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| --- | --- | --- | --- | --- | --- | --- | --- |
| Date | Inquiry Question-record answers in a notebook | Writing | Reading Time | Math | Science | SocialStudies | Creative TIme |
|  | Get on [www.Wonderoplis.org](http://www.Wonderoplis.org)after you answer the inquiry question for the day in your notebook. You can also draw a picture and add labels along with your ideas.You can have the article read to you-Just press the Listen button under the title: | Captain’s Log in The Treasure Map PacketPretend you go on a journey with a treasure map. It could be the one you’re making or not | Read for 30 minutes any way you choose.Some ideas:* Listen to me read a Ch.of Frindle
* Get on Raz-Kids
* Get on Epic
 | Pages that were sent home in baggy on Module 8. These can also be printed from WeeblyIf these are completed get on:**-Freckle****-Zearn****-XtraMath**Or practice flashcards | Science Packet sent home in baggy.These can also be printed fromWeebly | Get on PebbleGo or google the listed inventors and fill out a News ReportYou can print out a News Report off the Weebly or just write the headings in a notebook | Work on Treasure Map Packet sent home in baggy. These can be printed off weebly**\*\*Parents will sign where it says teacher signature** |
| 3/30 | #2473 **How Do Windmills Work?** | Captain’s Log Day 1 |  | Module 8:Lesson 6Pages 219-223 | Pages 25-27 | MargaretHamilton | Bury Ye Treasure:Part 4 |
| 3/31 | #2544 **Will Artificial Intelligence Replace Human Jobs?** | Captain’s Log Day 2 |  | Module 8:Lesson 7Pages 225-228 | Pages 28-29 | StevenChen | Bury Ye Treasure:Part 5 |
| 4/1 | #695 **What Are LEDs?** | Captain’s Log Day 3 |  | Module 8:Lesson 8Pages 229-232 | Pages 30-31 | Steve Jobs | Go over the Rubric at the end of the packet and score yourself |
| 4/2 | #710 **How Does Technology Change Lives?** | Captain’s Log Day 4 |  | Module 8:Lesson 9Pages 233-236 | Pages 32-34 | BenjaminBanneker | Go over the Rubric with a parent and talk about how you can improve it tomorrow |
| 4/3 | #721 **What is the Fastest Train?** | Captain’s Log Day 5For the FINAL LOG (6th entry) write where the treasure was found |  | Module 8:Lesson 10Pages 237-240 | Pages 35-36 | KatherineJohnson | Make improvements to your map and then take a picture of it on Seesaw and send it to me |

Module 8 Lesson videos they can watch prior to doing the homework worksheets can be found on You Tube:

Lesson 6:

<https://www.youtube.com/watch?v=oHUYr-iijMo>

Lesson 7:

<https://www.youtube.com/watch?v=5xUhXo_vV3c>

Lesson 8:

<https://www.youtube.com/watch?v=IlgfMpdF6qI>

Lesson 9:

<https://www.youtube.com/watch?v=HWgC0Mujc8M>

Lesson 10:

<https://www.youtube.com/watch?v=7j7F7dPzVpI>

Math Standards being covered this week:

GEOMETRY

Reason with shapes and their attributes.

2.G.1 Recognize and identify triangles, quadrilaterals, pentagons, and hexagons based on the number of sides or vertices. Recognize and identify cubes, rectangular prisms, cones, and cylinders.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

2.G.3 Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, or fourths and quarters, and use the phrases half of, third of, or fourth of and quarter of. Describe the whole as two halves, three thirds, or four fourths in real-world contexts. Recognize that equal shares of identical wholes need not have the same shape.

Social Studies Standards that are highlighted are being covered this week:

Grade 2 THEME: PEOPLE WORKING TOGETHER

Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago. They use biographies, primary sources and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.

HISTORY STRAND

HISTORICAL THINKING AND SKILLS HERITAGE

Content Statements:

1. Time can be shown graphically on calendars and timelines.

2. Change over time can be shown with artifacts, maps, and photographs.

3. Science and technology have changed daily life.

4. Biographies can show how peoples’ actions have shaped the world in which we live.

Science Standards that are highlighted are being covered this week:

Nature of Science

One goal of science education is to help students become scientifically literate citizens able to use science as a way of knowing about the natural and material world. All students should have sufficient understanding of scientific knowledge and scientific processes to enable them to distinguish what is science from what is not science and to make informed decisions about career choices, health maintenance, quality of life, community and other decisions that impact both themselves and others.

Categories K-2 Scientific Inquiry, Practice and Applications

All students must use these scientific processes with appropriate laboratory safety techniques to construct their knowledge and understanding in all science content areas. • Apply knowledge of science content to real-world challenges. • Plan and conduct simple scientific investigations using appropriate safety techniques based on explorations, observations and questions. • Employ simple equipment and tools to gather data and extend the senses. • Use data and mathematical thinking to construct reasonable explanations. • Communicate with others about investigations and data.

Science is a Way of Knowing Science assumes the universe is a vast single system in which basic laws are consistent. Natural laws operate today as they did in the past, and they will continue to do so in the future. Science is both a body of knowledge that represents a current understanding of natural systems and the processes used to refine, elaborate, revise and extend this knowledge. • The world is discovered through exploration. • Exploration leads to observation. Observation leads to questions. • Natural events happen today as they happened in the past. • Events happen in regular patterns and cycles in the natural world.

Science is a Human Endeavor Science has been, and continues to be, advanced by individuals of various races, genders, ethnicities, languages, abilities, family backgrounds and incomes. • Everyone explores the world which generates questions. • The answer is not always as important as the process. • Questions often lead to other questions. • Discoveries are communicated and discussed with others. • People address questions through collaboration with peers and continued exploration. • Everyone can see themselves as scientists.

Scientific Knowledge is Open to Revision in Light of New Evidence Science is not static. Science is constantly changing as we acquire more knowledge. • It is essential to learn how to identify credible scientific evidence. • Ideas are revised based on new, credible scientific evidence. \*