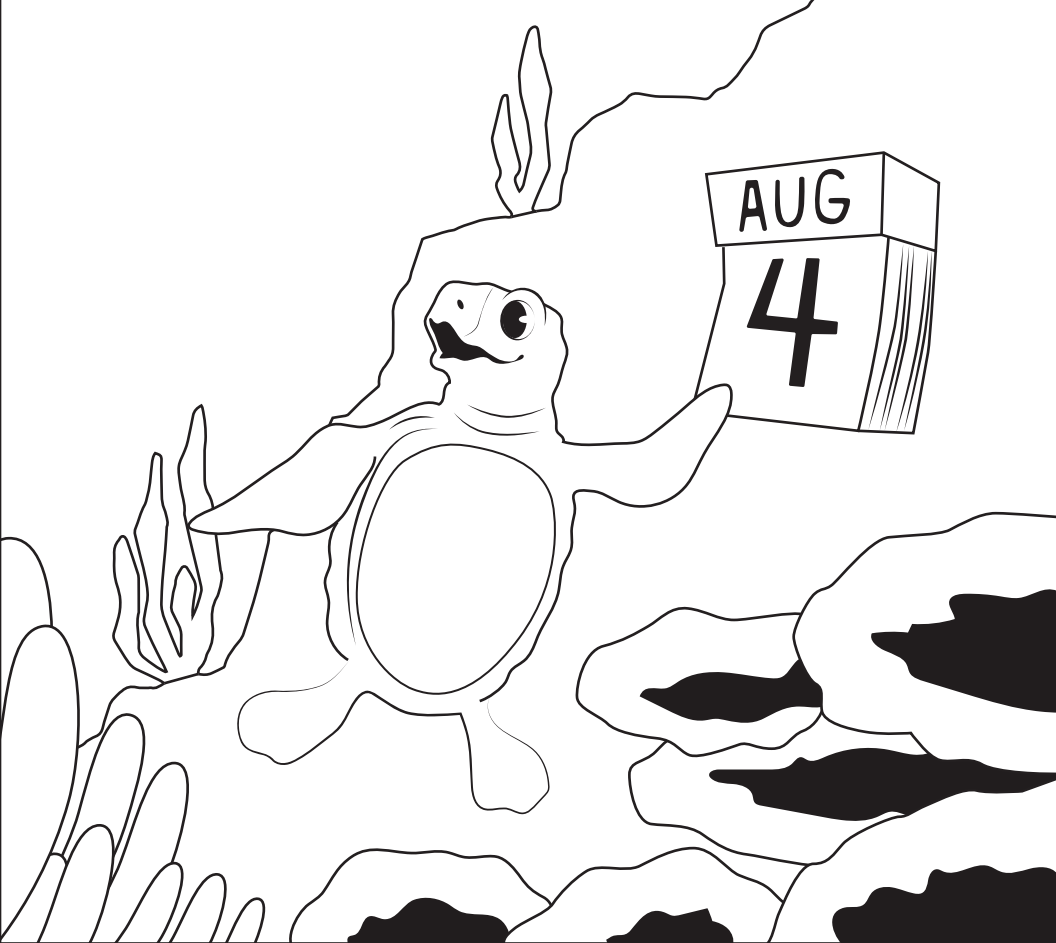


Sea Turtle Birthday



“Wake up, Arlo!” shouted Clover. “It’s the best day of the year!”

“I’m sleeping,” said Arlo with a yawn.

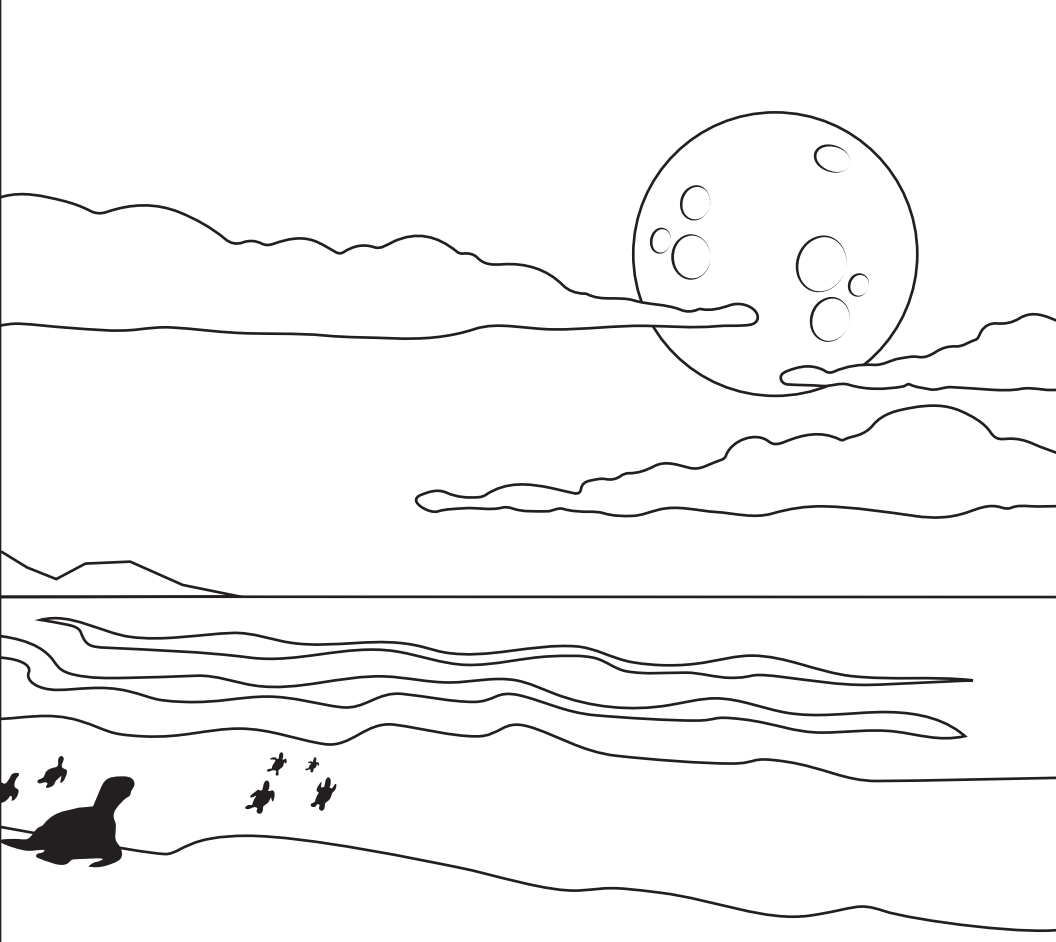


But Clover wouldn't let Arlo stay in bed. They had the same birthday, and the sea turtles always told each other the same tale every year.

2

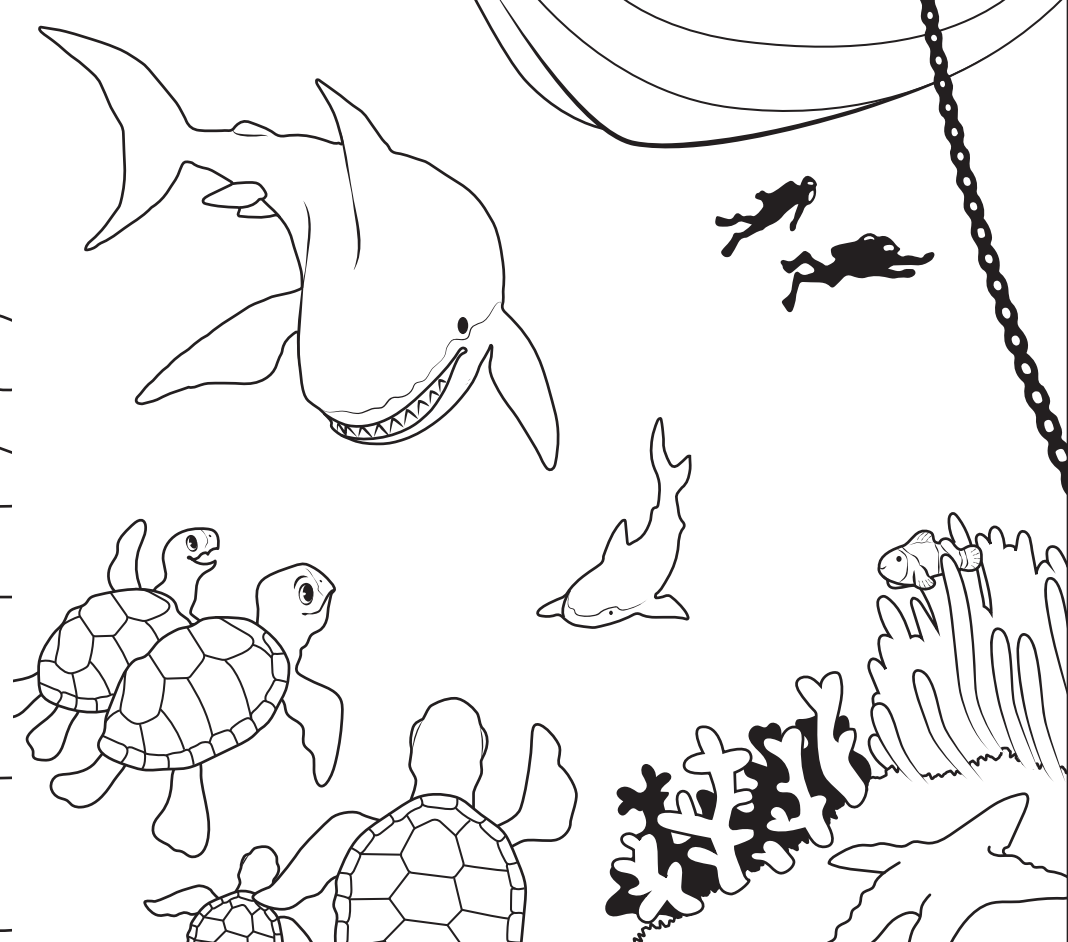
Clover began speaking first. "On the beach where we were born, nests of sea turtle eggs were hidden under the sand."

3



Arlo told the next part. "Just after midnight, we broke open our eggs and dug out of the sand. Then we made a dash into the sea with the other sea turtle hatchlings."

4



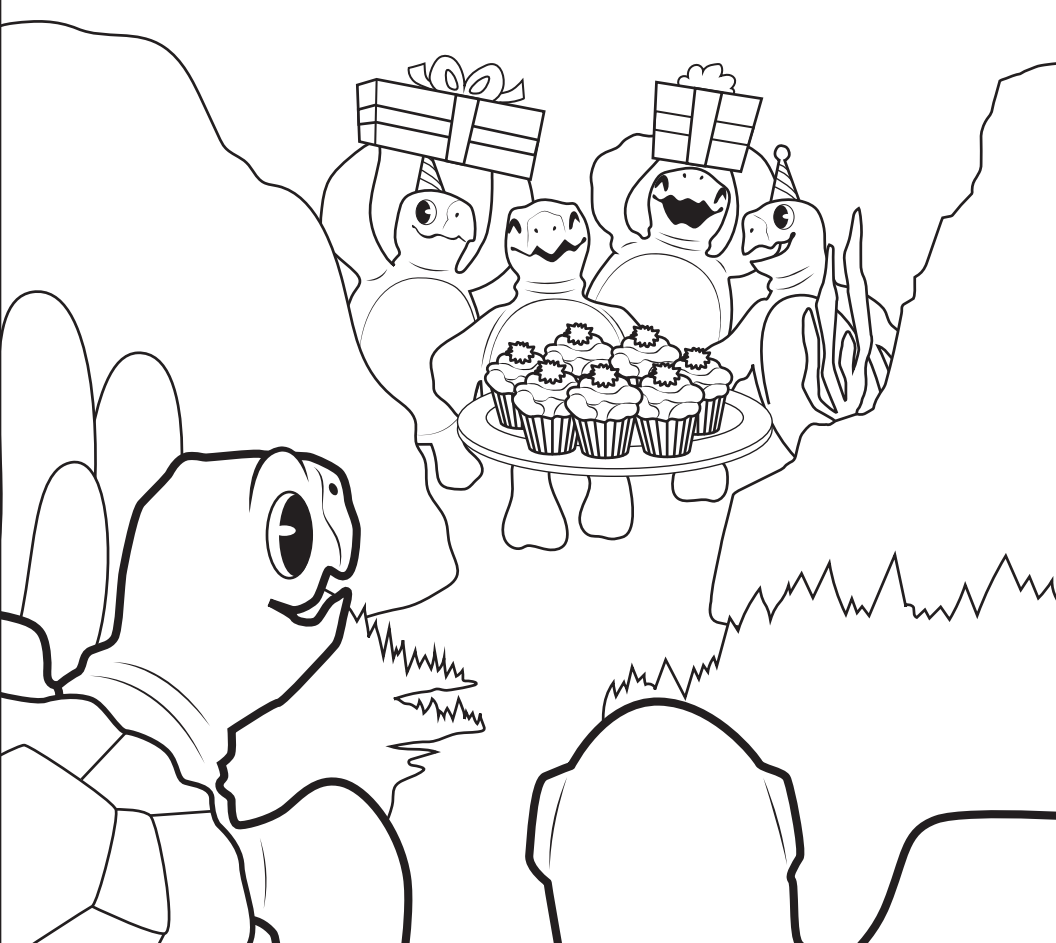
"We swam for a long time in the warm water, and our flippers grew strong. We saw sharks, purple starfish, clownfish, and even a few people!"

5



“Once we tried to eat a plastic bag by mistake. It was floating in the water like seaweed, but it made us ill. Plastic does not belong in the sea!”

“At last we found a safe home near a coral reef. Here we can ride the waves in the current during the day and find shelter under a rock at night.”



Sea Turtle Birthday

Multi-Syllable Words

Word Count 212

Elements used in this book

Word analysis skill	multi-syllable words (focus on r-controlled vowel syllables, vowel combination syllables, and consonant-le syllables)
Target words	after, Arlo, birthday, Clover, clownfish, coral, current, during, flippers, floating, midnight, purple, seaweed, shelter, shouted, sleeping, speaking, starfish, turtle, under
Review skills	short vowels, consonant blends, consonant digraphs, silent e, word families, long vowel teams, two-syllable words, vowel combinations, r-controlled vowels
High-frequency words	always, by, does, every, first, here, of, once, other, people, said, the, they, to, warm, was, water, were, where, wouldn't

Just then, Arlo and Clover's friends burst in with seaweed cupcakes and birthday gifts. It was the best day of the year for the sea turtles.

**Words to Preview**

dangerous, kinds, length, colors, tongue

203 Words

Poison Dart Frog

Dangerous

Poison dart frogs are very dangerous. They could kill 10 grown men or 20,000 mice with their poison! There are more than 100 different kinds of poison dart frogs. They may only be around one inch in length, you want to avoid them at all costs. They have many different bright colors as a way to show predators to stay away!

Habitat

No, you will not find any poison dart frogs in Detroit. They are located in moist tropical rainforests. Many poison dart frogs live on the forest floor, but some live high in the trees. This is called the canopy. Poison dart frogs also live in marshes, shrublands, and swamps.

What They Eat

How do they have poison? Experts are not totally confident they know why. Some experts think the poison is from the bugs they eat. The poison dart frog deploys its sticky tongue to eat different kinds of bugs. They eat crickets, ants, termites, and more!

Fun Facts

- Poison dart frogs normally live in forests for 4-6 years, but they can live up to 15 years.
- Their one predator is a type of snake!
- In captivity, poison dart frogs do not have poison. In fact, they can be pets!

My Bean Plant

by Rachelle Kreisman



My grandfather loves to grow plants. He raises vegetables and fruits, and he takes great care of all of them. Last week, Grandpa gave me some green bean seeds. Now I can grow my own green bean plant.

I brought my seeds home and showed my mom. She helped me get my green bean **project** ready. First, we put some soil in a pot. Then we planted a few seeds. I remembered that Grandpa told me that plants **depend** on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water.

I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny **stem**. The plant is growing! Over the next few weeks, more **stems** and leaves will grow. Then flowers will grow, too.

What am I most excited about? I cannot wait to eat the beans! I think they will taste even better because I grew them myself.

Name: _____ Date: _____

1. What did Grandpa give to the main character?

- A. some green beans
- B. green bean seeds
- C. a fully-grown bean plant

2. The main character planted the seeds, put the pot in a sunny spot, and added water. What was the effect of these actions?

- A. The soil got dry right away.
- B. A tiny stem grew after some time.
- C. The seeds quickly turned into green beans.

3. Read these sentences from the text.

"I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

What conclusion can you draw from this evidence?

- A. The main character has taken care of many different plants in the past.
- B. The main character is doing a good job of taking care of the bean plant.
- C. The main character doesn't really care about the bean plant.

4. Read these sentences from the text.

"I cannot wait to eat the beans! I think they will taste even better because I grew them myself."

Why might the main character think the beans will taste even better because he or she grew them?

- A. because the main character normally hates the taste of green beans
- B. because the main character is way better at growing plants than Grandpa
- C. because the main character put work into taking care of the beans

5. What is the main idea of this story?

- A. The main character takes care of a green bean seed and helps it start growing into a plant.
- B. The main character's grandfather loves to grow vegetables, and he takes great care of all his plants.
- C. The main character is excited to eat green beans because they are a tasty vegetable.

6. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

Based on this text, what does the phrase "depend on" most closely mean?

- A. need
- B. like
- C. change

7. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water."

Now read this sentence about the same information. Then, choose the answer that completes the sentence without changing the meaning from the story.

I put the pot in a sunny spot by the window, and I added some water _____
Grandpa told me that plants depend on water and sunlight to grow.

- A. so
- B. because
- C. but

8. What do plants need so they can grow?

9. What are two things the main character did to the bean plant to help it grow?

10. What would happen to the bean plant if the main character forgot to give it water?
Use evidence from the text to support your answer.

What Do Plants Need?

by Rachelle Kreisman



Plants are living things. They **depend** on water and light to help them grow. But how do plants find what they need? They get it from the world around them!

Plants get water from the soil. They get light from the sun.

Many plants have **roots**, stems, and leaves. **Roots** keep a plant **attached** to the soil and help the plant take in water. Water moves up the plant's stem to the leaves. The stem also supports the plant so it stays up straight.

Leaves take in light energy from the sun. The leaves use water, light energy, and a gas called carbon dioxide to make glucose. Glucose is a kind of sugar. It is food for the plant. Yes, plants make their own food! They use it to grow.

Name: _____ Date: _____

1. Plants depend on water to help them grow. What else do they depend on to help them grow?

- A. people
- B. animals
- C. light

2. A stem supporting a plant is a cause. What is an effect of a stem supporting a plant?

- A. The plant takes in light energy from the sun.
- B. The plant stays up straight.
- C. The plant makes glucose.

3. Plants get what they need from the world around them.

What evidence in the article supports this statement?

- A. Glucose is a kind of sugar that plants use for food.
- B. Plants get the water they need from the soil they are in.
- C. Plants are living things that need water to help them grow.

4. Which parts of a plant help the plant get what it needs?

- A. the stem and leaves ONLY
- B. the roots, stem, and leaves
- C. the leaves ONLY

5. What is the main idea of this article?

- A. Glucose is a kind of sugar that plants use for food.
- B. The leaves of a plant take in light energy from the sun.
- C. Plants use water and light to help them grow.

6. Read these paragraphs from the article.

"Plants are living things. They depend on water and light to help them grow. But how do plants find what they need? They get it from the world around them!

Plants get water from the soil. They get light from the sun."

What does the phrase "depend on" mean here?

- A. avoid
- B. need
- C. move

7. Choose the answer that best completes this sentence.

Plants need water, _____ they take in water from the soil.

- A. so
- B. because
- C. but

8. What is food for a plant?

9. What three things do plant leaves use to make glucose?

10. Summarize how a plant makes its own food.

Telling The

Truth

"No, I didn't take the cookie," Jayden told his mother, who had just walked into the kitchen. He wore a smile that he hoped looked **innocent**.



"Then why are there chocolate crumbs on your face?" Mama asked. "Have you lied to me?"

"Oops," said Jayden, wiping his mouth with his sleeve. He had been caught! "I knew I wasn't supposed to have a cookie before dinner," he said. "Sorry I broke the rule about that."





"In fact, you broke two rules," said Mama. "You ate a cookie when you weren't supposed to, but you also lied about it. Lying is against the rules, and lying is worse than taking a cookie. Promise me that you'll never lie again."

Jayden felt **ashamed**, so he said **sincerely**, "I promise never to lie again and always tell the truth."

That evening, Auntie Brandi came by to visit. She was wearing a new hat. "The salesperson said this hat is the latest fashion," Auntie Brandi told Jayden's Mama. "Do you like it?"

"It's lovely," said Mama.

Auntie Brandi turned to Jayden and asked him, "What do you think of my hat?"

Jayden looked at Auntie Brandi in her hat and remembered his promise. "I think it looks like someone dumped a bowl of spaghetti on your head," he said.



Telling the Truth

KEY VOCABULARY

- **innocent** (adjective) To look *innocent* is to look like you did nothing wrong.
- **ashamed** (adjective) *Ashamed* means feeling embarrassed or guilty.
- **sincerely** (adverb) *Sincerely* means in an honest way.

- ▶ What are the two family rules that Jayden broke?
- ▶ Explain how Mama knew that Jayden was lying about taking a cookie.
- ▶ Organize the events of the story in a timeline.
- ▶ Describe a situation in which you had to decide whether to lie or risk hurting someone's feelings by telling the truth? Explain your decision.
- ▶ Do you think Jayden did the right thing by telling the truth to his aunt? Why or why not?
- ▶ Write or discuss a new ending to the story.

Family Learning Resources: Remote Learning Edition

Mathematics/ Matemáticas



Second Grade Math

You must show your work for all problems

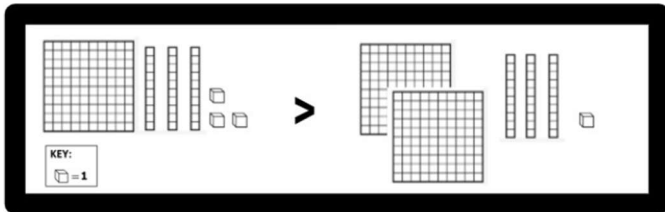
Jaime has an odd number of marbles in a box. The number of marbles is less than 10. Draw a picture that could represent the box of marbles Jaime has.

Fill in the blank with one of the following to make the statement true:

- a. Is equal to
- b. Is less than
- c. Is greater than

628 _____ 319

Is the picture below true?



Justify your answer.

Order the set of numbers from least to greatest:

405, 398, 416, 433, 411

_____, _____, _____, _____, _____

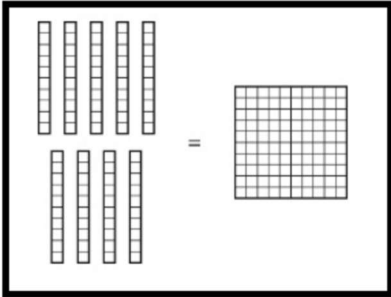
Use pictures, symbols and words to solve the problem below.

Robin has 71 beads and uses 38 of them to make a necklace. About how many beads does she have left? Justify your answer.

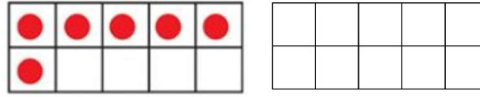
Second Grade Math

You must show your work for all problems

Show what needs to be done to make the statement true:

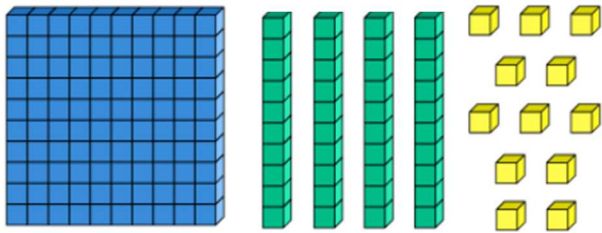


There are 6 dots on the frames.



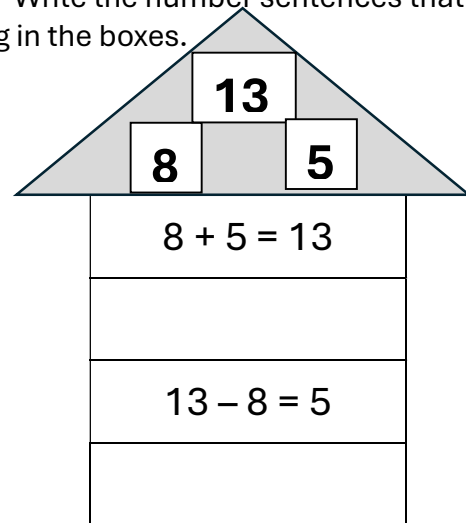
How many more dots would make 17? Complete the addition sentence.

$$6 + \square = 17$$



What number does the model above represent?

Look at the number sentence in this fact family model. Write the number sentences that are missing in the boxes.



Use pictures, symbols and words to solve the problem below.

There were 27 children in class. The principal called 14 into the office. How many stayed in class? Justify your answer.

Second Grade Math

You must show your work for all problems

Place the numbers in order from greatest to least.

258
295
195

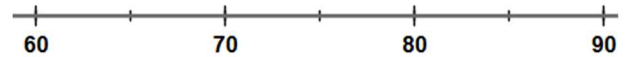
GREATEST

LEAST


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Plot the given numbers on a number line:


75
69
81



Create a drawing using base ten blocks to show the following number: $200 + 10 + 3$
Use these pictures to help you.

 = one hundred

 = one ten

 = one

Explain using words what the symbol (\neq) between the two numbers means.

$17 \neq 36$

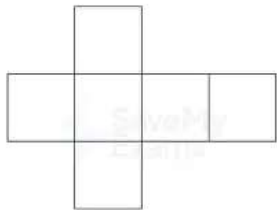
Use pictures, symbols and words to solve the problem below.

John has 48 matchbox cars. He got 11 more for his birthday. About how many cars does he have now?
Show all your thinking.

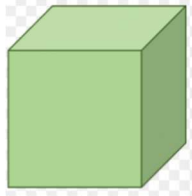
Second Grade Math

You must show your work for all problems

How many faces, edges, and vertices does a cube have?



NET OF A CUBE



Faces: _____ Edges: _____

Vertices: _____

Which equation is true?

- A. $8 - 2 \neq 6$
- B. $7 - 4 \neq 9$
- C. $5 + 3 \neq 8$
- D. $6 + 3 \neq 9$

Justify your answer by using a model.

Determine if the following shapes have symmetry. If so, draw in one line.



Solve:

$$78 - 32 =$$

Use pictures, symbols and words to solve the problem below.

There were 42 swans swimming in a pond. Then 27 more joined them. How many ducks are in the pond now? Show all your thinking.

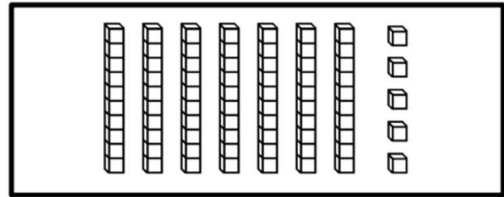
Second Grade Math

You must show your work for all problems

Solve:

$$36 + 62 =$$

Look at the number modeled below.



What number is shown?

Read each statement below and select all the true statements.

- $8 + 7 = 10 - 5$
- $9 + 3 \neq 6 + 7$
- $5 + 8 = 10 + 3$
- $16 - 6 \neq 5 + 5$
- $12 - 4 = 6 - 2$

Solve:

$$77 - 9 =$$

Justify your answer.

Use pictures, symbols and words to solve the problem below.

Tess has 25 pencils. 12 are short and the rest are long. How many pencils are long?

Family Learning Resources: Remote Learning Edition

Science / Ciencias



Science Day 1: Read this page and complete the chart on the next page.

NATURAL AND ARTIFICIAL MAGNETS

NATURAL MAGNETS



Lodestone

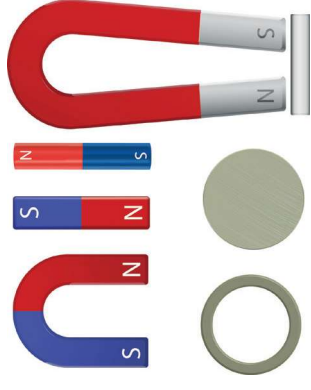
Some magnets are found in rocks under the ground! These magnets are called **natural magnets**. The rock in the picture above is called lodestone. It is a special type of a mineral called magnetite that acts like a magnet. Natural magnets can be found in many places around the world, even in the United States!

Lodestone is not a specific shape because each rock looks different. It is usually black and shiny.

Natural magnets have a north pole and south pole. The north pole of one lodestone will attract the south pole of another lodestone. The north pole of one lodestone will repel the north pole of another lodestone. Natural magnets attract small pieces of iron, cobalt, and nickel.

Lodestone is not very strong. It becomes weaker as it gets older. It can also become weaker if another magnet is rubbed back and forth on it.

ARTIFICIAL MAGNETS

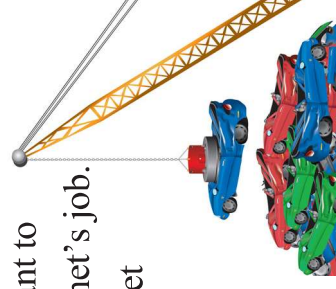


Some magnets are made by people. These magnets are sometimes called **artificial magnets**. You can find artificial magnets all around you right now. They can be made into any shape or color. They can look like bars, rings, balls, rectangles, horseshoes, and more.

Artificial magnets have a north pole and a south pole. The north pole of one magnet will attract the south pole of another magnet. The north pole of one magnet will repel the north pole of another magnet. Artificial magnets attract iron, cobalt, and nickel.

Artificial magnets can be super strong or very weak. People decide how strong they want to make the magnet depending on the magnet's job.

People can even make an artificial magnet strong enough to pick up a car! Some artificial magnets use electricity and can be turned on and off.



COMPARE AND CONTRAST!

NAME: _____



Natural Magnets	Both	Artificial Magnets

Found in nature	Can be made into an exact shape	Is usually black and shiny	Can be any color
Has a north pole and a south pole	Is never very strong	Attracts iron, cobalt, and nickel	Made by people
Has no specific original shape	Has a north pole that will attract a south pole	Has a north pole that will repel another north pole	Can be very strong or very weak

A second grader is building a birdhouse and wants to use strong metal nails.

This is the pile of metal nails, toothpicks, and plastic nails the student has at home. The student does not have time to sort each material. What can be used to quickly find the metal nails?



Draw or write a solution to this problem in the box below.

Science Day 3: WATER AT HOME

NAME: _____

DIRECTIONS: Read each example and description of water used at home. In the last column, write solid, liquid, or gas to describe the phase. Add two new examples of your own at the bottom!

EXAMPLE	USE	PHASE
Water from sink faucet	washing dishes, drinking, washing hands, brushing teeth	
Ice cubes in freezer tray	making drinks cold	
Dishwasher steam	making dishes germ-free	
Bottled water	drinking	
Lunchbox cooler packs	keeping lunch cold	
Steam from vegetable steamer	cooking vegetables	
Pot of boiling water	cooking food	
Shower steam	removing wrinkles from clothing	
Water from shower/bathtub faucet	bathing	
Humidifier steam	adding water vapor to the air	
Steam from iron	removing wrinkles from clothing	
Water from outside spigot/hose	watering plants and grass	
Snow	sledding, throwing snowballs	
Water in swimming pool	swimming	
Water in birdbath	providing water for birds to bathe in and drink	

Science Day 4: TIME FOR WATER

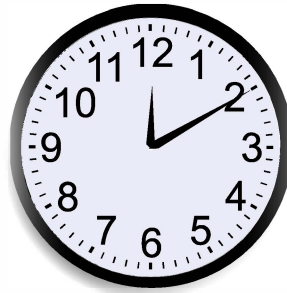
NAME: _____

DIRECTIONS: Read each clue. Look at the clock. Write the correct time on the line.

1. Before snack time, we wash our hands.
What time do we wash our hands?



3. At lunch, I drink out of my water bottle.
What time will I drink from my water bottle?



2. Recess makes us thirsty! We run to the water fountain to get a drink.
What time did we go to the water fountain?

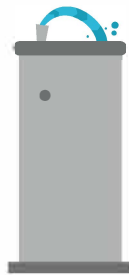


4. My art teacher loves to paint. I help her clean my brushes with clean water.
What time will I use water to create art?



DIRECTIONS: Put the water activities from above in order. Write 1st, 2nd, 3rd, or 4th under each picture.







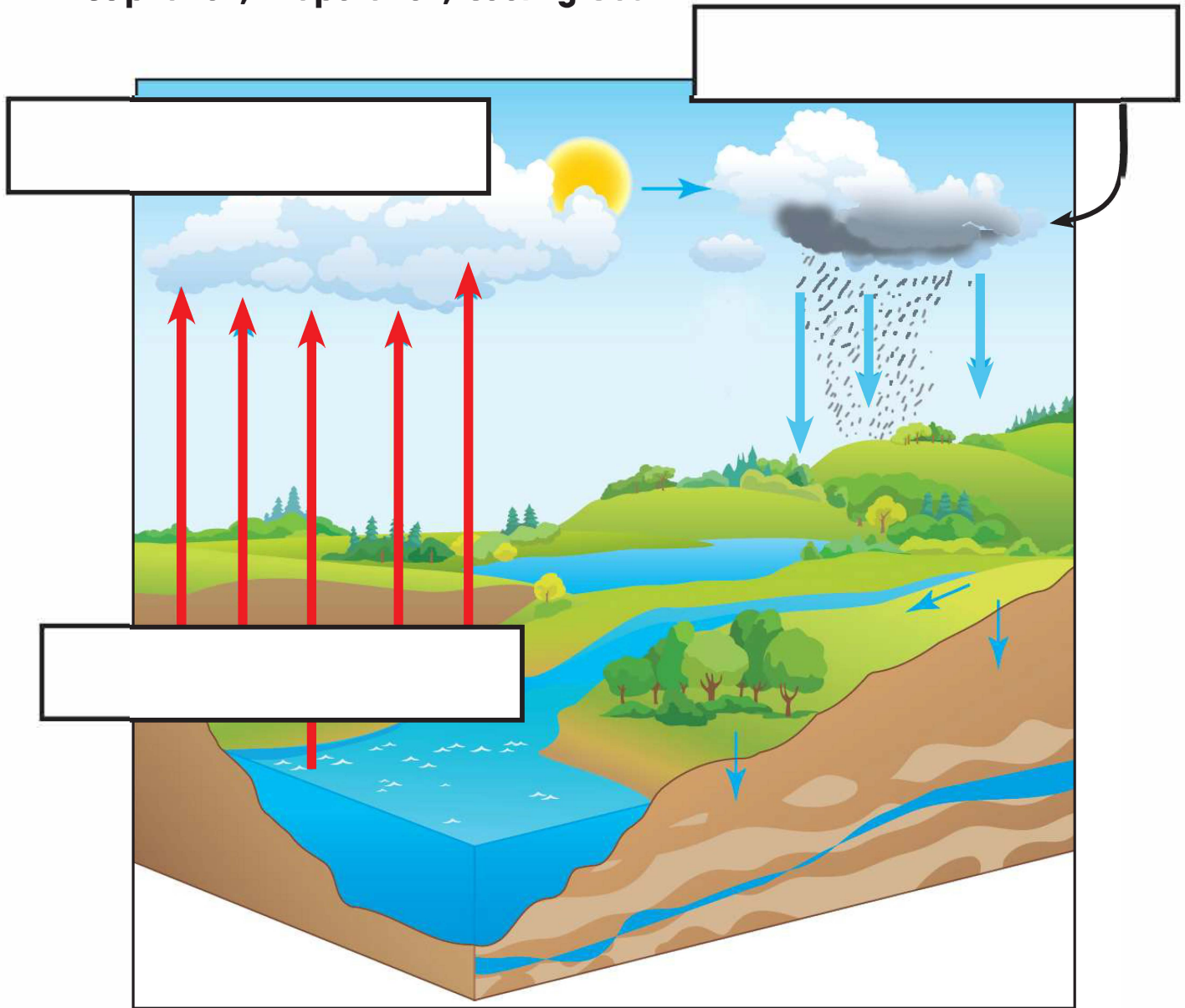


Science Day 5: The Water Cycle

NAME: _____

Label the water cycle with the following words:

Precipitation, Evaporation, Cooling Gas



1. During evaporation water changes from a _____ to a _____.

2. When gas cools, it changes from a gas to a _____.

3. Precipitation is when water _____.

4. Where does precipitation come from? _____

5. How does water get into the sky? _____

Family Learning Resources: Remote Learning Edition

Social Studies/ Estudios Sociales



Name:..... Date:.....

Read the short text carefully, then answer the questions below.

The Dreamer's Birth

In 1929, Martin Luther King Jr. was born in Atlanta, Georgia. He loved playing with his friends, but as he grew older, he noticed that some people were not treated fairly because of their skin color. Martin decided to become someone who would help everyone live in peace and equality.



Questions:



1- In which year was Martin Luther King Jr. born?

2- What city was Martin born in?

3- Why did Martin decide to help people?

4-What would you have done if you were in his place?

Name:..... Date:.....

DISCOVER MARTIN LUTHER KING JR PUZZLE 1

Find the hidden words related to Martin Luther King Jr. in the word search below.

Circle each word as you find it! Words can go up, down, diagonal, or backward.

Good luck!



H	Y	L	F	R	E	E	D	O	M
I	L	O	S	E	Q	G	U	O	E
I	E	V	T	W	U	J	E	E	M
D	R	E	A	M	A	O	L	W	V
A	V	K	B	D	L	J	P	V	Q
N	J	U	S	T	I	C	E	M	I
I	X	L	D	V	T	C	A	B	I
H	W	Y	E	K	Y	N	C	E	N
C	O	Z	K	B	Z	M	E	X	M
A	R	A	W	Z	X	Q	W	W	K



**DREAM
PEACE
EQUALITY**

**FREEDOM
JUSTICE
LOVE**

Day 3 – Social Studies

The United States Constitution

The United States Constitution is the highest **law** in the nation. It is the set of rules that Americans live by.

In 1787, a group of Americans did not like how their new country's government worked. They sat down to write new rules for the government. Among those men were Ben Franklin and George Washington.

The men met at Independence Hall in Philadelphia, Pennsylvania, during a hot summer. Sometimes they had disagreements. They had to work hard to solve those disagreements. When they finished, they had written the country's Constitution. Next, the Constitution had to be approved by the states. After a few years, the states voted in favor of the Constitution. It was now the **law** of the land.

According to the Constitution, an election for president must be held every four years. The Constitution also says that the United States must have a Congress and a Supreme Court. Congress makes **laws**. The Supreme Court decides if **laws** are correctly written and followed.

The Constitution **promises** important **rights** to the American people. These include the **right** to believe what you wish and the right to say what you believe.

These **promises** are listed in the part of the Constitution known as the Bill of Rights.

1. What is the Constitution, and why is it important to the United States?
2. Who are two important men who helped write the Constitution?
3. Where did the men meet to write the Constitution?
4. Name one right that the Constitution promises to the people.

Day 4 – Social Studies





Three Symbols of the United States

The United States of America has some special **symbols**. A **symbol** is something that stands for something else.

The American **flag** is a **symbol** of the United States. Each star stands for one of the fifty states. The stripes stand for the thirteen colonies that joined together to start the **country** hundreds of years ago.

The Liberty Bell is a United States **symbol**. It stands for American freedom. The Liberty Bell hangs in Philadelphia, Pennsylvania.

The White House is a United States **symbol**. It is the home of the **country's** president. The White House is in Washington, D.C.

 <p>The _____ is a symbol of strength.</p>	<p>The Statue of _____ welcomes people to the United States. It is located in New York.</p> 
<p>The _____ Monument is a symbol of bravery and sacrifice. It is located in Washington, D.C., our nation's capital.</p> 	<p>The Liberty _____ is a symbol of freedom. It is located in Pennsylvania.</p> 

Being An American Citizen

Name: _____

There are benefits and responsibilities of being an American citizen!
BENEFITS are things that help you or give you an advantage.
RESPONSIBILITIES are duties or things we should do.

DIRECTIONS PART 1: Draw a line to match the **benefit** on the left side to the **responsibility** on the right side.

*Example: I have the **benefit** of going to the playground at recess, and I have the **responsibility** to take care of the playground equipment.*

Benefit

1. Eating lunch in the cafeteria
2. Getting a good education
3. Going to the doctor
4. Getting a book from the library
5. Riding the school bus

Responsibility

- ★ Throw away my garbage after I eat
- ★ Tell someone that I am sick
- ★ Listen and participate in class
- ★ Follow the safety rules to and from school
- ★ Take care of borrowed materials

DIRECTIONS PART 2: Complete the sentence.

One responsibility I have each day is to _____



