

**ELEMENTARY – GRADE 2**  
**Week of April 13<sup>th</sup> 2020**

# Magic Sunglasses

## Information for students

- Think of something that makes you feel good. How does it make you feel? Happy, calm, excited...
- Watch [Pete the Cat and His Magic Sunglasses](#) by Kimberly & James Dean read aloud for kids
- Enjoy the read-aloud, listen to the reader's voice and how it changes with each animal that Pete meets.

## Let's think...

- What do you do when you feel blue?
- Do you have a toy or thing that makes you feel better? Would you share it with your friends if you know it will make them feel better?
- What different feelings were in this book? What other feelings can you think of?
- Why did the owl tell Pete that he does not need his sunglasses to see things in a new way and to remember to look for the good every day? Have you ever tried to see the good in every day?
- Do you need your toy or thing all the time to make you feel better? Without your toy, how can you make your day better when things are not going your way?
- Is it okay to feel sad and mad and frustrated sometimes? Why?

**Here are some fun activities you can do:**

- Make up a new character (or a few characters) for Pete to meet, you can draw them, write why they are not have a good moment. Such as Pete meets up with a rabbit and the rabbit is feeling blue because his carrot was not so tasty today...what would their voice sound like?
- You can discuss with your family what characters you created and think would be interesting for Pete to meet.
- What if Pete had your favourite thing and not his sunglasses, how would this make him feel better? You can discuss this with your parent, friend, brother or sister.
- Draw what happened at the beginning of the story and write a small sentence to explain your drawing. Draw what happened at the end of the story and write a small sentence to explain the ending.
- Create a new ending for Pete. Maybe it is not the Owl he meets...
- Write a journal or make a video journal, by filming yourself, in response to Pete the Cat Magic Glasses
  - I feel sad when...
  - Things that make me feel better include...
  - If I had Pete' magic sunglasses, I would...
  - I make myself feel better when I imagine...
- Draw your favourite style of sunglasses and explain why they are so cool. Or use this [picture](#) to help you create a pair of sunglasses.

**Materials required**

- Device with Internet access. <https://www.youtube.com/watch?v=tJCG1Ls7a9c>
- paper, writing and drawing materials

### Information for parents

- Help your child find the link to the [video](#) of the book being read aloud.
- Read “Let’s Think” to your child, if necessary.
- Discuss some of the suggested activities your child can do.

#### NOTE:

All activities suggested are geared to have your child relate to Pete and his friends. A discussion about this book can be just as fun!

# Le sac à surprises

## Information for students

- Demande à quelqu'un de mettre des objets dans un sac opaque sans te les montrer.
- Plonge ta main dans le sac pour tenter de deviner les objets.
- Tu dois décrire l'objet avant de le sortir du sac.
  - Utilise des mots pour décrire la forme ou la texture comme :
    - C'est mou
    - C'est lisse
    - C'est rond

## Materials required

- Un sac opaque
- Des petits objets comme des jouets ou du matériel de bureau (gomme à effacer, stylo)

## Information for parents

- Help your child find the appropriate vocabulary to describe the object.
- Before playing, discuss with your child what might be in the bag, and talk about the shape and texture of the objects in order to build your child's vocabulary.

# Win 100<sup>1</sup>

## Information for students

- The goal of the **Win 100** activity is to get 100 (or more) on your “Place-Value Chart” before the other players!
- Using dice and your “Place-Value Chart”, challenge a sibling or parent to compete in the race to 100! You can also complete the activity individually and see how long it takes you to get to 100.

## Materials required

- Pencil
- Two dice
- “Place-Value Chart” and “Win 100 Rules Handout” found in this document.
- Math Learning Center (optional) <https://apps.mathlearningcenter.org/number-pieces/>

## Information for parents

- For this activity, parents can print the “Place-Value Handout” for each player and provide two different-coloured dice (*Note: If coloured dice are not available, take note which die represents the tens and which die represents the ones.*).
- Parents will read out “Rules Handout” with the players.
- Parents can also play.
- The first person to get to 100 wins the game.

## Activity details

- In this activity, children will practice:
  - Adding two-digit numbers with re-grouping.
- Parent can:
  - Have their own “Place-Value Chart” to play with their children.
  - Check the result of the required operation each time.
  - Allow their children to use addition.
  - Allow their children to use paper and pencil to do their calculations.
  - Allow their children to use the Math Learning Center (Number Pieces) website.

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<sup>1</sup> <sup>1</sup> Inspired by: Dacey, L., Gartland, K., & Bamford Lynch, J. (2015) *Well Played, K-2: Building Mathematical Thinking Through Number Games and Puzzles, Grades K-2*. Portsmouth, NH: Stenhouse

## Win 100 Rules

### Place-Value Chart

1. Each player starts with a “Place-Value Chart” and a pencil.

Each player will take turns rolling the dice.



2. On your first turn, roll the dice and record the number of tens and ones on the “Place-Value Chart”.

One dice represents the tens and the other represents the ones.

If your first roll is:



You have rolled 2 tens and 6 ones.

3. Player 2 takes a turn and records their roll.

4. On your second turn, roll the dice and record the number of tens and ones on the “Place-Value Chart”.

If your second roll is:



You have rolled 3 tens and 4 ones.

5. If you can make a trade for a greater place value, then you can do so! (Remember to re-group)

Check out the example on the right:

From the first two rounds, you now have a total of 5 tens and 10 ones.

You can trade in 10 ones for 1 ten, so you have a total of 6 tens or 60.

6. Repeat.

The first player to show 100 or more on their “Place-Value Chart” wins!

<b>Ones</b>	
<b>Tens</b>	
<b>Hundreds</b>	

# Obstacle course and relaxation activities

## Instructions for students

- Build an obstacle course with a family member, using materials available at home. Want some ideas of how you could build one? Watch the following video:
  - [PLAY: Indoor Obstacle Course](#)
- Complete the obstacle course using as many different ways of moving as possible. Can you do it sideways? What about while hopping? How about while walking backwards?
- Make sure that everything is done in a safe manner. What will you need to be careful of to complete the obstacle course safely? Tell someone about the safety reminders.

**Next:** After the excitement of the obstacle course, now it's time to relax!

- Can you name a few reasons why it's important to feel relaxed sometimes?
- Try a relaxation activity by following this video about breathing:
  - [Rainbow Breath- Flow/Go Noodle](#)

## Materials required

- Household items that can be used to set up an obstacle course. There is no limit to what could be used, however supervise closely to ensure safety.
- Access to view the videos.

## Information for parents

### About the activity

Children should:

- build an obstacle course with a family member
- complete the obstacle course a number of times
- carry out a short relaxation activity.

Parents could:

- help their children build the obstacle course
- carry out the activities with their children, or alternate between supervision and independent play, depending on the activity.

# Animal Silhouettes

## Information for students

- Start by choosing your favorite animal and think about the pattern and texture of its skin or fur.
- Use a small animal figurine placed in the sun and trace the shadow it casts onto a piece of black or white paper, carefully including any specific parts of its body that helps identify the animal.

Or

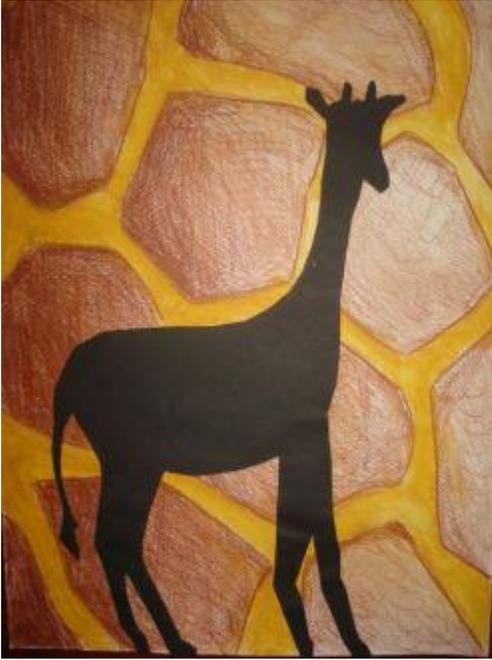
- Search online and print out an image of your animal. Trace it onto black or white paper.
- Cut the outline of your animal out of the black paper and put it to the side. If using white paper, colour in your animal's silhouette in black.
- Using your white paper, lightly draw the pattern of your animal's skin or fur all across the page.
- Using your colored pencils, crayons, or markers, fill in the colors inside your pattern. As you do this, consider what the texture might feel like and how you can show that in the lines that you draw. If your texture is fuzzy, use short soft strokes. If your texture is spiky, use long darker strokes.
- When your background is complete, use a glue stick to glue your animal silhouette onto the pattern paper. Make sure you glue all the way to the edges. Hint: When applying pressure to glue your black paper down, press smoothly and evenly from the center out, taking care to press down all the way to the toes, fingers, hooves and tails.

## Materials required

- Device with Internet access (optional)
- Small animal figurine or online print out of animal
- Pencil
- A sheet of white paper (8.5" x 11" or larger)
- Scissors
- Glue stick
- Colored pencils, crayons, or markers
- Optional: Black paper (8.5" x 11" or larger)

## Information for parents

- Help your child search online for a silhouette or image of their preferred animal and print it.
- Help your child explore the animal's skin/fur texture and pattern.
- Discuss the vocabulary terms: silhouette, pattern, texture.



## In Difficult Times, Always Look for the Helpers!

### Information for Students

Our world has changed in many ways over the past month. Most families in Québec are staying inside their homes to keep everyone healthy. During this time, children and parents have been working together to make their days at home happy ones. To pass the time, we enjoy doing activities together, like playing games or going for walks. Also, we may be working together to get a few things done that we might not have had time to do otherwise, like cleaning out old toys or clothes or even the garage! This is how we help each other in a time of need.

- Take a few minutes to think about what you have done to help your family over these past few weeks. To help you think, you can take a walk around your house to look for things that you have done or that someone did for you that you appreciated. Maybe even take some pictures!
- Write and/or draw, at least 3 things that you did for someone, or that someone did for you, that made you feel grateful.
- Now, let's plan for next week! Helping out is a great way to lift other people's spirits. Write down 1 goal for next week to continue to spread positivity in your own home! What will you do? Who will you do it for? How will you do it? Good luck with your planning!
- Extra inspiration: Gratitude journal. Try keeping a weekly journal of all the ways you and your family are helping each other.

### Materials Required

- Phone or camera to take pictures
- Pencil, eraser, copy book or loose leaf, colouring pencils
- Or, use your computer to create a Google doc in Google Drive

### Information for Parents

- Read the instructions to your child.
- Discuss the questions together.

*The above activity meets the following minimum Grade 2 requirements set by MEES for ERC (Ethics and Religious Culture):*

- *The needs of humans and other living beings*
  - *Gives examples of actions illustrating that the members of a family need each other (e.g. children need parents to give them shelter; parents need their children to co-operate to create a pleasant living environment)*
- *Demands associated with the interdependence of humans and other living beings*
  - *Gives examples of actions that may foster the well-being of living beings (e.g. consoling a friend, sharing toys, feeding a pet)*