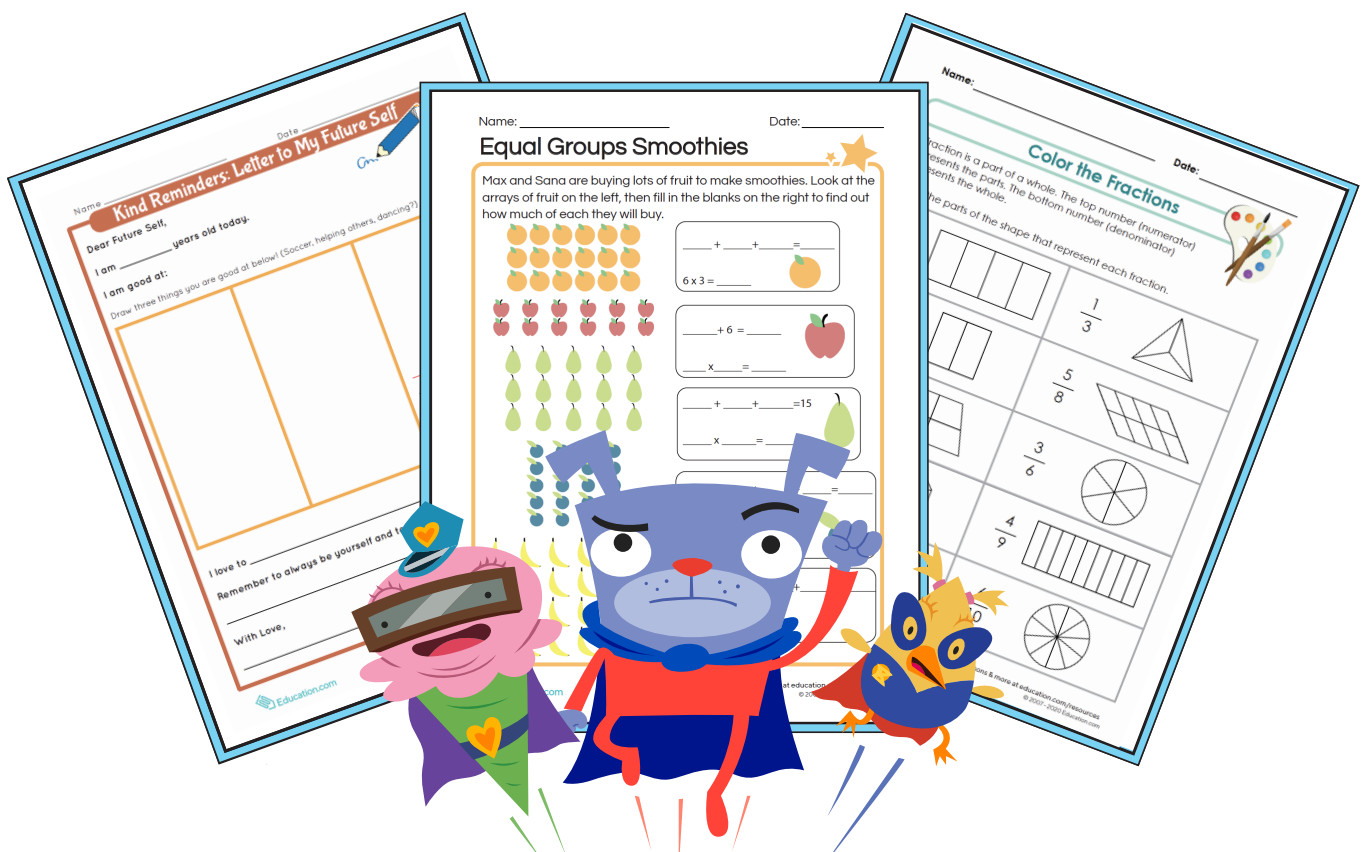


Week 4

2nd Grade

Independent Study Packet

 Education.com



**5 MORE Days of
Independent Activities in
Reading, Writing,
Math, Science, and Social Studies**

Helpful Hints for Students and Families

Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal. You may put everything into one notebook if you like.
- Colored pencils, markers, or crayons for some of the activities
- Internet access for online research
- You will need extra “found” supplies for the Design Challenges
- Cards or slips of paper numbered 0-9









Directions & Tips



- There is a schedule for each day. You may complete the activities in any order.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure an adult signs the activity menu before you bring it back to school.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Read for 20 minutes and complete the daily reading activity.				
	Fill out the Story Rollercoaster	Act Out a Commercial	Book Report Outline	Design a Brand New Cover for Your Book	Book Characters
	Mindfulness: A Home Inside	Mindfulness: The Outside and Inside Present	Kind Reminders: Letter to My Future Self	Silly Stories: Mindfulness of Emotions	Emotions in Art
Writing 	My Internal Weather Report	Emotions Wheel	Family Pride	Exploration of Hidden Gems and Talents	'Best Self' Interview
Grammar Practice 	Adjectives to Describe Yourself	Rabbit Mad Libs	Plural Ending Sort	Match the Reflexive Pronoun	Subject and Object Pronouns
Math 	Math Mosaic	Addition and Subtraction Word Problems	Color the Fractions	Comparing Numbers: Scoop's Up	Equal Groups Smoothies
Social Studies 	Make a Family Gratitude Jar Rocket Like Mae Jemison Who is Mae Jemison? Reflections on Leadership Letter to a Service Worker How to Be a Good Citizen				
Science 	Tin Foil Art Marbled Paper Weather Wall Butterfly and Chrysalis Activity: Make Peace Rocks Worksheet: Peace Rocks				

Parent/Guardian Signature: _____

Day 1

Independent Reading Activity	Complete the Story Rollercoaster for your book.
Reading	Explore what it means to be aware of your emotions, drawing inspiration from a turtle!
Writing	Tune in to your feelings by completing your own internal weather report.
Grammar Practice	Come up with adjectives to describe yourself, then use them in sentences.
Math	Solve two-digit addition and subtraction problems and then use the key to create a beautiful math mosaic.



Name: _____

Date: _____

Story Rollercoaster

After reading your story, fill in the answers to the who, what, where, why, and how questions.

Title: _____ Author: _____

What is the problem at the beginning?

Why is it a problem?

How is the problem solved at the end?

Who are the main characters?

Beginning

Middle

Where does the story take place?

End

Name _____

Date _____

mindfulness series

A HOME INSIDE

We all have our own home of feelings inside, like a shell we can tuck into when needed.

Move slowly like a turtle around the room. After a moment, curl up into your shell.

Pay attention to the thoughts and feelings you experience in your shell.



1. What thoughts and feelings did you experience as you walked slowly?

.....

.....

.....

.....

.....

2. What new thoughts or feelings did you experience curled in your shell?

.....

.....

.....

.....

3. Today we pretended to be a turtle to access our inner feelings. What is another way to visit your home of feelings?

.....

.....

.....

.....

Name _____

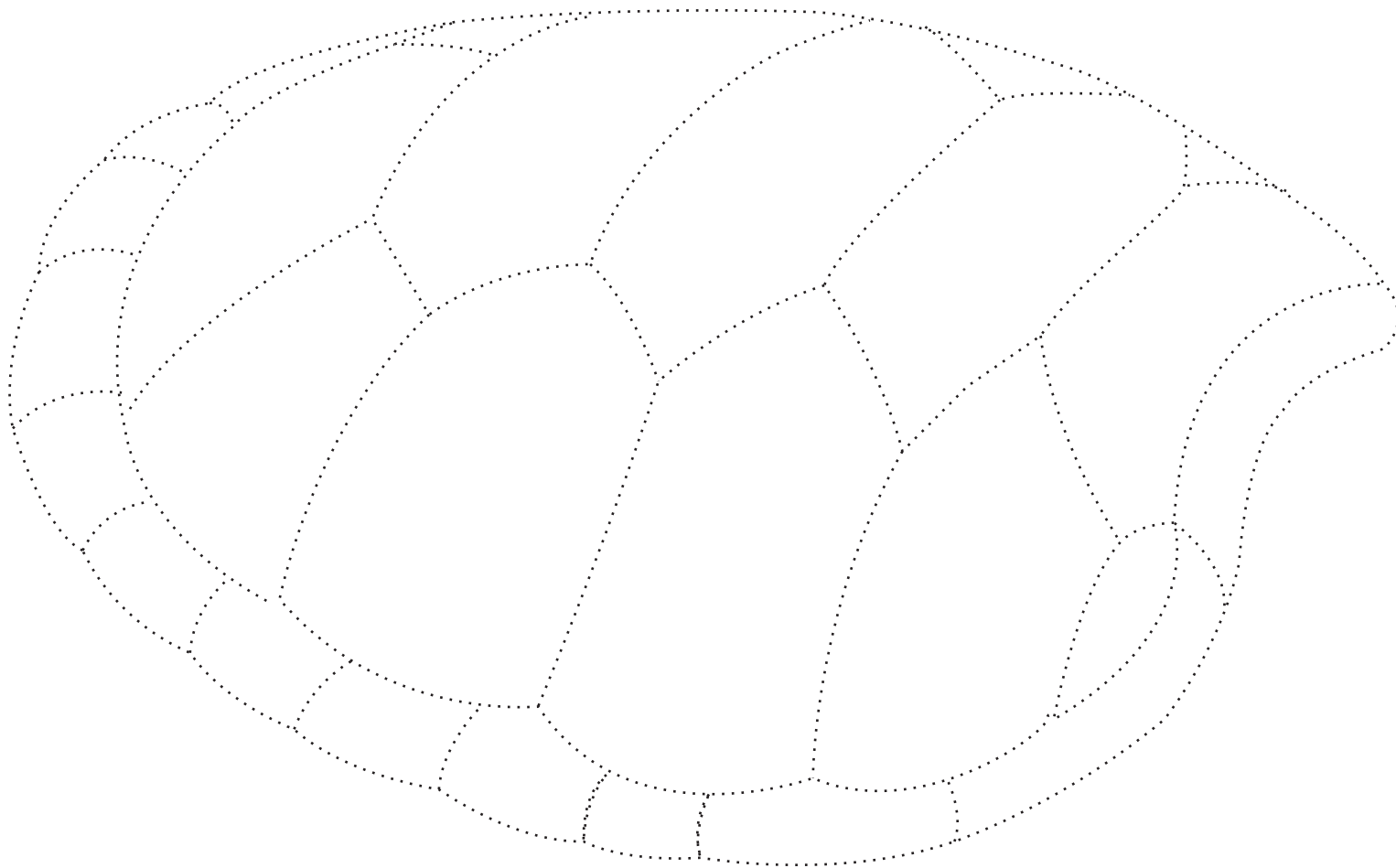
Date _____

mindfulness series

A HOME INSIDE

Below is the outline of a turtle shell.

Color in the turtle shell with a different color for each feeling. Be sure to color mindfully. Label each feeling in the color key below.



Color Key:

Color Feeling



.....



.....



.....



.....

Color Feeling



.....



.....



.....



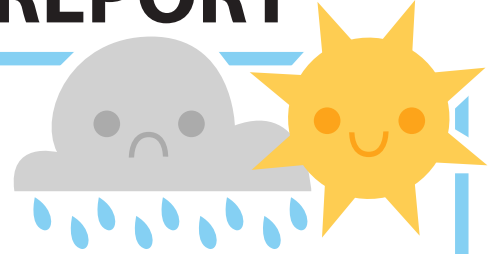
.....

Name _____

Date _____

MY INTERNAL WEATHER REPORT

Just like the weather changes outside, our thoughts and emotions change in our body. Take your weather report by answering the following prompts:



Scanning my body I notice: _____.

Observing my mind I notice: _____.

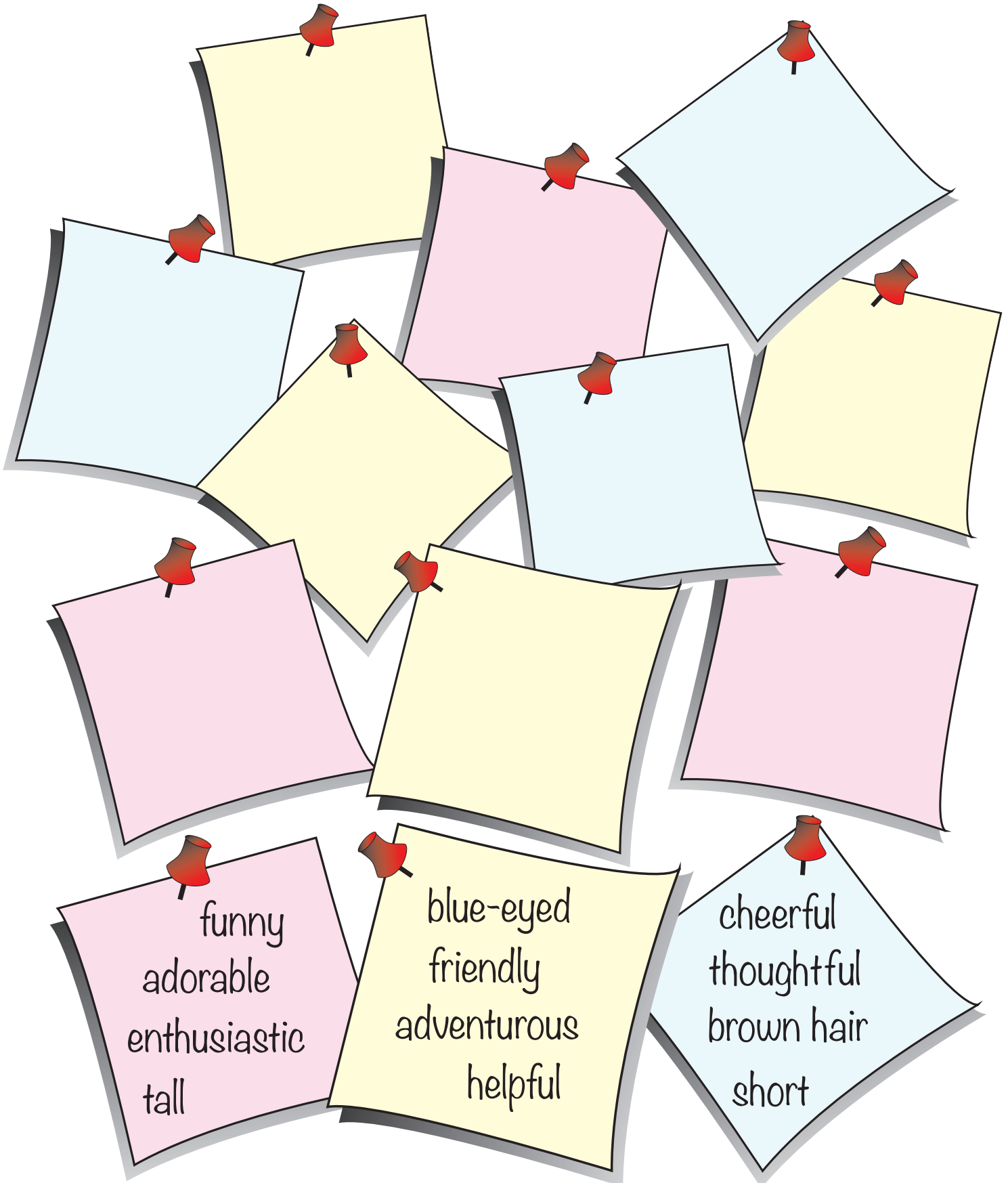
Checking in with my heart I notice: _____.

Draw/write about the current weather you are experiencing.

What might I do if I want to change my weather? How and when will I do that?

Describe Yourself

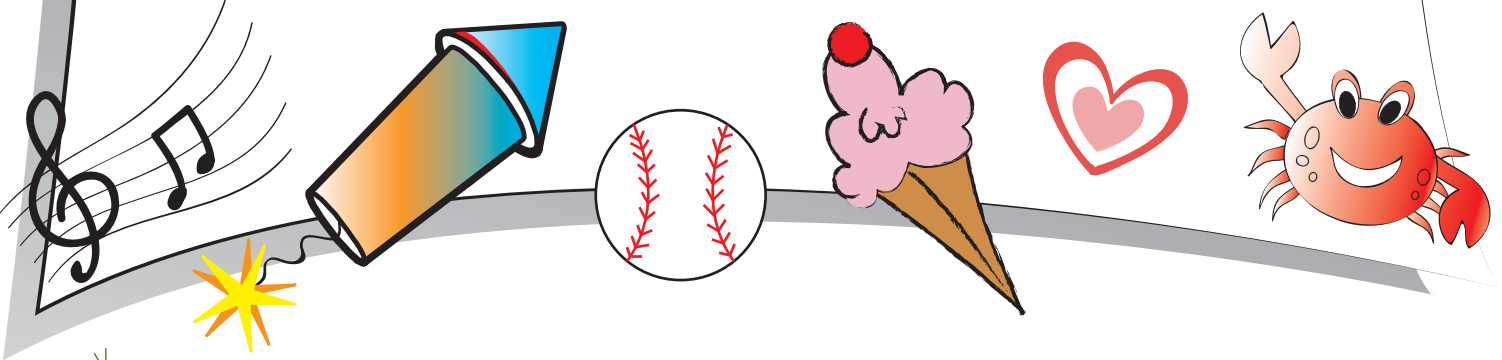
Write 10 adjectives that describe you in these post-its. Then make sentences using these adjectives and write about yourself on the next page. There are a few adjectives listed on some post-its to give you ideas.



About Myself



A series of horizontal lines for writing, consisting of 12 lines spaced evenly down the page.



Math Mosaic 2

Add or subtract. Use the key to color in the spaces.

$\begin{array}{r} 59 \\ - 23 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ + 30 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 48 \\ - 12 \\ \hline \end{array}$
$\begin{array}{r} 25 \\ + 22 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ - 26 \\ \hline \end{array}$	$\begin{array}{r} 41 \\ + 21 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ + 31 \\ \hline \end{array}$
$\begin{array}{r} 83 \\ - 12 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ - 21 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ - 20 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ + 4 \\ \hline \end{array}$
$\begin{array}{r} 24 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ - 14 \\ \hline \end{array}$		

Answer

Color

24	Red
36	Purple
47	Blue
62	Yellow
71	Green

Day 2

Independent Reading Activity	Write and then act out a commercial to sell your book. Act it out for someone at home and maybe even get it on video!
Reading	Take some time to be mindful by thinking about what's going on in your inner world.
Writing	Tap into your feelings by creating an emotions wheel.
Grammar Practice	This mad lib worksheet will have you giggling as you practice using adverbs and adjectives.
Math	Solve these real-life story problems and show what you know about two-digit addition and subtraction.



Name _____

Date _____

mindfulness series

THE OUTSIDE AND INSIDE PRESENT

Mindfulness is being aware of what is taking place outside of us, as well as what is happening on the inside.

Take a moment to observe what is going on around you.

With your eyes open, use your five senses to pay attention. This is the "outside present." Now, close your eyes and turn your attention inward. This is the "inside present." Write your impressions.

What I notice outside:

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....



What I notice inside:

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

1. What is similar about the outside present and the inside present?

.....
.....

2. What is different about the outside present and the inside present?

.....
.....

3. Is it easier to observe the outside present or the inside present? Why?

.....
.....
.....
.....

Name _____

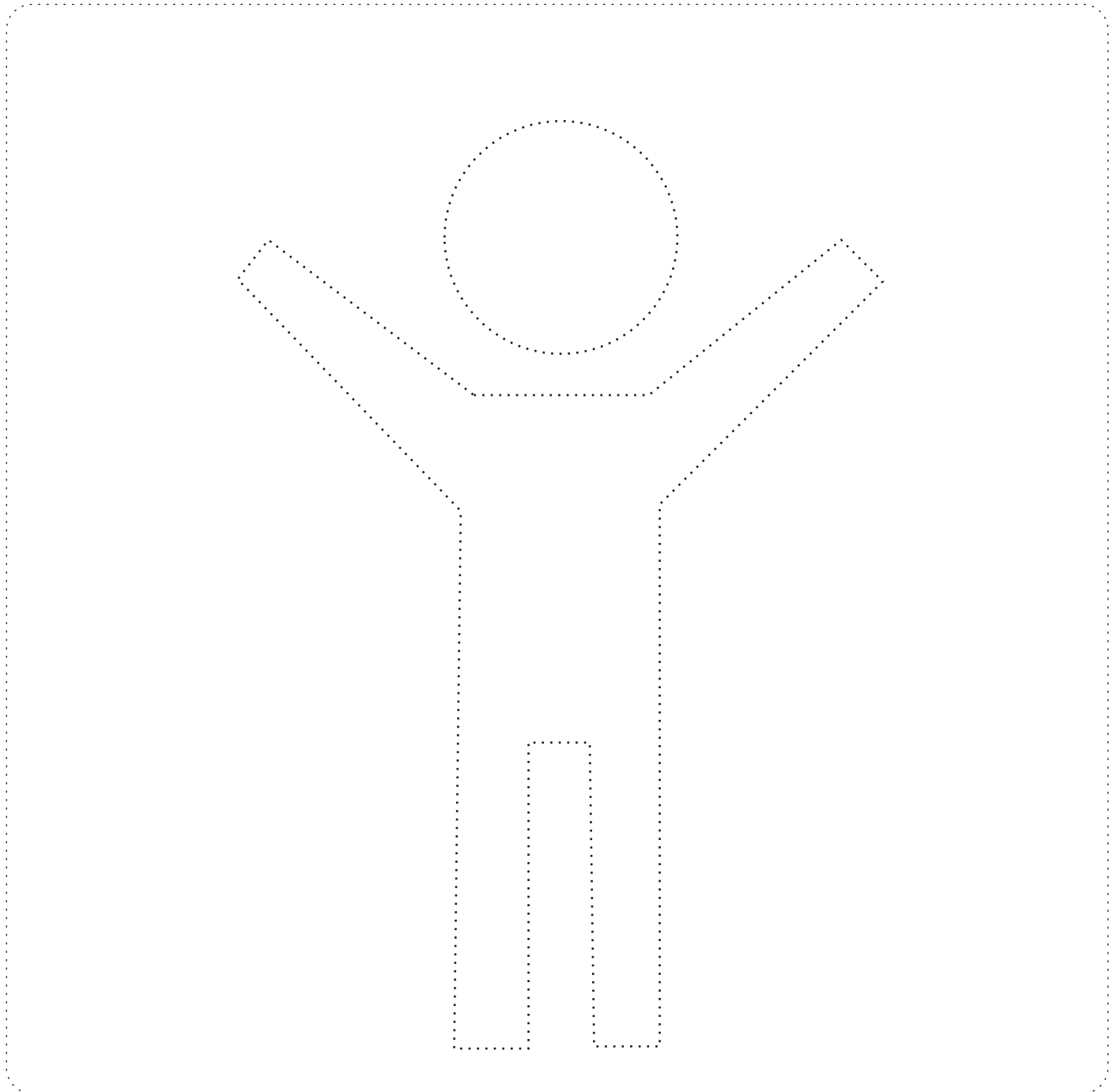
Date _____

mindfulness series

THE OUTSIDE AND INSIDE PRESENT

Draw yourself from the inside and from the outside.

In the space below, draw a picture of yourself showing the outside present and the inside present.



Name _____

Date _____

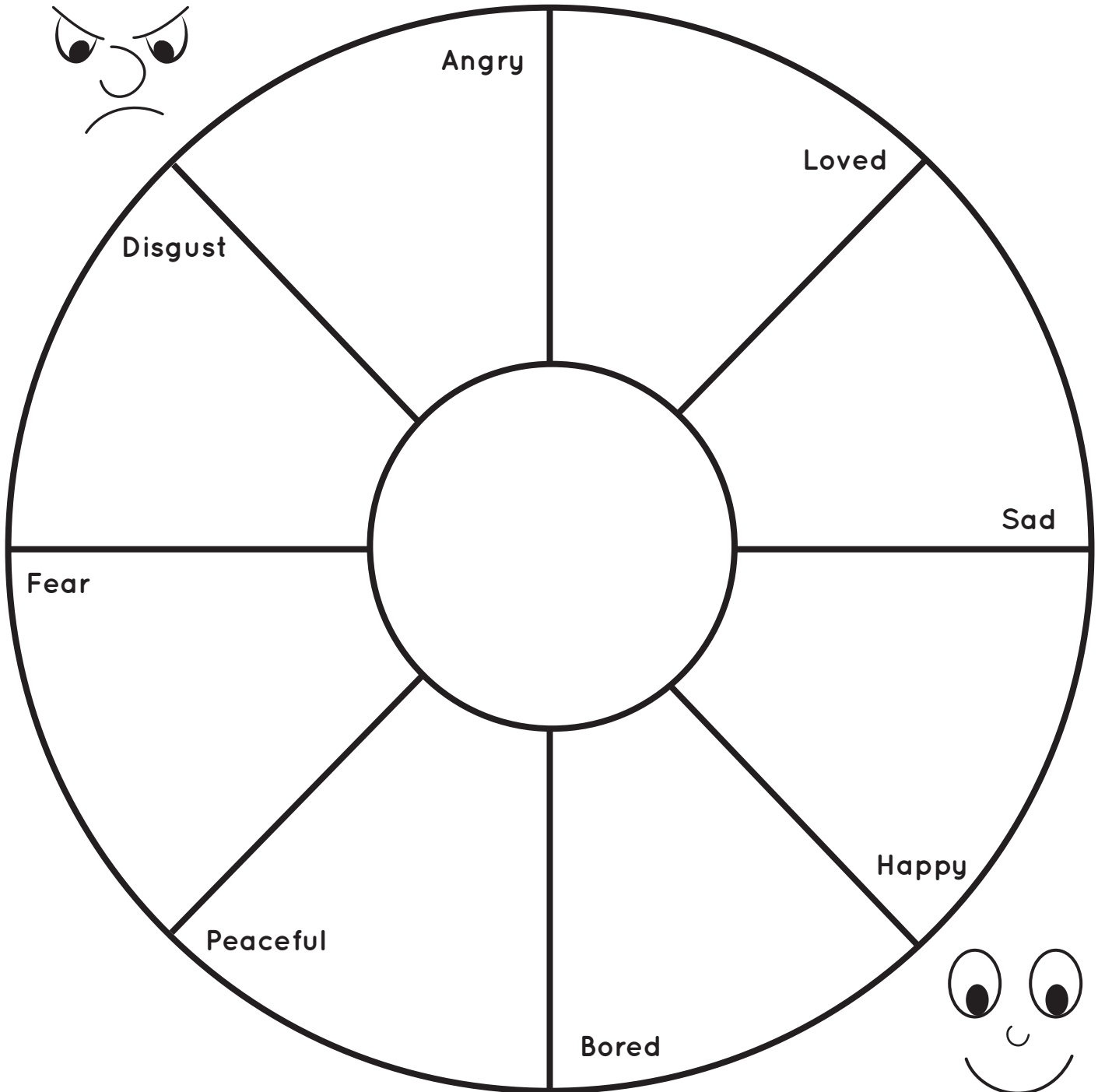
Emotions Wheel



Use the wheel below to draw a moment and time when you may have felt the listed emotion.

As you complete this wheel, remember that everyone experiences these emotions, emotions are always changing, and there are no "good" or "bad" emotions.

Emotions listed around the wheel:

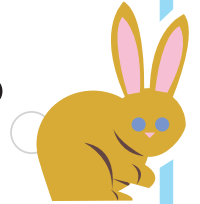


Name: _____

Date: _____

Rabbit Mad Libs

Fill in each blank of the story with an adverb or adjective. You can use the suggestions in the boxes below or make up your own. When you finish, read your silly story aloud!



On _____ spring days, _____ rabbits hop

(adjective)

(adjective)

_____ through a meadow near the _____

(adverb)

(adjective)

trees. After stopping to _____ eat some

(adverb)

_____ clover, they _____ stop at a

(adjective)

(adverb)

_____ pond to watch the _____ fish swim

(adjective)

(adjective)

_____ in the _____ water. Then they

(adverb)

(adjective)

_____ chase _____ butterflies until it is time

(adverb)

(adjective)

to go _____ back to their _____ den.

(adverb)

(adjective)

adjectives
describe
a noun

adjective examples

beautiful	delicious	small
boring	fresh	sparkling
calm	furry	sweet
careful	large	tiny
cold	old	young
cute	slimy	warm

adverbs
describe
a verb

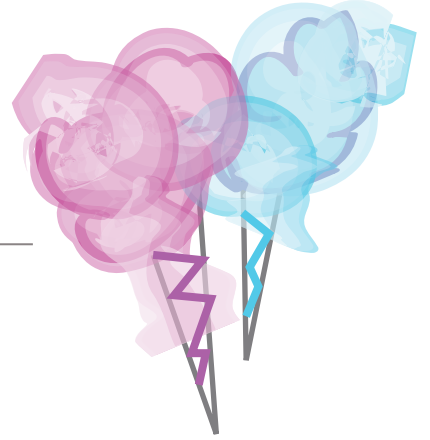
adverb examples

always	lazily	sadly
angrily	loudly	slowly
bravely	nervously	softly
gracefully	nicely	suddenly
happily	noisily	quickly
hungrily	playfully	quietly

Carnival Count

Mark is working at the carnival fair today. Help him calculate his totals by adding or subtracting.

Mark sold 14 pink cotton candies and 23 blue cotton candies.
How many cotton candies did he sell in total?



It was a hot day and many people bought ice cream cones at the fair. Mark sold 18 vanilla flavored cones, 15 strawberry flavored cones, and 21 chocolate cones.
How many cones did he sell in total?



At the beginning of the day, Mark had 63 pretzels but by the end of the day he only had 18 pretzels. How many pretzels did he sell?



When Mark wasn't busy helping customers, he gave away balloons to visitors. Mark gave away 8 neon pink balloons, 11 forest green balloons, 24 jumbo purple balloons and 5 sky blue metallic balloons. How many did he give away?



Mark had 57 fun pack tickets.
At the end of the day he only had 9.
How many fun packs did he sell ?



Day 3

Independent Reading Activity

Complete the Book Report Outline.

Reading

Write a letter to your future self!

Writing

Reflect on your family and/or community pride through art and writing.

Grammar Practice

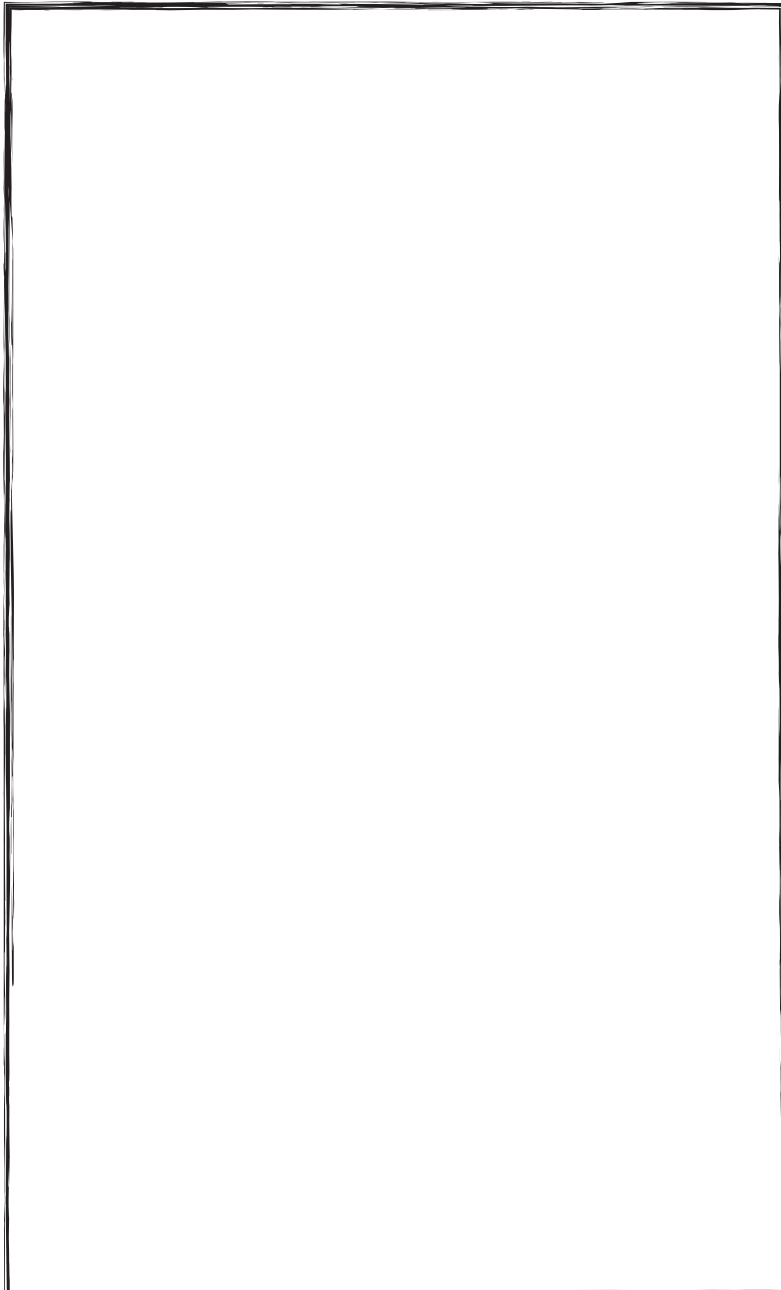
Can you figure out these tricky plural noun endings?

Math

Create a colorful visual representation of fractions.



Here is a picture of my favorite scene



My Book Report



My Name : _____ Date : _____

Title of the book : _____

Author : _____

My favorite Character : _____

Character I liked the least : _____

Main source of conflict : _____

My favorite quote : _____

I liked this book because : _____

Name _____

Date _____

Kind Reminders: Letter to My Future Self



Dear Future Self,

I am _____ years old today.

I am good at:

Draw three things you are good at below! (Soccer, helping others, dancing?)

--	--	--

I love to _____.

Remember to always be yourself and to _____.

With Love,

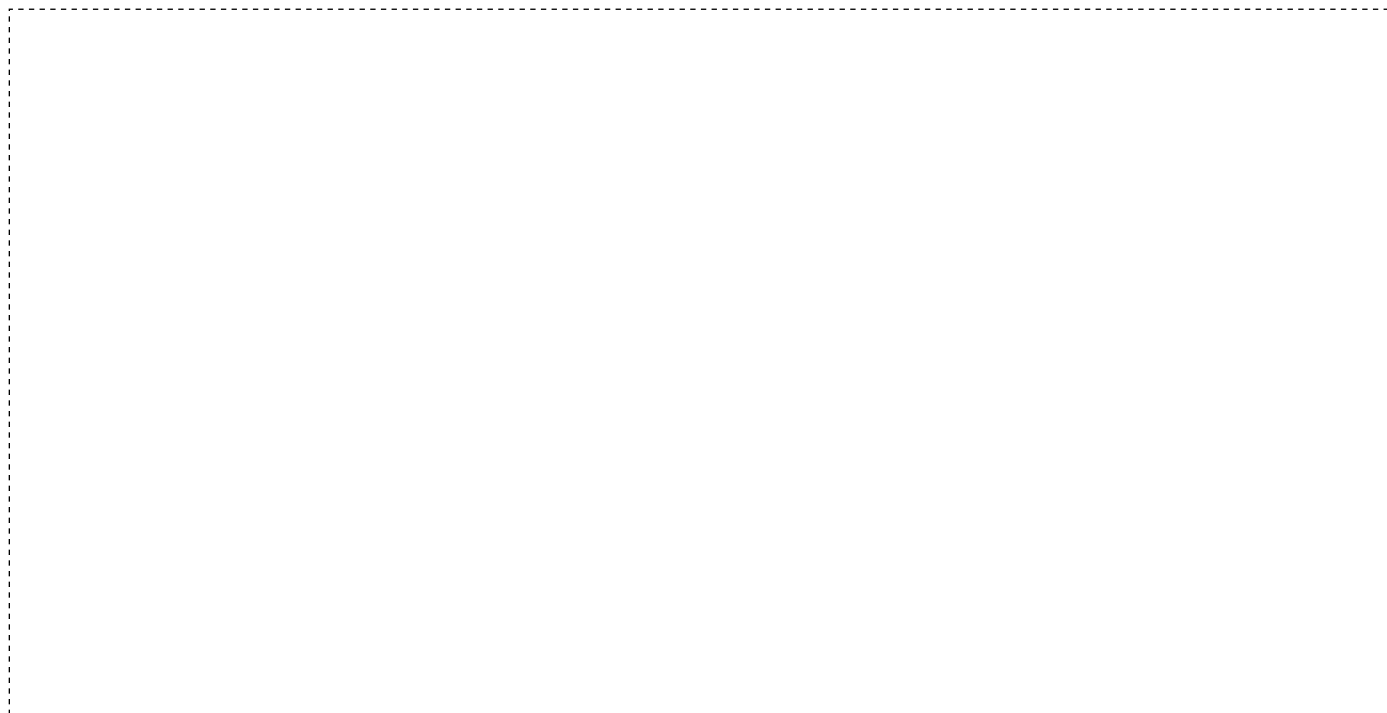
Write your name

Name _____

Date _____

FAMILY PRIDE

Draw a picture of your family or community in the space below doing something that makes you proud. Then, complete the prompt that follows.



I am proud of my family or community because...



Name: _____

Date: _____



Plural Ending Sort

When a noun has a consonant before the *y*, drop the *y* and add *ies* to make the word plural.

When a noun ends in a *vowel+y*, simply add an *s* to make it plural.

Sort the words below, then make the plural form. The first two are done for you.

activity	boy	daisy	library	toy
birthday	bunny	holiday	pony	turkey

Vowel + y

1. birthday → birthdays

2. _____ → _____

3. _____ → _____

4. _____ → _____

5. _____ → _____

Consonant + y

1. activity → activities

2. _____ → _____

3. _____ → _____

4. _____ → _____

5. _____ → _____

Name: _____


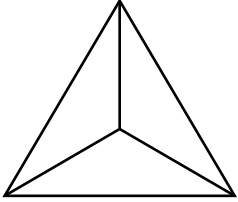
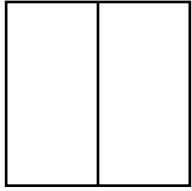
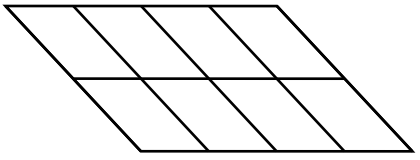
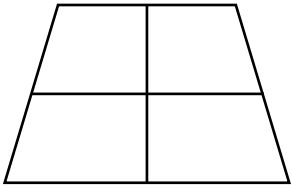
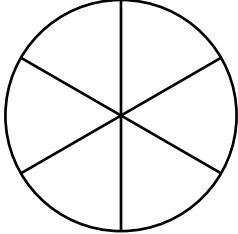
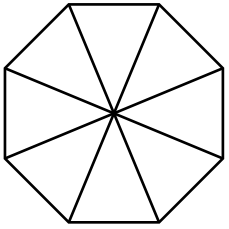
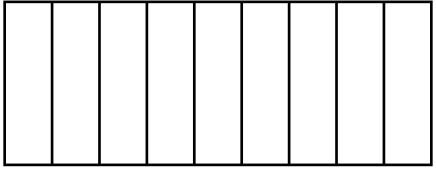
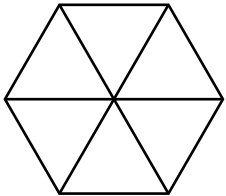
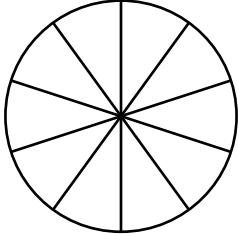
Date: _____

Color the Fractions



A fraction is a part of a whole. The top number (numerator) represents the parts. The bottom number (denominator) represents the whole.

Color the parts of the shape that represent each fraction.

$\frac{3}{4}$ 	$\frac{1}{3}$ 
$\frac{1}{2}$ 	$\frac{5}{8}$ 
$\frac{1}{4}$ 	$\frac{3}{6}$ 
$\frac{2}{8}$ 	$\frac{4}{9}$ 
$\frac{1}{6}$ 	$\frac{6}{10}$ 

Day 4

Independent Reading Activity

On a separate piece of paper, design a brand new cover for your book.

Reading

Create a silly story about how your emotions come and go, just like changing weather.

Writing

Explore your talents and all the things you want to learn or try in the future.

Grammar Practice

Can you tell the difference between personal and reflexive pronouns?

Math

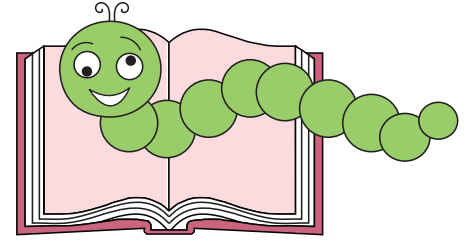
Compare the numbers written on each scoop of ice cream.



Name _____

Date _____

Silly Stories: Mindfulness of Emotions



Directions: Ask your child to share their answer to the prompts below the lines to fill in the story. Don't let them see what they are filling in until you are done, and then read aloud the Silly Story to them.

Emotions are like _____ .
Type of weather

They come and go like _____ .
Something in nature that changes

Emotions are changing like _____ .
Something in nature that changes

They come and go like _____ .
Something in nature (plural)

Emotions are moving through like _____ .
Type of weather

They come and go like _____ .
Something in nature that changes

Emotions can be felt in _____ .
Body part

Noticing what you feel and _____ can create calm.
Activity you do with your body

Extension Activity

1. Visit <https://www.greatschools.org/gk/articles/social-emotional-learning-mad-libs/>
2. Choose one Mad-Sad-Glad Lib to complete with a caring adult.
3. Have fun reading your Mad-Sad-Glad Lib aloud!

Name _____

Date _____

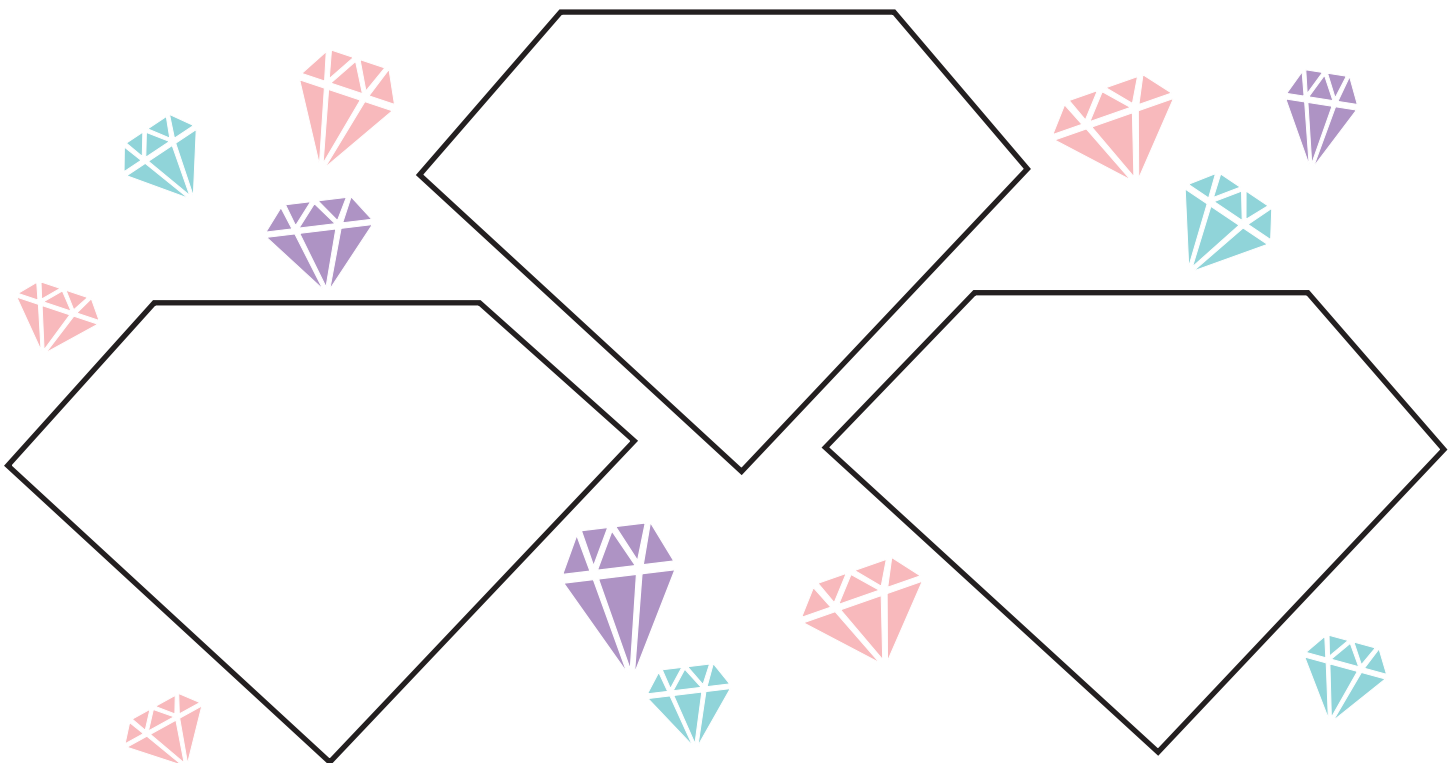
Exploration of Talents and Hidden Gems

There are so many activities and talents that you have not yet discovered for yourself! Hidden gems and gifts may be waiting to be uncovered within you!

Brainstorm all the things that you love or have been interested in trying:

(Surfing? Swimming? Painting? Musical instrument? Yoga?)

Draw a picture of yourself trying these new activities and talents in the spaces below.



List three people who could help you explore your interests and goals:

(Someone who already practices this talent?)

(Maybe a teacher at school?)



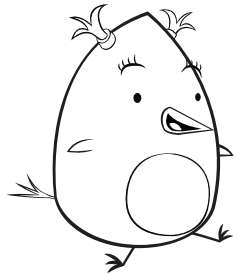
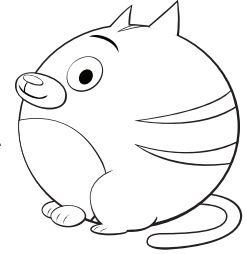
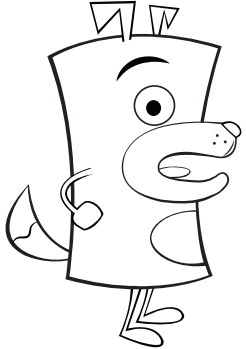

(A family member or caring adult?)

Match the Reflexive Pronoun

Reflexive pronouns are pronouns that refer back to the subject of the sentence. They are words that end in -self or -selves.

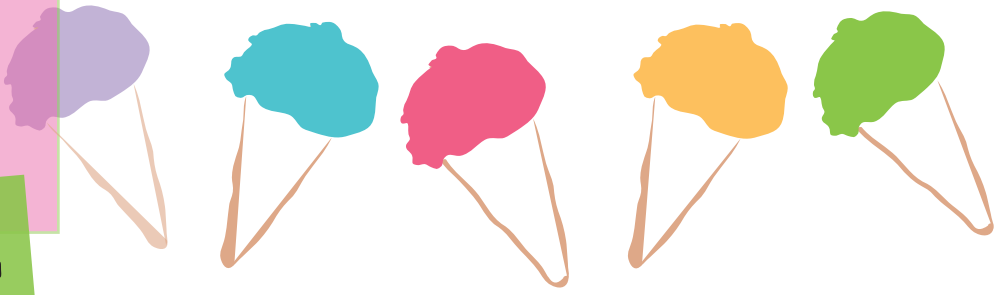
For example, "I washed the dishes by myself."

Directions: Draw a line to match each personal pronoun to the corresponding reflexive pronoun.

	you	myself	
	he	ourselves	
	I	yourself	
	we	himself	
	it	themselves	
	they	herself	
	she	itself	

Comparing Numbers:

Scoops up!



Color each scoop of ice cream that is the larger number out of the two.



Which ice cream cone has the largest number when you add the two scoops together? Circle it.

Day 5

Independent Reading Activity	Think about the characters in your book and then describe them.
Reading	Create a piece of art to express what you are feeling moment to moment.
Writing	Conduct a "best self" interview with a caregiver or grown-up. This can be done in person or through video chat.
Grammar Practice	Identify the difference between subject and object pronouns.
Math	Solve the problems using equal groups and repeated addition, and get ready to learn some basic multiplication facts!



The Characters



There are usually two kinds of characters in a book:

MAIN CHARACTERS: The characters who show up the most in the story. These are usually the characters that the book is “about.” In most books there is only one main character, but sometimes there are two or three!

SUPPORTING CHARACTERS: These characters only show up occasionally, but they are often very important to the story.

Who is the main character in your book? Draw a picture of him or her below.

Pick three adjectives to describe the main character in your book.

Now, pick two supporting characters and draw pictures of them. In some books, there are several supporting characters!

Pick three adjectives to describe each supporting character.

Emotions in Art

Art Work Preparation

1. Circle the emotion you are feeling right now:



Upset



Excited



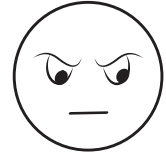
Surprised



Screaming



Happy



Angry



Tired



Proud



Silly



Furious



Calm



Confused

2. Symbols and colors can connect with different emotions for all people, no matter where you live or where you are from! Learn how colors and shapes relate to emotions below.

COLORS	SHAPES
<p>Red – anger, frustration, stubbornness</p> <p>Orange – hot-headed, aggressive, impulsive</p> <p>Yellow – playful, friendly, kind, funny, fun</p> <p>Gold – accomplished, proud</p> <p>Green – peaceful, healthy, fresh</p> <p>Blue – cool, calm, positive</p> <p>Purple – quiet, still, royalty</p> <p>Black – deep, heavy, mysterious</p> <p>Brown – grounded, strong lightness</p> <p>White – connection, peaceful</p>	<p>▲ Triangle – sharp sides connect to aggression, danger, not balanced</p> <p>● Circle – smooth sides connect to softness, playful, positive, energetic, happy</p> <p>■ Square – shapes connected to building and stability, strength, dependability</p>

● Shapes and symbols that represent you or your emotion for your artwork:

● Colors that represent your emotion for your artwork:

Name _____

Date _____

Emotions in Art

Now it is time to draw and design, but first:

Take a moment to pause...

Feel three deep breaths...

Now, create your own artwork, using your chosen shapes and colors above that express emotions you may be feeling.



Best Self Interview



Directions:

1. Interview a caring adult or family member about a time when they saw you as your “best self.”
2. Draw a picture of this time when you were described as your “best self” below.

A large, empty rectangular box with a thick orange border, intended for the student to draw a picture of the time they were described as their "best self".

3. How did you feel when hearing about this time that you were your “best self”?

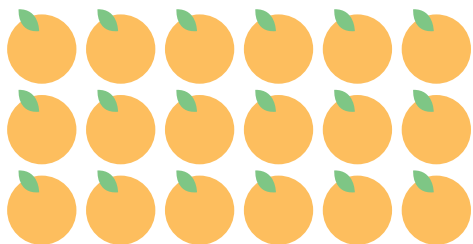
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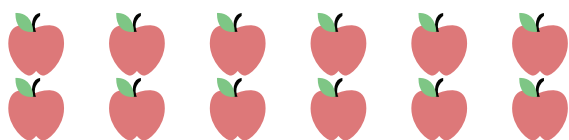
Equal Groups Smoothies




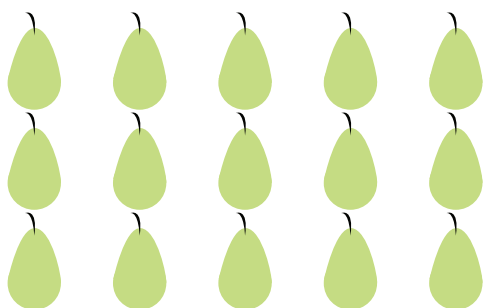
Max and Sana are buying lots of fruit to make smoothies. Look at the arrays of fruit on the left, then fill in the blanks on the right to find out how much of each they will buy.

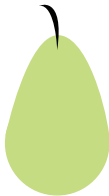


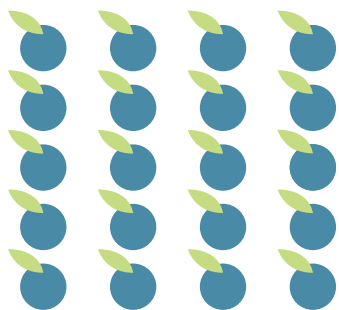
$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$
$$6 \times 3 = \underline{\quad}$$





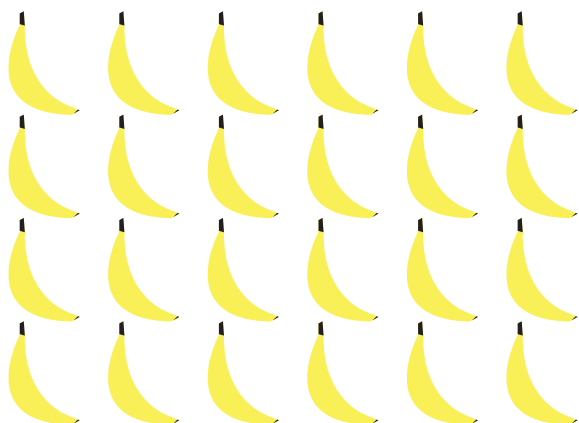
$$\underline{\quad} + 6 = \underline{\quad}$$
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$





$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 15$$
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$




$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$




$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$
$$4 \times \underline{\quad} = 24$$


Social Studies

Make a Family Gratitude Jar

Rocket Like Mae Jemison

Who Is Mae Jemison?

Reflections on Leadership

Letter to a Service Worker

Being a Good Citizen



Make a Family Gratitude Jar

The power of gratitude is endless! Research shows that practicing gratitude can strengthen relationships, improve physical and emotional well-being, deepen empathy skills, and improve self-esteem. With such wide-spread benefits, how can we create our own gratitude practice at home with children? First, define gratitude to your children. Then, have them fill out notecards with examples of what they are thankful for. Ideal for preschool through second grade learners, here is an easy to use daily activity your whole family will enjoy!



What You Need:

- [The Thankful Book by Todd Parr](#) or similar book about gratitude
- Empty container (e.g., a recycled glass jar or small box)
- Markers or crayons
- Notecards
- Decorating supplies such as: glue, glitter glue, stickers, paint

What You Do:

1. Begin with a discussion about gratitude. For younger kids, a great way to start is by reading aloud a picture book such as [The Thankful Book by Todd Parr](#). As you read, pause to ask your child open-ended questions such as, "What do you see on this page? Why do you think they are grateful for ___?"
2. Define gratitude for your child as, "Gratitude is a feeling of thankfulness and appreciation." Share something that you are thankful for, then ask, "What is one thing you are thankful for?"
3. Explain that today you are going to work together to make a Gratitude Jar, a place where you will write down things you are thankful for everyday.
4. Show your child the materials and model different ways they might decorate their jar such as painting, adding stickers, using glitter glue, etc.
5. Provide time for your child to use the materials to decorate the jar, giving assistance as needed.
6. Choose a consistent time each day to sit down as a family and each identify one thing to be grateful for each day. It can be helpful to use a sentence frame such as "I am thankful for _____ today."
7. Create a nonjudgmental space as you share. Whatever you think of goes. This might mean your child is thankful for chocolate chip cookies one day, and that's okay! The act of identifying things you are grateful for will provide a nurturing space for your whole family to identify both big and small things.
8. Use a notecard to write down what you are thankful for. For younger children, have them dictate to you while you write it down, and encourage them to draw a picture. For beginning writers, create a sentence starter that says, "I am thankful for _____." Then, have them fill in the blank.
9. Read through the slips in your gratitude jar when the jar is full or when you need a pick-me-up. This is a great way to help your child remember all of the positive things in their life.

Once the gratitude jar becomes a part of your day-to-day routine, think about how you might extend the experience. Perhaps you ask your child to think about a particular person or part of the natural world that they are grateful for. Encourage the whole family to get creative in ways to share their gratitude with others--can you make thank you cards for friends, family members, or teachers? Perhaps you decide to volunteer at a local animal shelter or food bank. However you choose to to share--gratitude will grow and grow!

Rocket Like Mae Jemison

Rocket like Mae Jemison by crafting a paper rocket! Learn about Mae Jemison with a book or worksheet, and then have your child create a paper rocket with their picture inside. Help them imagine reaching for the stars, just like Mae, in their very own rocket. Perfect for young learners in preschool through second grade, this activity highlights both math and non-fiction comprehension skills.

Mae Jemison was the first African American woman to enter space. She is a doctor, researcher, and dancer. After becoming a doctor, she joined the Peace Corps and served in Africa. Later, she joined NASA and became a crew member of the space shuttle *Endeavour*. After her travels in space, she left NASA to start companies and continue researching how to get to a new star.

What You Need:

- Picture of your child with their face cut out
- Assortment of construction paper
- Scissors
- Glue
- Scrap paper for notes about what your child says
- Tape (optional)
- [Pictures](#) of Mae Jemison in space
- [Video](#) of an astronaut floating in space
- Book about Mae Jemison, like [Ready-to-Read - You Should Meet: You Should Meet Mae Jemison](#) or [Astronaut Mae Jemison](#) (optional)
- [Who Is Mae Jemison?](#) worksheet (optional)

What You Do:

1. Ask your child to share things they know about space. Feel free to jot down some notes based on what they say.
2. Read a book to your child about Mae Jemison, or use the worksheet Who Is Mae Jemison? for ideas. Discuss the questions in the worksheet with your child.
3. Ask your child what they think it would be like to travel to space. Show them [pictures](#) of Mae in space and pictures of space itself. They can also see a [video](#) of an astronaut floating in space.
4. Ask your child to point out things they notice about space so far. Feel free to jot down some notes based on what they say.
5. Explain to your child that Mae Jemison is trying to figure out how to go to a new solar system. Tell them that solar systems are filled with planets that orbit, or travel around, a star.
6. Tell your child to imagine Mae Jemison was successful finding out how to get to another star and they are an astronaut on the rocket traveling to that star. Have your child create a paper rocket ship. They can cut:
 - a long rectangle for the body of the ship
 - a triangle for the top of the ship
 - little circles or squares for the windows
 - two rhombuses for the fins at the bottom of the rocket
 - wavy flames for the exhaust
7. Have your child glue all the pieces of the rocket as seen in the picture.
8. Ask your child to cut out their face from the picture to add to one of the windows of the rocket. If they want to bring family along with them, have them add more people to each window.
9. Finish the activity by asking what your child wonders about space. Write some notes about their thoughts to guide future activities and read-aloud books.



This activity is perfect for Black History Month or International Women's Day. An extension for this activity is to create a rocket that can soar in the air and then discuss the distance the rocket travels. The ideas for scientific extension are endless!

Who Is Mae Jemison?

Mae Jemison is a scientist. She is a researcher. She worked hard to become the first African American woman to enter space.

She was born in Decatur, Alabama, on October 17, 1956, but she grew up in Chicago, Illinois, after turning 3 years old. She has two older siblings, a sister and a brother. When she was little, she liked to dance. She liked science and astronomy. She wanted to go to space.

Mae went to college in California and New York. She kept dancing while at school. Finally, Mae became a doctor. She worked in Africa as a doctor for two years.

On her second try, Mae became an astronaut for NASA. She finally went to space! She was on the same mission as the first Japanese astronaut.

After leaving NASA, she started a camp called The Earth We Share. The camp helps kids learn more about science. Kids go to the camp from around the world. At the camp, young scientists get to share their ideas about future missions.

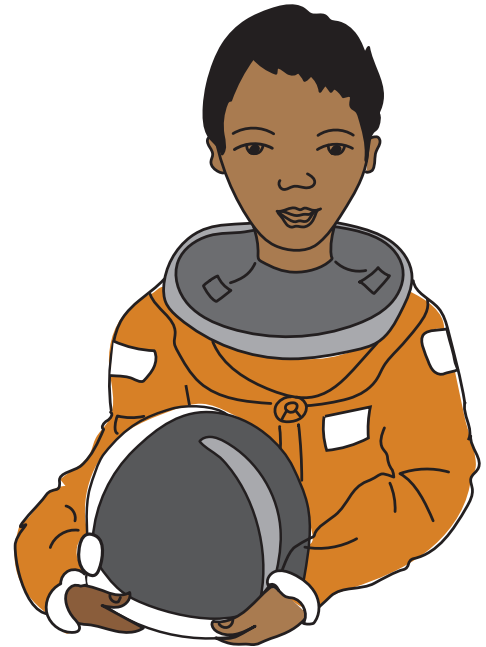
Now Dr. Mae Jemison lives in Texas. She still does research. She is trying to find ways to get to another star. All her work inspires others to reach for the stars, too.

What else do you want to know about Mae Jemison?

Directions: Answer the questions about the text.

1. What are some things Mae Jemison liked to do as a child?

2. Why is Mae Jemison famous?

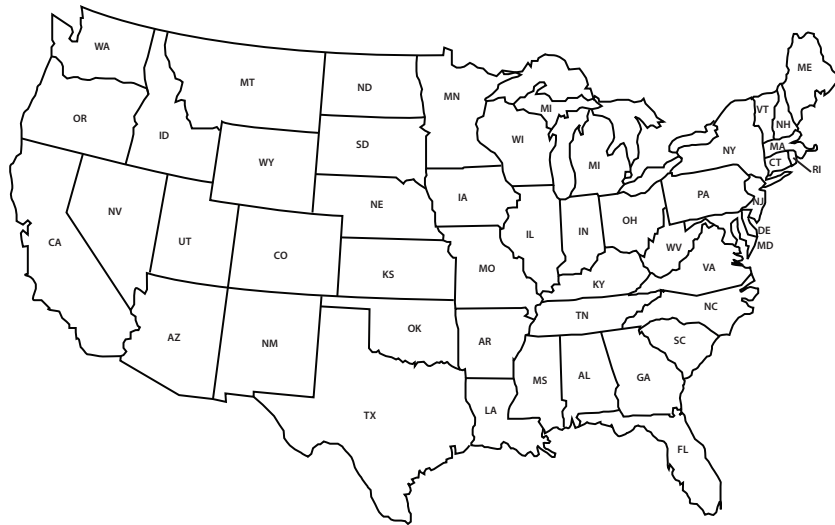


Who Is Mae Jemison?

3. What is a challenge Mae Jemison had in her life?

4. Where did Mae Jemison go to school?

5. Where did Mae Jemison live in the United States? Put a star on the states in the map.



6. What else would you like to know about Mae Jemison? Share your ideas with a friend.

Reflections on Leadership

Taking time to reflect on our own personal gifts, talents, and leadership skills can help to foster these qualities. In Reflections on Leadership, second and third graders will reflect on their own leadership skills and then create a "This is Me!" collage that includes all of their gifts, talents, interests, and leadership skills. This social emotional learning activity is designed to help children boost creativity, practice self-awareness, and foster innate leadership skills.

What you need:

- Large chart paper to trace your child's body
- Markers and/or crayons
- Scissors
- Glue
- Magazines or printed pictures

What you do:

1. Ask your child, "When you think of a positive leader, who do you think of?"
2. Ask, "What makes them a positive leader?"
3. Ask, "In what ways do you see yourself as a leader?"
4. Ask, "What gifts and talents do you have?"
5. Explain that today they will be creating a "This is Me!" collage that reflects all of the things that make them who they are—their gifts, talents, interests, and leadership skills. Emphasize that strong leaders take time to reflect on their gifts, talents, and leadership skills!
6. On a large piece of chart paper, help your child either trace their body or draw an outline of a body on paper.
7. Have your child write their name at the top of the paper, along with the heading "This is Me!"
8. Have your child look through magazines or printed images and cut out pictures or words that reflect their interests and talents.
9. Support your child in gluing these images on the paper inside of the body lines.
10. Your child can also use markers and draw pictures of their interests.
11. At the bottom of the paper, have your child write (or dictate to you if need be) 3–4 sentences on what makes them a leader and how they would like to serve and help others.
12. Have your child share their "This is Me!" poster and what they learned about themselves with the rest of your family and hang it in a prominent place!



Name _____

Date _____

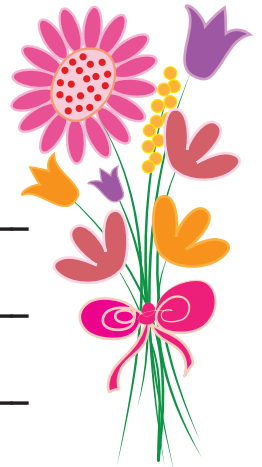
Letter to a Service Worker

Directions: Choose one service worker in your school or local community to send a thank you letter to (fireman/woman, lunch staff, nurse, etc.). Write a letter thanking them for their service. Then draw a picture for them on the back.

Who would you like to write a letter to? _____

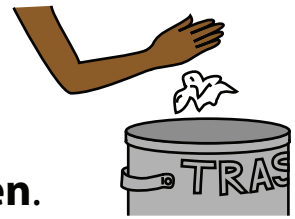


Dear _____,



Sincerely,

Being a Good Citizen



There are many ways to be a good citizen.

Hello,
neighbor!



When you have a picnic at the park, you clean up after yourself.

If you see a crime being committed, you call the police.

You respect your neighbors by being polite and kind to them.

You vote in elections.

Do you do any of the things above? Which ones?

What do you think it means to be a good citizen?

What else can you do to be a good citizen?

On the back of this sheet, draw a picture of yourself being a good citizen!

Science

Tin Foil Art

Marbled Paper

Make a Weather Wall

Craft a Butterfly and Chrysalis

Make Peace Rocks

Peace Rocks



Tin Foil Art

Tin foil isn't just for wrapping up leftovers: With a few creases and crimps, your child can turn regular old aluminum foil into tin foil art! Create animals, people, objects, and shapes as toys or as artistic sculptures with magical, malleable tin foil.

What You Need:

- Tin foil
- Scissors
- Optional: Invisible tape

What You Do:

1. Start your tin foil art by showing your child how sheets of aluminum foil can be folded several times to make long thin strips, or can be rolled into balls. Let him try it for himself also. He can also play around with sheets of foil to find a texture he likes working with, either smooth, slightly crinkled, or extremely crinkled.
2. After he has some long thin strips of foil, they can be arranged into shapes like squares, rectangles, or circles.
3. Have him think of some animals, people, objects, or shapes that he would like to create, like sculptures, using the aluminum foil. For example he could make a horse, a flower, a diamond, a person, or anything else he can imagine.
4. He can tear the foil or use scissors as needed when different sizes of sheets or strips are needed in his sculptures.
5. Show him how to pinch, crimp, and fold over ends to attach pieces of foil to each other. If these methods don't work on his pieces, he can also use invisible tape to help hold the various pieces together.
6. When he has some finished sculptures, he can play with them, or he may wish to photograph his shiny, silvery sculptures and display them as art.
7. In many cities, aluminum foil can be recycled, so save landfill space and have him recycle the sculptures if he doesn't wish to keep them.
8. Congratulations, you may have helped inspire and encourage a future Rodin or Michelangelo!



Marbled Paper

Kids can't resist a mess—and parents can't resist an opportunity to sneak in a little learning over the summer. This fun marbled paper craft uses things you're likely to have around your house, and it teaches kids some simple chemistry too!

What You Need:

- Cardstock or thick paper
- Large pans or cookie sheets
- Toothpick or craft sticks
- Shaving cream (not gel!)
- Spatula
- Food coloring*

**Remember that food coloring can stain!*

What You Do:

1. Spread a thin layer of shaving cream in the bottom of your pan, evening it out with the spatula.
2. Add drops of food coloring on top of the shaving cream. Try to space them evenly and leave some white space in between—too much white space, and your paper will have no design, but too much food coloring, and your colors may smear.
3. Drag your toothpick or craft stick in loops and swirls through the shaving cream to make patterns. Be careful not to over-blend or your colors could get murky.
4. Take your piece of cardstock or paper and press it into the shaving cream lightly so that the entire surface is covered. Make sure to not press too hard, or your paper will take a big blob of shaving cream with it.
5. Remove your shaving cream-covered paper and lay it on a flat surface, such as a craft table or cookie sheet. Using the spatula, scrape off the layer of shaving cream. Scraping away the shaving cream will leave a beautiful marbled design on your paper.
6. Allow your paper to dry flat. Once dry, your marbled paper can be used as stationery or cut into paper ornaments.



So how does it work? Shaving cream contains soap, which is both hydrophilic and hydrophobic—it attracts and repels water. And food coloring is water, plus a little dye. That means that the dye will remain mostly suspended in the shaving cream. Adding paper is when the real action happens. Paper contains cellulose, a material that is hydrophilic (attracts water), so the dye will transfer from the shaving cream to the paper easily.

Make a Weather Wall

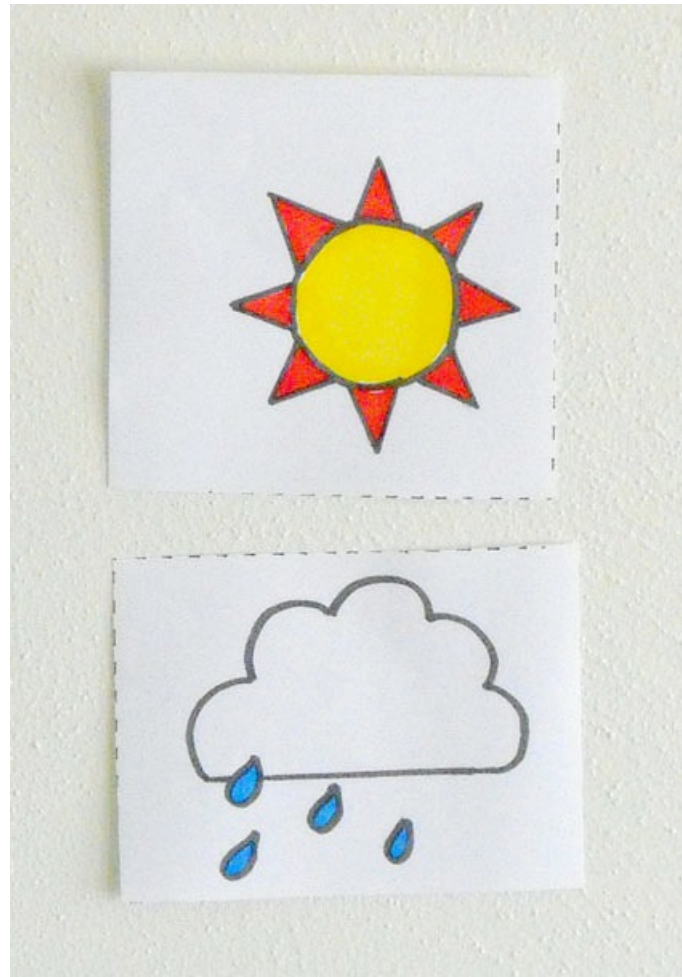
Weather is a fascinating subject, especially for kids. If your child ever played weatherman or tried to predict the weather, this is the perfect activity for her. She'll use her observation skills as she checks out the weather each morning, then try her hand at weather casting by predicting what the weather will be at lunchtime.

What You Need:

- Weather symbol cutouts for sunny, partly cloudy, cloudy, showers, and thunderstorms (make your own)
- Lightweight cardboard such as a file folder
- Glue
- Scissors
- Paint, markers or crayons
- Pencil
- Ruler
- Double-sided tape or magnets (try recycling old advertising magnets)

What You Do:

1. Have your child glue the template to the cardboard. While the glue dries, point out the symbols for sunny, partly cloudy, cloudy, showers and thunderstorms. What type of weather are you having today?
2. Now invite her to color the symbols using crayons, markers, or paint. Let dry, if using paint.
3. Cut the symbols out along the dotted lines.
4. Help her put double sided tape or magnets on the back of each symbol so they can be hung on the wall, door, or refrigerator.
5. Each morning, encourage her to take a look outside to check the weather. Is it raining, sunny, or cloudy? Chose the symbol that matches the weather and put it up in your chosen spot.
6. Now challenge her to predict the weather. What will it be like by lunchtime? Will it change, or stay the same? If she thinks it will change, place the symbol representing her prediction under the symbol showing the current weather.
7. After lunch, check the weather again. How close was the prediction?



Do this activity over a week or more and keep track of how accurate your child is in making predictions. Does her accuracy improve over time? Who is more accurate, your household meteorologist or the local newscaster?

Craft a Butterfly and Chrysalis

Butterflies offer us a special glimpse into nature's constant rebirth. In many cultures the butterfly is symbolic for rebirth and creativity. Young minds find the process a mystery, but how the butterfly changes from a caterpillar to a chrysalis to a beautiful winged creature isn't magic, it's science! This arts and crafts activity is all about caterpillars emerging from their cocoons as butterflies.

What You Need:

- Empty toilet paper roll
- Yarn
- Glue
- Tissue paper – colorful tissue paper works best
- Wooden clothes pin

What You Do:

1. Take a piece of tissue paper and fold it up accordion style. Slide the folded paper to the end of the legs of the clothes pin. Glue it into your clothes pin to make a butterfly.
2. Spread glue along the toilet paper roll.
3. Wrap yarn around the roll in tight circles until it is completely covered. Leave one end open. Now you have a chrysalis for your butterfly to emerge from.
4. Once your chrysalis and butterfly are dried, have your child tie a length of yarn around the body of the butterfly. Tuck it into the cocoon, and gently pull the string to recreate the special moment when the butterfly emerges.

Did You Know?

- Butterflies vary in how long they remain in their chrysalis stage.
- When butterflies first emerge from their cocoon they must wait until their wings dry before they can fly. It can take 1 – 3 hours, in which time they are extremely vulnerable to predators.
- Butterflies eat nectar from flowers and carry pollen with them from plant to plant making them important pollinators.



Make Peace Rocks

With school, home, and activities in between, life can sometimes feel chaotic to kids. Help your child learn how to stop and relax with handmade peace rocks. This activity encourages them to tap into their artistic side while learning strategies to find peace every day.

What You Need:

- Pebbles or rocks large enough to write on
- Permanent markers
- Chime or triangle
- [Peace Rocks worksheet](#)
- 4 pebbles for each child (you can collect the pebbles yourself or have the children collect them)
- Colored pencils
- Crayons



What You Do:

1. What does peace mean to you? Have students reflect on what peace means to them. Ask them when they are not peaceful and if they have any strategies to “keep the peace” and maintain a sense of peacefulness.
2. Tell them that today they will learn a strategy to help create peace inside themselves.
3. Have students think of images that help them feel peaceful, or a time when they have felt peaceful, and draw the image or experience.
4. Once students have thought deeply about when they’ve felt peaceful, have them pick up one of the rocks and breathe deeply as they connect with their peaceful image or moment. Tell them this will help infuse the rock with peace.
5. After the rock is “infused with peace,” have students decorate the rock with whatever design they feel conjures up a feeling of peace.
6. If time permits, have students choose other helpful words and create calm rocks, confidence rocks, or focus rocks.
7. Now whenever students feel stressed, upset, or overwhelmed, they can use their peace rocks and breathe deeply.

About the author: Meena Srinivasan, MA, National Board Certified Teacher, is a leader in the fields of Mindful Awareness Practices (MAP) and Social and Emotional Learning (SEL). She is the author of *Teach, Breathe, Learn: Mindfulness In and Out of the Classroom* (Parallax Press, 2014) and *SEL Everyday: Integrating Social and Emotional Learning With Instruction in Secondary Classrooms* (Norton, 2019).

Name _____

Date _____

Peace Rocks

Make peace rocks by decorating a rock with images and words that remind you of peace.

Write and draw your answers to the following questions:



I feel peaceful when...

I feel confident when...

I feel happy when...