



Learning Opportunities for Grade 2 FI and 2/3 FI

Week of June 8th

School Vision: *Motivating, Compassionate, Successful*

School Mission: *Making a difference....Committed to learning.....Supporting each other*

Do the best you can! Focus on life skills, physical activity, mental well-being, creative expression, social responsibility and social connections. Stay healthy and safe!

Try to work on the learning opportunities for 1 hour each day.

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Bonjour 2FI!

It's hard to believe how the year has gone and it's now at an end. I'm happy that I've had the chance to teach you this year (although short), and I'm so proud of what you've done! Being back at school, I certainly miss you more and will continue to do so over the summer! Continue to take care of yourselves and your family, and have a good summer! ❤️



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Salut 2/3 FI!

It is incredible to believe that our year together is over. I am so sad it was cut short, but I am so happy to have been one of your teachers! I hope you have had as much fun working on the learning opportunities as we have had creating them. Please check out the blog on Friday, June 12th. Mlle Nicholson and I are preparing a final blog post that will include a slideshow of all the pictures we have taken this year. Enjoy your summer and I hope to see you in the fall! ❤️



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Bonjour 2/3 FI!

I can't believe this is the last week of learning opportunities for students. It has been so fun working with Mme Harrison and Mme Theriault to come up with fun ways to help you learn at home. Last week, teachers came back to school and it was very strange in the empty classroom (and cold). I can't wait until I can see you again and give hugs! This was a school year I will never forget! 💜



EVERY DAY:

30 minutes of reading for grade 3 students (this should be in addition to their hour of work)

10-15 minutes of reading for students in grade 2 (this can be included in their hour of work)

→ Raz-Kids, Epic! (Nicholson/Harrison students: class code is GUE-9334), Tumblebooks

<http://wellandlibrary.ca/eresources/digital-media/tumblebooks/>, Overdrive - you need a library card and you can sign up online (<https://www.overdrive.com>)

30 minutes of physical activity/free play

MATH

Grade 2 & 3

Activity 1 - Paper Airplane Challenge

Students can create 2-3 different models of paper airplanes to throw. If others at home wish to get involved, each person could make their own paper airplane then have a paper airplane competition to see whose plane can fly the longest distance.

Use a measuring tape to measure the distance each plane travelled in metres (m) or centimetres (cm). If you do not have a measuring tape at home, choose a non-standard measuring unit like a mini-stick, a branch, a skipping rope, or even a shoe. How many sticks/skipping ropes/shoes long did each plane travel? Remember not to leave gaps or have overlap when you use a non-standard measuring tool.



Create a recording sheet to record the distance each plane flew. Launch each plane at least three different times and record the results.

Did each plane fly about the same distance?

Which or whose plane travelled the furthest?

Which or whose plane travelled the least distance?

What was the difference in distance between the plane that flew the furthest and the one that flew the least distance?



Did the same plane fly the furthest difference each time? The least distance each time?

Do this activity again using different plane models. Would changing the paper you use make a difference? What if you taped small objects to the wings? How will this affect the distance a plane flies? Be a scientist and test it out!

You could also try this activity with masking tape on the floor, sidewalk chalk on the driveway or marks in the gravel driveway.

Use a measuring tape or ruler to make equally spaced marks. Equal space is important in measuring so you get an accurate measurement.

Find tutorials on making paper airplanes here:

<https://www.youtube.com/watch?v=I0a0p8ygfQM>

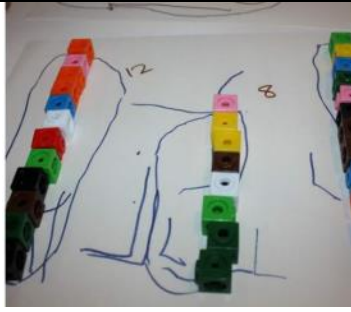
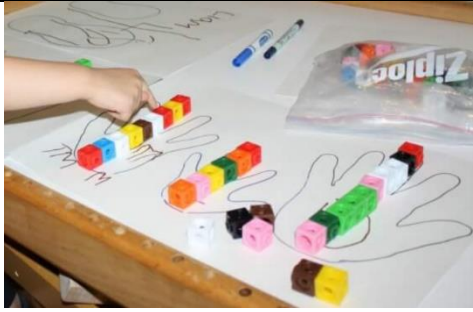
<https://www.youtube.com/watch?v=veyZNYurlwU>

Activity 2 - Hand and Foot Measurement

Trace the hand and/or foot of each person and maybe even pet in your house then use a measuring tool to find the length of each person's hand or foot.

In grade 3 students can use a ruler and measure the hand or foot in cm.

In grade 2 learners can use a non-standard unit of measure. This is a small item such as paperclips, lego blocks, same sized coins, etc. The key is that the measuring tool must be the same size and used to measure length by placing the unit end to end. See picture below:



This learner used linking cubes but any small object would work.

Who has the longest foot or hand?

Who has the shortest foot or hand? Order the feet/ hands from longest to shortest.

Trace two hands and cut them out. Use the hands as your measuring tool. Choose objects in or outside your home to measure like the height of your table leg, the length of the counter, the height of someone in your house, or the length of a pet or favorite toy.



Before you measure with the cut-out hands, estimate how many hands long or tall you think the object will be. Ask someone else to also give their estimate. Record the estimates: ___ hands.

Measure the objects using the hands remembering not to leave gaps between your hands or overlap your hands. Record the measurement: ___ hands

What did the object measure? How close was your estimate? How close was the other person's estimate? Who had the closest estimate? Measure a new object.

Repeat this activity with a different non-standard unit (measuring tool) like spoons or toothpicks. Remember that your measuring tools must be the same size to get an accurate measurement.

Grade 3: Learners can do the same activity using a ruler or measuring tape and measuring in cm or m. They should estimate how many centimetres they believe the length or height of an object will be and then measure it in cm or m.

Activity 3 - Play dough Measurement

Get out your play dough or follow the simple recipe below to make your own play dough.

Ingredients

- 2 cups plain flour
- 1 cup salt
- 1 tbs oil
- 1 cup cold water
- 2 drops liquid food coloring



Method

Combine plain flour and salt.

Add water, food coloring and oil. Mix until ingredients are combined.

Knead well.

If consistency is too wet add a little plain flour.



Make different lengths of play dough snakes. Use a ruler for **Grade 3** or a non-standard measuring tool for **Grade 2** to measure your snakes.

Order your snakes from shortest to longest.

Estimate the length of the shortest snake in cm for grade 3, in units (paperclips, Lego pieces, etc) for grade 2. Measure your shortest playdough snake using your measuring tool. Was your estimate close? What was the difference between your estimate and actual length for the shortest snake?

Based on the length of the shortest snake, estimate the length of the next longest snake. How many more centimeters do you think it will be? How many more units?

Continue estimating and measuring the length of each snake based on the length of the snake before.

Grade 2: Choose any non-standard unit of measure (a small object that is the same size and length such as pasta pieces, Skittles, paperclips, Lego pieces) Make a snake that is 5 Legos long, 14 Legos long, 2 Legos long, etc.

Grade 3: Using a ruler to measure in cm, make a snake that is 8cm long, 12cm long, 20cm long, etc.

Make the shortest snake you can. Estimate then measure it using your measuring tool.

Make the longest snake you can. Estimate then measure it using your measuring tool.

What else could you make and measure with your playdough and measuring tools?

FILA – ORAL/WORD WORK

Review the sounds: EUIL/EUILLE and OIN/OUIN.

Try to name as many words as possible that contain that sound. Remember, we are working on the sound - not necessarily the letters.

Using the message (that follows this template – Cerfeuil Écureuil (EUIL) and Bébé Pingouin (OIN)). Look for words that contain the sounds each day. Look around your house for objects that would have that sound in French.

(The message will be on the blog with one of us reading them. You can read along with us)

Oral language (questions can be asked in English, but preferably your child would answer in French):

Have your child investigate things that interest them. They might explore rocks, leaves, dinky card, LOL dolls, LEGO, figurines, etc. Ask your child these questions: What type of object is this? (toy, sports item, etc.) What does it do? (play with, part of nature, etc.) What does it look like? (colour, shape, size, smooth/rough, soft/hard, pretty/ugly, etc.) What is it made of? (wood, metal, bones, paper, plastic, rubber, etc.) What are its different parts? (knobs/handles, wheels, stem, body parts, etc.) Where do you find it? (forest, house, store, playroom) What else do you know about it? (sound, smell, taste, like it/don't like it, cost, etc.) What do you wonder about the object?

FILA – WRITING

Create poster(s) to put up in the community to spread positivity and kind words.



ENGLISH *grade 3s*

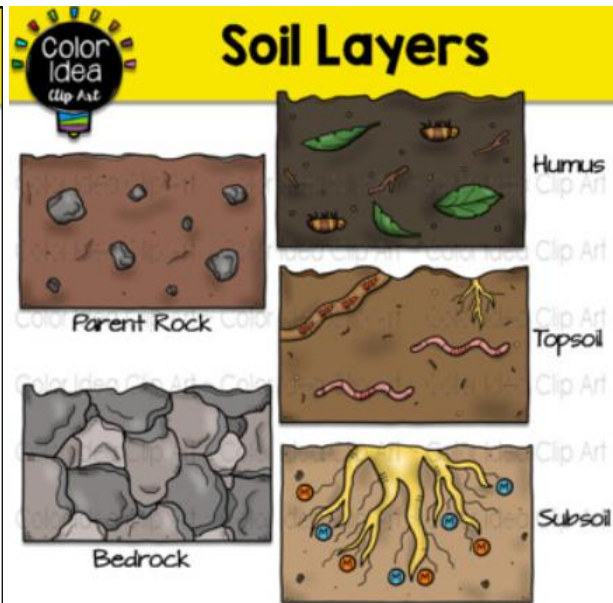
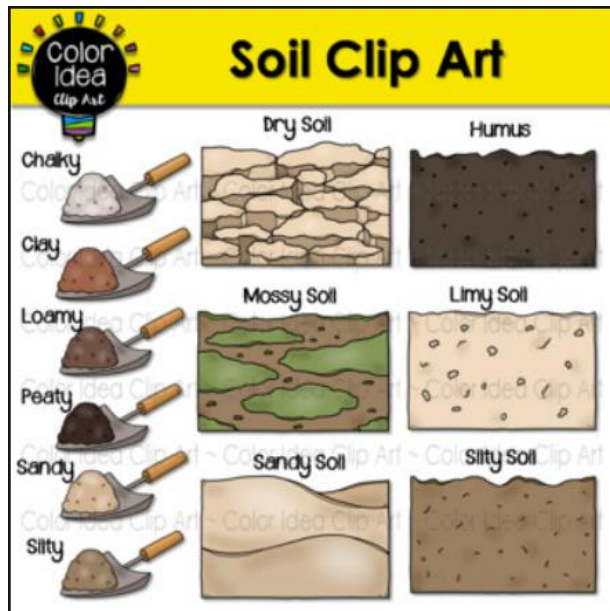
Writing: With your family, create a list of things to do/goals to accomplish this summer. (There is a template at the end of this document if you want to put it on fancy paper).

Reading: Try to do as many activities as you can on this bingo card. Can you get a full line? Can you fill the card? Happy reading! 😊



SCIENCE *grade 3s/2s are welcome to try*

All about soil!



- Collect a soil sample from your yard, garden or while on a walk with your family.
- Spread the soil out on a cookie sheet and examine the different material
- Can you classify any of the material using terms from the pictures above?
- Try collecting soil from a different area. Does it look the same?

Identifying soil – layers of soil

Collect various soil samples and try this activity.

IDENTIFY YOUR SOIL TYPE
the jar test

- 1 Fill a clear glass jar halfway with your soil sample.
- 2 Fill the remaining half with water, leaving 1" of air.
- 3 Attach lid, then shake the jar vigorously until you have broken up any clumps of soil.
- 4 Set the jar aside to rest, undisturbed, overnight.

After 24 hours your jar's contents will have settled into distinct layers:

SAND	SILT	CLAY
50%	40%	30%
25%	25%	50%
50%	30%	20%

By examining the proportions of these layers, you can gain a sense of what type of soil you have, and what you need to add to improve your soil. Here are some examples to use for comparison. The middle jar is ideal soil:

25% clay
25% silt
50% sand

30% clay
40% silt
30% sand

50% clay
25% silt
25% sand

This graphic illustrates the jar test for identifying soil type. It shows a jar filled with soil and water, with labels for water, clay, silt, and sand. The jar is shaken and then left to settle. The resulting layers are shown in three jars, each with a different soil composition. The middle jar is labeled as ideal soil.

Here are some educational videos about soil:

<https://www.youtube.com/watch?v=Bji7WUkH0ns>

<https://www.youtube.com/watch?v=nQiFYBShDwg>

<https://www.youtube.com/watch?v=if29mjd5bc>

Optional science experiments for the summer

This website has a list of "mess-free" science experiments for kids:

<https://www.scholastic.com/parents/kids-activities-and-printables/activities-for-kids/math-and-science-ideas/easy-and-mess-free-science-experiments.html>

Other – Technology

Hello future Builders, Engineers and Scientists! This week I have an outdoor activity and an indoor activity for you to choose from.

Choice #1 OUTDOOR: Dandelion Art

“The only difference between a flower and a weed is judgement.”

Dr. Wayne Dyer. This fun activity will get you outside picking dandelions and creating some beautiful artwork out of nature.

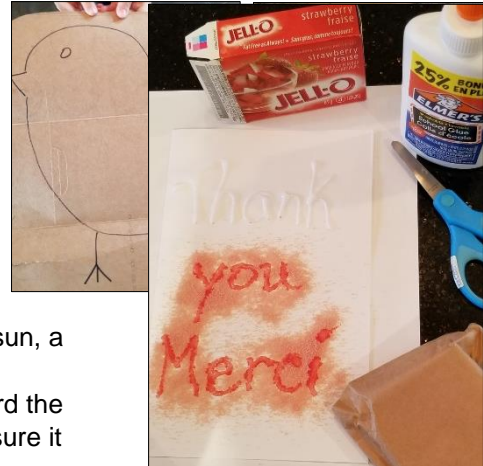
Materials needed:

- 1 piece of cardboard (recycled cereal box)
- black marker
- fresh picked dandelions

Instructions:

1. Using a black marker, draw the outline of an object on cardboard. Think of any object that you like, i.e.; a bird, flower, the sun, a tractor, school bus, etc.
2. Take your drawing outside and start collecting dandelions. Discard the stems and arrange the blooms on your cardboard. Use rocks to ensure it doesn't blow away. Keep adding flowers until you fill-in the outline completely.
3. What else can you add to your artwork using nature? Can you add twigs, rocks, and other wild flowers? Get creative, use materials from nature and your black marker to add more details to your masterpiece. If parents would like to send a picture of the artwork, I will include it in a collage on the MCS Facebook page on Friday. Thank you for being open to trying these new learning opportunities at home. Any questions or comments please email me Erin.LeCain@nbed.nb.ca.

Source: [hotcoffee_creativekids](#)



Choice #2 INDOOR: Make your own scratch and sniff

Source: [Fun-A-Day.com](#)

Here is how to make your own scratch and sniff name plate and/or Thank you card using Jell-O and white glue. Here are a few simple materials you need to get started:

- pencil or pen
- 1 box of Jell-O (any flavour)
- white glue
- paper (or recycled cardboard)

Instructions:

1. Write your name or message in large print, on a piece of paper.
2. Trace over the letters with white glue. Do your best!
3. Sprinkle the flavoured Jell-O over the wet glue - cover completely.
4. Pick up your paper and dust off any excess Jell-O powder.
5. Set aside to dry fully for 24 hours. Do not touch it until it is completely dry. It should remain scented for a while and be sure not to scratch it too hard, as the glue will come off easily.

Here's how to use this fun technique to spread kindness to others:

Write a fun message or note to your Mom, Dad, siblings. OR make a Thank You card for:

* **Medical Staff at the Upper Valley River Hospital** for keeping us safe during this pandemic. Send letter to: Thank You to Hospital Staff, 11300, Route 130, Waterville, NB E7P 0A4. Be sure to include your school name. ☺

* **Dr. Jennifer Russell, The Chief Medical Officer of Health for New Brunswick.** She has been working hard to keep everyone in the province safe during the pandemic. Send a letter of thanks to: Dr. Jennifer Russell, P.O Box 5100, Fredericton, NB E3B 5G8. Be sure to include your school name. ☺

Other – Phys. Ed.


As we enter June we think about track & field, field days and fun end of school events, with this in mind the Phys Ed Team in ASD-W has put together a Spring Games Challenge for all schools. These challenges require

equipment that most of us have at home or are easily adaptable. It is a great Physical Activity & Wellness Challenge for all. Since June 1st, a video and challenge card has been released on the NB PES YouTube Channel <https://www.youtube.com/playlist?list=PL2ZiLbnHH6WF4hDrRZm8Gy8aWjMXbelp2>, the object is to take part in that activity of the day, save your score and share a video taking part using the hashtag #ASDWSpring. All the information is posted here: <http://nbpes.ca/asd-w-nbpes-spring-games-challenge/>

Don't forget that Mrs. Johnston and I are challenging you to keep track of you and your family's steps and kms, then log them on the MCS Facebook page as we attempt to collectively walk around NB. Or you can email me your totals. We are challenging all family members to get involved in this activity. Let's see how far we get this summer!

It is hard to believe that this is the last week of the school year. What a strange year! I wish I would have had more time in the gym with all MCS students, but it was not meant to be. I know my summer plans have me very busy and active. I look forward to seeing all the skills you have learned and strengthened over the last few months and summer, next year! Have a great and safe summer! See you in September!

Mr. Nathan King, Nathan.King@nbed.nb.ca

Warm Up 1 Dance to your favorite song	Warm Up 2 Play Card Fitness. Each suit represents an exercise.	Warm Up 3 Play Simon Says	Warm Up 4 Choose your 6 favorite stretches	Warm Up 5 Choose 6 different point-balances to hold for 10 seconds
Share Question 1 Who can you help today?				Chore 1 Get recyclables ready for pick-up
Share Question 2 What made you excited today?	<p>Physical Education and Wellness</p> <p><u>Choice Board</u></p> <p style="color: red;">Visit this choice board daily</p> <ul style="list-style-type: none"> ● Choose <u>one warm up</u> from the top row. ● Choose <u>one activity</u> from the bottom row. ● Choose <u>one chore or question</u> from the side rows. <p style="color: red;">Discuss chosen question with a family member.</p>			Chore 2 Dust the furniture
Share Question 3 How do currently feel about your schooling?				Chore 3 Help with yardwork
Activity 1 Practice control, passing and dribbling skills in a chosen sport	Activity 2 Go for a walk, remember to record your steps and distance	Activity 3 Make a driveway, backyard or sidewalk obstacle course	Activity 4 Roll up socks, grab a bucket and enjoy a game of mini basketball	Activity 5 A Spring Games Challenge Activity (link above)

Cerfeuil Écureuil

Cerfeuil est un écureuil gourmand. Il aime tout ronger. Il ronge des feuilles, des fauteuils et surtout des mille-feuilles, car c'est si bon!

Son ami chevreuil aime ça aussi, mais il voulait les mille-feuilles pour lui tout seul, alors il lui a mis le doigt dans l'oeil!

Bébé Pingouin

Bébé Pingouin aime beaucoup se laver. Il se cache dans un coin pour se laver. Il se frotte bien partout et n'oublie aucun recoin.

Il utilise du shampoing, mais ça lui pique les yeux alors Bébé Pingouin pleure. Un maringouin arrive et pique Bébé Pingouin.

Bébé Pingouin veut le faire partir et frappe le maringouin avec son poing et dit: "ouin, ouin, ouin!". Pauvre Bébé Pingouin!

Summer Experience List

As a family, create a list of goals to achieve this summer.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

