

Unit 3: Connecting Places, Connecting People

**Week 6: What are some of our stories?**

Dear Families,

This week in second grade we are talking about the importance of stories in 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><b>Go outside, do some research</b> <input type="checkbox"/></p> <p>Take another walk around your neighborhood, or take a look out a window. Do you notice something that might have changed over time? Do some research about how Maine has changed over time. What do you find out? _____</p>	<p><b>Talk about...</b> <input type="checkbox"/></p> <p>...how your family has come to live in your town. Share stories about the places you love in this town and things you remember from other places you have lived. _____</p>	
<p><b>Tell a story...</b> <input type="checkbox"/></p> <p>....that takes place in Maine. Think about characters you want to include and details about the setting. This can be any kind of story you like! _____</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>There are 365 days in a year. How many days have you been alive if you are two years old? There are 12 months in a year. How many months have you been alive if you are seven years old? How did you figure these out? _____</p>
<p><b>Explore science and engineering</b> <input type="checkbox"/></p> <p>Use recycled materials you can find to build a model of a place in Maine. This place could be where you live, your school, or another favorite place in your community. _____</p>	<p><b>Play with words</b> <input type="checkbox"/></p> <p>This week one of our vocabulary words is <b>mural</b>.</p> <p>Draw a mural that tells a story about yourself or someone you know. Label the important parts of the mural. _____</p>	

Child's name \_\_\_\_\_ Family member's name \_\_\_\_\_





culture

noun

<https://www.bridgestogether.org/celebrating-our-culture-a-new-how-to-guide/>



diversity

noun

[https://www.ccooe.k12.ca.us/departments/curriculum\\_and\\_instruction/english\\_learner\\_ttle\\_i\\_i\\_technical\\_assistance](https://www.ccooe.k12.ca.us/departments/curriculum_and_instruction/english_learner_ttle_i_i_technical_assistance)



enrich

verb

<https://www.finegardening.com/article/earthworms-help-build-your-soil>,  
<https://readingeggs.com/articles/2019/01/08/what-is-reading-fluency/>



heritage

noun

<https://www.chicanamama.com/family-spanish-reading-project-with-sol-book-box/>



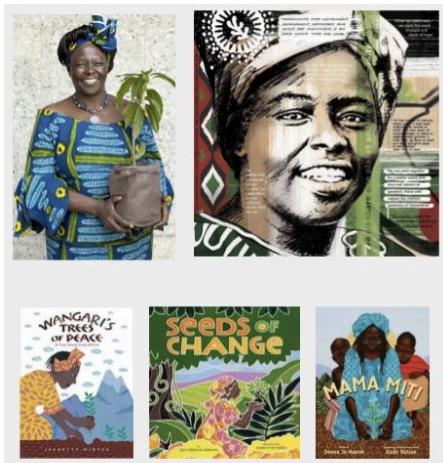
immigration  
noun

<https://whoswholegal.com/features/australias-immigration-programme>



population  
noun

<https://nhrabbitreports.org/species/new-england-cottontail>,  
<https://www.outdoors.org/articles/amc-outdoors/packlist/how-many-moose-are-in-new-england-fall-is-a-good-time-to-look>



portrait  
noun

<https://womenscenter.unc.edu/2016/03/inspiration-for-womens-history-month-wangari-maathai/>,  
<https://eleanorturvey.com/product/wangari-maathai-one-humanity/>



thrive  
verb

<https://www.cancer.org/latest-news/fun-and-fitness-for-the-whole-family.html>