



Unit 3: Connecting Places, Connecting People

Week 2: What can we understand about a place through stories and music?

Dear Families,

This week in second grade we are learning about how stories and music help us understand a place. 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>Walk around your community to listen for music. Listen to the music you hear in stores, coming out of cars, and at the park. What music do you hear? How does it make you feel? What does this music tell you about where you live?</p> <p>_____</p>	<p>Talk about... <input type="checkbox"/></p> <p>... your favorite songs. What do you like about these songs? How do they make you feel? What do they make you think about? Does everyone you know listen to the same kinds of music?</p> <p>_____</p>	
<p>Tell a song story <input type="checkbox"/></p> <p>Try writing your own song! To get inspired, think about some of your favorite songs to sing and listen to. You can make up new words to that same melody.</p> <p>_____</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>Make a clapping pattern, such as clap, clap, pause, clap. Repeat the pattern several times. How many claps do you make when you repeat the pattern 3 times? When you repeat the pattern 5 times?</p> <p>_____</p>
<p>Explore science and engineering <input type="checkbox"/></p> <p>Set up a melting experiment to turn a solid to liquid. Collect two dishes, a timer, and two different sized pieces of ice. Make a prediction about which ice cube will melt faster. Then, set a timer and see what happens! Why might one ice cube have melted faster than the other?</p> <p>_____</p>	<p>Play with words <input type="checkbox"/></p> <p>Write a story using as many of this week's vocabulary words as you can:</p> <p>_____</p> <p>ripple brave weak pound image rhythm tower island</p>	

Child's name _____ Family member's name _____



beat

noun

<https://lynnemp.medium.com/match-forward-to-the-beat-of-your-own-drum-c8f431f2d49e>



evoke

verb

<https://www.livescience.com/38163-where-beach-sand-comes-from.html>



melody

noun

<https://www.classicfm.com/music-news/piano-practice-key-to-eternal-youth/>



pitch

noun

<https://www.chrisjmendez.com/2017/04/21/sitar-learning-indian-solfege-sargam/>

4
4 Ta-ka Ta-ka Tki-tki Ta-ka Tke-ti Tke-ti Tki-tki Ta-ka Ta-ka Tki-tki Tke-ti Ta

3
4 Tki-tki Tki-tki Tki-tki Ta-ka Ta-ka Ta-ka Ta Ta Ta Ta-a

2
4 Tki-ta Tki-ta Ta-tki Ta-tki Ta-ka Tki-tki Ta-a

rhythm
noun

<https://banddirector.com/brass/trombone/learn-to-practice-step-1-say-in-rhythm-stay-in-rhythm/>



tempo
noun

<https://www.oxfordlearnersdictionaries.com/definition/english/metronome>



tune
noun

<https://www.telegraph.co.uk/music/news/wind-instruments-perfectly-safe-cant-band-play/>

volume
noun

<https://www.wpr.org/sound-cymbals>