

## **Checklist Activities for March 23 – 27**

Good morning, families! First, I hope you and your family are safe. The district recently emailed you the Distance Learning Plan. The recommended instructional time is **1-1.5 hours** per day on: I-Read (or, for those that have finished the program, to go on I-Ready), Reading, Writing, and Math. I have attached a checklist for this week to help you meet the instructional time. The activities I recommend/attach are optional and nothing has to be turned in. However, I'm here to help you keep the learning going at home.

We're in this together! I do not want to overwhelm you, but I'm here to help!

Tip: Set a daily schedule for your child and set learning goals (if you'd like a copy of our daily schedule so you can mimic it at home, please email me). Also, if you would like to know their learning goals, you can ask them or ask me. Each student has their own learning goals to meet 2<sup>nd</sup> grade standards.

Here's a checklist for this week (again this is optional). Spend a reasonable time each day from each standard:

### **Reading Foundational Skills Standard**

\_\_\_ Practice inflectional endings (-y changes to -ies)

\_\_\_ Work on root words. Discuss the patterns they see and highlight it (same as last week, but worksheets attached). Then, have students draw a picture to show the meaning. Last, write a sentence for it: add, addition, move, movers, moving, work, worked, forgot, forgotten, forgetful

\_\_\_ Work on sight words (same as last week, but worksheets attached). Have students draw a picture to show the meaning. Last, write a sentence for it: across, become, complete, during, happened, hundred, problem, toward, study, and wind.

### **Reading Standard**

\_\_\_ Read & comprehend attached biographies. Research on [www.ducksters.com/biography](http://www.ducksters.com/biography) , if needed: Sally Ride, Rosa Parks, and Helen Keller

\_\_\_ On a piece of paper, have students write 1-2 questions (Or an "I wonder..." for each woman they've read and 1-2 things they've learned)

### **Writing (Opinion) Standard**

\_\_\_ Prompt: You engineered a travel machine. Would you travel to the time of dinosaurs or medieval times? (Background info: this ties into our afternoon read-aloud: Magic Tree House). Students may need to research a little to develop some background knowledge. Brainstorm 3 reasons on a piece of paper.

\_\_\_ Then, use the your brainstorming page to write a simple paragraph that includes a strong topic sentence (attention grabber), 3-4 supporting sentences, and closing sentence.

\_\_\_ Stretch 2 sentences with an adjective or adverb.

### **Math Standard**

\_\_\_ Money Worksheets (see attached). You can also do imaginative play: create a store at home and present some word, money problems for your child)

### **STEAM (Science, Technology, Engineering, Art, Math) Standard**

\_\_\_ Build a time machine with Legos, blocks, recyclables, or anything you have

\_\_\_ Ask:

What special features does it have?

How will it travel – electric, gas?

How many passengers can it fit?

### **PE Standard**

\_\_\_ Create a [www.gonoodle.com](http://www.gonoodle.com) account to access indoor recess activities. It's free to use!

If you or your child would like to share their work with me, please send me a video or take pictures via Aeries app or [rpablo@murrieta.k12.ca.us](mailto:rpablo@murrieta.k12.ca.us). I'd love to hear from them and from you! Share with me funny stories or ask questions about the above.