



# GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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*Parent Packet*

*2nd Grade April 13-17*

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 Tuesday through Friday will be kept at home, unless stated otherwise.** 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.

This is a shortened week which means trying to accommodate a smaller time frame to deliver content. Please follow the directions for what will be turned in. This week you will notice an assessment for Latin. This assessment needs to be submitted **separately** to your scholars teacher. **The assessments for this week must be submitted on Saturday by 8:00 PM. For work submission: Please send a photo/scan via email of work to be turned in.**

We teachers will be available to provide assistance or clarification. Please reach us by email from 8AM-5PM. Thank you for your grace and patience. Stay safe and well. We are Spartan Strong and we will get through this.

Sincerely,  
GHW 2<sup>nd</sup> Grade Team

## General Packet Instructions for Parents

In this packet, you will find all of the activities and readings necessary for your student to access and complete this week's lessons. This packet is specifically arranged by days of the week, so that both parent and student can easily pace out the work needed to be done. It is up to the parent to decide the daily schedule and chunk how much for the work to do in one sitting. As much as possible, the teachers have designed the activities to be done independently. Each activity will be coded as either **I=independent activity** or **PA=parent assistance needed**. Additionally, each activity will have a suggested amount of time it should take to complete.

The only item that the students will be **submitting** is the **Friday Assessment Portion**. You will be asked to administer these assessments to your child, including giving them their "spelling test." We will give you clear instructions for anything you need to do! The parent packet is for you only, containing answer keys and resources to help at-home learning run smoothly and successfully.

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**\*\*Packet includes Friday Assessments plus Friday, Specials Activity**

April 14

<b>TUESDAY OVERVIEW</b>	
<b><u>Spalding</u></b>	<input type="checkbox"/> Read words and example sentences for Tuesday. Allow students to use spalding hands with them doing all of the leading in syllable count and well as finger spellings. Students will then write out the word on Spalding paper with markings. Discuss the meaning of the words along the way.
<b><u>Literature</u></b>	<input type="checkbox"/> <b>I</b> - Students will read chapter 4 of Charlotte’s web. They will answer vocabulary and comprehension questions.
<b><u>Writing</u></b>	<input type="checkbox"/> <b>I</b> - Students will complete a “dejected’ writing activity
<b><u>Poetry</u></b>	<input type="checkbox"/> <b>I</b> - Students will copy stanza 2 of At The Zoo by A. A. Milne
<b><u>Math (30 min.)</u></b>	<input type="checkbox"/> <b>I</b> - Scholar should do Unit 1-10 Cumulative Test. <input type="checkbox"/> <b>PA</b> - Parents should correct Scholar’s work and have Scholar correct mistakes with parent guidance.
<b><u>History (20 min.)</u></b>	No History
<b><u>Science</u></b>	<input type="checkbox"/> <b>PA</b> - Read Life Cycle of Butterfly 8A, with the corresponding picture. <input type="checkbox"/> <b>I</b> - Students will observe the pictures in the student packet. They will then record what they are observing in their science journal numbering the descriptions 1-6.
<b><u>Specials</u></b>	Please have our scholar complete the P.E. activity

## Spalding:

### Spalding Day One

Dictate ten words to your child. Please see the list below.

**PARENT:** Say the word.

Say the word in a sentence.

Says the word again.

**CHILD:** Repeats the word.

Determine the base word (and affix, if applicable).

Shows syllables with fists, sounds, and fingers.

Writes the word in syllables while saying it aloud.

Writes the markings and the rules that apply.

**TOGETHER:** Make the appropriate corrections before moving onto the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.

### Tuesday Word List

Word	Example Sentence	Notes
animal	Bears are my favorite animal.	
basin	Wash your hands in the basin.	r.4
breeze	I can feel the cool breeze of the wind.	
button	I am missing a button on my jacket.	r.29
cabbage	I like cabbage in my salad	r. 29
careful	Be careful with your sister.	r.22
cough	Cover your mouth when you cough.	
cousin	Your cousin is visiting tomorrow.	
dollars	The cost of the game is five dollars.	BW: dollar End: 's' r.29

# KEY: Charlotte's Web Chapter 4

## Vocabulary and Comprehension Questions

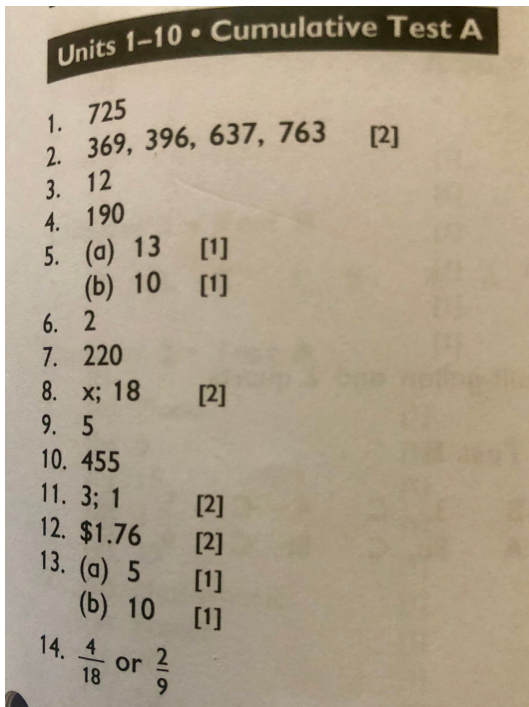
*Directions: Use your context clues to determine the meaning of the words below.*

1. Eaves p.25– the lower border of a roof that overhangs the wall
2. Occupation p.26– an activity in which one engages
3. Glutton p.29– one given habitually to greedy eating and drinking
4. Stealthily p.30–intended to escape observation
5. Dejected p.30– low in spirits
6. Endure p.31– to continue without giving in

*Directions: After reading chapter 4, answer the following questions using the lines provided*

1. Why is Wilbur sad in this chapter? It's raining and he can't do his plan; he's doesn't have any friends and he's lonely p.27
2. Describe Templeton. He's a rat; he's dug tunnels everywhere so he can get to where he wants to without being seen; he sleeps in the day and is out at night; gluttonous; 30
3. Give me three descriptive words of how Wilbur was feeling in this chapter. Lonely; despair; sad; rejected p.31
4. Who do you think spoke to Wilbur about being his friend? Charlotte p.31

## Math Tuesday Answer Key



### Science:

Directions: Read text with the corresponding pictures linked in the newsletter. Then complete the assignment.



← Show image 8A-6: Butterflies

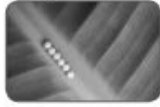
3 [Use a ruler to show students these lengths.]

Did you know that there are about 25,000 different kinds of butterflies in the world? Butterflies vary in size from about one-eighth of an inch, to almost twelve inches in size.<sup>3</sup> The largest butterfly in the world is the Queen Alexandra Birdwing. Its wingspan is twelve inches wide! It lives in the rainforests of Papua New Guinea. The smallest butterfly is the Western Pygmy Blue from Africa.

Incredibly, butterflies can only fly when their bodies are warm enough. The butterfly's body temperature must be 85°F for them to take to the air.<sup>4</sup> When they do, the fastest butterflies can fly at 12 mph. They cannot move at all if their body temperature drops below 55°F.<sup>5</sup> Well, now that you know some interesting facts about butterflies, it's time to find out about their life cycle.

4 85°F is the temperature on a warm, summer day.

5 55°F is the temperature on a chilly day.



← **Show image 8A-7: Butterfly eggs**

6 Here, the word *round* refers to the shape of the eggs. The word *round* also can mean to go or pass around something.

7 [Show students something that is cylinder-shaped in your classroom for reference.]

A butterfly begins its life as an egg that has been produced by its mother. Butterfly eggs can be round or oval.<sup>6</sup> There are even some that are cylindrical in shape.<sup>7</sup> The shape of the egg often depends on the kind of butterfly that laid the egg.

Female butterflies lay their eggs on the leaves of plants. They do this so that when their young hatch, there is food right there for them to eat. They choose these leaves carefully, selecting only the leaves that their young will eat. Depending on the kind of butterfly, it can take from six days to twenty days for the eggs to hatch.



← **Show image 8A-8: Butterfly larva**

8 Let's try to move like caterpillars!

Can you guess what hatches out of a butterfly egg? Well, it isn't a butterfly. It is actually a tiny caterpillar, also called a **larva**. A caterpillar is a small creature that moves by squeezing its muscles. It squeezes its muscles starting at the back end of its body and moving up to its head. This movement pushes the caterpillar forward.<sup>8</sup>

A caterpillar also uses its muscles to eat. The caterpillar's job is to eat as much as it can. A caterpillar eats the egg that sheltered it. Then it begins to eat the leaf on which it was born. The tiny caterpillar keeps on eating, devouring all the leaves around it. Caterpillars don't sleep, so they eat during the day and at nighttime, too. They grow very quickly.

9 What happens when you outgrow your clothes?

Because caterpillars grow so quickly, they outgrow their skin. This means that because their skin does not grow with them the way yours does, they **molt**, or shed, their outer skin to reveal new skin underneath. They do this repeatedly until they are fully grown. Some caterpillars even eat their own old skin!<sup>9</sup>

A caterpillar is usually fully grown somewhere between nine and twenty days. At this stage, the caterpillar will leave its food supply and go in search of a safe, leafy place to enter into the next stage of its life cycle. Once in this safe place, it attaches itself to a twig or small branch by making a silk pad on the bottom of the branch or twig. The caterpillar then hooks itself onto the silk pad.



← **Show image 8A-9: Pupa in chrysalis**

In the next stage, the caterpillar forms a protective outer casing called a pupa, or chrysalis. The formation of the chrysalis is the final stage of molting, or shedding outer skin. When it molts for the final time, the new skin becomes the outer shell of the chrysalis.

Inside the chrysalis something incredible happens. The caterpillar transforms from one thing into another in the process called metamorphosis.



← **Show image 8A-10: Newly hatched butterfly**

Think about what a caterpillar looks like when it is fully grown, just before metamorphosis. It is small and round. When it emerges from the chrysalis, it is no longer a caterpillar but a delicate, beautifully colored butterfly with wings. The caterpillar's body has completely changed. (For some butterflies it is sometimes possible to tell when the butterfly is fully transformed and ready to emerge because its chrysalis becomes **transparent**, or see-through.) The butterfly does not look anything like the small, round-bodied creature it used to be. Instead of mouthparts that chew, the butterfly has a straw-like tube that can suck nectar from sweet-tasting flowers. It has antennae. This metamorphosis takes between ten to fourteen days to complete.

At first, the butterfly's wings are very delicate. They are quite soft and are folded up, not yet ready to carry the butterfly up into the air. It will take several hours before the butterfly is ready to take to the sky. During this time, a fluid is being pumped all around the butterfly's body, especially into the wings. When the butterfly is ready to fly, it is also ready to find a mate.



← **Show image 8A-11: Butterfly body parts**

Butterflies use their eyes to find a mate. Male butterflies send out special scents to attract female butterflies. Male butterflies fertilize the eggs of female butterflies. The life cycle begins all over again as female butterflies search for the right places to lay their eggs.

Amazingly, female butterflies use their feet to find the best place to lay their eggs. The butterfly “tastes” various leaves using her feet to find just the right home for her young. She knows that when her eggs hatch, they will need an instant food supply.



← **Show image 8A-12: Migration**

Did you know that butterflies do not live for a very long time? Many butterflies live for just about one month. There are even some that live for just a matter of days. However, there are a few, such as the Monarch butterfly, that can live for almost a year and in the fall migrate thousands of miles.<sup>10</sup>

10 What does the word *migrate* mean again?



← **Show image 8A-13: Butterfly Life Cycle**

During their lifetime, butterflies help to pollinate our flowering plants. Because they are cold-blooded and like only warm weather, we only see them in the late spring and summer. But when we do, they are a beautiful sight to see in our gardens and parks. Perhaps now that you know all about the life cycle of a butterfly, when you next see one, you will appreciate them even more.

## Science Answer Key

1.



The first stage in a caterpillar's life is the egg.

2.



Caterpillars have eaten their fill. They are heading to the top of the cup to make their chrysalis.

3.



Caterpillars' chrysalis' are upside down and they need to find a safe place to do that. This is what it looks like right before their chrysalis is made.

4.



The caterpillars are now in their chrysalis.

5.



The caterpillar has now emerged from its chrysalis and formed a new insect, the butterfly.

6.

**What kind of butterfly is this? Monarch**



April 15

<b>WEDNESDAY OVERVIEW</b>	
<b><u>Spalding</u></b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Read words and example sentences for Wednesday. Allow students to use spalding hands with them doing all of the leading in syllable count and well as finger spellings. Students will then write out the word on Spalding paper with markings. Discuss the meaning of the words along the way.</li></ul>
<b><u>Literature</u></b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Students will read chapter 5 of Charlotte's Web. They will answer vocabulary and comprehension questions.</li></ul>
<b><u>Writing</u></b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Exterior Interior activity</li></ul>
<b><u>Poetry</u></b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Students will do Poetry Bingo to practice stanza 2</li></ul>
<b><u>Math</u></b>	<ul style="list-style-type: none"><li><input type="checkbox"/> I Scholar should do addition Math Sprint</li><li><input type="checkbox"/> PA - Read Wednesday's lesson in Slideshow <a href="#">Time</a></li><li><input type="checkbox"/> PA - Watch the BrainPop Jr <a href="#">Clocks</a> and take the quiz.</li><li><input type="checkbox"/> I - Scholar should do 2B Workbook pg. 115-118.</li><li><input type="checkbox"/> PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.</li></ul>
<b><u>History</u></b>	No History
<b><u>Science</u></b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Students will complete the quiz by answering the questions and drawing the missing stages.</li><li><input type="checkbox"/> <b>**You must turn this in to your teacher!</b></li></ul>
<b><u>Specials</u></b>	Please have your scholar complete the Music activity.

## Spalding:

### Spalding Day One

Dictate ten words to your child. Please see the list below.

**PARENT:** Say the word.

Say the word in a sentence.

Says the word again.

**CHILD:** Repeats the word.

Determine the base word (and affix, if applicable).

Shows syllables with fists, sounds, and fingers.

Writes the word in syllables while saying it aloud.

Writes the markings and the rules that apply.

**TOGETHER:** Make the appropriate corrections before moving onto the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.

### Wednesday Word List

Word	Example Sentence	Notes
{excuse	There is no excuse for hitting.	r.20
{excuse	“Excuse me, how much is this toy?”	r.20
island	New York is on an island.	
grief	I am struck with grief over the loss of my dog.	r.12
guard	My dog is a great protector and guard.	
guilty	The jury found him guilty.	BW:guilt End: ‘y’ I must write guilt and add my ending ‘y’ to make the word guilty. r.6
hungry	I have not eaten all day and I am hungry.	r.6
language	My first language is English.	
{laughter	There is a lot of laughter in our house.	BW: laugh end:ter
{laugh	I always laugh the hardest when I am with my friends.	

KEY: Charlotte's Web Chapter 5  
Vocabulary and Comprehension Questions

**Vocabulary**

*Directions: Use context clues to determine the meaning of the following words.*

1. Decent p.32 adjective – appropriate; satisfactory
2. Mysterious p.34 adjective – exciting wonder, curiosity, or surprise
3. Objectionable p.35 adjective – undesirable; offensive
4. Meekly p.35 adverb – enduring injury with patience and without resentment;  
submissive
5. Inheritance p.39 noun- to possess from someone
6. Gamble p.41 verb – to bet on an uncertain outcome

**Comprehension questions**

1. Why did Wilbur have a difficult time sleeping? He was anxious for morning so he could meet his new friend p.33
2. Describe Charlotte. Friendly; nearsighted; a spider; has eight legs; pretty; tells the truth p.37
3. What did Charlotte say that finally convinced Wilbur that catching bugs and drinking their blood was ok? If she didn't, bugs would otherwise multiply and take over the world p.40
4. What did goose know about Wilbur that he did not? Mr. Zuckerman and Lurvy were going to kill him at Christmastime p.40

## Writing Activity for Charlotte's Web Chapter 5

In this chapter you read, "Underneath [Charlotte's] bold and cruel *exterior*, she had a kind heart..." The exterior of something is its outside surface or the area outside of something. For example: *The game was canceled due to rain. On the exterior my friend seemed alright, but I knew she was feeling sad on the inside.*

Can you describe the exterior of something? Look around your home. Pick an object. Describe its exterior. Write the object on the short line then describe it on the long line.

1. Answers will vary \_\_\_\_\_ : \_\_\_\_\_

The opposite of exterior is interior. If exterior means the outside, interior would mean the inside! Read the following list. Circle whether it's an exterior or interior.

- |    |                                  |                        |                        |
|----|----------------------------------|------------------------|------------------------|
| 2. | The skin of an orange            | Interior               | <b><u>exterior</u></b> |
| 3. | The apple seeds in an apple      | <b><u>interior</u></b> | exterior               |
| 4. | The outside walls of your home   | interior               | <b><u>exterior</u></b> |
| 5. | The inside walls of your bedroom | <b><u>interior</u></b> | exterior               |
| 6. | Your own skin                    | interior               | <b><u>exterior</u></b> |

# Wednesday Answer Key

## Unit 11

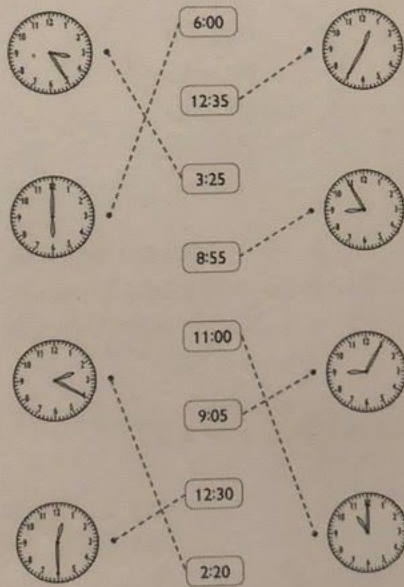
### Exercise 1 (p. 115-118)

1. 20, 25, 30, 35, 40, 45, 50, (55, 60)

The time is 50 minutes after 2 o'clock.

2. (a) 1:00 → 20 minutes after 1 o'clock, 1:20  
(b) 4:00 → 15 minutes after 4 o'clock, 4:15  
(c) 10:00 → 35 minutes after 10 o'clock, 10:35

3.



## Science Quiz- Answer Key

**\*\*This must be turned in to your teacher.\*\***

1. How does a butterfly begin its life?



A butterfly begins its life as an egg.

2. What is the next stage called when the caterpillar forms a protective case?

When a caterpillar forms a protective case, this is called the chrysalis or pupa stage.

3. What are the four stages in the life cycle of a butterfly?

The four stages in the life cycle of a butterfly are egg, larva/caterpillar, chrysalis/ pupa, and butterfly.

<p>1.</p> 	<p>2.</p> <p><b>Students should draw a caterpillar.</b></p>	<p>3.</p> 	<p>4.</p> <p><b>Students should draw a butterfly.</b></p>
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## April 16

<b>THURSDAY OVERVIEW</b>	
<b><u>Spalding</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review of 20 words. Pretest. Read all 20 words and example sentences. Students will write the word without markings.</li> </ul>
<b><u>Literature</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I</b> - Students will read chapter 6 of Charlotte's Web and answer the vocabulary and comprehension questions.</li> </ul>
<b><u>Writing</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I</b> - Description of Templeton</li> </ul>
<b><u>Poetry</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I</b> - Students will do Poetry Bingo!</li> </ul>
<b><u>Math</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I</b> - Do Multiplication Math Sprint.</li> <li><input type="checkbox"/> <b>PA</b> - Read Thursday's lesson in Slideshow <a href="#">Time</a></li> <li><input type="checkbox"/> <b>I</b> - Scholar should do 2B Workbook pg. 119-121</li> <li><input type="checkbox"/> <b>PA</b> - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.</li> </ul>
<b><u>History</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> This reading exercise is <b>PA</b> or <b>parent assist</b>. Read Chapter 6, <b>The War Ends</b> to your scholar.</li> <li><input type="checkbox"/> Next, your scholar will answer questions in their History notebook. <b>This doesn't need to be turned into your scholar's teacher.</b> This will be an <b>I</b> or <b>independent</b> exercise for your scholar. <b>An Answer key has been provided.</b> Your scholar will answer the following: What happened after Grant became leader of the Union Army? Where did General Lee surrender? How did Grant act toward Lee and his soldiers? What did Confederate soldier have to do in order to go home? Which side won the Civil War: the United States or the Confederacy?</li> </ul>
<b><u>Science</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No science</li> </ul>
<b><u>Specials</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Please have your scholar complete the Art activity.</li> </ul>

Spalding Pre-Test

Directions: Read all 20 words and example sentences. Students will write the word without markings.


KEY: Charlotte's Web Chapter 6  
Vocabulary and Comprehension Questions

**Vocabulary**

*Directions: Use context clues to determine the meaning of the following words.*

1. Hoisted p.43 verb – to raise into position
2. Anxious p.44 adjective – uneasiness of mind; worried
3. Unremitting p.44 adjective - constant
4. Morals p.46 adjective – principles of right and wrong in behavior
5. Compunctions p.46 noun – anxiety from guilt; distress of mind
6. Appalled p.47 adjective- affected by strong feelings of shock
7. Untenable p.47 adjective – not able to be defended or occupied

**Comprehension questions**

1. Give three reasons why the book says the happiest and fairest days on the farm are in early summer. Blossoms and lilacs with bees; temperature is warm; school ends; cutting of the hay and put in the loft of the barn; birds, nests and eggs; plenty of things for a child to chew (dandelion stem); goose eggs hatch p.42
2. Why did the geese worry about Templeton? He would kill a gosling if he could get away with it p.46
3. What did Charlotte say would happen if the egg broke? It would be such a strong smell that no one could handle living in the barn, it's a stink bomb p

# Thursday Answer Key

## Exercise 2 (p. 119-121)

1. (a) 5, 3; 5, 3      (b) 25, 12; 25, 12  
(c) 20, 3; 20, 3      (d) 10, 5; 10, 5
2. (a) 10, 6      (b) 15, 7  
(c) 15, 7      (d) 25, 8
- 3.



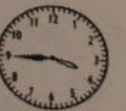
9:30



10:05



2:10



3:45



5:25

## **Background Information for History:**

### Later Battles of the War

What became known as the Overland Campaign was one of five components in Grant's overall strategic plan for May 1864 that included campaigns in Alabama, Georgia, and Virginia. After his appointment to commanding general, Ulysses S. Grant designed a plan to apply pressure at many points in the Confederacy. He hoped Union armies would strike at the same time in Alabama, Georgia, and three parts of Virginia, including the Shenandoah Valley and the Confederate capital at Richmond. This multifaceted series of attacks, he hoped, would overwhelm the armies defending the Confederacy.

### Sherman's March to the Sea

As Lee had taken the war to the North, Union General William Tecumseh Sherman took the war to the heart of the South. Sherman was promoted often to replace Grant as Grant took on greater responsibilities for the Union army. In 1864, Sherman and his force of one hundred thousand soldiers invaded Georgia from Tennessee and then captured and burned Atlanta. With sixty-two thousand men, he marched to the coast, where they captured Savannah and then wheeled north. They engaged the Confederate army of General Joseph E. Johnston in a running fight until Johnston surrendered near Durham Station, North Carolina.

Sherman's campaign effectively split the Confederacy. Sherman's advance through Georgia to Savannah is known as Sherman's "March to the Sea." Carrying out Grant's orders to destroy supply sources for the Confederate army, Sherman and his soldiers tore up railroads, burned houses, and destroyed crops. This was one of the first instances of the kind of war sometimes called "total war," in which an effort is made not only to destroy the enemy's armies, but to destroy the infrastructure and morale of the society at large. Sherman's attacks demoralized the civilian population and inspired much hatred among Southerners.

### Fall of Richmond to Union Forces

In the first two years of the war, battles had been fought to take Richmond, the capital of the Confederacy, but the Union forces had always failed due to the timidity of McClellan and other Union generals. In May 1864, Grant advanced aggressively to take Richmond. He pushed Lee and his army ahead of him, and by August, Lee had been forced back to Petersburg, not far from Richmond. For nine months, Grant besieged Lee's army at Petersburg and other areas around Richmond. Finally, on April 2, 1865, when Grant launched an attack, Lee abandoned Petersburg. Soon after, the Union army marched into Richmond.

## The Surrender at Appomattox

Even though Jefferson Davis had left Richmond with what was left of the Confederate government, once the capital had fallen it was only a matter of days until the Confederacy collapsed. Lee and his army had retreated across Virginia to the little town of Appomattox Court House, Virginia, where they were trapped by Union forces. On April 9, Lee said to his fellow officers, "There is nothing left for me but to go and see General Grant, and I had rather die a thousand deaths." Lee raised the white flag, Grant and Lee agreed to surrender terms, and the Civil War was effectively over.

The surrender terms, which were quite generous, stated that 1) officers and enlisted men could go free; 2) rifles had to be surrendered, but officers could keep their sidearms (pistols and swords); 3) any soldier who had a horse could keep it, as it would be needed for plowing; and 4) Lee's starving men would be given Union rations.

## The War Ends

The Confederate army had been weakened at the Battle of Gettysburg. It was time for Grant to lead the Union army and go after Lee.



Many terrible battles, such as the Battle of the Wilderness, were fought in Virginia. In most of these battles, Grant lost more men than Lee, but he never stopped advancing and attacking, and he gradually closed in on Richmond—the capital of the Confederacy.

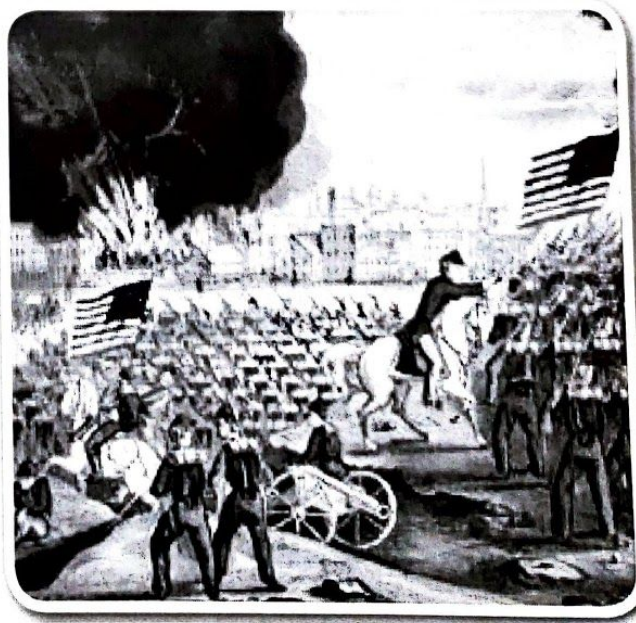




At the same time, one of Grant's generals was leading his men across the South. The general's name was William Tecumseh Sherman. He and his men marched through Georgia, tearing up railroad tracks, which stopped the movement of Confederate soldiers and supplies.



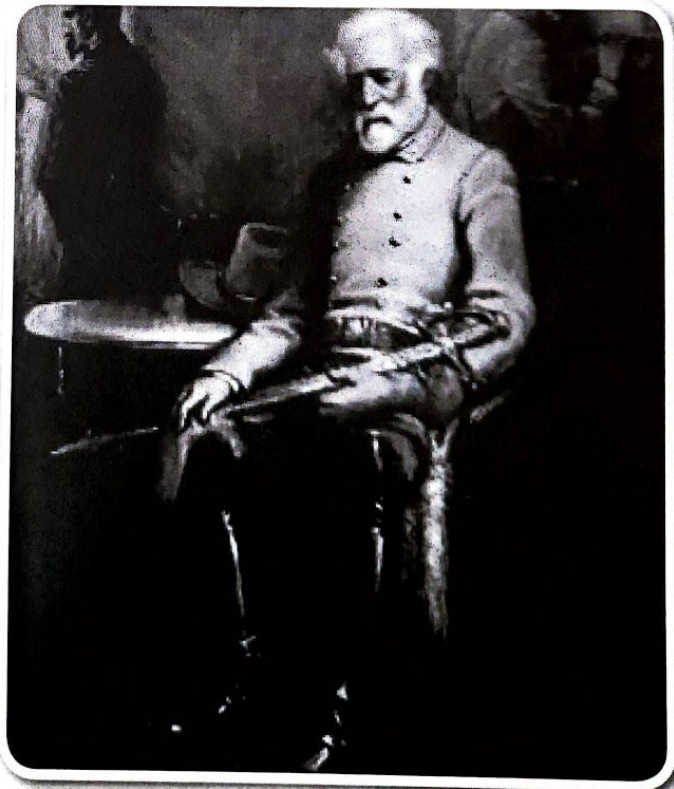
Sherman and his men burned the city of Atlanta and then set off for Savannah. By this time, the Confederate soldiers were running out of supplies.



While Sherman marched to the sea, Grant was chasing Lee's army. In April 1865, Grant's soldiers captured Richmond. About one week later, Grant stopped Lee and his men in Virginia, near the town of Appomattox Court House. Lee saw that it was hopeless.



On April 9, 1865, Robert E. Lee went to Appomattox Court House to surrender to Ulysses S. Grant. Lee put on a special uniform. Around his waist he wore a silk sash. A sword hung from his belt. The Confederate general was ready to meet with Grant.



Ulysses S. Grant did not want to punish the Confederate soldiers. He was kind to Robert E. Lee and his men. Robert E. Lee accepted the terms of surrender, which called for the Confederates to stop fighting and to hand over their weapons.



Each Confederate soldier signed a paper that said he would not take up arms against the United States again. This signed paper allowed the soldiers to make their way home. After four years of fighting, the Civil War was finally over.



## Chapter 6 : The War Ends: **Answer key**

1. What happened after Grant became leader of the Union Army?

**Grant led the Union army into many terrible battles, in which many Union soldiers died. But he kept going until he and the Union army closed in on Richmond.**

2. Where did General Lee surrender?

**General Lee surrendered at Appomattox Court House in Virginia.**

3. How did Grant act toward Lee and his soldiers?

**Grant was kind to Lee and his soldiers.**

4. What did Confederate soldier have to do in order to go home?

**To go home, Confederate soldiers had to sign a paper that said they would not take up arms against the United States again.**

5. Which side won the Civil War: the United States or the Confederacy?

**The United States won the Civil War.**

## April 17

<b>FRIDAY OVERVIEW</b>	
<b><u>Spalding</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Test: Read all 20 words and example sentences. Students will write the word without markings.</li> </ul>
<b><u>Literature</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I</b> - Students will complete a short quiz over Charlotte's Web chapters 1-6</li> </ul>
<b><u>Poetry</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I</b> - Students will write the second stanza of the poem At the Zoo from memory.</li> </ul>
<b><u>Math</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I</b> - Scholar should do Tests 1A and 2A <b>Send completed tests to teacher.</b></li> <li><input type="checkbox"/> <b>PA</b> - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.</li> </ul>
<b><u>History</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> This exercise is <b>PA</b> or <b>parent assistance</b>. Please read Ch 2 Harriet Beecher Stowe and Harriet Tubman to your scholar.</li> <li><input type="checkbox"/> Next, have your scholar watch (The video is 2:07) <a href="https://www.youtube.com/watch?v=1OF4C2CQac4">https://www.youtube.com/watch?v=1OF4C2CQac4</a></li> <li><input type="checkbox"/> You will need to explain what <b>resilience</b> means.</li> <li><input type="checkbox"/> After the video your scholar will have an <b>I</b> or <b>independent activity</b>. This will be their assessment for History. <b>Your scholar's teacher needs to see this.</b> Encourage your scholar to use their best Spalding handwriting and complete sentences. On wide rule paper, your scholar will answer the following questions:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Briefly describe Harriet Tubman's life in 3-4 complete sentences. Then answer: What virtues did Harriet Tubman possess?</li> </ul> </li> </ul>
<b><u>Science</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No science</li> </ul>
<b><u>Specials</u></b>	Please have your scholar complete the Latin activity



# Friday Answer Key

## Unit 11: Time

### Chapter 1 • Test A

1. 6
2. (a) 6:10 [1]  
(b) six ten [1]  
(c) 10 [1]  
(d) 10 [1]
3. (a) 3:25 [1]  
(b) 25 [1]
4. (a) 8:20 [1]  
(b) 20 [1]
5. 5

### Chapter 1 • Test B

1. A    2. D    3. B    4. C    5. D  
6. D    7. A    8. C    9a. D    9b. D

### Chapter 2 • Test A

1. 1:45
2. (a) 8:55 [1]  
(b) eight fifty-five [1]  
(c) 55 [1]  
(d) 5 [1]  
(e) 5 [1]
3. (a) 2:35 [1]  
(b) 25; 3 [1]
4. (a) 50; 5 [1]  
(b) 10; 6 [1]

C  
B

### Chapter 2 • Test B

4. B    5. B

History Background Information:

## **Abolitionists**

During the course of unfolding political events, ordinary people—many of them slaves or former slaves—actively opposed slavery, giving voice to what became known as the abolitionist movement. The most notable African American abolitionist was Frederick Douglass, an escaped slave, who wrote an autobiography describing his life as a slave in Maryland and later published the abolitionist newspaper, *The North Star*.

Influential white abolitionists included William Lloyd Garrison, who published *The Liberator*, another abolitionist newspaper, and Harriet Beecher Stowe, who wrote *Uncle Tom's Cabin*, which sold more than three hundred thousand copies in its first year. The novel describes the life of the gentle slave Tom, who eventually dies at the brutal hands of the overseer.

## **The Underground Railroad**

The idea of the Underground Railroad possibly dates back to as early as the late 1700s, when Quakers in Philadelphia and New Jersey began to aid the escape of enslaved Africans and African Americans. We do not know who came up with the metaphor of the “railroad,” the reference to the houses where runaway slaves rested along the way as “stations” or “stops,” and the leader of the escaping slaves as the “conductor.” We do know that by the early 1800s, there were stops on the Underground Railroad across a large section of the Northeast and Midwest. The most active time for its use was from the 1830s to 1861, when the Civil War began.

The Underground Railroad operated mainly in the Midwest and Northeast, although there are authenticated stations in Virginia, West Virginia, Florida, and Colorado. The Underground Railroad was a network of houses, farmsteads, churches, and Quaker meetinghouses, or stations, where escaping slaves would be safe. Conductors, the people who helped move the escaped slaves, might be an African American blacksmith in one town and a white merchant in another.

In the beginning, most escaping slaves were single men, but later, women and children also took the “train” north. They walked under cover of night and rode in the false

bottoms of farm wagons and in closed carriages. Slave catchers sometimes pursued them with hunting dogs. Estimates of the number of slaves who escaped through the Underground Railroad vary considerably. Because of the need for secrecy, few records were kept, so it is difficult to know with certainty. It is important to note that although the percentage of enslaved people who escaped was very small, the political, emotional, and ideological impact was very large.

## Harriet Tubman

Harriet Tubman was born in 1820 on the Eastern Shore of Maryland to Harriet and Benjamin Ross, who were field hands and slaves. Her grandparents had been born in Africa and carried to the Americas in chains. When Tubman was thirteen, she tried to save another slave from punishment, and her owner hit her so hard with a rock that he fractured her skull. As a result of this injury, she had blackouts for the rest of her life.

At twenty-two, she was married by order of her owner to a freed slave named John Tubman. When she learned that she and several of her family of eleven were to be sold downriver, meaning into the Deep South, she escaped to Philadelphia and went to work in a hotel. However, she was concerned about her family and began making trips on the Underground Railroad to bring them north to freedom. It is believed that Tubman made nineteen trips and brought some three hundred men, women, and children to freedom, including her parents. Because she did not keep written records (it would have been too dangerous if they had ever been found), we will never really know the exact numbers.

Tubman was a strict conductor. As Eloise Greenfield says in her poem “Harriet Tubman,” which is listed in the *Core Knowledge Sequence* for this grade, Tubman “didn’t take no stuff.” She carried a gun and threatened to shoot any passenger who talked too much or was tired and ready to give up. Southern white people offered a massive reward for her capture, but Tubman swore that she would not be taken alive. In fact, she never got caught. When the Civil War began, Tubman became a scout and a spy for the Union.

## Harriet Beecher Stowe and Harriet Tubman

Harriet Beecher Stowe was one of the people who spoke out against slavery. She wrote a book called *Uncle Tom's Cabin*. The book is about the lives of slaves in the South at this time. The main character is Tom, a kind, old slave. Another character is a mean slave owner named Simon Legree.



Harriet Beecher Stowe

135,000 SETS, 270,000 VOLUMES SOLD.

### UNCLE TOM'S CABIN

**FOR SALE HERE.**

IN EDITION FOR THE MILLION, COMPLETE: IS 1 VOL. PAPER 21 1/2 CENTS.  
 - " IS GERMAN. IS 1 VOL. PAPER 20 CENTS.  
 - " IS 2 VOLS. CLAYTON & PALMER, PRICE 61.25.  
 SUPER ILLUSTRATED EDITION, IS 1 VOL. WITH 132 ENGRAVINGS.  
 PRICES FROM 45.00 TO 60.00.

**The Greatest Book of the Age.**

In the story, some of the slaves try to run away and are chased down by slave catchers. *Uncle Tom's Cabin* was a hit. It was turned into a play. Over the years, millions of people bought the book and saw the play. *Uncle Tom's Cabin* made people think about the suffering of slaves in the South.

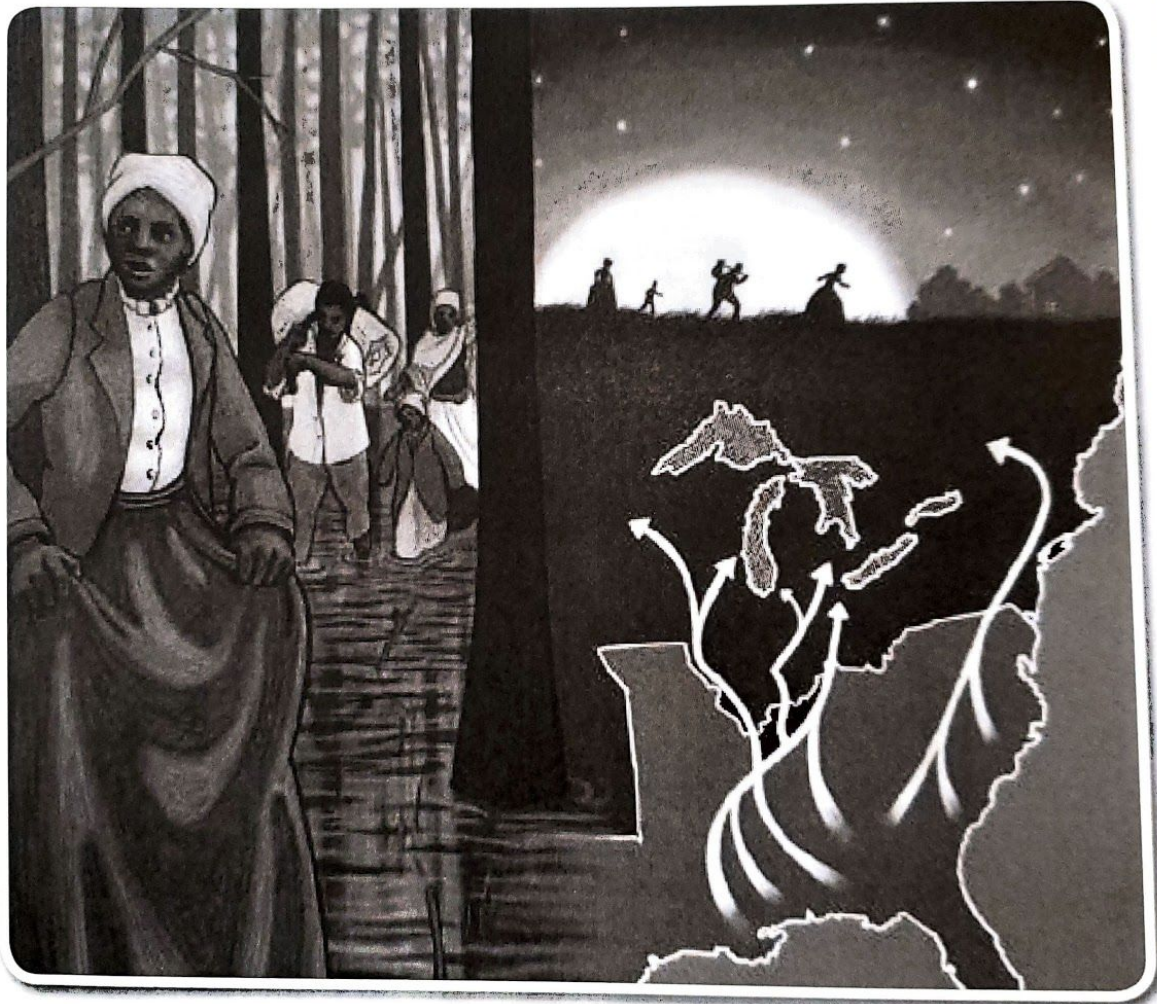
Harriet Tubman knew what it was like to be a slave. She had been one herself. In 1849, she escaped from the South to the North.



Many people would have been happy just to escape. But Harriet Tubman was very brave. She went back to the South to rescue her family and other slaves. She made at least nineteen trips into the South and helped to free hundreds of enslaved people.



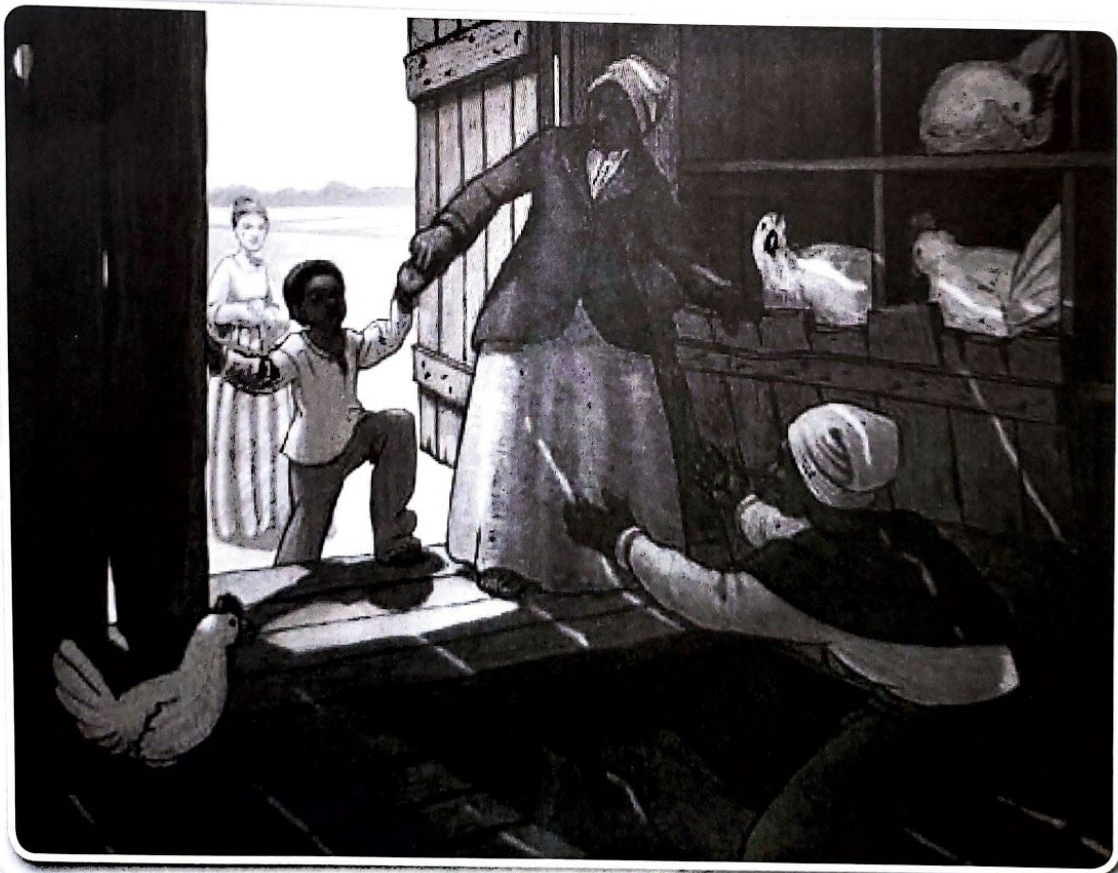
Harriet Tubman was part of a group of people who worked to help slaves escape to the North or to Canada. They organized the Underground Railroad. The Underground Railroad wasn't really a railroad, and it didn't really go underground.



It was called a railroad because runaway slaves were given transportation from one place to the next. And it was called underground because this work was a secret.

Helpers, or guides such as Harriet Tubman, were called "conductors." The conductors had to think of all kinds of sneaky tricks to keep the slaves from getting caught. They traveled at night.

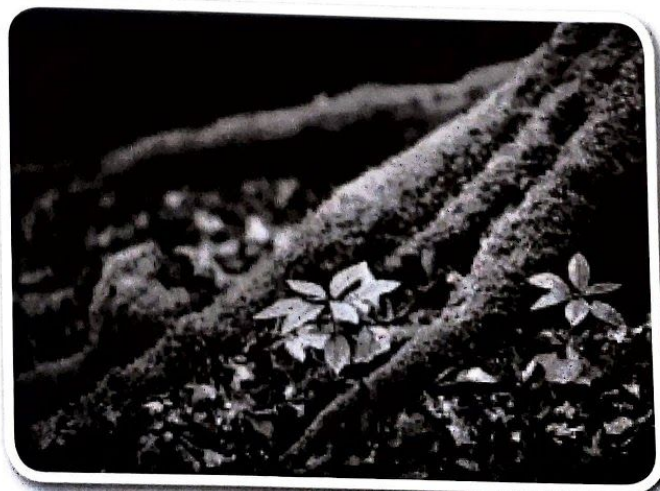
They hid their "passengers" in attics and basements during the daytime. These safe spots were known as "stations."



The conductors also knew how to survive in the wilderness. They knew which plants and berries were safe to eat. They studied the stars in the sky to figure out the way North.



When the sky was too cloudy to see the stars, the conductors would feel around the bottoms of trees. Moss usually grows on the north side of trees, and north was where they were going.



## Submission Checklist

**Please send the following assignments to your scholars teacher on Friday 4/17.**

- Student Affidavit
- Spalding: 20 word Test
- ELA: Charlotte's Web Quiz Chapters 1-6
- Poem: Stanza 2 written from memory
- Science: Science Quiz
- Math: 1A and 2A Tests
- History: Paper on Harriet Tubman



# GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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*Student Packet*

*2nd grade April 13-17*

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# Student Packet

April 14

<b>TUESDAY OVERVIEW</b>	
<b><u>Spalding</u></b>	<input type="checkbox"/> Complete dictation with a parent in your pink Spalding notebook.
<b><u>Literature</u></b>	<input type="checkbox"/> Read chapter 4 of Charlotte's Web. Then answer the vocabulary and comprehension questions
<b><u>Writing</u></b>	<input type="checkbox"/> 'Dejected' writing activity
<b><u>Poetry</u></b>	<input type="checkbox"/> Read the 2nd stanza of At The Zoo. Copy the 2nd stanza. Say it as you write it.
<b><u>Math</u></b>	<input type="checkbox"/> <b>I</b> - Scholar should do Unit 1-10 Cumulative Test. <input type="checkbox"/> <b>PA</b> - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.
<b><u>History</u></b>	No History
<b><u>Science</u></b>	<input type="checkbox"/> <b>First:</b> Read Life Cycle of Butterfly 8A, with a parent. <input type="checkbox"/> <b>Next:</b> Observe the pictures in the student packet. <input type="checkbox"/> <b>Last:</b> Record what you are observing in your science journal numbering your answers 1-6.
<b><u>Specials</u></b>	Please complete the PE activity that Coach Johnson has prepared

## Spalding Homework:



Great Hearts Western Hills  
Spalding Homework: K-2

Grade: 2 Day of Week: 4/13 (~~Mon~~/Tue/Wed)

Dear Parents,

Please dictate the following words/phonograms to your child. Say each word, then say it in a sentence, and then say the word again. Your child writes the *word* and *markings*, as seen below. He/she does not include the *rules* they learned in class, as rules are only done in classwork. You will then help your child make appropriate corrections, immediately, before moving on to the next word. When you complete all the words, your child will need to fold their blank sheet of paper so the words do not show. Repeat this entire process two more times, so each word has been practiced a total of 3 times, but the words have never been copied. Thank you!

an i mal
ba sin
breene
but ton $\bar{5}$ r.29
cab bage $\bar{3}$ r.29
care ful $\bar{3}$ r.22
cough $\bar{4}$
cous in $\bar{4}$ $\bar{2}$
dol lar's $\bar{2}$ r.29

### Further Instructions:

Child should label his/her paper with the title *Spalding Homework*, as well as write his/her name, grade, and the date. The intention of Spalding homework is to practice applying phonogram knowledge and rules to spelling, as well as practice proper letter formation. Please instruct your child to use his/her best handwriting and to re-write any words that were not written with care.

Charlotte's Web Chapter 4  
Vocabulary and Comprehension Questions

*Directions: Use your context clues to determine the meaning of the words below.*

1. Eaves - \_\_\_\_\_
2. Occupation - \_\_\_\_\_
3. Glutton - \_\_\_\_\_
4. Stealthily - \_\_\_\_\_
5. Dejected - \_\_\_\_\_
6. Endure - \_\_\_\_\_

*Directions: After reading chapter 4, answer the following questions using the lines provided*

1. Why is Wilbur sad in this chapter? \_\_\_\_\_

\_\_\_\_\_

2. Describe Templeton.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Give me three descriptive words of how Wilbur was feeling in this chapter.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

4. Who do you think spoke to Wilbur about being his friend? \_\_\_\_\_

---

---

### Chapter 4 Writing

In chapter 4, you heard that Wilbur felt “friendless, dejected, and hungry . . .” If you feel dejected, you feel sad and miserable.

Example: When his dog Bo ran away, Jeremiah felt dejected for two days until his return.

Have you ever felt dejected? Try to use the word dejected in this writing response “I felt dejected once when . . .”


# At the Zoo (stanza 2)

By A. A. Milne

*Directions: Read the second stanza of the poem At The Zoo. Copy the stanza on to the lines provided. Say the words as you write them.*

There are badgers and bidgers and bodgers, and a Superintendent's House,  
There are masses of goats, and a Polar, and different kinds of mouse,  
And I think there's a sort of a something which is called a wallaboo -  
But I gave buns to the elephant when I went down to the Zoo!

---

(Title)


Cumulative  
**Test A** Units 1-10

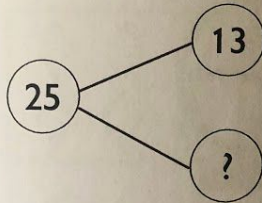
1. 7 hundreds 2 tens 5 ones = \_\_\_\_\_

2. Arrange the numbers in order.  
Begin with the smallest.

369, 763, 637, 396

\_\_\_\_\_

3.

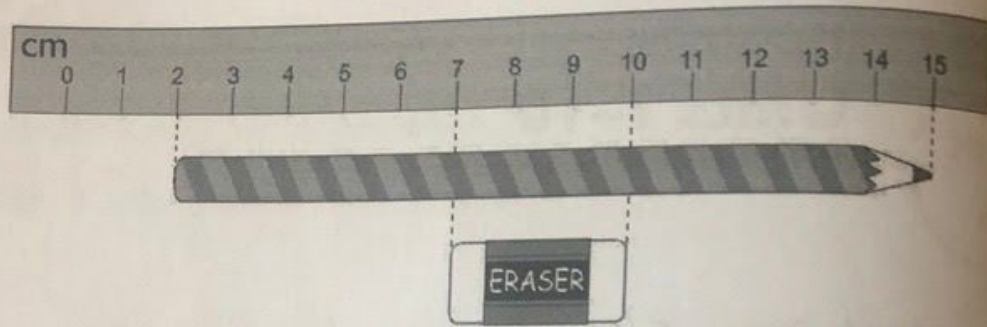


13 and \_\_\_\_\_ make 25.

4. Terry has 173 stamps.  
He has 17 fewer stamps than his sister.

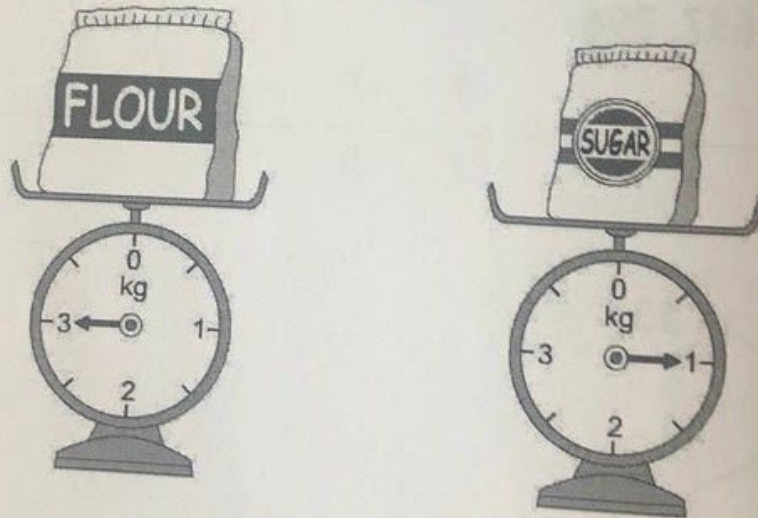
His sister has \_\_\_\_\_ stamps.

5.



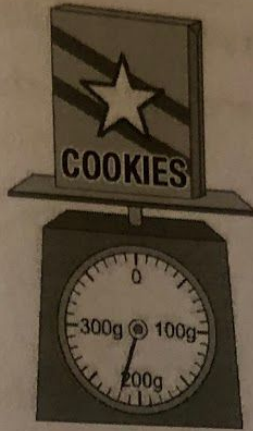
- (a) The length of the pencil is \_\_\_\_\_ cm.
- (b) The pencil is \_\_\_\_\_ cm longer than the eraser.

6.



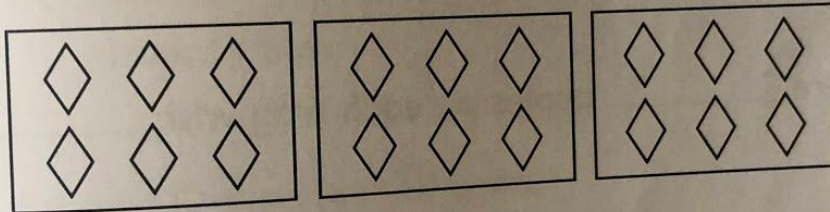
The bag of flour weighs \_\_\_\_\_ kg more than the bag of sugar.

7.



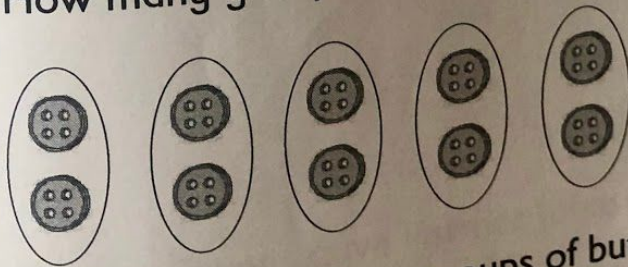
The bag of cookies weighs \_\_\_\_\_ g.

8. Fill in the  $\bigcirc$  with  $+$ ,  $-$ ,  $\times$  or  $\div$ .  
Write the answer in the blank.



$3 \bigcirc 6 =$  \_\_\_\_\_

9. Divide 10 buttons into groups of 2.  
How many groups of buttons are there?



There are \_\_\_\_\_ groups of buttons.

10. There were 356 adults and 99 children at a fair.  
How many people were there at the fair?

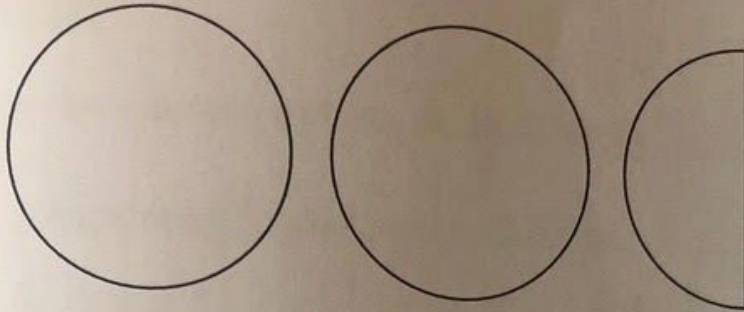
There were \_\_\_\_\_ people at the fair altogether.

11. Kenny has 13 apples.  
He placed them equally on 4 trays.

There were \_\_\_\_\_ apples on each tray with \_\_\_\_\_  
left over.

12. Three half-dollar coins, two dimes, one nickel and one penny make \$\_\_\_\_\_.

13.



(a) There are altogether \_\_\_\_\_ half circles in the shapes above.

(b) There are altogether \_\_\_\_\_ quarter circles in the shapes above.

14. Farmer Owens had 18 cows.  
He gave Farmer Johnson 4 cows.  
What fraction of his cows did Farmer Owens give Farmer Johnson?

Farmer Owens gave Farmer Johnson \_\_\_\_\_ of his cows.

## Science

Directions: Using what you just learned from the text, observe and record what is happening in each picture in your Science notebook.

1.



2.



3.



4.



5.



6.  
What kind of butterfly is this?



## PE lesson plan for the week of April 13th K-2

Here's a challenge for you all! Normally you would have PE two, maybe three times a week! You need exercise! You need to move. Moving will keep you healthy. These exercises will help you stay active and break up the monotony of having to be home so much. Getting exercise will help you LEARN!

Please only choose what you can do. If you can only do one activity a week, that is ok!

Find a sidewalk out in front of your house, or draw a line in chalk, or find a line of tiles in your home. Stand behind the line, and bunny hop back and forth across that line for 45 seconds. Your hops should be quick and small.

Using that same line, place one foot in front of the line and one foot behind. Now switch them, slowly at first. Now increase your speed and move for 45 seconds. Switch your feet quickly.

Turn your body sideways. Feet are together beside the line. Side hop back and forth across the line. Start slow, increasing your speed. Exercise for 45 seconds.

Last one. Standing sideways, crisscross your feet on either side of the line. Switch your feet. Go slow at first until you are comfortable. Increase your speed and exercise for 45 seconds.

Anytime you are feeling tired, or just tired of working, ask your parent or guardian to play "Do this, Do that". You are the leader. Remember this game is just like Simon Says. When you say DO THIS, they do it. When you say DO THAT, they SHOULDN'T do it. Try to catch them making a mistake. Here is an example: DO THIS (place hands on ears), DO THIS (place hands on nose), DO THIS (place hands on belly), DO THAT (place hands on knees), go ahead see who you caught watching you instead of listening. Only play a few rounds and then get back to work.

Ask your parent or guardian to play Red Light, Green Light with you. You can do this in the house if your parents approve, just be very careful and move slower than you would outside. Take turns. Only play a couple rounds, then it's back to work.

Feeling tired or restless, how about a quick round of cardio? 20 jumping jacks, 10 mountain climbers, 5 burpees. Now back to work.

Parents- please only do what you can with your child. Sometimes a quick burst of movement or laughter helps them focus enough to finish an assignment. These are all extra games to keep your scholar moving. If you have questions, or even ideas please reach out to me at [kori.johnson@greatheartswesternhills.org](mailto:kori.johnson@greatheartswesternhills.org)

## Student Packet April 15

<b>WEDNESDAY OVERVIEW</b>	
<b><u>Spalding</u></b>	<input type="checkbox"/> Complete dictation with a parent in your pink Spalding notebook.
<b><u>Literature</u></b>	<input type="checkbox"/> Read chapter 5 of Charlotte's Web. Answer the vocabulary and comprehension questions.
<b><u>Writing</u></b>	<input type="checkbox"/> Exterior Interior activity
<b><u>Poetry</u></b>	<input type="checkbox"/> It's Poetry Bingo! Choose 4 different squares and recite the second stanza the way it tells you to!
<b><u>Math</u></b>	<input type="checkbox"/> <b>PA</b> Do addition math sprint <input type="checkbox"/> <b>PA</b> - Read Wednesday's lesson in Slideshow <a href="#">Time</a> <input type="checkbox"/> <b>PA</b> - Watch the BrainPop Jr <a href="#">Clocks</a> and take the quiz. <input type="checkbox"/> <b>I</b> - Scholar should do 2B Workbook pg. 115-118. <input type="checkbox"/> <b>PA</b> - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.
<b><u>History</u></b>	No History
<b><u>Science</u></b>	<input type="checkbox"/> <b>TEST:</b> Answer the questions and draw the missing stages. <input type="checkbox"/> <b>**You must turn this in to your teacher!</b>
<b><u>Specials</u></b>	<b>Please complete the Music activity</b>



Great Hearts Western Hills  
Spalding Homework: K-2

Grade: 2 Day of Week: 4/14 (~~Mon~~/Tue/Wed)

Dear Parents,

Please dictate the following words/phonograms to your child. Say each word, then say it in a sentence, and then say the word again. Your child writes the *word* and *markings*, as seen below. He/she does not include the *rules* they learned in class, as rules are only done in classwork. You will then help your child make appropriate corrections, immediately, before moving on to the next word. When you complete all the words, your child will need to fold their blank sheet of paper so the words do not show. Repeat this entire process two more times, so each word has been practiced a total of 3 times, but the words have never been copied. Thank you!

<u>ex</u> <u>cuse</u> r.20
<u>ex</u> <u>cuse</u> <sup>2</sup> r.20
<u>is</u> <sup>2</sup> land
<u>grief</u> r.12
<u>guard</u>
<u>quilt</u> y r.6
<u>hum</u> <u>gry</u> r.6
<u>lan</u> <u>guage</u>
<u>laugh</u> <u>ter</u>
<u>laugh</u>

Further Instructions:

Child should label his/her paper with the title *Spalding Homework*, as well as write his/her name, grade, and the date. The intention of Spalding homework is to practice applying phonogram knowledge and rules to spelling, as well as practice proper letter formation. Please instruct your child to use his/her best handwriting and to re-write any words that were not written with care.

Charlotte's Web Chapter 5  
Vocabulary and Comprehension Questions

**Vocabulary**

*Directions: Use context clues to determine the meaning of the following words.*

1. Decent— \_\_\_\_\_
2. Mysterious— \_\_\_\_\_
3. Objectionable— \_\_\_\_\_
4. Meekly— \_\_\_\_\_
5. Inheritance - \_\_\_\_\_
6. Gamble— \_\_\_\_\_

**Comprehension questions**

1. Why did Wilbur have a difficult time sleeping? \_\_\_\_\_  
\_\_\_\_\_
  2. Describe Charlotte. \_\_\_\_\_  
\_\_\_\_\_
  3. What did Charlotte say that finally convinced Wilbur that catching bugs and drinking their blood was ok? \_\_\_\_\_  
\_\_\_\_\_
  4. What did goose know about Wilbur that he did not? \_\_\_\_\_  
\_\_\_\_\_
-

## Writing Activity for Charlotte's Web Chapter 5

In this chapter you read, "Underneath [Charlotte's] bold and cruel *exterior*, she had a kind heart..." The exterior of something is its outside surface or the area outside of something. For example: *The game was canceled due to rain. On the exterior my friend seemed alright, but I knew she was feeling sad on the inside.*

Can you describe the exterior of something? Look around your home. Pick an object. Describe its exterior. Write the object on the short line then describe it on the long line.

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

The opposite of exterior is interior. If exterior means the outside, interior would mean the \_\_\_\_\_! Read the following list. Circle whether it's an exterior or interior.

- |                                     |          |          |
|-------------------------------------|----------|----------|
| 2. The skin of an orange            | Interior | exterior |
| 3. The apple seeds in an apple      | interior | exterior |
| 4. The outside walls of your home   | interior | exterior |
| 5. The inside walls of your bedroom | interior | exterior |
| 6. Your own skin                    | interior | exterior |

# Poetry Bingo!

*Directions: Choose a way to practice the second stanza of your new poem At the Zoo by selecting a square and doing what it asks! Select a minimum of 4 squares!*

*Instrucciones: ¡Elige una forma de practicar la segunda estrofa de tu nuevo poema en el zoológico seleccionando un cuadrado y haciendo lo que dice! ¡Seleccione un mínimo de 4 cuadrados!*

Read the second stanza on the couch!	Read the second stanza in a robot voice!	Read the second stanza at breakfast time!	Read the second stanza under a blanket with a flashlight!
Read the second stanza outside!	Read the second stanza while wearing a hat!	Read the second stanza in the bathtub (without water)!	Read the second stanza in a mouse voice!
Read the second stanza to a stuffed animal!	Read the second stanza to someone on the phone!	Read the second stanza and make a picture on a sticky note OR on a small piece of paper!	Create a tune and SING the second stanza!

## Adding with Some Regrouping (C)

Find each sum.

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

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

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

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

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

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

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



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

Math-Drills.Com

## Science-Quiz

Directions: Answer the questions then draw the missing pictures in the life cycle of a butterfly. **\*\*You must turn this in to your teacher!**

1. How does a butterfly begin its life?
2. What is the next stage called when the caterpillar forms a protective case?
3. What are the four stages in the life cycle of a butterfly?

<p>1.</p> 	<p>2.</p>	<p>3.</p> 	<p>4.</p>
---	-----------	--	-----------

We're going to finish up Bow Wow Wow.

First write the rhythm for the words. Write a quarter note for one sound, two eighth notes for two sounds and a rest for no sound. I've done the rest for you.

Quarter Note (tah)



Two Eighth Notes (tah-dee)



Little

Tommy

Tucker's

Dog



Bow

Wow

Wow



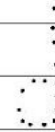
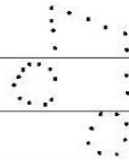
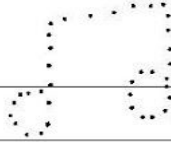
Remember, when mi and do are space notes, then re is the line note between them.

so so

so la

so mi

do



Little

Tommy

Tucker's

Dog

mi

re

do



Bow

Wow

Wow

## Student Packet April 16

THURSDAY OVERVIEW	
<u>Spalding</u>	<input type="checkbox"/> Complete dictation pre-test with a parent on spalding paper.
<u>Literature</u>	<input type="checkbox"/> Read Chapter 6 of Charlotte's Web. Answer the vocabulary and comprehension questions.
<u>Writing</u>	<input type="checkbox"/> Describe Templeton!
<u>Poetry</u>	<input type="checkbox"/> Poetry Bingo! Choose 4 different squares and recite the second stanza as it tells you to.
<u>Math</u>	<input type="checkbox"/> <b>PA</b> - Subtraction Math Sprint <input type="checkbox"/> <b>PA</b> - Read Thursday's lesson in Slideshow <a href="#">Time</a> <input type="checkbox"/> <b>I</b> - Scholar should do 2B Workbook pg. 119-121 <input type="checkbox"/> <b>PA</b> - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.
<u>History</u>	<input type="checkbox"/> After your parent reads chapter 6 <i>The War Ends</i> , there is an <b>I</b> or <b>Independent</b> activity. In your History notebook you will write the questions and answers. You need to use your best Spalding handwriting and complete sentences. <b>Your teacher doesn't need this assignment.</b>
<u>Science</u>	<input type="checkbox"/> No Science
<u>Specials</u>	Please complete the Art activity



Charlotte's Web Chapter 6 Vocabulary and Comprehension Questions

**Vocabulary**

*Directions: Use context clues to determine the meaning of the following words.*

1. Hoisted— \_\_\_\_\_
2. Anxious— \_\_\_\_\_
3. Unremitting - \_\_\_\_\_
4. Morals— \_\_\_\_\_
5. Compunctions— \_\_\_\_\_
6. Appalled - \_\_\_\_\_
7. Untenable— \_\_\_\_\_

**Comprehension questions**

*Directions: After reading chapter 6 answer the following questions. Write your answers on the lines provided.*

1. Give three reasons why the book says the happiest and fairest days on the farm are in early summer.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
2. Why did the geese worry about Templeton? \_\_\_\_\_  
\_\_\_\_\_
3. What did Charlotte say would happen if the egg broke? \_\_\_\_\_  
\_\_\_\_\_

Writing Activity for Charlotte's Web Chapter 6

Who is Templeton?

Directions: Think about chapter 6 to answer the following question. Describe Templeton (what is he like?). How do you and the others feel about Templeton?


Draw a picture to match your writing

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# Poetry Bingo!

*Directions: Choose a way to practice the second stanza of your new poem At the Zoo by selecting a square and doing what it asks! Select a minimum of 4 squares!*

*Instrucciones: ¡Elige una forma de practicar la segunda estrofa de tu nuevo poema en el zoológico seleccionando un cuadrado y haciendo lo que dice! ¡Seleccione un mínimo de 4 cuadrados!*

Read the second stanza on the couch!	Read the second stanza in a robot voice!	Read the second stanza at breakfast time!	Read the second stanza under a blanket with a flashlight!
Read the second stanza outside!	Read the second stanza while wearing a hat!	Read the second stanza in the bathtub (without water)!	Read the second stanza in a mouse voice!
Read the second stanza to a stuffed animal!	Read the second stanza to someone on the phone!	Read the second stanza and make a picture on a sticky note OR on a small piece of paper!	Create a tune and SING the second stanza!

## Subtraction Facts to 18 (C)

Calculate each difference.

$$\begin{array}{r} 10 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

## History Chapter 6 : The War Ends

1. What happened after Grant became leader of the Union Army?
2. Where did General Lee surrender?
3. How did Grant act toward Lee and his soldiers?
4. What did Confederate soldiers have to do in order to go home?
5. Which side won the Civil War: the United States or the Confederacy?



Great Hearts Western Hills  
Spalding Homework: K-2

Grade: 2 Day of Week: Thursday

Dear Parents,

Please dictate the following 30 words to your child. Say each word, then say it in a sentence, and then say the word again. Your child writes the *word* only, as seen below. He/she does not include the *markings* or *rules* they learned in class. You will then help your child make appropriate corrections, immediately, before moving on to the next word. Please make sure your child is not copying the words from this homework page, but you are reading them to your child. Thank you! you are reading them to

	animal	excuse
	basin	excuse
	breeze	island
	button	grief
	cabbage	guard
	careful	guilty
	cough	hungry
	cousin	language
	dollars	laughter
		laugh

Further Instructions:

Child should label his/her paper with the title *Spalding Homework*, as well as write his/her name, grade, and the date. The intention of Spalding homework is to practice applying phonogram knowledge and rules to spelling, as well as practice proper letter formation. Please instruct your child to use his/her best handwriting and to re-write any words that were not written with care.

## Second Grade Art

Hello friends! Today we have a new time period and artwork to work on! We are moving on to the Northern Renaissance!



What do you see?

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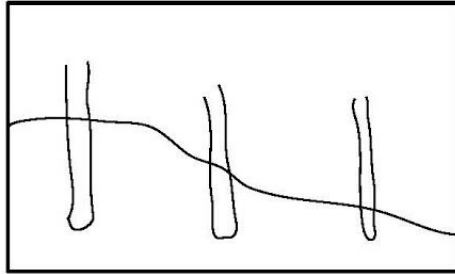
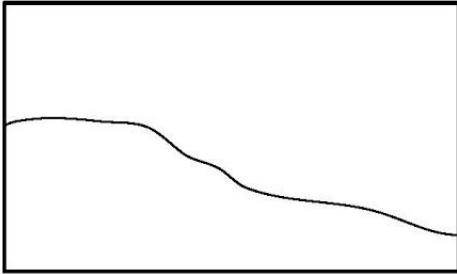
Find these items and circle them:

People Ice-Skating    Bridge    Fire    2 Birds in the Trees

## Northern Renaissance

Title: Hunters in the Snow Artist: Brueghel the Elder Date: 1565 Medium: Oil Paint

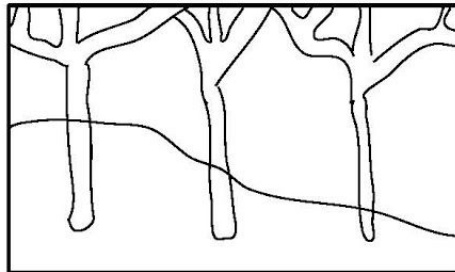
In your sketchbook you are going to draw step-by-step along with me...



You do not have to copy my branches. Make it your own!

Next:

1. Erase the hill line that goes in the trees
2. For a challenge: Draw in the hunters, dogs, or anything else you see in the original
3. Color the sky with markers, colored pencil, or crayon blue and green mixed together
4. Leave white for some snow on the trees. Leave the hill white - it is covered in snow!
5. Color trees black.
6. Here is my example. It is painted, but you do not need to paint yours.



Extra Challenge:

Find these items and draw them in in your sketchbook:

- Leaf
- Toy Car or Real car
- Clouds



## Student Packet April 17

FRIDAY OVERVIEW	
<b><u>Spalding</u></b>	<input type="checkbox"/> Test: 20 Words Test
<b><u>Literature</u></b>	<input type="checkbox"/> Quiz Charlotte's Web Chapters 1-6
<b><u>Poetry</u></b>	<input type="checkbox"/> Write the second stanza from memory
<b><u>Math</u></b>	<input type="checkbox"/> <b>I</b> - Scholar should do Tests 1A and 2A ( <b>These will need to be sent to your teacher</b> ) <input type="checkbox"/> <b>PA</b> - Parents should correct Scholar's work
<b><u>History</u></b>	<input type="checkbox"/> After your parent reads Chapter 2 <i>Harriet Beecher Stowe and Harriet Tubman</i> , you will watch the following video <a href="https://safeYouTube.net/w/aAi4">https://safeYouTube.net/w/aAi4</a> Parents please assist your scholar. After you have watched Harriett Tubman, An American Hero you will need to complete this activity. This is an <b>I</b> or <b>Independent</b> activity. On a piece of wide ruled paper, using your best Spalding handwriting and 3-4 complete Sentences. Please answer the following:  Briefly describe Harriet Tubman's life in 3-4 complete sentences. Then answer: What virtues did Harriet Tubman possess?  <b>This must be submitted to your teacher.</b>
<b><u>Science</u></b>	<input type="checkbox"/> No Science
<b><u>Specials</u></b>	Please complete the Latin Activity

**Spalding- 20 Word Test**


## Charlotte's Web Quiz Chapters 1-6

Directions: Read the question and write your answer on the line provided.

- \_\_\_\_\_ 1. What is the setting of the story
- a. The Zoo
  - b. The forest
  - b. The Zuckerman's Farm
  - d. The junkyard
- \_\_\_\_\_ 2. Who took care of Wilbur?
- a. Mrs. Zimmerman
  - c. Mrs. Zuckerman
  - b. Fern
  - d. Ms. Waldrop
- \_\_\_\_\_ 3. Who is Wilbur sent to live with?
- a. Doctor Dorian
  - c. His uncle
  - b. Fern's grandmother
  - d. The Zuckermans
- \_\_\_\_\_ 4. Who encouraged Wilbur to escape from the barn?
- a. Charlotte
  - c. The Goose
  - b. Templeton
  - d. Fern
- \_\_\_\_\_ 5. Which character was an innocent little pig?
- a. Charlotte
  - c. Wilbur
  - b. Fern
  - d. Templeton
- \_\_\_\_\_ 6. Which character was a sneaky rat?
- a. a. Charlotte
  - c. Wilbur
  - b. Fern
  - d. Templeton
- \_\_\_\_\_ 7. Which character was a spider?
- a. Charlotte
  - c. Wilbur
  - b. Fern
  - d. Templeton
- \_\_\_\_\_ 8. Which character was a girl who wanted to rid the world of injustices?
- a. Charlotte
  - c. Wilbur
  - b. Fern
  - d. Templeton

# At the Zoo

By A. A. Milne

\*This will need to be emailed back to your teacher

Directions: Write the second stanza from memory on the lines provided

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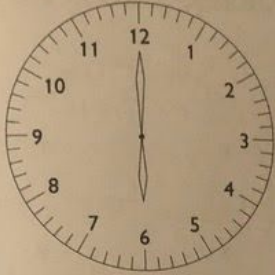
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**Test  
A**
**Unit 11: Time**
**Chapter 1: Telling Time After the Hour**

1.



The time is 6:00.

It is \_\_\_\_\_ o'clock.

2.



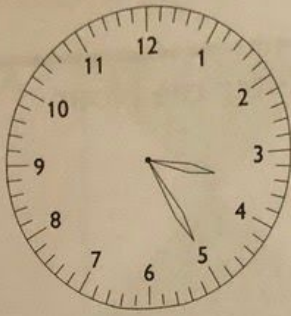
(a) The time is \_\_\_\_\_.

(b) We read it as \_\_\_\_\_.

(c) It is \_\_\_\_\_ minutes after 6 o'clock.

(d) We can also say it is \_\_\_\_\_ minutes past 6.

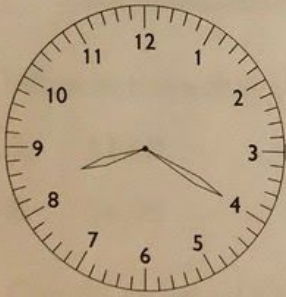
3.



(a) The time is \_\_\_\_\_.

(b) It is \_\_\_\_\_ minutes past 3.

4.



(a) The time is \_\_\_\_\_.

(b) It is \_\_\_\_\_ minutes past 8.

5. 7:05 is \_\_\_\_\_ minutes past 7.

Chapter 2: Telling Time Before the Hour

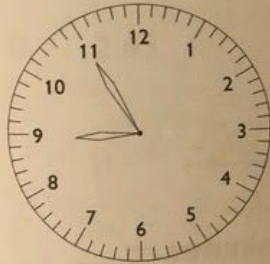
1. What is the time shown on the clock face?



It is \_\_\_\_\_.

It is 15 minutes to 2.

2.



(a) The time is \_\_\_\_\_.

(b) We read it as \_\_\_\_\_.

(c) It is \_\_\_\_\_ minutes after 8.

(d) It is \_\_\_\_\_ minutes before 9.

(e) We can also say it is \_\_\_\_\_ minutes to 9.

3.



(a) The time is \_\_\_\_\_.

(b) It is \_\_\_\_\_ minutes to \_\_\_\_\_.

4.



(a) It is \_\_\_\_\_ minutes past \_\_\_\_\_.

(b) It can also be read \_\_\_\_\_ as minutes to \_\_\_\_\_

## LATINE LOQVOR: In the Kitchen

**Part 1 Instructions:** *In this lesson, we will learn more names of some foods, and learn how to say if we like them or do not like them. Read through each scene aloud, and pay attention to the pictures.*

### Lectio II

*Quid te placet?*



1. *Ecce malum.*



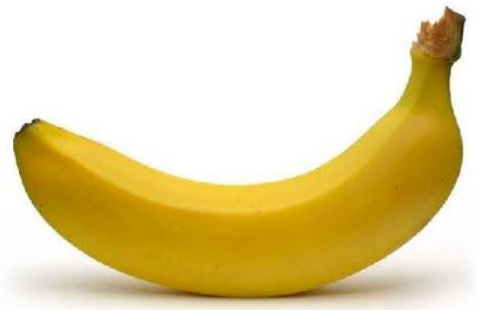
2. *“Malum me placet.”*



1. “Malum *te* placet?”



2. “*Sic*, malum *me* placet.”



3. “*Ariena* te placet?”



4. “*Minime!* Non me placet.”



5. “*Crustulum* te placet?”



6. “*Sic!* Me placet”

## Lexicon

**Part 2 Instructions:** *Make vocabulary flash cards for these new Latin words. Using index cards, write the Latin word on the front, and the English definition on the back. Use these cards to study the words with a parent or someone else in your house to prepare for the assessment. If you do not have index cards have your parent or someone else who lives with you read the words to you from the list.*

*Malum (Ma-loom):* Apple

*Ariena (Ah-ree-eh-na):* Banana

*Crustulum (Kroo-stoo-loom):* Cookie

*Sic (Seek):* Yes\*

*Minime (Mee-nee-me):* No\*

*Te placet? (Tay—pla-ket):* Do you like?

\*nota bene: Latin has no word that directly translates to ‘yes’ or ‘no,’ but the Romans used ‘sic’ and ‘minime’ similarly to how we use ‘yes’ and ‘no’ in English.

## Lectio II Assessment

Nomen: \_\_\_\_\_

*Instructions: Think about all of the foods we have learned in the past two lessons. Which ones do you like? Which ones do you not like? Keeping this in mind, please answer these questions in Latin. Review your vocab cards to help you.*

Ex: *Malum te placet?*

*Sic, malum me placet. Or Minime, malum non me placet.*

1. Carota te placet?

\_\_\_\_\_

2. Caro te placet?

\_\_\_\_\_

3. Crustulum te placet?

\_\_\_\_\_



# GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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## Student Attendance Affidavit

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

Monday, April 14, 2020 No School

Tuesday, April 15, 2020

Wednesday, April 16, 2020

Thursday, April 17, 2020

Friday, April 18, 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: \_\_\_\_\_