

Grade 2 Resource Packet

Hello Families and Caregivers,

This packet includes a range of activities that students can work on at home independently, with family members or with other adults. Some activities may require guidance from an adult to get started. Resources are categorized into 2 types:

- **Independent Projects**
 - These projects cover a range of different topics and skills. They may be spread out over multiple days.
- **Enrichment Activities**
 - These activities are organized into *Read, Write, Move, Design, and Solve* categories to engage students in many different ways while at home.
 - Students may work through these resources over multiple days and in any order.

Note: Some options are digital and require Internet access.

Use the Table of Contents below to navigate through the packet.

Independent Projects	1
Project 1: Habitat! What's that?	1
Project 2: Elect Me!	14
Project 3: Germs!	20
Enrichment Activities	28
Digital Resources	28
Non-Digital Resources	28
Directions	28
Read	29
Write	30
Move	30
Design	32
Solve	34

Read Write Move DESIGN Solve

Independent Projects

Project 1: Habitat! What's that?	
Estimated Time	4 days, 7 activities.
Caregiver Support Option	Extension Activity: Go outdoors with your child to observe the living things around you. Help your child identify an area, or habitat, that provides animals (or insects) food, water, and shelter. Have your child draw a picture of that backyard/neighborhood habitat on the activity sheet. Help your child write where the habitat is located and what can be found in that habitat.
Materials Needed	Pencil, spare paper
Question to Explore	What is a habitat? How is life different in different habitats?
Student Directions	Each activity has different directions. Please read them carefully.

Activity 1: What is a habitat?

In this activity, we will be exploring different habitats. Let's first make sure we know what one is.

Instructions: We are going to read the poem below several times. Afterwards, we'll answer some questions. For your first read, **read the poem out loud** in your best presenter's voice:

Habitats!

Home, sweet home!
Home, sweet animal home!

Birds like to rest
in a twiggy nest.



A brown bear loves it when
he can sleep in his den.

Monkeys swing free
high in a tree!



The tiny frog
lives on a log.

Is *your* home the home
for dogs or cats?



Animals have
many habitats!



Source:
<https://www.chino.k12.ca.us/vms/088/CA01902308/Centricity/Domain/831/Habitats%20Poem.pdf>

Great Job! **Read it a second time**, this time **listen carefully for all of the rhyming words**. Read in your **best bird impression voice**.

You're so funny! **Final reading**, this time as you're reading, **seek a definition of habitat**. **Read as if you were a frog**.

<p>In your own words, what is a habitat?</p>	<p>What is your favorite animal?</p> <p>What habitat do they live in?</p> <p>What are some rhyming words for your animal or their habitat?</p>	<p>What is your second favorite animal?</p> <p>What habitat do they live in?</p> <p>What are some rhyming words for your animal or their habitat?</p>
--	--	---

<p>Add to the poem using each of your two favorite animals and their habitats.</p> <p>In each square to the right, create another line for the poem.</p>		
<p>Read the poem below. Underline all the parts of the poem that explain what it is like where a plant is living.</p> <p>A Spike of Green</p> <p>When I went out The sun was hot, It shone upon My flower pot.</p> <p>And there I saw A spike of green</p> <p>That no one else Had ever seen!</p> <p>On other days The things I see Are mostly old Except for me</p> <p>But this green spike So new and small Had never yet Been seen at all!</p> <p style="text-align: center;">- Barbara Baker</p> <p><small>Source: https://www.theflowerfields.com/wp-content/uploads/2016/02/FF_plant_poetry.pdf</small></p>	<p>Habitats aren't just for animals! Plants have them too! Draw a picture of a plant growing from the poem. Make sure you add all the details you underlined!</p>	

Activity 2: Adding to my knowledge

Read the passage about different habitats, and respond to the questions that follow.

Habitats, author unknown

A habitat is the place where plants and animals live. There are many kinds of habitats. Some animals eat plants for food; some use plants for shelter and shade. Plants need the animals to make more plants. They live in one place, and they help each other. Some plants and animals live in the **desert**. Deserts are dry and hot. There is only a little water. It is hot in the day and cool at night. Not much moves in the day. It is too hot. **Forests** are wet and damp. The leaves are big and green. Animals can drink a lot of water. Trees can get water for their roots. It is a busy place in the daytime. **Lakes** are another place for animals to live. The lakes have water. Mud and weeds are in the lake. Ducks swim in the water and waddle in the mud. Worms dig in and out of the mud. Weeds grow tall. They blow in the wind. The world has many places for animals to live. The desert, the forest, and the lake are only a few of the places they can live.

*Paraphrased from:

<https://www.teachervision.com/reading-comprehension/science-reading-warm-animal-habitats>

- 1) The word **benefit** means you gain something. Which would be true about plants and animals?
- a) Animals benefit from plants.
 - b) Plants benefit from animals.
 - c) Animals and plants both benefit from each other.
 - d) Animals and plants do NOT benefit from one another.

- 2) What evidence from the text helped you answer question #1?

- 3) True or False? Animals are more likely to be out in the day in the rainforest and the desert.

- 4) What evidence from the text helped you answer question #3?

- 5) Describe the clothing you should wear if visiting each habitat.

a) Desert _____

b) Forest _____

c) Lake _____

Activity 3: Desert vs. Aquatic Habitats

Examine each picture carefully. Then answer the questions about it.



Photo by [Max Di Capua](#) on [Unsplash](#)



Photo by [Tomáš Nožina](#) on [Unsplash](#)

This is a **desert** habitat.

This is an **aquatic** habitat.

What do you already know about deserts?

What do you already know about aquatics?

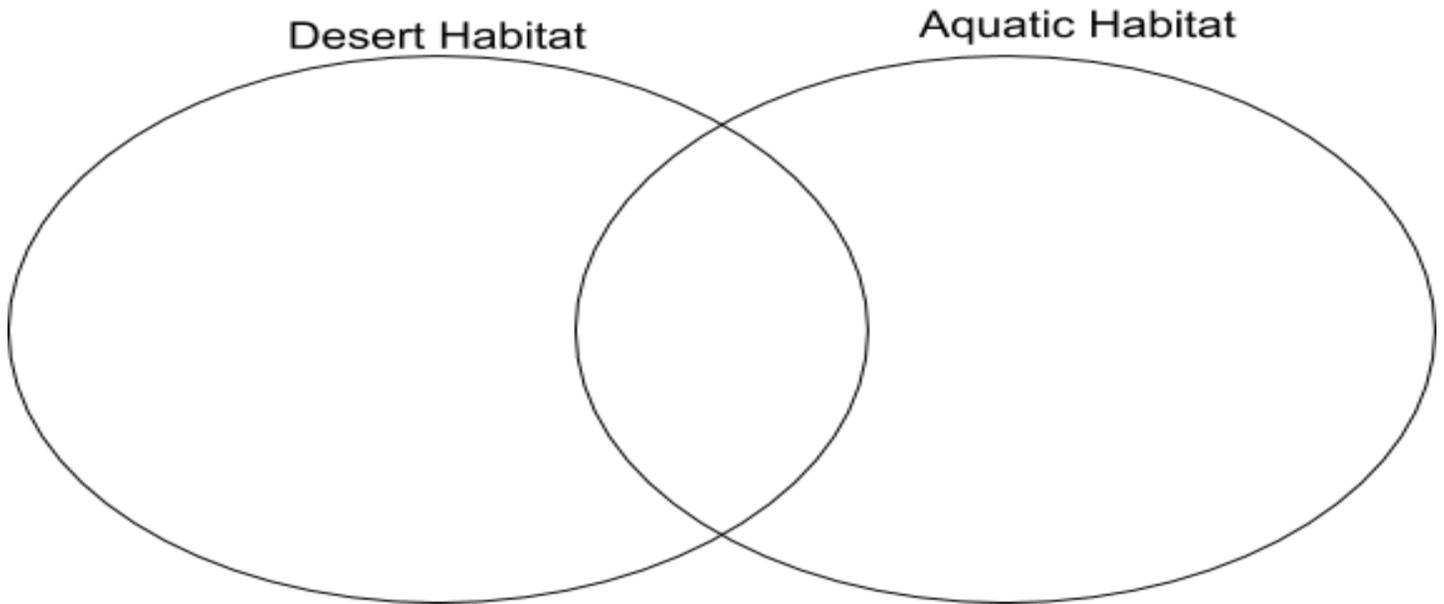
Look closely at the picture of the desert. What observations can you make? What does the ground look like? Describe the plants that live there?

Look closely at the picture of the aquatic habitat. What observations can you make? What does the ground look like? Describe the animals that live there?

What types of animals do you imagine live here?

What types of plants do you imagine living here?

Compare and **contrast** using the Venn Diagram below. On the left, add the details that are different about a desert habitat. On the right, add details that are different about an aquatic habitat. In the middle, add the details that are the same.



Activity 4: Rainforest vs. Grasslands

Examine each picture carefully. Then answer the questions about it.

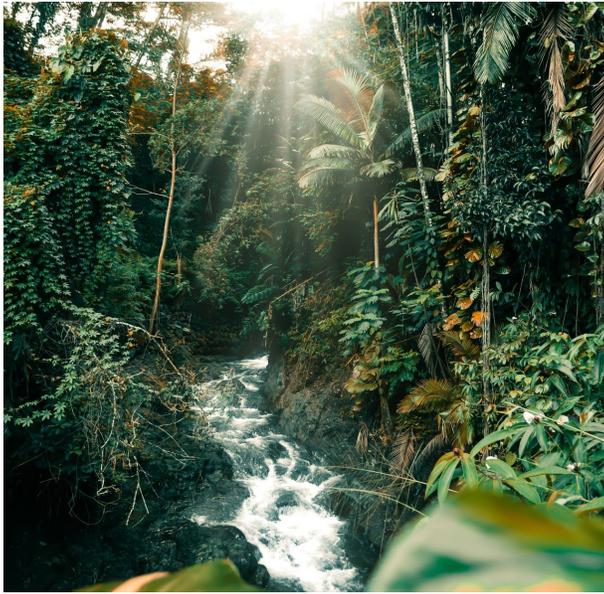


Photo by [Graham Johnson](#) on [Unsplash](#)



Photo by [Marina Kraus](#) on [Unsplash](#)

This is a **rainforest** habitat.

This is a **grasslands** habitat.

What do you already know about rainforests?

What do you already know about grasslands?

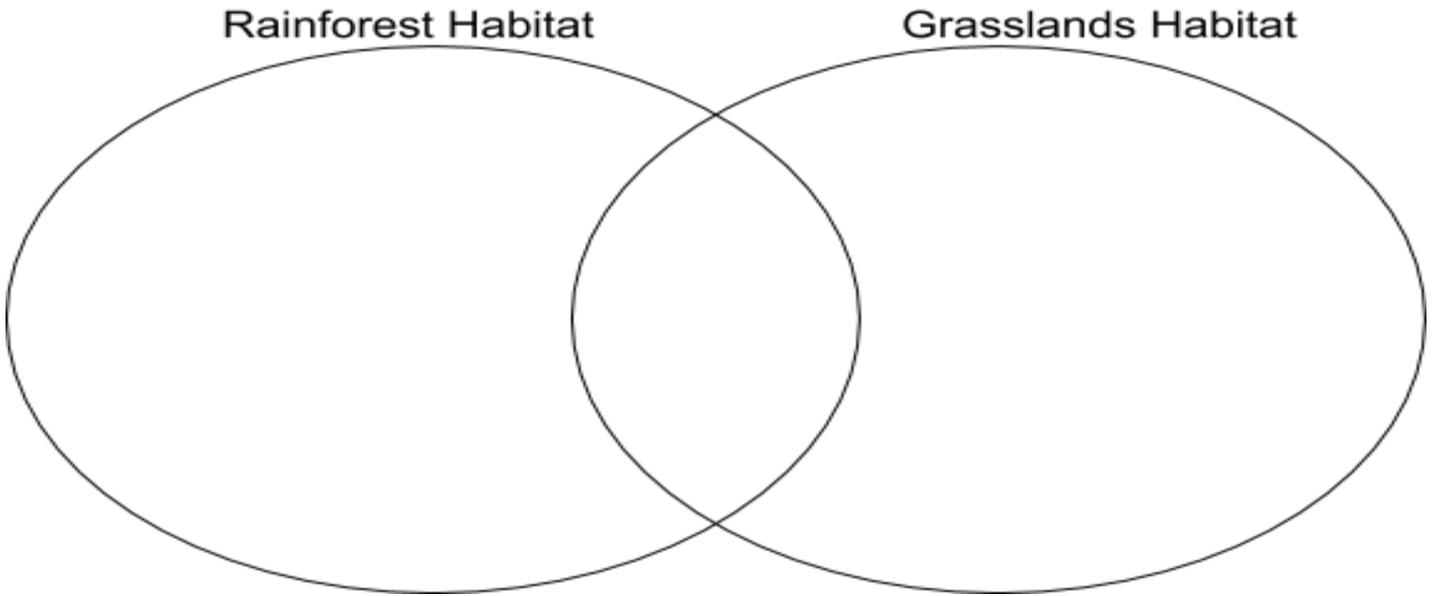
Look closely at the picture of the rainforest. What observations can you make? What does the ground look like? Describe the plants that live there?

Look closely at the picture of the grasslands habitat. What observations can you make? What does the ground look like? Describe the animals that live there?

What types of animals do you imagine live here?

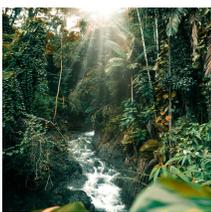
What types of plants do you imagine living here?

Compare and contrast using the Venn Diagram below. On the left, add the details that are different about a rainforest habitat. On the right, add details that are different about an grasslands habitat. In the middle, add the details that are the same.



Activity 5: Match the animal to its habitat.

Read about the characteristics of each animal. Draw a line to match the animal to the habitat that is best for it. Then explain your thinking.

 <p>Photo by Jonathan Mast on Unsplash</p>	<p>I am a bison. I look a lot like a cow and eat like one too. I usually travel with a herd for protection from predators. There are not many places to hide where I live.</p>	 <p>Desert</p>	<p>I picked the _____ to live in the desert. I picked this animal because</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p>Photo by Wolfgang Hasselmann on Unsplash</p>	<p>I am a scorpion. I am cold-blooded and need heat from the sun to survive. I have 8 legs and use my front pinchers to eat. I also use my tail stinger for both food and protection.</p>	 <p>Grasslands</p>	<p>I picked the _____ to live in the grasslands. I picked this animal because</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p>Photo by Gaetano Cessati on Unsplash</p>	<p>I am a crocodile. I mostly live in the water but can walk on land. I eat only other animals and can hold my breath underwater for a long time.</p>	 <p>Rainforest</p>	<p>I picked the _____ to live in the rainforest. I picked this animal because</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p>Photo by Nick & Djalila on Unsplash</p>	<p>I am a toucan. I have a large colorful bill that I use to open up fruits, nuts, and seeds. I use the shelter of large branches and big leaves for protection and shade.</p>	 <p>Aquatic</p>	<p>I picked the _____ to live in an aquatic habitat. I picked this animal because</p> <p>_____</p> <p>_____</p> <p>_____</p>

Activity 6: Habitat Clue Sleuths

In this activity, you'll get to help a traveler figure out where he landed.



Hi! My name is Jason. I love to travel and do puzzles. I have been stuck inside all winter, and I'm really bored. So I decided to pack my stuff and go on a trip. I heard you were studying habitats so I made some puzzles to help you decide where I'm traveling to. Your job is to solve them and figure out where I am!

Clue #1: Answer each question. Write the letter above the correct answer in the clue to decode it!

990	392

659	336

251	718	831

659	251

831	990	392

W				
367	322	831	392	406

Example:

W

□ □ □ ||||| XXXXXXX

A $300 + 20 + 2$	H Nine Hundred Ninety	T $30 + 800 + 1$
R Four Hundred Six	E $2 + 90 + \text{Three Hundred}$	N □ □ X
I Six Hundred Fifty Nine	S □ □ □ XXXXX	O Seven Hundred + Ten + Eight

Clue #2

Count the money or solve each problem. Write the letter above the correct answer in the code.

708	392	831	659	831

119	807

215	831	659	833

85	119	708	708	85	831

G				
52	659	831	831	149

392	831	659	831

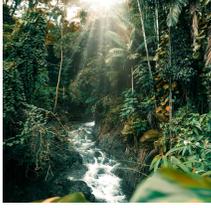
Example:

G



T 900-192	Y 200 + 1433	H 192 + 100	V 415-200
E 881- 50	S 7 + 800	R 200 + 40 + 10 + 400 + 9	
L		N	

Where did Jason go? Use the two clues to circle the habitat that makes the most sense.

 <p>Desert</p>	 <p>Grasslands</p>	 <p>Rainforest</p>	 <p>Aquatic</p>
---	---	--	--

How do you know? Explain why you chose that habitat.

Activity 7: How I impact the habitats of others

Read the following article abridged from NewsELA:

What we lose when animals become extinct



Life on our planet is in danger. Plant and animal species are disappearing. A species is a group of organisms. They are very closely related. They are able to have babies with one another.

More than 28,000 species of plants and animals are facing extinction. This warning is from the International Union for Conservation of Nature (IUCN). The actual number of species in danger could be much higher. One report says that extinction threatens one million animal and plant species.

The Biggest Threat: Humans

Habitat loss is the biggest threat facing most animals. It is caused by humans. We cut down forests. We build houses and cities. We dig up the land for farms. We also hunt animals and catch fish. Sometimes, people destroy animals' habitats. Other times, they change the habitat completely. Animals cannot always survive. Fences can change their habitats. They keep animals from moving for food.

Other threats are more widespread. Trade can spread disease around the world. Another threat is climate change. It will affect every species on Earth. All of these threats lead back to humans as the cause.

Threat: Disease

Since the 1980s, a fungal disease has hurt amphibians. These include frogs. The disease attacks the frog's skin. It stops its heart. This leads to death.

The disease spread worldwide. It spread through human food. It also spread through pet trading networks. More than 500 amphibian species were affected. Of these, 90 species may be extinct.

Threat: Habitat Loss

Butterflies can fly long distances. They feed on many types of flowers. But earlier in their lives, they are caterpillars. They eat the plants that they hatch on. The plants are lost to buildings or farming. As a result, butterflies disappear.

Threat: Poaching

Poaching is illegal hunting. Elephants are a poaching target. In the early 1900s, about 100,000 elephants lived in Asia. Poaching cut the number of elephants in half. Elephants are killed for their ivory tusks. They are killed for meat and skin, too.

Threat: Deforestation

Deforestation means cutting away forests. Lemurs live in trees. For them, there's no life without the forest. There's also no life without Madagascar. It's their only home. But Madagascar has lost 80 percent of its trees. This is due to human development. Thirty-eight lemur species are endangered.

On The Brink

More than 200 mammals are endangered today. Some reptiles, fish and insects are also at risk of extinction. Scientists say we're on the brink of a mass extinction. This is when many species are wiped out.

The last mass extinction was 66 million years ago. It killed off the dinosaurs. Scientists believe an asteroid hit Earth. Today the cause of extinction is human activity.

Task: On a separate sheet of paper, write a letter to a friend telling them about how humans are contributing to potential animal extinction. Tell them three facts that you learned from the article. Then, share what you think should be done to make change.

Project 2: Elect Me!	
Estimated Time	4 hours, 5 activities.
Caregiver Support Option	The final project asks students to draw a map from their home to the nearest voting location. Voting locations include neighborhood schools, public libraries, etc. Help your student map out a path to get to the nearest location. Walk the path if possible.
Materials Needed	Pencils, extra paper
Question to Explore	Why do we hold elections? Does every state have an equal say? How can I use maps and pictures to help me find meaning in a text?
Student Directions	There are four activities included. Each has separate instructions. Please read them thoroughly.

Activity 1: Why do we vote?

Read the following passage, and then answer the questions that follow.

Voting and the Law

by Susan LaBella (Adapted by ReadWorks)



When people vote, they make a choice. For example, people voting for the U.S. Congress, pick the men and women who pass laws that govern the country.

A long time ago, many people could not vote. Some men could vote. But women could not. Black people could not vote. Poor people also could not vote.

Over time, the laws about who could vote changed. Now many more people can vote. Voters must be citizens of the United States. They must also be eighteen years old or older. People must register in order to vote.

People vote for men and women called candidates. Some candidates want to work on the country's laws.

But to do that, they need to get

people to vote for them. Before people vote, candidates say what they will do if they are chosen. They talk about their ideas. They may promise to change laws they do not like. They may also promise

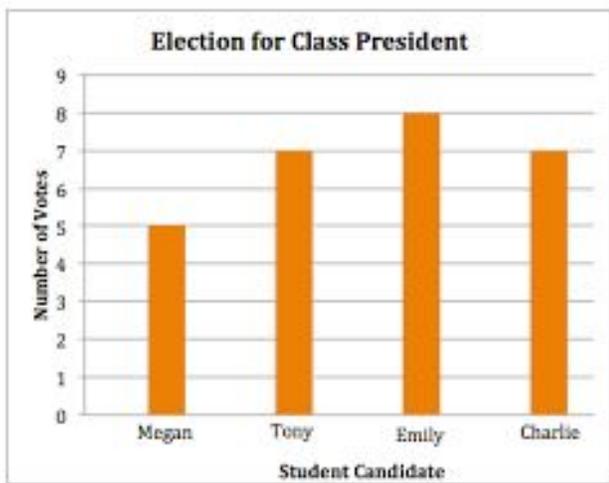
to make new laws.

Voters listen to these promises. Then they decide who they want to choose for the job. They vote on Election Day. To vote, they go to a public building like a school. In some places, they vote on paper. In other places, they vote on a computer. At the end of Election Day, all votes are counted. Then the winning candidates are announced. Soon, the winners will get their chance to do the things they promised to do.

<p>Read this sentence from the article:</p> <p><i>"At the end of every Election Day, votes are counted. The winning candidates are announced. Soon, the winners will get their chance to do the things they promised to do."</i></p> <p>What can be concluded from this paragraph about the winning candidates?</p> <ul style="list-style-type: none">A. The winning candidates are the candidates who made the most promises to voters.B. The winning candidates are the candidates who get the most votes.C. The winning candidates do not do the things they promised to do.	<p>Based on the information in the article, what effect might a candidate's promises have on voters?</p> <ul style="list-style-type: none">A. If voters listen to the promises that a candidate makes, they will probably be disappointed after Election Day.B. If voters like the promises that a candidate makes, they will vote for him or her.C. If voters do not like the promises that a candidate makes, they will not vote on Election Day.
<p>What is the main idea of this article?</p> <ul style="list-style-type: none">A. Once women, black people, and poor people were not allowed to vote in the United States.B. Voting takes place by filling out a form or using a computer in a public building.C. People vote to choose the men and women who pass laws that govern the United States.	<p>Read this sentence from the article:</p> <p><i>"When people vote, they make a choice. For example, people voting for the U.S. Congress pick the men and women who pass laws that govern the country."</i></p> <p>Why might the author provide an example in the second sentence of the article?</p> <ul style="list-style-type: none">A. To help readers decide which candidate to vote for.B. To show readers that voting can mean two different things.C. To help explain what the first sentence means.

Activity 2: Reading Voter Data

Mrs. Smith's 4th grade class voted for a class president. Use the bar graph below to answer the questions below.



How many votes do each of the candidates receive?

Megan _____

Tony _____

Emily _____

Charlie _____

How many total students voted?

Who had the most votes?

Who had the least?

How many more votes does Charlie have than Megan?

Three students were absent on the day they voted. If all three vote for the same candidate, who could be the winner?

How many more votes does Emily have than Megan?

Activity 3: The Electoral College

Read the following passage adapted from readingworks.org. The author is unknown. Answer the questions that follow.

What is the Electoral College?

The Electoral College was established by the U.S. Congress in 1789. Why? The founding fathers were concerned that presidents would always come from states with high populations. They also wondered if the public would have the knowledge to make a wise choice. The Electoral College process is used to select the president and vice president of the United States.

How the Electoral College Works

The people in each state vote for the president. The results in a state determine which electors are selected for that state. All the electoral votes for that state go for the candidate that gets the most votes in that state. The electoral votes for all 50 states are added and the candidate with the majority of the votes wins!

How Many Electoral Votes Does Each State Get?

The number of electors from each state is based on how many people live in the state. For example, the most populous state, the one with the most amount of people, California, has 55 electors. The least populous states—Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, and Wyoming—have three electors each.

How Many Electoral Votes Are Required to Win?

There are a total of 538 electoral votes. To be elected, a candidate must receive at least 270 votes. How do we arrive at 538 electoral votes? 100 senators + 435 representatives in the House + 3 electors for Washington, D.C. = 538 electoral votes

<p>Which states have the most votes for president? Use evidence from the text to support your response.</p>	<p>Why might it be important that everyone vote?</p>
<p>How is the electoral college different from a college or university?</p>	<p>What do you think the word <u>populous</u> means? Use context clues from the text to help you.</p>

Activity 4: Analyze a map

The US map below shows how many electoral votes each state has. Examine the map then answer the questions below. You can answer the questions by using the two letter abbreviation for each question (WA or ND).

Electoral College Map of The United States



<p>CA (California) has the highest number of electoral votes. Which state has the second highest?</p> <p>How many votes do they have?</p>	<p>Our home state is Illinois (IL). How many votes does IL have?</p>	<p>What are the states that surround IL? How many votes does each have?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">State</th> <th style="width: 50%;">Votes</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> </tbody> </table>	State	Votes											<p>Subtract the electoral votes of Utah (UT) from Tennessee (TN).</p> <p>Show a number sentence to represent your work from the above.</p>
State	Votes														

<p>How many votes do states in the Southwest get in total? Add California (CA), Arizona (AZ), New Mexico (NM), and Texas (TX).</p> <p>Show a number sentence to represent your work from the above.</p>	<p>How many votes do the states in the Midwest get in total? Add Illinois (IL), Indiana (IN), Ohio (OH), Missouri (MO), Michigan (MI), and Wisconsin (WI).</p> <p>Show a number sentence to represent your work from the above.</p>	<p>How many votes do the states in the Northeast get in total? Add Maine (ME), Vermont (VT), New Hampshire (NH), Rhode Island (RI), and Massachusetts (MA).</p> <p>Show a number sentence to represent your work from the above.</p>	
---	---	--	--

Activity 5: Mapping out where my family can vote

Step 1: Use the picture to label the path for the frog to get from Start to his friends, Tom and Bob. For each direction, count the lily pads that Ben needs to hop and use the compass to tell the direction.

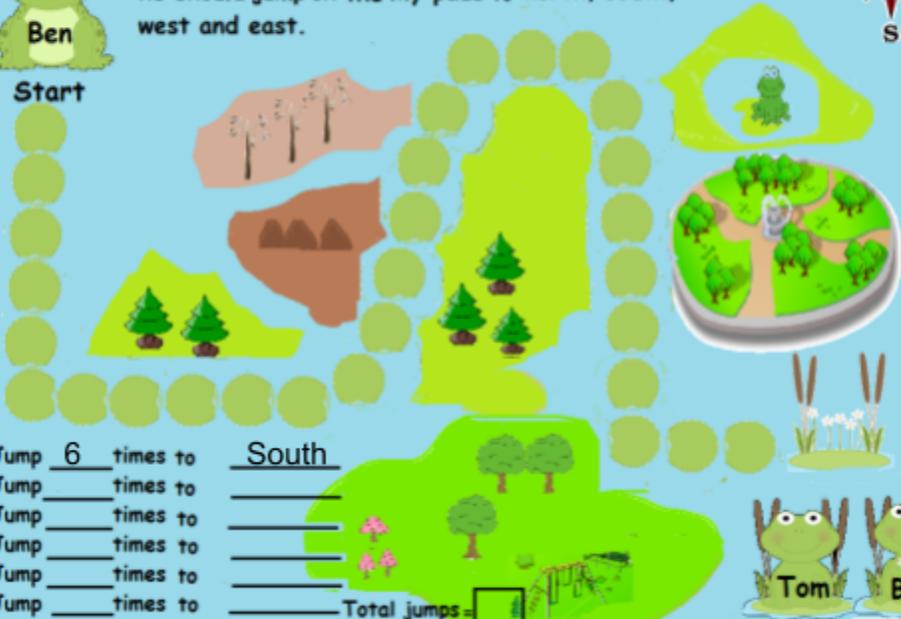
Name _____ Grade _____ Date _____

Help the frog (Ben) to find the way to his friends Tom and Bob. Tell him how many times he should jump on the lily pads to north, south, west and east.

Directions



Ben
Start



1- Jump 6 times to South
 2- Jump _____ times to _____
 3- Jump _____ times to _____
 4- Jump _____ times to _____
 5- Jump _____ times to _____
 6- Jump _____ times to _____

Total jumps =

Tom **Bob**

Made by Mumtaz Azmat

Step 2: Ask a family member or other adult where the nearest polling place (place to vote) is. They are usually schools and public libraries. On a separate sheet of paper, draw a map to the polling place. Like the map with Ben above, your map should show the starting place and the directions to the polling place. At the bottom, explain how many blocks you would walk each direction to get there.

Project 3: Germs!	
Estimated Time	6 hours over the course of 3 days
Caregiver Support Option	Your child may need your support for Activity #3 when paring the apple and Activity #5 when hand washing.
Materials Needed	<ul style="list-style-type: none"> ● 2 apples ● Paring knife ● 2 plates ● Art supplies (colored pencils, markers, crayons) ● Cooking oil ● Cinnamon or nutmeg ● Soap ● Sink with cold and warm water ● Paper towels ● Timer (or cell phone with timer)
Question to Explore	What are germs, and how can I prevent their spread?
Student Directions	Directions are included within each activity below.

Activity 1: Read

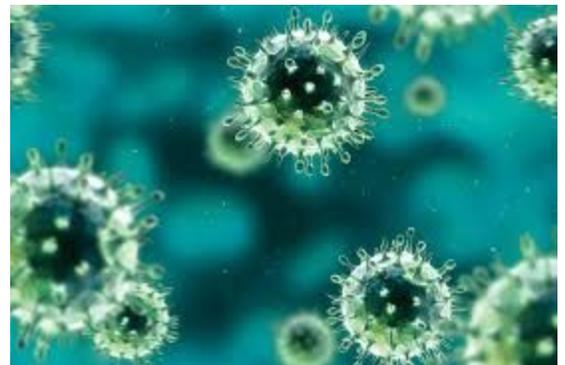
Read the below article to learn all about germs.

What Are Germs?

Our bodies are pretty amazing. Day after day, they work hard — digesting food, pumping blood and oxygen, sending signals from our brains and much more.

But there is a group of tiny invaders that can make our bodies sick — they're called germs.

Some kids may think that germs are bugs or cooties or other gross stuff. Actually, germs are tiny organisms, or living things, that can cause disease. Germs are so small and sneaky that they creep into our bodies without being noticed. In fact, germs are so tiny that you need to use a microscope to see them. When they get in our bodies, we don't know what hit us until we have symptoms that say we've been attacked!



What Types of Germs Are There?

Germs are found all over the world, in all kinds of places. The four major types of germs are bacteria, viruses, fungi, and protozoa. They can invade plants, animals, and people, and sometimes they can make us sick.

Bacteria (say: BAK-teer-ee-uh) are tiny, one-celled creatures that get nutrients from their environments in order to live. In some cases that environment is a human body. Bacteria can reproduce outside of the body or within the body as they cause infections. Some infections that bacteria can cause include ear infections, sore throats (tonsillitis or strep throat), cavities, and pneumonia (say: new-MO-nyuh).

But not all bacteria are bad. Some bacteria are good for our bodies — they help keep things in balance. Good bacteria live in our intestines and help us use the nutrients in the food we eat and make waste from what's left over. We couldn't make the most of a healthy meal without these important helper germs! Some bacteria are also used by scientists in labs to produce medicines and vaccines (say: VAK-seens).

Viruses (say: VY-rus-iz) need to be inside living cells to grow and reproduce. Most viruses can't survive very long if they're not inside a living thing like a plant, animal, or person. Whatever a virus lives in is called its host. When viruses get inside people's bodies, they can spread and make people sick. Viruses cause chickenpox, measles, flu, and many other diseases. Because some viruses can live for a short time on something like a doorknob or countertop, be sure to wash your hands regularly!

Fungi (say: FUN-guy) are multi-celled (made of many cells), plant-like organisms. Unlike other plants, fungi cannot make their own food from soil, water, and air. Instead, fungi get their nutrition from plants, people, and animals. They love to live in damp, warm places, and many fungi are not dangerous in healthy people. An example of something caused by fungi is athlete's foot, that itchy rash that teens and adults sometimes get between their toes.

Protozoa (say: pro-toh-ZOH-uh) are one-cell organisms that love moisture and often spread diseases through water. Some protozoa cause intestinal infections that lead to diarrhea, nausea, and belly pain.

What Do Germs Do?

Once germs invade our bodies, they snuggle in for a long stay. They gobble up nutrients and energy, and can produce toxins (say: TOK-sinz), which are proteins that act like poisons. Those toxins can cause symptoms of common infections, like fevers, sniffles, rashes, coughing, vomiting, and diarrhea.

How do doctors figure out what germs are doing? They take a closer look. By looking at samples of blood, urine, and other fluids under a microscope or sending these samples to a laboratory for more tests, doctors can tell which germs are living in your body and how they are making you sick.

How Can You Protect Yourself From Germs?

Most germs are spread through the air in sneezes, coughs, or even breaths. Germs can also spread in sweat, saliva, and blood. Some pass from person to person by touching something that is contaminated, like shaking hands with someone who has a cold and then touching your own nose.

Steering clear of the things that can spread germs is the best way to protect yourself. And that means . . .

Hand washing! Remember the words that germs fear — soap and water. Washing your hands well and often is the best way to beat these tiny warriors. Wash your hands every time you cough or sneeze, before you eat or prepare foods, after you use the bathroom, after you touch animals and pets, after you play outside, and after you visit a sick relative or friend.

There is a right way to wash your hands. Use warm water and soap and rub your hands together for at least 15 seconds, which is about how long it takes to sing "Happy Birthday."

Cover your nose and mouth when you sneeze and cover your mouth when you cough to keep from spreading germs. So if you have to cough, it is best to do it in your elbow so you are not contaminating your hands.

Using tissues for your sneezes and sniffles is another great weapon against germs. But don't just throw tissues on the floor to pick up later. Toss them in the trash and, again, wash your hands!

Another way to fight and prevent infections is to make sure you get all the routine immunizations from your doctor. No one likes to get shots, but these help keep your immune system strong and prepared to battle germs. You can also keep your immune system strong and healthy by eating well, exercising regularly, and getting good sleep. All this will help you to be prepared to fight germs that cause illness.

Now that you know the facts about germs, you may still pick up a cough or a cold once in a while, but you'll be ready to keep most of those invading germs from moving in.

Adapted from KidsHealth (<https://kidshealth.org/en/kids/germs.html>)

Activity 2: Show what you know!

On a separate piece of paper, show what you know by answering the questions below.

1. What can germs do to your body?
2. Why do you think that germs are bad for you? What can you do to keep yourself safe from germs? If we can't see germs, does it mean they aren't there? Explain.
3. What are some places germs can be found?
4. What are some things we can do to keep germs from getting inside our bodies?

Activity #3: Skin! A Shield Against Germs (Parental Supervision Required)

In this activity, you will learn about the role of your skin to protect you from germs.

Gather the following materials:

- An adult - you will need an adult for the first step of this activity!
- 2 apples
- Paring knife
- 2 plates
- "Skin: A Shield Against Germs" handout (included in this packet on page 23)
- Art supplies (colored pencils, markers, crayons)

Germs are on tables, on the floor, in the air - everywhere. Some even live on your skin. But your skin helps keep you from getting sick from germs by blocking them from getting in your body. What could happen to us if we didn't have our wonderful skin? Let's find out by watching these two apples.

Steps:

1. **YOU WILL NEED AN ADULT FOR THIS STEP!** Peel the skin off one of the apples and set it on a plate.



2. Leave the other apple whole and set it on another plate.
3. On day one, draw a picture of what the apple looks like.
4. Write your hypothesis, or prediction, below. What do you think the apples will look like after a few days?
5. Leave the apples on the counter, and draw what each one looks like over the next few days using the "Skin: A Shield Against Germs" handout.

Hypothesis: What do you think might happen to each of these apples over time? Why do you think that?

Skin: A Shield Against Germs

Instructions: Each day, draw a picture of what the two apples look like.

Day	Whole Apple	Peeled Apple
1		
2		
3		

After the third day, describe what happened to each of the apples.

What is the importance of our skin in keeping us healthy?

Activity 4: Read

Read the article below to learn the importance of washing your hands to prevent the spread of germs.

Why Do I Need to Wash My Hands?



"Did you wash your hands?" How many times did you hear that today? Probably a lot. But why are adults so hung up on hand washing? Why are they so in love with lather?

Washing your hands is the best way to stop germs from spreading. Think about all of the things that you touched today — from the telephone to the toilet. Maybe you blew your nose in a tissue and then went outside to dig around the dirt.

Whatever you did today, you came into contact with germs. It's easy for a germ on your hand to end up in your mouth. Think about how many foods you eat with your hands.

You can't wear rubber gloves all day long, but you can wash your hands so those germs don't get a chance to make you or someone else sick.

So when are the best times to wash your hands?

- when your hands are dirty
- before eating or touching food (like if you're helping cook or bake, for example)
- after using the bathroom
- after blowing your nose or coughing
- after touching pets or other animals
- after playing outside
- before and after visiting a sick relative or friend

Now you have the **when** and the **why** of hand washing. But did you know that a lot of people don't know **how** to get their paws perfectly clean?

The next time you're told to step up to the sink and scrub up, remember these handy hints:

1. Use warm or cold (not hot) water when you wash your hands.
2. Use whatever soap you like. Some soaps come in cool shapes and colors or smell nice, but whatever kind gets you scrubbing is the kind you should use. Antibacterial soaps are OK to use,

but regular soap works fine.

3. Work up some lather on both sides of your hands (front and back!), your wrists, and between your fingers. Don't forget to wash around your nails. This is one place germs like to hide. Wash for about 10 to 15 seconds — about how long it takes to sing "Happy Birthday." (Sing it quickly two times or just once if you go nice and slow.)
4. Rinse and dry well with a clean towel.

Adapted from Kids Health: <https://kidshealth.org/en/kids/wash-hands.html>

Activity 5: Hand washing Experiment

In this activity, you will be observing how clean hands get when they are washed in different ways.

Materials:

- Cooking oil
- Cinnamon or nutmeg
- Soap
- Sink with cold and warm water
- Paper towels
- Timer (can be on cell phone)
- Handwashing handout below



Steps:

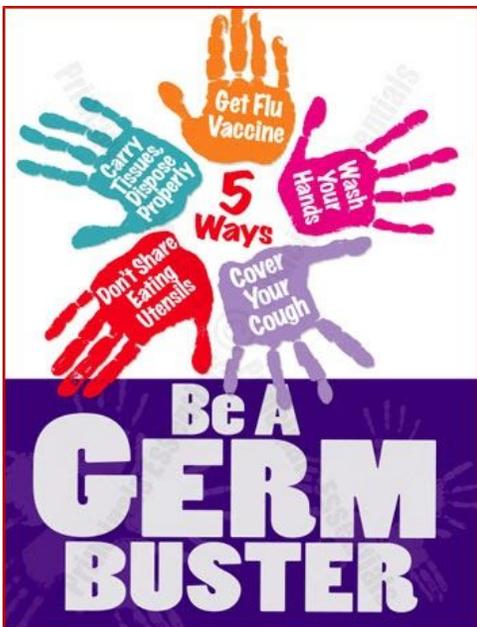
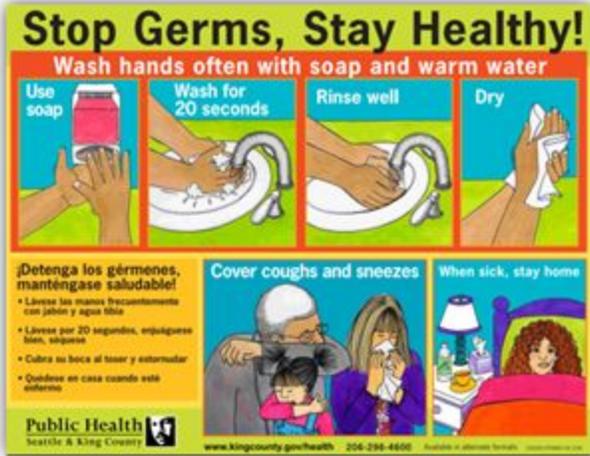
1. Please note that you may need the help of a parent or older sibling to be your "timer."
2. Write your name at the top of the handwashing handout below.
3. Notice that the handout is divided into 4 parts.
 - a. Top left - hands washed with no soap in cold water
 - b. Top right - hands washed with soap in cold water
 - c. Bottom left - hands washed with no soap in warm water
 - d. Bottom right - hands washed with soap in warm water
4. Dirty your hands by covering them with oil and then rubbing in the cinnamon or nutmeg.
5. The person helping you with the timer should tell you when to begin washing your hands for 15 seconds.
6. When they say go, begin washing your hands with cold water and no soap for 15 seconds.
7. Stop washing your hands after 15 seconds and observe their cleanliness.
8. Draw what you see in the correct section of the handout (on page 27).
9. Repeat steps 4-8 three more times, except
 - a. The second time, use cold water with soap
 - b. The third time, use warm water without soap
 - c. The fourth time, use warm water with soap
10. Don't forget to record your observations each time!

Based on your observations, which hand washing method is the most effective?

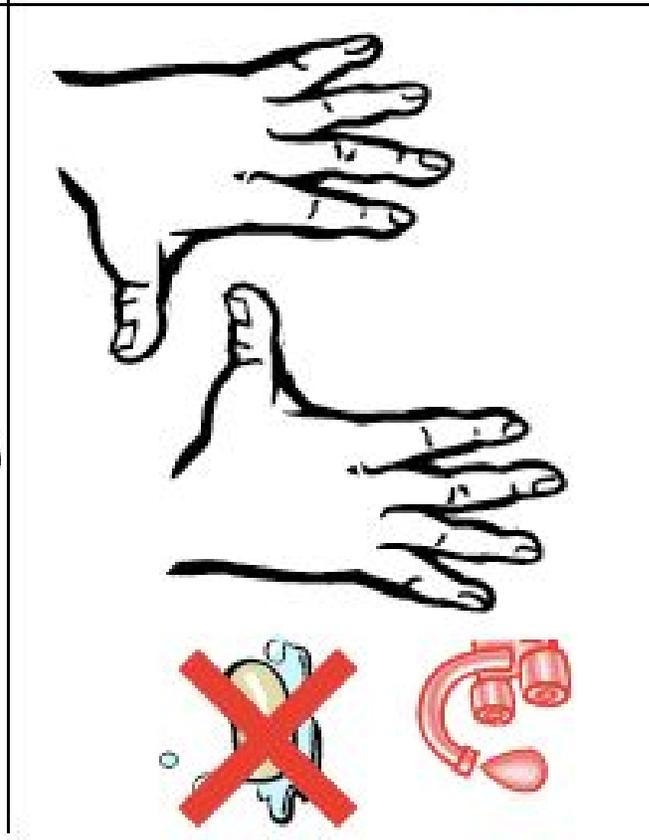
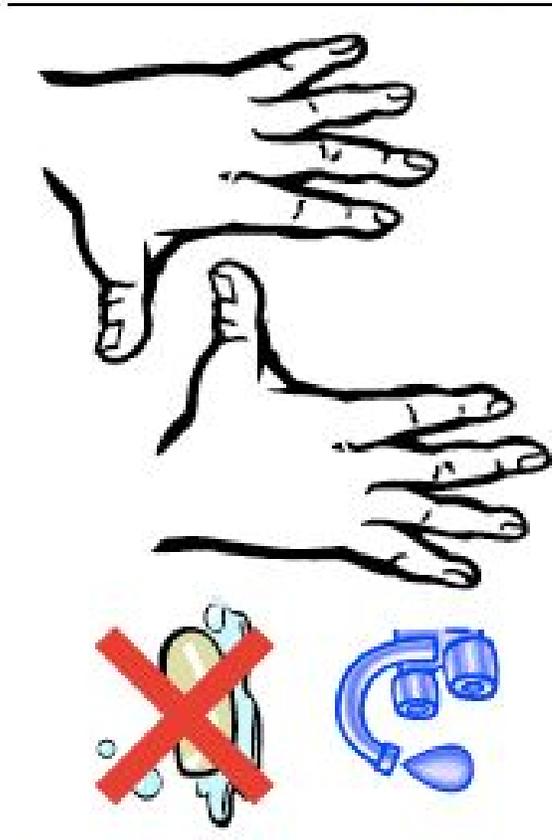
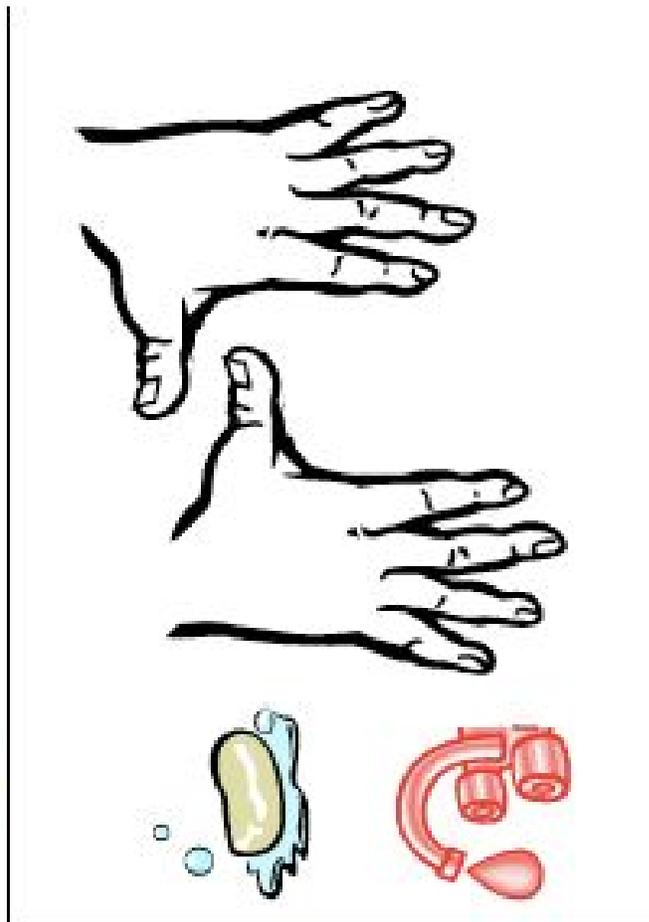
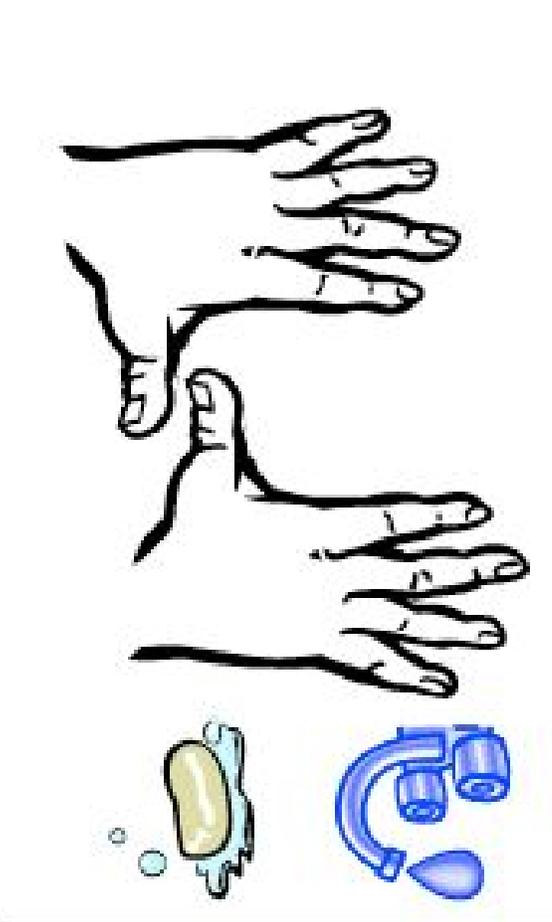
Compare your observations with what you read in the article above.

Activity 6: Create a flyer

On a separate piece of paper, create a flyer or poster that informs people about germs and gives useful tips to prevent the spread of germs. Some examples are below.



NAME: _____



Enrichment Activities

Digital Resources

If you have access to the internet, please go to tinyurl.com/DigitalAtHome. This document contains links to multiple digital resources that you can use each day.

There are also more resources specific to grades K-2 at tinyurl.com/CPSESEnrichment.

Non-Digital Resources

We've designed this section of the packet to provide students the opportunity to:

Read Write Move DESIGN Solve

Directions

1. Each day, pick at least one activity to complete from **each** category.
2. Keep track of your work on a separate sheet of paper or in a journal.
3. At the end of each day, write or talk with a trusted adult to answer the following questions:
 - a. What was my favorite activity today? Why?
 - b. What is something new I learned today?
 - c. What are my goals for tomorrow?

Read

Read independently for at least 20 minutes per day. Then select 1-2 questions from the tables below to respond to or to discuss with a friend or family member. You can pick different questions everyday!

Adults or older readers can use these ideas to discuss **stories**:

Do you agree with the way the characters in your book solved the problem? Why or why not?	If you could be a character in the book, who would you be? Why would you pick that character?	Choose two characters in your story. Draw and describe how they are the same and how they are different.	How are the characters in your book the same or different from you and your friends? Talk, draw, or write about it!
Did you like the ending of the book? Why or why not?	Talk about the details the illustrator draws in their pictures. What do they add to the story?	What is something a character in your book says that surprised you or made you laugh?	Can you use words from two languages to describe a character in your book?
What connections can you make with characters or events in other books you've read?	Pick a setting in your story and change it. What might the characters do differently if it happened in a different place?	Act it out! Grab some friends and make your story into a play.	Talk about some of the emotions that are felt by characters in your book.

Adults or older readers can use these ideas to discuss **informational texts**:

What are some new things you have learned from this book?	What else do you wonder about the topic that you'd like to find out?	Make a poster that shows a friend why they should read your book.	Can you use words from two languages to describe a photo or illustration in your book?	Write a poem or make a rhyme about the topic of your book.
Is the topic of your book like a movie you have watched? Talk, draw, and write about it!	Create a math problem using any numbers in your book.	What type of scientist would be interested in your topic? What are they called and what do they do?	What did you know about the topic of your book before you read it? What do you know after you finished reading?	Draw and label the parts of one of the objects or animals in your book.
Why did you pick this book? What do you find interesting about _____(the topic)?	How does information in this book connect with other things you have learned?	Pick some pages with your favorite photographs or drawings. What can you learn from the illustrations?	Read two books about the same topics. What things are similar and what things are different?	Count and say the number of non-living things you see in your book.

Write

Start a Writing Journal

Pick one idea to write about every day. Get creative! Write in words or pictures. Go back to build on your journal entries over time as you think of new ideas.

1. What is your favorite time of day? Explain why?
2. The biggest thing I ever saw was....
3. If toys could talk, what would they say?
4. I am proud of myself because...
5. Tell about one thing you do really well.
6. I'm happy when...
7. This is how I think plants grow.
8. My best adventure would be...
9. I am afraid to _____ because...
10. What does a super-fun day look like to you?
11. I want to be a _____ when I grow up.
12. The perfect place in the whole wide world is...
13. What can you do to help you feel better when you're feeling blue?
14. If I were a raindrop I'd...
15. I like to make _____ because...
16. What would happen if it really did rain cats and dogs?
17. What would happen if animals could talk? What questions would you like to ask them?
18. Imagine that you can become invisible whenever you want to. What are some of the things you would do?

Move

Don't Let the Balloon Touch the Ground Hit the balloon up in the air, but don't let it touch the ground. For an extra challenge, juggle more than one balloon or keep one hand behind your back. Ask someone to time you to see how long you can do it. If there is someone to play with, count how many times you can hit it back and forth. Then see if you can beat your time or score! This game is great for improving arm strength and hand-eye coordination.

- **Materials Needed:** Balloons (Just a reminder that pieces of burst balloons can be a serious choking hazard.)

Balloon Volleyball Ask an adult to help you make a "net" by tying a piece of string between 2 chairs. Then hit the balloon back and forth by running from one side to the other, trying to keep the balloon off the floor. If there is someone to play with, hit the balloon over the net as many times as you can without it hitting the ground.

- **Materials Needed:** Balloons (Just a reminder that pieces of burst balloons can be a serious choking hazard), string, chairs

Sticky Note Wall Bop Ask an adult to help you with this activity! Attach twenty-six sticky notes to the back of a door and write a different letter on each one (in random order). Make a "start" line a few feet away from the door. Stand behind the start line with a soft ball, bean bag, stuffed animal, or pair

of rolled-up socks. Ask the adult to call out a letter. Then toss your soft object at the post-it note with that letter. You get a point for each correct target you hit! For an extra challenge, ask the adult to call out a word for you to spell. Try to beat your last score each time you play. Don't forget to retrieve your object after each toss.

- **Materials Needed:** Sticky notes, soft-tossing object, paper and pencil for keeping score

Mirror Mirror: Find a partner to stand face to face with, about 2 feet apart. Take turns making movements and copying each other! Reach up and stretch to the sky. Do ten jumping jacks. Run in place. Act like an animal. Make it fun and you'll both be working up a sweat in no time.

Obstacle Course: Ask an adult to help you make an obstacle course with items you have around the house. Make sure to create a course that includes a variety of motions (jumping, crawling, balancing, etc.) and uses a large area. You can make a different obstacle course everyday so this never gets old!

- **Materials Needed:** Hula hoops to jump through, line of tape to balance on, couch cushions to hop between, table to crawl under, blanket over two chairs to crab walk through, tupperware containers to hurdle over, stuffed animals to roll over, plastic cups to run around

Red Light, Green Light: Ask an adult to be your "traffic light." Stand in one spot while the adult begins calling out colors. When you hear "red light," you must stand still. When you hear "yellow light," you must walk slowly in place. When you hear "green light," you must jog in place. You can also come up with new colors and rules. Try Purple Light: Skip in place, Orange Light: Frog jumps, Blue Light: Bunny hops, Pink Light: Gallop like a horse or anything else you would like!

Physical Activity Calendar: Complete the daily activity in the calendar. After finishing the activity for today's date, pick any other activity you want and complete that too!

SHAPE America						
health.moves.minds.™				March 2020 Elementary Mind & Body Calendar		
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>1 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. Self-Injury Awareness Day</p>	<p>2 Musical Frogs This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).</p>	<p>3 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.</p>	<p>4 Walking Race Pick a distance and challenge a friend to a speed walking race. No running!</p>	<p>5 Sidewalk Chalk Balance Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.</p>	<p>6 Bear Walk With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.</p>	<p>7 Wild Arms As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x</p>
<p>8 Sugarcane Pose Hold Sugarcane Pose for 30 seconds on each side. </p>	<p>9 Limbo Grab a broom stick and have 2 people hold it. Take turns going under the stick arching backwards. Lower the stick after each successful pass. How low can you go?</p>	<p>10 Crazy 8's 8 jumping jacks 8 leaps 8 frog jumps 8 vertical jumps (as high as you can) Repeat 3 times</p>	<p>11 Between the Knees Gather rounded objects of varying size. Starting with the largest try walking around your house keeping the object between your knees.</p>	<p>12 Happy Baby Pose Straighten your legs for an added challenge. </p>	<p>13 Toe Fencing With a partner, hold each other's shoulders. Try to tap the other person's toe without having yours tapped.</p>	<p>14 Chest Pass Practice your chest passes against a brick wall. Remember to step towards your target.</p>
<p>15 Put a piece of tape on the ground and jump back and forth as quick as you can for 30 seconds.</p>	<p>16 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.</p>	<p>17 Code Words While watching TV any time you hear the code words complete 10 jumping jacks. <u>Code words:</u> green, St. Patrick's Day, lucky, leprechaun</p>	<p>18 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.</p>	<p>19 Pretend! Pretend to: -Sit in a chair for 10 seconds -Shoot a basketball 10 times -Ride a horse -Be a frog -Lift a car</p>	<p>20 Commercial Stroll During a commercial break take a walk around your entire house. Still a commercial? Go again this time speed walking so you don't miss a thing!</p>	<p>21 Walking Race Pick a distance and challenge a friend to a speed walking race. No running!</p>
<p>22 Dance, Dance Put on your favorite song or turn on the radio. Dance however you like during the entire song!</p>	<p>23 Arm and Leg Tag A regular game of tag, but if someone touches your arm/leg you can no longer use that body part. If both legs are tagged start a new round.</p>	<p>24 Read & Move Pick a book to read and select an "action word" that will be repeated often. When the "action word" is read stand up and sit down.</p>	<p>25 Army Crawl Lay on your stomach resting on your forearms. Crawl across the room dragging your body as if you're moving under barbed wire.</p>	<p>26 Do this: -Hop on one leg 30 times, switch legs -Take 10 giant steps -Walk on your knees -Do a silly dance -Sprint for 10 seconds</p>	<p>27 Set the Menu Talk with who takes care of you about choosing the dinner menu. Pick whole grains and veggies.</p>	<p>28 Vertical Jump Jump as high as you can for 30 seconds. Repeat.</p>
<p>29 Ragdoll Pose Hold Ragdoll Pose for 30 seconds. Repeat. </p>	<p>30 Crabby Clean Up Tidy up while walking like a crab! Carry items on your belly across the room to put them away.</p>	<p>31 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.</p>	<p>National Health Observances:</p> <ul style="list-style-type: none"> National Nutrition Month 1st Self-Injury Awareness Day 6th -7th National Day of Unplugging (sundown-to-sundown) 13th National Good Samaritan Day <p>Yoga pictures from www.forteyoga.com</p>		<p>SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!</p>	

Reproduced with permission from the Society of Health and Physical Educators (SHAPE America)

<https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx>

DESIGN

Design a Solution: Ask an adult to help you find a few short articles from magazines, newspapers, or other nonfiction texts. Identify a real-world problem in what you read and design a solution to address the problem. After drawing your design, look for items around the house that you can use to build a model of your solution. Then answer the following questions:

- What is the problem you are trying to solve?
- Who will your solution help?
- How will you convince others to use your solution?
- Share your solution with a family member or trusted adult. Ask them for one suggestion on how to make your design even better.

Rube Goldberg Machine: Identify a simple task and use household items to design and build a multi-step machine to complete the task. Before building your machine, answer the following questions:

- What task are you trying to solve? (Closing a door is a great task to start with, but you can choose anything!)
- What steps will you include in your machine? (Try to include at least 5!)
- What materials will you need?
- What will you do if your machine doesn't work at first?

This Is Not a Squiggle: Ask a family member or trusted adult to draw scribbles on several pieces of paper. Then turn the scribbles into drawings of people, places, or things! Use color to help create your images. Put all of the scribbles together in any order you choose to tell a story through pictures.

Musical Art: Gather paper and any art supplies (crayons, markers, paints), and a music source. Play any song and listen to the music. What do you see in your mind? What do you hear? What do you feel? Use your art supplies to express what you are seeing/hearing/feeling on paper. Repeat with two more songs, trying to find songs that sound different from one another. After you finish, talk about (or write) about what you created. Do they look different based on what you heard? Develop titles for your artwork.

Paper Chains: Ask an adult to help you cut paper into two-inch lengthwise strips. Decorate/design your strips (see ideas below), and then tape/staple your strip into a loop. Create a paper chain by looping new strips through one another.

Pattern Chains: create a pattern by alternating different colors or designs

Appreciation Chains: draw one thing you appreciate on each strip

All About Me Chains: design each strip to tell the world something about you

Connection Chains: draw a picture on one strip. Think of another picture that connects with the first picture you drew. Draw that on the second strip and loop together. Think of a third picture that connects with the second picture you drew. Repeat.

City Planner: On the first day, draw a picture of a street you would want to live on. What would your house/apartment look like? What would you like to have on your street? On the second day, start adding more streets, to begin building out your city. What kind of stores will you need? Think about the things you like to do, and the places you like to go. Think about the things that people need. Ask other people what they would like to see in their city. Keep adding to your city day after day!

Cereal Box Book Reports: Materials needed (paper, cereal box, tape/glue). You are going to cover/decorate a cereal box to celebrate your favorite book! Think of your favorite book. Take one piece of paper and invent a cereal that is related to your book (for example, if your favorite book is Harry Potter, your cereal might be "Wizard Wands") Tape that piece of paper to the front of the box. Take another piece of paper for the back of the box. Design a game that relates to your book for the back of the box. Cut a piece of paper to go on the side of the box- write the names of the characters and the setting of the book to go on this side of the box. Cut another piece of paper to go on the other side of the box- write down the most important things that happened in the book on this piece of paper. Cut a piece of paper to go on the top of the box. Write a review of the book- why should another kid read this book?

Solve

Shake n' Spill: Put 5 objects (pennies, beans) in a cup. Spill out a few. Guess how many are left in the cup. Ask, how did you know that? Then, check to see if you were right! For an extra challenge, try putting 10 objects in the cup.

Pepperoni Pizza: Roll two dice. The first roll tells you how many pizzas to draw. The second roll tells you how many pepperoni to put on each pizza. Then write a number sentence to help answer the question, "How many pepperonis in all?" For example, I roll a dice and get 4 so I draw 4 big pizzas. I roll again and I get 3 so I put three pepperonis on each pizza. Then I write $3 + 3 + 3 + 3 = 12$ or $4 \times 3 = 12$ and that tells me that there are 12 pepperonis in all. (See this task & others at youcubed.org/tasks)

1 to 10 Game: The object of the game is to get rid of all your cards. One player gets all the red cards, the other gets all the black cards.

Materials Needed: 2 dice, a deck of cards (face cards removed)

Directions:

1. Each player is dealt 10 cards.
2. Player 1 rolls the dice and finds the sum of the two numbers. Discard any set of cards in your hand that you can use to create that sum. (For example, if you rolled a 5 and a 3, you may discard any cards that make up $8 - 4 + 4$, $6 + 1 + 1$, $9 - 1$, $8 + 2 - 2$, etc.)
3. If you can't make the sum with your cards, you must draw one card.
4. Players take turns rolling and discarding cards.
5. First player to get rid of all his or her cards is the winner.

Make 10: The object of the game is to make number pairs with a sum of 10.

Materials Needed: a deck of cards (use number cards 1-9; use the Ace as a 1.)

Directions:

1. Deal 5 cards to each player. Place the remaining cards face down in a deck on the table.
2. Player A asks Player B for a card to add to one of his/her cards to make a sum of 10. Both cards are placed on the table and Player B checks the sum. If Player B does not have the requested card, Player A draws one card from the face down stack. If Player A can make a sum of 10 with two cards, the pair is placed on the table.
3. After each turn, the players draw additional cards from the face down stack until they each have five cards. If Player A cannot make a sum of 10 with the cards in his/her hand, Player A keeps the six cards and does not draw additional cards until he/she has fewer than five cards.
4. The game is over when the face down cards have been used up. The players count the number of pairs that they made, and the player with the largest number wins.

Problem Solver: Oh no! There is a Kindergarten class that needs some help! Can you help them solve their problems?

- **What a Mess!** A kindergarten classroom is SO messy. Kids are leaving their things everywhere! Draw (or write) a poster to convince them to keep their classroom organized. Why should they stay organized? What are some things that the students can do to clean up?
- **Sharing:** There are kids in a kindergarten class who are not sharing with their classmates. Draw (or write) a poster to convince them to share. Why is it important to share? What are some things that the students can do to make sure they share with one another?
- **Learning:** There are kids in a kindergarten class who say they don't want to learn. Draw (or write) a poster to convince them to learn in class. Why is it important to learn? What are some

things the students should do each day to make sure they are learning?

Improve Your World: Think about something you want to make better in your classroom, your community, or the world. Draw/write a picture that shows what this problem looks like, sounds like, feels like now. On a second piece of paper, draw/write what you want it to look like, sound like, feel like when it is better. Now think about how you would solve this problem.

- Do you need to work with other people? Draw/write a list of people you need to talk to. What questions do you want to ask them? What do you want to say to them?
- Do you need to create something new? Draw/write some ideas about what you would make.