

Week 1, Friday 2nd Grade Distance Learning

● English Language Arts (50 minutes total)

- **Learning Activity:** Independent reading
- **Instructions:** Read a book of choice for 20 minutes.

- **Learning Activity:** Poetry packet cover page and poetry stanza 1, “Block City”
- **Instructions:** Refer to poetry pages from Monday
 - Illustrate the cover page.
 - Finish memorizing the first stanza.
 - Recite the first stanza of “Block City” to a family member.
 - **Parents - please print the rubric and follow directions and guidelines on the rubric to grade your scholar.**

- **Learning Activity:** Spalding review
- **Instructions:** Choose 5 Spalding words from the week and write 5 complete sentences. Please write one full sentence in your best cursive handwriting (the full sentence in cursive, not just the spelling word). The remaining 4 sentences should be in manuscript. Each sentence must begin with a capital letter, end with punctuation, and be a complete thought. Use your own paper, or the provided lined Spalding paper.

● Math (30 minutes total)

- **Learning Activity:** Math journal page
- **Instructions:** Complete the Friday section of the journal.

- **Learning Activity:** Math activity
- **Instructions:** Complete the “Friday Math Activity” page.

- **Learning Activity:** Math problem of the day
- **Instructions:** Complete the Friday math problem of the day page.

● History (20 minutes total)

- **Learning Activity:** Continent page
- **Instructions:** Follow the instructions on the page to answer the question.

● Music (20 minutes)

- **Learning Activity 1: Demonstrate the Beat through Movement**
 - **Instructions:** Play music for your student and have the student show the beat with his body (e.g. pat hands on lap, clap hands, march, hop, bounce,

tap toes, etc.). For more ideas of movement prompts, see the attached document.

- **Learning Activity 2: “Note Values”**
 - **Materials:** Note Values Worksheet
 - **Instructions:** Complete the attached note values worksheet.
- **Learning Activity 3: Rhythm Reading**
 - **Materials:** Note Values Worksheet
 - **Instructions:** Complete the attached rhythm reading worksheet.
- **Spanish (20 minutes)**
 - **Learning Activity:** Apply and practice the school vocabulary.
 - **Instructions:**
 - Activity 1: Match the picture to their vocabulary words by drawing an arrow.
 - Activity 2: Complete the activity sheet by cutting the pictures and gluing them in the place where they belong, and color.

Math Journal

Friday

Task:

Measure these items using a ruler or tape measure: Don't forget to label feet, inches, *or* both!

A table _____

A refrigerator _____

A book _____

A pen, marker, or pencil _____

*For use during at-home Spring 2020 instruction only – Archway Glendale Second Grade

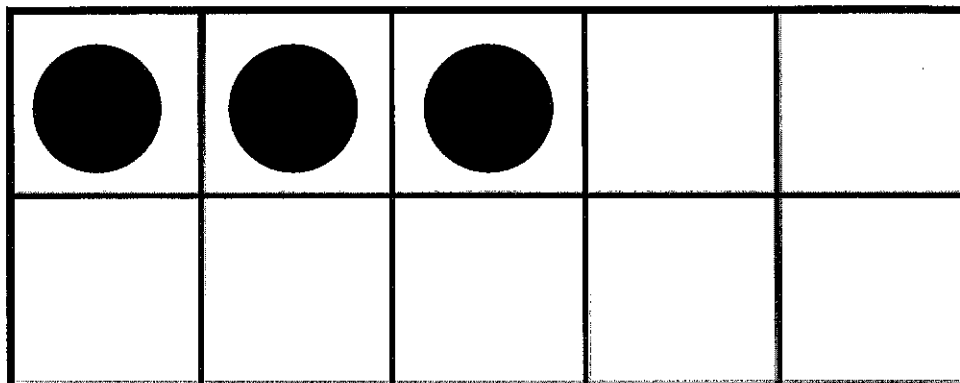
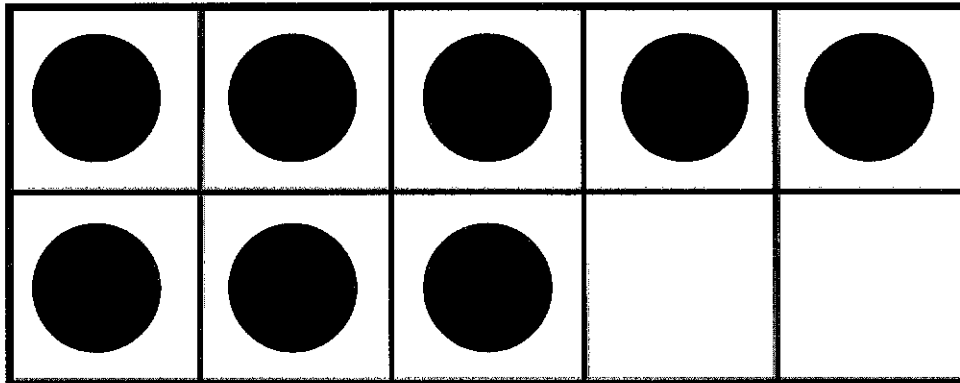
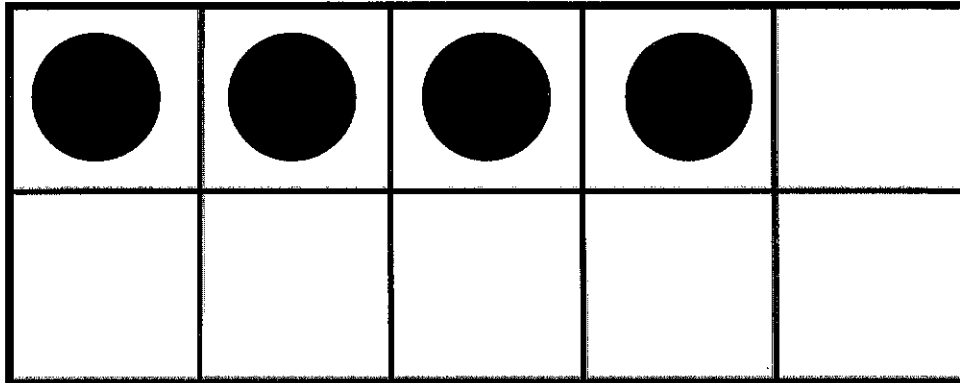
Name: _____ #: _____ Date: _____

Friday Math Activity

1- Print this page

2 - Circle which ten frame does not belong.

*Hint: there is one ten frame that does not have something in common with the other two ten frames.

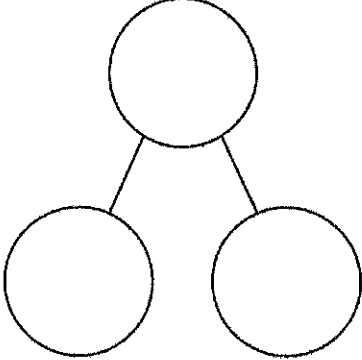


Problem of the Day

Math - Friday

Friday

Ellie had 133 doggy treats. She ate 57 of them. How many does she have left?

Equation	Number Bond
	

Ellie has _____ dog treats left.

Demonstrating the Beat

Instructions: Students, turn on some music and show the beat with your body (e.g. pat hands on lap, clap hands, march, hop, bounce, tap toes, etc.). Parents, for more ideas of movement prompts, refer to the documents below.

Suggesting Musical Selections: For the purpose of this exercise, any music with a steady beat will suffice. However, I have listed and linked some suggestions below that demonstrate beauty and virtue.

- Suite No. 3 in D, BWV 1068: Gigue (J.S. Bach)
<https://youtu.be/6MbI6ASrRAI>
- Suite No. 4 in D, BWV 1069: Gavotte (J.S. Bach)
<https://youtu.be/O129YJE8J-o>

Preschool to Early Elementary

Movement Ideas

Three- to seven-year-old children should begin experiencing the music on this CD with the activities suggested for toddlers. When they are successful maintaining beat motions when the beat is in duple meter (two beats) and triple meter (three beats), try the following:

- If the music is in duple meter, tap two times on one leg and chant "here," and then tap two times on the other leg and chant "there." Continue alternating between "here" and "there." If the music is in triple meter, chant "here" for every three taps and "there" for every three taps. When the children are able to maintain the beat and alternate between "here" and "there," stop chanting the words.
- Try tapping on the following parts of your body with both hands tapping in one location ("here") and then both hands tapping in a different location ("there"). Then try to alternate between "here" and "there" while tapping two or three times with one hand and then two or three times with the other hand.

-back of hand	-chest
-forearm	-tummy
-shoulder	-hip
-head	-bottom
-neck	-thigh
-cheek	-knee
-nose	-calf
-elbow	-foot

- Also try performing the following motions two times "here" and two times "there" when the music is in duple meter, and three times "here" and three times "there" when the music is in triple meter.

- Flap both hands to one side and then the other.
- Flap one hand and then the other.
- Shake your head "yes," looking to one side and then the other.
- Knock with both fists on an imaginary door in one place and then another.



- Twist at the waist to one side, bounce one more time, and then twist the other way and bounce one more time.
- Shrug one shoulder and then the other.
- Point to something with one hand and then the other.
- Push one hand out front and then above your head.
- Push one hand out front and then the other.
- Push one hand above your head and then the other.

• Ask individual children to demonstrate a "here" and "there," and have the other children imitate the motions.

• Distribute rhythm instruments and ask the children to discover two different ways to play them.

Have the children alternate between "here" and "there."

• *Oh Dear, What Can the Meter Be?*

Play various selections from the CD at random and have the children discover "here" and "there" by performing motions. Then ask them to decide whether the music is in duple or triple meter.



*Students should have a good grasp on the movements suggested in the Preschool to Early Elementary suggestions before moving on to the Mid to Upper Elementary suggestions.

Mid to Upper Elementary

Children of this age should be able to perform the activities suggested for the toddlers and the early elementary children before attempting the following. If the children are ready, the following activities are a great way to continue developing beat proficiency while experiencing the wonderful world of classical music.

Stationary:

- *Follow the Leader* – Lead the class in motions as described under “Preschool to Early Elementary.” Have individual children take turns being the leader.
- *Two Plus Two* – Lead the class in motions where one “here” and “there” is paired with another “here” and “there.” Perform these four motions as a set.
- *Prop Dancing* – Have the children imitate the leader’s motions while holding props such as streamers, scarfs, balloons, or paper plates.
- *Fudge* – Perform some motion(s) for the children. Ask them only to watch but not to do the motion until you say “fudge.” As you say “fudge” and the children begin doing the motion, switch to another motion. Tell the children to do the motion you were doing not the motion you are currently doing. Alternate between simple and complex motions.
- *Conducting Patterns* – Learn to conduct the music (usually with your right hand). Start with your hand up, about head level. Conduct duple meter music (simple duple and compound duple) by lowering the hand on “1” and making one bounce returning it back to the up position on “2.” Conduct triple meter music by lowering your hand on “1” and making one bounce to the right on “2” and one more bounce back to the up position on “3.”

Traveling:

- *Walk and Stop* – While a selection from the CD is playing, move around the room in a circle. It is not necessary to remain in single file; one child may pass another child while moving around in the circle. Alternate sections of walking with sections of stopping.

During the sections of walking, try one of these motions:

- Walk.
- Walk on your tiptoes.
- Walk with your toes pointed in.
- Walk with your toes pointed out.

Movement Ideas

- Walk on your heels.
- Walk with your hands touching the floor.
- Walk backwards.
- Walk side-step side-step.

When the music is in triple meter, try one of these steps:

- Wedding Step* – Step forward on "1," bring your other foot together on "2," and hold for "3." Begin again with the opposite foot.
- Waltz Step* – Walk on each beat. This will put the opposite foot forward at the beginning of each set of three.
- Minuet Step* – Step forward with your right foot on "1," rock back onto your left foot on "2," and rock forward onto your right foot on "3." Begin the next set of three beats with the left foot.

During sections of stopping, perform the motions described under "Preschool to Early Elementary":

- *Walking through Hoops* – Lay 3 or 4 different-colored hoops on the floor in various places. Assign certain movements to each color. As the music plays, walk around the room with the beat. Whenever a hoop is vacant, step inside the hoop and perform 6 of the prescribed motions while counting out loud. Then leave the hoop and begin walking around the room with the beat again until another vacant hoop is found. The fun is in the confusion that is created while various children are at different stages of counting to 6. This game can be done with duple or triple meter music.
- *Making Circles* – Have the children walk around the room keeping the beat with their step and, while walking, decide if the music is in duple or triple meter. Stop the music after the children have had a few moments to figure this out. When the music stops, have the children form circles of three people if the music was in triple meter and form circles of two if the music was in duple meter. Repeat the game with several examples of both meters.
- *Metronome Music* – Use music on the CD as background music to provide a supporting beat while students:
 - Read rhythm patterns.
 - Perform ostinatos on rhythm instruments.
 - Walk the beat and speak newly created rhythm patterns.
 - Alternate between any of the above activities every four beats.
- *Form and Analysis* – Older students can discover the form of the short pieces on the CD and create movements that reflect each form. These movements might be stationary beat movements for younger children or traveling beat movements for older children. You may want to demonstrate one or two examples for the children before they try this on their own.

You are never too young or too old to enjoy classical music and moving with the beat. Enjoy performing these movement activities with the CD or simply listen and enjoy being moved by the music.

Note Values Worksheet

Instructions: Complete the worksheet.

Notes: The worksheet calls for the use of different colored crayons or other writing utensils. If these are not available, substitute drawing shapes for the colors, as listed below.


RED = triangle


BLUE = square

GREEN = circle

ORANGE = "x"

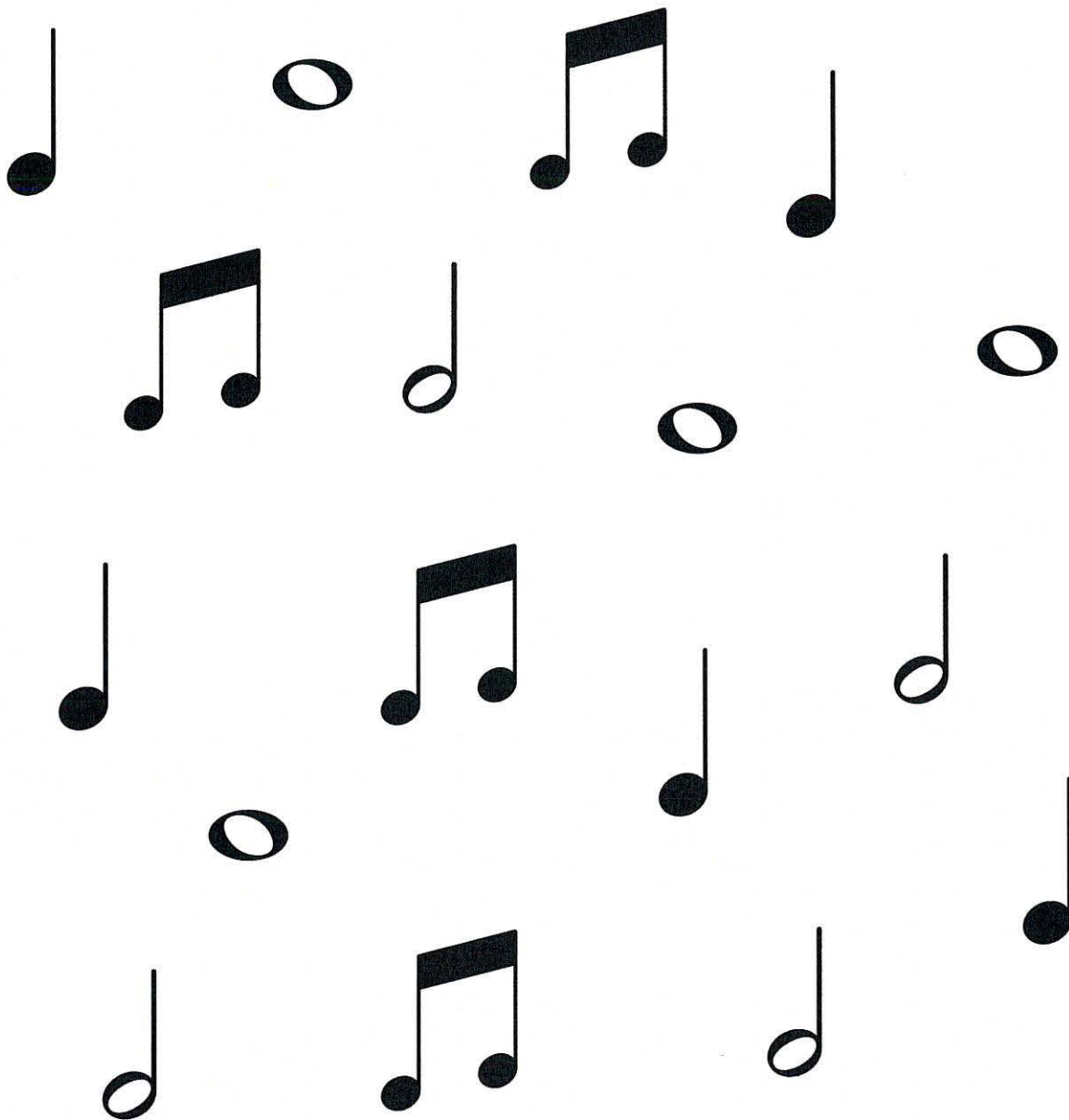
Note Values Worksheet

Circle the eighth notes in a **RED**. 

Circle the quarter notes in **BLUE**. 

Circle the half notes in **GREEN**. 

Circle the whole notes in **ORANGE**. 





Rhythm Reading Worksheet


Instructions: Complete the worksheet. Once the worksheet is completed, create your own rhythms to read aloud.

Friendly Reminders:

 = ti-ti

 = ta

 = to-o

 = to-o-o-o

Rhythm Reading

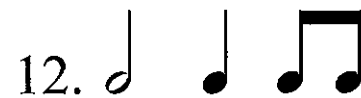
Directions:

1) Draw a circle around all rhythms that contain only one type of note.

(example: )

2) Read all the rhythms aloud.

(Begin slowly and speed up as you become more comfortable.)



Rhythm Reading

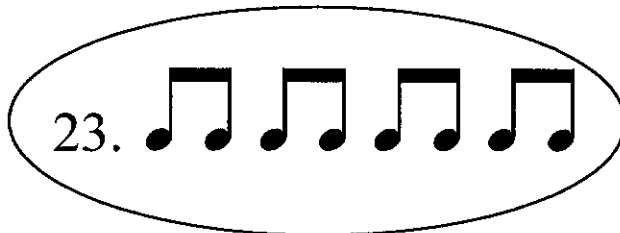
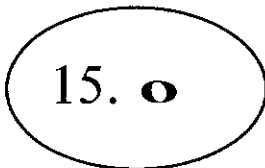
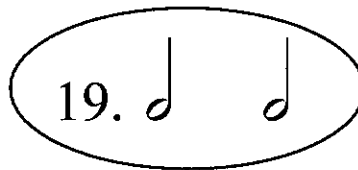
Directions:

3) Draw a circle around all rhythms that contain only one type of note.

(example:  )

4) Read all the rhythms aloud.

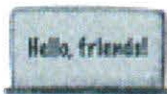
(Begin slowly and speed up as you become more comfortable.)



Spanish - Friday Activity 1

Word Matching

C. Une.



$$4 + 3 = 7$$

matemáticas

inglés

música

español

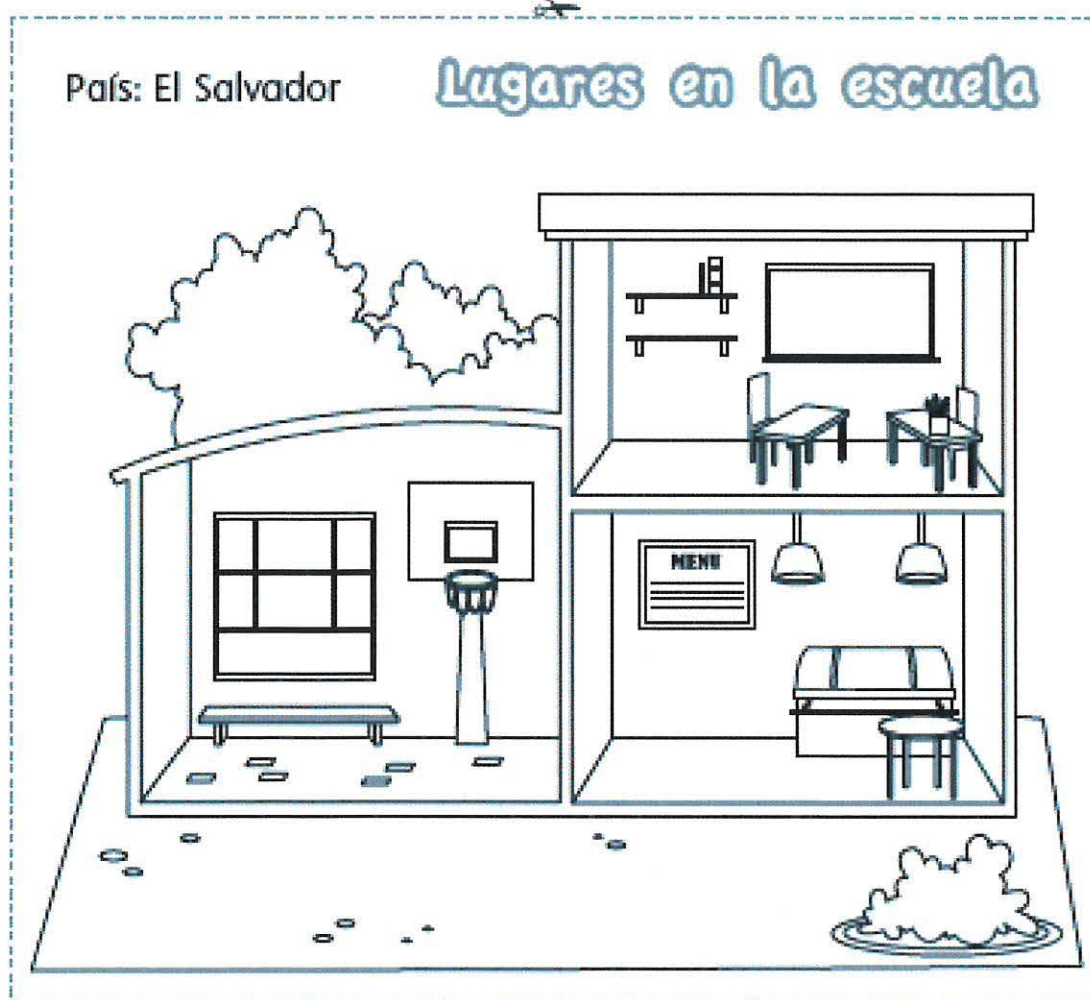
arte

ciencias



Spanish - Friday Activity 2

Lugares en la escuela



Directions: Cut out the illustrations and place them in the appropriate location. Then glue your *recuerdo* in your scrapbook.