

**ELEMENTARY – GRADE 2**  
**Week of April 20<sup>th</sup> 2020**

# Visit to the Australia Zoo

## Information for students

- Visit the Australia Zoo by watching the video at <https://www.youtube.com/watch?v=y699qXKDVwE> (7:14 minutes).
- What did you like best about the video? What was your favourite animal? Have you ever visited a zoo?
- Watch the video again. Then, pretend that you have really been to the Australia Zoo. Write a journal about your imaginary day at the zoo. Include lots of drawings of the things you saw and did.
- If you like, make an animal mask with paper, construction paper or a paper plate. Decorate with any craft materials you have. Wear your mask as you tell or act out a story about animals.
- Share your journal with your family and tell them about your imaginary visit. Explain why (or why not) you would like to have a real visit to a zoo.

## Material required

- Device with Internet access, paper, writing and drawing materials
- Optional: Craft materials to make masks

## Information for parents

- Help your child find the link to the online tour.
- Read the instructions with your child.
- Discuss the questions together.

# Ma collation santé

## My Healthy Snack

### Consignes à l'élève

- Pense à une collation simple que tu aimerais préparer.
- Écris la liste d'ingrédients
- Écris les étapes pour la préparation de la collation. Voici un [gabarit fourni](#) que tu peux utiliser ou, si tu veux, tu peux simplement écrire les étapes sur une feuille de papier.
- Lis la recette à haute voix à un membre de ta famille.
- Prépare la recette, si tu veux.
- Partage la collation tu as préparée avec ta famille. Bon appétit !

### Information for the student

- Think about a snack that you would like to prepare.
- Write down the list of ingredients.
- Write down the steps for preparing the snack. Here is a [template](#) that you can use or, if you prefer, you can simply write the steps on a piece of paper.
- Read the recipe aloud to a family member.
- Prepare the recipe, if you want to.
- Share the snack that you prepared with your family. Bon appétit!

### Matériel requis

- Une feuille de papier (ou tu peux utiliser le [gabarit](#))
- Un crayon à la mine
- Facultatif : les ingrédients de la collation

### Materials required

- Paper (or you can use this [template](#))
- A lead pencil
- Optional: snack ingredients

## Information for Parents

### About the activity

During this activity, your child will:

- Express ideas, writing and speaking in French
- Write out the steps of a basic recipe in French
- Read the recipe to a family member

You can:

- Ask questions in order to encourage your child to speak French
- Help your child with any new words, if necessary
- Allow some mistakes in the sentences
- Help your child prepare the snack and repeat the words in French as you go, if possible

# Gabarit (Template)

**Consignes à l'élève :** Écris les étapes de ta recette ici

**Instructions to the student:** Write out the steps of your recipe here.

1.		2.	
3.		4.	

# Me connais-tu vraiment bien? – How Well Do You Know Me?

## Consignes aux élèves

- Complète la [fiche](#) après l'avoir imprimée ou téléchargée.
- Exerce-toi à transformer les questions de la fiche pour les poser à des amis ou à des membres de ta famille afin de savoir s'ils te connaissent bien.

Exemples :

- Quel est ton animal préféré? ➡ **D'après toi**, quel est **mon** animal préféré?
- Qui est ta meilleure amie? ➡ **D'après-toi**, qui est **ma** meilleure amie?
- Écris le nom de toutes les personnes que tu vas interroger dans la case du haut. Pose-leur les questions que tu as transformées.
- Pour chaque question, indique si la personne a répondu la même chose que toi ou non.
- Pour chaque personne interrogée, fais le total des réponses identiques.
- Qui est la personne qui te connaît le mieux?

## Information for students

- Download or print the [worksheet](#). Answer the questions.
- Practise changing the questions on the worksheet so you can use them with your friends or family members to find out how well they know you.

For example:

- Quel est ton animal préféré? ➡ **D'après toi**, quel est **mon** animal préféré?
- Qui est ta meilleure amie? ➡ **D'après-toi**, qui est **ma** meilleure amie?
- Write the names of the people you will interview in the box at the top of the table. Ask them the questions that you have changed to use with them.
- For each question, indicate whether the person gave the same answer as you.
- For each person, add up the number of correct answers.
- Who is the person who knows you best?

## Matériel requis

- Fiche téléchargée ou imprimée, crayon

## Materials required

- Downloaded or printed worksheet, pencil

## Information for parents

### About the activity

Your child will practise:

- reading questions and answering them
- adapting questions
- asking questions
- compiling the results of the interviews

You can help your child:

- read the instructions
- adapt the questions properly
- complete the worksheet
- compile the results of the interviews

# Go Fish for 10s and Stuck in the Mud

## Information for students

- Go Fish for 10s is a fun card game for 2 or more players. In this game, players will sharpen their mental mathematics skills by searching for pairs of cards that add up to 10.
- Stuck in the Mud is a dice game. The goal of this game is to be the first player to get a score of 100. Be careful, if you roll a 2 or a 5, then your dice get stuck in the mud and you get no points!

## Materials required

- You will need a standard deck of cards for Go Fish for 10s.
- You will need 5 standard dice for Stuck in the Mud.
- If you do not have cards or dice, be creative and make your own with materials found around the house!

## Information for parents

- **Go Fish for 10s** plays like regular Go Fish except players have to make pairs that add up to 10.
- Read over the rules and give a few examples of pairs of cards that add up to 10. Note that students sometimes want to play with the original Go Fish rules but usually end up preferring this version!
- In **Stuck in the Mud**, players add (+1, +3 or +6) to a number. Read the addition out loud to explain the thinking and adding strategies. Players can do the math on paper or verbally to practice mental arithmetic.



## Rules for Go Fish for 10s

**Number of players:** 2 to 4

**Materials:** One standard deck of cards with jacks and kings removed (ace = 1, queen = 0)

**Goal:** To have the most pairs of cards that add up to 10 when all the cards in the deck are used (for example, 1 and 9, 3 and 7, 4 and 6, or 10 and 0 all make pairs adding up to 10.)

**Rules:**

- To begin, each player receives 4 cards.
- Each player must always have 4 or more cards in their hand. If they do not have 4 cards, they must draw a card from the card pile in the middle.
- Players take turns asking other players for a card. For example, if a player has a 6 in their hand, they ask another player, “Do you have a 4?” because the goal is to make a sum of 10 with 2 cards ( $6 + 4 = 10$ ).
- The other player either hands over the requested card OR says “Go Fish.” The player who initially asked must then pick a new card from the card pile.
- Anytime a player has a pair that adds up to 10, they must lay the pair face up on the table.

## Stuck in the Mud

**Number of players:** 2 to 4

**Materials:** 5 dice and a scrap sheet of paper with pencil (optional) to keep score

**Goal:** The first player to get a total score of 100 wins.

**Rules:**

- The first player plays until all of the dice are “stuck in the mud,” then passes the dice to the next player.

- Each player rolls all five dice. If any 2s or 5s are rolled, then no points are scored for this roll and all 2s or 5s are set aside “stuck in the mud.”
- If no 2s or 5s are rolled, the player must write the total score of the dice and add this to their current score. The player then continues rolling with all the dice that are not stuck in the mud.

# Map My Neighbourhood

## Information for students

- Think about your favourite park, your school, or some other important place in your neighbourhood. If you walk there, what are some of the things that you would see along the way? Draw a map of the path between your house and the place that you have chosen. Make sure to include things like street names and stop signs along the way. Use different colours to make your map look extra detailed.

Here is a sample map that you can use as an example:



## Materials required

- blank paper or graphing paper
- drawing and colouring materials
- compass (for extension activity)

## Information for parents

- If you would like to add a physical component to the activity, take a walk with your child to a local park, landmark, or school. Have them pay attention to the route and what they see around them so that they can incorporate it into their map.
- If you have a compass or an app that acts as a compass on your phone, have your child pay attention to the directions taken to get to their destination.
- For those with Internet access, here is a fun video explaining maps that also includes a few fun map-related activities.

<https://www.youtube.com/watch?v=DSnVCV4uGGQ&feature=youtu.be>

# Learn About the Human Body, then Get Active!

## Information for students

- Listen to this song (video) to learn about human body parts:
  - [Learn about the Body - Parts of the Human Body, Science & Anatomy](#)
- What did you learn by listening to this song? Share at least one fact with a member of your family.
- Look at the documents on the links below and try these challenges:
  - [Tightrope](#)
  - [Twist and Shout](#)
  - [Soccer Dribbling](#)
  - [Basketball Dribble](#)
- Invite a member of your family to try the challenges with you.
- What challenges did you find easiest or most difficult? Which parts of the body were involved in the different challenges?

## Materials required

- Device with Internet access (Song: [Let's Twist Again](#))
- A rope, ribbon or some line on the ground
- Empty plastic bottle or milk container
- Ball and/or soccer ball

## Information for parents

### About the activity

Children should:

- be able to name some main parts of the human body;
- experience some physical activities.

Parents could:

- ask their children questions about what he/she has learned about the human body;
- show different parts of the human body and name them (Song: [Head, Shoulders, Knees & Toes](#));
- try some of these challenges with your children (more movements can be experienced: [Activities for Kids - Active for Life](#)).

# Paper Sculpting

## Information for students

- Use the black sheet of paper for your base.
- Cut coloured construction paper into different widths.
- Using the following techniques to create your paper sculpture:
  - Pleat: fold the paper back and forth on itself to make ‘stairs’, as though you were making a paper fan.
  - Curl: using a pencil, roll the paper around the pencil, then remove the pencil and you are left with curled paper.
  - Loop: take a strip of paper and glue the two ends together.
  - Fringe: along one side of a strip of paper, make long or short cuts very close to one another, stopping just before you reach the opposite edge of the paper.
  - Spiral: using a circle of paper, cut along the edge, continuing to cut but never getting to the edge. Keep cutting in a circle until you reach the middle of the circle and have created a long spiral of paper.
  - Cut strips with zigzag and wavy edges.

## Materials required

- Device with Internet access (optional)
- Large black sheet of paper
- Scraps of construction paper
- Glue
- Scissors

## Information for parents

- Help your child follow the link to the following video of paper folding techniques:  
[https://www.youtube.com/watch?v=kpqjB\\_ocFIE](https://www.youtube.com/watch?v=kpqjB_ocFIE)
- Discuss the vocabulary terms: fringe, spiral, pleat, loop, curl, zigzag, wavy

# All About Me... and You!

## Information for students

- You are a unique person! There is no one else in the world just like you! Have you ever thought about what makes you different from others? What about what makes you the same? You will write a little bit about yourself by answering some, or all, of the questions below. Once you have thought about what makes you special, you can ask other members of your family about themselves! Call a friend or family member to ask the same questions. The more people you ask, the more you will see how you are the same and how you are different! You can make up more questions, if you like. Have fun with it!
- You can also draw a picture of yourself and someone you chose to interview, showing how you are the same and how you are different.

## Materials required

- Paper, writing and drawing materials

## Information for parents

- Read the instructions to your child, if necessary.
- Help them read and/or write their answers if they need support.
- Help them call someone else, if they choose, in order to interview them.

## Questions:

What is your full name?

How old are you?

When is your birthday?

What colour is your hair?

What colour are your eyes?

What is your favourite thing to do?

What is your favourite colour?

What is your favourite movie?

What is your favourite food?

What is your *least* favourite food?

If you could go anywhere, where would you go?

Who is your best friend?

What is your favourite song?

What do you want to be when you grow up?

If you are already grown up, what did you want to be when you were a child?

What makes you happy?

What makes you sad?

If you could have one wish, what would it be?