

2nd Grade

Snow Day Scholars Program



Independent Learning Day Activities

Dear Students, Parents and Families:

As you know, weather in Connecticut during the long winter months is unpredictable, and often impacts our school schedule. For the 2019-2020 school year, the South Windsor Board of Education approved a district wide pilot of the **Snow Day Scholars** program. This initiative will support ongoing learning, even when students are home from school. The pilot will allow us to assess the feasibility of allowing students to demonstrate independent learning on emergency closing days with the understanding that the day will not need to be added to the calendar in June. The Snow Day Scholars program will only be initiated after three (3) emergency closing days have occurred. Both the 4th and 5th emergency closing days will be designated as an Independent Learning Day.

While at home on these days, students are asked to engage in independent learning, using their time to apply the skills and knowledge they have been working on in their classrooms. Included in this booklet are the following:

- Two separate menus of learning activities carefully crafted by teams of teachers and curriculum professionals are provided for each of the two Snow Day Scholars emergency closing days. These activities represent various content areas and levels of difficulty, and aim to support creativity, innovative thinking, personal wellness, and social consciousness.
- Some activities refer to a separate worksheet. These items are highlighted in **red**, and contain a reference number (e.g., "1-A") which can be found at the top of each attachment. All attachments have been provided in student packets, and are also available on the website.
- A **SAMPLE** of the optional parent feedback form is provided for your reference. Principals will send a link to the online survey to parents after each Snow Day Scholars event.

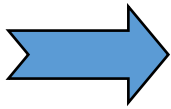
On emergency closing days #4 and #5, students should select and complete **at least four (4)** activities from the designated activity menu. After each activity is completed, check the box in the activity square. Students should bring the menu (as well as any other worksheets or papers) back to school to share with their teacher.

If you have any questions, do not hesitate to reach out to your child's teachers. **For your convenience, all of the information included in this packet (with embedded hyperlinks) is also available on the website.** Links to this and other information are provided on the back cover of this booklet.

Your continued partnership to help South Windsor Public Schools develop meaningful programs and activities for our students is always appreciated!

DREAM. ACHIEVE. INSPIRE.

Day 1 Activity Menu for Emergency Closing Day #4



Directions: Select at least **four (4) activities** to complete during today's emergency closing day. Share/review your choices with an adult. Each activity is labelled with one or more content area icons; complete activities from a variety of different content categories (see icons below). **Check the box** for each activity you complete. Submit your work to your teacher when you return to school.



NOTE: Items in **RED** indicate an attachment contained in this booklet; items in **BLUE** indicate an online website or resource

<input type="checkbox"/> With permission, watch the news or check the newspaper for weather numbers. Record the information you find, include at least 8 facts with numbers.	<input type="checkbox"/> Write what you notice about what state of matter snow is. Put snow in a cup and bring it inside. Notice the changes. What happens to the snow?	<input type="checkbox"/> With permission, go outside and build a snowman. Write a short story about how the snowman is feeling today. Is he happy? Sad? Excited? How do you know? Why does the snowman feel this way?	<input type="checkbox"/> Be a GREAT FRIEND by making a card for a friend. Write at least three sentences to tell why they are a great friend.
<input type="checkbox"/> Coin Count: sort and identify coins. Use skip counting to count the coins in your collection.	<input type="checkbox"/> With permission, measure the snow outside in the morning and later in the day. Is there a change? Write an equation to show the difference.	<input type="checkbox"/> Complete the Four Seasons of the Trees activity (1-A) .	<input type="checkbox"/> Teach someone in your family at least 5 words you learned in Spanish class.
<input type="checkbox"/> Read for 20 minutes or more. Then, draw a scene from today's reading and include a description of the characters, setting or events that you drew.	<input type="checkbox"/> Let's get moving! Ask an adult to play some music. Dance in and around your house, clap to the beat. Write down the name of a song that got you motivated.	<input type="checkbox"/> Think about something that might be difficult for you right now. Talk with someone about how you can set a goal to improve. Write about your plan in a journal.	<input type="checkbox"/> Select a character from a book who is demonstrating an emotion. How are they feeling? Give at least 2 details from the book that show they are feeling that way.
<input type="checkbox"/> Use materials around your house to build a model habitat. Explain what kind of animal could live in there and why.	<input type="checkbox"/> Create a poster to tell about a tradition in your family.	<input type="checkbox"/> Create a bar graph to show the favorite colors of everyone in your family. Then write three facts about your graph.	<input type="checkbox"/> Write down all the words you can think of that describe snow. Then use the words to write a poem inspired by winter.

Day 1 Worksheets, Writing Prompts and Attachments



FOUR SEASONS OF TREES

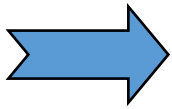
(1-A)



Materials needed: paper, pencil, coloring tools (colored pencils, crayons, or markers).

Directions: On a separate sheet of paper, draw a grid that divides your paper into 4 sections. Inside the grid, draw a tree that reaches all four spaces. In each one of the four spaces, show a different season by drawing what that portion of the tree would look like during that time of year. The seasons are: spring, summer, fall and winter - you can choose where each season is drawn. Think about how the leaves, sky, and ground would look during each season. Include animals, outdoor items like playground equipment, flowers, plants, people, and weather conditions in your drawing as well. Lastly, add color to your drawing with your choice of coloring tools - colored pencils, crayons, markers, or a combination of media. Make sure to fill each space entirely with details and color. Be creative!

Day 2 Activity Menu for Emergency Closing Day #5



Directions: Select at least **four (4) activities** to complete during today's emergency closing day. Share/review your choices with an adult. Each activity is labelled with one or more content area icons; complete activities from a variety of different content categories (see icons below). **Check the box** for each activity you complete. Submit your work to your teacher when you return to school.



Literacy



Math



S.T.E.M.



Social Studies



World
Language



Art and Music



Health and
Wellness

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Practice "Mindful Listening." With permission, go outside to fully listen to the sounds; record your observations on the **worksheet (2-A)**. (You can also complete this activity inside.)



Write and illustrate a picture book about a winter day. You can use the **Winter Picture Book Template (2-B)** or create your own with plain paper.



Read a book of your choosing for at least 20 minutes. Then, fill in the details on the **Character Portrait (2-C)**.



Create a kindness calendar. Fill in the **Kindness Calendar (2-D)** to plan a week's worth of kindness activities to complete. Share your completed calendar with your teacher.



With help from an adult, play a game, research a composer, compose a song, or dance to the beat. Try www.classicsforkids.com



Invite someone in your house to play a board or card game.



Practice with Coins. How much money do I have if I have: 1 quarter, 2 dimes, and 1 nickel? Write the amount. Then show that same value with other coins.



With help or permission from an adult, make a sandwich for lunch. Show how to cut the sandwich into equal parts of either halves or quarters. Draw a picture of your sandwich on a piece of paper.



Dramatic play. Recreate "Toy Story" in Spanish. Have two of your toys come to life and speak in Spanish. Have the toys say some of the things you have been learning in Spanish class.



Use materials around your house to build a model habitat. Explain what kind of animal could live in there and why.



With permission, measure the snow outside in the morning and later in the day. Is there a change? Write an equation to show the difference.



Landscape Out Your Window - draw a picture of what you see from your window. Use **worksheet (2-E)** for guidance.



Explore instruments and composers online with help from an adult: www.mydso.com/dso-kids



Self-Portrait: Look in a mirror and draw a self-portrait. Include as much realistic detail as possible.



With help from an adult, make a healthy snack to enjoy. Talk about what makes it a healthy choice.



Think and Write: What would it be like to be an animal that lived outside during the winter? Write about it and draw a picture.

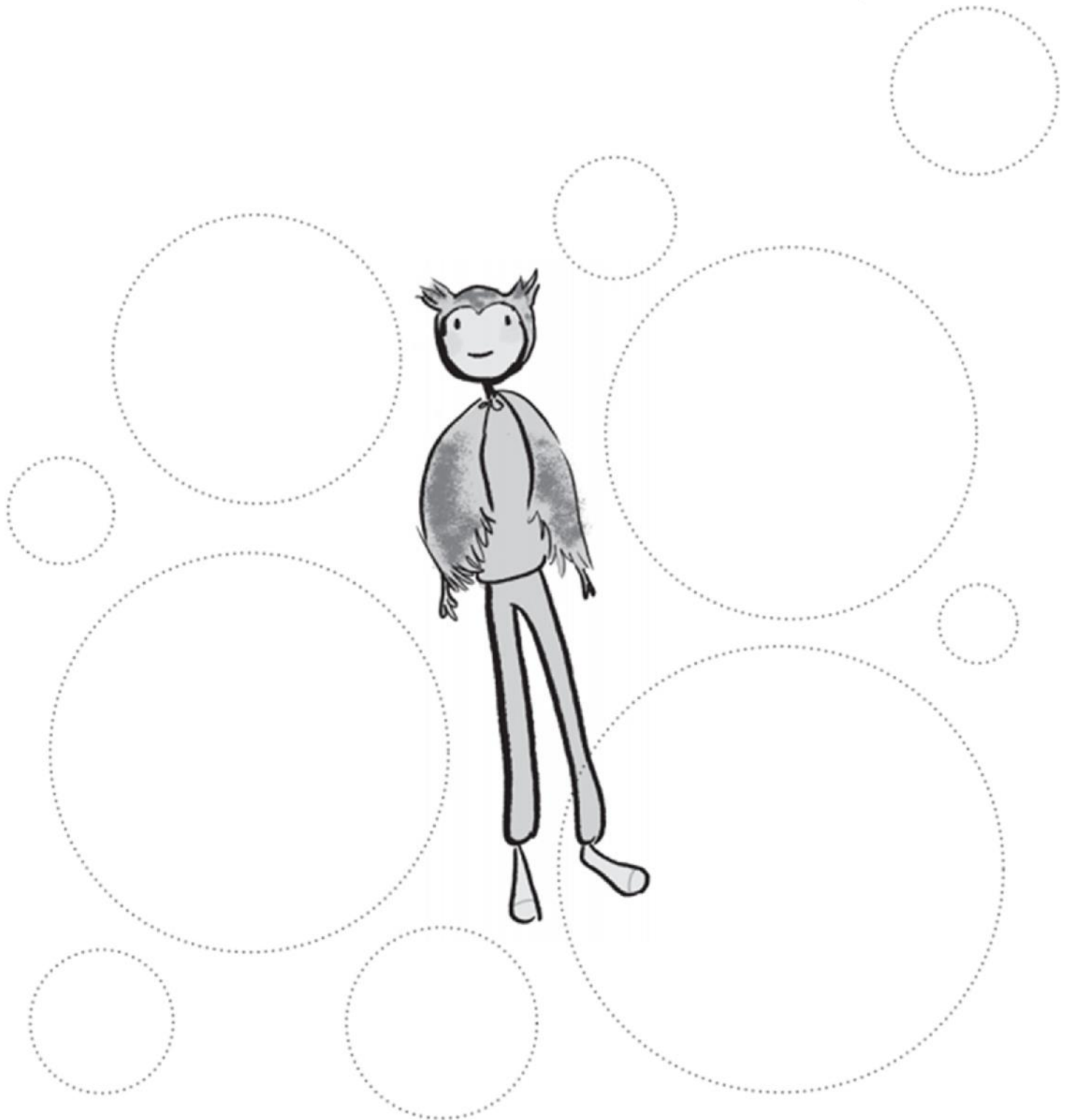
Day 2 Worksheets, Writing Prompts and Attachments



MINDFUL LISTENING

(2-A)

Listen like an owl to become more aware of the sounds around you! An owl can hear sounds that are close up and far away, and can also be silent when needed. Go on a “sound hunt” as an owl. What do you hear close up? What do you hear far away? Write and draw your observations.

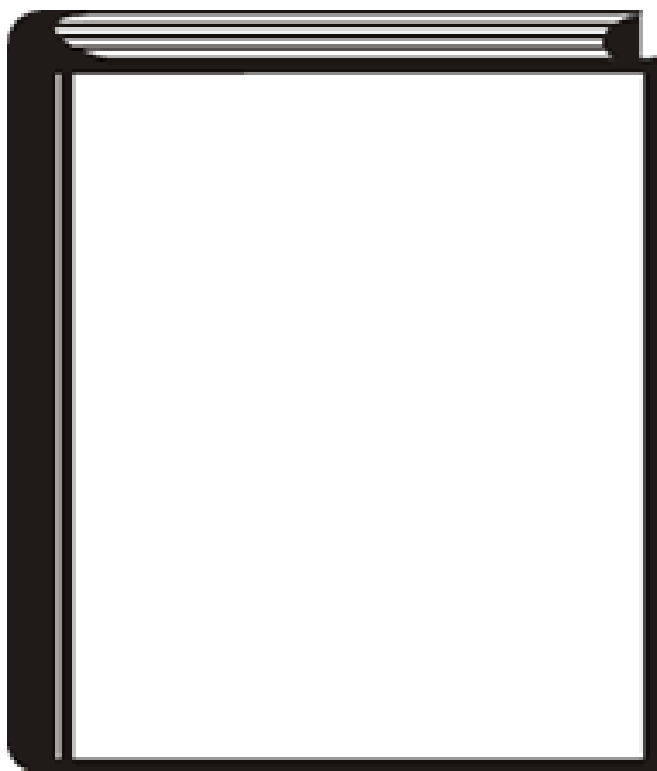


Day 2 Worksheets, Writing Prompts and Attachments

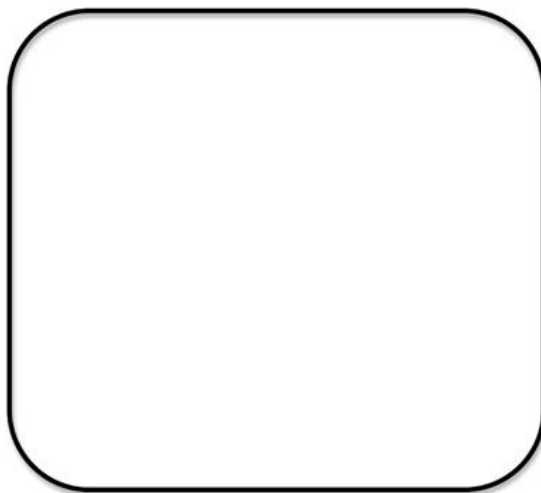


WINTER PICTURE BOOKLET TEMPLATE

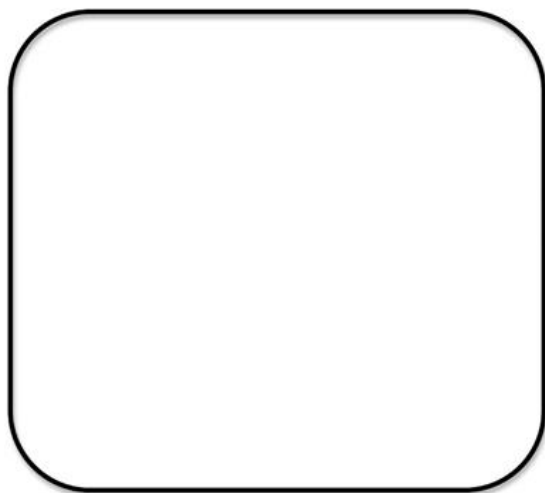
(2-B)



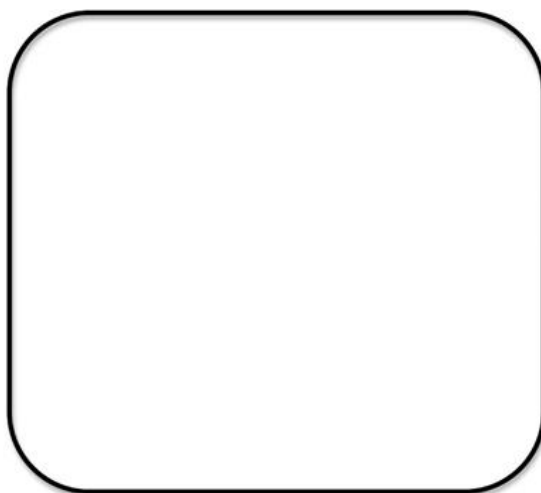
Written and Illustrated by:



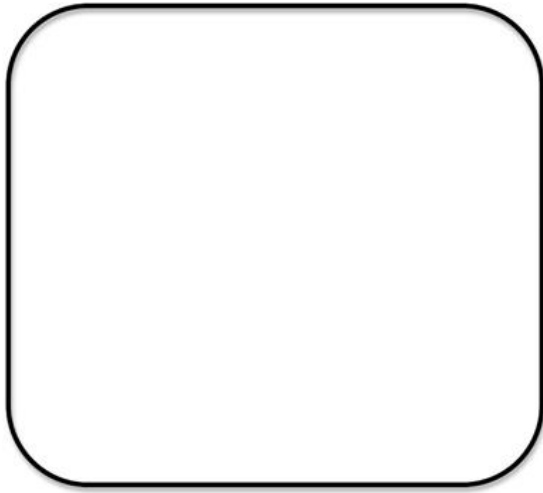
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



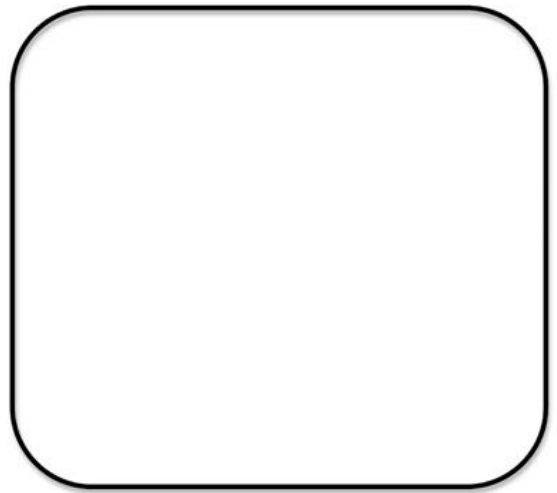
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



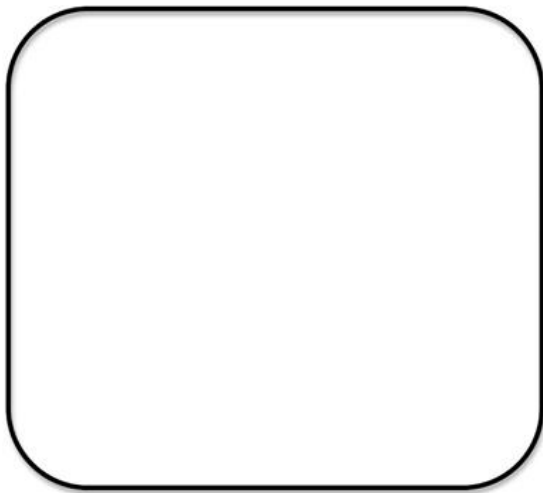
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



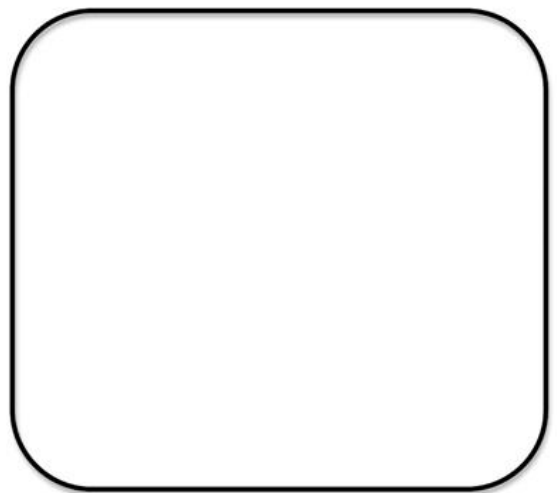
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.



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Day 2 Worksheets, Writing Prompts and Attachments



CHARACTER PORTRAIT

(2-C)

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Traits	Favorite Things
Lesson Learned	Something They Say or Do



kindness
MATTERS

Day of the Week	I will show kindness by
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Day 2 Worksheets, Writing Prompts and Attachments



LANDSCAPE FROM YOUR WINDOW

(2-E)



Use materials of your choice (crayons, pencils, paint, clay) to create a picture of the view from your window. What do you see? What is happening? How can you tell? What details can you include in your artwork to describe what you see? Find a creative way to show what is happening outside your window. Bring your artwork to school to share with your class.

Snow Day Scholars Optional Parent Feedback Form

The following is a *SAMPLE* of the Optional Parent Feedback Form. After each Snow Day Scholars day, you will receive a link to this survey from your child's principal. This brief survey can be completed [online](#) (using any computer, phone or tablet device). Your feedback regarding the 2019-2020 Pilot of the South Windsor Snow Day Scholars Program will help us assess the feasibility of the program in the future. Thank you for your time and input!

Child's grade level: K 1 2 3 4 5
(if you have multiple children in different grades, check all that apply)

Child's school: ET OH PRS PV

Were the directions clear to you and your child?

- Yes
- No

Was your child able to identify at least four activities to complete independently?

- Yes
- No

Did the activities for your child's grade level seem:

- Too Easy
- Too Hard
- Just Right

Did any activities require substantial support from an adult? If so, which activities?

- Yes
- No

Approximately how long did it take your child to complete the activities they chose?

- Less than 2 hours
- Between 2 and 4 hours
- More than 4 hours

Did your child need additional materials to complete an activity that were not easily accessible?

- Yes
- No

Were the resources, worksheets, and templates attached to the learning menus helpful?

- Yes
- No

Is there any other feedback that you would like to share?

Snow Day Scholars Program



The following links may be helpful to students and families:

- [South Windsor Public Schools District Website](#)
- [Snow Day Scholars Program—Pilot Information and Frequently Asked Questions](#)
- [Snow Day Scholars Grade Level Activities](#) (the menus and all attachments in this packet can be found on the Student Dashboard, accessible from the upper right corner on any page of website)

Questions? Contact your child's school or email your classroom teacher.



Eli Terry Elementary
[Vincent Federici](#), Principal



Orchard Hill Elementary
[Michael Tortora](#), Principal
[Michael Kenyon](#), Assoc. Principal



Philip R. Smith Elementary
[Michelle Dixon](#), Principal



Pleasant Valley Elementary
[Tiffany Caouette](#), Principal
[Alicia Farris](#), Assoc. Principal

District Administration

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Assistant Superintendent,
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Sheryl L. Mortensen
Assistant Superintendent,
Curriculum and Instruction

Chris M. Chemerka
Director of Finance and Operations

South Windsor Public Schools Vision Statement

*The South Windsor Public Schools
promotes an engaging and dynamic culture of learning
that prepares students
to achieve their own individual excellence.
Within an emotionally safe environment, educators will
foster students' academic, social and personal growth.
Our students will demonstrate
critical and creative thinking, self-direction, collaboration,
adaptability, compassion and civic responsibility
in an ever-changing global society.*