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.

Use the table of contents on this page to navigate through the project packet.

2nd Grade Literacy Project: Fables and Folktales 1
2nd Grade Math Project: Signs of Spring 6
2nd Grade Science Project: Can It Change Back? 16
GradeK-2 Social Science Project: Uplifting Actions 24
### 2nd Grade Literacy Project: Fables and Folktales

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

**Grade Level Standard(s)**

- **RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.3** Describe how characters in a story respond to major events and challenges.
- **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**Caregiver Support Option**

Read the stories and engage in conversations about the events with your child. This is a good way to check their comprehension of the story.

**Materials Needed**

- Pencil, paper, and crayons

**Question to Explore**

- How is a fable different from a folktale?
- How do I determine the central message or moral in a folktale or fable?

**Student Directions**

Directions are listed for each activity. Read the directions carefully before answering the questions.

### Activity 1: Fables versus Folktales

Think about all of the stories you have ever read. Have you ever read a fable or folktale? In this lesson we will learn the difference between a fable and folktale. We will also learn about how stories may have a moral, lesson, or central message. Let’s take a closer look. Read the information in the chart below and be ready to answer questions about what you learned.

<table>
<thead>
<tr>
<th>Fable:</th>
<th>Folktale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A story usually with animals as characters that tells a lesson or moral.</td>
<td>A folktale is a story that explains things about life or nature that are told orally over time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moral or lesson of a story:</th>
<th>Central message:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A moral or lesson of the story will teach us something about life. The moral or lesson will tell us how to think or how to act.</td>
<td>The central message is what the author wants you to learn from reading the story.</td>
</tr>
</tbody>
</table>
A. Write the statements below on a sheet of paper. Fill in the blanks with information from the chart above.

- A _____________ is a story that has animals as the main character and teaches a lesson or ________________.
- A _____________ is a story that explains things about life or ________________ that are told orally over time.
- A moral or _____________ of the story will teach us something about ___________. The _____________ or lesson of the story will tell us how to think or how to ____________.

Now that we’ve learned about fables, folktales, morals, lessons, and central messages, let’s read a story. Read carefully and be ready to answer questions about the story, *The Lion and the Mouse*.

B. During your reading, circle information in the story that helps you know if it’s a fable or a folktale.

*The Lion and the Mouse, a retelling of an Aesop fable*

Early one morning, Little Mouse found himself awake in the jungle. He explored the leaves and fallen branches. Then he came upon the biggest creature he had ever seen. A lion was fast asleep under the trees. Curious to learn more, Little Mouse ran up and down, over and around the sleeping lion. Suddenly, a huge paw came down on top of Little Mouse. He couldn’t move a muscle. “Pardon, O King,” cried Little Mouse. “Forgive me this time. I didn’t mean to bother you.” “Bother me? You did far more than bother me. You woke me up,” said Lion. “Please let me go. If you do, I shall never forget it. Who knows? Perhaps one day I will be able to repay you with a favor,” begged Little Mouse. Lion laughed. “How could someone as small and weak as you help someone as big and strong as me?” “If you give me a chance, you will not regret it,” begged Little Mouse. Lion was so amused by the idea that he let Little Mouse go. He ran far and fast. Some time later, Little Mouse was again exploring the jungle. This time he heard a terrible noise. He found Lion caught in a net. Some hunters had captured him and planned to carry him away to a distant land. When Lion saw Little Mouse, he remembered the promise. “Help me!” cried Lion. Quickly, Little Mouse set to work. He ran up and down, over and around Lion. All the while, he nibbled and chewed at the ropes of the net. Soon a large hole opened up, and Lion broke free. “Was I not right?” asked Little Mouse. “I repaid your favor.” “You did, indeed. Thank you, Little Mouse. You are a true friend.” The moral is: Little friends may prove great friends.

Source: https://www.raz-plus.com

C. On a sheet of paper fill in the information in the chart with information from the story.

<table>
<thead>
<tr>
<th>Story Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters:</td>
<td></td>
</tr>
<tr>
<td>What happened in the story?</td>
<td>Include a beginning, a middle, and an ending.</td>
</tr>
<tr>
<td>What was the author’s moral of the story?</td>
<td>Little friends may prove great friends.</td>
</tr>
<tr>
<td>Create your own moral for the story:</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 2: Similar and Different** - Let’s read another story, *The Fox and the Grapes*. Read the story carefully and be ready to answer the questions that follow.
A. During your reading, circle information in the story that helps you know if it's a fable or a folktale.

**The Fox and the Grapes** a retelling of an Aesop fable

One summer’s day, Fox was walking through an orchard. The sun was quite hot, and he had been walking for some time. He spied a rabbit sitting under a tree. “Excuse me, can you tell me where I might find something to drink? I am hot and thirsty,” asked Fox. “The stream is far from here. The only drink you will find is in the juice of those grapes,” said Rabbit as she pointed to a vine hanging above them. “Ah! Those look very plump and juicy. They are perfect,” said Fox. “They do look delicious, but they are also very high. You will have trouble reaching them,” said Rabbit.

“No. I think not. I can jump quite high,” said Fox with a proud smile. Drawing back three paces, he took a run and a jump. He sailed through the air missing the grapes by a foot. “Hmm,” mumbled Rabbit. “Seems the grapes are quite out of reach.” “I just needed to warm my legs a bit. I am sure I can reach them now,” said Fox. He stretched, stepped back five paces, and made another running start. This time he missed the grapes by only a few inches.

Rabbit shook her head. Fox grew more determined. He took ten full steps back and bent low to the ground. Then he launched himself at full speed toward the grapes. Jumping with all his might, Fox flew into the air. His paws just brushed the fruit before he landed back on the ground with a thud. Fox stood up and brushed himself off. He shook his head and started walking away. What about the grapes?” asked Rabbit. Lifting his nose to the air, Fox replied, “I’m sure they are sour.”

Source: [https://www.raz-plus.com](https://www.raz-plus.com)

B. On a separate sheet of paper answer the questions below about the story, *The Fox and the Grapes*. Remember to go back into the story if you need help answering any of the questions.

- Who are the characters in the story?
- What is Fox trying to do?
- How does the story end? What can you learn from Fox’s behavior?
- Is this story a fable or a folktale? Explain how you know which one it is.
- What is the moral of this story?

Do you remember how to compare and contrast events or characters in a story? Great! Let’s do it again. When you **compare**, you are looking for things that are similar or the same about two or more things. When you **contrast**, you are looking for things that are different. Re-read both stories, *The Lion and the Mouse* and *The Fox and the Grapes* and let’s get ready to compare and contrast.

C. On a sheet of paper, draw a Venn diagram (see the example below). On the left side of the Venn diagram add details that are different about the story, *The Lion and the Mouse*. On the right side of the Venn diagram, add details that are different about the story, *The Fox and the Grapes*. In the middle, add details that are the same in both stories.

**Activity 3: Recounting Stories** - Let’s read another story. Read carefully and be ready to answer questions about the story, *How Zebras Got Their Stripes*. 

![Venn Diagram Example]
A. During your reading, circle information in the story that helps you know if it's a fable or a folktale.

**How Zebras Got Their Stripes** A Ugandan Folktale retold by Ned Jensen

Long, long ago there were no zebras. But there were a lot of donkeys. The donkeys worked hard each and every day. They had no time to play or to relax. It was just work, work, work. The donkeys carried heavy bundles. They carried the bundles for miles, but they never felt appreciated for the work they did.

One day two donkeys got fed up. They decided they did not want to work all the time. Instead, they wanted to graze in green fields. They wanted to drink from clear streams, and they wanted to lie on soft grass. The donkeys went to see a wise old man. They told him their problem. The wise old man thought and thought. He agreed that they worked too hard, and he wanted to help the donkeys. Then suddenly the wise old man jumped up. “I have an idea,” he said. “What is your idea?” asked the donkeys. “I am going to paint you,” said the man. “I will paint you, and no one will know you are donkeys.”

The wise old man went off to find some paint, and he returned in just a matter of minutes. He had two pots of paint. One pot was filled with white paint, and the other was filled with black paint. The old man began to paint the donkeys. First he painted them white, and then he painted black stripes over the white paint. When he was finished, the donkeys did not look at all like donkeys. “You no longer look like donkeys,” the wise old man said. “Everyone will be fooled. I will call you something else. I will call you zebras.”

The zebras went to a field to graze. No one bothered them, and they did not have to work. Instead, they lay in the grass and slept. Soon other donkeys saw the zebras. They asked the zebras where they came from. When the zebras told the donkeys their secret, the donkeys all rushed to see the wise old man. “Make us into zebras, too,” they pleaded.

So the wise old man painted more donkeys. As he did, more and more donkeys came. The old man could not paint fast enough. Soon the donkeys became impatient. They began to kick and stir about, and they knocked over the paint pots. There was no more paint. The painted donkeys ran off to become zebras.

The unpainted donkeys, because of their impatience, had to return to work. This is why both donkeys and zebras roam the earth. This is also why it is important to be patient.
Activity 4: Reflection - We’ve read fables and a folktale and recounted (retold) events of a story. Now it’s time to write a personal narrative. What is a personal narrative? A personal narrative is a story about something that has happened to you. Think about an important event that happened in your life where you may have learned an important lesson. Maybe you want to share a narrative about your time out of school and learning from home, or your best birthday celebration, or maybe even a family vacation. Whatever you decide here are some things to include in your writing, so get some paper and a pencil and get started.

A. Make sure your personal narrative has the following:
   - Include a beginning, a middle, and an ending.
   - Include signal words in your writing such as, first, next, then, finally, and last.
   - Describe people, places, and things in your writing.
   - Share how you feel or how you were changed or a lesson you learned.

Cross Content Connection: A folktale is a story that explains things about life or nature that are told orally over time.

- **Science:** Take a nature walk around the neighborhood with a family member. Choose an object in nature and think about how it was created. Just like in a folktale, share how you think the object came to be or was created. Remember to follow safe practices during your walk.

- **Social Science:** When family members get together they often share stories about events that happened in their lives. Sit and talk with a parent or grandparent or call them on the phone. Ask them to tell you a story about when they were growing up. Take notes about the story and create a story book with words and pictures to tell their story. Make it fun and interesting so that it becomes a story that you can share again and again over time.
# 2nd Grade Math Project: Signs of Spring

| Estimated Time | 60-70 minutes (over 2 weeks)  
Work at the pace that works best for you and your child. |
|----------------|---------------------------------------------------------------------------------|
| Grade Level Standard(s) | **Numbers 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  
2.MD.A: Measure and estimate lengths in standard units.  
2.MD.B: Relate addition and subtraction to length. |
| Caregiver Support Option | Students may need support from family members with reading the directions. Assist your child with selecting household items to measure. Assist your child with cutting out the standard ruler at the end of the packet. |
| Materials Needed | Paper, pencil, timer, household objects to measure, ruler (provided) |
| Question to Explore |  
- How can I use operations and place value to solve problems?  
- Can I use a ruler to measure length?  
- How can estimation help me solve problems?  
- How can illustrations help me solve word problems?  
- Can I explain my thinking?  
- How can numbers be expressed, ordered, and compared? |
| Student Directions | Each activity has directions for you to follow. |

**Day 1: Which Spring Flower Doesn't Belong:** Which of these Illinois spring flowers does not belong in
this group? (Hint: There are many different, correct ways of choosing which one doesn't belong.) Below write a reason why each flower doesn’t belong in this group.

<table>
<thead>
<tr>
<th>Tulips</th>
<th>Daffodils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violets</td>
<td>Crocuses</td>
</tr>
</tbody>
</table>

The tulips don’t belong because:

______________________________________________________________________________________________.

The daffodils don’t belong because:

______________________________________________________________________________________________.

The violets don’t belong because:

______________________________________________________________________________________________.

The crocuses don’t belong because:

______________________________________________________________________________________________.

**Extension Activity:** Draw pictures of four items in a grid (like above) that are similar yet different. Ask family members which one they think doesn’t belong and why.

**Day 2: Ant and Grasshopper:**
Spring was here. Every day for a week, Ant found 2 tiny seeds. At the end of the week, the Grasshopper said “Silly ant! You work all day, when you could be having fun!” In the second week, the Ant worked even harder. She saved 3 tiny seeds every day. But when the Ant passed the Grasshopper at the end of the week, the Grasshopper said again, “Silly Ant!” In the third week, the Ant worked even harder. She saved 4 tiny seeds every day. But when the Ant passed the Grasshopper at the end of the week, the Grasshopper laughed and said again “Silly Ant!” When the fourth week came, the Grasshopper had nothing to eat. Grasshopper went to Ant and asked if she had any extra seeds to eat. And do you know what the Ant said? “Silly Grasshopper!”

Answer the questions below. Use words, pictures, and equations on paper to show your thinking.

1. How many seeds did the Ant save in the first week? ________________________________

2. How many seeds did the Ant save in the second week? ______________________________

3. How many seeds did the Ant save in the third week? ________________________________

4. How many seeds did the Ant save in all? ________________________________

**Extension Activity:** If Ant eats one seed each day, how many weeks can she wait before she needs to find more seeds?

____________________________________________________________________________

**Day 3: Flower Petal Number Puzzles:** Using the numbers below each flower, write one number in each petal so that each line of 3 numbers (see the examples of 3 in a line below) adds up to the target number above the flower. For example, 7 + 4 + 1 = 12. These 3 numbers add up to 12. You may use each number only once.

![Image of flowers with numbers]
**Extension Activity:** Make a flower puzzle of your own. Try using different target numbers.

**Day 4: Measure and Compare:** Measure each animal to the nearest centimeter. *Cut out the ruler at the end of the packet.*

![Animals](image)

1. The seed is ________cm long.
2. The ant is ________cm long.
3. The grasshopper is ________cm long.
4. How much longer is the grasshopper than the ant? How do you know? Explain your thinking on paper.

**Extension Activity:** Find 3 objects in your house and line them up smallest to largest. Measure the items in centimeters and write the measurements on paper. Repeat this activity 2-3 times with various objects you find at home.

**Day 5: Measurement At Home:** Choose 5 household items to measure. Estimate the length of each object in centimeters. *Using the ruler from yesterday’s activity,* measure each item to the nearest centimeter. Record your estimates and actual lengths in the data table below.
Household Item (object) | Estimated Length in cm. | Actual Length to the nearest cm.
--- | --- | ---
Ex: crayon | About 10 cm | 8 cm

Now find the total of the actual length of two items from the table above. For example, you measure a pencil and a coin. The pencil is 10 cm and the coin is 2 cm. So the total length of the two items is 12 cm. Repeat this activity 2 - 3 times with different items from the table above. Write your answers on paper.

**Extension Activity:** Create a scavenger hunt for your family. Have them look for things of different sizes, numbers, colors, etc. Measure those items in centimeters. Compare their lengths. Which is shortest? longest?

**Day 6: Animal Parade (A Spring Stroll):**
1. Finish recording the number of legs for each Illinois animal shown below.
2. On paper, create a parade of animals that will have a total of 18 legs and include an equation.
3. Follow these rules for making your parade:
   - Parades need to have at least 3 different animals.
   - Animals can be used more than once.
4. How many different parades can you create that have 18 legs? For example: cardinal, squirrel, ladybug, rabbit, cardinal:
   $2 + 4 + 6 + 4 + 2 = 18$ legs total

<table>
<thead>
<tr>
<th>Ladybug</th>
<th>Spider</th>
<th>Cardinal</th>
<th>Squirrel</th>
<th>Rabbit</th>
<th>Snail</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 legs</td>
<td>____legs</td>
<td>____legs</td>
<td>____legs</td>
<td>4 legs</td>
<td>1 leg(foot)</td>
</tr>
</tbody>
</table>

**Extension Activity:** Create your own parade of animals and total number of legs. Try different animals and different totals.

**Day 7: How Many?:**
Without counting, estimate how many strawberries there are in the image above. ____________

Now count how many strawberries you can see. ________________

Explain how you counted them. ____________________________________________

Was your estimate close to your actual count? __________

Extension: Some strawberries are hidden underneath. What’s the most strawberries that could be in the container, including any that you can’t see? Explain your thinking. ______________________________

__________________________________________________________________________

**Day 8: Illinois Spring Peeper - What Comes Next?**

The spring peeper is about 1 inch in length. It has a dark, "X"-shaped mark on the back. The body color is yellow, brown, gray or olive. The spring peeper can be found in woodland areas in Illinois. It is usually active at night. Below are four images of spring peepers arranged in a woodland area.
What patterns do you see?
____________________________________________________________________

What number comes next?
____________________________________________________________________

What number comes before?
____________________________________________________________________

How do you know you’re right?
____________________________________________________________________

**Extension Activity:** Create your own pattern on paper and share it with someone else. Ask them what comes next! Or what comes first.

**Day 9: Garden Problem:** Some 2nd grade students are designing and planting a garden for their school. The garden will be in the shape of a square. It will have 16 equal sized sections. Help them design the garden using the grid below.

**Rules:**
- The entire garden needs to be filled.
- The garden can only contain 5 different types of plants.
- 2 sections must be planted with jalapenos. (The principal loves them!)
- Other sections can be filled with: tomatoes, carrots, strawberries, cucumbers, raspberries, or lettuce.
**Extension Activity:** Design your dream garden on paper using a grid similar to above. Come up with your own rules and add fruits and vegetables that you like.

**Day 10: Scavenger Hunt:** Find and measure 5 items from your house that fit the descriptions in the table below. Record the length to the nearest whole inch using the ruler from earlier in the project.

<table>
<thead>
<tr>
<th>Description</th>
<th>Item Found</th>
<th>Length to the nearest inch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find something that is <strong>a little less than 6 inches</strong> in length.</td>
<td>Ex. spoon</td>
<td>6 inches</td>
</tr>
<tr>
<td>Find something with a length <strong>less than 2 inches</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find something with a length <strong>greater than 6 inches.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find something that is <strong>between 3 and 5 inches in length.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find something that is <strong>exactly 1 inch long.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find <strong>two items that when put side by side equal 6 inches</strong> in length.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now, find the total of the actual length of two items from the table above. For example, you measure a spoon and a toy car. The spoon is 6 inches and the toy car is 4 inches. So the total length of the two items is 10 inches. Repeat this activity 2 - 3 times with different items from the table above. Write your answers on paper.
Extension Activity: Create a scavenger hunt for your family. Have them look for things of different sizes, numbers, colors, etc. Measure those items in inches. Compare their lengths. Which is shortest? longest?

Cross Content Connections

**Literacy** - Reading story problems; creating scenarios for story problems; explain thinking to justify answers; use of mathematical vocabulary; writing numbers.

*The Best Bug Parade* by Stuart J. Murphy [https://www.youtube.com/watch?v=XpeKYcONi6g](https://www.youtube.com/watch?v=XpeKYcONi6g)

*One is a Snail, Ten is a Crab* by April Pulley Sayre and Jeff Sayre [https://www.youtube.com/watch?v=zDjp7rTXtsk](https://www.youtube.com/watch?v=zDjp7rTXtsk)

*Measuring Penny* by Loreen Leedy [https://www.youtube.com/watch?v=-kH1Qh6bga0](https://www.youtube.com/watch?v=-kH1Qh6bga0)

*Super SandCastle Saturday* by Stuart J. Murphy [https://www.youtube.com/watch?v=WGEwCafo7eM](https://www.youtube.com/watch?v=WGEwCafo7eM)

**Math** - Math Learning Center - Activities of the Day
[https://mathathome.mathlearningcenter.org/activities-of-the-day](https://mathathome.mathlearningcenter.org/activities-of-the-day)

**Social Studies** - Compare miniature models to real things

**Science** - Illinois Department of Natural Resources - Kids and Education (learn about the nature in Illinois)
[https://www2.illinois.gov/dnr/education/Pages/default.aspx](https://www2.illinois.gov/dnr/education/Pages/default.aspx)

Nature Walk Checklist

Build, Fly, Measure - paper airplanes
[https://www.noggin.com/smart-activities-how-far-can-it-fly/](https://www.noggin.com/smart-activities-how-far-can-it-fly/)

**Additional Digital Resources:**
Check out these additional resources with your child. Encourage your child to be a mathematician by asking the following questions:

- What strategy do you use when you add? Subtract?
- Why do we need to estimate?
- How is math used in the real world?
- How can finding a pattern help you solve a problem?

PBS Learning Media - Non-Standard Measurement - Sid the Science Kid

PBS Learning Media - Family Feet

* Cut out the ruler below and use it for the following activities: Measure and Compare, Measurement
at Home, and Scavenger Hunt.
2nd Grade Science Project: Can It Change Back?

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>60-70 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td>2-PS-1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</td>
</tr>
<tr>
<td>Caregiver Support Option</td>
<td>- review activity directions</td>
</tr>
<tr>
<td></td>
<td>- engage in discussions with the student around the questions</td>
</tr>
<tr>
<td></td>
<td>- serve as the audience for the final project presentation</td>
</tr>
<tr>
<td></td>
<td>- support during investigations</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Paper and pencil (technology optional)</td>
</tr>
<tr>
<td>Question to Explore</td>
<td>What happens to substances when they are heated? What happens to substances when they are cooled? Are these changes reversible or irreversible?</td>
</tr>
<tr>
<td>Student Directions</td>
<td>Each activity has directions for you to follow.</td>
</tr>
</tbody>
</table>

Activity 1: The Phenomenon (5 min)

Instructions: Read the information and look at the pictures below. Then answer the questions.

Have you ever noticed that after taking a hot shower, the bathroom mirror sometimes gets foggy? If you look up close, that fogginess is actually teeny tiny drops of liquid, just like in the image above.

Questions: Write your ideas on a separate sheet of paper.

1. Look at the picture of the mirror, as well as the close up. What do you think that liquid is?

2. How do you think that liquid got on the bathroom mirror? Draw a picture and explain your ideas in writing. Also, explain your ideas to someone in your home.

In this project you are going to investigate how some changes caused by heating or cooling can be reversed and some cannot.

B. My Initial Ideas (15 min)

Instructions: Matter can change states. The changes can be reversible or irreversible.
a. Look at the pictures below. Did heating or cooling cause the change? Put an “x” in the correct box.

b. Do you think the change is reversible (it can be changed back) or irreversible (it cannot be changed back)? Put an “x” in the correct box.

c. On the lines explain why you think the substance can be changed back or not.
Activity 2: Let’s Read (15 min)
Instructions: Read the text, Can You Change it Back? below. Use the information from the text to answer the questions you come across as you read.

Can You Change it Back? (Spanish)
[Source: Amplify Science https://amplify.com/remotelearning/science/resources]

Heating and Cooling

We heat substances up and cool them down every day. What happens to substances after they are heated or cooled? Do their properties change? Can you change the substances back into what they were before?

Think of making popsicles out of juice. Juice is a liquid. A liquid doesn’t have a shape. It flows. You can pour it into any container. Get the juice cold enough and it freezes. The liquid juice turns into a solid popsicle. A solid has a shape. The popsicle is still made of juice, though. You can change it back. If you get the popsicle warm, it will melt. It will be liquid juice again. The properties of juice will be the same as they were before.

<table>
<thead>
<tr>
<th>Properties of the frozen popsicle</th>
<th>Properties of the melted popsicle</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Solid</td>
<td>● Liquid</td>
</tr>
<tr>
<td>● Made of juice</td>
<td>● Made of juice</td>
</tr>
</tbody>
</table>
**Burning Wood**

If you burn wood, it turns into ashes and smoke. What if you cool the ashes off after the fire goes out? Can you change them back into wood?

**No!**

Even after they cool off, ashes have different properties than wood. You can observe these differences easily. Wood is hard and brown. Ashes are crumbly and gray. After you burn wood, it is no longer wood. It has become something completely new. You can’t change it back into wood.

**Melting Wax**

Crayons are made of wax. If you heat wax, it melts. You get liquid wax. What happens if you cool the wax? Can you change the liquid wax back into crayons?

**Yes!**

When liquid wax cools, its properties are the same as they were before. You can melt wax crayons and let them harden into new crayons in different shapes. The new crayons may be shaped differently, but they’re still wax. You can still draw with them.
Questions:
1. What causes substances to change? _____________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. Use the information from the reading above to complete the table below.

<table>
<thead>
<tr>
<th>Burning Wood</th>
<th>Properties before burning</th>
<th>Properties after burning and then cooling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Can you change wood back after it’s been burned? ________
   Why or why not? _____________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

<table>
<thead>
<tr>
<th>Melting Wax</th>
<th>Properties before melting</th>
<th>Properties after melting and then cooling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Can you change wax back after it’s been melted? ________
   Why or why not? _____________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
Activity 3: Making Observations (10 min)

Instructions: Observe 2 food substances from your breakfast, lunch, or dinner that can be changed by being heated up or cooled down. Decide if the substances can be changed back. Draw the substances and explain your thinking.

<table>
<thead>
<tr>
<th>Draw how the food substance changes when heated up or cooled down.</th>
<th>Can the food substance be changed back? How do you know?</th>
</tr>
</thead>
</table>
| Food substance 1: Draw and label how it changed. | ☐ Yes, it can be changed back.  
☐ No, it cannot be changed back.  

Explain your ideas below:  

|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Choose one: ☐ heating  or  ☐ cooling |  |

Food substance 2: Draw and label how it changed by heating or cooling.  

|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Choose one: ☐ heating  or  ☐ cooling |  |

☐ Yes, it can be changed back.  
☐ No, it cannot be changed back.  

Explain your ideas below:  

|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
**Activity 4: Investigation (15 min)**

**Instructions:**
1. Fill a plastic container or cup with water. Observe, draw and/or write the properties of the water.
2. Next, place the container or cup in the freezer to freeze overnight.
3. The next day, observe and write the properties you observe now.
4. Let the water sit out overnight.
5. The next day, observe and write what happened.

<table>
<thead>
<tr>
<th>Draw</th>
<th>Water</th>
<th>Water after being placed in the freezer</th>
<th>Water after sitting out overnight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 5: Reflection (10 min)

Now that you have learned about how some changes caused by heating or cooling can be reversed and some cannot, let’s return to the pictures of the foggy mirror from Activity 1:

Questions:

1. Look at the image of the mirror after a hot shower. Look at the close-up of the mirror. What do you think that liquid on the mirror is?

__________________________________________________________________________________________________
__________________________________________________________________________________________________

2. How do you think that liquid got there? Write or type a letter to someone explaining how you think that liquid got on the mirror after a hot shower. Read the letter to someone in your home.

   a. Use what you learned in the activities in this packet to help you write your letter.

   b. Here are some possible science words that might help you explain your ideas in your letter:

<table>
<thead>
<tr>
<th>Word Bank:</th>
</tr>
</thead>
<tbody>
<tr>
<td>solid heating liquid cooling reversible change irreversible</td>
</tr>
</tbody>
</table>
**GradeK-2 Social Science Project: Uplifting Actions**

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

**Grade Level Standard(s)**

- **SS.IS.2.K-2:** Explore facts from various sources that can be used to answer the developed questions.
- **SS.IS.3.K-2:** Gather information from one or two sources with guidance and support from adults and/or peers.
- **SS.IS.4.K-2:** Evaluate a source by distinguishing between fact and opinion.
- **SS.IS.5.K-2:** Ask and answer questions about arguments and explanations.

**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 learning about uplifting actions that can bring joy to and support to others.**
- **Consider designing and performing your own uplifting action to support your community.**

**Materials Needed**

- Paper or notebook, Pencil, pen, or other writing tool

**Question to Explore**

- How can we take positive action to support and encourage our community during difficult times?

**Student Directions**

During difficult times, people have always found ways to support and encourage each other by taking actions that spread joy and make others feel less alone. In this week’s inquiry, students investigate the ways that members of their community and others around the world are performing uplifting actions to bring joy to and support each other. Throughout the week, they’ll use their learning to design and perform their own uplifting action that supports their community.

**Safe “Social Distancing” Practices**

- Though the majority of the examples of taking “uplifting action” in this lesson are virtual and meant to be done within the home, it’s always important to remember to practice safe “social distancing” when you are out in your community. Here are some key tips for practicing safe “social distancing”:
  - Cover your mouth and nose with a cloth face cover when around others
  - Stay at least 6 feet (about 2 arms’ length) from other people
Day 1 (Activity 1): Exploring Creative Responses (15-20 min)

This week we’re thinking about the question: “How can we support and encourage our community during difficult times?”

Your challenge this week:
To design and perform an Uplifting Action to support and encourage your community.

Today you will:

- Look at photographs to see what some people are doing to encourage their community
- Explore challenges faced by your community
- Think about how your special skills and talents could help your community

You will need:

- Paper or notebook
- Pencil, pen, or other writing tool
- “Brainstorming Template” handout (optional)

Let’s Get Started!

A. THINK

Look at this picture of someone’s front door.

How can art help us encourage others and help them feel hopeful?

New Word:

- encourage: give someone support, help them to feel hopeful

For the most up-to-date COVID-19 orders put out by the City of Chicago please visit: https://www.chicago.gov/city/en/sites/covid-19/home/health-orders.html
B. EXPLORE

- In many places, schools and businesses are closed.
- People are separated but are finding new ways to connect with others.

**New Word:** social distancing: staying a safe distance from other people (except people in your home) and not getting together with large groups of people

All over the world, people are finding ways to encourage and uplift their communities.

**New Word:** uplift: bring joy and happiness

Look on the next page to learn about some fun and safe ways that people are encouraging and uplifting their communities. Ask yourself:
- How are people connecting even though they can’t meet face-to-face?
- What do these different actions have in common?

People find ways to see and talk to friends and family even though they can’t meet face-to-face.

In this picture, music students stay connected by doing what they love, playing music and singing together, but this time through video call. They hope their beautiful music will uplift others.

People around the world are singing and playing instruments out their windows or from their balconies.

OPTIONAL: In this video, neighbors in Germany stay connected and bring joy to each other by singing and playing instruments on their balconies. youtu.be/z5CrSclHAuE
Many people want to share what they love to do with people who are at home.

This picture shows a message from LeVar Burton, from the TV show “Reading Rainbow.” He wants to help people by doing what he loves, which is reading stories! He is so happy to bring stories to both children and adults.

Many schools and community centers are working hard to give lunches to students while they are not at school.

In this picture, adults who work at the school put nice notes inside lunch bags to encourage and uplift students.

C. DO - In each of the pictures and videos above, people are sharing what they love to encourage and uplift others. Your challenge this week is to create your own Uplifting Action to support, encourage, and bring joy to others. Today, you will brainstorm ideas!

Brainstorm your passions, skills, needs, and limits on a piece of paper (or use the “Brainstorm” handout if you like):

- Your PASSIONS: What do you love to do? Do you enjoy music, art, being funny, poetry, or do you have a different passion?
  - Write down 3 passions that you have.
- NEEDS: What do you think that others need right now? Do you think people need love, humor, exercise, fun? What else?
  - Write down 3 needs that your community has
- LIMITS: You will need to work within your limits. Think about what you can do right now:
  - Places: Right now, I can go…
  - Materials: Right now, I have ….

Day 1: Brainstorm

<table>
<thead>
<tr>
<th><strong>PASSIONS:</strong> What do you love?</th>
<th><strong>LIMITS:</strong> You will have to work within your own limits. Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you enjoy music, art, laughter, poetry, etc.?</td>
<td>● What places can you get to right now?</td>
</tr>
<tr>
<td>Write down 3 passions.</td>
<td>● What materials do you have right now</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1. ____________________________________________</td>
<td>1. ____________________________________________</td>
</tr>
<tr>
<td>2. ____________________________________________</td>
<td>2. ____________________________________________</td>
</tr>
<tr>
<td>3. ____________________________________________</td>
<td>3. ____________________________________________</td>
</tr>
</tbody>
</table>
COMMUNITY NEEDS: What does your community need right now? (love, laughter, physical activity, fun) Write down 3 needs.

1. _________________________________________________________________________
2. _________________________________________________________________________
3. _________________________________________________________________________

Day 2 (Activity 2): Planning Your Action (15-20 min)

This week we’re thinking about the question: "How can we support and encourage our community during difficult times?"

Your challenge this week: To design and perform an uplifting action to support and encourage your community

Today you will:
- Explore an example (called a case study) of an uplifting action
- Create an action plan for your own Uplifting Action that encourages and brings joy to others in your community

You will need:
- Paper or notebook
- Pencil, pen, or other writing tool

Let’s Get Started!
A. THINK

See - What do you see here?
Think - What do you think is going on? What makes you think that?
Wonder - What do you wonder about this?
Miss You, Love You, Wash Your Hands (MYLYWYH) is a community art project started by artist and teacher Kyle Monhollen in Davis, CA.

He made a lot of signs with the words “MISS YOU, LOVE YOU, WASH YOUR HANDS” and a code that people can scan with a phone to hear the song. He hopes the songs will help people stay safe and connected while they are apart.

Kyle is sharing his signs and helping to bring joy to other places across the country.

Think or discuss:
1. How did Kyle respond to what is happening in the world?
2. How did he use his passions (what he loves) and his skills (what he’s good at) to encourage and uplift others?
3. How did he perform his action using things he had available and following the rules of staying separate from others?
4. OPTIONAL: In this video, Kyle shares a few words about how and why he created his public art. vimeo.com/404758655

Young people are making a difference too! Look at the pictures below of other uplifting actions taken by young people across the country.

- Can you guess what these kids think their community needs right now?
- What do you think these kids love to do?

- Can you guess what these kids think their community needs right now?
- What do you think these kids love to do?
C. DO - Remember your challenge this week: Design and perform an uplifting action to support and encourage your community.

Today, you will create an **Action Plan** to help you meet your challenge and perform your **Uplifting Action**!

- Look at your brainstorm from Day 1.
  - Circle 1 or 2 favorite passions (what you love).
  - Circle 1 or 2 skills (what are you good at?) that you can use for this challenge.
  - Circle 1 or 2 needs that your community has right now.
- Get out a new piece of paper (or use the “Action Plan Template” handout if you like).
- Create your Action Plan by filling in the blanks below with the passions, skills, and community needs you circled on your brainstorm paper. Don’t forget to create a drawing, too! It should show details about your **Uplifting Action**.
  - I will use my love for/my skill at (circle one) to take the uplifting action of so I can meet my community’s need for

### Day 2: Action Plan

I will use my [love for or my skill at] ________________________________

(Circle one.)

to take the uplifting action of ________________________________.

(What are going to do? Fill in your action here.)

so I can meet my community’s need for ________________________________.

(What do you think your community needs?)

**Now draw out your idea!**
Day 3 (Activity 3): Evaluating the Work (15-20 min)

This week we’re thinking about the question: “How can we support and encourage our community during difficult times?”

Your challenge this week:
To design and perform an uplifting action to support and encourage your community.

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

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

Let’s Get Started! A. THINK

You’ve already created your Action Plan describing your uplifting action. When someone sees your plan, they should see:
- You are using a passion (what you love) to do something that encourages and brings joy to your community based on what they need
- It’s possible to carry out your plan
- A sketch that shows what your action will be, look like, or do

B. EXPLORE

Look at this student’s action plan:
- Is this person doing something they love in a way that brings joy to someone else?
- Will this person be able to do this safely with the materials they have?
- Does the sketch show the action they want to do?
C. DO - Your challenge this week: Design and perform an uplifting action to support and encourage your community. Today, you will explore your action plan to check if you are meeting your goal.

- Pencils down! This is a thinking exercise! Look at your action plan and ask:
  - Are you doing something you love in a way that brings joy to someone else?
  - Will you be able to do this safely with the materials you have?
  - Does your sketch show the action you want to do?
- Wait, still don’t touch your work! First, complete one of these sentences on a separate piece of paper or directly on your action plan:
  - I will add…
  - I will try…
  - I will adjust…

Now, make the changes you explained above on your action plan! Be sure to save your action plan so you can use it to guide you when you perform your uplifting action.

### Day 4 (Activity 4): Taking Your Action (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: &quot;How can we support and encourage our community during difficult times?&quot;</th>
<th>Your challenge this week: To design and perform an uplifting action to support and encourage your community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today you will: Take action to encourage and uplift your community.</td>
<td>You will need: Paper or notebook, Pencil, pen, or other drawing tool, Your work from previous activities, Coloring materials (optional)</td>
</tr>
</tbody>
</table>

Let’s Get Started!  
**A. THINK** - Remember your action 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 Uplifting Actions by other students:
- What changes did this person make when they took action?
- How did this person execute their plan?

### Action Plan

- Use your passions and what your community needs to brainstorm ideas for actions you can take within your limits:
  - Draw Butterflies for Teachers
  - Bake Cookies for Neighbor
  - Circle your favorite idea

- “My Uplifting Action Plan”
  - I will use my crafty power (what I love to do)

### Final Work
C. DO - Today, you will work to make your “Uplifting Action” really happen!
- Get out your action plan and any other materials from previous activities.
- Think about your action plan and decide:
  - How will you take action?
  - Do you need supplies and/or an adult to help you?
- Get to work doing, creating, or performing your Uplifting Action!

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

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How can we support and encourage our community during difficult times?”</th>
<th>Your challenge this week: To design and perform an uplifting action to support and encourage your community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today you will: ● Think about how your Uplifting Action encourages and supports your community. ● Find a way to share your final work</td>
<td>You will need: ● Your work from previous activities</td>
</tr>
</tbody>
</table>

Let’s Get Started! A. THINK - What if everyone took action like you did this week?

B. EXPLORE
- Look at your finished Uplifting Action.
- Think about or discuss:
  - Did you reach your goal?
  - How do you hope others feel when they see your work?

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).
- Ask an adult to help you share your work online with the #inquirEDtogether hashtag.
- Keep photographs and other evidence from your Uplifting Action somewhere safe. You can look back on these later to remember this unique moment in history.
Day 5: Sharing

Please take a look at my work and fill this out. Thank you! I have a… (circle one)

comment:

question:

connection:

Cross Content Connection: By examining examples of uplifting actions, and by designing and performing your own uplifting actions, you are using many social science skills, but also so much more! There are so 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.

- **Math:** As we’ve learned this week, uplifting actions are happening all around us in our community. Take a walk in your neighborhood and find various uplifting actions. How many uplifting actions can you find in your community?
- **Language Arts:** Find articles and photographs (in newspapers or magazines) of others completing uplifting actions. Cut out the articles and create an “Uplifting Actions” book. Take a photo of you performing your action and add it to your book.