



## Learning Opportunities for Grade 2 FI and 2/3 FI






### Week of June 1<sup>st</sup>

**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.

|   |   |   |
|---|---|---|
| <p><a href="mailto:amelie.theriault@nbed.nb.ca">amelie.theriault@nbed.nb.ca</a><br/>         Bonjour 2FI!<br/>         Since we have started to (consistently) get nice weather, I've been spending a lot more of my time outside. I enjoy going on walks, reading, and working outside – it's nice listening to all of the birds, but I'm not a fan of all the bugs hanging out with me. What fun activities have you been doing outside? Have fun and take care!<br/>         Mme Thériault</p>  | <p><a href="mailto:laura.harrison@nbed.nb.ca">laura.harrison@nbed.nb.ca</a><br/>         Bonjour mes amis de 2/3 FI!<br/>         I hope everyone is doing well and getting lots of fresh air! I love spending time outside when it gets warm, but I have to make sure I take my allergy medicine. With all the lawns being mowed and the pollen everywhere, I have been 'un grand désastre'. ☺ I'm still working away on my Harry Potter series and even spent some time working on my garden. Take care and stay safe!<br/>         Mme Harrison </p>  | <p><a href="mailto:kristen.nicholson@nbed.nb.ca">kristen.nicholson@nbed.nb.ca</a><br/>         Bonjour tout le monde!<br/>         How are you all doing? On the weekend I went fishing and it was so nice outside! I'll be honest, I just read while Tim did the fishing. He caught about ten bass and every one of them grossed me out. I was so happy when he threw them back in the river. I did see some TINY footprints in the dirt, and a beaver swimming! Make sure you are wearing lots of sun block when you are outside!<br/>         Mlle Nicholson </p>  |
|---|---|---|

|   |
|---|
| <p><b>EVERY DAY:</b><br/> <b>30 minutes of reading for grade 3 students</b> (this should be in addition to their hour of work)<br/> <b>10-15 minutes of reading for students in grade 2</b> (this can be included in their hour of work)<br/>         → Raz-Kids, Epic! (Nicholson/Harrison students: class code is GUE-9334), Tumblebooks<br/> <a href="http://wellandlibrary.ca/eresources/digital-media/tumblebooks/">http://wellandlibrary.ca/eresources/digital-media/tumblebooks/</a>, Overdrive - you need a library card and you can sign up online (<a href="https://www.overdrive.com">https://www.overdrive.com</a>)<br/> <b>30 minutes of physical activity/free play</b></p> |
| <p><b>MATH</b><br/> <b>Grade 2</b> – Choice board</p>   |

### Mental Math

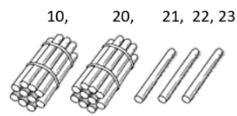
The answer is 10. What might the question have been?

**10**

List different questions that have an answer of 10.  
Can you think of both addition and subtraction questions?

### Place Value

Make your own base ten model to practice counting! You may use popsicle sticks or cards with elastics around a group of ten, a collection of small toys or pieces of macaroni and put a group of ten in each clear sandwich bag. Lay out a mixture of the tens and ones and ask the child,



“How many?”

### Addition War

Use a deck of cards with the face cards removed. Shuffle and place deck face down. Each player turns over two cards and adds the numbers together to find the sum. The player with the highest answer wins that round. If the total is the same, you go to battle! Each player turns over two more cards. The highest sum wins all 4 cards. The winner is the player with the most cards at the end.

### Subtraction War

Use a deck of cards with the face cards removed. Shuffle and place deck face down. Each player turns over two cards and subtracts to find the difference. The player with the lowest answer wins that round. If the difference is the same, you go to battle! Each player turns over two more cards. The lowest answer wins all 4 cards. The winner is the player with the most cards at the end.

### What Do You Notice?

Write at least 3 different things that you notice or wonder.



[Other images to try!](#)

### Snake Patterns

Use a repeating pattern to draw, create or design a snake.



### Number Riddle

I am six years old.  
My sister is double my age.  
How old is my sister?

Can you list all double facts from 1 to 9?

### Measurement

Pick a small item to be your measuring tool. Items that make a good measuring tool or non-standard unit may include paper clips, straws or quarters. Use your measuring tool to measure the length of objects in the room. Record the number for each length.

### Play a Game

Enjoy playing a favorite card or board game at home: Checkers, Chess, Yahtzee, Battleship, Sudoku, Crazy Eights, Crib. You may want to complete a jigsaw puzzle or play I Spy by describing an objects' attributes and geometrical form – cube, prism, cylinder, sphere.

You can also use this website to practice counting with base ten blocks:

<https://www.ictgames.com/sharkNumbers/mobile/index.html>

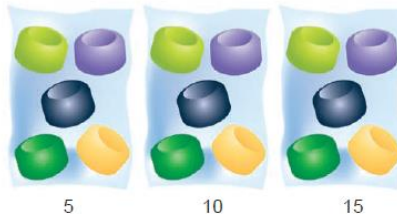
**Grade 3 – MULTIPLICATION!** This week, students will be working on multiplication. In grade 3, students go up to 5 x 5. These explanations below are from the textbook Math Makes Sense (for grade 3).

**Equal groups** have the same number of things in each group.  
These beads come in packages of 5.  
How many beads are in 3 packages?



Use equal groups to find how many.

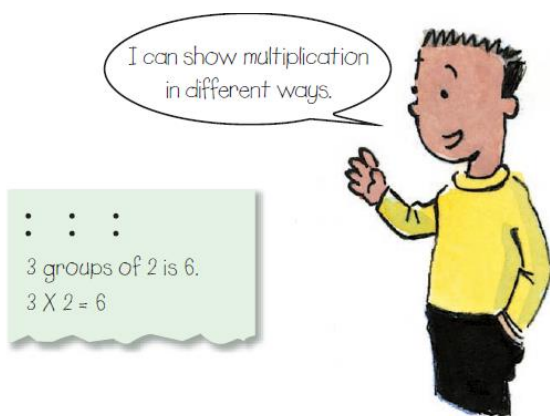
- ▶ Draw the 3 packages.  
Show the number of beads in each package.
- ▶ Skip count to find the total number of beads.  
There are 15 beads in all.



We write "3 groups of 5 equals 15" as a **multiplication sentence**.

$$\begin{array}{ccccccc} 3 & \times & 5 & = & 15 \\ \uparrow & & \uparrow & & \uparrow \\ \text{Number} & & \text{Number} & & \text{Total number} \\ \text{of groups} & & \text{of things} & & \text{of things} \\ & & \text{in each} & & \\ & & \text{group} & & \text{The product} \end{array}$$

We say, "3 **times** 5 equals 15."



These videos help to explain what multiplication is. We call the numbers being multiplied 'factors'. They say it differently in this video.

<https://www.youtube.com/watch?v=fZFwHpiAVE0>

Multiplying by 1 song

<https://www.youtube.com/watch?v=VxGZ8hWzSNA>

Multiplying by 2 song

[https://www.youtube.com/watch?v=8hN9Ur\\_xdm0](https://www.youtube.com/watch?v=8hN9Ur_xdm0)

Multiplying by 3 song

<https://www.youtube.com/watch?v=UnbV3iBVjc4>

Multiplying by 4 song

<https://www.youtube.com/watch?v=dN1xIk2oP1Y>

Multiplying by 5 song

<https://www.youtube.com/watch?v=X0ZP6Lvn0AO>

### **Hands on activity**

Have your child take a handful of cheerio's, marshmallows, or something else you have on hand. Then have them make some groups. For example: Ask them to make 3 groups with 4 objects in each group. Have them skip count how many are in each group. Their answer would be 12. *If your child is are not able to count to skip count then have them count on.*

Here are a few more examples:

2 groups of 3

5 groups of 4

4 groups of 4  
5 groups of 5  
1 group of 2

3 groups of 2  
2 groups of 4  
4 groups of 5

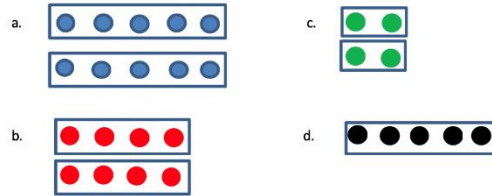
We have provided the answers to these practice questions. This way your child can look at what the answer would look like.

### Practice

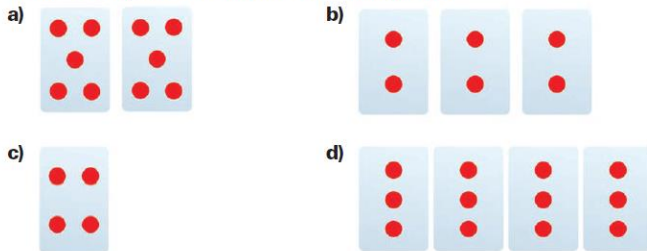
1. Use dot cards or make a picture to show each set.

- a) 2 groups of 5
- b) 2 groups of 4
- c) 2 groups of 2
- d) 1 group of 5

Answers:



2. Write a multiplication sentence for each picture.



Answers:

- a. 2 groups of 5 equals 10 ( $2 \times 5 = 10$ )
- b. 3 groups of 2 equals 6 ( $3 \times 2 = 6$ )
- c. 1 group of 4 equals 4 ( $1 \times 4 = 4$ )
- d. 4 groups of 3 equals 12 ( $4 \times 3 = 12$ )

3. Tennis balls come in packages of 3.  
The gym teacher brought 3 packages  
for her class.  
How many tennis balls did she bring?  
Draw a picture and write a number sentence  
to show your solution.



Answer:



**3 groups of 3 equals 9**  
**The teacher brought 9 balls.**

### FILA – ORAL/WORD WORK

Review the sounds: AN (also includes EN, EM, AM) and GN.

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 – Faire du Camping (AN/AM/EN/EM) and Une Invitation pour Souper (GN)). 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:

Think of 5 things that make you happy and draw them. Choose a few to describe to a family member or friend.

### FILA – WRITING

Find a meaningful family object (picture, dish, piece of art, photo, etc). Draw a picture of the object or describe it. Write about why it is special to you and your family.

ENGLISH \*grade 3s\*

Word Work: OUTSIDE

Take your word list outside with you. Choose a few that you want to practice using: chalk, rocks, a stick to write in dirt, etc. Or, use some of these fun ideas!

- 1) Hop Scotch: Sketch out a hopscotch course, but use sight words instead of numbers. Toss your marker, read the word it lands on, then hop to it!
- 2) Soccer: Write out sight words on index cards and tape them to cones (or buckets, cups, etc). Have kids dribble between the markers and read the words as they go. When they get to the end, they get to take a shot at the goal.
- 3) Target Practice: Write out sight words on an outside wall or fence. When you call out a word, kids have to find the "target", read it, and throw a ball to hit it.
- 4) Water balloons: Write sight words on water balloons and have kids read each word before tossing it at a target.
- 5) Basketball: Have kids dribble around sight words on the ground as they read them out loud.

**Writing:** Create a book with a sibling or a parent. Decide together who the main character of your story will be and what adventures they will go on. Take turns adding illustrations and words to your book.

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

### Creating a Field Journal

Video on being a field scientist: <https://www.youtube.com/watch?v=E6iB5B3Lz9I>

Create a science journal to keep track of your observations outside. On each day, there are different prompts to help guide your observations.

**\*Photos of the prompts for each day are at the end of this document\***

Day 1: Use your senses to describe your observations

Day 2: Write 10 descriptive words or phrases about what you see. Try to do 10 more words.

Day 3: Use colours, lines, shapes, patterns and textures to describe what you see.

Day 4: Use the letters of the alphabet to describe things that you see.

Day 5: Creative thinking. What do you see and hear? If you were an animal, what would you see, hear, or feel?

*Remember whenever you do field explorations outside to:*

- Leave no trace of your visit (Make no damage, leave no litter.)
- Be a respectful observer. (Watch and listen. Don't do anything that might harm the plants and animals or prevent them from living their lives uninterrupted.)
- Gather with great care. (Only handle plants and animals that you know to be safe.)

### Other – Technology

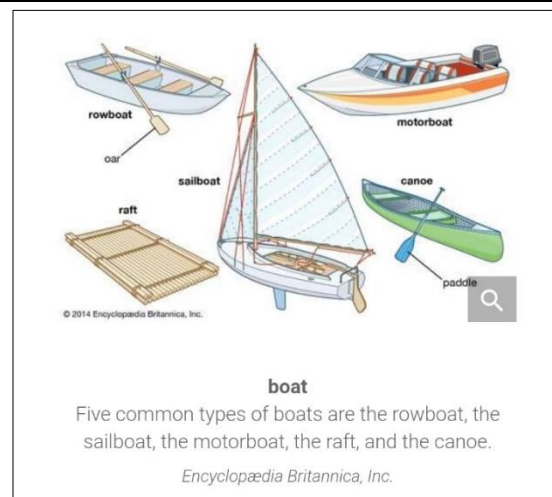
Hello future Builders, Scientists and Engineers! This week we will be building a boat. Pick from any of the common types of boats (sailboat, rowboat, motorboat, raft or canoe), use your favourite building materials to build and then test to see if it floats. To view this image in greater detail and to read more about the types, visit:

<https://www.britannica.com/technology/boat>

Here are some suggested building materials, but as always feel free to add in your own ideas and use what is available to you.

#### Materials:

- Container filled with water
- For the hull (body of the boat) - Playdoh, foil and/or carefully cut a can in half
- Cardboard, paper, coffee filter, toothpick, craft stick



- Tape & scissors
- Marbles, pennies or plastic figurines (weighted materials, in case your boat is off-balance in the water, you can fix it by adding weights in certain points of the boat.)

Take it further:

- Add decorations, design a sail, name your boat, make an anchor, add a paddle, etc.
- Test the capacity of your boat in the water with figurines, pennies or marbles.
- Assuming you're outside, you can let the wind move your boat naturally or you can blow softly to alter its direction.



Additional links:

National Geographic Kids – Fun Facts about Boats (brief history and different types of boats):

<https://m.youtube.com/watch?v=Ae-jn4Rc4BQ>

Parks Canada - From Stem to Stern: Building a York Boat in Under 3 Minutes:

<https://www.youtube.com/watch?v=TAjCOXku1c>

Canada C3 is a signature initiative for Canada's 150th Anniversary of Confederation. The centerpiece was an epic 150-day sailing journey from Toronto to Victoria via the Northwest Passage. This video features many different ships that travel to Nunavut: <https://www.youtube.com/watch?v=ScJOHrTXmwo>

*I recycled my daughter's artwork and taped it to cover ½ of an aluminum can. We then added a mast, a sail & some sailors.*

If parents would like to email a picture or screenshot of your boat, I will add it to the collage I will put on the MCS Facebook page Friday. Questions or comments, don't hesitate to contact me via

[Erin.LeCain@nbed.nb.ca](mailto:Erin.LeCain@nbed.nb.ca)

**Other – Music**

Hi everyone,

Oh my gosh! It is JUNE! How did this even happen? I have been walking outside and spending lots of time in my garden and mowing the dandelions. 😊

You might be able to play with a friend now so this week's activities will be for you to do outside with a friend or brother or sister.

This is the last time you will be getting Learning Opportunities for Music. Remember that I am always an email away. Send me a note anytime in the next week or during summer break. I can't wait to see you all again. I will be missing you!

[karyn.macleod@nbed.nb.ca](mailto:karyn.macleod@nbed.nb.ca)

**Activity #1**  
**Secret Handshake**

Have you ever watched a tv show where two characters have their own secret handshake? Ever wanted to have your own handshake? Now you will!

Using body percussion (tapping your chest, clapping, stomping your feet, snapping, etc) create a handshake with someone in your family. Be as creative as you want. There are NO rules. I will want to see them and maybe even learn to do some of them when we get back to school.




**Activity #2**  
**Musical Hopscotch**

Using chalk, draw a hopscotch board on your driveway or sidewalk. In each square, create a rhythm using ta, titi and sh. Then toss your rock into a square. Hop to that square and read the rhythm that your rock has landed on.



### Activity #3 Bouncing Rhythms

Find a ball and take it outside. Bounce the ball as you say, "ta, ta, ta, ta". Then bounce the ball faster by saying, "titi titi titi titi". If you say "sh" you would have to hold the ball and not bounce it. Finally, try bouncing the ball to a rhythm that you create. For example, "ta, titi, titi, ta" or "titi, titi, ta, sh".



Other – Phys. Ed.

Can you believe it is June!? What a different time it has been. But it is warm and beautiful outside and even better that we can socialize responsibly again. I absolutely loved the warm weather last week and again took advantage to get outside as much as I could. I had the opportunity to mow my lawn last week with my new mower. It was the first time I had mowed grass since the autumn of 2018 as the grass didn't grow in Australia with the drought. I have spent a lot of time lately looking at maps of biking trails in New Brunswick and thought it might be fun to practice your mapping skills and create a map of an obstacle course. Enjoy it and be creative with your courses.

Be active and safe!

Mr. Nathan King ([Nathan.King@nbed.nb.ca](mailto:Nathan.King@nbed.nb.ca))

#### Design your Own Obstacle Course

Create a map or drawing of your obstacle course with obstacles (chairs, recyclables, shoes,...). Can you include a jumping, throwing and balance activity? Use the legend below to detail the form of movement you will use between obstacles.

Once you have it designed, build it!

Practice completing the course. Time yourself to improve or challenge someone else to complete it.

#### Map Legend:

|                              |             |
|------------------------------|-------------|
| —————                        | Walk        |
| -----                        | Jog         |
| xxxxxxxxxxxxxxxxxxxxxxxxxxxx | Gallop      |
| ^^^^^^^^^^^^^^^^^^^^^^^^^^   | Skip        |
| =====                        | Slide       |
| ////////////////////         | Your Choice |

#### Walking Around New Brunswick Challenge



#### **Walk! Walk! Walk!**

The weather is getting beautiful and it is a great time of the year to walk and get some exercise. Mrs. Johnston and I are challenging you to keep track of your 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 fast we can do this! We'll keep you updated!

#### Wellbeing Challenges

**Physical:** Complete 30 minutes of household physical activity (vacuuming, sweeping, gardening, etc.)

**Emotional:** Practice self-care – go to bed early, paint, relax outside on a blanket).

**Social:** Do something kind for a neighbor.

**Cognitive:** Complete a jigsaw puzzles or a word puzzle.

**Psychological:** Create a list of things you are good at.

**Messages for the sounds of the week:**

## **Faire du camping**

Une journée de printemps, Andrée Anguille va camper avec sa grande amie, Émilie Éléphante.

Premièrement, Andrée et Émilie apportent des vêtements chauds. Il vent et les amies ne veulent pas avoir froid.

Ensuite, Andrée remplit un sac de nourriture. Dans ce sac, il y a trente oranges, des framboises, des pamplemousses et des champignons. Elle apporte aussi sa nourriture préférée, des plantes.

Finalement, Émilie apporte une tente et une lampe de poche. Elle apporte aussi une guitare parce qu'elle aime chanter des chansons près du feu de camp.

Les amies sont contentes parce qu'elles ne vont pas souvent faire du camping. Aller camper, c'est fantastique!!!!

## **Une invitation pour souper**

Agnès Agneau et sa petite araignée décident de préparer un souper pour leurs amis de la campagne, Pascal Orignal et Sam Cygne.

Ensemble, ils vont grignoter sur de mignons morceaux de pain et manger de la lasagne. Voici la recette que doit suivre Agnès afin de faire une délicieuse lasagne.

La meilleure lasagne du monde :

1. Dépose les pâtes en belles lignes droites dans une casserole.
2. Coupe des oignons et des champignons et dépose ces légumes sur les pâtes.
3. Verse soigneusement de la sauce aux tomates.
4. Ajoute une poignée de fromage râpé.



Name \_\_\_\_\_

Date \_\_\_\_\_



## FUN MULTIPLICATION TO 5x5 SHEET 1

Write the correct answer inside the bubbles.

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1 x 4

2 x 1

3 x 2

1 x 0

2 x 4



3 x 1

5 x 2

3 x 3


2 x 2

5 x 3



 Create your Field Journal 



If you are using a notebook, decorate the cover or the first page with some nature drawings.

If you are using blank pages, you can staple them together to create your journal.

 Remember to design and decorate your cover!

Your cover should include your name and the date you began your journal.


 Day 1: Using my Senses 

I see...



I smell...



I hear...


I feel...


 My thoughts and ideas...

My feelings right now...



 



 Day 2: 10 x 2 

10 descriptive words or phrases about what I see: 

10 more descriptive words or phrases about what I see: 

My feelings right now...


 

 Day 3: Colours, Lines, Shapes, Patterns and Textures 

I see the colours...

I see shapes of...



I see lines of ...



 The patterns created by the colours, shapes and lines are...

I see the textures of... and I think they feel like ...

The patterns make me think about....

The textures make me feel....


 Day 4: Letters of the Alphabet 

I see, hear, smell, feel and think:



A:



B:


C:

 D:

...


 

 Day 5: Creative Thinking 

I see... 

I hear...

Through the eyes of a(n) \_\_\_\_\_, I would see...

 Through the ears of a(n) \_\_\_\_\_, I would hear...

If I was a(n) \_\_\_\_\_, I would feel...

