

Unit 1: How We Learn in Our School Communities

Week 5: What can we learn about school from communities in the United States and around the world?

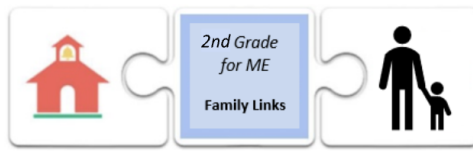
Dear Families,

This week in second grade we are continuing to learn about schools around the world.

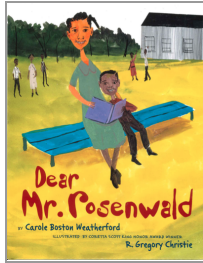
Try one of these activities with your child each day. Mark the activities you do, and have your child return this sheet to school at the end of the week.

<p>Go outside <input type="checkbox"/></p> <p>This week we read an informational text about inclusive playgrounds. Go to a playground in your neighborhood, or to a place where a playground might be. Imagine what would make this playground a good place for all children. Draw a map of the playground you could plan.</p>	<p>Talk about... <input type="checkbox"/></p> <p>... what you have learned so far about school.</p> <p>What do other communities do in school? How is it different or the same from what you do in school? Talk about what you are noticing.</p>	
<p>Tell a story <input type="checkbox"/></p> <p>Write a letter to someone you know, telling a story about something that has happened so far at school. Include details about what you were learning, what you did, and how you felt. When you've finished, you can mail the letter at the post office!</p>	<p>Read together!</p> <p>at least 20 minutes every day</p> <p>Record your reading on the back of this page.</p>	<p>Use math ideas <input type="checkbox"/></p> <p>Play Double Compare. You need cards 0-9 or 1-9 from a deck of playing cards. You can make your own cards using blank paper. Give each person two cards. Add them together. The person with the larger total takes all of the cards for that round. Keep playing until all the cards are used.</p>
<p>Explore science and engineering <input type="checkbox"/></p> <p>Use materials you can find to build a model of a school. You could build with recycled materials, blocks, Legos, or anything else. What do you notice about the materials you choose?</p>	<p>Play with words <input type="checkbox"/></p> <p>Write a story that uses some of these words. Then draw a picture to go with your story.</p> <div style="display: flex; justify-content: space-around;"> <div>deserve independence</div> <div>progress raise</div> </div>	

Child's name _____ Adult's name _____



This week we are reading...



Dear Mr. Rosenwald by Carole Boston Weatherford

Go to the library or look on your home bookshelf to find other books that tell a story about how someone changed something to make it better or more fair.

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.

[illegible]



accessible

adjective

<http://www.bespokefrance.com/holidays/holiday.php?property=102>



deserve

verb

<https://www.childrenshealthfund.org/all-children-deserve-to-be-happy-and-healthy/>



disability

noun

<https://news.ok.ubc.ca/2021/06/02/health-of-canadians-with-disabilities-suffering-during-the-pandemic/>



foundation

noun

<https://www.ifse.ca/financial-services-needs-female-leaders-next/>,
<https://digitalpromise.org/2019/04/29/equity-in-schools-access-technology/>



independence

noun

<https://canadianfamily.ca/kids/child/how-to-manage-an-independent-child/>



pride

noun

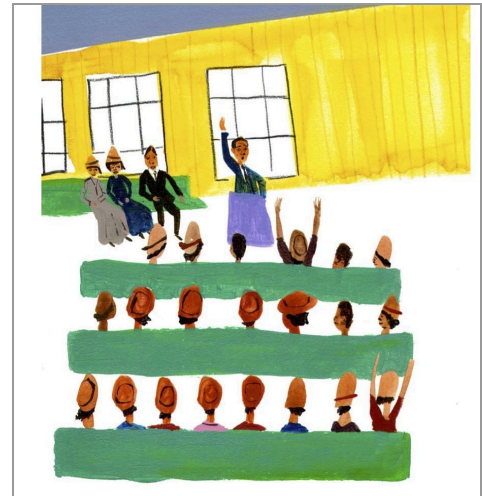
<https://go.chatwork.com/blog/en/2016/08/2016823how-the-olympics-deepens-cultural-pride.html>



progress

noun

<https://shelterforce.org/2019/05/13/to-build-affordable-and-green-consider-passive-houses/>



raise

verb

From *Dear Mr. Rosenwald*, illustrated by Gregory Christie