

2nd Grade Social Studies

Quarter 1

Remote Learning

Practice and Enrichment Packet

Hello SCS Family,

This resource packet was designed to provide students with activities which can be completed at home independently or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for Social Studies and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

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| **Rules** | |
| **Grade Level Standard(s)** | 2.25 Students will identify the responsibilities of *a second grader as a part of a classroom community*. |
| **Caregiver Support Option** | Review vocabulary: rules, laws, fairness, procedures, and consequences. Provide students with assistance in listing different rules. |
| **Materials Needed** | Paper, pencil, and crayons or markers |
| **Question to Explore** | How are rules different from laws? Why are rules and laws important? |
| **Student Directions** | Students will draw pictures to express the importance of following rules. |

# Student Instructional Task

# Students will take the opportunity to think about the different rules for different spaces in their lives.

# Activity 1: Rules for Home, School, and Outside

# Fold a piece of paper into three equal parts.

# Label one column School Rules.

# Label the second column Home Rules.

# Label the third column School Rules

# Students will draw pictures and write sentences to describe the different rules for the direct places.

# Activity 2: Rules for Driving

# Students will then interview a family member to determine two or three driving laws.

# Students will use pencil and paper to draw a picture of themselves driving a car in the future.

# Students’ pictures should include a visual of the laws learned during the interview about driving laws.

# Students will write sentences to explain the importance of driving laws.

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| **Star Spangled Banner** | |
| **Grade Level Standard(s)** | * 1. Describe the cultural aspects of a place, including a student’s community and state. |
| **Caregiver Support Option** | Review vocabulary: tradition, culture, and community. Students my need help recalling cultural experiences. |
| **Materials Needed** | Paper, pencil, highlighter, and crayons or markers |
| **Question to Explore** | How do people express their culture? |
| **Student Directions** | Students will draw picture of to describe their culture and culture that can be found in their community. |

# Student Instructional Task

# Students will review the national anthem of the Unites States of America. Students will highlight different areas of the national anthem.

# Star Spangled Banner Lyrics

# *O say can you see, by the dawn's early light,*

# *What so proudly we hailed at the twilight's last gleaming,*

# *Whose broad stripes and bright stars through the perilous fight,*

# *O'er the ramparts we watched, were so gallantly streaming?*

# *And the rocket's red glare, the bombs bursting in air,*

# *Gave proof through the night that our flag was still there;*

# *O say does that star-spangled banner yet wave*

# *O'er the land of the free and the home of the brave?*

# Activity 1: Pick a Few Words.

# Highlight words that describe the American flag.

# Draw a picture of the American flag.

# Activity 2: How Do You Know

# Using a sheet of paper, write what the national anthem is describing largely in the middle of the sheet of paper.

# Write words from the national anthem that helped you determine what the national anthem is describing.

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| **National Symbols** | |
| **Grade Level Standard(s)** | 2.20 Identify and examine the significance of well-known national symbols and landmarks, including: Mt. Rushmore, the White House, Statue of Liberty, and bald eagle |
| **Caregiver Support Option** | Review the terms: national symbols and landmarks. Parents may want to assist students in writing complete sentences and accurate labeling. |
| **Materials Needed** | Pencil, paper, scissors, and crayons or markers. |
| **Question to Explore** | What is are some national symbols? |
| **Student Directions** | Students will review and discuss 4 national symbols. |

# Student Instructional Task

# We know that national symbols of the United States are the symbols used to represent the United States of America. Students will also think about other symbols they feel could Represent the United States of America.

# Activity 1: Symbol Match Up

# Students will fold 2 pieces of paper into fourths

# Students will cut out the fourths and have eight individual squares.

# Students will draw Mt. Rushmore, the White House, Statue of Liberty, and bald eagle on the first set of squares.

# Students will write the words Mt. Rushmore, the White House, Statue of Liberty, and bald eagle on the second set of squares.

# With a family member, work to match the pictures with the words as soon as fast as you can.

# Activity 2: Creating a New Symbol

# Using a sheet of paper, students will draw a symbol they think could represent the United States.

# Students will write complete sentences under their potential national symbols to detail why they feel it should be added to the list of national symbols.