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.

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# 2nd Grade Literacy Project: Mammals Everywhere

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>60-70 minutes</th>
</tr>
</thead>
</table>
| **Grade Level Standard(s)** | 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.  
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** | Read the short passages and ask your child questions to ensure that they have comprehended the text. After they have completed their writing, read it and give them suggestions on improving their writing, i.e, grammar, spelling, and the use of complete sentences. |
| **Materials Needed** | Pencil, paper |
| **Question to Explore** | • Why is it important for the reader to ask questions about the text while they’re reading?  
• How does identifying the main idea help the reader to understand the passage? |
| **Student Directions** | Directions are listed for each activity. Read the directions carefully before answering the questions. |

**Activity 1: Whose Job Is It?** In this unit we will read fiction and non-fiction texts about mammals. Remember good readers always ask questions during their reading to help them understand the text. Use the chart on the next page to help you with asking questions about the text.
### Five W’s for asking and answering questions to demonstrate an understanding of the text.

<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th>Asks about people or animals</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Character Illustration" /></td>
<td>Who are the characters in the story?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What</strong></th>
<th>Asks about an object or action</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Object Illustration" /></td>
<td>What is the story mainly about? What was the problem in the story?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When</strong></th>
<th>Asks about a time</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Clock Illustration" /></td>
<td>When did the story take place?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where</strong></th>
<th>Asks about a place</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Location Illustration" /></td>
<td>Where did the story take place? (the setting)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Why</strong></th>
<th>Asks about a reason</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Question Mark" /></td>
<td>Why was the character crying at the end of the story?</td>
</tr>
</tbody>
</table>

Every fiction story has a character. **Fiction texts are stories that are made up by the author that are not true.** Characters are the people, animals or things in a story that can think, feel, and act. Read the
No One Will Walk The Dog - Last year, we got a dog from an animal shelter. At first everyone helped care for the dog. Mom took the dog to the vet for its shots. Dad got food for the dog. The twins got a bed, a leash, and some toys for the dog. They all walked the dog. Then the trouble started.

"Who will walk our dog this morning?" Mom asked. No one would. So Mom put on her raincoat and boots. She took the dog for a walk. That night, Mom said, "Who will give our dog clean water and food?" No one would. So Mom put clean water in one dish and food in the other dish.

The next day, Mom said, "Who will play catch with our dog? Our dog needs exercise." No one would. So Mom put the dog in the car and drove to the animal shelter. She talked to the girl at the desk. The girl nodded and took the dog by the leash.

That afternoon, Mom, Dad, and the twins were eating lunch. "Where's our dog," they asked. "I took the dog back to the animal shelter," said Mom. "No one wants to take care of the dog. No one wants to feed, walk, brush, or play with the dog. Having a dog is a big job." "But we love our dog." The twins and Dad were upset. Then the twins had an idea. "We have a job list at school. Why don't we make a job list for taking care of the dog?" Mom said, "Good idea. You make the list. I'll go get our dog back."

On a sheet of paper answer the following questions for the story, No One Will Walk The Dog. Remember to look back into the story if you need help with any of the questions.

1. Who are the characters in the story?
2. Where is the setting of the story?
3. What is the problem in the story?
4. How did the characters solve the problem?

In the story, it seemed that no one but Mom was taking care of the dog. Create a chart like the one below on a sheet of paper to help the family take care of the dog. For each job listed place a name of a family member next to it. In the empty box, think about another job that a family member can do to take care of their dog.

<table>
<thead>
<tr>
<th>A. Dad</th>
<th>B. Mom</th>
<th>C. Twins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk the dog</td>
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<tr>
<td>Feed the dog</td>
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<tr>
<td>Give the dog a bath</td>
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<td></td>
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<tr>
<td>Play with the dog</td>
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<td></td>
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<tr>
<td>Another job</td>
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</table>

www.raz-plus.com
Activity 2: What’s The Main Idea? - Read the story, *Go To Sleep Mittens*, and remember to ask and answer questions about the story while you’re reading. Follow the directions below:

1. Read the story a second time to make sure you understand what is happening in the story.
2. Draw a circle around the characters in the story.
3. Draw a square around the problem and the solution in the story.

**Go To Sleep, Mittens!** - Go to sleep, Mittens!” said Grace. “It’s time for bed.” But Mittens wanted to play. Up on the bed, the cat pounced on Grace’s feet. “Get into your own bed,” said Grace. Gently, Grace picked up the cat and carried her down the stairs. She put the cat into the little bed she had made for her pet.

Grace had just closed her eyes when she felt something grab her toes. Mittens was playing pounce again. Grace got up and carried Mittens down to her bed. This happened a few more times. The next day Dad said, “We need to teach Mittens to go to sleep at night. We need our sleep. Mittens is keeping us awake at night. You will have to give Mittens away if she will not go to sleep at night.”

Grace was upset. How could she teach a cat to go to sleep? She read a book about cats. She read the tips for taking care of a pet cat. Grace put a check next to each one she did. Then

Grace read that playing games with a cat at night would help the cat go to sleep. That night, Grace got a long piece of string. She tied a little catnip mouse to the end of it. Then she started to run around the house dragging the string. She ran up the stairs. She ran down the stairs. Mittens began to run after her. She tried to catch the mouse on the end of the string.

Grace and Mittens played the game for a long time. It was fun. Grace and Mittens got exercise. They both got tired. They each went to their bed and fell asleep. And so did Dad. From then on, Grace made time each night to play a game with Mittens. Sometimes, she found Mittens waiting by her bed with the string in her mouth. She seemed to say, “It’s bedtime! Let’s play.”

What’s the main idea? Every story has a main idea. The main idea of a story is what the story was mostly about. Each main idea has evidence that supports it or supporting details. Now it’s time to identify the main idea and supporting details for the story, *Go To Sleep Mittens*.

1. Draw the graphic organizer below on a sheet of paper. The main idea has been done for you.
2. Complete the graphic organizer by finding four details that support the main idea. Write one detail on each line around the main idea circle. Remember supporting details often answer the questions: who, what, where, when, why, and how about the main idea.
Main Idea:
Mittens won’t go to sleep at night.

In every story there is a beginning, a middle, and an ending. **Events of a story happen in order, or sequence.** Listed below are events from the story. Follow the directions below to complete the activity.

1. On a sheet of paper, draw the chart.
2. Place a signal word next to the activity in the order that it happened in the story.
   
   **Choose one of the following - First, next, then, last, finally**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Event</th>
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<tbody>
<tr>
<td>Grace and Mittens went to their beds and fell asleep.</td>
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<tr>
<td>Grace tied a little catnip mouse to the end of the string and Mittens chased it.</td>
<td></td>
</tr>
<tr>
<td>Mittens was playing pounce again.</td>
<td></td>
</tr>
<tr>
<td>Grace read a book about cats.</td>
<td></td>
</tr>
<tr>
<td>Grace ran up the stairs and down the stairs and Mittens ran after her.</td>
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</tr>
</tbody>
</table>

**Activity 3: Just The Facts** - You’ve read two fiction texts and now it’s time to read a nonfiction passage. **Non-fiction texts are full of information that is true and has many facts.** Read the passage, *Giraffes*, and remember to ask and answer questions about the story while you’re reading.

Follow the directions below for the passage, *Giraffes*:

1. Read the story again and during the second reading of the story, complete the steps below to demonstrate an understanding of the text.
2. In the text find five facts about giraffes and circle them.

**Giraffes** - Do you think basketball players are tall? If a basketball player stood next to a giraffe, which one would be taller? The giraffe, of course! Giraffes are taller than any other land animal in the world. How tall? Male giraffes can grow between 15 and 19 feet tall. Females can grow between 13 and 16 feet tall. What about their offspring? You might think they are short. If you think 6 feet tall is short!
A baby giraffe is called a calf. It lives inside its mother for 13–15 months. The mother goes to a special place when she is ready to have her calf. The special place is full of other mothers. A newborn calf can get up on its feet within twenty minutes. When it does, it starts to nurse. That means it gets milk from its mother. The milk has all the nutrients that the calf needs. The calf can walk after about an hour. It can run within twenty-four hours. A calf can grow a little over an inch in its first week. It will double its height before its first birthday. A calf can measure up to 10 feet tall in just one year!

Calves nurse for about a year and then stop. But they nibble on grass and other plants within a few weeks after birth. They are independent by fifteen months. They are not fully-grown, though. Female calves are fully grown by age five. It takes a little longer for male calves. They are fully grown by age seven.

Lions and hyenas are a giraffe’s predators. So calves are never left on their own. Newly-born and very young calves are at the greatest risk. All the mother giraffes watch over all the calves. The mothers protect them and keep them safe. Grown giraffes have large hooves. They use their hooves to protect themselves. And they do their best to protect their babies. After all, that’s what mothers do!

On a sheet of paper, answer the following questions about the passage, Giraffes. If you need help answering the questions go back and re-read the passage to help you find the answer. Remember to answer the questions in complete sentences by rephrasing the question.

3. How tall are male giraffes?
4. How long does a baby giraffe live inside its mother?
5. Where does the baby calf get all the nutrients that it needs?
6. What do baby calves nibble on within a few weeks after birth?
7. Explain why baby calves are never left alone.

Informative/Explanatory Text - the non-fiction story, Giraffes. You will now write an informative essay about the life of a baby giraffe. Follow the steps below to prepare the information for your writing.

8. Re-read the non-fiction story, Giraffes.
9. On a sheet of paper, fill in the information from the chart below. The topic statement for your writing has been done for you.
10. Identify the main idea of the passage. This will guide you and your writing.
11. List at least three supporting details or facts about baby giraffes from the passage.
12. Give a summary or concluding statement that summarizes your main idea and topic statement for the passage.
13. On another sheet of paper take all of this information and create a paragraph. Let someone read your writing and give ideas for changes.
14. Re-write your paper based on the feedback from your family.
15. Relax! You have just finished a great informative essay. Good job!

Topic Statement/Question: The Life Of A Baby Giraffe
Activity 4: Reflection - The characters in the story were faced with different problems. Grace had to figure out a way to get Mittens to go sleep and Mom had to find a way to get everyone to help with the dog in the story, Who Will Walk The Dog. Think about something that has not gone right during your time learning from home. Or perhaps there was another situation that needed a solution. How was that problem solved? How did you or how can you work with others to try and solve the problem?

A. On a sheet of paper, draw the chart below and use it to write down your plan.

<table>
<thead>
<tr>
<th>What’s the problem?</th>
<th>Who can help solve the problem?</th>
<th>What is the solution to the problem?</th>
</tr>
</thead>
</table>

Cross Content Connection:

- **Social Science: We’re All In it Together** - With everyone working from home and remote learning, families are spending more time than ever with each other. Now is a good time to help family members and show them that everyone is in it together. Talk to your parents about how everyone can get involved and share the chores around the house. With the help of your parents create a job chart so that everyone is doing their part in building community at home. Some chores that can be done are washing the dishes, sweeping the floors, mopping, or taking out the garbage. Whatever it is everyone gets to help out. Share the job chart with all members in the family. Whoever does the best job in completing their chore gets to choose the movie this week for family night or they get to choose their favorite dessert after dinner.

- **Math: That’s Tall!** - On a sheet of paper solve the problem for male giraffes versus baby giraffes. Use information from the passage, *Giraffes*, to help solve the problem.
  1. Male giraffes can grow between 15 and 19 feet tall. How many baby calves would you need to equal the height of one male giraffe?
  2. What other animals, objects, or things, can you think of that are as tall as a baby giraffe? List them all on paper.

- **Science: Mammal picture book** - A mammal is an animal that has fur or hair, drinks their mom’s milk when they’re babies, are warm-blooded, and have a backbone. What mammals can you think of? Fold several sheets of paper in half and make a picture book of different mammals. Use crayons and make it colorful. Share your picture book with a family member.

All passages (including Spanish versions) are from www.raz-plus.com.
# 2nd Grade Math Project: Superhero Math!

| Estimated Time | Total Time 60 - 70 minutes  (25 minutes per day)  
Work at the pace that works best for you and your child. |
|----------------|-------------------------------------------------------------------|
| Grade Level Standard(s) | Operations and Algebraic Thinking  
2.OA.A: Represent and solve problems involving addition and subtraction.  
2.OA.B: Add and subtract within 20.  
Number and Operations in Base Ten  
2.NBT.A: Understand place value.  
2.NBT.B: Use place value understanding and properties of operations to add and subtract. |
| Caregiver Support Option | Read and explain directions for activities. Assist with activities. Ask your child questions about what was learned in the activity. (See Questions to Explore below.) |
| Materials Needed | Pencil, paper, scissors, notecards (optional), crayons (optional) |
| Question to Explore | • How can I use operations to solve problems?  
• How can I understand and apply place value and properties of numbers to solve problems?  
• How can I compose and decompose numbers in flexible ways?  
• What are different ways you can show a number?  
• Can you explain your thinking? |
| Student Directions | Each activity has directions for you to follow. |
Day 1: Superhero - Which One Doesn’t Belong?

Have your child look at the pictures below and think about which one doesn’t belong. Example: Captain America does not belong because he has a shield. (Hint: There are many different, correct ways of choosing which one doesn't belong.) Below write a reason why each superhero doesn't belong in this group.

Wonder Woman doesn’t belong because ____________________________________________.

Captain America doesn’t belong because ____________________________________________.

The Hulk doesn’t belong because ________________________________________________.

Iron Man doesn’t belong because ________________________________________________.
Extension Activity: Choose 4 different superheroes to compare. Ask family members which one they think doesn’t belong and why.

Day 2: Batman Addition Shapes
Have your child put numbers on the corners of each shape to find the same total as the number in the center of the shape.

Batman is making number shapes. The corners on each shape must add up to the number in the center of the shape. Help Batman make more addition shapes. For example, shape number 11 has corners of 3 and 3 and 5 because $11 = 3 + 3 + 5$.

Extension Activity: Create your own addition shapes by using superhero logos like the one above.
**Day 3: Superhero Number Stories**
Have your child solve the number stories by using addition and subtraction strategies. Use paper to show your work.

1. Thor stacked 86 boulders in front of Loki’s door. Loki moves 29 of the boulders away from the door. How many boulders are left by Loki’s door?

2. Black Panther saved 25 people on Monday, 36 people on Tuesday, and 12 people on Wednesday. How many people did Black Panther save in 3 days?

3. Spider-Man caught 93 bad guys on his web. Then 39 of the bad guys got free. How many bad guys are left on his web?

4. Captain Marvel flew 40 miles on Friday, 28 miles on Saturday, and 19 miles on Sunday. How many miles did Captain Marvel fly in 3 days?

5. Doctor Strange found 100 pieces of gold. He dropped 48 pieces as he was running. How many pieces of gold does he have left?

**Extension Activity:** Create your own superhero number stories (addition and subtraction within 100).

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**Day 4: Robin’s Place Value**
Have your child write the value of the underlined digit on the line.

Robin needs help with identifying ones, tens, and hundreds. Help Robin with the numbers below.

Example:

```
247  7 ones
168  8
428  4 tens
243  3
527  2 hundreds
720  100
78   23
```

**Extension Activity:** On paper, draw the place value blocks to represent each of the numbers above.
Day 5: Silver Surfer Skip Counting
Have your child help the Silver Surfer skip count by 1’s, 5’s, 10’s, and 100’s. Fill in the blanks with the missing numbers.

1. Skip count by 100s to fill in the blank spaces.
   125, _____, 325, _____, _____, _____, 725

2. Skip count by 10s to fill in the blank spaces.
   405, _____, _____, _____, _____, 455, _____

3. Skip count by 10s to fill in the blank spaces.
   489, _____, _____, _____, 529, _____, _____

4. Skip count by 5s to fill in the blank spaces.
   870, _____, _____, _____, _____, 895, _____

5. Skip count by 1s to fill in the blank spaces.
   _____, 198, _____, _____, _____, _____, 203

Extension Activity: Have someone in your family call out a number and say count by 1’s, 5’s, 10’s, or 100’s. For example, your brother says “Start at 24 and count by 10’s.” You would count 24, 34, 44, 54, 64, 74, and so on.

Day 6: Counting Place Value Blocks with Wolverine
Have your child help Wolverine count the place value blocks and write the number on the line.

[Diagram of place value blocks]

100 10 1

_____ 198, _____, _____, _____, _____, 203
Extension Activity: On paper, draw the place value blocks for the following numbers: 146, 56, 632, 325, 13, and 7.

Day 7: Two Step Word Problems with Aquaman
Have your child help Aquaman to solve the two-step word problems by using number models or pictures. Use paper to solve the problems.

1. Iron Man wanted 20 new suits. He made 5 on Tuesday and 6 on Wednesday. How many more suits does he still need to make?

2. There are 12 superheroes sitting at a table. Then 6 more superheroes join them. Next, 7 superheroes decided to leave the table. How many superheroes are still sitting at the table?

3. There are 16 superheroes fighting in the Infinity War. Then 5 more superheroes join them. Then 2 superheroes get hurt and have to leave. How many superheroes are still fighting?

4. Catwoman set 10 traps on Friday. Then she set 7 traps on Saturday. She wants to set 25 traps in all. How many more traps does she need to set?

5. Superman flew to Chicago in 8 minutes then to New York City in 12 minutes. If he plans to fly a total of 30 minutes today how many minutes of flying does he have left?

6. Aquaman dove into the ocean and swam down 20 meters. Then he swam down another 17 more. If Aquaman needs to swim down 40 meters how many more does he need to go?

Extension Activity: Create your own two-step word problems by using items in your house. For example, I had 15 pennies in my pocket. I found 4 more. If I need 30 pennies to buy gum how much more do I need?
Day 8: Play “What Number Am I?” with The Riddler

Have your child write down the number that the place value riddle is describing.

<table>
<thead>
<tr>
<th>I have 3 tens, 6 hundreds, and 4 ones. What number am I?</th>
<th>I have 3 ones and 8 hundreds. What number am I?</th>
<th>I have 7 hundreds and 9 tens. What number am I?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 634</td>
<td></td>
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<td></td>
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<tr>
<td>I have 1 hundred, 7 tens, and 3 ones. What number am I?</td>
<td>I have 6 ones, 5 tens, and 1 hundreds. What number am I?</td>
<td>I have 3 tens and 8 ones. What number am I?</td>
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<tr>
<td>I have 2 tens, 4 hundreds, and 4 ones. What number am I?</td>
<td>I have 2 ones and 5 hundreds. What number am I?</td>
<td>I have 6 hundreds and 8 tens. What number am I?</td>
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<tr>
<td>I have 2 hundred, 6 tens, and 3 ones. What number am I?</td>
<td>I have 4 ones, 3 tens, and 2 hundreds. What number am I?</td>
<td>I have 8 tens and 9 ones. What number am I?</td>
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</table>

**Extension Activity:** Play the Memory Game using the riddles from above. Copy the riddles on 12 notecards or paper. Copy the answers on another 12 notecards or paper. Turn them over, mix them up, and try to match the riddle with the correct answer.
**Day 9: The Flash’s Secret Message**

Have your child solve the addition and subtraction problems below to help Flash reveal the secret message.

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<tbody>
<tr>
<td>N</td>
<td>A</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>35 + 17 = ___</td>
<td>82 - 22 = ___</td>
<td>21 + 43 = ___</td>
<td>100 - 64 = ___</td>
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<tr>
<td>H</td>
<td>O</td>
<td>L</td>
<td>S</td>
</tr>
<tr>
<td>61 + 38 = ___</td>
<td>90 - 15 = ___</td>
<td>65 + 16 = ___</td>
<td>98 - 60 = ___</td>
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<tr>
<td>T</td>
<td>W</td>
<td>P</td>
<td>C</td>
</tr>
<tr>
<td>26 + 28 = ___</td>
<td>87 - 19 = ___</td>
<td>45 + 39 = ___</td>
<td>76 - 26 = ___</td>
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</tbody>
</table>

Extension Activity: Create your own secret message and send it to a friend or family member to solve.

**Day 10: Reflection & Game Time!**

Ask your child the following questions:
- What did you enjoy?
- What did you learn?
- Is there something you would like to do again?
- Would you like to learn more?

Let’s Play a Game! - Hitting the Target Number

Cut out the number cards at the end of the packet to play the game.

How to Play:
- Pick 5 number cards from the cards labeled 1 through 10.
- Then, pick a “Target Number” between 10 through 20.
- You must add and/or subtract 2 or more of the 5 number cards to arrive at the “target” number.

For example, suppose the five number cards selected are 5, 3, 8, 1, and 9 and the target number is 16. You use the 5, 3, and 8 card to hit the target number - 5 + 3 + 8 = 16.
Cross Content Connections:

**Literacy:** If you like superhero books check out this link for superhero read alouds.
https://www.youtube.com/results?sp=mAEB&search_query=superhero+books+read+aloud

**Art:** Color this superhero coloring page to create a fun pixel art picture of the fastest superhero in DC Comics. If you like this activity you can find more at https://www.coloringsquared.com/

<table>
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</table>

**Key** * Blank squares are white.

- **5 Red**
- **6 Yellow**
- **7 Tan (Brown)**
- **8 Black**
- **9 Blue**
Cut out these cards to play Let’s Play a Game! - Hitting the Target Number (Day 10).
2nd Grade Science Project: Engineering Towers

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>60-70 minutes</th>
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</thead>
<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td>2-PS1-3, Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</td>
</tr>
</tbody>
</table>
| Caregiver Support Option| - Support your student with reviewing activity directions (especially the directions for activities 3 and 4).  
- Engage in discussions with your student around the activity questions. |
| Materials Needed       | Paper and pencil, materials used to build a structure |
| Question to Explore    | What are the properties of different materials? What types of materials are used to build buildings/structures? How can you build a tall tower with notecards (or pieces of paper)? How can you build a strong tower, with the same materials, that can hold up a hardcover book? |
| Student Directions     | Each activity has directions for you to follow. |

Activity 1: Watts Towers (5 mins)

Instructions: Read the information and observe pictures below. Then, answer the questions.

- Did you know that the Watts Towers, also known as “Nuestro Pueblo” (“our town” in Spanish), are made of little pieces of broken dishes, bottles, tiles, seashells, cooking utensils, and even rocks? Many times structures and buildings are created from tiny pieces of material.

![Watts Towers images](image)

The Watts Towers are located in Los Angeles, California and were created by the artist, Simon Rodia.

- Can you think of any structures or objects that are made of smaller pieces? What are those smaller pieces? Write and draw your ideas on a piece of paper.

For this project, your job is to be an engineer. As an engineer you are going to create different structures from the same set of smaller pieces, similar to how Simon Rodia created the Watts Towers using smaller objects like shells and plates.

Activity 2: Properties of Materials (15-20 mins)
Before-reading question:

1. Have you ever seen a building while it was still being built? What did it look like? What materials was it made of? Draw and write your ideas on a sheet of paper.

Could you build a house out of paper?

[Adapted from: Mystery Science Materials Magic Unit (Lesson 5). Full unit accessible at: https://mysteryscience.com/materials/properties-phases-of-matter]

Have you ever seen a building while it was still being built? If you ever have the chance, stop and look at one. There’s something fascinating about it. It’s like getting to see a building's skeleton.

Now, buildings don’t really have a skeleton, at least not like you or I do. But there’s something similar. You can see what materials are holding the building together. Like check out this skyscraper here:

We don’t often think about what a skyscraper is made of.

But, this material here is steel, a type of metal.

And, this material here is concrete. The same stuff that driveways are made of.

Or check out this house (to the right). It's skeleton is made of wood and bricks. Building materials like these, wood, bricks, steel and concrete, they all share an important property which makes them so useful for building. They’re strong. But that’s not all. They’re also easy materials to build with. Because you can combine many small pieces of them and make a bigger structure. Now it’s tempting to think that all buildings must be made out of these materials. And lots of buildings are for sure.

Besides materials like concrete and steel, people have made houses out of all kinds of other materials, like straw, dried mud, snow and ice, and fabric (see pictures below). Look at the tent below. It’s a simple house made of fabric.
But, now, here’s a material you probably wouldn’t ever think of building a house with. Paper.

Paper’s great for drawing but for building? When we think about the properties of paper, it doesn’t seem like a great material for building a house out of. Unlike say a piece of wood, paper doesn’t have the property of being stiff. In fact, it’s just the opposite. Paper has the property of being flexible. It’s easy to bend and fold and unlike concrete, paper isn’t known for being strong. You’d have a hard time making hard, solid blocks of paper. Again, just the opposite. If anything, paper’s known for being easy to crumple.

Now, that said, paper does have the property that it can be stacked but it’s not like bricks which are easy to build things out of. To make a wall out of bricks, you need to lay many rows of them. To make a wall out of paper, you’d need to stack tons and tons of paper sheets. So it seems like paper doesn’t have the right properties for building, but could you somehow change the properties of paper to make it better for building with?

Take a look at the picture to the right. It’s what’s known as origami. Paper that’s been folded to make a certain shape. This paper bird stands up on its own rather than flopping over.

Likewise, the wings of a paper airplane stay stiff and flat when you fly it. Do these examples give you any ideas about how you might change the properties of paper to make it better to build with?
After-Reading Questions:

2. A **property** is something about a material that you can see, hear, smell, taste, or feel. Describe the properties of the objects below. Use words from the text and add some of your own ideas.

<table>
<thead>
<tr>
<th>Object</th>
<th>Properties (as described in the text)</th>
<th>Additional Properties (based on your own knowledge or observe these materials with an adult’s assistance)</th>
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<tbody>
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<td>ice</td>
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<td>paper</td>
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3. How might you change the properties of paper to make it better to build with? Write your ideas on a sheet of paper.
Activity 3: Challenge 1 - Build a Tall Tower (20 min.)

[Adapted from: Mystery Science Materials Magic Unit (Lesson 5). Full unit accessible at: https://mysteryscience.com/materials/properties-phases-of-matter]

In this activity you’re going to build a tall tower from nothing but notecards (or paper) and paperclips (or small pieces of tape).

A. Gather the following materials:

- 20 notecards or 5 sheets of paper cut into quarters
- 16 paperclips or 16 1-inch pieces of tape

B. Get a ruler or measuring tape.

C. If you’re using paper instead of notecards, fold each of the 5 pieces of paper into quarters and then cut them. Now you should have 20 pieces of paper.

D. Figure out at least three ways to make the cards (or pieces of paper) stand up on their own. Draw those 3 ways on a sheet of paper.
   - You can bend them, you can fold them, you can cut the cards.
   - You can use paperclips (or the small pieces of tape) too if that’s helpful.
   - Use your imagination, there’s no wrong way to do this.

E. Which of the shapes below do you think would be the best for building a tall tower? Circle them:

F. Here’s Your Challenge: Use your materials to build a tower that is at least 12 inches tall (the height of a typical ruler). Try to do this challenge in 5 minutes if you can.
   Remember: You can use paper clips (or small pieces of tape).

G. Complete the following tasks and questions on a sheet of paper:
   1. Draw the tower you built on a sheet of paper.
   2. You used paper (or notecards) to make pieces to build a tall tower. What did your pieces look like? You can circle our pictures, draw your own pictures, or describe your pieces in words.
   3. Could you use the same pieces to build a tall tower and a strong tower? How?
Activity 4: Challenge 2 - Build a Strong Tower (20 min.)

[Adapted from: Mystery Science Materials Magic Unit (Lesson 5). Full unit accessible at: https://mysteryscience.com/materials/properties-phases-of-matter]

NEW CHALLENGE: Using the same materials as in Activity 3, you’re going to try to build a strong tower that is at least 6 inches tall and will hold up a hardcover book.

A. Gather your materials (same as in activity 3)

B. Build a strong tower that is:
   a. At least 6 inches tall
   b. Can hold up a hardcover book

Try to do this challenge in 5 minutes if you can.

C. Complete the following tasks and questions on a sheet of paper:

   1. Draw the tower you built.
   2. Is making towers with cards different from building real buildings? How?
   3. Is making towers with cards similar to building real buildings? How?
   4. Do you think anyone uses paper to build things in real life? Write your ideas on a sheet of paper.
   5. Look at a piece of cardboard (or the pictures below). Cardboard is made of paper. What is special about the design of cardboard that makes it stronger than regular paper?

   6. What is one example of a large structure you’ve seen that is made from smaller pieces?

   Fill in the blanks in the sentence below:

   A _________________________ is one example of a large structure made from smaller pieces. It is made from pieces of _________________________________.

   (Chicago Public Schools)
# Grade K-2 Social Science Project: Global Connections

## Estimated Time

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes (average of 15-20 mins per activity)</th>
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## Grade Level Standard(s)

<table>
<thead>
<tr>
<th>Standards for Grades K-2:</th>
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<tbody>
<tr>
<td>SS.IS.2.K-2: Explore facts from various sources that can be used to answer the developed questions.</td>
</tr>
<tr>
<td>SS.IS.3.K-2: Gather information from one or two sources with guidance and support from adults and/or peers.</td>
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<tr>
<td>SS.IS.5.K-2: Ask and answer questions about arguments and explanations.</td>
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</tbody>
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## Caregiver Support Option

**Notes on the structure:**
- Activities are designed to be done in order - each one builds on the other so you should not skip activities.
- Activities are an average of 15-20 mins each. More than one can be done in a day.

**Before giving the activities to students, caregivers might:**
- Spend time reading and discussing the “student directions” together. Encourage them to ask any clarifying questions.
- When reading the texts, students should circle or underline any unfamiliar words so you both can define them together.

**In this particular lesson, it’s important to note that:**
- Students are creating a “My Global Connections Infographic” showing how the items you use every day connect you to faraway people and places.
- Consider making your own “My Global Connections Infographic”. Ask your student if they have comments, questions, or a connection to your work.

## Materials Needed

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<th>Materials Needed</th>
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<td>Paper or notebook</td>
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<td>Pencil, pen, or other writing tool</td>
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## Question to Explore

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<thead>
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<th>Question to Explore</th>
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<tr>
<td>“How do the things I use connect me to people and places around the world?”</td>
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</table>

## Student Directions

We are connected to people and places all over the world. In this week’s inquiry, students will learn about the process of making everyday items. Throughout the week, they will use their learning to create a “My Global Connections Infographic” showing how the items they use every day connect them to faraway people and places.
### Day 1 (Activity 1): Exploring Global Connections (15-20 min)

This week we’re thinking about the question: “How do the things I use connect me to people and places around the world?”

Your challenge this week: To create a “My Global Connections Infographic” showing how the items you use every day connect you to faraway people and places.

<table>
<thead>
<tr>
<th>Today you will:</th>
<th>You will need:</th>
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| ● Find out how you are connected to people and places all over the world | ● Paper or notebook  
  ● Pencil, pen, or other writing tool  
  ● “Where Is That From?” handout (optional) |

Have internet access? This lesson can also be found here: [together.inquired.org/dayone-weekfive-el](together.inquired.org/dayone-weekfive-el)

**Let’s Get Started!**

**A. THINK**

Did you know that every day you use things that come from far away? When you get dressed in the morning, you are putting on clothes that came from all over the world! When you eat lunch, some of your food has come from very far away, too. You are also connected to people around the world. They make many of the things you use every day.

**B. EXPLORE**

Can we learn how the item below connects us to people and places around the world?

| Have you ever played on a keyboard like this one? Have you ever wondered where it was made? | Have you ever played on a keyboard like this one? Have you ever wondered where it was made? |
When we flip the keyboard over, there is a sticker on the back. The sticker says that the keyboard was made in China!

Let’s use a map to help us learn where items like the keyboard come from.

- Do you see the keyboard on the map? It’s in the country of China.
- Do you see the star and the words “United States of America”?
- Just think – the keyboard had to cross most of the world to get from China to the United States of America.

Can we find more items that came from far away?

Perhaps you can kick a soccer ball pretty far… but not as far as this soccer ball has traveled! This soccer ball was made in the country of Pakistan.
Many of the fruits and vegetables we eat come from other places in the world. These bananas come from the country of Ecuador. The blueberries made the long trip from the country of Chile!

Have you noticed the tags inside your clothes? They tell where your clothes were made. This shirt says “USA,” which is another name for the United States of America. But the shirt was not made in the USA. It was made in the country of Egypt!

Let’s use the map again to help us learn where the soccer ball, bananas, blueberries, and t-shirt come from.

- Do you see the soccer ball, bananas, blueberries, and t-shirt on the map?
- All these items travel very far before we use them!
- Which item travels the farthest to get to the United States of America?
C. DO

Your challenge this week: Create a “My Global Connections Infographic” that shows how the items you use every day connect you to faraway people and places.

Today, you will discover where the items that you use come from.

Get Ready!
Think about:
- Where do you think the items in your home came from?

Get Set!
You’re going to:
- Go on an object hunt! Look around your home to find out where items came from.
- Write down the following information on a piece of paper (or use the “Where Is That From?” handout if you like):
  - The name of the item
  - The country that the item was made in

Go!
Happy Hunting! Here are a few ideas to think about that will help you in your search:
- Look for labels that say “product of” or “made in.” It’s okay if an object doesn’t have a label that says where it was made – just move on to another item!

DIG DEEPER

OPTIONAL: Find out where in the world the countries your items came from are located on a map! Watch the “Countries of the World” video. (youtu.be/xUuoFch3ArM)
### Day 1
**Where Is That From?**

**Information Sheet**

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**Day 2 (Activity 2): Discovering People and Processes (15-20 min)**

This week we’re thinking about the question: **“How do the things I use connect me to people and places around the world?”**

Your challenge this week: **To create a “My Global Connections Infographic” showing how the items you use every day connect you to faraway people and places.**

Today you will:
- Learn about the process of making everyday items
- Create a draft of your “My Global Connections Infographic”

You will need:
- Paper or notebook
- Pencil, pen, or other writing tool
- “Infographic Template” handout (optional)
Let’s Get Started!

A. THINK

Look back at the list of items you found in your home.

Did you find a pencil? A phone? A T-shirt?

The items you found went through a process before they got to you. That means things happened to them, one after another, that changed them. The items started with materials found on Earth and ended up as things you use.

![Diagram showing process: Take, Make, Send, Use]

Look at the pictures to the left. They show a process. Each arrow points you to the next step. The steps of this process are:

- Take: Get material from the Earth
- Make: Make it into something new
- Ship: Get it to people who use it
- Use: Buy or use it

New Word:

process: the actions that happen one after another to change something

B. EXPLORE

Let’s explore a process like the one described above.
Many of us buy chocolate treats from the store. But did you know that these treats go through a long process and travel very far before they get to the store?

The tree in this picture is the cacao tree. Chocolate is made from the seeds of the cacao tree. These seeds are in the fruits that you see hanging from the tree.

Cacao trees grow in warm places. The colors show where cacao trees grow. It is very far from your local store!

So what is the process that brings chocolate to our local stores?
### Step 1: Take

When the pod is ripe, a farmer cuts open the pod with a sharp tool. Inside the cacao pod are white, mushy seeds.

### Step 2: Make

The seeds are put in boxes so they get very hot. They turn from white to brown. Next, the seeds must dry out. The dried seeds are called cocoa beans. Then, the beans are cooked at a very high heat. The shells are taken off. The beans are ground into a powder. The powder is heated and cooled to make a “mass” that will become chocolate.

### Step 3: Send

Ships take it all over the world. Many people work hard to get chocolate to you!
Step 4: Use

Then we buy and eat it!

OPTIONAL: “Does Your Class Know What Cacao Is?” video from Eat Happy Project

Pulling it all together: Watch this video to learn more about the process of making chocolate.

Look!

Take another look around you and notice all the objects you use.

- How do these connect you to people and places far away?
- Are there connections you already knew about?
- Are there connections that surprised you?
- Are there any objects or items you’d like to add to the list of items you created?

Take a moment to do that.

C. DO

Your challenge this week: Create a “My Global Connections Infographic” showing the way you are connected to people and places through the items you use. Today, you will use the information you’ve collected about your items to start creating your infographic.

New Word
infographic: words and pictures that are used together to explain something quickly and clearly

Today, you will only create a sketch of your infographic using pencil. Your infographic will show how the items you use every day connect you to faraway people and places.
Let's look at another student's draft to give us ideas.

- Notice how this infographic shows the student using some of their items.
- Notice how this infographic explains how the student is connected to faraway places.

GET READY
Now it's your turn to create a sketch of your "My Global Connections Infographic."

GET SET
Review your goals:
- I will draw 4 of my items
- I will draw myself as I use 1 (or more!) of my items
- I will use words that tell how my items connect me to a faraway place

GO
On a piece of paper, create a sketch in pencil of your "My Global Connections Infographic" (or use the "Infographic Template" handout if you like).

Remember to save your sketch! You'll use it to create your final "My Global Connections Infographic."
**My Global Connections Infographic**

1. **Sketch of Item #1**
   My ___________________ connects me to __________________ because
   (Item #1)                                                 (country)
   it comes from that place!

2. **Sketch of Item #2**
   My ___________________ connects me to __________________ because
   (Item #2)                                                 (country)
   it comes from that place!

3. **Sketch of Item #3**
   My ___________________ connects me to __________________ because
   (Item #3)                                                 (country)
   it comes from that place!

4. **Sketch of Item #4**
   My ___________________ connects me to __________________ because
   (Item #4)                                                 (country)
   it comes from that place!
Here is a drawing of me using one (or more!) of my things:

Day 3 (Activity 3): Evaluating the Work (15-20 min)

This week we’re thinking about the question:
“How do the things I use connect me to people and places around the world?”

Your challenge this week:
To create a “My Global Connections Infographic” showing how the items you use every day connect you to faraway people and places.

Today you will:
● Think about your work and reflect on your progress
● Make a plan to improve your work

You will need:
● Your work from previous activities
● Paper or notebook
● Pencil, pen, or other writing tool

Have internet access? This lesson can also be found here:
https://www.together.inquired.org/daythree-weekfive-el

Let’s Get Started!

A. THINK

You’ve already started creating your “My Global Connections Infographic.” When someone looks at your work, they should see:
● A sketch of yourself using some of your items
● Drawings of 4 of your items
● Words that tell how your items connect you to a distant place
B. EXPLORE

Look at this student’s “My Global Connections Infographic.”

- Does this work show the student using some of their items?
- Does this work have drawings for 4 of the items?
- Does this work tell how items connect this student to places around the world?
- How did this student use color to make their work clear?

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

What advice would you give the student to make this work even stronger?

- The student could use color to...
- The student could add...
- The student could try...
- The student could change...

C. DO

Your challenge this week: Create a “My Global Connections Infographic” that shows how the items you use every day connect you to faraway people and places.

Today, you will look at the sketch you made of your “My Global Connections Infographic” to see if you are meeting your goals.
1. Pencils down! This is a thinking exercise!
2. Look at your work and ask:
   - Does my work show a drawing of myself using some of my items?
   - Does my work show drawings of my 4 items?
   - Does my work use words to tell how my items connect me to faraway places?

3. Wait, still don’t touch your work! First, make a plan to improve it. Think about how you can use color to make your work more clear to others. Complete this sentence:
   - I will use color to...

Now, complete one of the sentences below to help you think of another way to improve your work:
   - I will add...
   - I will try...
   - I will adjust...

Remember to save the plan you made to improve your work and the draft of your “My Global Connections Infographic.” You’ll use them both to create your final “My Global Connections Infographic.”

### Day 4 (Activity 4): Finalizing the Work (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How do the things I use connect me to people and places around the world?”</th>
<th>Your challenge this week: To create a “My Global Connections Infographic” showing how the items you use every day connect you to faraway people and places.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today you will: Finish creating your “My Global Connections Infographic”</td>
<td>You will need: Pencil, pen, or other drawing tool, Coloring materials, Your work from previous activities</td>
</tr>
</tbody>
</table>

Have internet access? This lesson can also be found here: together.inquired.org/dayfour-weekfive-el

### Let's Get Started!

#### A. THINK

Remember when you made a plan to improve your work? That’s when you said:
   - “I will use color to...” and
   - “I will add...” or
   - “I will try...” or
   - “I will adjust...”

Decide or discuss: What will you do next to finalize your work?
B. EXPLORE
Check out a "My Global Connections Infographics" made by another student.
- What changes did this student make to their work?
- How do these changes help you understand their "My Global Connections Infographic" more?

Rough Draft

Final Work
Today, you will work to finish your “My Global Connections Infographic.”

1. Get out your sketch and any other materials from previous activities.
2. Think about the plan you made to improve your work.
3. Get to work making your final draft!

<table>
<thead>
<tr>
<th>Day 5 (Activity 5): Reflecting and Sharing (15-20 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This week we’re thinking about the question: &quot;How do the things I use connect me to people and places around the world?&quot;</td>
</tr>
<tr>
<td>Today you will:</td>
</tr>
<tr>
<td>● Think about how your “My Global Connections Infographic” shows how you are connected to faraway people and places</td>
</tr>
<tr>
<td>● Think about how your “My Global Connections Infographic” communicates information to others</td>
</tr>
<tr>
<td>● Find a way to share your final work</td>
</tr>
</tbody>
</table>

Have internet access? This lesson can also be found here: together.inquired.org/dayfive-weekfive-el

Let’s Get Started!

A. THINK

Look around you right now. Notice the things in the room.

● How many people have helped to make the things around you?
● How far have these things traveled to get to you?

B. EXPLORE

Look at your finished “My Global Connections Infographic.” Think about or discuss:

● How would you explain your infographic to someone else?

C. DO

Now 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 if they have comments, questions, or a connection to your work (or use the "Sharing" handout to get a written response).
- Hang your "My Global Connections Infographic" in the window.
- Ask an adult to help you share your work online with the #inquirEDtogether hashtag.
- Keep your "My Global Connections Infographic" with your other work from this time. You can look back on these later to remember this unique moment in history.
Please take a look at my work and fill this out.

Thank you!

I have a... (circle one)

- comment: ________________________________
- question: ________________________________
- connection: ________________________________

One thing you did that helped me understand the information you shared was...

______________________________

______________________________

______________________________

______________________________
Cross Content Connection:

By examining global connections and by developing your own “My Global Connections Infographic”, you are using many social science skills, but also so much more! There are many connections to language arts, math and science that you can continue to explore. Here are a few ways to extend your learning and make connections to other subjects.

**Language Arts:** After reflecting on their “My Global Connections Infographic”, students can write and send thank you letters to organizations, companies, or countries that they have identified as a global connection to their household items.

**Math:** Students can select additional household items and count how many of them come from the same place. How many of your household items come from Ecuador? From the USA? From China? Which country had the most? Which country had the least? You can challenge your student to make a bar graph with this new information.