



Cedar Falls Community Schools Continuous Learning Plan

[Link to CF Learning at Home](#)

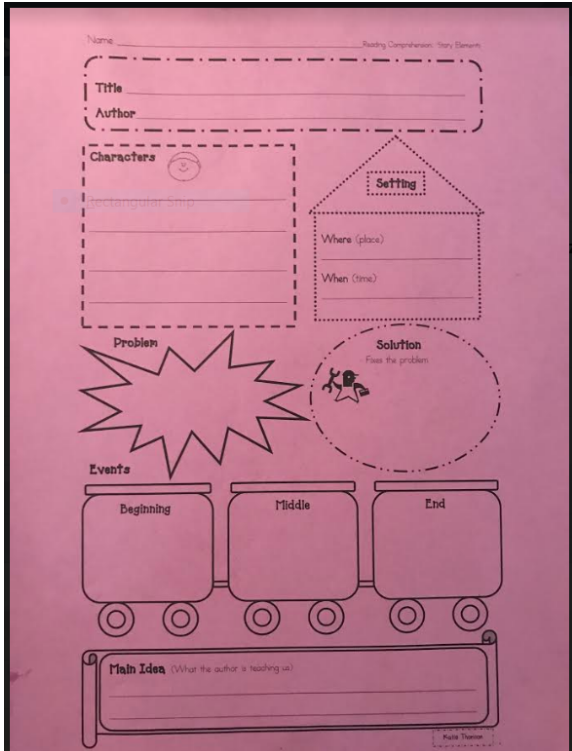
Grade: 2nd	Teacher(s): Ms. Lindgren, Mrs. Mounce, Mrs. Witt										
Week of: May 4th	<i>Suggested time of Engagement / Day: 60-90 minutes</i>										
Helpful Login Information: BrainPop Jr https://lincolnlibrarycf.weebly.com/online-subscriptions.html Username: lescf Password: brainpop IXL https://lincolnlibrarycf.weebly.com/second-grade.html Username: studentnumber Password: 123456 Ebooks site (Epic, Tumblebooks, BookFlix, TrueFlix, PebbleGo and more! Most set to auto-login students!) Epic Logins: Lindgren tjr4971 ; Mounce czp7188 ; Witt ebn0803											
Table of Contents <table><tr><td>Reading / ELA</td><td>Writing</td><td>Math</td><td>Science</td><td>Social Studies</td></tr><tr><td>Art</td><td>Music</td><td>Physical Education</td><td>Guidance</td><td>Library</td></tr></table>		Reading / ELA	Writing	Math	Science	Social Studies	Art	Music	Physical Education	Guidance	Library
Reading / ELA	Writing	Math	Science	Social Studies							
Art	Music	Physical Education	Guidance	Library							

SUBJECT	LEARNING TARGET	ONLINE ACTIVITIES	UNPLUGGED ACTIVITIES
Weekly Check-In	I can stay connected to my class and others!	- Record a video for your classmates on Seesaw to show them something you have been doing/created at home! - Zoom Class Meetings: Lindgren: Friday at 1:00 p.m. Mounce: Wednesday at 7:00 p.m. Witt: Wednesday at 7:00 p.m.	Write a letter to connect with someone from school or Facetime/chat with a friend.



		• This week's zoom meeting theme is:. Students should be prepared to share the HOW TO CONNECT WITH SPECIALS • Join Mrs. Kowalski and Mrs. Droe for 10 minutes of Yoga (all ages welcome) sign up with this link: https://forms.gle/c6eRQ3qqaiibCsQX7 • Ukuzoomle (ukulele +zoom) will be held every Friday beginning May 8 from 4:30-5:00. If you don't have a ukulele you can join us to sing! All ages welcome. Please sign up using this link: https://forms.gle/TTLpJiu5KwUmspWg7	
Reading / ELA	Students will read 20 minutes per day from books of their choice. Students will retell the major events of the story (in the correct sequence), including the main lesson(s) learned by the characters.	• Use a reading site from the Lincoln Library Digital Books List to read a fiction book for at least 20 minutes. (Epic, All Flix, PebbleGo, etc.) • Go to your Seesaw Student Home Learning account and click on the Activities tab. Do the Enemy Pie story retelling activity.	• Read a fiction picture or chapter book for at least 20 minutes. • Read a fiction book. Use the story map below to retell the story in order - be sure to include the lesson learned by the characters. There is a larger version of this story map at the end of the document.

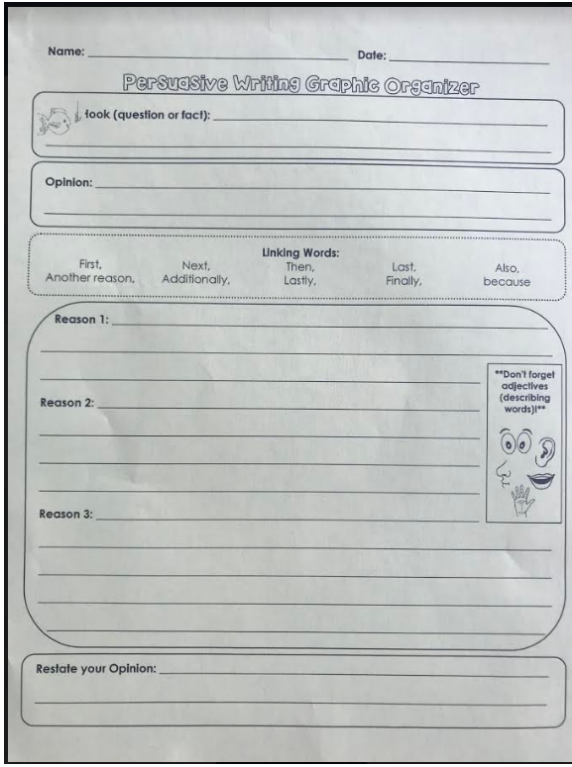


			 A pink Persuasive Graphic Organizer template. It includes fields for Name, Title, and Author. A box for Characters has a character icon. A house-shaped box for Setting includes fields for Where (place) and When (time). A starburst box for Problem and a circle for Solution (Fixes the problem) with a character icon. A train car sequence for Events with three cars labeled Beginning, Middle, and End. A scroll box for Main Idea (What the author is heading on).
Writing Back to Top	Students will write an opinion piece with supporting evidence. Students will write with appropriate conventions, punctuation, and spelling.	- Go to your Seesaw Student Home Learning account and click on the Activities tab. Do the Opinion Writing - Favorite Toy activity. Be sure to include - a hook (Do you like toys that...) - state your opinion (In my opinion,	- Make a collection of 5 toys from around your house. Pick out your favorite toy from your collection. - Use the Persuasive Graphic Organizer and write about why it is your favorite. Be sure to include - a hook (Do you like toys that...)



		my favorite toy is _____.) * give 3 reasons, using linking words (first, next, also, last, finally, because) and be sure to use lots of describing words * restate your opinion (In my opinion, my favorite toy is _____.) • Be sure to use capital letters for names and at the beginning of each sentence, punctuation marks at the end of each sentence, and check your spelling.	* state your opinion (In my opinion, my favorite toy is _____.) * give 3 reasons, using linking words (first, next, also, last, finally, because) and be sure to use lots of describing words * restate your opinion (In my opinion, my favorite toy is _____.) • Be sure to use capital letters for names and at the beginning of each sentence, punctuation marks at the end of each sentence, and check your spelling. A larger version of the Persuasive Graphic Organizer is at the end of this document.
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Math	Students will compare object lengths in terms of standard measures (inches, centimeters, etc.).	Go to your Seesaw Student Home Learning account and click on the Activities tab. Do the Measure Me! Activity.	Measure the following body parts (you may have someone help you): hair, arm, hand, leg, foot. What is your longest body part?



[Back to Top](#)

Students will add and subtract fluently within 20.

- If you don't have a tape measure, yardstick, or ruler at home, do the following activity:

Measurement & Data-2.MD.4

I Can-Determine the difference in length between two objects.

Name: _____

1.
How many centimeters longer is the knife than the fork? (a) 15 centimeters (b) 3 centimeters (c) 12 centimeters (d) 27 centimeters

2.
How many inches longer is the apple slice than the celery stick? _____ in.

3.
How many inches shorter is the spoon than the knife? (a) 14 inches (b) 5 inches (c) 8 inches (d) 4 inches

4.
How many inches shorter is the milk carton than the juice carton? _____ in.

5.
How many centimeters shorter is the spoon than the fork? (a) 2 centimeters (b) 11 centimeters (c) 13 centimeters (d) 12 centimeters

6.
How many centimeters longer is the banana than the apple? _____ cm.

- Xtra Math <https://lincolnlibrarycf.we>

What is your shortest body part?
What is the difference? (Hint: Whenever we compare, we always subtract.)

- If you don't have a tape measure, yardstick, or ruler at home, do the following activity:

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- Play Top-It to work on math fact, with a deck of cards (can be used for addition, subtraction, or multiplication.) A player shuffles the cards and places the deck number-side down on the playing



			surface. Each player turns over two cards and calls out their answer. The player with the highest answer wins the round and takes all the cards. In the case of a tie, each player turns over two more cards and calls out their answer.
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Science Back to Top	Students will observe plants and animals and compare the diversity of life and habitats.	Go to your Seesaw Student Home Learning account and click on the Activities tab. Do the Bird Observation Activity.	- Bird Observation - Find a bird you can observe outside. - Draw a picture of the bird you observed. - Write the name of your bird. - Add any other information you observed about the bird.
Social Studies	Students will identify and relate their home address to maps of their neighborhood, city and state.	- Have an adult help you memorize your address. - Go to Google Earth https://www.google.com/earth/ - Tap on 'Launch Earth' - Tap on the search icon and type in your address. - Tap on the search icon and type in Lincoln's address: 321 W. 8th	- Have an adult help you memorize your address. - How many blocks would you need to walk to get to Lincoln from your home?



		Street, Cedar Falls, Iowa	
Other	COVID Service Learning Project Questions should be directed to erin.gaines@cfschools.org	Would you like to be a part of thanking our essential workers? This service project is a short writing activity showing appreciation for them. This video will give step by step instructions and an example piece on what to do. You will be excited to see your creation highlighted in a video available for all to see! https://www.youtube.com/watch?v=zw4A-OgWnc4 (Appreciation Service Project Video Project) Appreciation Service Project Steps (Document)	
Art	I CAN create works of art about people, places and things in my life. <u>Reflection Questions:</u> *Tell about the people in your picture. *Tell about the place in your picture *Tell about what the people are doing in your picture Back to Top *Share your work to the	Carmen Lomas Garza (K-6) Memory & Tradition Artists <u>Read Alouds:</u> We Are Family by Patricia Hegarty This is the Rope by Jacqueline Woodson	Artists create work from their memories and traditions they have. Think of a memory or tradition and create a piece of art based on it! Here are some ideas to get you started: *<i>Memory of family member (Mother's/ Father's Day idea)</i> *<i>Celebrations you have with your family.</i> *<i>Best memory from quarantine</i> *<i>Best memory from school this year.</i>



[Cedar Falls Elementary Art Facebook Page!](#)



Alayna Nottger-3rd Grade SD

Music

I can use locomotor and non-locomotor movement to create a movement map for performance.

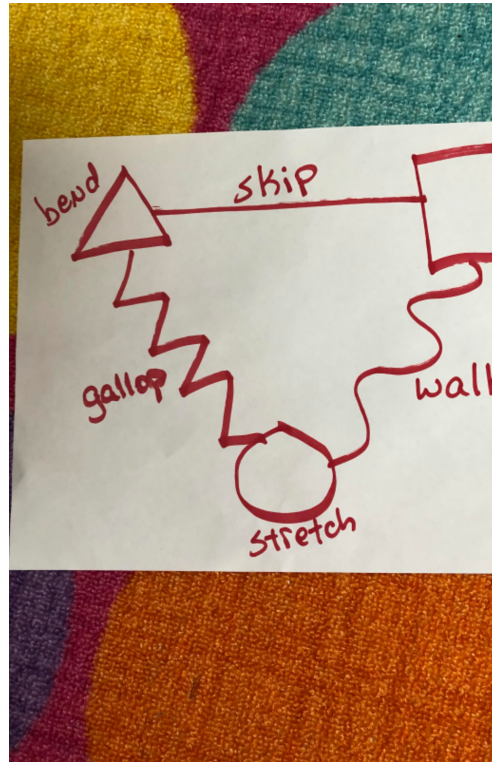
Start by watching this quick tutorial about locomotor and non-locomotor movements.

<https://www.youtube.com/watch?v=GN1cjZwqS8Y>

After watching the tutorial move over to the unplugged activity to create your Movement Map! Enjoy!

Create a Movement Map using locomotor and non-locomotor movements. Draw three shapes in the corners of a paper for the non-locomotor movement (twist, bend, etc.). Connect the shapes with pathways for locomotor movement (gallop, skip, etc.). Use various pathways for the locomotor movements (curved,



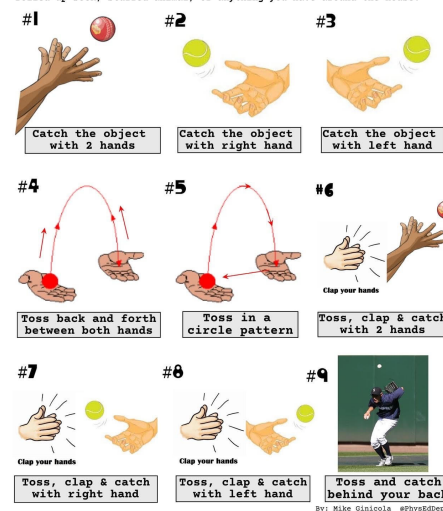
			zigzag, etc.) 
Physical Education	Students will improve their throwing and catching of objects.	Scoop Catching https://www.youtube.com/watch?v=Vcied5YQFV0&t=2s Underhand Toss to a Target https://www.youtube.com/watch?v=d1Wwy0UN7QY&t=17s	See if you can move through each of these catching challenges.



[Back to Top](#)

AT HOME CATCH QUEST

Try every challenge 20 times each, mistakes count too! You can use a ball, rolled up sock, stuffed animal, or anything you have around the house!



<https://docs.google.com/presentation/d/1LvzYLiAd9ymTsvlYykCBsuk2CCfenZD1tKhQMOEMObo/edit?usp=sharing>

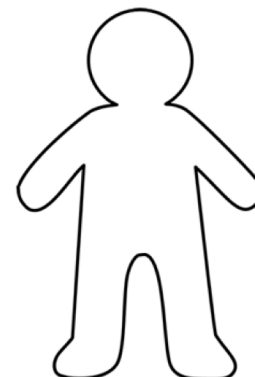
Can you toss a ball in the air...

- at a low, medium, high level
- and clap and catch
- turn around and catch
- touch the ground, and catch the ball

Can you...

- move the ball around your waist
- move the ball around your legs (figure eight)
- bounce a ball with right and left hand



			-bounce a ball back and forth from hand to hand -underhand/overhand toss into a hula hoop or bucket -play catch with a partner - How many times can you catch the ball in a row?
Guidance	I can.... make a safe and healthy choice when I feel angry (K-2).	Watch this video about Howard B. Wigglebottom: https://youtu.be/QxSKKtUdAjU Think or talk about: 1. How did Howard learn to listen to his body when he was angry? 2. What were some of the things Howard learned to do when his body told him he was angry? 3. Brainstorm what makes you angry. 4. Talk or write about what helps you when you feel angry. Watch this video and practice belly breathing: https://www.youtube.com/watch?v=7zxBRBhxbNo	Discuss with your family some of the things that make you angry. Draw a picture of your body when you are angry. Color in red the parts of the body where you notice clues that you are feeling angry.  Talk or write about what helps when you feel angry. Practice belly breathing by pretending to smell hot soup. Then, blow on the soup.



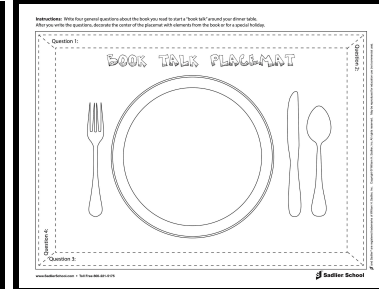
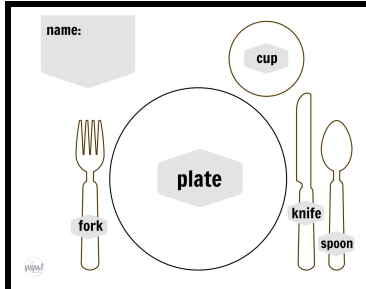
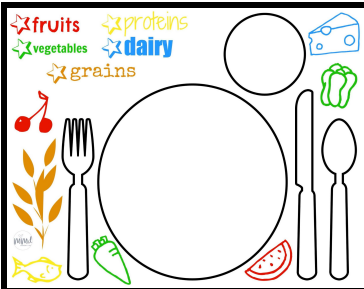
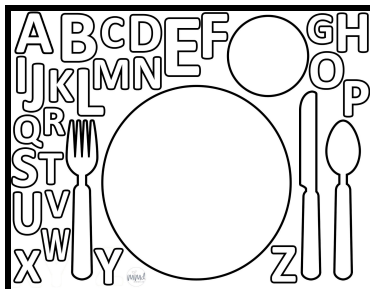
Library

Part of our digital citizenship unit in library class is spent learning how tech use affects us physically & mentally. We also learn about the importance of balancing time online & offline. This week's activity is to have a screen free dinner or screen free Saturday! [To learn more about screen free time click here.](#)

This learning target is so important we cover it in every grade! So if you have multiple children, they will all have the same activity this week for library. AND in the spirit of being screen free there is no online activity this week! Instead we encourage students to create a placemat for each member of the family and have a device-free dinner. OR students can plan a device free activity for the family to do on Saturday.

Some example placemats are posted below. Clicking on the images will open them full size. If you want to share a photo on Seesaw of your placemat, or of your family's device free activity feel free! - Mrs. Nelson

[Back to Top](#)





Name _____ Reading Comprehension: Story Elements

Title _____

Author _____

Characters



Rectangular Ship

Setting

Where (place) _____

When (time) _____

Problem

Solution

Fixes the problem



Events

Beginning

Middle

End

Main Idea (What the author is teaching us)



Name: _____ Date: _____

Persuasive Writing Graphic Organizer



hook (question or fact): _____

Opinion: _____

Linking Words:

First,
Another reason,

Next,
Additionally,

Then,
Lastly,

Last,
Finally,

Also,
because

Reason 1: _____

Reason 2: _____

Reason 3: _____

****Don't forget
adjectives
(describing
words)!****



Restate your Opinion: _____



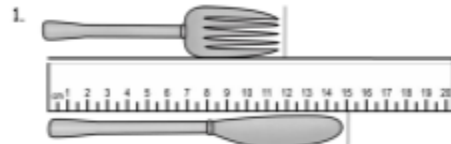


Measurement & Data-2.MD.4

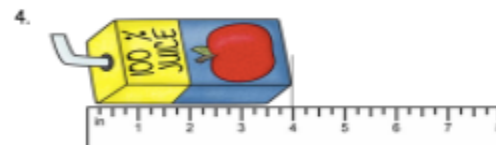


I Can-Determine the difference in length between two objects.

Name: _____



How many centimeters longer is the knife than the fork? ☐ A 15 centimeters
☐ B 3 centimeters
☐ C 12 centimeters
☐ D 27 centimeters



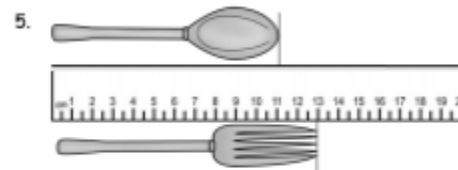
How many inches shorter is the milk carton than the juice carton?

in.

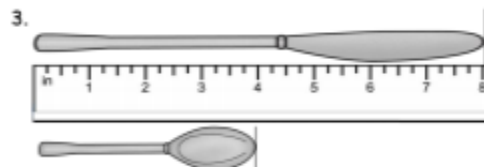


How many inches longer is the apple slice than the celery stick?

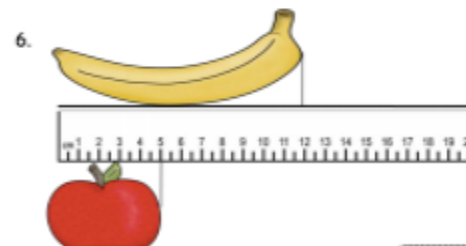
in.



How many centimeters shorter is the spoon than the fork? ☐ A 2 centimeters
☐ B 11 centimeters
☐ C 13 centimeters
☐ D 12 centimeters



How many inches shorter is the spoon than the knife? ☐ A 14 inches
☐ B 5 inches
☐ C 8 inches
☐ D 4 inches



How many centimeters longer is the banana than the apple?

cm.



Date Seen: _____

A Picture of the Bird:

Name of Bird: _____

Other Information:

Date Seen: _____

A Picture of the Bird:

Name of Bird: _____

Other Information:



