

Grade 2 Asynchronous Instruction Day TASKS: NOVEMBER

Directions: For each asynchronous inclement weather day, students should 1) complete one task per curriculum area: 1 Math, 1 ELA, 1 Content (either Science or Social Studies), and 1 Related Arts task for that color day; 2) circle the completed tasks on this document or make a list of completed tasks on a piece of paper; 3) submit this document or the completed tasks list to their teacher at the end of the month to get marked for asynchronous day attendance. For asynchronous days occurring less than nine days before the end of the month, tasks completion lists will be collected at the end of the *next* month. Attendance for asynchronous days will be updated monthly.

NOVEMBER: Content Task Choices for Asynchronous Inclement Weather Days

Subject	Option 1	Option 2	Option 3
Language Arts	Make the following words past tense: (for example: climb + ed = climbed) jump, walk, fold, shout, color, look. Write them down and then say them out loud.	Write a story about a time you had fun outside using first, then, and next.	Read to a stuffed animal and write about your favorite part.
Mathematics	Make a 3-digit number with random digits using playing cards, dice, something similar, or make them up. Write it in standard form and expanded form. Show what it looks like with squares (hundreds), sticks (tens), and dots (ones). Then, break it apart in two different ways. Repeat 10 times.	On paper, make a number line with endpoints of 0 and 1,000. Make a 3-digit number with random digits using playing cards, dice, something similar, or make them up. Put the number on the number line. Then, rearrange the digits to make another number and put it on the same number line. Repeat 10 times.	Make a random number using playing cards, dice, or make them up. Add 1 and record the fact. Add 2 and record the fact. Write it as a doubles fact. Then write a related subtraction fact for each. For example, you have a 7. You would write $7 + 1 = 8$, $7 + 2 = 9$, $7 + 7 = 14$ and all of the related subtraction facts.
Science: Earth's Features Unit	Make a word map for EARTH. Fold a piece of paper in half, then in half again. Write the word EARTH in the center, then label each section: SEE, HEAR, SMELL, TOUCH. How many words can you use to describe the Earth and its features? Fill in each category with as many descriptive and scientific words as you can.	Think about land and water features on Earth. How many different features can you name? What do they look like? Where might you find them? Write about some land or water features you have seen.	Scientists and engineers sometimes use models to help them learn more. A globe is a model of Earth. A map is a model of a specific area on Earth. Look out a window to draw and label a map of the area near you.
Social Studies: Why is our environment so important? Unit	Environmental characteristics include the climate, land features, and water features. They change how people live, work, and play. If you lived in the polar region, you would wear heavy clothes to keep warm. Write or draw an example of one way the environment affects how people live, work, and play in your community.	People throw away garbage every day. Garbage goes to landfills which are filling up quickly! Many things do not have to become garbage. They can be reused or recycled. Plastic, glass, paper, and metal can be recycled. Draw and label at least two things you recycle.	Nature is everything in the world that is not made by people, such as animals, forests, oceans, air, plants, and soil. Sometimes people protect the environment and sometimes they harm it. Draw and label one way people may protect the environment.

NOVEMBER: Related Arts Task Choices for Asynchronous Inclement Weather Days

Subject	Option 1	Option 2	Option 3
Art	What do feelings look like? Find paper, crayons, markers, colored pencils, or a pencil. Use bright colors, crazy shapes, and lines shooting into the air to express how you feel when climbing, running, and playing outside on a sunny day!	Take a dot for a walk. With a pencil, crayon, or pen, let a dot take a long walk all across a piece of paper. Do not plan your picture. Just let your dot wander. See what happens when you add eyes, arms and legs to your picture. Add color if you want.	I discovered a planet! You are on a spaceship in a different galaxy. You look out the window and discover a new planet. You land on the planet. Draw what you discover, what makes the new planet so different from Earth? You can draw on paper, or even a paper plate! Be sure to add color.
Library Media	Read a fiction book. Who was your favorite character? Why?	Listen to someone tell you a story. Identify the beginning, middle, and end.	Generate questions about a topic you would like to learn more about. If possible, use the Super3 research process to conduct research.
Music	Use household items (with permission) to explore the difference between beat and rhythm. Try creating your own rhythm pattern.	Read a book that rhymes. Now try singing the words. What book did you choose?	Think about times at home or in your community when it would be appropriate to use your whisper, singing, soft speaking, and loud speaking voices. Explore those different voices, with permission.
Physical Education	Pick a distance and challenge a friend or family member to a skipping race. No running!	Make up a dance to your favorite song. Be sure to include a balance, jump, a slide, and a spin.	Find a ball, sock ball, or ball up a piece of paper and practice overhand throwing to a target. If you can't find a safe target, practice throwing to a friend or family member.
Technology	Write or draw three ways you can help others be a good digital citizen in your school community.	Draw and label a picture of you being a good digital citizen in your community. The activity can be completed on paper or in Wixie.	A digital citizen is someone who uses technology responsibly to learn, create, and participate. Describe how you are practicing to be a good digital citizen.