



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

8702 Ingram Road | San Antonio, Tx 78251 | Office: (210) 888-9488 | Fax: (210) 888-9484 | www.greatheartswesternhills.org

Parent Packet: 2nd Grade

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Letter to Students/Families

Dear Spartan Families,

We sincerely hope all of you are staying safe and well during this difficult, unprecedented period of time. This week we continued to work hard to develop a plan to make sure we are still able to teach and care for your scholar. Even though school looks different right now, we are committed to providing the same attention and devotion to your child's learning. We hope that even though we cannot be in the classroom with them, they still feel the depth of our care for each and every one of them.

The structure of our learning week will be as follows. On Monday through Thursday, students will be asked to complete assigned learning tasks for each subject. The pace at which your child completes his or her daily work is at your discretion. Please follow the instructions on the parent page for each content area. The work completed from Monday through Thursday will be kept at home. We highly recommend breaks for play and relaxing! Also, parents give yourself some grace and know that you can do this, and you are not alone. Please reach out to your scholars' teachers for assistance.

On Friday, to demonstrate that students are learning throughout the week, they will complete brief assessments in the major content areas (Reading, Science/History, Math, and Spelling). We will alternate between History and Science each week. **These assessments must be submitted on Fridays.** Take pictures of or scan the Friday assessment pages as well as the attendance affidavit and email to your teacher.

All lead teachers on the team will be available to provide assistance or clarification. Please reach us by email from 8AM-5PM.

Stay safe and well. We are Spartan Strong and we will get through this.

Sincerely,
GHWH 2nd Grade Team

"The darkest moments of our lives are not to be buried and forgotten, rather they are a memory to be called upon for inspiration to remind us of the unrelenting human spirit and our capacity to overcome the intolerable" -Vince Lombardi



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**Packet includes Friday Assessments



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Monday Daily Overview 3/30/20

Spalding	Read words and example sentences for Monday. Allow students to use spalding hands with them doing all of the leading in syllable count as well as finger spellings. Students will then write out the word with markings in their pink spalding books. Discuss the meaning of the words along the way.
Literature	Independent Work: Read chapter 11 of <i>The Cricket in Times Square</i> . Answer comprehension questions on a sheet titled Chapter 11.
Poetry	Independent Work: Poetry Bingo! Recite your Poem <i>Animal Crackers</i> by Christopher Morley and mark off the boxes as you go!
Writing	Independent Work: Using your writing notebook, write a 3-4 sentence summary of Chapter 11 of <i>The Cricket in Times Square</i> using your best Spalding print (no cursive).
Math	PA - Read Monday's lesson in Slideshow; Fractions I - Scholar should do 2B Workbook pgs. 92-93 PA - Parents should correct Scholar's work and have Scholar correct mistakes with parents guidance.
History	None
Science	Read <i>What Makes an Insect and Insect? Read aloud 2A</i> . As this text is read please present the photographs in the order that the text suggests to give your scholar a visual of the text. Discussions about the text and photographs should be had to enhance a sense of wonder of the material and topic. Play video: https://www.youtube.com/watch?v=3166nK3Gym8 Students will independently complete worksheet <i>Insect Anatomy</i> by labeling the parts on the insect using the word bank. Scholars will glue this assignment in their science journals. Additional Resources: Look for and inspect the insects that live in your yard!

I=Independent or PA=Parent Assisted



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Monday Spalding List

Word	Example Sentence	Notes
loss	Katy is mourning the loss of her pet turtle.	Rule 17.
for tune	He inherited his family fortune .	t is distorted by /u/ that comes after it.
empire	The soldiers of the Roman Empire served for twenty years.	
may or	The mayor of San Antonio is Ron Nirenberg.	= person
wait	I will wait patiently for my turn.	Use /ai/ when before /n/ at the end of a word
de gree	She received a bachelor's degree in engineering.	R. 4
pris on	The man went to prison for breaking the law.	
en gine	The car engine needs oil.	r.3
vis it	I will visit with my grandmother this weekend.	



Answer Key

Chapter Eleven The Jinx Pp. 87-95

Vocabulary List with Definitions (grade appropriate #, page where word is found)

soothe (5, 88) to calm down; comfort

subsided (10, 88) abated; slackened; to become quiet and tranquil

urgently (6, 92) calling for immediate attention

salvage (7, 90) the saving of possessions in danger of being lost

glumly (, 90) sullenly; dreary; gloomy

melancholy (7, 91) depression of spirits; dejection; great sadness

Comprehension Questions

1. **How did the Bellinis get to the newsstand? Pp. 87-88** They took a taxi. Mama said they were ruined.
2. **When Paul told them about the animals escaping from the fire, what was Mama's reaction? Pp. 89-90** "The cricket is a jinx. He has to go." Tucker came to see if Chester was all right.
3. **What made Chester start to sing the melancholy Italian folk song? Pp. 91-92** He felt it would help to ease his sadness. The song touched Mama reminding her of her native Italy, and her youth. She began to sing along.
4. **What happened to Mama's ultimatum? Pp. 94-95** She said no "cricketer" who sang so beautifully could start a fire.



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Parent Page: Math

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Teacher's Guide 2B: Answer Key

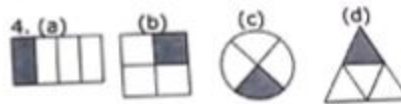
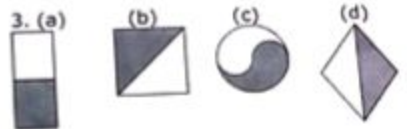
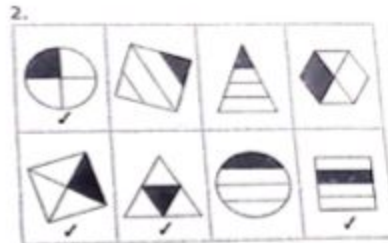
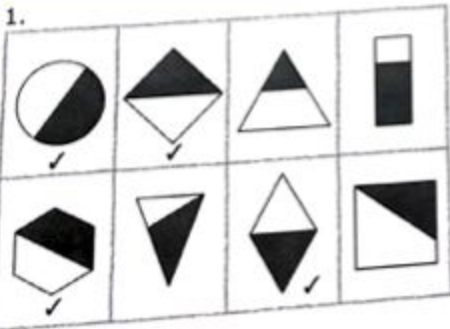
4. \$9.25
5. \$3.55
6. \$8.05

Review 10 (p. 87-91)

1. (a) 451 (b) 960
2. (a) 999 (b) 700
(c) 908
3. (a) m (b) cm
(c) cm (d) m
4. (a) kg (b) g
(c) g (d) kg
5. (a) oz (b) in.
(c) ft (d) lb
6. (a) [$<$] (b) [$=$]
(c) [$<$] (d) [$>$]
7. (a) 1000 (b) 264
(c) \$5.90 (d) \$2.80
(e) \$5.54 (f) \$7.05
8. (a) 6, 9, 18, 24
(b) 20, 32, 36, 40
(c) 15, 20, 30, 35
(d) 30, 40, 50, 70, 90
9. 24
10. (a) 4 (b) 3 m
11. \$4.65
12. 785 g
13. 24 kg
14. \$7.90

Unit 10

Exercise 1 (p. 92-93)



(b) greater than [$>$]

Exercise 2 (p. 94-95)

1. (a) $\frac{2}{3}$ (b) $\frac{5}{8}$
(c) $\frac{7}{10}$ (d) $\frac{3}{4}$
2. (a) 1, 6 (b) 2, 5
(c) 1, 3 (d) 3, 4
(e) 5, 8



Science

Directions: Read to scholars with pictures.

Presenting the Read-Aloud

15 minutes



What Makes an Insect an Insect?

← Show image 2A-1: Cockroach

Hello, boys and girls. The last time you gathered to learn about insects you were joined by a fly, an insect with whom you are surely familiar. I am also a very common insect that loves to live in bathtubs or underneath kitchen sinks. My cousins and I often hide during the day so you may not notice us. Does anyone know what type of insect I am? I am a cockroach. Do you think I look anything like a fly?



← Show image 2A-2: Fly and cockroach

There are millions of insects on Earth. At first glance, we may look very different from one another. What are some of those differences? ¹ What are some ways we are the same?

1 [Pause for students' responses.]

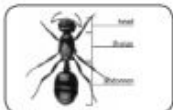


← Show image 2A-3: Butterfly, grasshopper, lice, and fleas (clockwise)

Some insects, like butterflies and grasshoppers, have wings whereas others, like fleas and **microscopic** lice, don't. ² Some eat plants and others eat animals, but all insects have certain features in common. I am here to talk about what makes an insect an insect.

2 The word *microscopic* refers to things that are very, very small, like something that can only be seen well or at all with a microscope.

3 [Say the word *insect* followed by the word *section*.] What part of both these words sounds similar?



← Show image 2A-4: Ant with three sections labeled ⁴

Our name should give you a clue. ³ An insect's body is built in sections, or parts—three parts to be exact. We'll use one of my friends, the ant, as an example.

4 [Point to the body parts in the image as you read about them.]

All insects have a head, a **thorax**, and an **abdomen**. The head is the center of an insect's senses, but different kinds of insects can have very different-looking heads. The thorax is the middle part of the insect's body. The abdomen is the end of the insect's body farthest away from the head.



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← **Show image 2A-5: Insect heads**

What do you notice about the heads of these common insects? Do they look anything like yours? Do they have eyes? Yes, they do, but they are different from your eyes. For one thing, many insects have more than two eyes.



← **Show image 2A-6: Cricket's head**

Most insects, like this cricket, have big eyes located on the side of the head. Many insects also have smaller, simple eyes on the tops of their heads. Look closely at this cricket's head. Can you see its eyes? Although some insects see better than others, most insects also use other senses to get information about their environments.



← **Show image 2A-7: Bush cricket's head with focus on its mouth**

Look at this bush cricket. Does it have a mouth? Yes, its mouth is a small hole at the front of its head, surrounded by mouthparts. You and the cricket both use your mouths to taste and eat.⁵

5 What are the parts of your mouth called? (tongue, teeth, taste buds, lips)



← **Show image 2A-8: Cockroach, aphids, mosquito, and bee (clockwise)⁶**

Look at the variety of insect mouthparts. Some look like sponges; others look like scissors or needles. An insect's mouth is carefully designed for eating certain types of foods. Some insects bite and chew solid foods; others suck liquids; still others pierce their foods.

For example, cockroaches like me eat just about anything we can find. We have two pairs of jaws for biting, cutting, and chewing food well. Other insects, like the tiny aphids that destroy farmers' crops, have mouthparts that look more like drinking straws. They feed by sucking sap from plant leaves and stems through these tubes.

Look how long and sharp this mosquito's mouthpart is—perfect for piercing the skin of its prey and sucking its blood. Have you ever been bitten by a mosquito? They love to feed on people, as well as other animals like horses and birds. Butterflies and bees have long mouthparts for sucking nectar from flowers.⁷

7 [Show Image Card 1 (Butterfly).] Look closely. Can you see this Monarch butterfly's mouthparts working like a straw to suck nectar from this flower?



← **Show image 2A-9: Variety of insect antennae**

- 8 What are the body parts humans use to sense things, or to learn more about our surroundings? (eyes, ears, nose, mouth, skin)

So, now you've seen insect eyes and mouths. What else do you see on the head of these insects? Ah, yes, those long feelers! Those are the insects' **antennae**, their most important sense organs. Insect antennae come in a variety of shapes and sizes and help insects learn more about their surroundings.⁸



← **Show image 2A-10: Cricket antennae**

These jointed feelers, such as those on this cricket, are often covered with tiny bristles and pegs, and some are even quite feathery. Antennae are primarily used for smell and touch, although some can pick up sounds or detect movements in the air. Do you see a nose on this cricket? No, at least nothing that looks like your nose. Instead of a nose, the cricket uses its antennae to smell.

Eyes. Mouth. Antennae. What else might you expect to find on an insect's head? What other sensory organs do you have on the side of your head? Right—ears! Do you see any ears on this cricket? No. The cricket's ears are located on its legs, attached to the middle section of the cricket's body.⁹

- 9 What is the middle section of an insect's body called?

The middle section of an insect's body is called the thorax. The thorax has three pairs of jointed legs and usually, but not always, two pairs of wings. Notice I said *pairs*. A pair is two of a specific item. If there are three pairs of legs, how many legs does an insect have altogether? Yes, all insects have six legs.

Let's take a look at the cricket's thorax and see if we can spot its ears.



← **Show image 2A-11: Cricket's thorax and front legs**

- 10 Here the word *patch* means a piece of skin covering an opening. The word *patch* can also mean a small area of land where a particular plant grows, like a pumpkin patch.

Look just below its knee joint on the front leg. Do you see a smooth patch of skin?¹⁰ That is the cricket's eardrum which is very important for it as it communicates with other crickets through sound. The cricket's eardrum bends in and out to catch the sound waves so it can communicate with other crickets.



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11 [Pause for students to answer as you read the following questions.]

← Show image 2A-12: Grasshopper, bee, and backswimmer beetle

Insect legs vary according to an insect's lifestyle.¹¹ How do you think the long, muscular, back legs of a grasshopper might help it? That's right—its legs are designed for jumping to quickly escape danger. Have you ever seen the fuzzy legs of a honeybee covered with yellow clumps of pollen that it carries back to its hive? And how do you think the backswimmer beetle's pair of long legs help it in its water habitat? Notice the oar-like shape of the legs that it uses for paddling.



12 If caterpillars have three pairs of true legs, how many true legs do they have?

← Show image 2A-13: Caterpillar with focus on true legs and prolegs

Caterpillars have three pairs of true legs on the front part of their bodies, but their long bodies need extra support so they also have several pairs of stubby legs in back to help them cling to stems and leaves.¹² These false legs are called prolegs. Caterpillars loop along, grasping stems with their front legs, or true legs, before drawing their bodies up into a loop to hold on with their hind legs, or prolegs.



13 [You may wish to show the veins in your hand or the veins in a leaf.] Veins carry needed materials to different parts of the body.

← Show image 2A-14: Dragonfly wings

Only adult insects have wings, and some insects don't have any wings at all. If an insect does have wings, they are located on the insect's middle section, or thorax. Wings allow insects to move quickly from place to place, and they are surely one reason insects have survived in such large numbers for so many years. Insect wings may look very different from one another, but a network of veins supports each wing.¹³



← Show image 2A-15: Cricket wing

When it's quiet at night, especially in the summer time, you may hear an interesting chirping noise coming from insects outside. That sound may be a cricket! Crickets' wings have veins. The veins of a male cricket's wings are thicker and shaped differently from many other insects. You'll learn more another day about how a cricket uses its wings to make its unique chirping sounds.

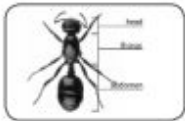


← **Show image 2A-16: Cricket's abdomen with spiracles**

14 [Pause for students' responses.]

So far, we've looked at an insect's head and its thorax. Every insect body is made up of three sections. What is the name of the third section? ¹⁴ The third and largest section is called the abdomen. Do you have an abdomen? Yes, you do. Your abdomen is your belly. Like an insect, your abdomen is where you digest your food, or break it down so your body can use it to grow and stay healthy. An insect's abdomen is also the part of its body where the female produces eggs. The abdomen is also where insects breathe. Like you, insects need oxygen from the air to live, but they do not have lungs, and they do not take in air through their noses or mouths.

Instead, if you look closely at this cricket's abdomen, you will see a line of tiny holes along its side. That is where insects take in air, containing oxygen, to breathe.



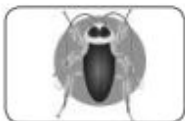
← **Show image 2A-17: Ant with three sections labeled**

So, what makes an insect an insect? Well, it has three body parts—head, thorax, and abdomen. It also has six legs, and most insects have wings. But that's not all. All insects are invertebrates, meaning that they have no backbones. Instead of having skeletons inside their bodies like you, insects wear their skeletons on the outside.



← **Show image 2A-18: Insect's exoskeleton and suit of armor**

These waterproof **exoskeletons**, made of a tough, flexible material called chitin [KY-tin], protect the insect's soft insides like a suit of armor. Just like your backbone and bones, an insect's exoskeleton is the thing to which the insect's muscles attach.



← **Show image 2A-19: Cockroach**

Here is a picture of another one of my cousins. We cockroaches were around long before the dinosaurs. I think our thick exoskeletons may have something to do with our long survival, don't you? ¹⁵

15 Why would the cockroach's hard exoskeleton help it to survive for so long?

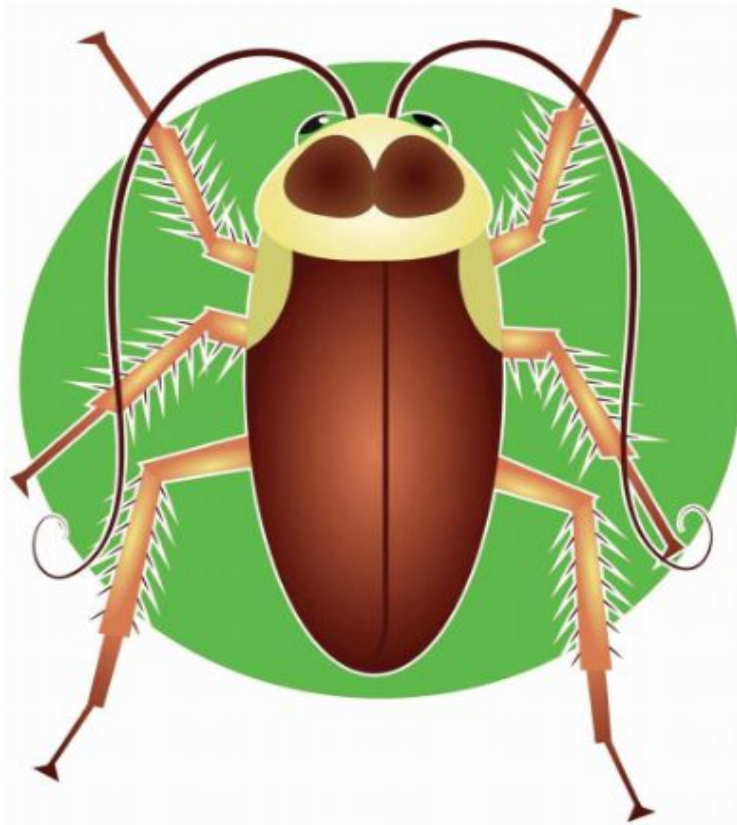


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2A-1



2A-2

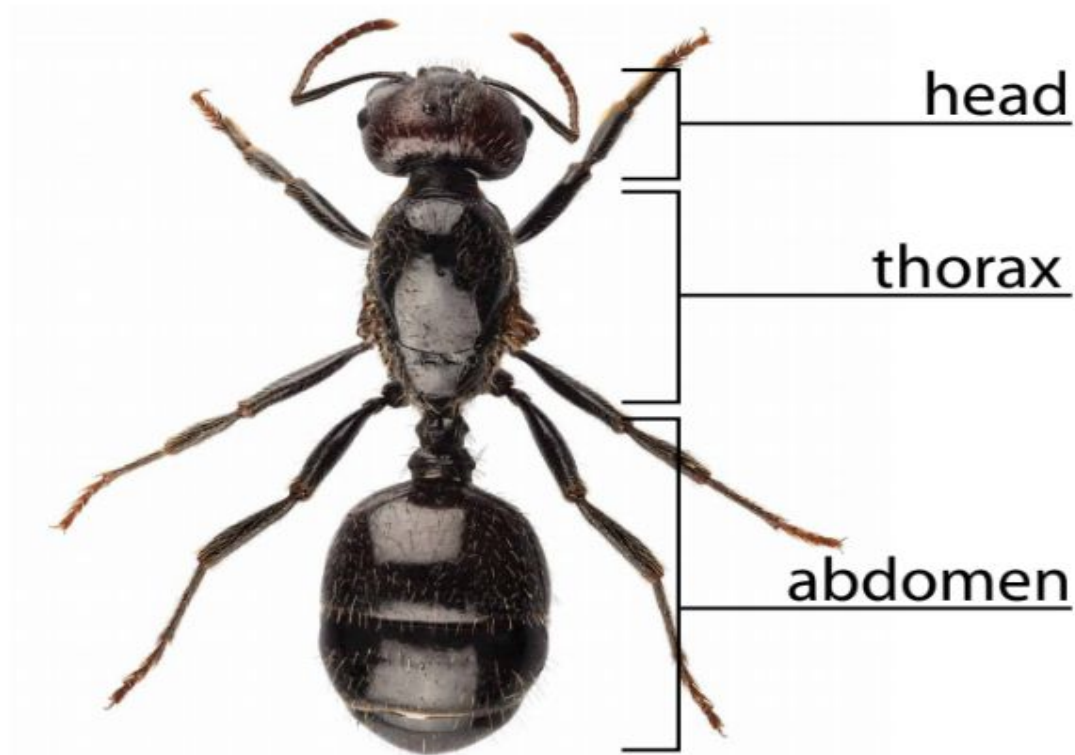
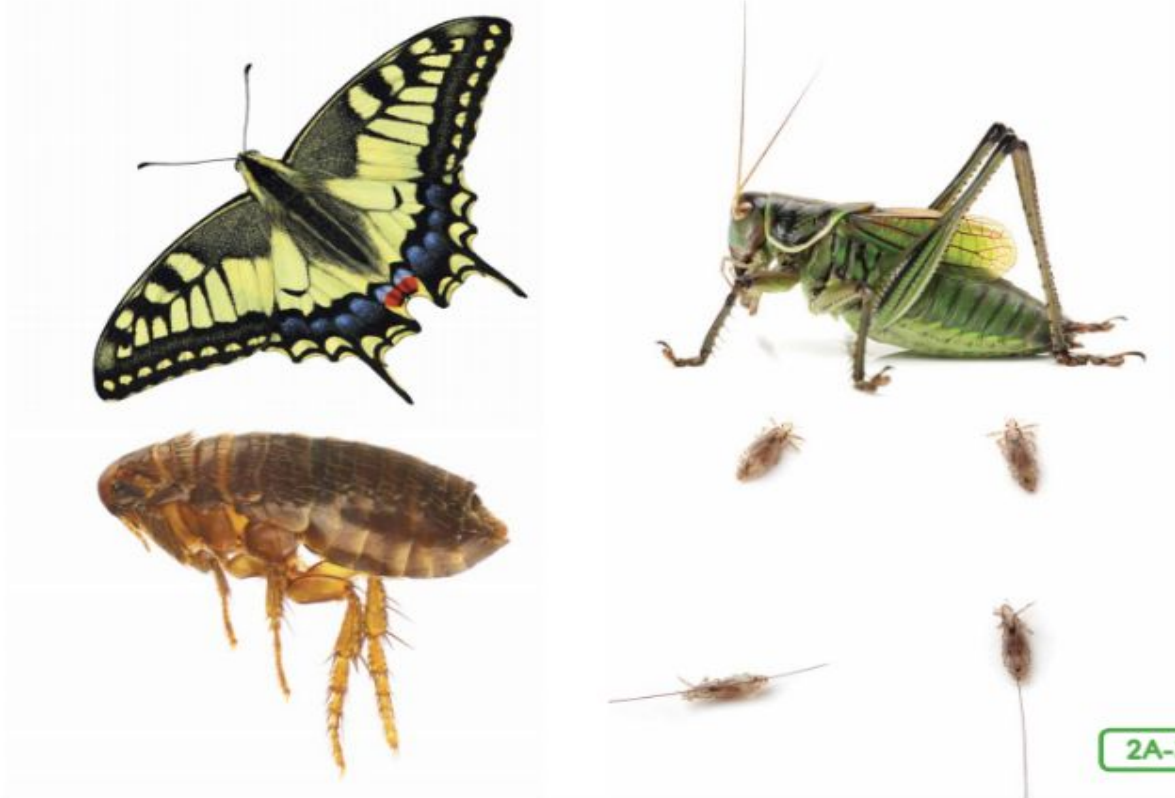


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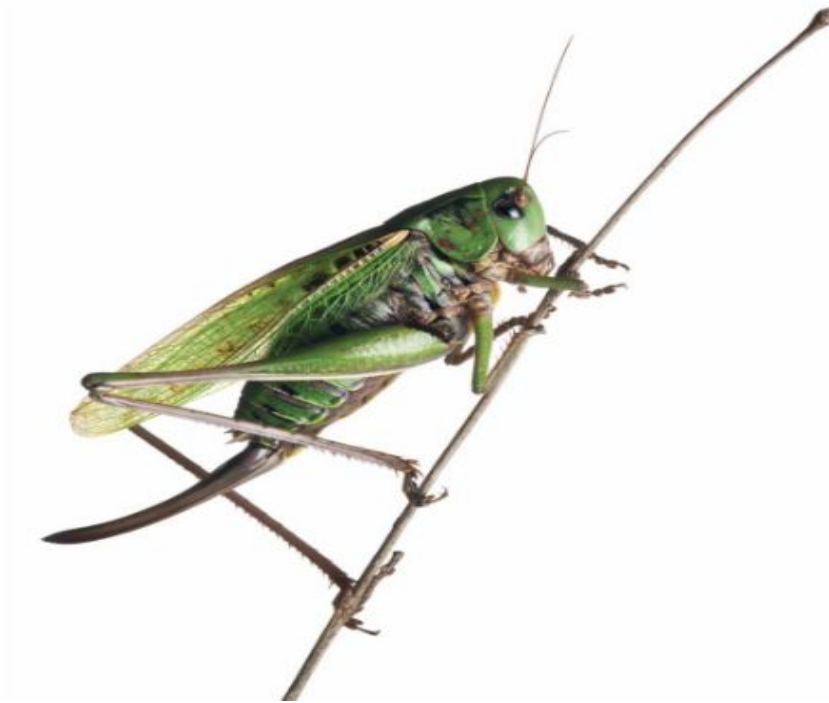


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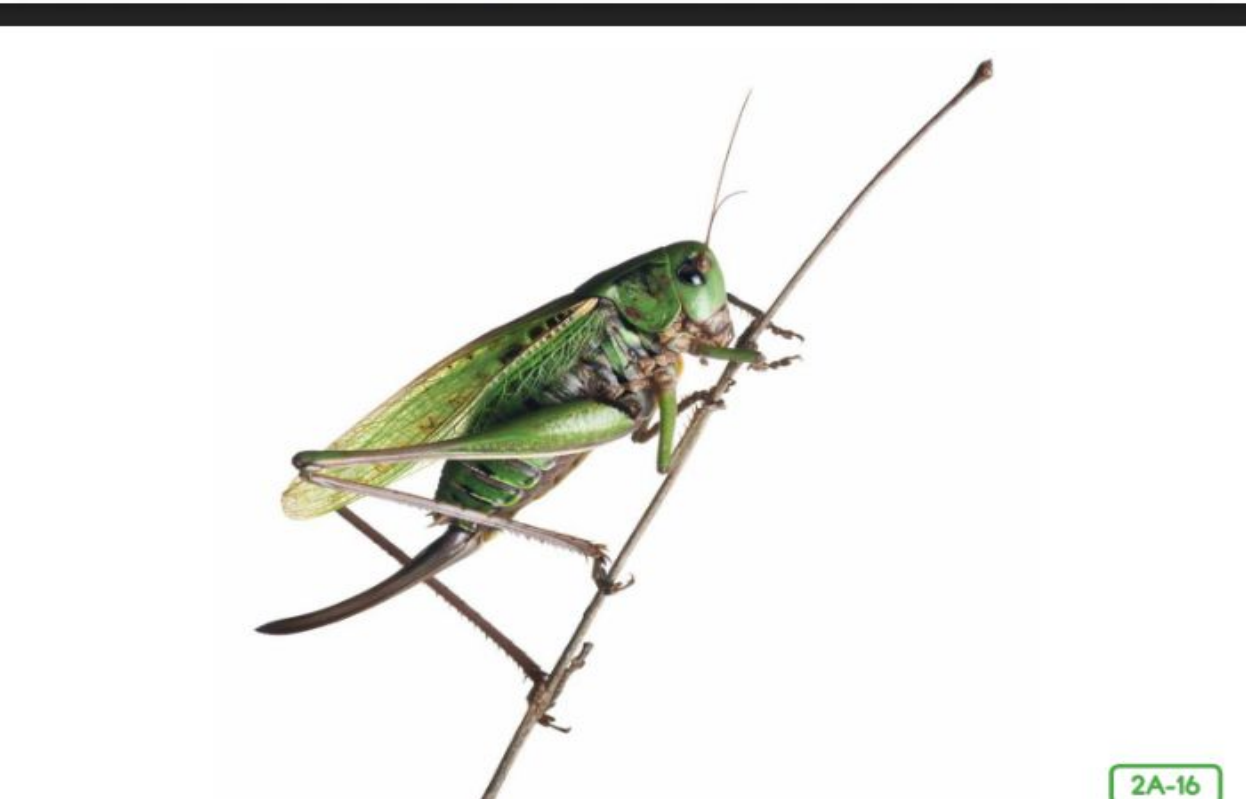


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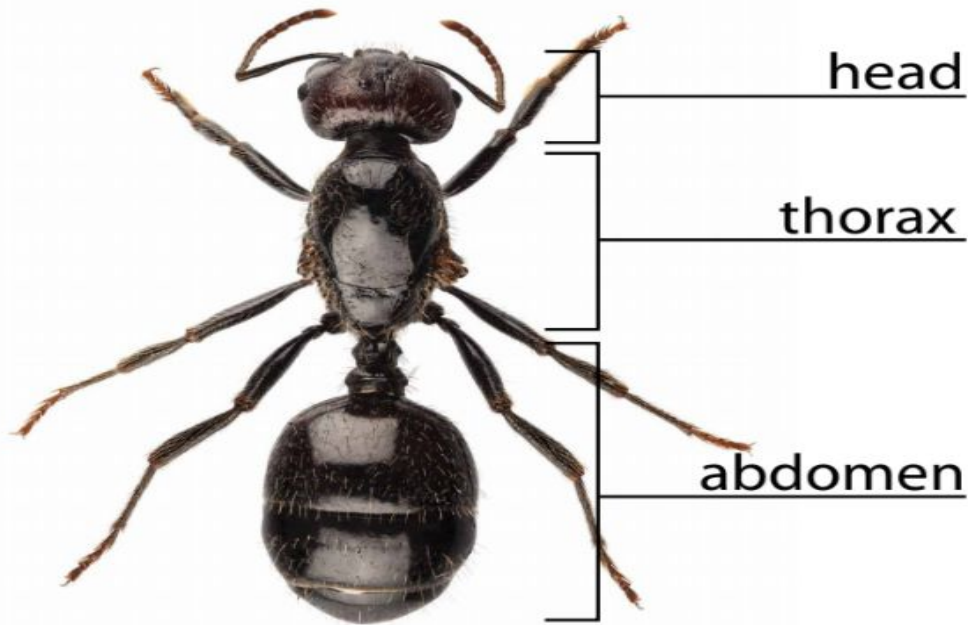


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2A-17



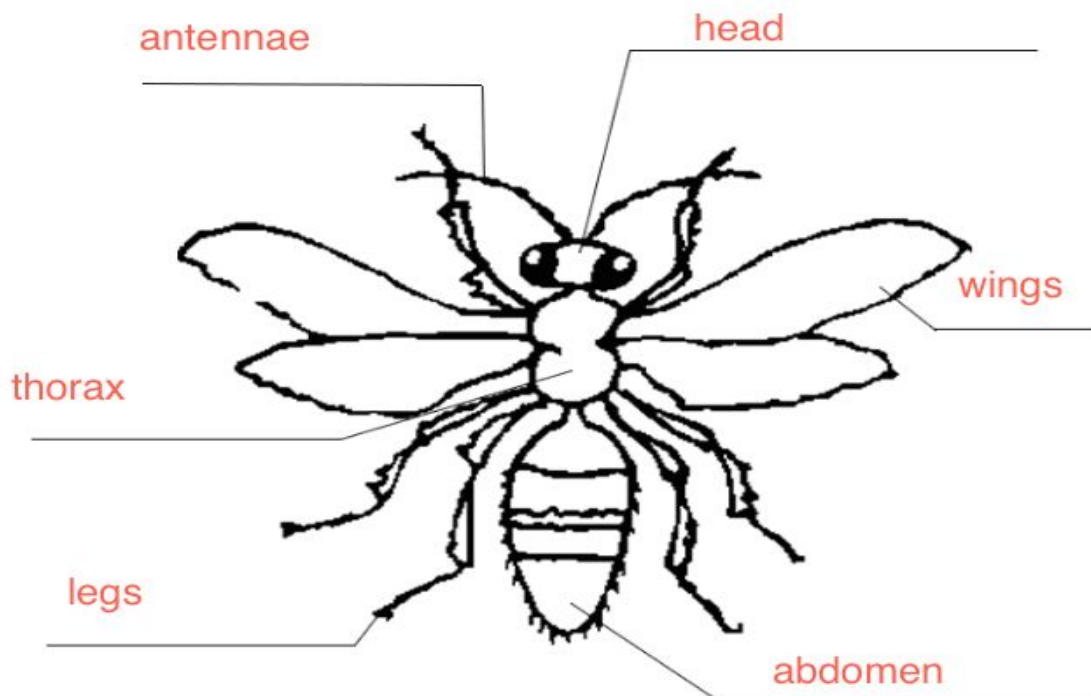
2A-18



Monday: Science Answer Key

Answer Key

Insect Anatomy



Word Bank

abdomen
antennae
head
legs
thorax
wings



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Tuesday Daily Overview

3/31/20

Spalding	Read words and example sentences for Tuesday. Allow students to use spalding hands with them doing all of the leading in syllable count as well as finger spellings. Students will then write out the word with markings in their pink spalding books. Discuss the meaning of the words along the way
Literature	Independent Work: Read chapter 12 of <i>The Cricket in Times Square</i> . Answer the comprehension questions for Chapter 12.
Poetry	Independent Work: Recite your Poem <i>Animal Crackers</i> by Christopher Morley aloud. (you do not need to recite it to anyone yet)
Writing	Independent Work: Using wide ruled notebook paper, write a 3-4 sentence summary of Chapter 12 of <i>The Cricket in Times Square</i> using your best Spalding print (no cursive). You may use this formula to help you: Somebody wanted _____ but, _____, so _____, then _____.
Math	PA - Read Tuesday's lesson in Slideshow Fractions I - Scholar should do 2B workbook pg. 94-95 PA - Parents should correct Scholar's work and have Scholar correct mistakes with parents guidance.
History	none
Science	Read <i>Insect life Cycles 3A</i> . As this text is read please present the photographs in the order that the text suggests to give your scholar a visual of the text. Discussions about the text and photographs should be had to enhance a sense of wonder of the material and topic. Independent Work (Assessment): Complete <i>Life Cycle of a Praying Mantis</i> . Students can refer back to the text for guidance.

I=Independent or PA=Parent Assisted



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Tuesday Spalding List

Word	Example Sentence	Notes
guess	Guess who is coming to visit?	R. 17
guessed	You guessed right!	BW: guess End: ed (t) r.17,28
guest	We will have a guest at our house this week.	
department	He works for the police department .	r.4
obtain	Please obtain your notebooks.	
family	I have a big family.	r.6
{Miss	Miss Waldrop will be out today.	r. 26,17 = not married
{Mr. = Mis ter	Mr. Vlahovich will visit our class today.	r.26
{Mrs.=Mis tress	Turn in your test to Mrs. Casias.	R.26 = married
hus band	Her husband gave her a gold wedding band.	



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Answer Key

Chapter Twelve Mr. Smedley Pp. 96-104

Vocabulary List with Definitions (grade appropriate #, page where word is found)

solemnly (5, 96) highly serious; grave; somber

greedy (3, 96) selfish desire

rodent (7, 96) small mammals such as mice

perchance (, 104) perhaps

implore (8, 104) beg; beseech

enchantedly yours (6, 104) enraptured

Comprehension Questions

1. How was Chester to learn more “people” songs, according to his new manager, Tucker? Pp. 96-97 Chester needed to listen to songs on the radio. Tucker knew Chester, and he could make money for the Bellinis.
2. How did Mr. Smedley react when the Bellinis told him the cricket could play music? Pp. 99-100 At first he poo-pooed the idea. He asked if maybe they were “letting your imagination run away with you.”
3. What did Mr. Smedley say about Chester’s performance after he had Chester play the musical scale for him? Pp. 102-103 He had perfect pitch.
4. How was Chester going to become well-known? Pp. 103-104 A crowd had gathered to listen to Chester as well as the Bellinis and Mr. Smedley. But Mr. Smedley wrote a letter to the New York Times. He implored music lovers to come to Times Square.



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Parent Page: Math Answer Key

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Teacher's Guide 2B: Answer Key

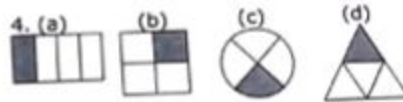
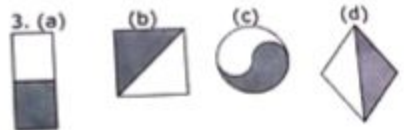
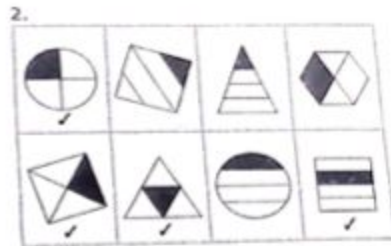
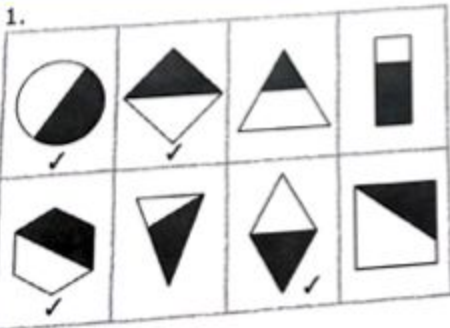
4. \$9.25
5. \$3.55
6. \$8.05

Review 10 (p. 87-91)

1. (a) 451 (b) 960
2. (a) 999 (b) 700
(c) 908
3. (a) m (b) cm
(c) cm (d) m
4. (a) kg (b) g
(c) g (d) kg
5. (a) oz (b) in.
(c) ft (d) lb
6. (a) [$<$] (b) [=]
(c) [$<$] (d) [$>$]
7. (a) 1000 (b) 264
(c) \$5.90 (d) \$2.80
(e) \$5.54 (f) \$7.05
8. (a) 6, 9, 18, 24
(b) 20, 32, 36, 40
(c) 15, 20, 30, 35
(d) 30, 40, 50, 70, 90
9. 24
10. (a) 4 (b) 3 m
11. \$4.65
12. 785 g
13. 24 kg
14. \$7.90

Unit 10

Exercise 1 (p. 92-93)



(b) greater than [$>$]

Exercise 2 (p. 94-95)

1. (a) $\frac{2}{3}$ (b) $\frac{5}{8}$
(c) $\frac{7}{10}$ (d) $\frac{3}{4}$
2. (a) 1, 6 (b) 2, 5
(c) 1, 3 (d) 3, 4
(e) 5, 8



Science

Directions: Read the following text to your scholar and present the related pictures.

Presenting the Read-Aloud

15 minutes



Life Cycles of Insects

← Show image 3A-1: Praying Mantis

Hi, boys and girls. It's time to meet one of the most fascinating insects on the planet. That's me. I'm a praying mantis, named for the way I hold my two front legs together as though I am praying. I might look like I am praying, but my incredibly fast front legs are designed to grab my food in the blink of an eye!

I'm here to talk to you about the life stages of insects—how insects develop from birth to adult. Many insects undergo a complete change in shape and appearance. I'm sure that you are already familiar with how a caterpillar changes into a butterfly. The name of the process in which a caterpillar changes, or morphs, into a butterfly is called **metamorphosis**.



← Show image 3A-2: Life cycle of a butterfly ¹

1 [Point to each stage of the life cycle as you read it.]

2 What is a host? (an animal or plant on which, or in which, another organism lives)

3 The word *larva* is singular, and the word *larvae* is plural.

Insects like the butterfly pass through four stages in their life cycles: egg, **larva** [*LAR*-vah], **pupa**, and adult. Each stage looks completely different from the next. The young never resemble, or look like, their parents and almost always eat something entirely different. The female insect lays her eggs on a host plant.² When the eggs hatch, the larvae [*LAR*-vee] that emerge look like worms.³ Different names are given to different insects in this worm-like stage, and for the butterfly, the larva state is called a caterpillar.



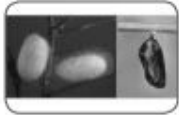
← Show image 3A-3: Insect larvae: maggot, grub, and caterpillar

4 [Point to the insect on the top left part of the image.]

5 [Point to the insect on the top right part of the image.]

6 [Point to the insect on the bottom part of the image.]

Fly larvae are called maggots;⁴ beetle larvae are called grubs;⁵ and the larvae of butterflies and moths, as you just heard, are called caterpillars.⁶ Larvae feed and grow as quickly as they can. They also **molt**, or shed their hard exoskeletons, many times as they grow, because the exoskeletons don't grow with them. In this way, insect larvae grow larger each time they molt, until they are ready to change into adult insects.



7 [Point to the image on the left.]

← **Show image 3A-4: Cocoon (soft silk) and chrysalis (hard case)**

Once the larvae have eaten all that they can eat, they take a break. Sometimes people call this next stage a resting stage, but the larvae are hardly resting. A larva often spins a cocoon⁷ to protect itself during the pupa stage when it will remain quite still for several weeks. Inside this shell-like covering, the pupa transforms, or changes, into something that looks altogether different than before. Some insects have a soft cocoon for the pupa stage, and some, like the butterfly, have a harder case called a chrysalis.⁸

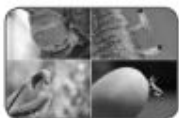
8 [Point to the image on the right.]



← **Show image 3A-5: Butterfly emerging from chrysalis**

If you have ever seen a butterfly emerge from its chrysalis, you know how extraordinary it is to watch the first flutter of its fully developed butterfly wings. Its wings were completely invisible before it disappeared into its seemingly magic chrysalis. It looks nothing like it did at any of its earlier stages. Scientists call this **progression**, through four separate stages, a complete metamorphosis.⁹ I can't argue with that, can you? The change is indeed complete. Butterflies, moths, beetles, and flies all undergo a complete metamorphosis.

9 The word *progression* means a connected series of events.



← **Show image 3A-6: Life cycle of praying mantis: egg case, nymphs emerging, older nymph, adult**

Not all insects change so completely. Some insects' young, like mine, are miniature, or very small, models of their parents after hatching. They do change, so they do experience a metamorphosis, but because it is not a complete change, scientists call it an incomplete metamorphosis.

Just like you, the young start off as a smaller version of what they will end up being. Just as you started off as a baby person and are slowly growing into an adult person, some young insects slowly grow and change into an adult.

A praying mantis goes through three life stages: egg, **nymph**, and adult.¹⁰ In the autumn, the female mantis lays as many as 400 eggs inside an egg case, attached to a plant. In spring, the eggs

10 [Point to each stage of the life cycle as you read about it.]



hatch. The tiny praying mantis babies emerge from the egg case. These brand-new hatchlings, or nymphs, don't quite look like me, do they? A little later, the nymph resembles me more—the only thing it is missing is its wings. Even though you can't see them yet, there are tiny developing wing buds. These nymphs eat the same sorts of food as I do as an adult praying mantis—flies, aphids, moths, and other insects—just smaller.

Let's take a close look at one of these nymphs.



← **Show image 3A-7: Praying mantis nymph**

Can you tell at this stage that it is an insect? Can you find its head? How many legs are on its thorax?¹¹ Can you see how many pairs of wings it has?¹² Is there a third section as well? What's that called?¹³

11 (six)

12 There are two tiny wing buds, but they are hard to see.

13 (abdomen)

What is the outside skeleton of an insect called? Right—an exoskeleton. The baby insect, or nymph, is born with an exoskeleton, but these hard, nonliving coverings do not grow with the growing praying mantis nymph. As a nymph grows, its exoskeleton splits open.



← **Show image 3A-8: Praying mantis nymph, molting**

The nymph wriggles out to reveal softer skin that can stretch and expand before it hardens. It molts its exoskeleton again and again, growing a new one as many as ten times before it reaches adulthood.¹⁴ The nymph stage often lasts all summer long. After its final molt, each surviving praying mantis has a fully developed exoskeleton and full-grown wings like mine. Grasshoppers, crickets, and cockroaches belong to the group of insects that experience an incomplete metamorphosis similar to this one.

14 What does the word *molt* mean?

An insect's life cycle is quite short compared to yours. In some cases, it takes only a few weeks. Scientists believe that this is one reason there are so many insects on the planet. They are forever breeding and need to reproduce rapidly because they have so many enemies.

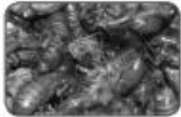
Not all insects, however, have short life cycles.



← **Show image 3A-9: Cicada and molted skin**

The cicada looks a little like a grasshopper and is thought to have the longest life cycle of any insect, ranging from two to seventeen years. The adult cicada lays her eggs on twigs. When the eggs hatch, the nymphs fall to the ground and burrow into the soil, searching for tree roots. They feed on the tree's sweet root sap. Cicadas undergo incomplete metamorphosis, so there is no pupal stage. The nymphs remain hidden beneath the ground, continuing to shed their exoskeletons.¹⁵ Once they are fully-grown, they make their way to the surface again, shed their skin one last time, and emerge as winged adults. For some reason, all of the cicadas in an area emerge at once either every thirteen years or every seventeen years.

15 [Point to the empty exoskeleton on the right side of the image.] What is the word that means to shed its exoskeleton?



← **Show image 3A-10: Swarm of cicadas**

When the cicadas all emerge, they fly everywhere, and their calls are very loud. When hundreds of flying insects swarm through the air, their loud buzzing noises and the snapping of their wings make quite a loud noise!

Next time, you will meet some other flying insects that may also travel in swarms. Can anyone guess what insects they might be? I'll give you a clue: Bzzzzzzz.....



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3A-1





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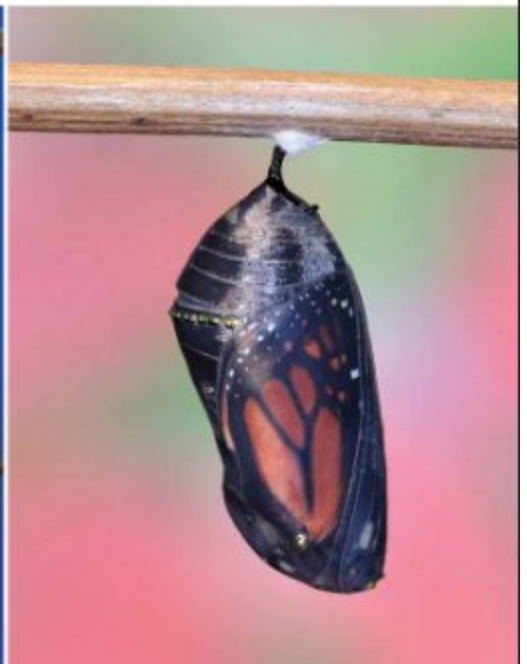
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3A-3





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3A-5





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3A-7





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3A-9

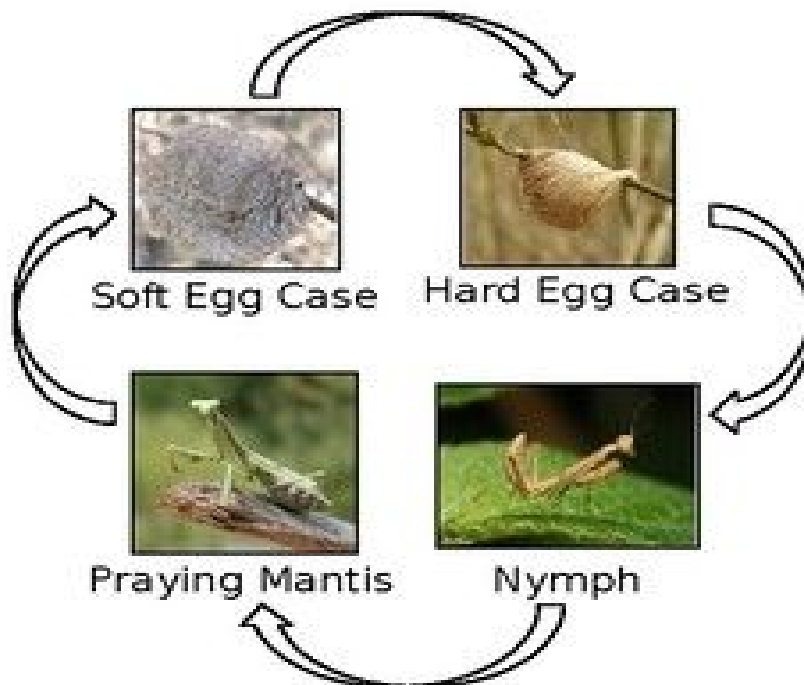


3A-10



Science Answer Key (Tuesday)

Life Cycle of a Praying Mantis





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Wednesday Daily Overview

4/1/20

Spalding	Read words and example sentences for Wednesday. Allow students to use spalding hands with them doing all of the leading in syllable count as well as finger spellings. Students will then write out the word with markings in their pink spalding books. Discuss the meaning of the words along the way.
Literature	Independent Work: Read chapter 13 of The Cricket in Times Square. Answer the comprehension questions from the sheet titled. Chapters 13 & 14. You will answer the first three questions on this sheet.
Poetry	Independent Work: Recite your Poem Animal Crackers by Christopher Morley aloud. (you do not need to recite it to anyone yet)
Writing	Independent Work: Using wide ruled notebook paper, write a 3-4 sentence summary of Chapter 13 of The Cricket in Times Square using your best Spalding print (no cursive). You may use this formula to help you: Somebody wanted _____ but, _____, so _____, then _____.
Math	PA - Read Wednesday's lesson in Slideshow Fractions I - Scholar should do 2B workbook pg. 96-99 PA - Parents should correct Scholar's work and have Scholar correct mistakes with parents guidance.
History	Read Chapter 1 Slavery in the United States. This is a PA or parent assisted read. After reading chapter 1, you will discuss "How did people in the United States differ in their views about slavery". Then as an I or independent assignment have your scholar answer in their History notebook (please put the date on the top right corner) the following question, "What did I learn from today's lesson."
Science	None.

I=Independent or PA=Parent Assisted



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Wednesday Spalding List

Word	Example Sentence	Notes
a mount	The amount I earned is \$3.00.	r.4
hu man	The dog loves his human .	
vi ew		Teach as two syllables
clerk		Cannot be /ck/ because 'k' is not after a single vowel.
though	She kept working even though she was tired.	
o'clock = o(f the) clock	Recess is at 9 o'clock a.m.	In cursive 'o' clock has a break at the apostrophe but 'don't' and other one syllable words do not break.
support	I walk up the stairs with the support of the stair rail.	r. 29
{does	Does your lunch include all of the food groups?	BW: do
{goes	My sister goes to college in the fall.	BW: go
{Tues day	We have a test on Tuesday.	r.18



Answer Key

Chapter Thirteen Fame Pp. 105-115

Vocabulary List with Definitions (grade appropriate #, page where word is found)

celebrity (C, 105) a renown person

exhausting (5, 112) to tire out or wear out

entomologists (C, 114) a person (scientist) who studies insects

Comprehension Questions

1. As Chester warmed up his wings to chirp and began to play, what happened?
Pp. 105-106 A crowd gathered. They came because some had read the New York Times. Others came because they heard the beautiful music.
2. How did Mama capitalize on the huge crowd that gathered? Pp. 107-109
She went through the crowd with newspapers to sell. She sold them all. She told Papa to do the same with his *Musical America*, and they sold them all too.
3. What did Chester feel about the concerts he was giving? Pp. 110-112 He didn't like not having freedom, people prying and trying to get souvenirs. The concerts were exhausting. The one thing that he was happy about was he was helping the Bellinis. But a lot of joy he got from his music was gone.
4. What did Chester notice about what the time of year it was? Pp. 113-114 He noticed that the leaves were just being to fall. It was fall.
5. What happened to make the Bellinis anxious? Pp. 113-114 Someone either tried to steal Chester or his bell.
6. What remarkable thing did Mario say about Chester being so melancholy?
P. 115 "If Chester isn't happy in NYC, I almost wish he hadn't come here."



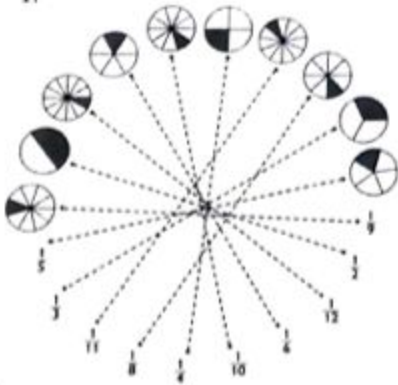
Parent Page: Math Answer Key

Teacher's Guide 2B: Answer Key

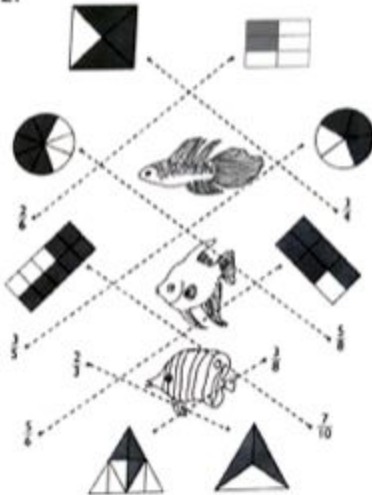
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Exercise 3 (p. 96-99)

1.



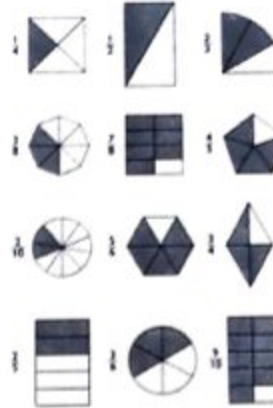
2.



3. A. $\frac{3}{4}$ C. $\frac{2}{3}$ F. $\frac{3}{5}$
 I. $\frac{5}{6}$ O. $\frac{1}{6}$ N. $\frac{2}{5}$
 R. $\frac{1}{2}$ S. $\frac{5}{12}$ T. $\frac{3}{8}$

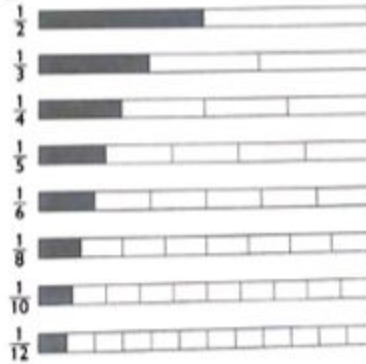
Fractions

4.



Exercise 4 (p. 100-102)

1.



2. (a) [$>$] (b) [$<$]
 (c) [$<$] (d) [$>$]
 (e) [$<$] (f) [$>$]
3. (a) $\left(\frac{1}{9}\right)$ (b) $\left(\frac{1}{4}\right)$
 (c) $\left(\frac{1}{9}\right)$ (d) $\left(\frac{1}{2}\right)$



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Parent Page: History (Background information)

First, begin to read (**PA- parent assistance needed**) Chapter 1 *Slavery in the United States*.
Information that parents you need to know before starting this Unit:

The Civil War, or the War Between the States as it was known in the South after the war, arose out of social, political, and economic differences between the Northern and Southern states. In the Northern states, slavery had gradually been abandoned. In the Southern states, slavery had become both an economic system and a way of life. There were about 1,800 large plantations in the South and hundreds of thousands of small farms. The large plantations had one hundred or more slaves and raised rice, sugar, tobacco, or cotton, depending on whether the plantation was located in Virginia, Kentucky, Tennessee, North Carolina, along the coast, or in the Deep South, where cotton was king. Southern intellectuals developed certain arguments to justify the continued use of human beings as slaves. One argument said that slavery was essential to the Southern economy, which was based on the cultivation of cotton, a very labor-intensive crop. These same white Southerners pointed to the abuse of workers in Northern mills and factories and extolled the virtues of slavery, which ensured that slaves had food, clothing, and shelter, regardless of whether they were healthy and able to work or too ill or too old to work. Southerners also pointed to precedents for slavery in the Bible and in ancient Greece and Rome.



CHAPTER

1

Slavery in the United States

What is slavery? Slavery is the practice of owning people and forcing them to work, often without pay. Slavery existed in ancient Greece and Rome. And sadly, there was once slavery in the United States.





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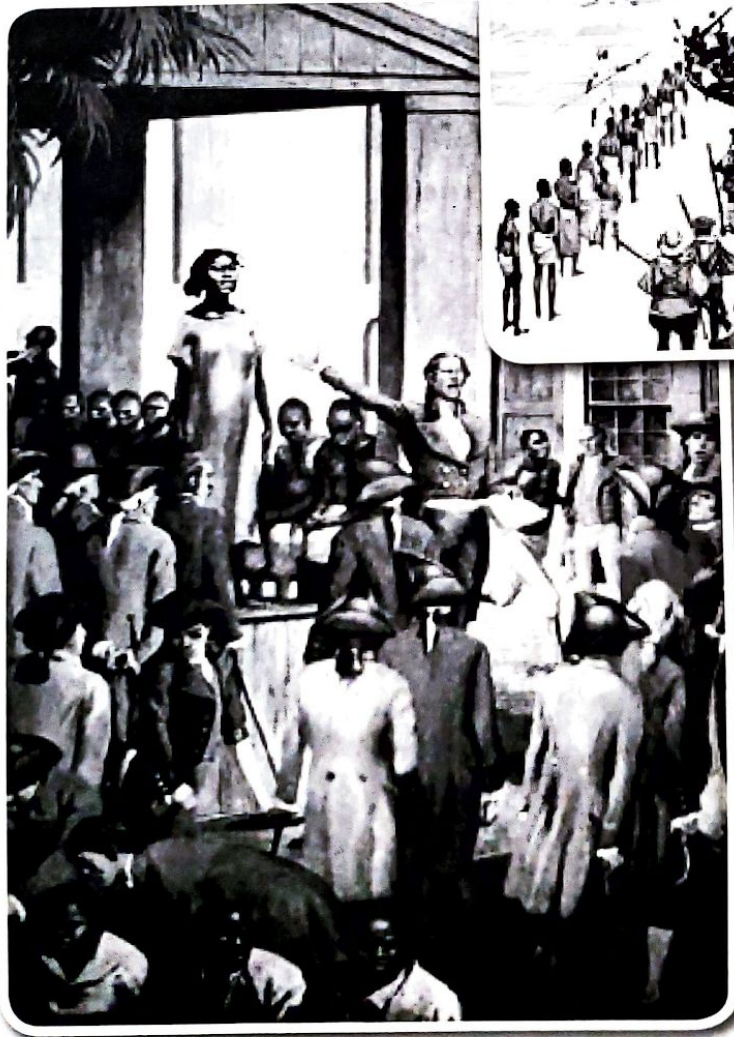
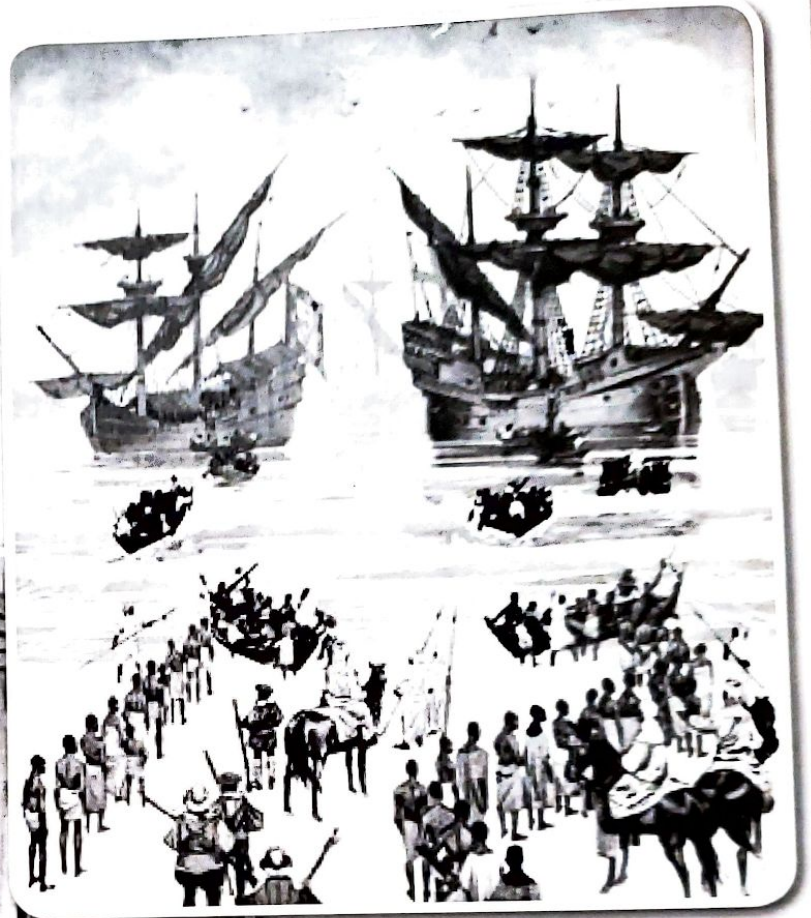
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In the 1600s, Africans were enslaved and forced to come to America to work. Most enslaved Africans worked on large farms in the South called plantations.



The slaves' children and grandchildren were enslaved too. And so it went across the years. One slave generation after the next, born into enslavement, with little hope of freedom.



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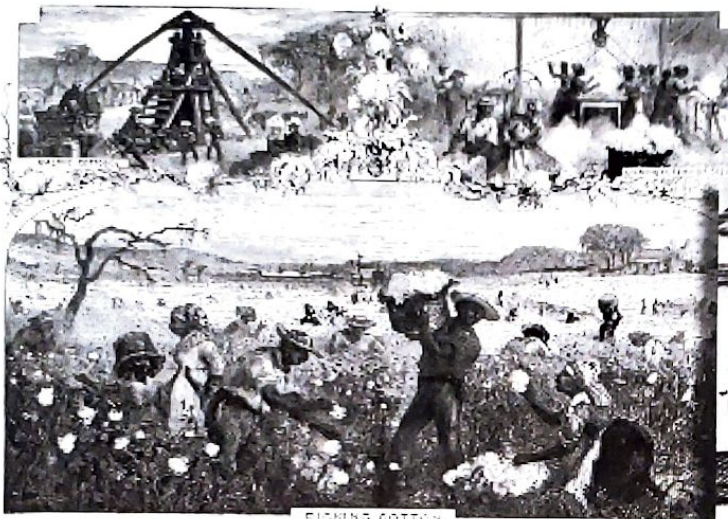
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Some enslaved people lived in the North, but fewer were needed there to work. However in the South, the demand for slaves grew with the demand for tobacco, sugar, and cotton. Slaves were needed to plant and harvest these crops. Tobacco, sugar, and cotton not only made some powerful Southern

plantation owners very rich, it made America rich too!



PICKING COTTON



*DANIEL'S
Best Tobacco,
at Milend.*



Some Southern plantation owners lived in very grand homes. They had lots of slaves. In the Northern states, over time, slavery was no longer allowed.



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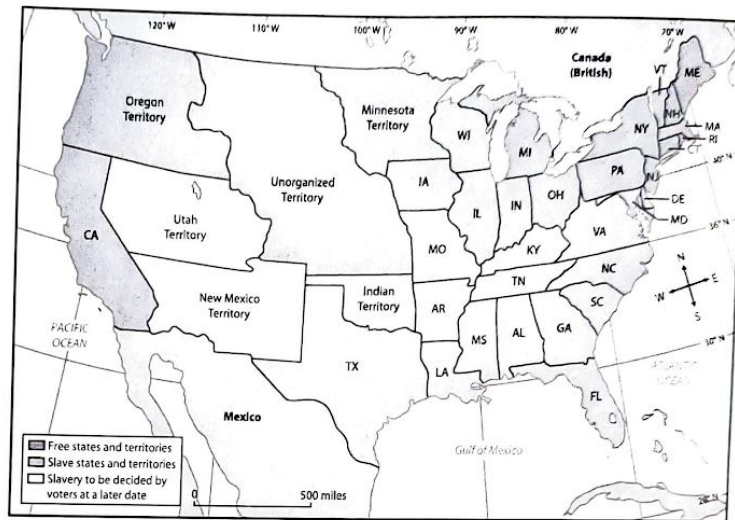
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In the 1840s and 1850s, new territories in the West and Midwest were ready to become U.S. states and join the Union. Many

people in the North wanted these new states to be free states—places where slavery was not allowed.

But in the South, the plantation owners worried

that if there were more free states than slave states, people would try to end slavery. Then how would plantation owners grow tobacco, sugar, and cotton?





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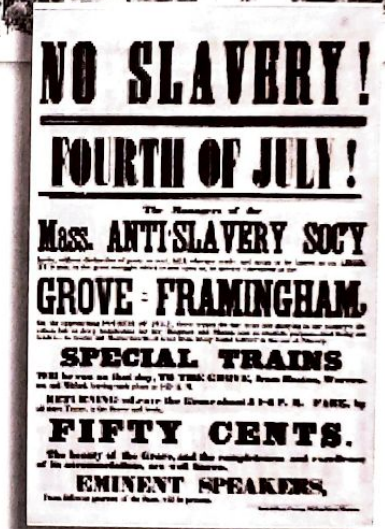
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In both the North and the South, some people began to speak out against slavery. Church ministers and some writers drew attention to the evils of slavery.



In the North, posters were put up in public places. Small in number at first, those who were against slavery were called abolitionists because they wanted to abolish, or get rid of it.



Sarah and Angelina Grimké were raised in the South.

Their family owned many slaves. When they grew up, they moved to the North and began to work to end slavery.



Sarah Grimké



Angelina Grimké



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Thursday Daily Overview 4/2/20

Spalding	Pre-test: Read all 30 words and example sentences. Students will write words without markings.
Literature	Independent Work: Read chapter 14 of The Cricket in Times Square. Answer the rest of the comprehension questions from the sheet titled Chapters 13 & 14.
Poetry	Independent Work: Recite your Poem Animal Crackers by Christopher Morley aloud. (you do not need to recite it to anyone yet - you will recite it to a grown-up tomorrow)
Writing	Independent Work: Using wide rule notebook paper, write a 3-4 sentence summary of Chapter 14 of The Cricket in Times Square using your best Spalding print (no cursive). You may use this formula to help you: Somebody wanted _____ but, _____, so _____, then _____.
Math	PA - Read Thursday's lesson in Slideshow Fractions I - Scholar should do 2B workbook pg. 100-102 PA - Parents should correct Scholar's work and have Scholar correct mistakes with parents guidance.
History	Read Chapter 3 Lincoln and the Coming War, this is a PA or parent assisted activity. After, reading your scholar will have I or independent work. Have your scholar answer the following question in their History notebook: "Why did the North and South go to war?" Have your scholar use their best Spalding handwriting, 3- 5 complete sentences and date the page. Please check your scholar's answer for comprehension.
Science	None

I=Independent or PA=Parent Assisted



Answer Key

Chapter Fourteen Orpheus Pp. 116-124

Vocabulary List with Definitions (grade appropriate #, page where word is found)

Orpheus (1, 116) a musician from Greek mythology

dreadfully (4, 119) frighteningly

scrounging (1, 120) to collect by or as if by foraging

encore (9, 122) a demand for a further performance

Comprehension Questions

1. **How did Chester began to sound?** Pp. 116-117 He sounded more and more melancholy. He was homesick for Connecticut in autumn. He wanted to see the trees change color. He wanted to experience clear days and a little smoke from burning leaves.
2. **What shocking news did Chester have for Tucker?** Pp. 116-117 He was going to retire.
3. **What did Tucker want Harry Cat to do?** Pp. 118-119 Harry was asked to try to talk Chester out of leaving, but Harry said Chester should do what he wanted. However, Harry did say that he would miss Chester.
4. **What did Chester play for Papa and Mama during his last concert?** Pp. 120-122 He played an aria from the opera, *Lucia di Lammermoor*.
5. **How far did the sound of Chester's last concert carry?** Pp. 123-124 It carried over the whole of Times Square. Traffic stopped. It was as if in the heart of the world's busiest city the meadow had come to them. Chester's piercing sound could be heard for miles.



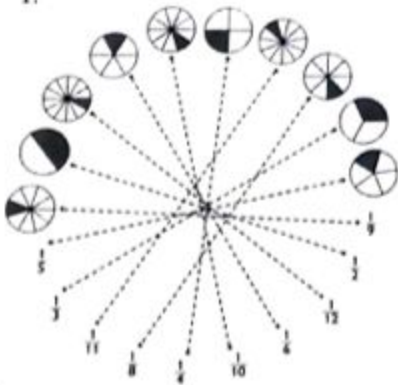
Math Parent Page: Answer Key

Teacher's Guide 2B: Answer Key

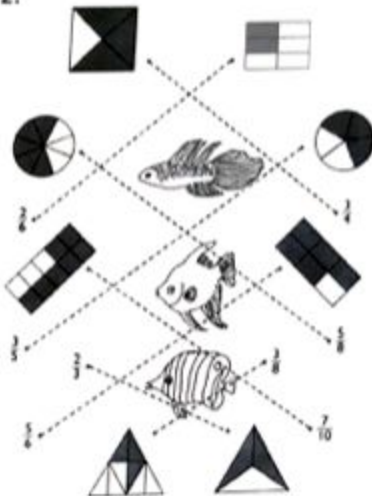
155

Exercise 3 (p. 96-99)

1.



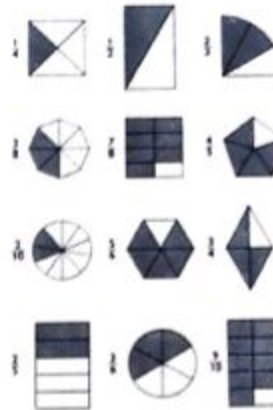
2.



3. A. $\frac{3}{4}$ C. $\frac{2}{3}$ F. $\frac{3}{5}$
 I. $\frac{5}{6}$ O. $\frac{1}{6}$ N. $\frac{2}{5}$
 R. $\frac{1}{2}$ S. $\frac{5}{12}$ T. $\frac{3}{8}$

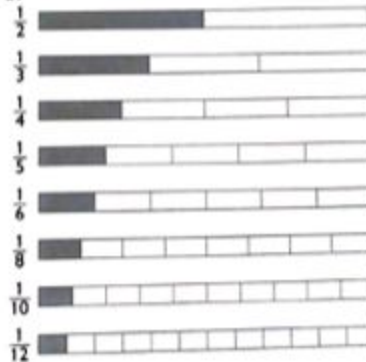
Fractions

4.



Exercise 4 (p. 100-102)

1.



2. (a) [$>$] (b) [$<$]
 (c) [$<$] (d) [$>$]
 (e) [$<$] (f) [$>$]
3. (a) $\left(\frac{1}{9}\right)$ (b) $\left(\frac{1}{4}\right)$
 (c) $\left(\frac{1}{9}\right)$ (d) $\left(\frac{1}{2}\right)$



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Parent Packet: 2nd Grade

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Teacher's Guide 2

(e) $\left(\frac{1}{8}\right)$

(f) $\left(\frac{1}{4}\right)$

4. (a) $\left(\frac{1}{6}\right)$

(b) $\left(\frac{1}{10}\right)$

(c) $\left(\frac{1}{5}\right)$

(d) $\left(\frac{1}{12}\right)$

(e) $\left(\frac{1}{10}\right)$

(f) $\left(\frac{1}{9}\right)$

5. (a) $\left(\frac{1}{2}\right)$

(b) $\left(\frac{1}{5}\right)$

(c) $\left(\frac{1}{4}\right)$

(d) $\left(\frac{1}{5}\right)$

6. (a) $\left(\frac{1}{7}\right)$

(b) $\left(\frac{1}{12}\right)$

(c) $\left(\frac{1}{4}\right)$

(d) $\left(\frac{1}{9}\right)$

7. $\frac{1}{10}$ $\frac{1}{8}$ $\frac{1}{4}$ $\frac{1}{2}$

8. $\frac{1}{3}$ $\frac{1}{5}$ $\frac{1}{9}$ $\frac{1}{12}$



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History (background) Parent Page:

Today's lesson will be reading Chapter 3 *Lincoln and the Coming War*, this is a **PA** or parent assistance needed for reading. Here is information you need to know prior to reading this lesson.

North vs. South: The issue of slavery divided the country in the election of 1860. The Democratic Party had split into Northern and Southern factions and supported two different candidates. Another party, the Constitutional Party, campaigned on a platform to uphold the Union and the Constitution. Abraham Lincoln, the candidate of the new Republican Party, pledged to stop the spread of slavery and won against his three opponents.

Abraham Lincoln: Abraham Lincoln was born in poverty on the frontier in Kentucky in 1809. As a child, Lincoln moved with his family to Indiana, where they lived in a log cabin that his father had built. There was no mandatory public education at the time, and children were expected to work in the family business, whether it was a farm or a store. However, as a boy Lincoln taught himself to read and write by firelight at the end of his long workdays on the farm. While plowing the fields, Lincoln kept a book in his back pocket to read during breaks. One of his favorite books was Parson Weems's biography of George Washington. The Bible and Shakespeare's plays were other favorites. As a young boy, Lincoln worked various jobs and educated himself by reading widely. At age twenty-two, he moved to New Salem, Illinois. There, he taught himself the law while supporting himself by working as a storekeeper, surveyor, and postmaster. In time, Lincoln became a much-respected attorney in the state. Lincoln was first elected to public office in 1834, when his district sent him to the state legislature. He served there until 1841. Lincoln ran successfully for the U.S. House of Representatives in 1846, but he was turned out of office in the next election because of his opposition to the Mexican-American War. He gained national attention in 1858, when he ran for the Senate and held a series of debates with Stephen A. Douglas. With no competition from modern forms of entertainment, and without electronic media to report what was said, tens of thousands of Illinois residents listened to the two men argue about slavery, race, the Union, and the principles of American democracy, from one end of the state to the other. Lincoln lost the election, but the debates made him famous. In 1860, Lincoln ran for president of the United States on the platform of the new Republican Party, which pledged to stop the spread of slavery into any new states admitted to the Union. Neither the party nor Lincoln himself promised to abolish slavery. When the Southern states seceded in 1860 and 1861, Lincoln declared their act unconstitutional. He threatened to use force if necessary, to protect U.S. property, enforce U.S. laws, and return the Southern states to the Union. Preservation of the Union continued to be his public stance; however, he argued that emancipation was a necessary tool to help win the war.



CHAPTER
3

Abraham Lincoln and the Coming of War

The argument about free states and slave states continued. And the question of who should decide if slavery should be allowed—and where—was debated in the North and South. In the end, though, people in the South continued to say that they needed slaves to grow tobacco, sugar, and cotton.





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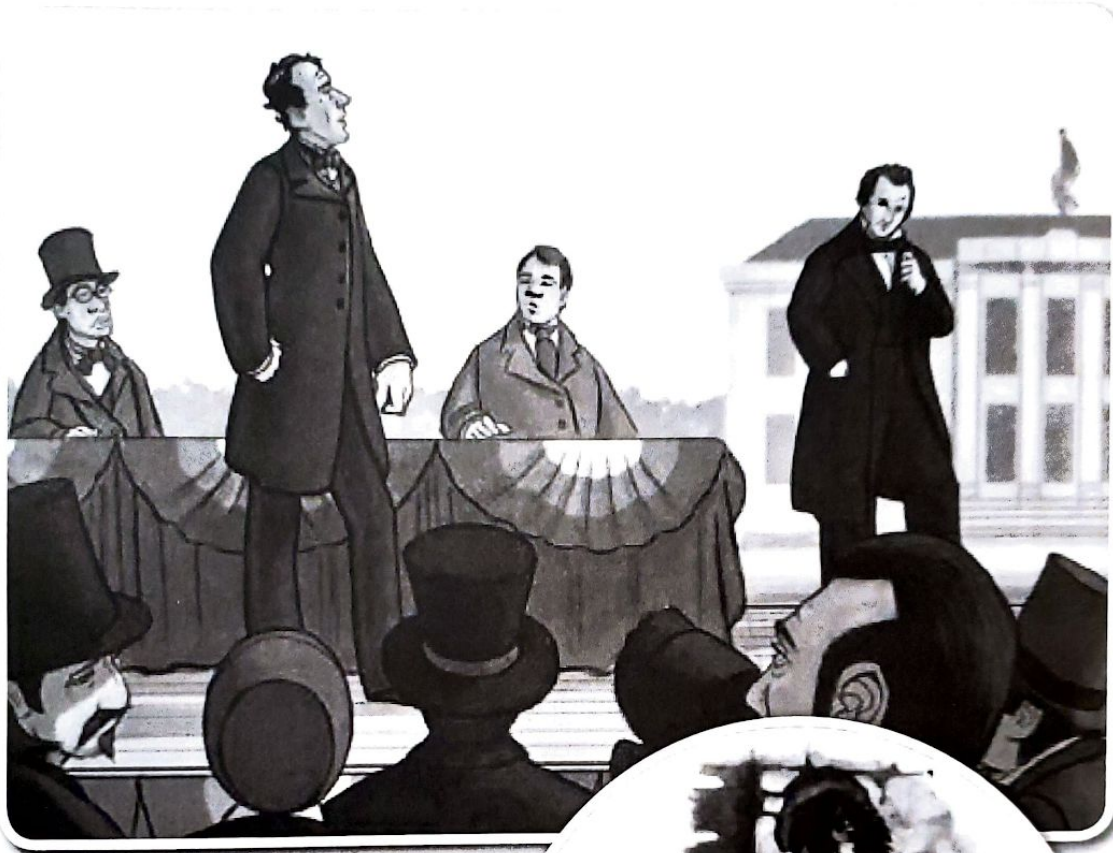
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When, in 1860, Abraham Lincoln ran for president, the Southern states really did worry. Abraham Lincoln spoke out against slavery spreading into areas that could become new states.



Abraham Lincoln had grown up in a poor family. He had to work as a young boy. With little or no time for school, he had mostly taught himself. He eventually became a lawyer and then a politician.





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Abraham Lincoln's ideas about slavery made him unpopular with many Southerners. They believed he would end slavery in the South, even though he said he wanted only to stop slavery from happening in new states.



Some Southerners said that the South should leave the Union if he became president. When Abraham Lincoln won the election and became president, seven Southern states did just that!



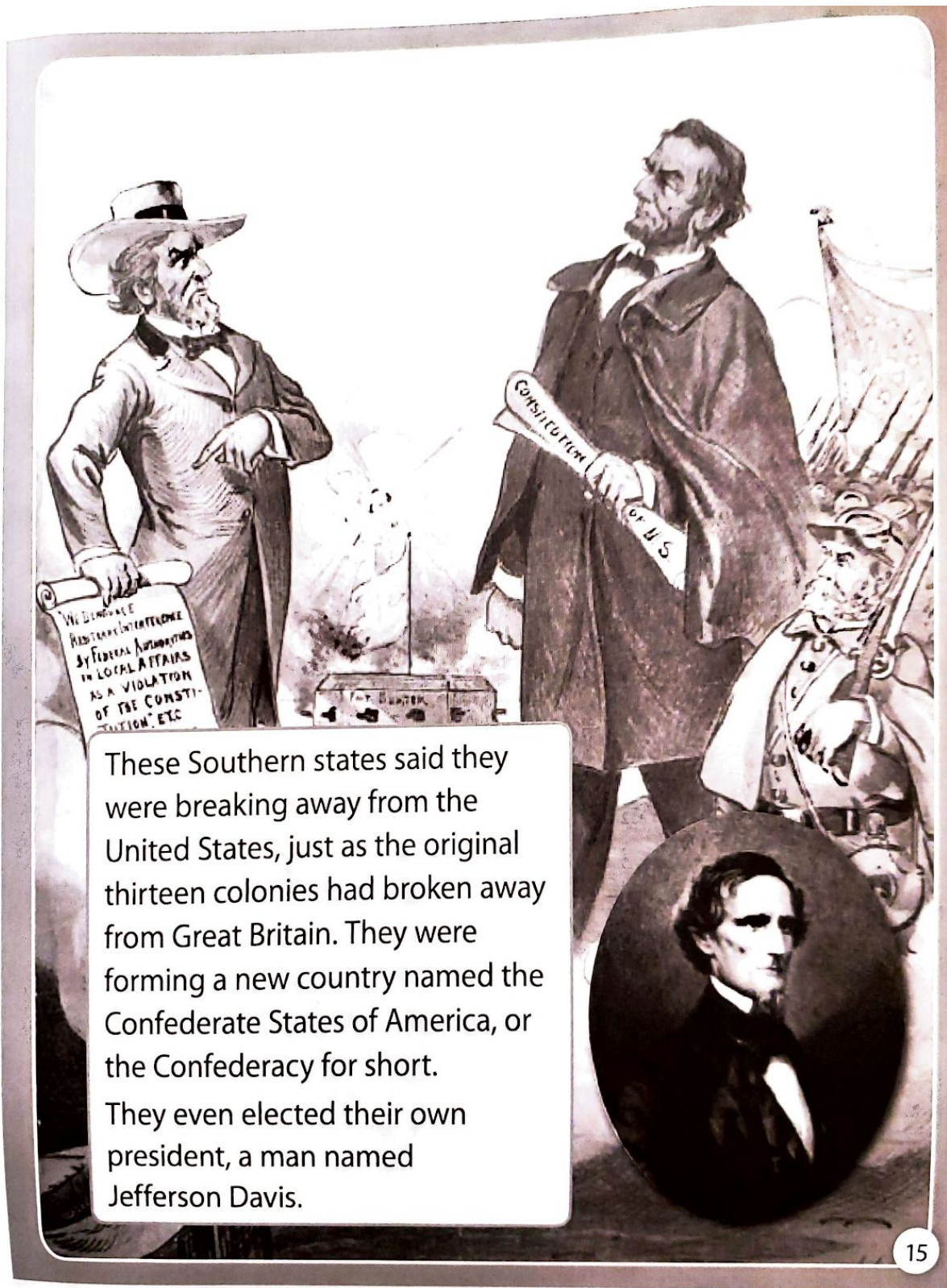
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These Southern states said they were breaking away from the United States, just as the original thirteen colonies had broken away from Great Britain. They were forming a new country named the Confederate States of America, or the Confederacy for short.

They even elected their own president, a man named Jefferson Davis.



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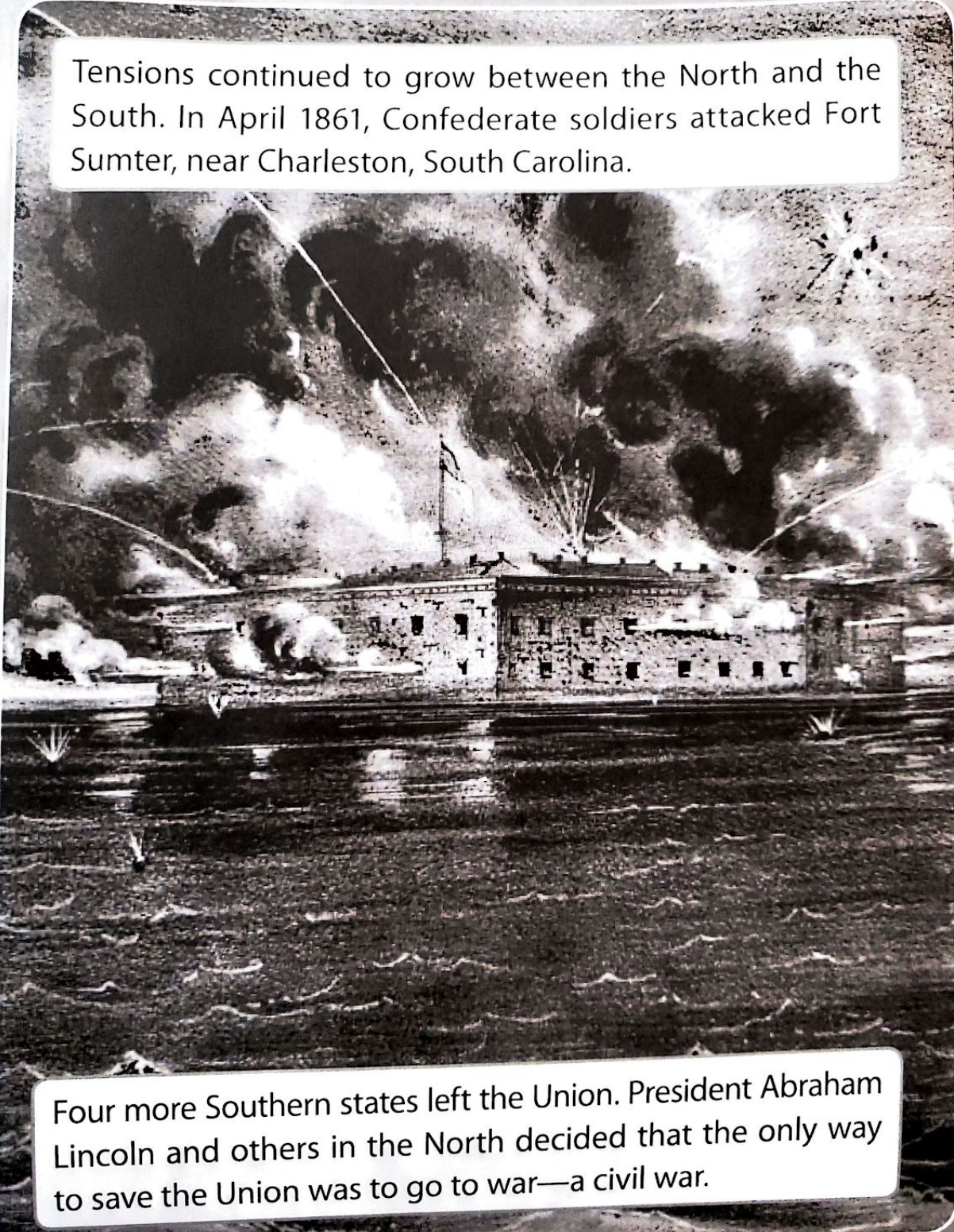
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Tensions continued to grow between the North and the South. In April 1861, Confederate soldiers attacked Fort Sumter, near Charleston, South Carolina.



Four more Southern states left the Union. President Abraham Lincoln and others in the North decided that the only way to save the Union was to go to war—a civil war.



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Friday Daily Overview Assessment Day 4/3/20

Spalding	Assessment: Read all 30 words and example sentences. Students will write the word without markings. Your scholar's teacher needs to see this assessment.
Literature	Finish up any remaining chapters or questions.
Poetry	Recite your Poem Animal Crackers by Christopher Morley to a grown-up and have them use the rubric to see how well you know the poem from memory! Remember to speak loudly and clearly. Don't talk too fast
Writing	Independent Work: Finish writing any summaries you might not have completed.
Math	PA - Read Friday's lesson in Slideshow Fractions I - Scholar should do 2B Textbook worksheets pg. 65-67 as the assessment. PA - Parents should correct Scholar's work and have Scholar correct mistakes with parents guidance.
History	For History please complete the Friday assessment labeled Slavery in the United States and Lincoln. This activity is to be done independently. Your scholar's teacher needs to see this assessment.
Science	None

I=Independent or PA=Parent Assisted



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Animal Crackers
By: Christopher Morley

Student: _____

Date: _____

Animal crackers, and cocoa to drink,
That is the finest of suppers, I think;
When I'm grown up and can have what I please
I think I shall always insist upon these.

What do you choose when you're offered a
treat?

When Mother says, "What would you like best to
eat?"

Is it waffles and syrup, or cinnamon toast?
It's cocoa and animals that I love the most!

The kitchen's the cosiest place that I know:
The kettle is singing, the stove is aglow,
And there in the twilight, how jolly to see
The cocoa and animals waiting for me.

Daddy and Mother dine later in state,

Accuracy _____/10

Stanzas complete and correctly memorized

Cues Needed: _____

Volume _____/5

Voice projects loudly and clearly enough to be
heard across room (but not shouting)

Articulation _____/5

Words clearly articulated, pace of speech (not
too fast, not too slow), voice inflection

Posture _____/5

Standing confidently (not leaning on wall or the
object, not swaying nervously, not wringing
hands, etc)

Audience _____/5

Was a respectful audience member



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With Mary to cook for them, Susan to wait; But they don't have nearly as much fun as I Who eat in the kitchen with Nurse standing by; And Daddy once said he would like to be me Having cocoa and animals once more for tea!	
--	--

Math Friday Assessment Key

Friday Assessment 2B Textbook Pg. 65-67

1.(a) 1, 5

(b) 4, 5

2. (a) $\frac{1}{6}$

(b) 3, 8; $\frac{3}{8}$

3. (a) $\frac{3}{7}$

(b) $\frac{5}{6}$

4. (a) $\frac{4}{9}$

(b) $\frac{4}{6}$

(c) $\frac{5}{12}$

(d) $\frac{7}{10}$

5. $\frac{1}{4}$

6. $\frac{1}{8}$, $\frac{1}{5}$, $\frac{1}{2}$

7. (a) $\frac{2}{5}$

(b) $\frac{6}{7}$

(c) $\frac{7}{9}$



Slavery in the United States and Lincoln: Friday Assessment Answer Key

1. Tell me about the house that Abraham Lincoln lived in as a child.

Lincoln lived in a small log cabin that had a dirt floor and was far away from other people.

2. How did young Abe Lincoln learn new things?

Young Abe Lincoln learned new things by reading and studying and repeating words on his own.

3. What nickname did young Abe earn?

Young Abe earned the nickname "Honest Abe."

4. Who were the abolitionists?

The abolitionists were people who were against slavery. They wanted to abolish, or get rid of, slavery.

5. What did it mean to be a free state?

A free state was a place where slavery was not allowed.



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Student Packet 2nd Grade

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Monday Daily Agenda

3/30/20

Spalding You need: Spalding Pink Book	<input type="checkbox"/> Complete dictation with a parent.
Literature	<input type="checkbox"/> Read chapter 11 of <i>The Cricket in Times Square</i> . Answer comprehension questions on a sheet titled Chapter 11.
Poetry	<input type="checkbox"/> Poetry Bingo! Recite your Poem Animal Crackers by Christopher Morley and mark off the boxes as you go!
Writing	<input type="checkbox"/> Using your writing notebook, write a 3-4 sentence summary of Chapter 11 of <i>The Cricket in Times Square</i> using your best Spalding print (no cursive).
Math	<input type="checkbox"/> Do Math Sprint <input type="checkbox"/> Read Slide show with a parent and answer any questions mentally. <input type="checkbox"/> Do 2B workbook pages 92-93
History	<input type="checkbox"/> History will start on Wednesday, April 1
Science: You need: Science Notebook, Scissors, glue, and insect anatomy worksheet.	<input type="checkbox"/> After you have read about what makes an insect and insect, cut and paste the insect anatomy worksheet into your science journal. Then label it correctly using the word bank.
PE	<input type="checkbox"/> You will follow Coach Johnson's Spell Your Name Fitness.



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Chapter Eleven Comprehension Questions Pp. 87-95

The Cricket in Times Square

Vocabulary - Use context clues to determine the meaning of the words below.

subsided(88)

salvage(90)

melancholy(91)

Comprehension Questions - write the answers in the space provided.

1. How did the Bellinis get to the newsstand? Pp. 87-88
2. When Paul told them about the animals escaping from the fire, what was Mama's reaction? Pp. 89-90
3. What made Chester start to sing the melancholy Italian folk song? Pp. 91-92
4. What happened to Mama's ultimatum? Pp. 94-95



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Poetry Bingo

How many ways can you say your poem, Animal Crackers?

(no peeking at the paper)

Complete as many boxes as you need to get 4 in a row!

How many 4's in a row can you get today?

Under a table	In the shower	To your parents	In your bed
Outside	Loudly	To your neighbor/friend	At the dinner table
Upside down	In a whisper	Sang as a song	With an accent
To your pet/stuffed animal	On your couch	With motions (make up your own)	Behind a curtain/door

Math Sprints (Choose operation that you have currently not mastered) Set the timer for 5 minutes!



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Adding with Some Regrouping (A)

Find each sum.

$$\begin{array}{r} 5 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +7 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +9 \\ \hline \end{array}$$



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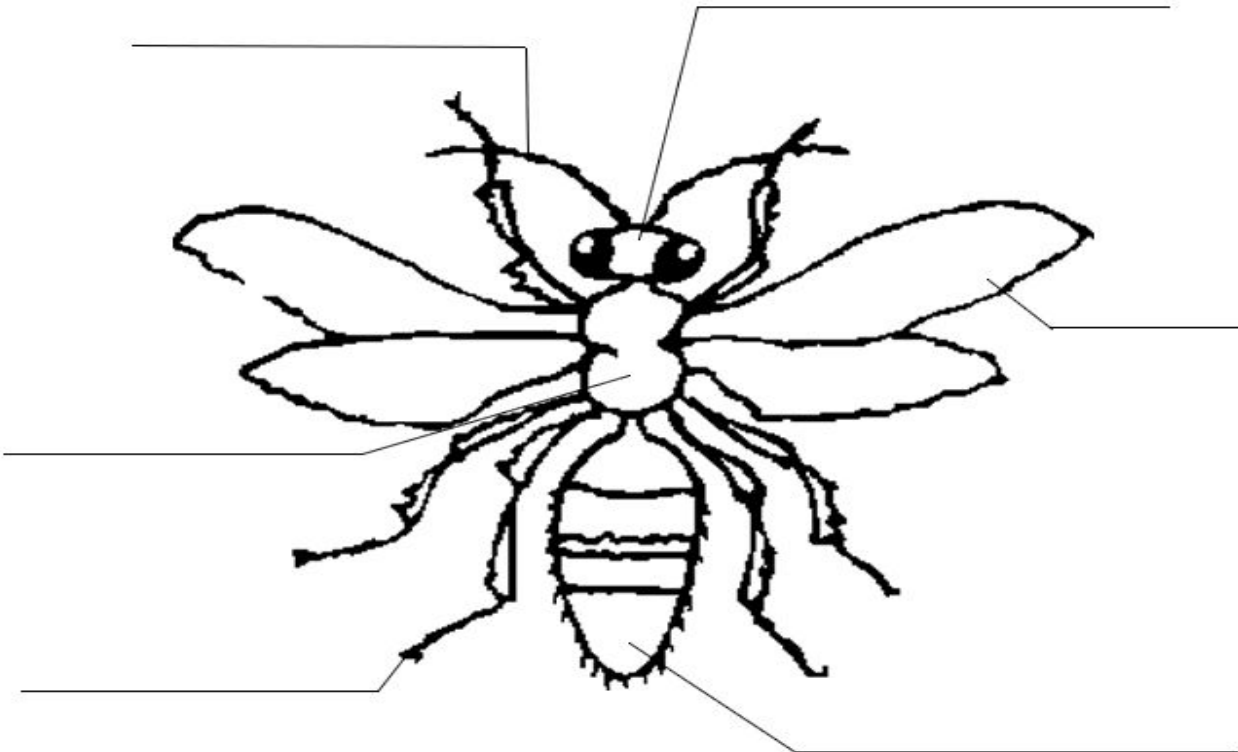
Student Packet 2nd Grade

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Science

Directions: Label the parts on the insect using the word bank. Then glue it in your Science Notebook.

Insect Anatomy



Word Bank
abdomen
antennae
head
legs
thorax
wings

PE



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P.E: SPELL YOUR NAME- FITNESS FUN

A- 10 jumping jacks

B- 5 push-ups

C- 2 burpees

D- 20 high knees (get those knees up!!)

E- 30 crunches

F- 10 mountain climbers (on the ground, push up position)

G- 5 squats

H- 20 second wall sit

I- 30 second plank

J- 15 jumping jacks

K- 10 sit ups

L- 30 second steam engine

M- 15 frog kicks

N- 10 Cobras

O- 20 high knees

P- 30 second plank

Q- 30 second wall sit

R- 20 jumping jacks

S- 10 mountain climbers

T- 5 push ups

U- 5 squats

V- 10 Cobras

W- 15 frog kicks

X- 10 mountain climbers

Y- 20 jumping jacks

Z- 30 second wall sit

Spell your first and last name! Now challenge your siblings! See if your parents/guardian can do it! Show them how to do each exercise!



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Tuesday Daily Agenda

3/31/20

Spalding	<input type="checkbox"/> Complete dictation with a parent.
Literature	<input type="checkbox"/> Read chapter 12 of <i>The Cricket in Times Square</i> . Answer the comprehension questions for Chapter 12.
Poetry	<input type="checkbox"/> Choose your favorite stanza and draw a picture of it then write a sentence that says what the picture is about.
Writing	<input type="checkbox"/> Using your writing notebook, write a 3-4 sentence summary of Chapter 12 of <i>The Cricket in Times Square</i> using your best Spalding print (no cursive).
Math	<input type="checkbox"/> Do Math Sprint <input type="checkbox"/> Read Tuesday's lesson in Slideshow <input type="checkbox"/> Do 2B workbook pages 94-95
History	<input type="checkbox"/> History will start on Wednesday, April 1
Science You need: Science Notebook, Scissors, glue, and praying mantis worksheet.	<input type="checkbox"/> Read about life cycles. Then put the stages of a praying mantis life cycle in the correct order.
Art	<input type="checkbox"/> Early Renaissance



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Chapter Twelve Comprehension Questions Pg 96 - 104

The Cricket in Times Square

Vocabulary - Use context clues to determine the meaning of the word below.

implore(104)

Comprehension Questions - write the answers in the space provided.

1. How did Mr. Smedley react when the Bellinis told him the cricket could play music? Pp. 99-100
2. What did Mr. Smedley say about Chester's performance after he had Chester play the musical scale for him? Pp. 102-103
3. How was Chester going to become well-known? Pp. 103-104



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Poetry

Directions: Pick your favorite stanza and draw a picture of it! Then write a sentence telling what is happening in your picture!



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Math Sprints (Choose operation that you have currently not mastered) Set the timer for 5 minutes!

Subtraction Facts to 18 (A)

Calculate each difference.

$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$
---	--	---	--	---	--	---	--

$\begin{array}{r} 13 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$
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$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$
--	---	--	---	---	--	---	--

$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$
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$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$
--	---	--	---	---	---	---	---

$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -7 \\ \hline \end{array}$
---	--	--	---	---	--	---	---

$\begin{array}{r} 12 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$
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$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ -8 \\ \hline \end{array}$
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Student Packet 2nd Grade

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Science

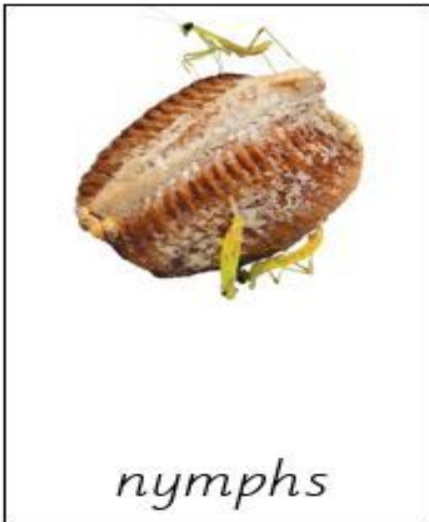
Directions: Cut and paste pictures in the correct order in your science notebooks. Draw the arrows to show the correct order. *Challenge: What other insect life cycles do you know? Draw and label them in your science notebooks.*



soft egg case



hard egg case



nymphs



praying mantis

Second Grade Art

Hello friends!

Today we are moving onto the Early Renaissance! This was an amazing time in history when people were excited about art, poetry, sculptures, and trying to make paintings look realistic. That means the artists wanted the people, places, or things in the painting to look like a photograph. A few of the best artists of the Early Renaissance were Da Vinci, Donatello, and Raphael.

Before going to the next page answer the question:

1. What shapes can you find in the picture?



Early Renaissance

Title: Dome of Florence

Location: Florence, Italy

Medium: Brick and Marble

Date: 1420 - 1436

The Dome of Florence is part of a church. It is known for a hole at the top of the dome called an oculus.



Here is the view of the oculus if you are standing in the middle of the room and looking up.
Parents/Guardians: If you are able to go on GoogleEarth or Youtube those are great resources for virtual tours of the Dome.

Today you are going to practice drawing the Dome on your own and copy the notes from above just like we do in

our sketchbooks. Remember it's just practice. Do your best!

Early Renaissance

Title:

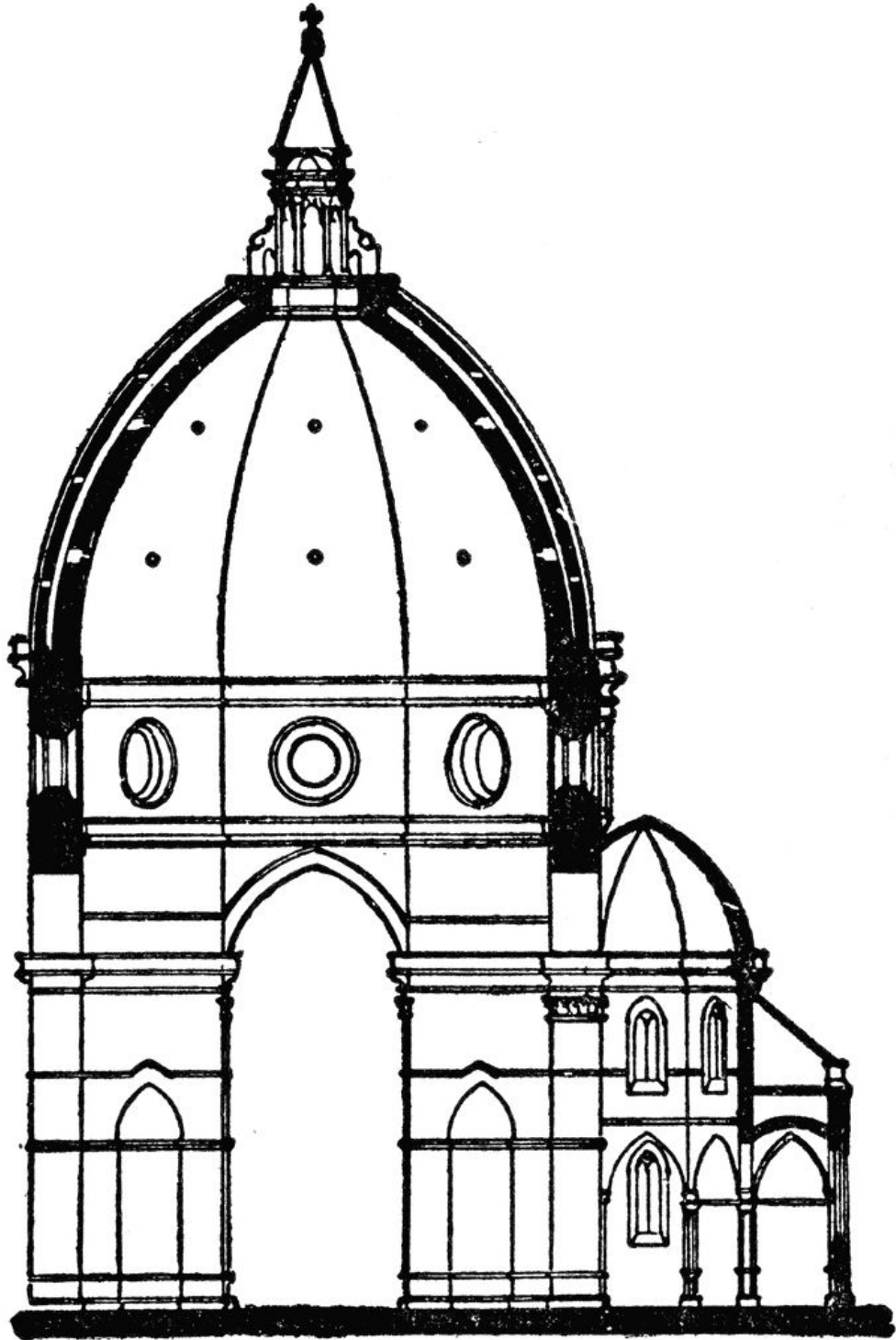
Location:

Medium:

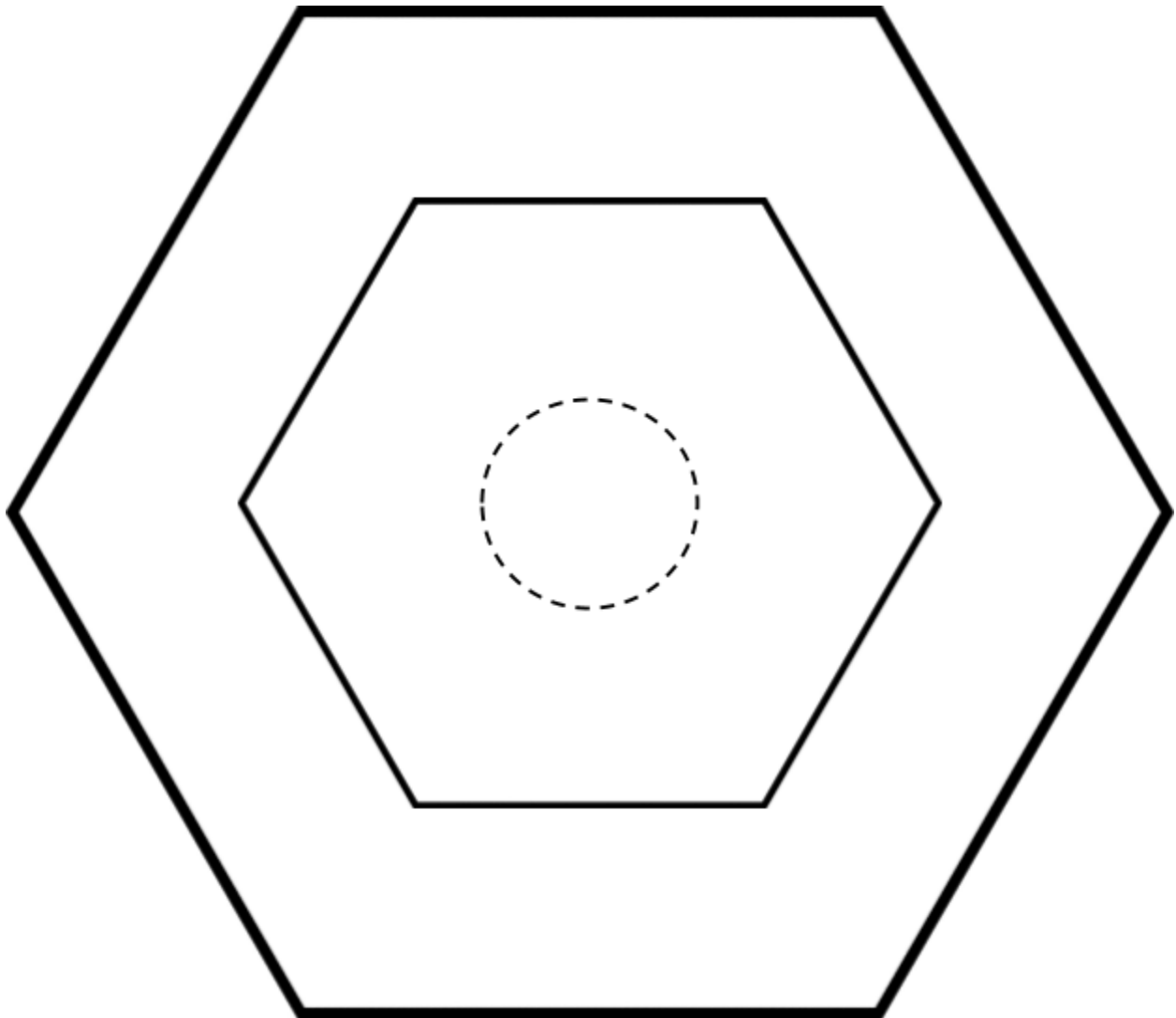
Date:



If you'd like to keep making art color in this coloring page of the Dome of Florence Cathedral! You can try using the real colors or go crazy using lots of different colors. Remember to color in the lines to make your drawing nice and neat.



If you'd like a challenge you can draw the inside of your own dome. Try drawing people, patterns, or anything else you'd like! Remember, the circle in the middle, or oculus, is empty! When you finish you can cut out the dome and put it on a window to see the sky coming through the inside hole. To cut out the middle circle fold the hexagon in half and cut on the dotted line while it is still folded. Have fun!





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Student Packet 2nd Grade

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Wednesday Daily Agenda

4/1/20

Spalding You need: Pink Spalding notebooks	<input type="checkbox"/> Complete dictation with a parent.
Literature	<input type="checkbox"/> Read chapter 13 of <i>The Cricket in Times Square</i> . Answer the comprehension questions from the sheet titled. Chapters 13.
Poetry	<input type="checkbox"/> Act out the poem while reciting it. Then answer the questions.
Writing	<input type="checkbox"/> Using your writing notebook, write a 3-4 sentence summary of Chapter 13 of <i>The Cricket in Times Square</i> using your best Spalding print (no cursive).
Math	<input type="checkbox"/> Do Math Sprint <input type="checkbox"/> Read Wednesday's lesson in Slideshow <input type="checkbox"/> Scholar should do workbook pages 96-99
History	<input type="checkbox"/> Answer this question: "What did I learn from this lesson?" Use your History notebook. Make sure you use your best Spalding handwriting. Use complete sentences. Put the date on your page.
Science	<input type="checkbox"/> Nothing
Special Music	<input type="checkbox"/> Melody and Rhythm worksheet



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Chapters Thirteen Comprehension Questions Pg. 105-115 The Cricket in Times Square

Vocabulary - Use your context clues to determine the meaning of the words below.

exhausting (112) _____

Comprehension Questions - write the answers in the space provided.

1. As Chester warmed up his wings to chirp and began to play, what happened?

Pp. 105-106

2. What did Chester notice about what the time of year it was? Pp. 113-114

3. What remarkable thing did Mario say about Chester being so melancholy? P. 115



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Student Packet 2nd Grade

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Poetry

Directions: Act out Animal Crackers while reciting it to anyone (mom, dad, grandparents, pets, or stuffed animals). Then answer the questions below.

Which stanza was your favorite to act out?

Which stanza was the most difficult to act out? Why?

If you could give this poem a different title, what would it be?



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Student Packet 2nd Grade

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Math Sprints (Choose operation that you have currently not mastered) Set the timer for 5 minutes!

Multiplication Facts to 81 (A)

Determine each product.

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

Melody and Rhythm

We are going to do some lessons with the song Snail, Snail.

Sing the song.

**Snail, Snail, Snail, Snail
Go Around and Round and Round**

You will need these for the lesson:

Whole Note (Tah-ah-ah-ah)



Quarter Note (Tah)



Two Eighth Notes (Tah-Dee)



1. Write a whole note on the correct line or space
So is on the middle line

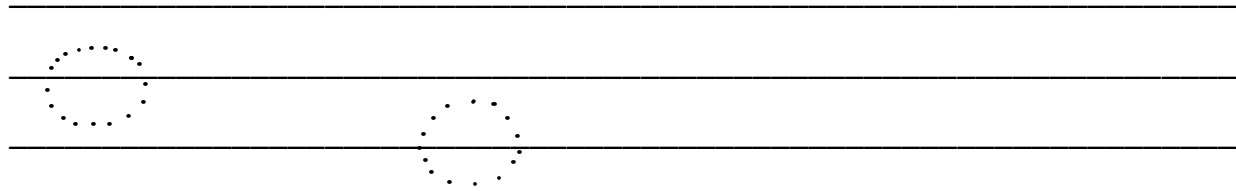
Remember: If So is on a line, Mi is on the line below it. If So is on a line, La is on the space above it

So

Mi

So

Mi

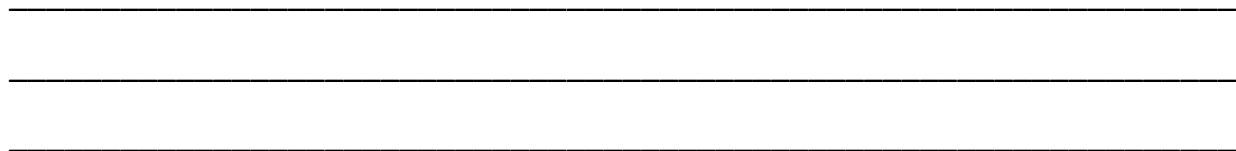


So

La

So

Mi



2. Now write the whole notes when So is on a space.

So is on the second space.

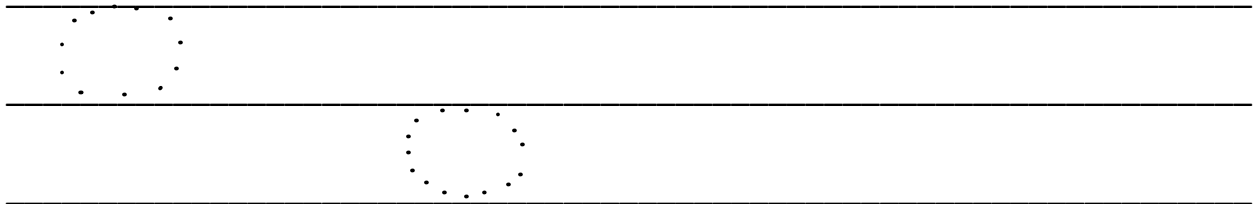
Remember: If So is on a space, Mi is on the space below it. If So is on a space, La is on the line above it

So

Mi

So

Mi

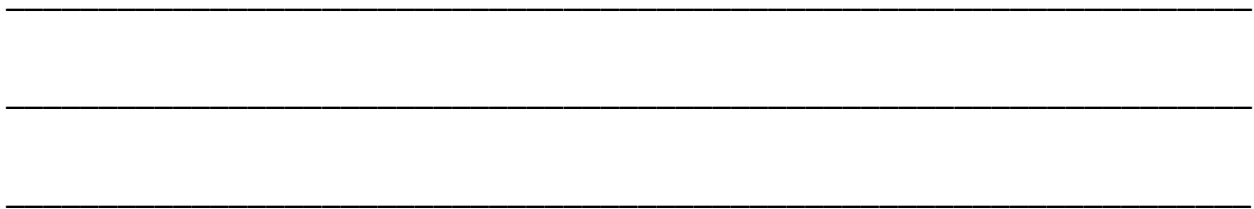


So

La

So

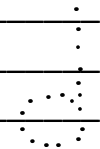
Mi

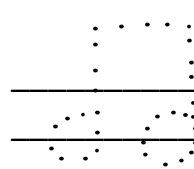


3. Write the rhythm AND the melody when So is on a line. One sound is a quarter note (tah), two sounds are two eighth notes (tah-dees).

Rhythm = quarter and eighth notes

Melody = So, Mi, La

So	Mi	So	Mi
			
Snail	Snail	Snail	Snail

SoSo	LaLa	SoSo	Mi
			
Go A---	Round And	Round And	Round

.



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Student Packet 2nd Grade

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Thursday Daily Agenda

4/2/20

Spalding You need: Spalding paper	<input type="checkbox"/> Complete dictation with a parent.
Literature	<input type="checkbox"/> Read chapter 14 of <i>The Cricket in Times Square</i> . Answer the rest of the comprehension questions from the sheet titled Chapters 13 & 14.
Poetry	<input type="checkbox"/> Fill in the blanks! Recite the poem and fill in the missing words.
Writing	<input type="checkbox"/> Using your writing notebook, write a 3-4 sentence summary of Chapter 14 of <i>The Cricket in Times Square</i> using your best Spalding print (no cursive).
Math	<input type="checkbox"/> Do Math Sprint <input type="checkbox"/> Read Thursday's lesson in Slideshow <input type="checkbox"/> Scholar should do workbook pages 100-102
History	<input type="checkbox"/> In your History notebook answer the following question: "Why did the North and South go to war?" Use your best Spalding handwriting. Use complete sentences. Put the date on your page.
Science	<input type="checkbox"/> Nothing
Specials Latin	<input type="checkbox"/> On the Farm activity



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Chapter Fourteen Comprehension Questions Pg 116 - 124 The Cricket in Times Square

Vocabulary - Use your context clues to determine the meaning of the words below.

dreadfully (119) _____

encore (122) _____

Comprehension Questions - write the answers in the space provided.

1. How did Chester begin to sound? Pp. 116-117
2. What shocking news did Chester have for Tucker? Pp. 116-117
3. How far did the sound of Chester's last concert carry? Pp. 123-124



Poetry

Directions: Can you fill in these blanks to complete the poem?

(do it without looking at the poem)

Animal Crackers

By: Christopher Morley

Animal _____ and _____ to drink,
That is the _____ of suppers, I _____;
When I'm _____ up and can _____ what I please
I _____ I shall always insist upon _____.

What do you _____ when you're offered a _____ ?
When _____ says, "What would you like _____ to eat?"
Is it _____ and syrup, or cinnamon _____ ?
It's _____ and animals _____ I love the most!

The _____ the _____ place that I know:
The kettle is _____, the stove is _____,
And there in the _____, how _____ to see
The _____ and _____ waiting for me.

Daddy and Mother _____ later in _____,
With _____ to cook for them, _____ to wait;
But they _____ have nearly as much _____ as I
Who _____ in the kitchen with _____ standing by;
And Daddy _____ said he would _____ to be me
_____ cocoa and animals once more for _____ !



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Student Packet 2nd Grade

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Math Sprints (Choose operation that you have currently not mastered) Set the timer for 5 minutes!

Division Facts (A)

Calculate each quotient.

$\frac{24}{\div 3}$	$\frac{63}{\div 7}$	$\frac{28}{\div 7}$	$\frac{72}{\div 8}$	$\frac{7}{\div 1}$	$\frac{27}{\div 3}$	$\frac{1}{\div 1}$	$\frac{6}{\div 3}$	$\frac{16}{\div 8}$	$\frac{25}{\div 5}$
$\frac{3}{\div 3}$	$\frac{54}{\div 9}$	$\frac{49}{\div 7}$	$\frac{25}{\div 5}$	$\frac{24}{\div 4}$	$\frac{45}{\div 5}$	$\frac{24}{\div 4}$	$\frac{24}{\div 8}$	$\frac{45}{\div 9}$	$\frac{56}{\div 8}$
$\frac{27}{\div 3}$	$\frac{35}{\div 7}$	$\frac{48}{\div 6}$	$\frac{35}{\div 5}$	$\frac{7}{\div 7}$	$\frac{20}{\div 4}$	$\frac{5}{\div 1}$	$\frac{20}{\div 5}$	$\frac{32}{\div 4}$	$\frac{10}{\div 5}$
$\frac{63}{\div 9}$	$\frac{40}{\div 8}$	$\frac{30}{\div 6}$	$\frac{7}{\div 1}$	$\frac{45}{\div 5}$	$\frac{30}{\div 6}$	$\frac{40}{\div 5}$	$\frac{5}{\div 5}$	$\frac{24}{\div 8}$	$\frac{9}{\div 9}$
$\frac{81}{\div 9}$	$\frac{63}{\div 9}$	$\frac{28}{\div 7}$	$\frac{63}{\div 7}$	$\frac{14}{\div 7}$	$\frac{54}{\div 9}$	$\frac{54}{\div 9}$	$\frac{9}{\div 9}$	$\frac{16}{\div 8}$	$\frac{24}{\div 3}$
$\frac{25}{\div 5}$	$\frac{42}{\div 6}$	$\frac{72}{\div 9}$	$\frac{24}{\div 8}$	$\frac{21}{\div 3}$	$\frac{21}{\div 7}$	$\frac{8}{\div 1}$	$\frac{1}{\div 1}$	$\frac{18}{\div 3}$	$\frac{18}{\div 6}$
$\frac{36}{\div 9}$	$\frac{24}{\div 6}$	$\frac{5}{\div 1}$	$\frac{15}{\div 3}$	$\frac{8}{\div 8}$	$\frac{9}{\div 9}$	$\frac{9}{\div 3}$	$\frac{21}{\div 3}$	$\frac{4}{\div 1}$	$\frac{48}{\div 6}$
$\frac{28}{\div 7}$	$\frac{42}{\div 6}$	$\frac{28}{\div 7}$	$\frac{10}{\div 5}$	$\frac{5}{\div 5}$	$\frac{18}{\div 2}$	$\frac{27}{\div 9}$	$\frac{16}{\div 2}$	$\frac{14}{\div 2}$	$\frac{28}{\div 4}$
$\frac{24}{\div 4}$	$\frac{81}{\div 9}$	$\frac{6}{\div 2}$	$\frac{8}{\div 4}$	$\frac{7}{\div 7}$	$\frac{56}{\div 7}$	$\frac{9}{\div 9}$	$\frac{45}{\div 5}$	$\frac{15}{\div 5}$	$\frac{63}{\div 9}$
$\frac{8}{\div 8}$	$\frac{18}{\div 3}$	$\frac{72}{\div 9}$	$\frac{20}{\div 5}$	$\frac{7}{\div 7}$	$\frac{3}{\div 1}$	$\frac{12}{\div 6}$	$\frac{7}{\div 7}$	$\frac{24}{\div 3}$	$\frac{1}{\div 1}$

LATINA: On The Farm

Part 1 Instructions: Please look at the pictures below and say aloud the names of each animal. Pay attention to the size of each animal. Think of the difference between 'magnus' (big) and 'parvus' (small).

Lectio: On the Farm



1. porcus **magnus**



2. porcus **parvus**



3. vaca **magna**



4. vaca **parva**

Part 2: Quaesitum

1. Circle the canis (dog) that is ‘magnus.’



2. Circle the picture of the equus(horse) that is ‘parvus.’



3. Circle the picture of the animal that is ‘magnus.’





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Student Packet 2nd Grade

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Student Attendance Affidavit

My Western Hills student attended to his/her distance learning studies on the following days:

Monday, March 23, 2020

Tuesday, March 24, 2020

Wednesday, March 25, 2020

Thursday, March 26, 2020

Friday, March 27, 2020

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach or review the content or directions with your student before allowing them to make a second attempt. Reach out to your scholar's teacher via email if you need further assistance.

My scholar has completed Friday's Assessments to the best of his/her abilities and I have directed these assessments with my child's academic integrity in mind.

Parent Signature: _____

I have completed Friday's Assessments to the best of my abilities.

Student Signature: _____

Student Printed Name: _____ Class Section: _____



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8702 Ingram Road | San Antonio, Tx 78251 | Office: (210) 888-9488 | Fax: (210) 888-9484 |
www.greatheartswesternhills.org

Student Packet 2nd Grade

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Friday Daily Agenda

Assessment Day

4/3/20

Spalding You need Spalding paper	<input type="checkbox"/> Complete dictation with a parent.
Literature	<input type="checkbox"/> Finish up any remaining chapters or questions.
Poetry	<input type="checkbox"/> Recite your Poem Animal Crackers by Christopher Morley to a grown-up and have them use the rubric to see how well you know the poem from memory! Remember to speak loudly and clearly. Don't talk too fast!
Writing	<input type="checkbox"/> Finish writing any summaries you might not have completed.
Math	<input type="checkbox"/> Read Friday's lesson in Slideshow <input type="checkbox"/> Scholar will do 2B Textbook worksheets pg. 65-67 as the assessment
History	<input type="checkbox"/> Complete the test. Take your time and ask if you need something read aloud to you.
Science	<input type="checkbox"/> Nothing
Specials Art	<input type="checkbox"/> Early Renaissance Activity



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History: Friday Assessment Slavery in the United States and Lincoln

Directions: Answer the questions using your best Spalding handwriting and use complete sentences.

1. Tell me about the house that Abraham Lincoln lived in as a child?

2. How did young Abe Lincoln learn new things?

3. What nickname did young Abe earn?

4. Who were the abolitionists?

5. What did it mean to be a free state?
