

Unit 2: The Forces of Wind and Water

Week 3: How can water change land, and why does it matter?

Dear Families,

This week in second grade we have been learning about how water can change the land and how that impacts peoples' lives.

Try one of these activities with your child each day. Mark the activities you do, and have your child return this sheet to school at the end of the week.

Go outside ☐ If you live near a body of water (river, lake, pond, ocean), take a walk to it. Notice where the water meets the land. What do you see happening there? Take some pictures or draw a sketch of what you see. If you don't live near a body of water, wait for a rainy day and notice what happens to the ground when the rain hits it.	Talk about... ☐ ...what you know about how water can change land. Have you ever seen water change land or structures in your community? What impact can water have on places around the world? Talk about things you know or have seen about storms, tides, or flooding.									
Tell a poem ☐ Tell a story in the form of a poem, like in <i>Water Rolls</i>, <i>Water Rises</i>. Include some water in your poem. Write it down and draw a picture to go with it.	Read together! at least 20 minutes every day Record your reading on the back of this page.	Use math ideas ☐ Choose 10 pages of a book to read. Estimate how long it will take. Does it take everyone the same amount of time to read 10 pages?								
Explore science and engineering ☐ This week we conducted investigations to notice the effect that water has on land. Design and conduct your own experiment!	Play with words ☐ Write a story that uses some of these words: <table border="0"> <tbody> <tr> <td>carve</td> <td>impact</td> <td>stream, as a</td> </tr> <tr> <td>fill</td> <td>plunge</td> <td>verb and as a</td> </tr> <tr> <td>flow</td> <td></td> <td>noun</td> </tr> </tbody> </table>	carve	impact	stream, as a	fill	plunge	verb and as a	flow		noun
carve	impact	stream, as a								
fill	plunge	verb and as a								
flow		noun								

Child's name _____ Adult's name _____

[illegible]



carve

verb

<https://www.youtube.com/watch?v=retQHh7dIpM>



fill

verb

<https://en.wikipedia.org/wiki/Juice>



flow

verb

<https://fineart.ha.com/itm/photographs/max-waldman-american-1920-1981-judith-jamison-cry-two-photographs-1976gelatin-silver14-1-4-x-13-7-8/a/5176-74210.s>



impact

verb

[https://commons.wikimedia.org/wiki/File:Waves_Crashing_on_Rocks_\(910358858\).jpg](https://commons.wikimedia.org/wiki/File:Waves_Crashing_on_Rocks_(910358858).jpg)



plunge

verb

<https://www.visitma.com/blog/2012/05/massachusetts-notable-waterfalls/>



stream

noun

<https://www.marketplace.org/2019/11/21/cities-are-piloting-e-bike-programs-in-a-bid-to-reduce-delivery-truck-traffic/>



stream

verb

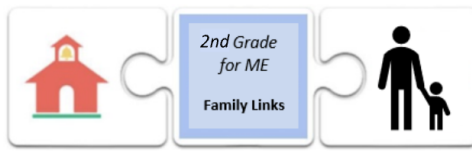
<https://ckphu.com/water-streaming-over-hands-2/>, <https://sportsmuseum.org/event/boston-marathon/>



wear

noun

<https://www.superiorglove.com/blog/how-long-should-work-gloves-last>



Unit 2: The Forces of Wind and Water
Week 4: What is our relationship with water?

Dear Families,

This week in second grade we have been thinking about our relationships with water.

Try one of these activities with your child each day. Mark the activities you do, and have your child return this sheet to school at the end of the week.

Move around ☐ Watch this video of a book we are reading: <i>"I Know the River Loves Me</i> read by Alejandro" (on YouTube). As you watch and listen, act it out. How can you show with your body how water moves?	Talk about... ☐ ...how water is important in your lives. When do you use water inside? When do you see water outside? How would your life change if you had less access to water inside or outside?	
Tell a story ☐ Use these words to tell and act out a story: leap tug flow prevent barrier	Read together! at least 20 minutes every day Record your reading on the back of this page.	Use math ideas ☐ Roll a rock down the sidewalk. Measure how far it rolled using a yardstick or ruler.
Explore science and engineering ☐ Find a container that is mostly flat, like a baking dish or tray. Add some dirt or sand to make some landforms. Pour or spray some water on the landforms. Talk about what happens. Record your experiment in drawing and writing.	Play with words ☐ Tell or write your own version of <i>I Know the River Loves Me</i>. Change "river" to something else. For example, <i>I Know My Cat Loves Me</i> or <i>I Know the Trees Love Me</i>. Use words that describe precisely.	

Child's name _____ Adult's name _____

[illegible]



2nd Grade
for ME
Family Links



approach

noun

<https://blog.pitsco.com/blog/get-bowled-over/>,
<https://blogsomemoore.com/2013/11/05/inclusion-its-critical/>



approach

verb

[https://en.wikipedia.org/wiki/Diving_\(sport\)](https://en.wikipedia.org/wiki/Diving_(sport))



barrier

noun

<https://www.sealitup.ca/products/barrier-gates/>,
<https://www.mlb.com/news/melissa-mayeux-france-eligible-sign-mlb/c-132044338>



deposit

verb

<https://www.washingtonpost.com/business/2020/08/14/people-are-freaking-out-about-mailbox-removals-postal-service-says-its-routine/>



fertile

adjective

<https://blog.nationwide.com/fertile-soil/>



relationship

Noun

<https://www.raps.org/news-and-articles/news-articles/2018/7/nutrition-in-health-and-disease-management>



sediment

noun

<https://www.frogeenvironmental.co.uk/clearflow-sediment-control/>



suitable

adjective

<https://www.publicdomainpictures.net/en/view-image.php?image=29819&picture=child-in-a-raincoat>