2nd Grade Independent Projects

Hello Students, Families and Caregivers,

This resource packet includes multiple projects that students can work on at home independently or with family members or other adults. Each project can be completed over multiple days, and the projects can be completed in any order. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

Additional enrichment activities are also available and organized into Read, Write, Move, Design, and Solve categories to engage students in learning in many different ways while at home. Please be sure to also pick up an enrichment packet for access to these activities.

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# 2nd Grade Literacy Project: Community Workers

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 60 - 70 minutes</th>
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</table>
| Grade Level Standard(s) | CCSS ELA Literacy RL./RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  
CCSS ELA Literacy W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| Caregiver Support Option | ● Take 6 index cards or gather sheets of blank paper and cut into the size of cards. Write one of the following words on each card: who, what, where, when, why and how. After reading a story or passage, shuffle the cards and have your student choose a card. Based on the card chosen, the student will create a question based on the passage or book they have read. The student can write the answer on the back of the card or share out loud. Continue until all words have been used to create a question.  
● Review vocabulary from Firefighters: chemicals, equipment, firefighters, fuel, machine, oxygen, pump, smother, spray |
| Materials Needed | ● pencil  
● glue  
● blank sheets of paper  
● scissors  
● crayons  
● index cards (optional) |
| Question to Explore | Why is it important for the reader to ask questions while reading?  
How can question stems help me demonstrate understanding of the text? |
| Student Directions | See instructions for each activity below. |
### 5 W’s
Below are five words to start a question that good readers ask.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>
| **Who** | “**Who**” asks about people or animals  
Who are the characters in the story? |
| **What** | “**What**” asks about an object or action  
What is the story mainly about? What was the problem in the story? |
| **When** | “**When**” asks about a time  
When did the story take place? |
| **Where** | “**Where**” asks about a place  
Where did the story take place? (the setting) |
| **Why** | “**Why**” asks about a reason  
Why was the character crying at the end of the story? |
Activity 1: Community Workers Are Important

A. Story: Hannah's Townspeople written by Alyse Sweeney

Read the passage below. Circle any new or unknown words in the text.

**Hannah’s Townspeople**

“I’m building the fire station!” said Hannah. “I’m building the pizza place,” said Andy. Their school project was almost done. The friends looked at their town. It had a police station and a school. It had an ice cream store, too! “Now we need some people,” said Hannah.

“Mom, can you take us to the store to buy people for our town?” asked Hannah. “Not now, sweetie. I’m making dinner,” said her mom. “Ughhhh!” Hannah groaned. “We need people!” Hannah went into her older sister Kate’s room. Kate was playing outside. Hannah stood on a stool to reach the tiny dolls from around the world. Then Hannah quickly walked past the kitchen. “Hannah,” said her mom. “You know you can’t play with Kate’s dolls without asking her first.” “But we need people!” cried Hannah.


Source for article: www.raz-plus.com

B. On a separate sheet of paper answer the following questions.
   a. Who is the main character in the story?
   b. What was Hannah’s problem in the story?
   c. What did Hannah try first to solve her problem?
   d. How did Hannah likely feel when her mom couldn’t take her to the store?
   e. Why didn’t Hannah use Lucy’s dolls to solve her problem?
   f. How did Hannah’s feelings change from the beginning of the story to the end?
   g. Why was it important to Hannah to have people in her community?

C. Follow the instructions below to create a community helper booklet.
   a. Make a list of the community helpers in your neighborhood.
   b. Fold sheets of paper in half and put together like a book.
   c. Draw a picture of a community helper on each page. Write a few sentences that describe their job.
d. Choose one community helper to act out. Give clues to someone about your job and let them guess what community helper you are.

Activity 2: Firefighters in Our Community

A. Story: Firefighters, written by Katie Knight.

Read the passage below. Circle any new or unknown words in the text.

Introduction
Can you hear the loud siren? It is the sound of firefighters rushing to fight a fire in their bright red fire truck. Firefighters put out fires and save people whose lives are in danger. They also help prevent fires from starting. They inspect buildings, and they teach people about fire safety.

What Makes Fire Burn
Fires need both fuel and oxygen to burn. Some types of fuel are wood, oil, and coal. Oxygen is a gas in the air. The more fuel or oxygen there is, the hotter the fire will burn. Fires can be stopped in three ways. One way is to remove the fuel. A second way is to smother the fire by removing its oxygen. A third way is to remove the fire’s heat with water.

Types of Fires
Firefighters put out house fires, factory fires, and even forest fires. They must be ready to fight many different kinds of fires and face other dangers, too.

Firefighting Equipment
Firefighters use many different tools to fight fires. Large hoses spray water or special foam on fires. Tall ladders reach high places. Axes chop holes in doors, roofs, and walls to reach places safely. Smoke masks and air tanks protect firefighters from smoke. Large fans remove smoke from rooms. Firefighters also use fire extinguishers to put out small fires.

Firefighting Machines
Fire trucks are an important firefighting machine. There are four main kinds of fire trucks. The most common is a pumper truck. It carries long hoses and a pump to spray water a long way. Other kinds of fire trucks include ladder trucks, tanker trucks, and rescue trucks. Ladder trucks carry ladders of many different sizes. Big ladder trucks have a ladder that can reach up to ten stories high. Tanker trucks carry water to fight fires in places without water. Rescue trucks carry equipment to help rescue people who are trapped. There are other kinds of firefighting machines, too. Fireboats fight fires from the water. They pump water from under the fireboats and spray it on the fire. Helicopters dump water on fires in places that trucks cannot reach. Large planes help fight forest fires, too. Sometimes planes dump chemicals instead of water to slow the spread of a forest fire.

Becoming a Firefighter
You must be at least eighteen years old to be a firefighter. Before you can become one, you must pass a fitness test. You must be in very good shape to fight fires. You also must pass a written test. Firefighting school trains people to fight different kinds of fires. They also learn how to rescue people and how to treat them if they’re hurt.
Conclusion
Fire is useful, of course. Scientists think that people have been using it to cook for more than four hundred thousand years. Fires can keep us warm in the winter, and some forests need fire to stay healthy. At the same time, fire can be very dangerous to people and other living things. Every year, it takes many lives and destroys large areas of forest. Fires also destroy thousands of buildings. Long ago, fires burned down entire cities because there was no way to stop them from spreading. Today, we have brave firefighters to put out fires and help keep us safe.

Source for article: www.raz-plus.com

B. On a separate sheet of paper, write the main idea of each section from the story. Identify one key detail for each main idea. The first one has been done for you.

Remember: the main idea is what the text is mostly about. Key details are sentences that tell more about, describe, or explain the main idea.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Main idea: Firefighters help keep our communities safe.</th>
<th>Key detail: They put fires out.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What Makes Fire Burn</th>
<th>Main idea:</th>
<th>Key detail:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Types of Fires</th>
<th>Main idea:</th>
<th>Key detail:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Firefighting Equipment</th>
<th>Main idea:</th>
<th>Key detail:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Firefighting Machines</th>
<th>Main idea:</th>
<th>Key detail:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Becoming a Firefighter</th>
<th>Main idea:</th>
<th>Key detail:</th>
</tr>
</thead>
</table>

C. On a sheet of paper, write a thank you letter to a community worker. Tell them what you know about how they keep people safe. Ask the community worker any questions you have about their job.
Activity 3: Just the Facts

A. Re-read the non-fiction story, *Firefighters*.
B. On a separate sheet of paper, complete the following:
   a. Write the main idea of the story.
   b. Identify and list at least three details that support the main idea of the story.
   c. Write a conclusion or ending for your writing. Use the information you have collected and write a paragraph informing others how firefighters keep us safe. Remember to add supporting facts.
   d. Let someone read your writing and give ideas for changes.
   e. Rewrite your paper based on the feedback you receive from your reader.

<table>
<thead>
<tr>
<th>Topic Statement/Question: How do firefighters keep us safe?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning/Main Idea:</strong></td>
</tr>
<tr>
<td><strong>Supporting Detail/Fact:</strong></td>
</tr>
<tr>
<td><strong>Supporting Detail/Fact:</strong></td>
</tr>
<tr>
<td><strong>Supporting Detail/Fact:</strong></td>
</tr>
<tr>
<td><strong>Summary/Conclusion:</strong></td>
</tr>
</tbody>
</table>

Activity 4: Reflection

Think about the community helpers you read about. Take a moment to think about how you can be helpful in your community. What can you do to make a positive change in your neighborhood? What do you aspire to be when you grow up?

Cross Content Connections:

Science

Go on a red hunt at home for firefighters. Hunt for 4 objects that are red. Once you have the objects, on a sheet of paper draw the object and identify its characteristics. For example, a red ball, characteristics: round, 3D shape and is a sphere. Choose another day and in honor of doctors, nurses, and police officers, go on a blue hunting game. Follow the same directions as you did for your red hunt.

Science - Be a Meteorologist

For the next 5 days, you will be a meteorologist, someone who reports the weather, and you will track the weather conditions for workers going to work each day. In a journal or on a sheet of paper, take notes about the weather (for example, is it cloudy, sunny, rainy, cool or warm? What do you think is the temperature?). Step outside in front of your home or go for a safe walk, staying protected, with a family member, to feel the temperature outdoors. Draw a picture and use as the graphics in your report. Give your family a weather report each day. It may be helpful to family members who are going to work each day.
**Art and Literacy - House Hunt**

Search around your home for one object that is useful to you or your family each day. On a sheet of paper, write down information and draw a picture about the object you chose. Think of ideas and facts to list about your object such as, who uses it, what it is used for, how it works, and how it is helpful in your daily routine. Take several sheets of paper and fold them in half. Arrange the sheets of paper like a book to create an instructional manual explaining the object and its purpose.
# 2nd Grade Math Project: Numbers All Around My Home

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 60 - 70 minutes</th>
</tr>
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</table>

## Grade Level Standard(s)

### Operations and Algebraic Thinking
- 2.OA.A: Represent and solve problems involving addition and subtraction
- 2.OA.B: Add and subtraction within 20

### Number and Operations in Base Ten
- 2.NBT.A: Understand place value
- 2NBT.B Use place value understanding and properties of operations to add and subtract

### Measurement and Data
- 2MD.A: Measure and estimate lengths in standard units and nonstandard units
- 2MD.B: Relate addition and subtraction to length

## Caregiver Support Option
Assist your child with the activities. Ask your child questions about what was learned in the activity. (See Questions to Explore below.) Assist your child with selecting the food and household items.

## Materials Needed
- Paper, pencil, timer, household objects (cotton balls or Q-tips) to measure items around the house and food items (beans, rice, cereal, canned goods, etc.)

## Question to Explore
- How do you write a 3 digit number for a group of tens?
- How do you use a ruler to measure length?
- How can illustrations help you solve word problems?
- How can you justify that your answer is correct?

## Student Directions
Each activity has directions for you to follow.
Day 1: Mom Makes Cookies
Tina’s mom baked 45 cookies. Tina ate 10 cookies. How many cookies are left?_______

Draw a picture of the cookies. Cross out how many cookies Tina ate.

1. Based on the problem above. Circle the correct answer.
   - 45 - 1 = 44
   - 35 - 10 = 25
   - 45 - 10 = 35
   - 40 - 10 = 30

2. How many cookies did Tina’s mom bake?_______

3. If mom dropped 5 cookies on the floor, how many cookies would be left?_______

4. If Tina gave 2 of her cookies to her brother, how many cookies would she have left?_____

Extension Activity: Use food items to create a word problem. For example, Tina’s mom has 13 cookies and Tina has 19 cookies. How many cookies do they have altogether? If Tina gave 4 cookies to her brother Jason and her mom gave him 6 cookies, how many cookies would Jason have? Write your word problem on paper, solve the problem (showing your work), and then explain your thinking. (How do you know your answer is correct?)

Day 2: Make Ten with Fruit
Jessica is sorting and counting apples and bananas. Once she has the fruit sorted, she counts how many of each and writes an equation (see example below of 8 + 5 = 13). Then she makes a ten with the apples and bananas (circling ten apples and bananas) and writes an equation with the ten (see example of 10 + 3 = 13). Complete the next one in the same way.

8 + 5 = 13
10 + 3 = 13
What is 9 + 6? __________

Which subtraction facts are equal to 12?

17 - 3 and 10 - 5
17 - 5 and 16 - 4
17 - 5 and 16 - 4
13 - 1 and 14 - 2

Extension Activity: Use food items to create a make ten. Write an equation on paper and a make ten. For example, you find 4 eggs and 11 cookies. You write 4 + 11 = 15 and then make a ten and write 10 + 5 = 15. See example below.

Day 3: Bunches of Bananas
Jill is selling bananas. She sells bananas in groups of hundreds and tens. Jill needs to make 100 in different ways. Circle 10 tens to make 1 hundred. Write the number in different ways. See example below.
1.  
\[\begin{array}{c}
\text{\underline{18\_ tens}} \\
\text{\underline{\_1\_ hundred\_ \_8\_ tens}} \\
180
\end{array}\]

2.  
\[\begin{array}{c}
\text{\underline{\_\_ tens}} \\
\text{\underline{\_\_ hundred\_ \_\_ tens}} \\
\text{\underline{\_\_}}
\end{array}\]

3.  
\[\begin{array}{c}
\text{\underline{\_\_ tens}} \\
\text{\underline{\_\_ hundred\_ \_\_ tens}} \\
\text{\underline{\_\_}}
\end{array}\]
Extension Activity: Jill has 130 bananas. 10 bananas fit in a box. How many boxes does Jill need? Show your work. Use base ten blocks.

________ boxes

Explain your thinking.
Day 4: Hundreds of Beans
Samuel has 576 beans. He wants to come up with two more numbers using the digits 5, 7 and 6. He will write the number of hundreds, tens and ones and show the number using block(s).

<table>
<thead>
<tr>
<th>576</th>
<th><strong>5</strong> hundreds + <strong>7</strong> tens + <strong>6</strong> ones</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Extension Activity: Create a three digit number using the same digits in a different order. Tell how the numbers are alike and different. For example, how are the numbers 456 and 465 alike? How are they different? Possible answer(s): They both have three digits. They both have 4 hundreds. The number 456 has 5 tens and 6 ones and the number 465 has 6 tens and 5 ones.

Day 5: Measuring Candy
Anthony received candy straws for staying on task in class. He wants to see which candy straw is the longest. Use the ruler to measure the different pieces of candy. Answer the questions after measuring.

Extension Activity: Measure 10 items around the house using non-standard items (beans, cereal, Q-tips, pencils and crayons. On paper, write the name of the item and how long it is. For example, a fork is 18 beans long, a crayon is 6 pieces of cereal long.

Day 6: Let’s Measure Food
Find six food items to measure that you estimate are 6 inches or less. Using the ruler below (inches side), complete the chart below. (Do not fill in the Extension column until you get to the Extension Activity!) If you find an item that is longer than 6 inches, find another item!
<table>
<thead>
<tr>
<th>Length in inches</th>
<th>Extension (Length in centimeters)</th>
<th>Name the Food Item</th>
<th>Draw It</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 inch</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2 inches</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3 inches</td>
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<td></td>
<td></td>
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<tr>
<td>4 inches</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5 inches</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6 inches</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Enrichment Activity:** Using the same items as above, now use the centimeter side of the ruler to measure the items. Write the measurements in the gray column - Extension (Length in centimeters). Compare the differences between using the centimeter side of the ruler and the inches side of the ruler. What do you notice?

**Day 7: Aaron Makes Bread**

Aaron makes bread for his family. He adds cheese, tomatoes, and green peppers. Read the problems below about Aaron’s bread and solve.

1. Aaron has a piece of cheese that is 20 inches long. He cuts off 8 inches of the cheese. How many inches of cheese does he have left? ________ inches

   What did you do to solve the problem? Explain your thinking.

2. The tomatoes on the bread are 28 inches long. He cuts off 10 inches of the tomatoes. How many inches of tomatoes does he have left? ________ inches

   Write an equation. ________ $+$ ________ = ________

   What did you do to solve the problem? Explain your thinking.
3. Aaron measured the green peppers. They are 22 inches long. He cuts off three pieces that are 3 inches long each. How many inches long are the green peppers now? ________ inches

What did you do to solve the problem? Explain your thinking.

Extension Activity: Write two stories on paper about finding the lengths of two different objects. In your story, tell what you measured, how long they are (use inches for one story and centimeters for the other!). Compare the lengths and create an equation based on the lengths. Use the ruler from Day 5 or Day 6.

Day 8: Around the House Place Value Scavenger Hunt
Find numbers around the house to complete the scavenger hunt below. You can use numbers from the newspaper, magazines, cereal boxes, canned goods labels, etc.

<table>
<thead>
<tr>
<th>Find an item with a...</th>
<th>Write the number</th>
<th>Draw the item and label it</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 in the ones place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 in the tens place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 in the hundreds place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 in the tens place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 in the ones place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 in the hundreds place</td>
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<td></td>
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</tbody>
</table>
Enrichment Activity: Go on another scavenger hunt around the house. Find items with the numbers above but in the tens place. Write your numbers down on paper, draw a picture of the item, and label it. For example, instead of looking for a 0 in the ones place (like the first example in the chart), look for a 0 in the tens place. So you will be looking for the following numbers in the tens place - 0, 2, 5, 1, 9, and 4.

**Day 9: John and the Magic String Beans**

Paul loved eating string beans. He thought eating string beans would make him strong like his father. One day Paul decided to plant the string beans in the magic garden so he could really get super powers.

Write the number name for the number.

<table>
<thead>
<tr>
<th>Number</th>
<th>Number Word</th>
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<tbody>
<tr>
<td>18</td>
<td></td>
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<tr>
<td>21</td>
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<tr>
<td>37</td>
<td></td>
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<tr>
<td>45</td>
<td></td>
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<tr>
<td>52</td>
<td></td>
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<tr>
<td>63</td>
<td></td>
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<tr>
<td>76</td>
<td></td>
</tr>
<tr>
<td>89</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td></td>
</tr>
</tbody>
</table>

Write the number.

three hundred fifteen ________ seven hundred thirty three ________

eight hundred one ________ five hundred twenty-seven ________

Write the number using words.

562 __________________________________________________________________________________
Extension Activity: Write sentences on paper with the numbers used as words. Make sure sentences begin with a capital letter and end with the correct punctuation mark. For example" We have two hundred twenty one students in our school.

**Day 10: Reflection & Game Time**

Ask your child:
- How does this work compare to the work in the classroom?
- What would your teacher say about the work you completed?
- Were there any challenges in completing the assignments? If yes how did you handle the challenges?
- If you could change one thing about the packet, what would it be and why?
- What did you learn?

**Vocabulary Math Game**

For 1 to 2 players; materials needed: timer

**Vocabulary Words**

place value, ones, tens, hundreds, measurement, addition, subtraction, inches, centimeters, and digit

**How to play:**

1. Take turns playing.
2. Each player will choose a word.
3. Set the timer for 1 minute.
4. Give a one word clue about the word. The other person must guess the word within a minute.
5. If guessed correctly, the player tells what the word means and uses it in a sentence.
6. If correct, the player gets a point. The first player to get five points wins the game.

**Cross Content Connections:**

Literacy - explain thinking to justify answers; writing stories to compare items measured; vocabulary math game (meaning of the word and using the word in a sentence).

Physical - moving around the house to find items to measure or for the scavenger hunt.
2nd Grade Science Project: Why Do Plants Sometimes Grow in Unusual Places?

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 60 - 70 minutes</th>
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</thead>
<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td>2-LS2-2. Engineering: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</td>
</tr>
</tbody>
</table>
| Caregiver Support Option | - reviewing activity directions  
- engaging in discussions with the students around the questions  
- serving as the audience for the final project presentation  
- providing technology for final presentation (optional) |
| Materials Needed | Paper, pencil, and packet |
| Question to Explore | Why do plants sometimes grow in unusual places?  
Why is it important for seeds to be moved around in a habitat?  
How are seeds dispersed (moved around) in a habitat?  
Do all seeds travel the same ways in a habitat?  
How do plants depend on animals? |
| Student Directions | Each activity has directions for you to follow. |

Activity One:  
A. The Phenomenon (3 min)

Instructions: Read the information and look at the picture below.

Oh wow! There is a flower growing on a train track. How did that happen? Write your ideas below (or discuss your ideas with someone in your home).

In this project, your job will be to investigate how seeds travel from place to place.
B. My initial Ideas (10 min)

Instructions: Seeds can travel from place to place in different ways. Observe the seeds closely and think about how each seed can be moved. Write down your ideas.

<table>
<thead>
<tr>
<th>Seeds</th>
<th>How do you think these seeds might travel (move from place to place) around their environment?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>
**Activity Two:**

A. Reading (10 min)

**Instructions:** Read the text, *Habitat Scientist*, below. Use the information from the text to fill out the cause and effect chart.

**Habitat Scientist**

*Source: Amplify Science (Spanish)*

<table>
<thead>
<tr>
<th>The Larkspur Plant</th>
<th><img src="image1.jpg" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>The larkspur plant depends on the animals in its habitat. To make seeds, a larkspur flower needs to get pollen from another larkspur flower. Animals move pollen from flower to flower. Then the larkspur can make seeds.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hummingbirds and Larkspur Plant</th>
<th><img src="image2.jpg" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>One kind of animal that moves larkspur pollen is the hummingbird. Hummingbirds eat nectar from the flowers. While eating, they move pollen from one flower to another. That helps the larkspur make seeds. Wind <strong>disperses</strong> those seeds. Wind carries the seeds to places where they have space to sprout and grow. The hummingbirds also depend on the larkspur. They eat the nectar. The hummingbirds and the larkspur depend on each other.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plants and Animals Depend on Each Other</th>
<th><img src="image3.jpg" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other plants and animals in the habitat depend on each other, too. Another kind of animal that eats nectar is the bee. Bees move pollen so plants can make new seeds. Snakes and hawks eat hummingbirds and chipmunks. Chipmunks eat seeds from pine trees. Sometimes they bury seeds and forget about them. Those seeds can grow into new pine trees. Bears eat berries from currant bushes. Later, the bears leave droppings (poop!) that have currant seeds in them. That means currant bushes can sprout in new places. All the parts of the habitat depend on each other.</td>
<td></td>
</tr>
</tbody>
</table>
B. Cause and Effect Chart (10 min)

Instructions: Use the information from the Habitat Scientist to fill out the cause and effect chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals move pollen from flower to flower.</td>
<td>Then the larkspur can make seeds.</td>
</tr>
<tr>
<td>Sometimes animals bury seeds.</td>
<td>Seeds get to places where they can grow.</td>
</tr>
<tr>
<td></td>
<td>New currant bushes are able to sprout.</td>
</tr>
</tbody>
</table>

Come up with your own cause and effect below:

Activity Three:

A. How Seeds Are Dispersed In A Habitat (15 min)

Instructions: Observe each seed closely. Think about the most likely way that seed would be dispersed in a habitat. Write and explain how you think that seeds would move and why.

Seeds can move by:

- Wind
- Animal eating seeds
- Seeds sticking to the fur of animals

How do you think the seeds from each of the plants below are dispersed (moved) in their habitat? Why do you think that?
B. Create Your Own Seed Habitat (10 min)

Instructions: Looks outside your window. Think about the habitat you live in. Think about what plants and animals live in your neighborhood. Pick a seed that you’ve seen in your neighborhood and create a drawing of your habitat. Include: plants, animals, and how you think the type of seed you chose would be dispersed (moved around). Don’t forget to label your drawing.
Draw:

Write:

______________________________________________________________________________
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______________________________________________________________________________
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______________________________________________________________________________
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24
Activity Four: Reflection (10 min)

Wow! You have learned a lot! Now, using all you have learned about how seeds travel from place to place you will create a presentation. Let’s look back at the picture of the flower on the train track.

Instructions: Explain how you believe the seed this flower grew from traveled to the train tracks. This flower is called a **daisy**. Present your ideas to someone in your family. Ask them how they think the daisy seed got there.

**Suggested Presentations:**

- Create a comic strip story that includes a description of how you think a daisy seed can be dispersed in its habitat.

- Draw or create a physical model of this type of seed (a daisy seed) out of household materials and act out how you think it would be dispersed.

- Create a poster to explain all three ways that seeds move around in habitats and which of the three ways you think this particular flower’s seed (a daisy seed) got over to the train tracks.
## Grade K-2 Social Science Project: Here and Now SnapShots

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time: 70-80 minutes (average of 15-20 mins per activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level Standard(s)</strong></td>
<td></td>
</tr>
<tr>
<td>SS.IS.3.3-5.</td>
<td>Determine sources representing multiple points of view that will assist in answering essential questions.</td>
</tr>
<tr>
<td>SS.IS.4.3-5.</td>
<td>Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</td>
</tr>
<tr>
<td>SS.IS.6.3-5.</td>
<td>Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</td>
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<tr>
<td><strong>Caregiver Support Option</strong></td>
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<tr>
<td>Notes on the structure:</td>
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<tr>
<td>● Activities are designed to be done in order - each one builds on the other, so you should not skip activities.</td>
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<tr>
<td>● Activities are an average of 15-20 mins each. More than one can be done in a day.</td>
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<tr>
<td>Before giving the activities to students, caregivers might:</td>
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<tr>
<td>● Spend time reading and discussing the “student directions” together.</td>
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<tr>
<td>● Encourage student(s) to ask any clarifying questions.</td>
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<tr>
<td>● When reading the texts, students should circle or underline any unfamiliar words so you both can define them together.</td>
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<tr>
<td>In this particular lesson, it’s important to note that:</td>
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<tr>
<td>● Student(s) will create a snapshot, with words and drawings, to represent their setting.</td>
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<tr>
<td>● Consider making your own snapshot and share with your student.</td>
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<tr>
<td>● Ask them to share and explain their snapshot to you. Consider using the examples provided on p.7 and p.8 to discuss and reflect on what can be better.</td>
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<tr>
<td><strong>Materials Needed</strong></td>
<td>Writing tool, paper.</td>
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<tr>
<td><strong>Question to Explore</strong></td>
<td>How can I capture where I am in time and place?</td>
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<tr>
<td><strong>Student Directions</strong></td>
<td>Every moment we live is a moment of history! The things we write, the images we draw become the artifacts of our experience, the primary sources that will tell others about our lives. In this mini-inquiry, students learn about historical setting by examining images of the past. Throughout the week, they use their learning to create a “Here and Now SnapShot.” Their creation will serve as an artifact that tells the story of their experience during this unique period of time.</td>
</tr>
</tbody>
</table>
Day 1 (Activity 1): Examining Historical Setting (15-20 min)

This week we’re thinking about the question: "How can I capture where I am in time and place?"

<table>
<thead>
<tr>
<th>Today you will:</th>
<th>Your challenge this week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Look at images for details about their setting&lt;br&gt; ● Identify your own setting</td>
<td>To create a “Here and Now Snapshot” to represent your setting in words and images.</td>
</tr>
</tbody>
</table>

You will need:<br>● Paper or notebook<br>● Writing tool<br>● “My Setting” handout (optional)

Let’s Get Started!

A. THINK

Have you ever thought about what someone 20, 30, or even 100 years from now will think about life today for kids your age?

Guess what? Someday, a long time from now, someone might look at the things you’ve created to wonder about you.

B. EXPLORE

Let’s think like historians by looking at historical settings. Historical setting describes where and when something took place.

What can we learn about life in the past by looking at the historical setting of each picture below?

**New York City**

What can we guess about this picture’s historical setting (where and when the picture took place)? Look for details that give you clues about where and when the photo was taken.

- **Who:** Who is in this picture? What are they wearing? How do you think they are connected to each other?
- **What:** What objects do you see? What activities do you see?
- **Where:** What’s in the background? Is this inside or outside?
- **When:** What time of day do you think it is? What season could it be? Do you think this is today or long ago?
Birthday Party

What can we guess about this picture’s historical setting (where and when the picture took place)? Look for details that give you clues about where and when the photo was taken.

- Who: Who is in this picture? What are they wearing? How do you think they are connected to each other?
- What: What objects do you see? What activities do you see?
- Where: What’s in the background? Is this inside or outside?
- When: What time of day do you think it is? What season could it be? Do you think this is today or long ago?

Jump Rope

What can we guess about this picture’s historical setting (where and when the picture took place)? Look for details that give you clues about where and when the photo was taken.

- Who: Who is in this picture? What are they wearing? How do you think they are connected to each other?
- What: What objects do you see? What activities do you see?
- Where: What’s in the background? Is this inside or outside?
- When: What time of day do you think it is? What season could it be? Do you think this is today or long ago?

C. DO

Your challenge this week: Create a “Here and Now Snapshot” to represent your setting at this time. Today, you will complete the first step of the challenge!

Record the who, what, where, and when of your historical setting on paper (or use the “My Setting” handout if you like).

You don’t have to write about this exact moment – you can think back to a moment from your day that really captures your life right now.

WHO is with you?
WHAT is going on?
WHERE are you?
WHEN is it?
Day 2 (Activity 2): Representing Your Setting (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: &quot;How can I capture where I am in time and place?&quot;</th>
<th>Your challenge this week: To create a “Here and Now Snapshot” to represent your setting in words and images.</th>
</tr>
</thead>
</table>
| Today you will:  
  - Look at an image for details about its setting  
  - Create an image that represents your setting | You will need:  
  - Paper or notebook  
  - Writing tool  
  - Drawing materials (optional)  
  - “Drafting Template” handout (optional) |

Let’s Get Started!

A. THINK

We know that we can learn about other people’s settings by looking at pictures. But are all pictures photographs?
B. EXPLORE

Let’s think like historians!

Van Gogh

This is a sketch by the artist Vincent van Gogh. What can we learn about the setting?
- Who: Who is in the picture? What are they wearing? How are they connected to each other?
- What: What objects do you see? What activities do you see?
- Where: What’s in the background? Is this inside or outside?
- When: What time of day do you think it is? What season could it be? Do you think this is today or long ago?

C. DO

Keep in mind your challenge this week: Create a “Here and Now Snapshot” to represent your setting at this time. Today, you will complete the next step of the challenge, which is to make a first draft of your “Here and Now Snapshot”!

Use pictures and words to show your setting on paper (or use the “Drafting Template” handout if you like).

Your goal: Show your setting in words and pictures.
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</table>
Day 3 (Activity 3): Evaluating the Work (15-20 min)

This week we’re thinking about the question: "How can I capture where I am in time and place?"

Your challenge this week:
To create a “Here and Now Snapshot” to represent your setting in words and images.

Today you will:
- Reflect on your progress
- Make a plan to improve your work

You will need:
- Your work from previous activities
- Paper or notebook
- Writing tool

Let’s Get Started!

**A. THINK**

You’ve already created the first draft of a “Here and Now Snapshot” that shows your setting using words and pictures!

Pause to reflect on your work. When someone looks at your work, will they understand your setting?

**B. EXPLORE**

Now imagine we have the chance to give another student feedback on their work to make it stronger and clearer.

Look at this student’s “Here and Now Snapshot.” How much does this image tell you about the setting?
- What does this make you think or feel?
- Which details show the Who?
- Which details show the What?
- Which details show the Where?
- Which details show the When?
What advice would you give the artist to make this work even stronger?

- The artist could add...
- The artist could try...
- The artist could adjust...

C. DO

Keep in mind your challenge this week: Create a “Here and Now Snapshot” to represent your setting at this time.

Today, you will explore your own first draft to check if you are meeting your goal to show your setting in words and pictures.

1. Pencils down! This is a thinking exercise!
2. Look at your work and ask:
   - Which details show the Who?
   - Which details show the What?
   - Which details show the Where?
   - Which details show the When?
3. Wait, still don’t touch your work! First, make a work plan! Complete one of these sentences:
   - I will add...
   - I will try...
   - I will adjust...
### Day 4 (Activity 4): Finalizing the Work (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How can I capture where I am in time and place?”</th>
<th>Your challenge this week: To create a “Here and Now Snapshot” to represent your setting in words and images.</th>
</tr>
</thead>
</table>
| Today you will:  
  ● Finalize your “Here and Now Snapshot” | You will need:  
  ● Your work from previous activities  
  ● Drawing and coloring materials (optional) |

**Let’s Get Started!**

**A. THINK**

- Remember your work plan? That’s when you said:
  - I will add…
  - I will try…
  - I will adjust…

Decide or discuss: **What will you do next to finalize your work?**

**B. EXPLORE**

- Check out some “Here and Now Snapshots” by other students (next page).
  - What changes did this artist make to their work?
  - How do these changes help you understand more about their setting?
C. DO

Today, you will work to finalize your “Here and Now Snapshot” to best represent your setting.

1. Get out your first draft and any other materials from previous activities.
2. Think about your work plan.
3. Decide: Do you need a fresh piece of paper to start over? Or will you just edit your first draft to make your final draft?
4. Get to work making your final draft!

### Day 5 (Activity 5): Reflecting and Sharing (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How can I capture where I am in time and place?”</th>
<th>Your challenge this week: To create a “Here and Now Snapshot” to represent your setting in words and images.</th>
</tr>
</thead>
</table>
| Today you will:  
- Think about what your “Here and Now Snapshot” tells about you and your setting  
- Find a way to share your final work | You will need:  
- Your finished “Here and Now Snapshot”  
- “Sharing” handout (optional) |

### Let’s Get Started!

**A. THINK**

Someday, a long time from now, someone might look at the things you’ve created to wonder about you.

Today, someone in another household, another city, or another country might be wondering about you right now!

**B. EXPLORE**

Look at your finished “Here and Now Snapshot.”

Think about or discuss:
- Looking at my “Here and Now Snapshot,” what do I want viewers to think, feel, or wonder about me, my time, and my place?
- Which details tell about my time and place?
C. DO

Now that you’ve completed your “Here and Now Snapshot,” it’s time to share your work with others!

Here are some ideas for connecting with others:

● Share with a family member and…
  ○ Help them to create their own.
  ○ Ask them what your work makes them think, feel, or wonder (or use the “Sharing” handout to get a written response).
● Ask an adult to help you share your work online with the hashtag #inquiredtogether.
● Hang your “Here and Now Snapshot” in the window.
● Keep your “Here and Now Snapshot” somewhere safe as a historical record that you and others can look back on later.

DAY 5
Sharing

Please take a look at my work and fill this out.

Thank you!

This work made me… (circle one)

think...
feel...
wonder...

_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________

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Cross Content Connection:
This week we have spent a lot of time thinking and learning about historical settings by examining images of the past. You even created an artifact that tells the story of your experience during this unique period of time! How can we connect this learning to other content areas like math and science?

Science:
Have a conversation with one of your adult family members. How were things different for them back when they were a kid, especially when thinking about communicating with others? Did they have the internet back then? What about smartphones? Compare and contrast your lives together. How were things different when it comes to technology? How are things the same?

Math:
How has your family and neighborhood changed over time? Math can help us when we are collecting data about who we were and who we are because numbers matter. How many people are in your family? How many of your family members live nearby? Ask an adult to look up the population of your neighborhood in the year 2000 or the year you were born.

For older grades: Does your neighborhood have more or less people in it today than before? How do you know? How does the population of your neighborhood affect the way you live?