

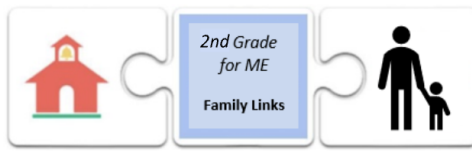
Unit 2: The Forces of Wind and Water  
**Week 7: How can people prevent or slow erosion?**

Dear Families,

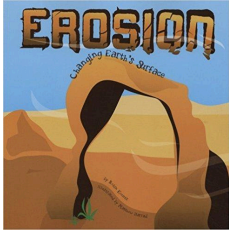
This week in second grade we have been learning about what people can do to prevent and slow down erosion. Try one of these activities with your child each day. Mark the activities you do, and have your child return this sheet to school at the end of the week.

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Go outside</b> <span style="float: right;"><input style="width: 40px; height: 30px;" type="checkbox"/></span></p> <p>Go for a walk, a drive, a bike ride, or a bus ride around your neighborhood. What evidence do you see of people trying to stop or slow erosion? Are there things people do to prevent buildings and land from being harmed by storms? If you can, visit the Muddy River! What do you see?</p> | <p><b>Talk about...</b> <span style="float: right;"><input style="width: 40px; height: 30px;" type="checkbox"/></span></p> <p>... questions you still have about erosion. What do you wonder about how people change land? What do you wonder about how the land changes what people do?</p>                                                                                                 |                                                                                                                                                                                                                                 |
| <p><b>Write a list</b> <span style="float: right;"><input style="width: 40px; height: 30px;" type="checkbox"/></span></p> <p>...of ways you can slow erosion! Bring your list to school so we can compare ideas all together.</p>                                                                                                                                                                                        | <p><b>Read together!</b></p> <p>at least 20 minutes every day</p> <p>Record your reading on the back of this page.</p>                                                                                                                                                                                                                                                                       | <p><b>Use math ideas</b> <span style="float: right;"><input style="width: 40px; height: 30px;" type="checkbox"/></span></p> <p>Ask 10 people to name their favorite landform. Record your data in a table, chart, or graph.</p> |
| <p><b>Explore science and engineering</b> <span style="float: right;"><input style="width: 40px; height: 30px;" type="checkbox"/></span></p> <p>Teach someone at home about the investigations you are conducting in the classroom. Which ways of slowing erosion are successful on our model? Which ways are less successful? Why do you think that is?</p>                                                             | <p><b>Play with words</b> <span style="float: right;"><input style="width: 40px; height: 30px;" type="checkbox"/></span></p> <p>This week we learned about <b>terracing</b>. Draw a picture of what terracing looks like and teach someone at home about its importance in preventing erosion. You can search for a picture of terracing to jog your memory and talk about what you see.</p> |                                                                                                                                                                                                                                 |

Child's name \_\_\_\_\_ Adult's name \_\_\_\_\_



*This week we are still reading...*



*Erosion: Changing Earth's Surface*  
by Robin Koontz

Go to the library or look on your home bookshelf to find other books that tell a story or give information about people and the land around them.

[illegible]



2nd Grade  
for ME  
Family Links



evaluate

verb

<https://www.theaustralian.com.au/sport/after-an-almost-four-year-break-loudy-wiggins-has-made-a-strong-start-for-her-olympic-diving-bid/news-story/a16da01c6e923ae5187ffaf211a769a>



intervene

verb

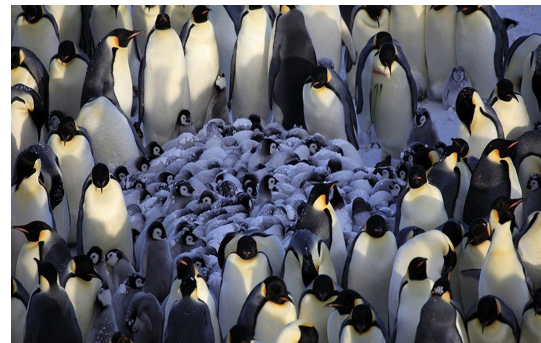
<https://safestart.com/news/why-dont-workers-intervene-when-they-see-unsafe-acts/>



propose

verb

<https://www.india.com/viral/leap-year-proposal-girls-propose-a-guy-today-and-if-he-refuses-he-gifts-you-a-gown-12-gloves-992765/>,  
<https://www.quora.com/How-do-you-propose-an-idea-to-a-company>



protect

verb

[https://assets3.thrillist.com/v1/image/2550282/size/tmg-article\\_tall.jpg](https://assets3.thrillist.com/v1/image/2550282/size/tmg-article_tall.jpg)



recommend

verb

<https://pixabay.com/photos/woman-doctor-nutritionist-fruit-5591780/>

REVIEW  
Welcome To Story Hour: 100  
Favorite Books For Young Readers

August 31, 2020 · 7:00 AM ET

PETRA MAYER



Ernie Shapiro for NPR

recommendation

noun

<https://www.npr.org/2020/08/31/905804301/welcome-to-story-hour-100-favorite-books-for-young-readers>



respond

verb

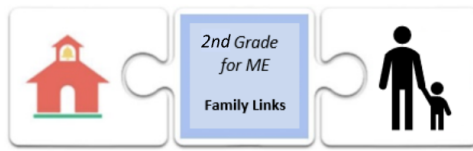
<https://meteamedia.org/12349/opinions/split-milk-in-some-eyes-is-the-same-as-split-blood-in-others/>



restore

verb

<https://www.riverfronttimes.com/newsblog/2018/03/01/board-bill-would-remove-mckee-exemption-for-code-violations>



Unit 2: The Forces of Wind and Water  
**Week 8: How do scientists share their ideas?**

Dear Families,

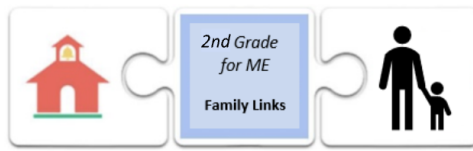
This week in second grade we have been learning about how changing land can impact people's lives. We will also present our ideas to one another in this final week of Unit 2.

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.

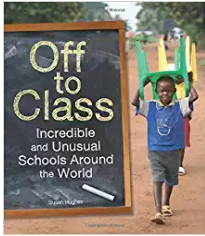
|                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Go outside</b> <span style="float: right;"><input type="checkbox"/></span></p> <p>Go for a walk and notice the land around you. What do you notice, now that you have studied landforms and bodies of water? How does learning about erosion help you understand the place where you live?</p>                                                                                                                | <p><b>Talk about...</b> <span style="float: right;"><input type="checkbox"/></span></p> <p>... what you have learned about erosion.</p> <p>What do you know now about how wind can change land? About how water can change land? What do you think about how people can slow or prevent erosion?</p> |                                                                                                                                                                                                                                                     |
| <p><b>Tell a story</b> <span style="float: right;"><input type="checkbox"/></span></p> <p>... about children who go to school on a boat. Why do they do this? What adventures do they have? What challenges do they have, and how do they respond?</p>                                                                                                                                                              | <p><b>Read together!</b></p> <p>at least 20 minutes every day</p> <p>Record your reading on the back of this page.</p>                                                                                                                                                                               | <p><b>Use math ideas</b> <span style="float: right;"><input type="checkbox"/></span></p> <p>Go for a walk in your neighborhood or look around your home. Find a two-digit number. How close is this number to 100? How did you figure this out?</p> |
| <p><b>Explore science and engineering</b> <span style="float: right;"><input type="checkbox"/></span></p> <p>Scientists share their ideas with others. Present your ideas on erosion to someone at home. Write your ideas down on a piece of paper so you are prepared for your presentation. Be sure to explain what erosion is, what causes erosion, how we can prevent erosion, and evidence for your ideas.</p> | <p><b>Play with words</b> <span style="float: right;"><input type="checkbox"/></span></p> <p>This unit was all about <b>landforms, bodies of water, and erosion</b>. Draw a picture or write a few sentences that show what you know about each of these words.</p>                                  |                                                                                                                                                                                                                                                     |

Child's name \_\_\_\_\_ Adult's name \_\_\_\_\_





*This week we are reading...*



## Off to Class: Incredible and Unusual Schools Around the World

by Susan Hughes

Pages 8-9: "Water, Water, Everywhere," about boat schools in Bangladesh.

Go to the library or look on your home bookshelf to find other books that tell a story or give information about people and the land around them.

## Reading Log

Your child reads to you, or you read to your child.

*It's always a good idea to read a book many times. We can find something new in a book each time we read the words or look at the illustrations/photos.*

| Title and Author | What do you think about this book? |
|------------------|------------------------------------|
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