



**Knowledge Adventure**

DISCOVER. LEARN. EXCEL.™



# JUMP\*START

## 2nd Grade™



# Teacher's Guide

# M01J07Z00Z0T15Z0





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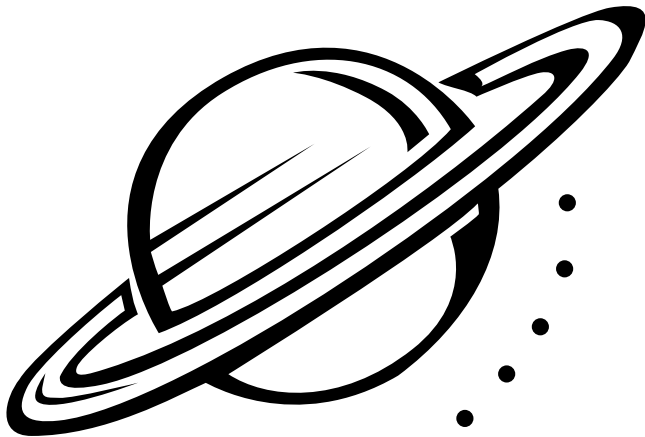
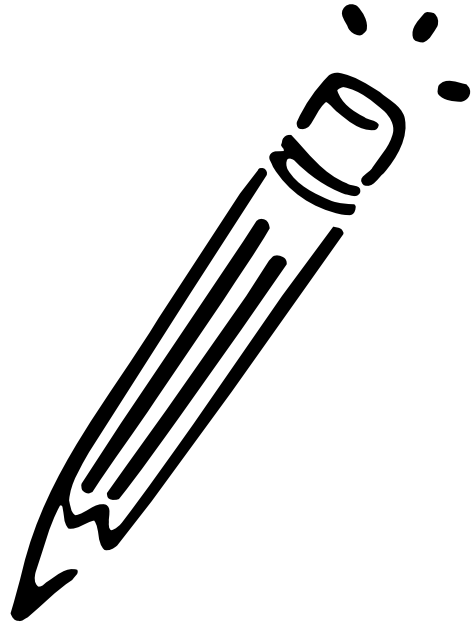
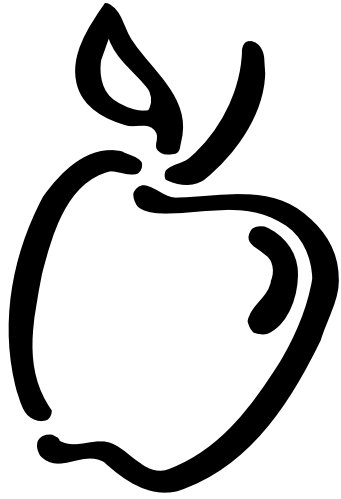
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# TEACHER'S GUIDE

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## INTRODUCTION

### TO THE TEACHER:

**T**his JumpStart Teacher's Guide will enhance your students' experience with the program through a variety of activities that take place off the computer. You will find the JumpStart Elementary Learning System to be a highly effective way to supplement your classroom curriculum. Curriculum areas covered by the program include math, literature, spelling, phonics, spatial visualization, art, logic, time and composition.



Take time to become acquainted with your JumpStart program. First, read the user's guide to become familiar with the program, its curriculum modules and operating information. Once your students are familiar with the program, select a lesson plan. Each lesson is based on a JumpStart curriculum module and can be used in any order you wish. The lesson plans offer classroom-ready activities that connect JumpStart's educational modules with the rest of your classroom curriculum. Blackline masters accompany many of the lesson plans. Most of the lesson plans use materials easily accessible in the classroom.

To supplement some of the suggested activities, an annotated book list has been provided. This bibliography directs you to stories that can enhance students' classroom experience, and that fit nicely with the JumpStart lesson plans. JumpStart will quickly entice your students to utilize the computer for more than just game play. Students are motivated to explore the program as they develop their curriculum skills.





# Elementary Learning System™



**Ages**  
18 mos.-3 yrs.

Computer  
Mouse Skills  
Letters &  
Numbers  
Vocabulary  
Music



**Ages 2 - 4**

Comprehension  
Phonics &  
Letter Sounds  
Computer  
Mouse Skills  
Letters &  
Numbers  
Vocabulary  
Music



**Ages 3 - 5**

Letter Order  
Quantities  
Problem  
Solving  
Decision  
Making  
Social Roles  
Phonics &  
Letter Sounds  
Counting  
Vocabulary  
Music



**Ages 4 - 6**

Letter  
Combinations  
Reading &  
Sentences  
Similarities &  
Differences  
Sequencing &  
Ordering  
Counting &  
Quantities  
Art &  
Creativity  
Time Concepts  
Comprehension  
Listening Skills  
Vocabulary  
Music



**Ages 5 - 7**

Spelling  
Literature  
Early Math  
Science  
Geography  
Vocabulary  
Music  
Reading &  
Sentences  
Art &  
Creativity  
Sequencing &  
Ordering  
Comprehension  
Phonics &  
Letter  
Sounds



**Ages 6 - 8**

Basic  
Grammar  
Higher Math  
Social Studies  
Science  
Geography  
Vocabulary  
Writing  
Spelling  
Literature  
Reading &  
Sentences  
Art &  
Creativity  
Sequencing  
& Ordering  
Comprehension  
Phonics  
Review



**Ages 7 - 9**

History  
Earth  
Science  
Life Science  
Geography  
Spelling  
Grammar  
Sentence  
Structure  
Division  
Column  
Multiplication  
Addition  
Subtraction  
Units of  
Measurement  
Art Styles  
Musical  
Scores  
Logic  
Astronomy  
Physical  
Science



**Ages 8 - 10**

History  
Famous  
People  
Earth  
Science  
Natural  
Science  
Geography  
Parts of  
Speech  
Spelling  
Grammar  
Story  
Creation  
Equations  
Division  
with  
Remainders  
Multiplication  
Addition  
Subtraction  
Decimals  
Fractions  
Units of  
Measurement  
Art History  
Musical  
Clefs



**Ages 9 - 11**

U.S. History  
Logic  
Problem  
Solving  
Deductive  
Reasoning  
Map Reading  
Earth Science  
Geography  
Compound  
Words  
Pronouns  
Verb Tenses  
Prefixes &  
Suffixes  
Fractions  
Decimals  
Equations  
Long Division  
Multiplication  
Geometry  
Ratios  
Physical  
Science  
Art History



**Ages 10 - 12**

Vocabulary  
Analogies  
Grammar  
Spelling  
Writing  
Composition  
Literature  
Poetry  
Reading  
Comprehension  
Natural  
History  
Ancient  
Civilizations  
Historical  
Figures  
Geography  
Music  
Fine Arts  
Estimation  
Long Division  
with Decimals  
Percent  
Geometry  
Biology  
Zoology  
Physical  
Science  
Geology

**There's No Stopping A  
Kid With A JumpStart!**





# JUMPSTART 2nd Grade™

## SUBJECT

**Social Studies, Art**

## GROUPING

**Individual**

## JUMPSTART MODULE

**Stamp Book**

## BUILDING AN ERA

**DESCRIPTION** Students will develop stronger research skills by investigating significant events in history, as listed in *JumpStart 2nd Grade*, and by building a diorama.

**MATERIALS** variety of craft materials, including shoe boxes, heavy tagboard, paints and brushes, construction paper

**PREPARATION** Review the stamp book categories of historical events in *JumpStart 2nd Grade*. Collect and display picture books and other resources for students to use in their research.

**PROCEDURE** Brainstorm significant periods in American history or space exploration. Help students discover the materials you have collected and model how to read for information. Pose questions students may use as guidelines when building dioramas: What are the significant aspects of this period in history? What are three important differences in the way people lived during this significant period?

**EXTENSION** Have students write a paragraph to accompany their dioramas







## COMPOUND BOOKS

### SUBJECT

**Language Arts, Art**

### GROUPING

**Whole Class, Small Groups  
or Individual**

### JUMPSTART MODULE

**Fish Tank, Concentration,  
Bone Vault or Log Ride**

### DESCRIPTION

Students will further develop an understanding of compound words by creating and illustrating compound books.

### MATERIALS

chart paper, writing paper, drawing paper, pencils, crayons, markers, stapler or binding machine, laminator or clear contact paper

**PREPARATION** None

**PROCEDURE** Begin a discussion of compound words by reading *Breakfast in the Afternoon* by Cynthia Basil (Morrow), and write a few sample words on chart paper. Have the class brainstorm other compound words and record them on the chart paper. Assign each student a word or two from the list. If students are going to create individual books, have them choose ten words or so, or challenge them to come up with their own compound words. In either case, direct students to fold paper in half, write the first word of the compound word on the left side of a page, and illustrate it directly below the written word. Then place a plus sign in the center of the page and write the second part of the word on the right side of the addition sign. Laminate or cover each page with clear contact paper. Staple or bind together in book form.

**EXTENSIONS** Challenge students to create the largest book of compounds. Once students have a clear concept of compound words, have them create silly compound books, where the illustrations represent literal interpretations of base words, (e.g., a fly with a stick of butter for a body).

# JUMPSTART 2nd Grade™

## SUBJECT

**Language Arts, Social Studies**

## GROUPING

**Individual**

## JUMPSTART MODULE

**Cave Writings**

## CRACK THE CODE

### DESCRIPTION

Students will experience new language concepts while gaining an appreciation for differences among people by breaking the code on the *Crack the Code* worksheet and by writing secret messages to one another using the codes on the *Language Codes* master.

### MATERIALS

*Hand Signs* master, *Crack the Code* and *Language Codes* masters, paper

### PREPARATION

Make enough copies of the *Crack the Code* and *Language Codes* masters so that each student has one of each. You may choose to make one copy of the *Hand Signs* master per student or create a large blowup for display on a classroom wall.

### PROCEDURE

Review *Hand Signs* as a class. Discuss the different ways that people communicate. Hand out the *Crack the Code* worksheets and have students break the code. When they have finished, have students use the *Language Codes* sheet to write secret messages for a friend to decode.

### EXTENSIONS

Have students create their own code language. Post their alphabet in the room and encourage them to use it throughout the school year.



# HAND SIGNS

American Sign Language—*Hearing Impaired*



A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



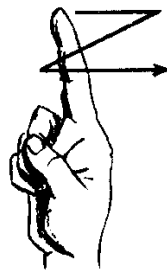
W



X



Y



Z

# LANGUAGE CODES

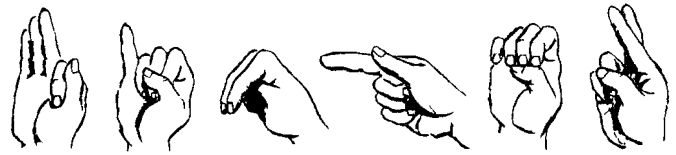
## Braille—*Vision Impaired*

A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z				

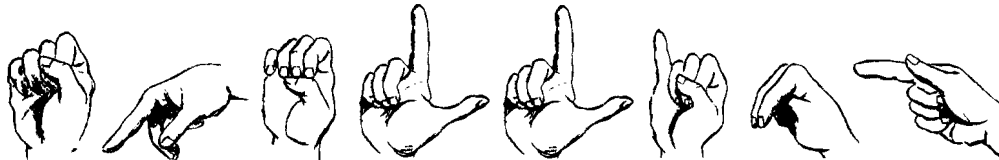
## Morse Code—*Telegraph and Ship Communication*

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

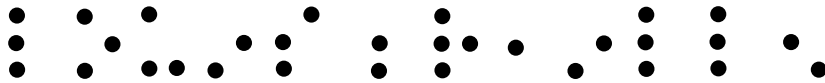
# CRACK THE CODE



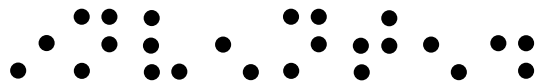
1. American Sign Language uses \_\_\_\_\_



\_\_\_\_\_ and a system of hand signs and gestures to communicate.



2. \_\_\_\_\_, a blind Frenchman,



\_\_\_\_\_ the Braille writing system in 1824 when he was 15 years old.



3. Samuel Morse invented a code of \_\_\_\_\_



\_\_\_\_\_ and spaces that telegraphers



used to send \_\_\_\_\_ by wire.

# JUMP START 2nd Grade™

## SUBJECT

**Language Arts**

## GROUPING

**Individual or Small Groups**

## JUMPSTART MODULE

**Books, Fish**

## DIAMANTÉ DESIGNS

**DESCRIPTION** Students will reinforce the usage of parts of speech and antonyms by creating diamanté poems.

**MATERIALS** *Diamanté* master, pens, pencils, (for extension: 18" x 12" black and white art paper, and brightly-colored paper scraps)

**PREPARATION** Photocopy the *Diamanté* master so that each student or small group has one.

## PROCEDURE

You may want to introduce this activity by reading Tana Hoban's *Exactly the Opposite* (Greenwillow) or her *Push, Pull, Empty, Full* (Macmillan). Discuss antonyms with the class and brainstorm a short list on the chalkboard or on chart paper. Then pass out the *Diamanté* masters. Review nouns (people, places or things), adjectives (describing words), and verbs (action words). Tell students that they will choose a noun and its antonym (e.g., noun #1 = *winter*, noun #2 = *summer*). These two nouns will be the bases for the diamanté. For each noun, two adjectives are needed. Then, for each noun, three verbs ending in *ing* will be written on the diamanté and the center line will be filled with two more nouns relating to each original noun.

## EXTENSIONS

Cut the black art paper in half so it measures 9" x 11". Glue it to half of the large white art paper so that an 18" x 11" piece of paper has two 9" x 11" halves, one black and one white. Paste the diamanté to the center of the art paper with the center (four-noun line) matched up with the point where the black and white papers meet. Use brightly colored paper scraps to make two cut-paper collages for each original noun in the diamanté.



# DIAMANTÉ

noun #1

adjective

adjective

“ing” verb

“ing” verb

“ing” verb

noun 1b

noun 2a

noun 2b

noun 1a

“ing” verb

“ing” verb

“ing” verb

adjective

adjective

noun #3





# JUMPSTART 2nd Grade™

## SUBJECT

**Social Studies, Language Arts**

## GROUPING

**Individual**

## JUMPSTART MODULE

**Stamp Book**

## EMINENT PERSONS

### DESCRIPTION

Students will develop stronger research skills by investigating eminent people portrayed in the *JumpStart 2nd Grade* stamp module and writing a brief report.

### MATERIALS

writing paper, pens, pencils, drawing paper, markers, crayons, colored pencils, watercolor paints.

### PREPARATION

Review the stamp book categories in *JumpStart 2nd Grade*. Collect and display picture books and other resources for students to use in their research.

### PROCEDURE

Brainstorm and categorize a list of eminent persons, (e.g., presidents, famous entertainers, sports heroes, and inventors). Discuss ways of gaining information about important people and point out the display of resource books. Model how to read for information by choosing a person and picking a book that will give information about that person. Set specific questions to be answered in the reports: 1) For what accomplishments is your subject famous? 2) What difficulty or obstacle did your subject overcome? 3) Would you like this person if you met him or her? Why or why not? Send students off to write their reports.

### EXTENSIONS

Have students draw or paint a portrait of their eminent person. Create a classroom display with reports and portraits. Or, create a time capsule and present its contents to the class along with a summary of the report. Time capsules can be made from old shoe boxes and should contain objects that reflect the life, interests, and significance of the eminent person.





SUBJECT

**Language Arts, Art**

GROUPING

**Individual, Whole Class**

JUMPSTART MODULE

**Fish Tank, Concentration,  
Books, Vault Game, Log Ride**

## EYE SEA (HOMOPHONES)

DESCRIPTION

Students will develop a greater understanding of homophones by building a picture puzzle that reinforces some homophones.

MATERIALS

art paper, crayons, old manila file folders, cardboard, envelopes, scissors, glue, *Puzzle* blackline master, staplers

PREPARATION

Cut the cardboard into 8½" x 11" sheets. Make two copies of the *Puzzle* master. Write an appropriate selection of homophones on the new masters (e.g., one homophone on one sheet and its counterpart in the same location on the other). Photocopy enough copies of your new master so each student has one.

PROCEDURE

Kick off the activity by reading *Your Ant Is a Which* by Bernice Kohn Hunt (Harcourt). You may wish to read the book before preparing the *Puzzle* sheets, brainstorm lists of homophones with your class, and use them to fill in the sheets. Pass out art paper and crayons. Have students fill the entire page with color. They may choose to do a design, a never-ending flower or a scenic picture. When complete, have them glue their picture on the 8½" x 11" cardboard and glue one of the puzzle sheets on the other side. Set aside to dry. Pass out file folders. Glue the remaining puzzle sheet to the inside, right side of folder. Pass out envelopes and staple them to the outside of the folder. When the picture/cardboard portion is dry, have students cut along the solid black lines. To complete the puzzle, match up homophones faceup, close the folder, gently flip the whole file over, then open carefully to reveal the complete picture. Store the puzzle pieces in the envelope.

EXTENSIONS

Make copies of the *Puzzle* master. Challenge students to come up with lists of other word types, such as synonyms, antonyms or rhyming words, and create their own picture puzzles.

# JUMPSTART 2nd Grade™

## SUBJECT

**Language Arts**

## GROUPING

**Individual, Whole Class**

## JUMPSTART MODULE

**Fish Tank, Concentration,  
Books, Vault Game, Log Ride**

## EYE SEA (SYNONYMS)

**DESCRIPTION** Students will develop a greater understanding of synonyms by building a picture puzzle that reinforces some synonyms.

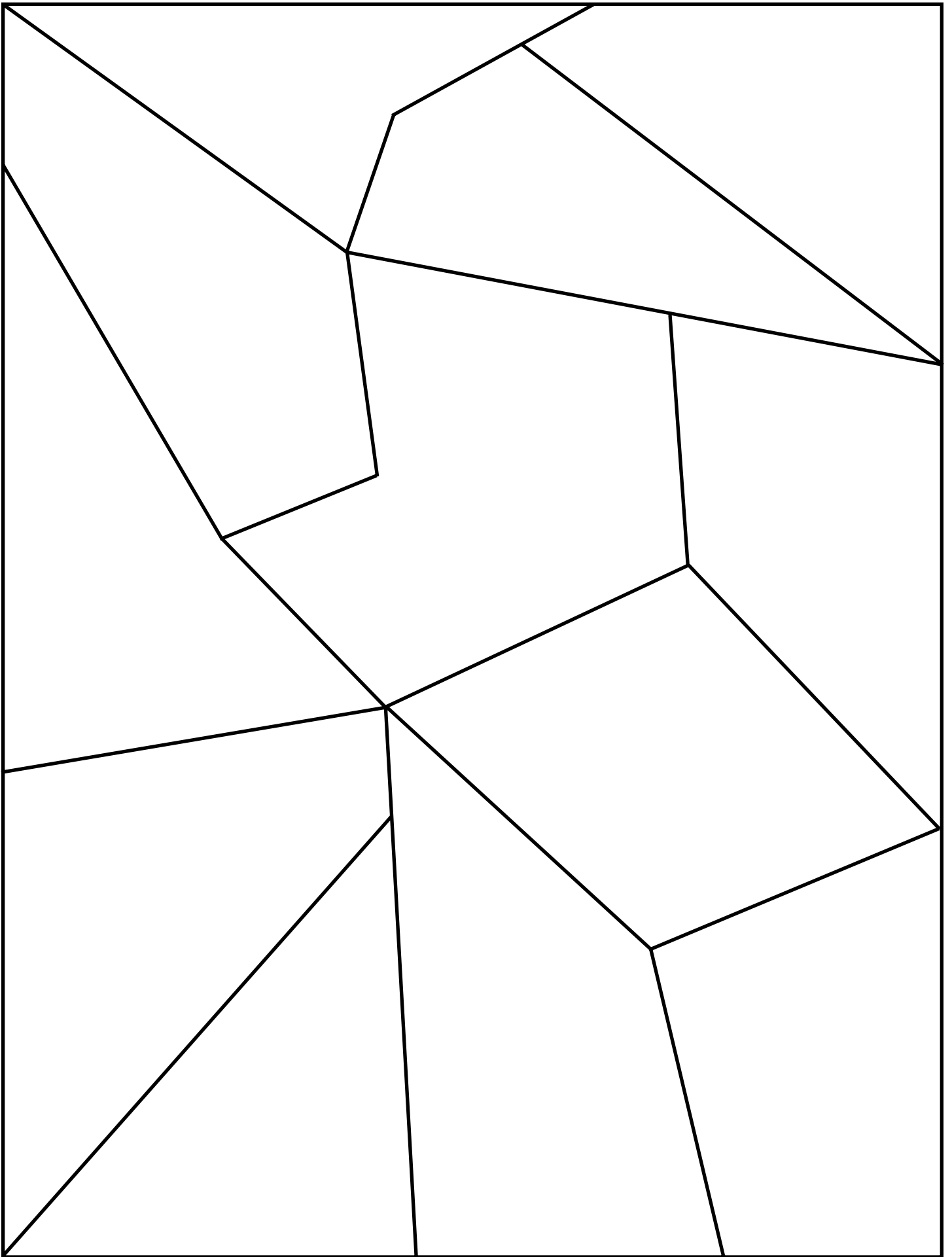
**MATERIALS** art paper, crayons, old manila folders, cardboard, envelopes, scissors, glue, *Puzzle* blackline master, staplers

**PREPARATION** Cut cardboard into 8½" x 11" sheets. Make two copies of the *Puzzle* master. Write an appropriate selection of synonyms on the new masters (e.g., one synonym on one sheet and its counterpart in the same location on the other). Photocopy enough masters so that each student has one.

**PROCEDURE** Begin the activity by reading *Synonyms* by Joan Hanson (Lerner) or *Your Ant Is a Which* by Bernice Kohn Hunt (Harcourt). You may want to read the books before preparing the *Puzzle* sheets, brainstorm lists of synonyms with your class, and use them to fill in the sheets. Pass out art paper and crayons.

**EXTENSIONS** Have students create their own Froggie word problems and exchange them.





# JUMPSTART 2nd Grade™

SUBJECT

**Math**

GROUPING

**Individual**

JUMPSTART MODULE

**Fish Tank, Bone Vault, Log Ride**

## MATH IS FUN

**DESCRIPTION** Students will practice double-digit subtraction by completing the *Math Is Fun* worksheet.

**MATERIALS** *Math Is Fun* worksheet

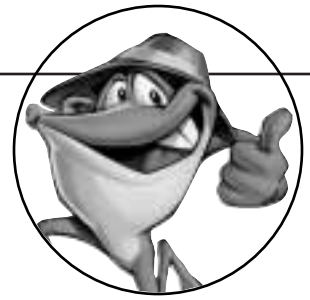
**PREPARATION** Make enough copies of the *Math Is Fun* worksheet so that each child has one.

**PROCEDURE** Have students read and complete the following word problems. Encourage students to show their work.

**EXTENSIONS** Have students create their own C.J. Frog word problems and exchange them.



# MATH IS FUN



Complete each word problem.

1. C.J. put enough money in the jukebox to play 25 songs. So far he has heard 18 songs. How many songs does he have left to hear? \_\_\_\_\_
2. C.J. and his friends are flying to Jupiter. The total trip will take 62 days. They have been gone for 35 days. How many days are left until they return to earth? \_\_\_\_\_
3. C.J. wants to mail a letter to Boston. A stamp costs 34¢, but he only has 18¢. How much more money does C.J. need to buy the stamp? \_\_\_\_\_
4. C.J. is recycling cans. He collected 84 cans and has recycled 57 of them. How many more does he have left to recycle?  
\_\_\_\_\_
5. C.J. is watching the football game. His team has scored 35 points and the other team has scored 17 points. C.J.'s team is ahead by how many points? \_\_\_\_\_
6. C.J. is collecting stamps. His stamp book holds 70 stamps. So far he has collected 26 stamps. How many more stamps does he need to fill up his book? \_\_\_\_\_

# JUMPSTART 2nd Grade

SUBJECT

**Math**

GROUPING

**Whole Class and Small Groups**

JUMPSTART MODULE

**Football Field**

## GIMME A 'B' 'E' 'A' 'N'

DESCRIPTION

Students will develop a better understanding of place value and double-digit addition and subtraction by creating and solving math problems with dice, beans and sticks.

MATERIALS

lima beans or other easily handled beans, craft sticks, *Beans & Sticks* master, pencils, crayons, two dice (each a different color)

PREPARATION

Photocopy the *Beans & Sticks* master so that each student has one. Make one overhead transparency for yourself. Pair dice so that each student will have two different-color dice to play with.

PROCEDURE

Begin by modeling the process on the overhead. Decide which die will represent the tens column and which will represent the ones. Explain that beans are ones and sticks are tens; therefore, ten beans is equal to one stick. Roll the dice. Place the appropriate number of sticks in the tens box and the appropriate number of beans in the ones box. (For example, if you roll a 5 and a 2 respectively, you put 5 sticks in the tens box and 2 beans in the ones box.) Roll a second time to gain your second addend. Place the sticks and beans in the boxes, and add them up. The goal is to get enough combinations so that students learn how to carry over. Explain that no more than nine (9) beans can ever be in the ones column. Tell students that they can trade 10 beans for one stick in the tens column. Close with a discussion about strategies, and have students write about the mathematical experience in their math journals.

EXTENSIONS

Trade in the beans and sticks for pennies and dimes, and use as a money exercise.





# BEANS & STICKS

*Tens (Sticks)*

*Ones (Beans)*



# JUMPSTART 2nd Grade™

SUBJECT

**Science**

GROUPING

**Whole Class, Small Groups,  
Individual**

JUMPSTART MODULE

**Stamps**

## GREAT GROWING

DESCRIPTION

Children will develop a better understanding of the life sciences by creating a classroom growing project.

MATERIALS

empty egg cartons, cookie sheets, potting soil, plant seeds (e.g., marigolds, carrots, radishes, beans, sunflowers), craft sticks, individual clay pots, an atrium aquarium or an outdoor garden area, garden logs, pencils, crayons, water, small-mouthed watering cans

PREPARATION

Send a letter home asking for egg cartons to begin your seedlings. Prepare log books so that students can record all the data from their growing project.

PROCEDURE

Begin with Eric Carle's *The Tiny Seed*. Discuss the seed's life cycle and tell the class that they are about to begin a growing project. Break the class into groups of 5 or 6 students each and have them fill the egg cartons with potting soil. Use the pointer finger to poke a small hole in the soil to plant seeds. (Read the directions on each package to see how deep each hole should be and how many seeds to place in each hole.) Students keep a log book of all actions taken during the project. Encourage them to include details and describing words when they write the data in their logs. Review vital information: date, procedure, observations, and possible outcomes (hypothesis). The log should be an ongoing record of all watering information, and include the date and description of germination, first seedling leaves, first true leaf, and measurements of growth.

EXTENSIONS

Have students design for a common hallway a "Great Growing" mural that shows the cross-section of a garden. The mural can depict the parts of flowers, stems, leaves, and roots, and what is in the soil, on top of the soil, and in the air.



## HAPPY HOMONYMS

SUBJECT

**Language Arts**

GROUPING

**Individual**

JUMPSTART MODULE

**Fish Tank, Bone Vault, Log Ride**

DESCRIPTION

Students will practice vowel rules by completing the *Happy Homonyms* worksheet.

MATERIALS

*Happy Homonyms* worksheet

PREPARATION

Duplicate the *Happy Homonyms* worksheet so that each child has one.

PROCEDURE

Brainstorm a list of homonyms and record students' suggestions on chart paper. Highlight or circle words that follow certain vowel rules. After the brainstorming session, review the word pairs on the *Happy Homonyms* worksheet and have students use each pair in a sentence.

EXTENSIONS

Using the list of homonyms brainstormed by students, create a class book of homonyms.

# HAPPY HOMONYMS

Write a sentence for each of the following words:

**bear**   **bare**        **see**   **sea**        **beat**   **beet**  
**meat**   **meet**        **hair**   **hare**        **plain**   **plane**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_





SUBJECT

**Math**

GROUPING

**Individual, Small Groups**

JUMPSTART MODULE

**Mail**

## ME MEASURING

DESCRIPTION

Students will gain a better understanding of standard and nonstandard measurement and its language by measuring their bodies.

MATERIALS

*Me Measuring* sheet, pencils, crayons, string, math manipulator (e.g., unifix cubes, counting bears, wooden cubes, tiles), rulers, tape measures or meter sticks

PREPARATION

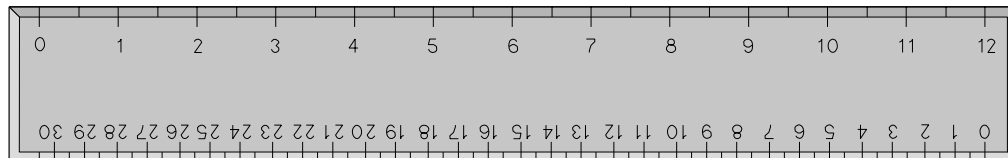
Copy the *Me Measuring* sheet so that each student has one. Gather appropriate manipulatives. Choose one nonstandard tool and one standard metric (centimeter preferable) or American standard (inches) tool.

PROCEDURE

Use this activity as a supplement to your class measurement explorations. Review with students how measurements are taken and the size of the units you will be using. Pass out the *Me Measuring* sheet. Read the “Parts Measured” list. Fill in the “Units of Measurement” column, then have students make their estimates. Once the estimates are complete, have students use their tools to find the actual measurements. Record the difference between the estimate and the actual measurement in the last column.

EXTENSION

Brainstorm other measurement techniques, such as using spans (thumb to pinkie) or paces, and measure objects in your classroom or school yard.



# ME MEASURING

Part Measured	Unit of Measurement	Estimate (Guess)	Actual Measurement	Difference
1. hand length				
2. head circumference				
3. leg				
4. foot				
5. arm				
6. finger				
7. whole body height				
8. forearm (elbow to wrist)				
9. ear				
10. back width				



# JUMP START 2<sup>nd</sup> Grade

## SUBJECT

**Art, Language Arts**

## GROUPING

**Individual or Small Groups**

## JUMPSTART MODULE

**Map and Stamp Book**

## MINI STATE BOOKS

### DESCRIPTION

Students will reinforce geography skills and local awareness by making mini books about the state in which they live.

### MATERIALS

*State Book* blackline masters, pencils, crayons, colored pencils, watercolor paints

### PREPARATION

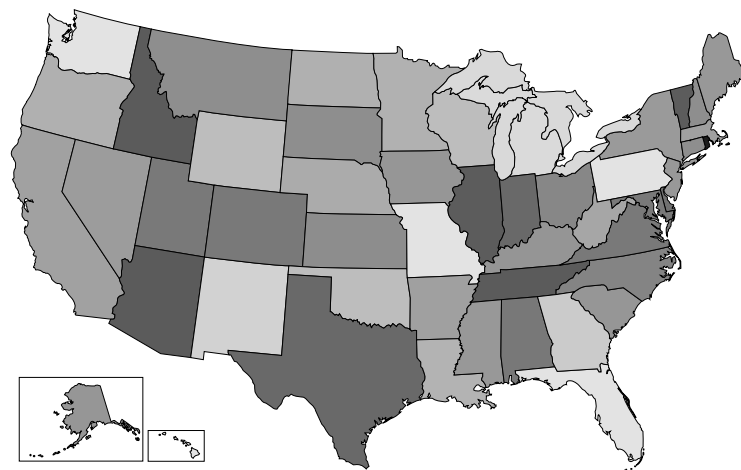
Make copies of the *State Book* masters so that each student has a complete book. Gather almanacs, encyclopedias, dictionaries, and other resources for students to research their state (as well as others for extension).

### PROCEDURE

Students research significant aspects of the state: state flower, flag, bird, mascot, capitol, a famous landmark or distinction, and products. Use the *State Book* masters as a model. Have students illustrate each page and give a written description of each illustration. You may want to use this book to reinforce adjectives by having students give details about each page's subject. Have students create colorful covers for their mini state books that include the name of the state.

### EXTENSIONS

Challenge students to find other important facts about your state (e.g., population). Compile the books for a classroom display.





Our state bird is a \_\_\_\_\_

Special facts about it include: \_\_\_\_\_

\_\_\_\_\_

-----

Our state flower is the \_\_\_\_\_

It has \_\_\_\_\_



This is our state flag. It is special because \_\_\_\_\_

---

---



Our state's mascot is \_\_\_\_\_

It was chosen because \_\_\_\_\_

---

\_\_\_\_\_ is the capital of our state.

Important things like \_\_\_\_\_ happen there.

\_\_\_\_\_

-----

\_\_\_\_\_ is one of the products  
that our state is famous for.



One of the things that makes our state special is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-----

# JUMPSTART 2nd Grade™

SUBJECT

**Art**

GROUPING

**Whole Group, Individual**

JUMPSTART MODULE

**Painting**

## MONDRIAN MASTERPIECE

DESCRIPTION

Students will learn to identify vertical and horizontal lines by creating a picture in the style of Dutch painter Piet Mondrian.

MATERIALS

large white art paper;  
paintbrushes; red, yellow,  
and blue tempera paint;  
black crayons or markers;  
rulers

PREPARATION

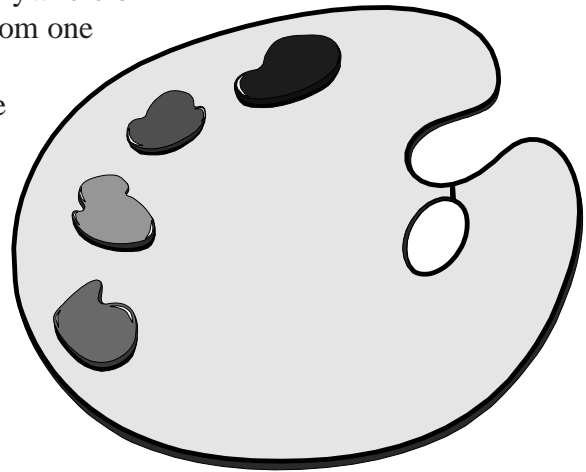
Gather all materials together. Make sure there are enough rulers and black markers for each student to have one.

PROCEDURE

Share examples of Mondrian's work with students. Discuss the basic elements of his paintings, such as the vertical and horizontal lines and the primary colors. After analyzing his work, tell students that they will do a painting in the style of Mondrian. Give each child a piece of white art paper, a ruler, and a black marker. Tell them to use the marker and ruler to make three vertical lines and three horizontal lines anywhere on the paper. Each line should go from one side of the paper to the other. Students then choose three of the rectangles or squares they've created and paint one red, one blue, and one yellow.

EXTENSIONS

Use students' paintings to discuss mathematical terms such as angles, intersecting lines, and parallel lines.



# JUMPSTART 2nd Grade™

SUBJECT

**Math**

GROUPING

**Individual**

JUMPSTART MODULE

**Juke Box, Fish Tank,  
Bone Vault, Log Ride**

## MONEY IN THE BANK

DESCRIPTION

Students will practice money math and the use of the mathematical symbols  $>$  and  $<$  by completing the *Money in the Bank* worksheet.

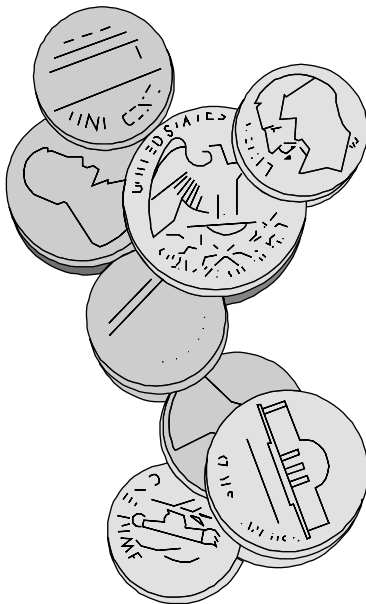
MATERIALS

*Money in the Bank* worksheet

**PREPARATION** Duplicate the *Money in the Bank* worksheet so that each child has one.

**PROCEDURE** Review the use of the mathematical symbols  $>$  and  $<$  with students. Explain that they are going to help Froggie decide if he has enough money in his bank to buy certain items. If the amount in his bank is greater than the price of the item, then he can make the purchase.

**EXTENSIONS** Create people equations. Call two groups of children up to the front of the room to stand between the two groups of kids holding the appropriate  $>$  or  $<$  sign.



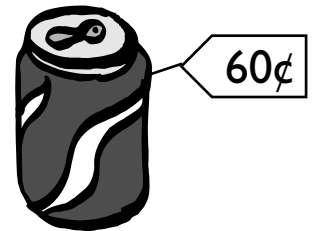
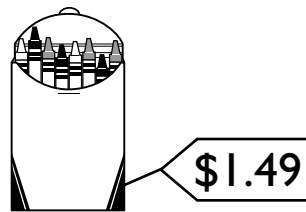
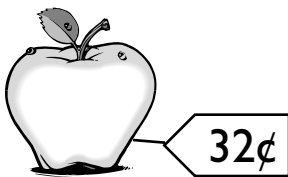


# MONEY IN THE BANK

Help C.J. decide if he has enough money in his bank to purchase each item. Just calculate how much money he has in the bank and then write in a  $>$  or  $<$  sign depending on whether the amount in the bank is more or less the price of the item. **Circle** the items that he does have enough money to buy.



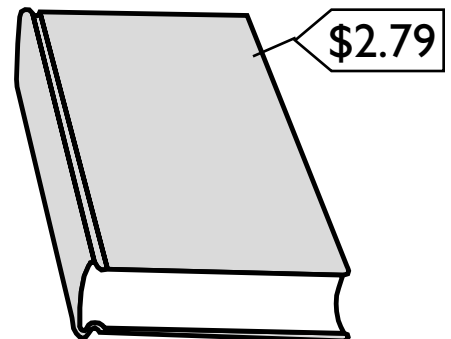
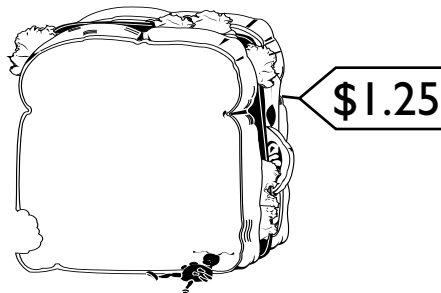
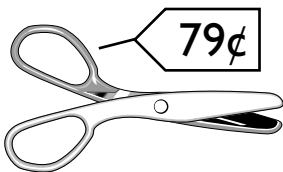
Total Amount of Money in Bank \$ \_\_\_\_\_



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

# JUMP START 2nd Grade™

## SUBJECT

Language Arts, Science, Art

## GROUPING

Individual

## JUMPSTART MODULE

Space Blaster

## MY PLANET

### DESCRIPTION

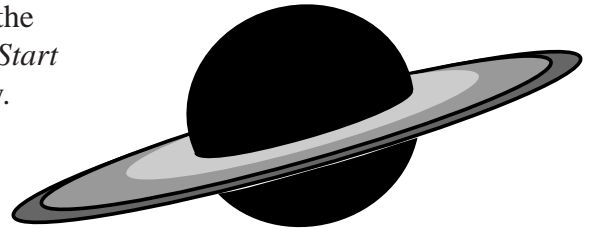
Students will use critical thinking skills while drawing and writing about a planet that they create.

### MATERIALS

writing paper, pencils, drawing paper, crayons, black tempera paint

### PREPARATION

Encourage students to go into the Space Blaster module of *JumpStart 2nd Grade* prior to this activity. Share a book or two on space, our solar system, or planets. *The Magic School Bus in the Solar System* by Joanna Cole (Scholastic) is recommended.



### PROCEDURE

Briefly discuss with your students the planets in our solar system and brainstorm some of these characteristics: size, orbit, gaseous makeup, colors, water content. Have students draw a picture of a new planet with crayons on white paper and then black-wash their drawings with a thin wash of black tempera paint. Have them write a story or an essay describing their new planet, its characteristics and properties. Encourage students to come up with creative names for their new planets.

### EXTENSION

Gather all the new planets on a bulletin board and display the new solar system. Name it.



# JUMPSTART 2nd Grade™

SUBJECT

**Math, Language Art**

GROUPING

**Whole Class, Small Groups  
or Individual**

JUMPSTART MODULE

**Jukebox**

## A PENNY FOR YOUR NAME

**DESCRIPTION** Students will practice computational skills while finding the coin value of their names and other words.

**MATERIALS** *Values* master, paper, pencils, calculators (optional)

**PREPARATION** Make one overhead transparency or a copy of the *Values* master for each student.

**PROCEDURE** Ask students to calculate the value of their name. Begin with first names, then add surnames. Find out whose name is the most valuable.

**EXTENSIONS** Find the value of class theme words. Switch the value of the letters (e.g., make **Z** worth **1¢** and **A** worth **26¢**, or make vowels worth 10¢ each and the remaining consonants worth from b = 1¢ to z = 20¢). Again, find the value of class theme words.





# A PENNY FOR YOUR NAME

## VALUES SHEET

A

1¢

B

2¢

C

3¢

D

4¢

E

5¢

F

6¢

G

7¢

H

8¢

I

9¢

J

10¢

K

11¢

L

12¢

M

13¢

N

14¢

O

15¢

P

16¢

Q

17¢

R

18¢

S

19¢

T

20¢

U

21¢

V

22¢

W

23¢

X

24¢

Y

25¢

Z

26¢

# JUMPSTART 2nd Grade™

SUBJECT

**Language Arts**

GROUPING

**Individual**

JUMPSTART MODULE

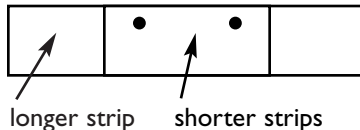
**Fish Tank, Concentration,  
Bone Vault, Log Ride**

## PHONICS FLIP BOOK

**DESCRIPTION** Students will practice basic phonetic principles by creating a special flip book.

**MATERIALS** tagboard, Chinese jacks, (or other small rings)

**PREPARATION** Cut one long strip and nine shorter strips of tagboard for each child. Punch two holes at the top of each piece of tagboard and attach the shorter pieces of tagboard to the longer strip using Chinese jacks or other small rings. When assembled the books will look like this.



**PROCEDURE** Choose a specific element of phonics instruction for students to practice; for example, the digraphs *sh*, *ch*, *wh*, and *th*. Have students brainstorm words that begin with these sounds and record them on chart paper. You may want to use a separate piece of chart paper for each digraph. Then tell students to pick one of the digraphs for their flip book and ten words that begin with that sound. Then they write the digraph on the long piece of tagboard and the ending of each word on the shorter pieces of tagboard. For example, if a student chooses the *sh* sound and the word *sharp*, he would write *arp* on one of the shorter tagboard pieces.

**EXTENSIONS** Have students make flip books based on other phonetic principles, such as short vowel sounds, long vowel sounds, and consonant blends.



**SUBJECT**

**Science, Social Studies,  
Music, Art**

**GROUPING**

**Individual or Small Group**

**JUMPSTART MODULE**

**Boiler Room, Cricket Band**

## **RHYTHMIC REFUSE**

**DESCRIPTION**

Students will develop a greater appreciation for the environment by recycling and reusing garbage in a fun and artistic manner.

**MATERIALS**

clean trash, rubber bands, tape, glue, string, scissors, paint, colored paper (contact or wallpaper), rice, beads, popcorn kernels, beans

**PREPARATION**

Read some stories about our environment (e.g., *The Lorax* by Dr. Seuss) and do some earth-friendly activities from books like *Treat the Earth Gently* by Sherrill B. Flora (T. S. Denison) or *Earth Book for Kids* by Linda Schwartz (Learning Works). Send a letter home asking parents to send in clean trash, such as oatmeal containers, coffee cans, paper towel rolls, microwave food containers, pie tins, juice containers, milk cartons, strawberry baskets.

**PROCEDURE**

Collect the trash in one area of the room. Then break students into small groups and explain that they will create musical instruments from the materials they have collected. Have them choose a couple pieces of trash and design their instruments on paper. You may have them build different types of instruments for different sounds. Give them plenty of materials and freedom. You will be amazed by their creations!

**EXTENSIONS**

Have students form their own cricket bands. Have one group play a rhythmic pattern and the other groups try to replay the original score.

# JUMP START 2nd Grade™

## SUBJECT

**Art, Social Studies, Math**

## GROUPING

**Individual**

## JUMPSTART MODULE

**Stamp Book**

## STAMP IT!

### DESCRIPTION

Students will design postage stamps with theme-related illustrations to reinforce the social and monetary significance of the postage stamp.

### MATERIALS

*Stamp It!* blackline master, crayons, markers, colored pencils, scrap paper.

### PREPARATION

Make copies of the *Stamp It!* master and give each student at least one. Bring in some stamps.

### PROCEDURE

Introduce the activity by reading *The Post Office Book* by Gail Gibbons (Harper Collins). Discuss the importance of postage stamps: how they pay for postal delivery. Elaborate by discussing different designs and monetary values. Pass out the *Stamp It!* sheets and have students design thematic stamps for a classroom display. They can use crayons, markers, cut paper, colored pencils, or any combination of these.

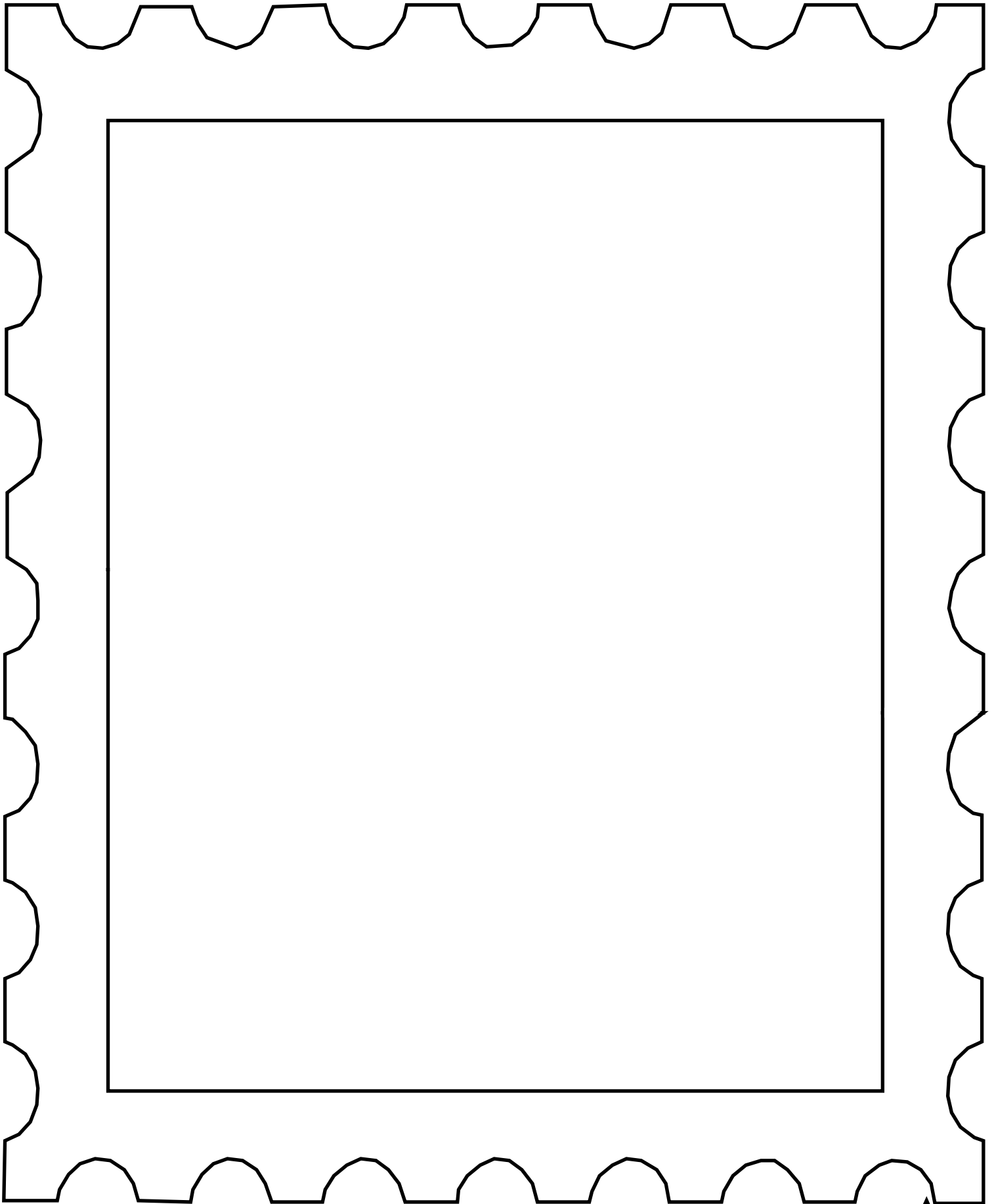
### FOLLOW UP

Take students on a field trip to your local post office. Bring the stamps that they designed to show the postmaster. Sometimes there are contests for new stamp designs. Inquire about programs like "KIDS CARE" 1994.

### EXTENSION

Design stamps to be used for interschool mail. Make a dry glue by mixing 1 cup clear fruit juice with 2 tablespoons of unflavored packaged gelatin. Paint the entire back of the postage stamp page with the mixture. Allow to dry over night. Cut out individual stamps and lick to attach.





# JUMPSTART 2nd Grade™

## SUBJECT

**Language Arts**

## GROUPING

**Individual, Whole Class  
and Small Groups**

## JUMPSTART MODULE

**Mail**

## UP ON A TIME

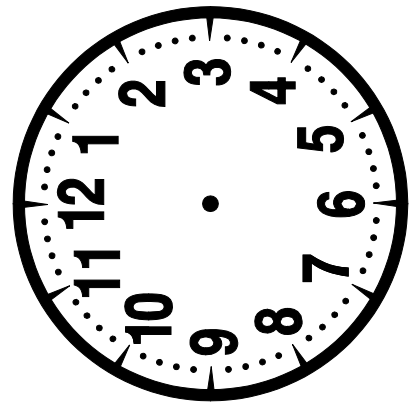
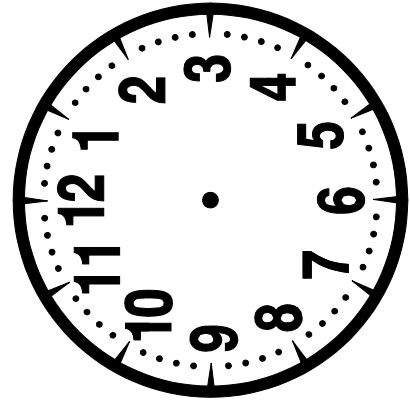
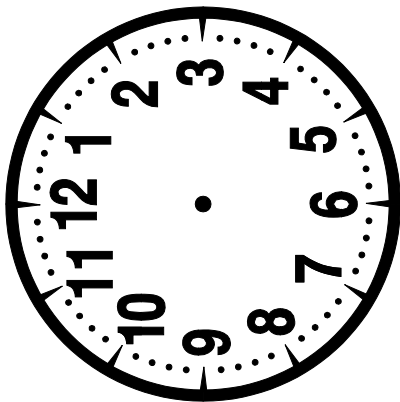
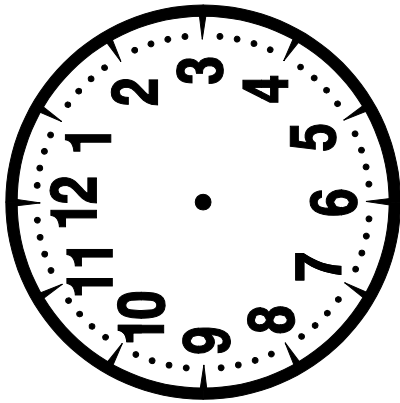
**DESCRIPTION** Students will develop a stronger sense of time, how it is spent, sequenced, and ranged by creating a time line of an average day.

**MATERIALS** *Up on a Time* blackline master, sturdy string, Chinese jacks, hole punch, analog ink pad, clock face stamp, pencils, crayons

**PREPARATION** Duplicate the blackline master so each student can have six to eight cards. Cut the sheets, punch two holes at the top of each card and insert one jack per hole. Cut enough 5-foot lengths of string for each student to have one.

**PROCEDURE** Begin by doing a shared reading of *The Grouchy Ladybug* by Eric Carle (Scholastic). Then open a discussion about times of the day: When did the Grouchy Ladybug go for breakfast? Brainstorm six to eight significant times during the day. Help your students use times inclusive of half and quarter hours, or whatever is appropriate to your study and class needs. Compile a list of digital times on chart paper or the chalkboard. Discuss and record the analog information. Pass out the cards after explaining to students that they will create time lines of their day. The cards must be placed on the time line in chronological sequence. Students should fill in the hands of the clocks on each card to represent significant times of the day. They will then write a brief sentence at the bottom edge of the card stating what happens at that time (e.g., At 10:15 a.m. our recess begins.). Completed time lines should be strung and hung in the classroom.

**EXTENSIONS** Have students create time word problems based on their hanging time lines. For example: How much time will pass between the time John gets up and the time he goes to school? This should be a writing exercise where attention is given to language, spelling and punctuation. The teacher should help to edit each word problem. When complete students exchange problems and solve them.





# JUMPSTART 2nd Grade™

SUBJECT

**Language Arts**

GROUPING

**Individual**

JUMPSTART MODULE

**Fish Tank, Concentration,  
Bone Vault, Log Ride**

## VOWEL DETECTIVE

DESCRIPTION Students will practice long vowel rules by completing the *Vowel Detective* worksheet.

MATERIALS *Vowel Detective* worksheet

PREPARATION Duplicate the *Vowel Detective* worksheet and give each child one.

PROCEDURE Tell students that they are going to be long vowel detectives. Using the letters in the word *CONCENTRATION*, they should create as many words as they can with long vowel sounds (e.g., *rate, note, neat, coat*).

EXTENSIONS Using the letters in the word *CONCENTRATION*, students create as many words as they can with short vowel sounds (e.g., *net, not, ran*).

a e i o u



# JUMPSTART 2nd Grade™

## SUBJECT

**Science, Social Studies,  
Language Arts**

## GROUPING

**Whole Class**

## JUMPSTART MODULE

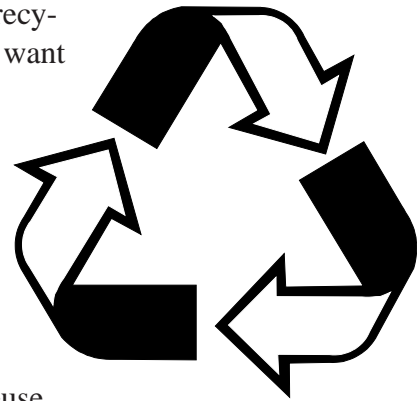
**Boiler Room**

## WE RECYCLE!

DESCRIPTION	Students will develop a greater appreciation for the environment and their community by beginning a school recycling program.
MATERIALS	large outdoor trash cans, outdoor paint
PREPARATION	Prepare a letter to parents and guardians seeking volunteers to help organize and implement this project.

## PROCEDURE

Begin an investigation of the environment, recycling, reusing, and reducing trash. You may want to read *The Lorax* by Dr. Seuss and discuss the Oncelot's abuse of the environment and its resources. What sort of things should he have done differently? Make a list of things that are abused in your community (e.g., paper waste and too much trash). Discuss ways of reducing, reusing (do "Rhythmic Refuse"), and recycling. Research ways you can reduce waste and reuse it. Find the phone number and address of your local recycling center and find out what items can be recycled. Will the recycling center pick up these items, or do you need to drop them off? Once a recycling center is chosen, have students compose a letter inviting all classes to participate by bringing in newspapers, bottles, cans, or whatever recyclable you choose.



## EXTENSIONS

Have students begin a schoolwide campaign to reduce trash on campus. Challenge students to bring home lunches in reusable boxes or bags, food in reusable plastic containers, drinks in thermoses, etc. Find out how much trash the cafeteria produces and brainstorm ways to help reduce refuse from school lunches.



## WRITE AMERICA

### SUBJECT

**Social Studies, Language Arts**

### GROUPING

**Whole Class**

### JUMPSTART MODULE

**Map**

### DESCRIPTION

Students will gain practice writing friendly letters while learning the geography of the United States.

### MATERIALS

wall map of the United States, writing paper, pens, pencils, crayons, mailing envelopes, postage, push pins

### PREPARATION

Post a U.S. wall map. Introduce students to *JumpStart 2nd Grade* and discuss the program and its focus on pen pals throughout the United States.

### PROCEDURE

Launch this activity by reading one of these books: *Arthur's Pen Pal* by Lillian Hoban (Harper Collins), *Messages in the Mailbox: How to Write A Letter* by Loreen Leedy (Holiday House), *A Letter to Amy* by Ezra Jack Keats (Harper Collins). Tell students that they will learn about all of the states in our nation by finding pen pals in each state. Model a friendly letter on chart paper or the chalkboard. You may want to have one form letter that all of the students copy or have them draft their own. The letters should tell about your class and your state, ask questions about the state the letter is being sent to, and ask the recipients if they would like to be pen pals. Your correct mailing address should be included. Assign each student a state (some students will get two) and have them address their letters as follows:

**Any Elementary School  
Attn: Second Grade Teacher  
City, State**

Use a map, an encyclopedia, or another resource to choose a city in the state. Wait for replies and begin to correspond with pen pals in all states that respond. Keep track of responses by placing push pins on the appropriate places on your classroom wall map.

### EXTENSIONS

Design postcards on 5" x 8" index cards and send them to your newfound pen pals.



## SUGGESTED BOOKS

FOR JUMPSTART 2ND GRADE  
ACTIVITY GUIDE

*The Grouchy Ladybug*, Eric Carle,  
Harper Collins Publishers, New York, 1956

*Planting a Rainbow*, Lois Ehlert,  
Harcourt Brace Jovanovich, New York, 1988

*Nice or Nasty*, Nick Butterworth

*Mouse Paint*, Ellen Stoll Walsh,  
The Trumpet Club, New York, 1989

*Who Said Red?*, Mary Serfozo,  
Scholastic Inc., New York, 1988

*Hailstones and Halibut Bones*, Mary O'Neill,  
Doubleday & Co. Inc., New York, 1961

*Oh, A-Hunting We Will Go*, John Langstaff,  
Houghton Mifflin Co., Boston, 1974

*Little Fish, Big Fish*, Frank Asch,  
Scholastic Inc., New York,

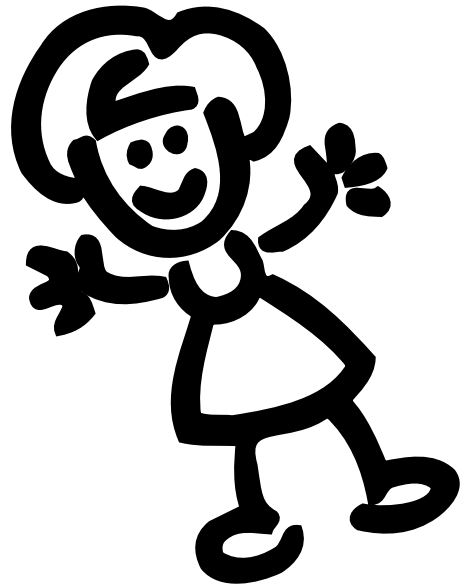
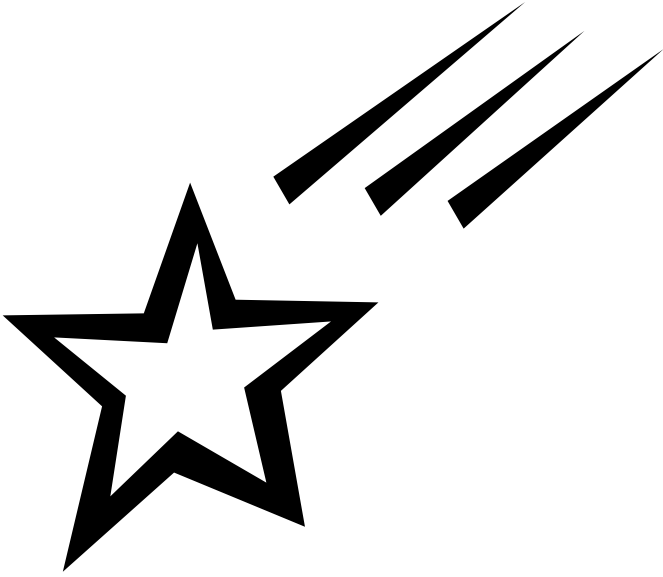
*Push, Pull, Empty, Full*, Tana Hoban,  
MacMillan

*Becca Backward, Becca Frontward*, Bruce McMillan,  
Lothrop

## SUGGESTED SONGS

“The Opposite Song” by Nellie Edge

“Down By the Bay” by Raffi





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Adventure®