



Unit 1: How We Learn in Our School Communities  
**Week 4: Why is school important?**

Dear Families,

This week in second grade we have been learning about children's rights, especially the right to learn. 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>Explore the world</b> <input type="checkbox"/></p> <p>Look at a world map together. You can find one on a phone, tablet, computer, globe, or atlas. Notice the different features of the map. Talk about the continents and countries you notice.</p> <p>Have you or someone you know been to any of these places? Are there places you might like to visit?</p>	<p><b>Talk about...</b> <input type="checkbox"/></p> <p>... your school experiences.</p> <p>Adults, talk about your experiences in school as you were growing up in Maine or someplace else. How are the adult's and child's school experiences the same? How are they different? What might be the reasons for those differences?</p>	
<p><b>Tell a story</b> <input type="checkbox"/></p> <p>Write a story about a child who goes to school someplace outside of Maine, maybe in a different country. What makes her or his school special?</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> <input type="checkbox"/></p> <p>This week's number is <b>10</b>!</p> <p>Think of 5 <b>subtraction</b> equations that equal 10.</p>
<p><b>Explore science and engineering</b> <input type="checkbox"/></p> <p>This week we are exploring strength and flexibility. Think about the materials that things are made of in the place where you live. Which of these materials are strong? Which are flexible?</p> <p>Draw something where you live. Label the materials and whether they are strong or flexible, or both.</p>	<p><b>Play with words</b> <input type="checkbox"/></p> <p>Play charades! Take turns acting out one of these words and trying to guess which word it is.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">             ability education equal rights           </div> <div style="text-align: center;">             government persistence right           </div> </div>	

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

[illegible]



2nd Grade  
for ME  
Family Links



ability

noun

<https://www.zerotothree.org/resources/202-steps-toward-crawling>



commitment

noun

<https://aurora.edu/academics/undergraduate/coaching/index.html>



education

noun

<https://www.unicef.org/education/girls-education>



equal rights

plural noun

<https://eachother.org.uk/know-rights-celebrate-protect-story-behind-human-rights-animation/>



government

noun

[https://www.istockphoto.com/photo/state-capitol-building-augusta-maine-gm115205677-10184186?utm\\_source=pixabay&utm\\_medium=affiliate&utm\\_campaign=SRP\\_image\\_sponsored&utm\\_content=https%3A%2F%2Fpixabay.com%2Fimages%2Fsearch%2Fmaine%2520capitol%2F&utm\\_term=maine+capitol](https://www.istockphoto.com/photo/state-capitol-building-augusta-maine-gm115205677-10184186?utm_source=pixabay&utm_medium=affiliate&utm_campaign=SRP_image_sponsored&utm_content=https%3A%2F%2Fpixabay.com%2Fimages%2Fsearch%2Fmaine%2520capitol%2F&utm_term=maine+capitol)



persistence

noun

<https://dancingloud.wordpress.com/2013/06/26/cartwheel-challenged-some-strategies/>



quality

noun

<https://unsplash.com/photos/a-woman-in-a-blue-apron-and-a-girl-in-a-white-shirt-are-making-clay-UZqjwNGklSE>



right

noun

[https://drive.google.com/file/d/1goSnD3Udso6fcaWJV\\_zhlsKh0wGSrkww/view?usp=sharing](https://drive.google.com/file/d/1goSnD3Udso6fcaWJV_zhlsKh0wGSrkww/view?usp=sharing)