



Learning Opportunities for Grade 2 FI and 2/3 FI

Week of May 11th

School Vision: *Motivating, Compassionate, Successful*

School Mission: *Making a difference....Committed to learning....Supporting each other*

Do the best you can! Focus on life skills, physical activity, mental well-being, creative expression, social responsibility and social connections. Stay healthy and safe!

Try to work on the learning opportunities for 1 hour each day.

EVERY DAY:

30 minutes of reading for grade 3 students (this should be in addition to their hour of work)

10-15 minutes of reading for students in grade 2 (this can be included in their hour of work)

→ Raz-Kids, Epic! (Nicholson/Harrison students: class code is GUE-9334), Tumblebooks

<http://wellandlibrary.ca/eresources/digital-media/tumblebooks/>, Overdrive - you need a library card and you can sign up online (<https://www.overdrive.com>)

30 minutes of physical activity/free play

MATH

- 1) **Grade 2** - Review Patterns: earlier this year, we worked on patterns with 3-5 elements in the core. Our core also needs to repeat at least 3 times in our pattern. This week, we will review creating, extending, and correcting patterns at home.



ABBCABBCABBCABBC

Activities to try:

→ Create a pattern at home using: toys, blocks, dolls, money, a drawing of different shapes, etc. Make sure your core has 3, 4, or 5 elements (things) in it and that your core repeats at least 3 times

→ Ask a family member to create a pattern and see if you can identify the core of their pattern

→ Create a pattern and see if somebody in your house can extend (continue) your pattern. Switch roles, and try to extend a pattern that somebody in your house made for you.

→ Create a pattern with a good core, and then make a mistake somewhere else in the pattern. See if somebody in your home can fix your mistake. Switch roles and try to correct the mistake in a pattern made for you.

→ Online games: <https://www.abcya.com/games/patterns>, https://www.abcya.com/games/fuzz_bugs_patterns

→ Websites to create worksheets:

https://www.math-aids.com/Patterns/Complete_Shapes_Patterns.html

<https://www.mathworksheets4kids.com/patterns.php>

<http://www.2ndgradeworksheets.net/patterns/patterns2.jpg>

<http://www.2ndgradeworksheets.net/patterns/patterns3.jpg>

- 1) **Grade 3** – Review patterns. Earlier this year, we worked on number patterns. Students were able to use a hundreds/thousands chart to help them. Students have to figure out where the pattern starts, and then what is added to the number each time.

→ Write the next 5 numbers in the sequence below, and then write the pattern rule. These are just examples. You can create your own number patterns (using a grid to help) and then write the rule for your pattern. This link gives you access to number grids from 1-1000 if you need them.

<https://www.hwdsb.on.ca/rosedale/files/2014/12/100-Charts-From-100-1000.pdf>

Ex: 4, 8, 12...

4, 8, 12, 16, 20, 24, 28, 32.

Pattern rule: Start with 4 and add 4 each time. (A partir de 4, additionne 4 chaque fois).

3, 6, 9 ... 18, 28, 38... 909, 919, 929... 126, 131, 136, 141...

Activities to try:

→ Create a number pattern for somebody in your house and see if they can tell you the rule (in French or English). Take turns creating patterns and saying/writing what the rule is.

→ Create a number pattern and ask somebody if they can continue it. Take turns doing this.

→ Create a number pattern and then go back and change one of the numbers to a wrong number. See if somebody in your house can find the number that is wrong and tell you what it should be. Take turns doing this.

→ Online games:

https://www.abcya.com/games/number_patterns , https://www.abcya.com/games/adventure_man_counting

→ Websites to create work sheets:

https://www.math-aids.com/Patterns/Complete_Series.html

<https://www.dadsworksheets.com/worksheets/number-patterns-addition-number-patterns.html>

https://www.math-drills.com/patterning/number_patterns_first3_increasing_001.php (more challenging)

- 2) **SUBTRACTION! This week, ALL students will be working on 2 digit subtraction. In this document, there will be a page of strategies to help. Also, videos will be available on Mme Harrison's blog to show the strategies in action.**

Feel free to create your own questions (coming up with 2 digit numbers by yourself, using dice to create 2 digit numbers, using playing cards to create). If you don't want to create your own questions, give these a try! Don't forget to show your strategy! :)

$$62 - 35 = \quad 93 - 42 = \quad 51 - 11 = \quad 48 - 25 = \quad 74 - 18 = \quad 74 - 38 =$$

$$85 - 28 = \quad 39 - 34 = \quad 82 - 13 = \quad 70 - 15 = \quad 60 - 26 = \quad 73 - 43 =$$

FILA – ORAL/WORD WORK

Review the sound: G – it can make a hard g as in grand, but it can also make a J sound when followed by an e and i. Ex: **mange**. Try to name as many words as possible that contain that sound. Remember, we are working on the sound - not necessarily the letter.

Using the message (that follows this template – [Un Pique-Nique](#)), look for words that contain one or more of the sounds each day. Look around your house for objects that would have that sound in French.

(The messages will be on the blog with one of us reading them. You can read along with us)

French TV/Movie: This week, we would love for students to try to watch something in French. If you can, find a French TV show or movie at home or on Netflix. You can try adding in English subtitles to help if you want. If you

have access to the internet, you can try these websites that have French TV shows ☺. Youtube also has episodes of Peppa Pig or Toupi and Binou in French.

(These websites also have some games that might interest students)

<https://ici.radio-canada.ca/jeunesse/scolaire/emissions>

<https://www.tfo.org/fr/mini-tfo>

Sight Words/Liste de mots fréquents: (please refer to the Learning Opportunities document from April 13th or April 20th)

Choose a few words each day and try to find another word in the list that rhymes. Then think of another word (that isn't on the list) that would also rhyme. Ex: oiseau – beau; oiseau – bateau.

FILA – WRITING (Choose 1 of the options – or do both if you want to)

Option 1: Write an acrostic poem using the letters in your name (or the name of a friend, pet, or family member). Each letter can be used to start a word or a short sentence.

Here is my example using the name “Banner” and the name “Kristen.” Some sentences might seem silly, or maybe some letters are too hard – that’s okay! ☺

B- Bruyant

A- Animal qui est fou

N- N'aime pas les autres animaux

N- N'est pas calme

E- Est mon Banner préféré

R- Ridiculeux

K- ?

R- Rose est ma troisième couleur préférée

I- Intelligente

S- Super sérieuse (des fois)

T- Timide pendant les réunions avec les adultes

E- Ennuyé quand Banner est bruyant

N- N'est pas contente qu'elle ne peut pas voir les élèves

Option 2: Write silly sentences. Roll 2 dice and add up the numbers. Try to write 1 or more silly sentences with the amount of words that you rolled on the dice. Roll the dice again to create different sentences of different lengths. Use your word wall to help with spelling.

Ex: I rolled a 2 and 5 → 7 word sentence
J'aime jouer dans la boue avec Banner.
Mme Harrison est la plus grande enseignante.
La fille ne mange pas la pizza.

Ex : I rolled a 1 and 3 → 4 word sentence
Elle est un monstre.
Il voit un singe.
Tu es un bouffon.

Take a piece of paper and draw doodles all over it. Fill each space with a different sight word to practice your spelling.



ENGLISH *grade 3s*

Word Work: Use your “No Excuse” spelling list, and practice a group of words from the list. Each day you practice, choose new words to spell.

Writing: Choose an image below and write a short story that would go along with the picture. Or, find a picture on your own that you could write about (I just googled “writing prompt pictures”).



SCIENCE *grade 3s/2s are welcome to try*

SPRING
Scavenger Hunt

<input type="checkbox"/> Spider Web	<input type="checkbox"/> Garage Sale	<input type="checkbox"/> Flower 
<input type="checkbox"/> Kite 	<input type="checkbox"/> Grass	<input type="checkbox"/> Garden Hose
<input type="checkbox"/> Baby Animal 	<input type="checkbox"/> Rainbow	<input type="checkbox"/> Dandelion
<input type="checkbox"/> Berries	<input type="checkbox"/> Bird 	<input type="checkbox"/> Puddle
<input type="checkbox"/> Sprout	<input type="checkbox"/> Lawnmower	<input type="checkbox"/> Umbrella 
<input type="checkbox"/> Clouds	<input type="checkbox"/> Grasshopper	<input type="checkbox"/> Animal Tracks
<input type="checkbox"/> Bee 	<input type="checkbox"/> Sprinkler	<input type="checkbox"/> Rabbit
<input type="checkbox"/> Jump Rope	<input type="checkbox"/> Nest	<input type="checkbox"/> Dragonfly 
<input type="checkbox"/> Worm	<input type="checkbox"/> Sidewalk Chalk	<input type="checkbox"/> Moss
<input type="checkbox"/> Feather	<input type="checkbox"/> Dew	<input type="checkbox"/> Blossom
<input type="checkbox"/> Jogger	<input type="checkbox"/> Bicycle 	<input type="checkbox"/> Squirrel

If you enjoy looking at websites online, here are some links to zoos that you can explore. They have live webcams of the animals there. Do you see different animals on these websites that we do not have here in New Brunswick?

<https://nationalzoo.si.edu/webcams>

<https://zoo.sandiegozoo.org/live-cams>

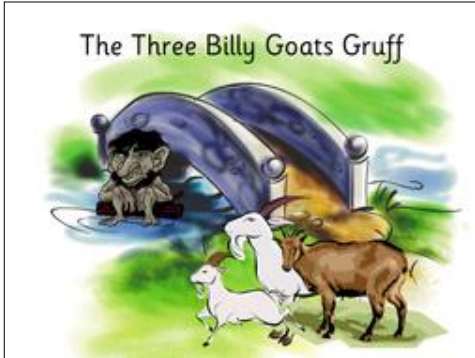
<https://www.houstonzoo.org/explore/webcams/>

Other – Technology

Story Time STEAM Activity

Hello future Builders, Scientists and Engineers! This week we will re-visit a fairy tale and then help solve a problem for The Three Billy Goats (written by Paul Galdon, shortened text for the purpose of this activity).

One day, three goats went to cross the river. They did not know that a troll lived under the bridge. The smallest goat went first. Trip-trip, trip-trip, trip-trip. "Get off my bridge," yelled the troll. "Or I will come up to eat you!" The goat ran back to his brothers. The medium goat went next. Trip-trap, trip-trap, trip-trap. "Get off my bridge," yelled the troll. "Or I will come up to eat you!" The goat ran back to his brothers. The largest goat went last. Trip-trop, trip-trop, trip-trop. "Get off my bridge," yelled the troll. "Or I will come up to eat you!" The goat kept going.



So the troll hopped onto the bridge. The goat began to run. He ran right into the troll! Splash! The troll fell into the water. The river carried the troll away. "Hooray!" cheered the three goats. "The troll is gone. Now we can cross the bridge!" And that is what the happy goats did. All three goats crossed the bridge together. Trip-trip, trip-trap, trip-trop! *The End*

Looking at the picture of the bridge, think about some ways that the bridge might be built to keep the troll off of it and protect the goats. **Your challenge is to build a covered bridge that will keep the goats safe from the troll.** The bridge should be able to support 3 goats at the

same time.

Instructions:

1. Gather whatever building materials that are available to you. Examples: Lego, recyclables (toilet paper roll, paper towel roll, cut-up cardboard boxes), paper, tape, scissors, craft sticks, playdoh, and wooden blocks or draw a design of a covered bridge.
2. Build a covered bridge.
3. Can your bridge support the weight of the 3 goats? (You can use paper cut-outs, small animal figurines, Lego, My Little Ponies, etc.)
4. Clean up your workspace and return all materials to where they belong.

Here is the bridge I built with my girls and the materials used: 1 empty paper towel roll, 4 blocks, playdoh (for supports and troll), 3 my little ponies (goats) and 2 pieces of cardboard from a cereal box (ramps).

Additional:

- Create a scene around your bridge by adding a river, a troll, grass, animals, etc.
- Visit *My New Brunswick* to see photos of the Hartland Covered Bridge construction and to learn more:

<https://mynewbrunswick.ca/worlds-longest-covered-bridge/>



If parents would like to email a picture, I will add it to the collage I will put on the MCS Facebook page on Friday. Have a great week building! Questions or comments, feel free to contact me via email Erin.LeCain@nbed.nb.ca. Thanks, Erin LeCain

Other – Phys. Ed.

It was another busy week at the King house with schoolwork and plenty of physical activity. We had the opportunity to go brook fishing, which we didn't get to do last year. Our outings connected very well to everyone's learning. From physical activity (walking, balancing) to science and social studies, we covered a lot of subjects. I hope everyone is taking advantage of going outside and participating in a variety of activities. Please

send me pictures or videos of your physical activities that you are participating in. I truly miss seeing MCS students active and learning. I would especially enjoy seeing your obstacle courses as I am always looking for new ideas.

Mr. Nathan King, Nathan.King@nbed.nb.ca

Each day attempt to complete one or two of the boxes with a goal of completing all the boxes by the end of the week. Take advantage of this time to participate and model physical activity with your family.

<p style="text-align: center;">Skill</p> <p>Using a rolled-up pair of socks, a tinfoil ball or a balloon, you and a family member will practice striking an object using your open hand. (like Badminton) Have a rally, play a game of keep it up. Remember you can't carry the object!</p>	<p style="text-align: center;">Mindfulness</p> <p>Stretching enhances your flexibility, strength and coordination. By yourself or with a family member create 6 stretches that you can use to increase your flexibility.</p>	<p style="text-align: center;">Fitness</p> <p>Go for a family walk, have each family member call out a different way to move that the whole family should try do for 10 seconds. Walk, jog, run, skip, hop, gallop, shuffle, march.</p>
<p style="text-align: center;">Nutrition</p> <p>Keep track of how many fruits and vegetables you eat each day this week?</p>	<p style="text-align: center;">Skill</p> <p>Using any objects you can find <u>create an obstacle course</u> that allows you to practice balance, speed, levels, direction, pathways, body control.</p>	<p style="text-align: center;">Mindfulness</p> <p>Create a positive message and post it for all to see.</p>
<p style="text-align: center;">Fitness</p> <p>Select 6 fitness exercises and number them. Roll a die, add it together with your age, then perform the exercise that matches the number rolled.</p>	<p style="text-align: center;">Nutrition</p> <p>Create a healthy snack at home with your family, can you make an animal creation with your snack?</p>	<p style="text-align: center;">Skill</p> <p>Use an empty plastic bottle, milk carton or toilet paper roll. Find a ball or pair of socks and have a rolling challenge around the house.</p>

Message for the sound work (you can listen to it being read on the blog)

Un pique-nique

Ginette Girafe et Gabrielle Grenouille nous présentent la lettre G.
Écoute bien comment ces deux amis prononcent le 'g'.

Ginette Girafe dit : « Je mange un géant morceau de
fromage et des oranges. »

Gabrielle Grenouille dit : « Je préfère déguster
des légumes, du gâteau et du ragoût. »

Avec ce goûter, les amis vont faire un long pique-nique près de la
mer en regardant les nuages et les longues vagues.

2-Digit Subtraction Strategies (videos of these are on the blog)

Think Addition

Students can 'Think Addition' to subtract numbers – this is one of the best strategies for students to learn! Students use an open number line as a model, and find the difference between the two numbers by adding. They use the 'Making 10' strategy to help them be more efficient. They begin with the number that is being subtracted, and count up to the larger number.

Problem	My Strategy	Answer
43 - 25	<p>A number line starting at 25 and ending at 43. Three jumps are shown: +5 from 25 to 30, +10 from 30 to 40, and +3 from 40 to 43.</p>	18
62 - 37	<p>A number line starting at 37 and ending at 62. Four jumps are shown: +3 from 37 to 40, +10 from 40 to 50, +10 from 50 to 60, and +2 from 60 to 62.</p>	25

Make 10 or Constant Difference

Students can use the 'Make 10 whenever you can' strategy to help with subtraction as well.

Problem	My Strategy	Answer
46 - 19	$\begin{array}{r} +1 \quad +1 \\ 47 - 19 \\ 48 - 20 \end{array}$	28

Using Base Ten Blocks

Students can use base ten blocks, or drawings of base ten blocks, to help them subtract numbers.

Problem	My Strategy	Answer
26 - 14	<p>A drawing of base ten blocks. The 'Tens' column has two vertical rods. The 'Ones' column has two rods, each with two small cubes. One ten rod is crossed out with a diagonal line, and one one rod is also crossed out, representing the subtraction of 14 from 26.</p>	12