



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

Student Packet
2nd grade April 20-24

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, 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 Thursday. 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,
GHWH 2nd 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 **Thursday 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.

Table of Contents

Grade Level Letter to Families.....page 1

Packet Instructions.....page 2

Table of Contents.....page 3

Daily Overview Mondaypage 4

 Spalding.....page 5-6

 KEY: Charlotte’s Web Ch 7 vocabulary and comprehension questions.....page 7

 Writingpage 8

 Mathpage 9-10

 Sciencepage 11-14

Daily Overview Tuesday.....page 15

 Spalding.....page 16

 KEY: Charlotte’s Web Ch 8 vocabulary and comprehension questions.....page 17

 Writing Activity Venn Diagram.....page 18

 Math.....page 19-20

Daily Overview Wednesday.....page 21

 Spalding.....page 22

 KEY: Charlotte’s Web Ch 9 vocabulary and comprehension questionspage 23

 Math.....page 24-25

Daily Overview Thursday.....page 26

 At the Zoo.....page 27

 Math Answer Key.....page 28-29

 History Assessment Answer Key.....page 30

 Science Assessment Answer Keypage 31-32

Daily Overview Friday Off.....page 33

Submission list.....page 34

****Packet includes Thursday Assessments**

April 20

MONDAY OVERVIEW	
<u>Spalding</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Read words and example sentences for Monday. 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.
<u>Literature</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will read chapter 7 of Charlotte's Web <input type="checkbox"/> Students will answer vocabulary and comprehension questions
<u>Writing</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will complete the 'Loathed vs Loved" writing activity
<u>Poetry</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will copy the 3rd stanza of the poem At the Zoo
<u>Math (30 min.)</u>	<ul style="list-style-type: none"> <input type="checkbox"/> PA - Do Addition Math Sprint <input type="checkbox"/> PA - Read Monday Lesson in Slideshow Time April 20-24 <input type="checkbox"/> I - Scholar will do 2B workbook pgs 122-125 <input type="checkbox"/> PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.
<u>History (20 min.)</u>	<ul style="list-style-type: none"> <input type="checkbox"/> No History
<u>Science</u>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Insects: Read Friend or Foe 8A</i> <input type="checkbox"/> Pictures are in the newsletter <input type="checkbox"/> <i>No Assignment</i>
<u>Specials: P.E.</u>	Please complete the activity.

Spalding: Monday

Words	Example Sentence	Notes
{line	Draw a line across your paper.	
{ lining	The lining of his coat is ruined.	My base word is 'line', my ending is 'ing'. I must write 'line', without the silent final e because my ending 'ing' starts with a vowel. r.11
ocean	I love to collect seashells when we visit the ocean.	r.4
nephew	My nephew plays football.	
nineteen	He will be nineteen this year.	My base word is 'nine' my ending is 'teen' I must write 'nine' and add 'teen', but we do not drop the final silent e because my ending 'teen' does not begin with a vowel.
notice	Did you notice that shooting star?	r.4,11 Write 'note' without the silent final 'e' because my ending 'ice' starts with a vowel.
noticed	I noticed the shooting star.	Write 'noticed' without the silent final 'e' because our ending 'ed' starts with a vowel.
passengers	The plane was full of passengers.	r.29,3 Write passengers and add my ending "s" to make the word passengers.
remained	He remained in his seat.	R.4,28 Write 'remain' and add ending 'ed' to make the word 'remained'.
retreating	The wolves are retreating in the forest.	r.4 My base word is 'retreat' my ending is 'ing' I must write 'retreat' and add my ending

		'ing' to make the word retracting.
--	--	------------------------------------

KEY: Charlotte's Web Chapter 7
Bad News
Vocabulary and Comprehension Questions

Vocabulary: Use your context clues to determine the meaning of the following words

1. Campaign p.48 verb – a cause
2. Sensible p.48 adjective – having a good sense of reason
3. Loathed p.48 verb – to dislike greatly
4. Admired p.48 verb – to feel respect and approval for something or someone
5. Conspiracy p.49 noun – the act of conspiring together
6. Hysterics p.51 noun- a fit of uncontrollable laughter or crying

Comprehension: After reading chapter 7, please answer the following questions.

1. Who told Wilbur that the farmer would most likely kill him when the weather got cold? The old sheep p.49
2. What was Wilbur's reaction? Got upset, cried and ran around in a panic p.50

KEY: Charlotte's Web Chapter 7 Writing Activity
Bad News

In this chapter, you heard that the sheep loathed flies. The word loathed means hated.

Example: *Sharon loathed getting up early on Saturday mornings.*

The opposite, or antonym, of the word loathed is the word loved.

Directions: read the sentences. If what you read is an example of loathed, write, "loathed." If what you read is an example of loved, write, "loved."

1. Because Fern felt strong attachment to Wilbur, it was hard to say goodbye every day when she went to school. (loved)
2. Mandy would never eat mustard on her sandwich. (loathed)
3. My mother has always hated spiders. (loathed)
4. Chip was sorry to miss his favorite class—science! (loved)
5. Diana was so excited to see the ballet performance. (loved)

Adding with All Regrouping (D) Answers

Find each sum.

$\begin{array}{r} 1 \\ +9 \\ \hline 10 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 6 \\ +7 \\ \hline 13 \end{array}$	$\begin{array}{r} 9 \\ +5 \\ \hline 14 \end{array}$	$\begin{array}{r} 9 \\ +9 \\ \hline 18 \end{array}$	$\begin{array}{r} 7 \\ +8 \\ \hline 15 \end{array}$	$\begin{array}{r} 7 \\ +5 \\ \hline 12 \end{array}$	$\begin{array}{r} 3 \\ +8 \\ \hline 11 \end{array}$
$\begin{array}{r} 5 \\ +8 \\ \hline 13 \end{array}$	$\begin{array}{r} 8 \\ +5 \\ \hline 13 \end{array}$	$\begin{array}{r} 4 \\ +8 \\ \hline 12 \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$	$\begin{array}{r} 3 \\ +8 \\ \hline 11 \end{array}$	$\begin{array}{r} 3 \\ +9 \\ \hline 12 \end{array}$	$\begin{array}{r} 7 \\ +9 \\ \hline 16 \end{array}$	$\begin{array}{r} 9 \\ +2 \\ \hline 11 \end{array}$
$\begin{array}{r} 2 \\ +8 \\ \hline 10 \end{array}$	$\begin{array}{r} 6 \\ +8 \\ \hline 14 \end{array}$	$\begin{array}{r} 7 \\ +7 \\ \hline 14 \end{array}$	$\begin{array}{r} 8 \\ +7 \\ \hline 15 \end{array}$	$\begin{array}{r} 7 \\ +9 \\ \hline 16 \end{array}$	$\begin{array}{r} 7 \\ +5 \\ \hline 12 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$
$\begin{array}{r} 7 \\ +4 \\ \hline 11 \end{array}$	$\begin{array}{r} 9 \\ +6 \\ \hline 15 \end{array}$	$\begin{array}{r} 2 \\ +9 \\ \hline 11 \end{array}$	$\begin{array}{r} 9 \\ +2 \\ \hline 11 \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$	$\begin{array}{r} 7 \\ +5 \\ \hline 12 \end{array}$	$\begin{array}{r} 8 \\ +8 \\ \hline 16 \end{array}$	$\begin{array}{r} 8 \\ +4 \\ \hline 12 \end{array}$
$\begin{array}{r} 6 \\ +6 \\ \hline 12 \end{array}$	$\begin{array}{r} 8 \\ +3 \\ \hline 11 \end{array}$	$\begin{array}{r} 2 \\ +9 \\ \hline 11 \end{array}$	$\begin{array}{r} 9 \\ +4 \\ \hline 13 \end{array}$	$\begin{array}{r} 6 \\ +8 \\ \hline 14 \end{array}$	$\begin{array}{r} 9 \\ +2 \\ \hline 11 \end{array}$	$\begin{array}{r} 5 \\ +8 \\ \hline 13 \end{array}$	$\begin{array}{r} 7 \\ +4 \\ \hline 11 \end{array}$
$\begin{array}{r} 9 \\ +8 \\ \hline 17 \end{array}$	$\begin{array}{r} 3 \\ +9 \\ \hline 12 \end{array}$	$\begin{array}{r} 6 \\ +8 \\ \hline 14 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 9 \\ +4 \\ \hline 13 \end{array}$	$\begin{array}{r} 5 \\ +7 \\ \hline 12 \end{array}$	$\begin{array}{r} 6 \\ +5 \\ \hline 11 \end{array}$	$\begin{array}{r} 9 \\ +5 \\ \hline 14 \end{array}$
$\begin{array}{r} 7 \\ +5 \\ \hline 12 \end{array}$	$\begin{array}{r} 7 \\ +4 \\ \hline 11 \end{array}$	$\begin{array}{r} 4 \\ +7 \\ \hline 11 \end{array}$	$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$	$\begin{array}{r} 8 \\ +4 \\ \hline 12 \end{array}$	$\begin{array}{r} 3 \\ +9 \\ \hline 12 \end{array}$	$\begin{array}{r} 9 \\ +6 \\ \hline 15 \end{array}$	$\begin{array}{r} 7 \\ +9 \\ \hline 16 \end{array}$
$\begin{array}{r} 8 \\ +3 \\ \hline 11 \end{array}$	$\begin{array}{r} 7 \\ +6 \\ \hline 13 \end{array}$	$\begin{array}{r} 8 \\ +7 \\ \hline 15 \end{array}$	$\begin{array}{r} 4 \\ +7 \\ \hline 11 \end{array}$	$\begin{array}{r} 9 \\ +9 \\ \hline 18 \end{array}$	$\begin{array}{r} 6 \\ +9 \\ \hline 15 \end{array}$	$\begin{array}{r} 5 \\ +6 \\ \hline 11 \end{array}$	$\begin{array}{r} 5 \\ +7 \\ \hline 12 \end{array}$

Monday Math Key

Exercise 3 (p. 122-125)

1. (a) 20 (b) 15
 (c) 25 (d) 40
2. (a) 1 (b) 4
 (c) 3 (d) 4
3. (a) 15 (b) 35
 (c) 35 (d) 50
4. (a) 5
 (b) 2:50 → 10 minutes later → 3:00
 (c) 9:30 → 40 minutes later → 10:10
 (d) 5:45 → 7 hours later → 12:45

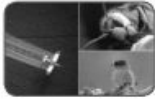
Science: Read *Insects: Friend or Foe 8A*. *Pictures are in the newsletter.



← Show image 8A-5: Leafcutter ant, locusts, fly, and moth (clockwise)

5 What is the word used to describe something that causes major damage or harm? (*destructive*)

6 [Show Image Cards 16 (Potatoes) and 17 (Potato Beetles).] Adults and larvae eat the leaves of the potato plant. Damaged plants can't produce as many potatoes.



← Show image 8A-6: Spraying crops with pesticides, honeybee, and bird

I thought you should know about bugs, but the real reason I'm here today is to talk to you about helpful and harmful insects. I'll start with the bad news. You already know that some plant-eating insects cause major crop damage.⁵ Leafcutter ants can strip the leaves from an orange grove in one night. A swarm of locusts, or large grasshoppers, can strip large areas of grassland in just a few hours. Fruit flies are orchard pests as well. The larvae of many moths, flies, bugs, beetles, and weevils are pests. The Colorado potato beetle is another example of an insect that damages crops.⁶

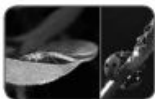
So, what's the solution? Humans thought they had a great idea. They created poisonous substances called **pesticides** that would kill all of the insect pests on the whole field so the crops could grow without being eaten.

7 [Pause for students to share.]

But there was a problem with that. Do you think the pests were the only animals living in the field?⁷

8 Pollinators are insects that carry pollen from one plant to another to enable plants to grow and produce flowers or fruit.

It turns out that the pesticides can be just as big a problem as the pests themselves. These poisons destroy both harmful and helpful insects. Frogs and birds may eat the poisoned insects and become sick, too. They may even die. Pesticides have killed **pollinators** like the honeybee.⁸ Without pollinators, plants cannot make seeds to grow new plants or produce fruits. With fewer plants, fewer insects are able to survive. So, you see, the human use of pesticides changes the environment for everybody—and not in a good way. Because of this, you can see how a person can be a **foe**, or enemy, of insects.



← Show image 8A-7: Natural insect predators: lacewing and ladybug

A better solution, and one that is being used by many farmers today, is to keep plant pests under control by introducing their natural enemies, one insect against the other. Ladybugs and lacewings are predators that catch and eat aphids. Wasps and ants eat insects harmful to crops as well. Doesn't it make better

sense to use animals to control the growth of pests and weeds instead of poisonous chemicals that kill all living things? I think so.



← **Show image 8A-8: Fly, cockroach, flea, and mosquito (clockwise)**

I do have a little bit more bad news for you before I get to the good news. Some insects can be dirty. They can spread germs. When flies, ants, and cockroaches walk across our kitchen countertops with the same feet they use to crawl through dirt and rotting plants, they can poison our food and make us sick.

Some insects, such as mosquitoes, fleas, bedbugs, and lice, live off host animals.⁹ These types of insects can be very harmful to people. The Anopheles mosquito carries malaria, a deadly disease that has wiped out whole villages in Africa. Hundreds of years ago, fleas that carried deadly bacteria spread the plague, a disease that killed millions of people—or almost one-third of Europe. Today, fleas are more irritating than deadly.

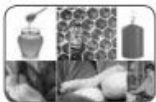
9 You heard about host plants. What is a host animal?



← **Show image 8A-9: Honeybee and dung beetle**

That's enough bad news. Are you ready for some good news? There's lots of it! You already know how important honeybees and other plant pollinators are to the survival of the planet. Without pollinators, there would be no beautiful flowers or sweet fruit, because the crops would not be pollinated, and crops need to be pollinated in order to grow.

Scavenger insects, like the dung beetle, are important, too. By feeding on dead plants and animals and their waste products, scavengers break up dead material and return rich nutrients to the soil.



← **Show image 8A-10: Honey, honeybee, candle; silk thread, silkworm and cocoons, woman weaving silk cloth**

Insects are also responsible for many products that humans use. What product does the honeybee give us? Yes, honey! They also give us beeswax, used to make wood polishes and candles, and even lipsticks! And did you know that the spider is not the only creature that spins silk? Many other insects produce silk as

well. The silk moth lays its eggs on the leaves of mulberry trees. Their larvae, silk caterpillars, spin cocoons out of a single strand of silk. The silk from their cocoons is gathered and unwound to produce beautiful silk thread used to make cloth.



← **Show image 8A-11: Bowl of crickets, roasted grasshoppers, roasted termites/ants**

You know that insects are a food source for other insects and animals, but did you know that many people eat insects as well? Lightly salted crickets are eaten as snacks in many parts of Asia. Roasted grasshoppers with chili and lime are popular in Mexico. Roasted termites are a part of the regular diet of many Africans. Some Australians feast on beetle larvae, and some Europeans enjoy the sweet crunch of chocolate-covered ants.



← **Show image 8A-12: Collage of insects**

You know that insects make up the largest group of animals on Earth. Their ability to adapt over time to nearly every environment has made them terrifically successful survivors on the planet.¹⁰ Whereas, we think that humans have been around for about forty thousand years, some scientists believe that insects have lived on Earth for about four hundred million years! They are the most varied of all animals, coming in all shapes, colors, and sizes. Scientists guess that there are over one million species, but it's hard to know for sure because it is impossible to count them all as they crawl, fly, swim, and hide all around the world.

10 What does the word *adapt* mean?



← **Show image 8A-13: Rainforest clearance and desert homes**

Even with all of these millions and billions and trillions of insects, some are in danger of **extinction**, or disappearing from the earth. How can that be? It happens when many insects are killed at the same time. We humans are insects' worst enemies because we often destroy their native habitats.¹¹ For example, huge areas of the rainforests have been cleared.¹² When trees are cut down for wood, all of the plants are removed and the insects that live on the plants are destroyed. Insects and other animals

11 What is the word you heard a few minutes ago that means an enemy?

12 [Point to the image on the left.] You may have learned about the rainforest in Grade 1 *Animals and Habitats*.

13 [Point to the image on the right.]



that feed on those insects are affected when they can no longer find enough food. Also, people build homes in the desert¹³ and not only destroy animal habitats, but also very quickly use up all the water that the desert insects need to survive.

← **Show image 8A-14: Grassland and wetland**

Grasslands are often cleared for planting crops. When the grassland host plants disappear, their visiting insects cannot survive. Water is often drained from wetlands to build farms, homes, and roads. When this happens, fertilizers from the farmers' fields often run into the wetlands and encourage plants there to grow out of control. They soak up all the water and the wetland dries up.



← **Show image 8A-15: Honeybee**

So, why do you think it matters whether insects become extinct? Isn't it good to kill those often pesky, sometimes deadly, critters? I don't think so. Think about the honeybee. It may sting you, but a moment's pain is nothing compared to all the benefits it provides by helping to pollinate plants and produce fruits or other foods that you need to survive. We still have a lot to learn about the insect world, but we do know that everything in our world is connected, and that plants and animals depend upon one another for survival. We do not want to upset the balance of nature.



← **Show image 8A-16: Looking at trees and looking at flowers**

Now that you know how important insects are to our world, I hope that you will think twice before squashing a bug beneath your feet. I encourage you to use your own schoolyard to look for insects and spiders. Where might you look? Lots of places—under a rock, in the grass, on bushes and trees, on flowers, and in the soil. Remember, many insects are very good at camouflage, so don't give up. They may be hiding in plain sight.

April 21

TUESDAY OVERVIEW	
<u>Spalding</u>	<ul style="list-style-type: none"><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.
<u>Literature</u>	<ul style="list-style-type: none"><input type="checkbox"/> Students will read chapter 8 of Charlotte's Web<input type="checkbox"/> Students will answer vocabulary and comprehension questions
<u>Writing</u>	<ul style="list-style-type: none"><input type="checkbox"/> Students will complete a Venn diagram comparing and contrasting Charlotte and Wilbur
<u>Poetry</u>	<ul style="list-style-type: none"><input type="checkbox"/> Students will play Poetry Bingo to practice the third stanza of the poem At the Zoo
<u>Math (30 min.)</u>	<ul style="list-style-type: none"><input type="checkbox"/> PA - Do Subtraction Math Sprint<input type="checkbox"/> PA - Read Tuesday Lesson in Slideshow Time April 20-24<input type="checkbox"/> I - Scholar should do Workbook 2B pgs. 126-127<input type="checkbox"/> PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.
<u>History (20 min.)</u>	<ul style="list-style-type: none"><input type="checkbox"/> No History
<u>Science</u>	<ul style="list-style-type: none"><input type="checkbox"/> Review Power point in newsletter for Thursday's Test
<u>Specials:Art</u>	Please complete the Art activity.

Spalding: Tuesday

Words	Example Sentence	Notes
style	She has great style.	
subtract	Subtract 4 from 3.	
tailor	The tailor measured the man for his new coat.	= person
thumb	I hurt my thumb at recess.	
trial	He is on trial for murder.	My base word is 'try' my ending is 'al'. I must write 'try' but change 'y' to 'l' because my base word 'try' ends with a /y/ and add 'al.'
voyage	We are on a voyage for treasure.	
whisper	Please whisper, the baby is asleep.	
wrong	That is the wrong answer.	
sometimes	It is ok to be upset sometimes.	BW: some BW: time Compound Word
engage	Do not engage in bad behavior.	

KEY: Charlotte's Web Chapter 8

Vocabulary and Comprehension Questions

Vocabulary – Use your context clues to determine the meaning of the following words.

1. Adores p.53 verb – to regard with loving admiration and devotion
2. Vaguely p.53 adverb – not clear

Comprehension: After reading chapter 8, please answer the following questions.

1. What does Fern share with her parents at the beginning of this chapter? (She tells them about the barn, the animals, the goslings, etc.)
2. Why was Mrs. Arable concerned about Fern? Fern told her about the animals speaking p.54
3. If you were Fern, would you tell your parents about your experiences at the barn? Why or why not? (Answers may vary.)
4. How often is Fern at Mr. Zuckerman's barn? (almost every day)

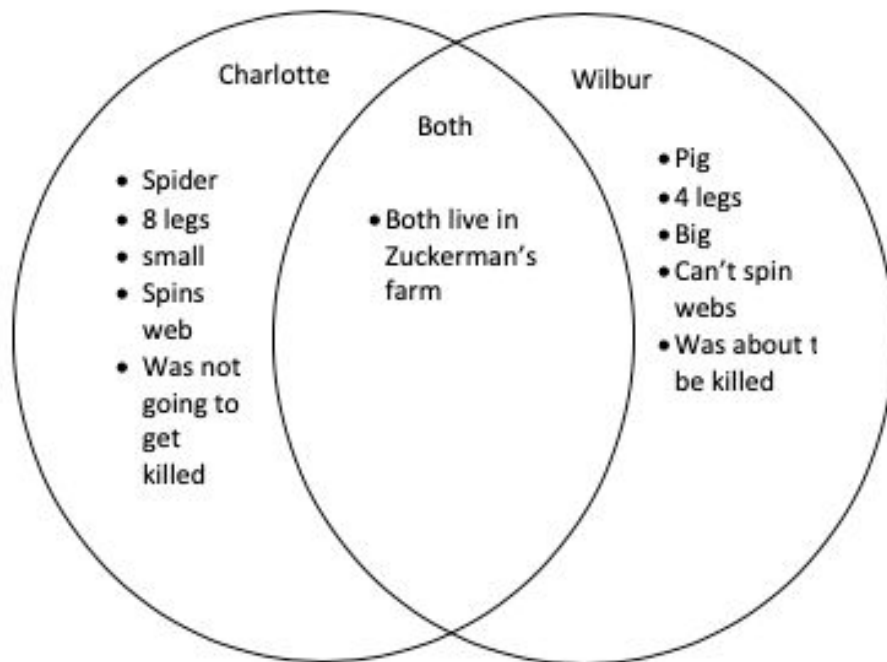
KEY: Charlotte's Web Chapter 8 Writing Activity
A Talk at Home

In this chapter, you heard that the sheep loathed flies. The word loathed means hated.

Example: *Sharon loathed getting up early on Saturday mornings.*

The opposite, or antonym, of the word loathed is the word loved.

Directions: Using the Venn diagram, you will compare (tell how something is alike) and contrast (tell how something is different) both Charlotte and Wilbur. Tell how they are different by writing characteristics that only they have on the side of the circle with their name. Tell how they are the same by writing those characteristics where it says both.



Subtracting from Minuends 10-18 (D) Answers

Find each difference.

$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$	$\begin{array}{r} 14 \\ -9 \\ \hline 5 \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$	$\begin{array}{r} 11 \\ -8 \\ \hline 3 \end{array}$	$\begin{array}{r} 13 \\ -8 \\ \hline 5 \end{array}$	$\begin{array}{r} 12 \\ -6 \\ \hline 6 \end{array}$	$\begin{array}{r} 12 \\ -5 \\ \hline 7 \end{array}$	$\begin{array}{r} 15 \\ -6 \\ \hline 9 \end{array}$
$\begin{array}{r} 11 \\ -2 \\ \hline 9 \end{array}$	$\begin{array}{r} 12 \\ -6 \\ \hline 6 \end{array}$	$\begin{array}{r} 12 \\ -9 \\ \hline 3 \end{array}$	$\begin{array}{r} 12 \\ -3 \\ \hline 9 \end{array}$	$\begin{array}{r} 11 \\ -5 \\ \hline 6 \end{array}$	$\begin{array}{r} 13 \\ -7 \\ \hline 6 \end{array}$	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$
$\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$	$\begin{array}{r} 15 \\ -8 \\ \hline 7 \end{array}$	$\begin{array}{r} 17 \\ -9 \\ \hline 8 \end{array}$	$\begin{array}{r} 16 \\ -9 \\ \hline 7 \end{array}$	$\begin{array}{r} 16 \\ -8 \\ \hline 8 \end{array}$	$\begin{array}{r} 15 \\ -9 \\ \hline 6 \end{array}$	$\begin{array}{r} 12 \\ -7 \\ \hline 5 \end{array}$	$\begin{array}{r} 15 \\ -7 \\ \hline 8 \end{array}$
$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	$\begin{array}{r} 11 \\ -5 \\ \hline 6 \end{array}$	$\begin{array}{r} 11 \\ -9 \\ \hline 2 \end{array}$	$\begin{array}{r} 14 \\ -7 \\ \hline 7 \end{array}$	$\begin{array}{r} 13 \\ -9 \\ \hline 4 \end{array}$	$\begin{array}{r} 12 \\ -7 \\ \hline 5 \end{array}$	$\begin{array}{r} 10 \\ -5 \\ \hline 5 \end{array}$	$\begin{array}{r} 13 \\ -8 \\ \hline 5 \end{array}$
$\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$	$\begin{array}{r} 10 \\ -6 \\ \hline 4 \end{array}$	$\begin{array}{r} 18 \\ -9 \\ \hline 9 \end{array}$	$\begin{array}{r} 13 \\ -5 \\ \hline 8 \end{array}$	$\begin{array}{r} 10 \\ -3 \\ \hline 7 \end{array}$	$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$	$\begin{array}{r} 15 \\ -6 \\ \hline 9 \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$
$\begin{array}{r} 11 \\ -9 \\ \hline 2 \end{array}$	$\begin{array}{r} 15 \\ -9 \\ \hline 6 \end{array}$	$\begin{array}{r} 15 \\ -8 \\ \hline 7 \end{array}$	$\begin{array}{r} 11 \\ -7 \\ \hline 4 \end{array}$	$\begin{array}{r} 14 \\ -8 \\ \hline 6 \end{array}$	$\begin{array}{r} 17 \\ -9 \\ \hline 8 \end{array}$	$\begin{array}{r} 18 \\ -9 \\ \hline 9 \end{array}$	$\begin{array}{r} 13 \\ -7 \\ \hline 6 \end{array}$
$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$	$\begin{array}{r} 12 \\ -8 \\ \hline 4 \end{array}$	$\begin{array}{r} 15 \\ -6 \\ \hline 9 \end{array}$	$\begin{array}{r} 15 \\ -9 \\ \hline 6 \end{array}$	$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$	$\begin{array}{r} 11 \\ -3 \\ \hline 8 \end{array}$	$\begin{array}{r} 15 \\ -7 \\ \hline 8 \end{array}$	$\begin{array}{r} 10 \\ -1 \\ \hline 9 \end{array}$
$\begin{array}{r} 16 \\ -8 \\ \hline 8 \end{array}$	$\begin{array}{r} 14 \\ -8 \\ \hline 6 \end{array}$	$\begin{array}{r} 16 \\ -7 \\ \hline 9 \end{array}$	$\begin{array}{r} 15 \\ -8 \\ \hline 7 \end{array}$	$\begin{array}{r} 14 \\ -6 \\ \hline 8 \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$	$\begin{array}{r} 12 \\ -9 \\ \hline 3 \end{array}$	$\begin{array}{r} 13 \\ -8 \\ \hline 5 \end{array}$

Tuesday Math Key

Exercise 4 (p. 126-127)

1. (a) 4:35 a.m. (b) 11:50 p.m.
 (c) 6:15 a.m. (d) 6:00 p.m.
 (e) 3:15 a.m.
2. (a) 5:25 p.m. (b) 4:15 a.m.

© 2008 Marshall Cavendish Int

April 22

WEDNESDAY OVERVIEW	
<u>Spalding</u>	<ul style="list-style-type: none"> <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.
<u>Literature</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will read chapter 9 of Charlotte’s Web <input type="checkbox"/> Students will answer the vocabulary and comprehension questions
<u>Writing</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will explain to Wilbur the purpose of a bridge.
<u>Poetry</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will play Poetry Bingo to practice the 3rd stanza of At the Zoo.
<u>Math (30 min.)</u>	<ul style="list-style-type: none"> <input type="checkbox"/> PA - Do Multiplication Math Sprint <input type="checkbox"/> PA - Read Wednesday Lesson in Slideshow Time April 20-24 <input type="checkbox"/> I - Scholar should do 2B Workbook pg. 128 <input type="checkbox"/> PA - Parents should correct Scholar’s work and have Scholar correct mistakes with parent guidance.
<u>History (20 min.)</u>	<ul style="list-style-type: none"> <input type="checkbox"/> First, have your scholar cut out the flashcards, which will be I or independent work, that they will need to use in order to study for this week’s unit assessment. If you don’t want to print the flashcards out. You can have your scholar independently make flashcards using index cards. <input type="checkbox"/> Next, this will be a PA or parent assist activity. Work with your scholar using the flashcards in order to prepare for the unit assessment.
<u>Science</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Review Power point in newsletter for Thursday’s Test
<u>Specials:Music</u>	Please complete the activity.

Spalding: Wednesday

Words	Example Sentence	Notes
final	This is the final warning.	r.5,11
finally	I am finally able to go to bed.	BW: Ending: ly Use ending 'ly' not 'y'
terrible	It smells terrible in the garage.	r.29
surprise	I had a surprise party.	
period	Add a period at the end of that sentence.	r.4
addition	I will take the hat in addition to the shirt.	r. 29,14
employ	I will employ a lawn service to cut my grass.	
property	This land is my property.	r.6
select		r.4

Charlotte's Web Chapter 9
Wilbur's Boast

Vocabulary and Comprehension Questions

Vocabulary – Use your context clues to determine the meaning of the following words.

Boasting– to praise oneself extravagantly in speech; having much pride

Hastily– hurriedly

Oblige– to do a favor

Summoning– to bid to come

Neglected– not given proper or necessary care or attention

Advise– to give advice

Troupe- to perform as a member of a company

Comprehension: After reading chapter 9, please answer the following questions.

1. What did Charlotte try to teach Wilbur to do? Spin a web p.56
2. Why couldn't Wilbur spin a web? He lacked a set of spinnerets and know how p.58
3. How did Charlotte help Wilbur feel better when he was worried about dying? She said she had a plan to help him p.63
4. What was the advice Charlotte told Wilbur? Build himself up; get plenty of sleep; stop worrying; no hurrying; chew food thoroughly and eat every bit of it, except leave enough for Templeton; gain weight and stay well; keep fit; don't lose nerve p.64

Multiplication Facts to 81 (D) Answers

Determine each product.

$\begin{array}{r} 2 \\ \times 9 \\ \hline 18 \end{array}$	$\begin{array}{r} 1 \\ \times 8 \\ \hline 8 \end{array}$	$\begin{array}{r} 8 \\ \times 5 \\ \hline 40 \end{array}$	$\begin{array}{r} 9 \\ \times 9 \\ \hline 81 \end{array}$	$\begin{array}{r} 6 \\ \times 1 \\ \hline 6 \end{array}$	$\begin{array}{r} 9 \\ \times 5 \\ \hline 45 \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline 45 \end{array}$
---	--	---	---	--	---	---

$\begin{array}{r} 3 \\ \times 1 \\ \hline 3 \end{array}$	$\begin{array}{r} 8 \\ \times 4 \\ \hline 32 \end{array}$	$\begin{array}{r} 2 \\ \times 5 \\ \hline 10 \end{array}$	$\begin{array}{r} 1 \\ \times 9 \\ \hline 9 \end{array}$	$\begin{array}{r} 1 \\ \times 5 \\ \hline 5 \end{array}$	$\begin{array}{r} 5 \\ \times 2 \\ \hline 10 \end{array}$	$\begin{array}{r} 4 \\ \times 9 \\ \hline 36 \end{array}$
--	---	---	--	--	---	---

$\begin{array}{r} 8 \\ \times 8 \\ \hline 64 \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline 4 \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline 54 \end{array}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline 9 \end{array}$	$\begin{array}{r} 5 \\ \times 7 \\ \hline 35 \end{array}$	$\begin{array}{r} 8 \\ \times 9 \\ \hline 72 \end{array}$
---	---	--	---	--	---	---

$\begin{array}{r} 2 \\ \times 4 \\ \hline 8 \end{array}$	$\begin{array}{r} 4 \\ \times 7 \\ \hline 28 \end{array}$	$\begin{array}{r} 7 \\ \times 5 \\ \hline 35 \end{array}$	$\begin{array}{r} 9 \\ \times 6 \\ \hline 54 \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline 36 \end{array}$	$\begin{array}{r} 5 \\ \times 4 \\ \hline 20 \end{array}$	$\begin{array}{r} 7 \\ \times 2 \\ \hline 14 \end{array}$
--	---	---	---	---	---	---

$\begin{array}{r} 2 \\ \times 8 \\ \hline 16 \end{array}$	$\begin{array}{r} 8 \\ \times 7 \\ \hline 56 \end{array}$	$\begin{array}{r} 1 \\ \times 7 \\ \hline 7 \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline 48 \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline 42 \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline 15 \end{array}$	$\begin{array}{r} 9 \\ \times 7 \\ \hline 63 \end{array}$
---	---	--	---	---	---	---

Wednesday Math Key

Exercise 5 (p. 128)

1. 12 months ----- 1 year
7 days ----- 1 week
52 weeks ----- 1 year
24 hours ----- 1 day
2. (a) longer (b) longer
(c) longer (d) shorter
3. 36
4. 42 days

April 23

THURSDAY OVERVIEW	
<u>Spalding</u>	<input type="checkbox"/> Read 30 all words and example sentences for the 30 word test.
<u>Literature</u>	<input type="checkbox"/> Students will finish any unfinished chapters. <input type="checkbox"/> Students will finish any unfinished vocabulary and comprehension questions
<u>Writing</u>	<input type="checkbox"/> Students will finish any unfinished writing assignments
<u>Poetry</u>	<input type="checkbox"/> Students will write the 3rd stanza from memory: this will be returned to the teacher.
<u>Math (30 min.)</u>	<input type="checkbox"/> I - Scholar should take Tests 3A and 4A <input type="checkbox"/> PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance. <input type="checkbox"/> These tests should be submitted to your teacher.
<u>History (20 min.)</u>	<input type="checkbox"/> Your scholar will take the unit assessment on the Civil War. This is an I or independent exercise. You can read the question to your scholar if they need you to. An answer key has been provided in this packet. This unit assessment on the Civil War must be turned in to your scholar's teacher.
<u>Science</u>	<input type="checkbox"/> Insect:Test <input type="checkbox"/> Turn in to your teacher.
<u>Specials: Latin</u>	Please complete the Latin activity.

At The Zoo
By A. A. Milne

Directions: Write the third stanza of the poem At The Zoo from memory!

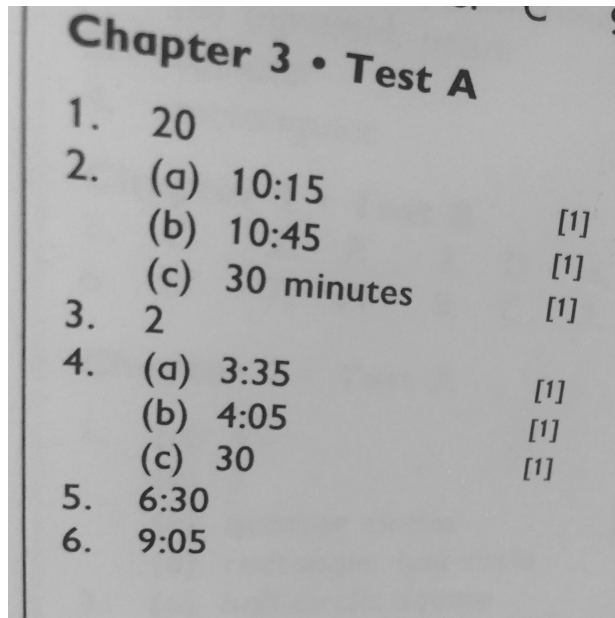
If you try to talk to the bison, he never quite understands;

You can't shake hands with a mingo - he doesn't like shaking hands.

And lions and roaring tigers *hate* saying, "How do you do?" -

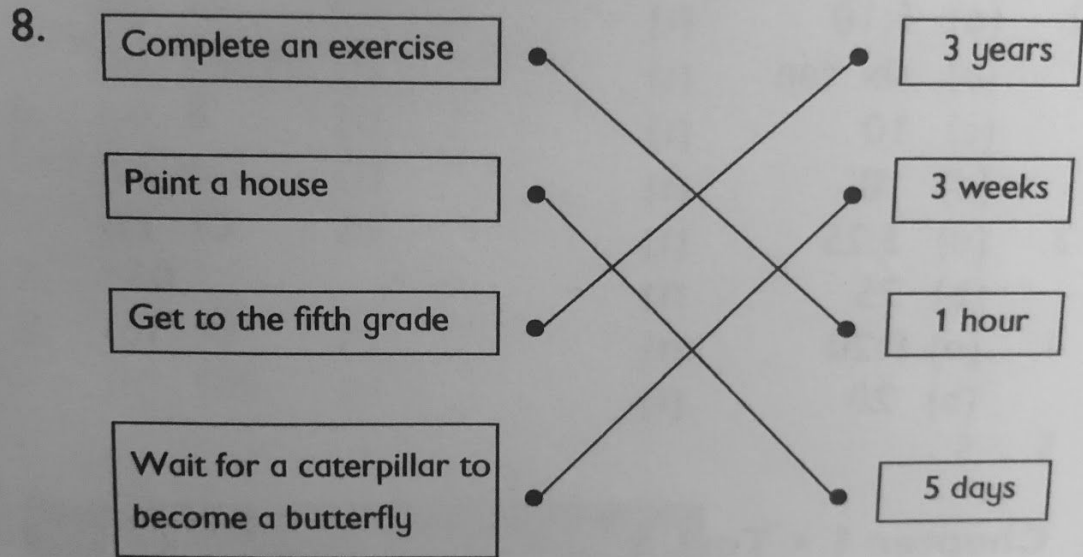
But *I* give buns to the elephant when I go down to the Zoo

Thursday Math Answer Keys



Chapter 4 • Test A

1. week
2. month
3. year
4. month
5. year
6. day
7. year



9. (a) 48
(b) 14
10. (a) shorter
(b) shorter

Civil War Unit Assessment: Answer Key

This is an Independent activity. This must be turned into your teacher. Take your time and ask for your parent to read a question for you, if you need help.

1. In the 1840s, slavery was most commonly found in the **South**.
2. **Harriet Tubman** helped slaves escape using the Underground Railroad.
3. During the Civil War, the **Northern states** were called the Union.
4. Harriet Beecher Stowe was a **writer**.
5. "Rebel" was another name for soldiers from the **South**.
6. The Confederate army was commanded by **Robert E. Lee**.
7. The president of the United States during the Civil War was **Abraham Lincoln**.
8. Abolitionists were people who wanted to **end slavery**.
9. The president asked **Ulysses S. Grant** to lead the Union Army.

Science: This must be turned in to your teacher.

Insect Test- Answer Key

Using the word bank below, **fill in the blanks** in the following sentences.

thorax exoskeleton social insects antennae

1. The hard outer covering of an insect is called the exoskeleton.
2. All insects have antennae and ants use theirs to communicate with each other.
3. Ants and bees live in colonies, meaning they are Social insects.
4. The thorax is the middle section of the insect's body.

Short Answer- Answer in complete sentences

5. List one way in which insects are harmful to humans in a complete sentence.

Sting

6. List one way in which insects are helpful to humans in a complete sentence.

Pollination

7. What is the main job of the Queen bee? Answer in a complete sentence.

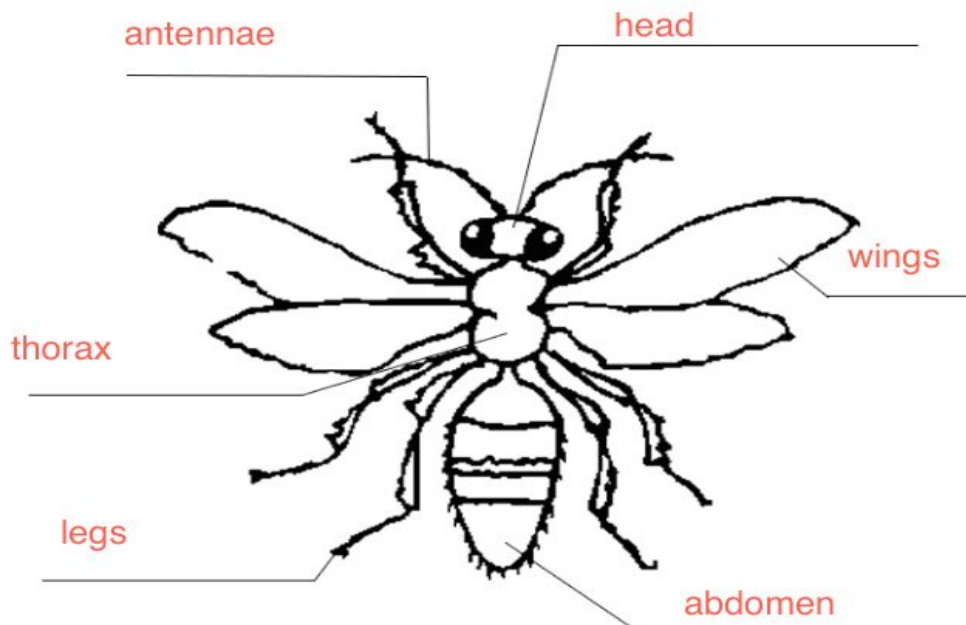
Lay eggs.

8. List the life cycle of a butterfly. Egg, caterpillar, chrysalis, butterfly.

9. Using the word box label the parts of the insect.

Answer Key

Insect Anatomy



Word Bank
abdomen
antennae
head
legs
thorax
wings

April 24

FRIDAY No School

Submission Checklist

Please send the following assignments to your scholars teacher on Thursday 4/23.

- Student Affidavit
- Spalding 30 word Test
- The third stanza of *At the Zoo* written from memory
- Math Tests 3A and 4A
- Science: Insect Test



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

Student Packet
2nd grade April 20-24

Student Attendance Affidavit

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

Monday, April 20, 2020

Tuesday, April 21, 2020

Wednesday, April 22, 2020

Thursday, April 23, 2020

Friday, April 24, 2020 Off

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 Thursday'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 Thursday's Assessments to the best of my abilities.

Student Signature: _____

Student Printed Name: _____ Class Section: _____

Table of Contents

Affidavit.....	page 35
Table of contents.....	page 36
Monday Daily Agenda	page 37
Spalding.....	page 38
Charlotte's Web Ch 7 comprehension questions.....	page 39
Writing for Chapter 7.....	page 40
At the Zoo (Stanza 3).....	page 41
Math.....	page 42
Music.....	page 43-44
Tuesday Daily Agenda.....	page 45
Spalding.....	page 46
Charlotte's Web Ch 8 comprehension questions.....	page 47
Writing Venn Diagram.....	page 48
Poetry Bingo (Stanza 3).....	page 49
Math.....	page 50
Specials: Art.....	page 51-52
Wednesday Daily Agenda.....	page 53
Spalding.....	page 54
Charlotte's Web Ch 9 comprehension questions.....	page 55
Writing What is a bridge.....	page 56
Poetry Bingo.....	page 57
Math Sprint.....	page 58
History flashcards.....	page 59-61
Thursday Daily Agenda.....	page 62
Spalding.....	page 63
Poetry At the Zoo (stanza 3).....	page 64
Math	page 65-69
History Unit Assessment: Civil War.....	page 70
Science.....	page 71-72
Specials: Latin.....	page 73-75
Friday Daily Agenda Off	page 76

MONDAY OVERVIEW

<u>Spalding</u>	<input type="checkbox"/> With a parent complete Monday's words in your Spalding pink book.
<u>Literature</u>	<input type="checkbox"/> Read Chapter 7 of Charlotte's Web <input type="checkbox"/> Answer the Vocabulary and Comprehension questions
<u>Writing</u>	<input type="checkbox"/> Complete the writing activity "Loathed vs Loved"
<u>Poetry</u>	<input type="checkbox"/> Read the third stanza of the poem At the Zoo. <input type="checkbox"/> Copy the third stanza. Say the words as you write them.
<u>Math</u>	<input type="checkbox"/> PA - Do Addition Math Sprint <input type="checkbox"/> PA - Read Monday Lesson in Slideshow Time April 20-24 <input type="checkbox"/> I - Scholar should do Workbook 2B pgs 122-125 <input type="checkbox"/> PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.
<u>History</u>	No History
<u>Science</u>	<input type="checkbox"/> Read <i>Insects: Friend or Foe?</i> with your parents. <input type="checkbox"/> No assignment.
<u>Specials: P.E</u>	Please complete the activity Coach Johnson has for you.



Great Hearts Western Hills
Spalding Homework: K-2

Grade: 2 Day of Week: 4/27 (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>line</u>
<u>lin</u> <u>ing</u> r. 11
<u>o</u> <u>cean</u> r. 4
<u>neph</u> <u>ew</u>
<u>nine</u> <u>teen</u>
<u>no</u> <u>tice</u> r. 4, 11
<u>no</u> <u>ticed</u> r. 4, 11, 28
<u>pas</u> <u>sen</u> <u>gers</u> r. 29, 3
<u>re</u> <u>mained</u> r. 4, 28
<u>re</u> <u>treat</u> <u>ing</u> r. 4

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.

Bad News
Vocabulary and Comprehension Questions

Vocabulary: Read the words on the left and match them to their meaning on the right. Write your answer on the line provided.

- | | | |
|-------|---------------|--|
| _____ | 1. Campaign | A. a cause |
| _____ | 2. Sensible | B. having a good sense of reason |
| _____ | 3. Loathed | C. to dislike greatly |
| _____ | 4. Admired | D. to feel respect and approval for something or someone |
| _____ | 5. Conspiracy | E. Secret |
| _____ | 6. Hysterics | F. a fit of uncontrollable laughter or crying |

Comprehension: After reading chapter 7, please answer the following questions.

1. Who told Wilbur that the farmer would most likely kill him when the weather got cold? _____
2. What was Wilbur's reaction? _____

Loathed vs Loved

In this chapter, you heard that the sheep loathed flies. The word loathed means hated.

Example: *Sharon loathed getting up early on Saturday mornings.*

The opposite, or antonym, of the word loathed is the word loved.

Directions: read the sentences. If what you read is an example of loathed, write, “**loathed.**” If what you read is an example of loved, write, “**loved.**”

1. Because Fern felt strong attachment to Wilbur, it was hard to say goodbye every day when she went to school. _____
2. Mandy would never eat mustard on her sandwich. _____
3. My mother has always hated spiders. _____
4. Chip was sorry to miss his favorite class—science! _____
5. Diana was so excited to see the ballet performance. _____

By A. A. Milne

Directions: Read the third stanza of the poem At The Zoo. Copy the stanza on to the lines provided. Say each word as you write it.

If you try to talk to the bison, he never quite understands;

You can't shake hands with a mingo - he doesn't like shaking hands.

And lions and roaring tigers *hate* saying, "How do you do?" -

But *I* give buns to the elephant when I go down to the Zoo!

Adding with All Regrouping (D)

Find each sum.

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

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

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

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

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

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

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

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

Music

This week we are taking another step towards writing music on a staff. For our lesson you will need the information below:



Quarter
Note



Half
Note



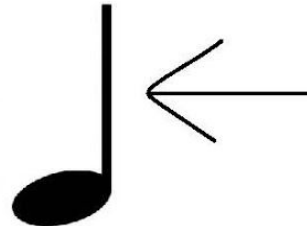
Dotted Half
Note



Whole
Note



When we write notes, the stick is called the stem. From here on out we will call it the stem. The arrow points to the stem.



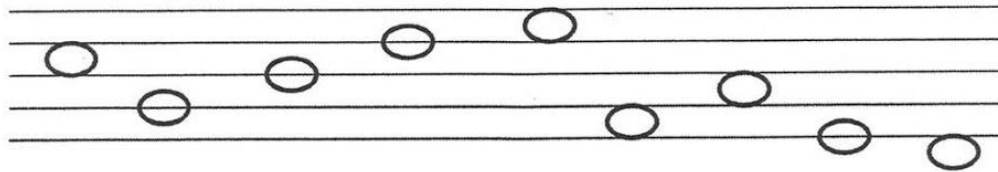
There is a rule about whether a stem goes up or goes down. It's called The Stem Rule.

The Stem Rule

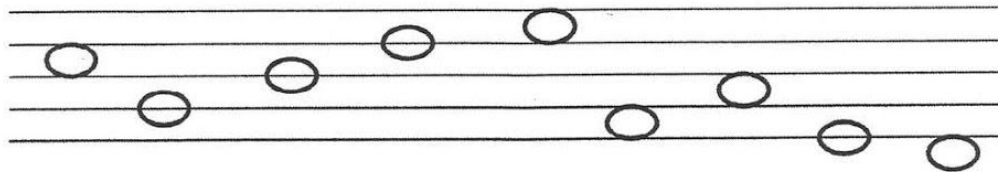
Notes below line 3 on the staff have stems that go up on the right. Notes above line 3 have stems that go down on the left.

First, take a highlighter, (or anything that colors), and color just line three.

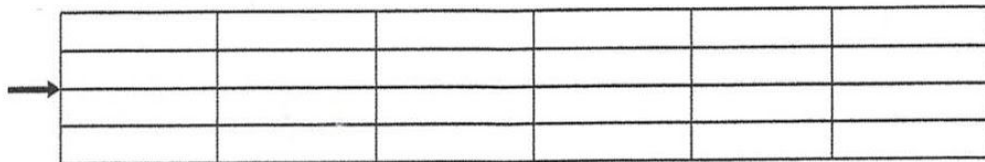
Next, draw stems up on the notes below line three.



Draw stems down on the notes above line three.



Draw the indicated note on the correct line or space. Remember the stem rule.



			Dotted		
Whole note	Half note	Half note	Half note	Quarter note	Quarter note
Line 2	Space 4	Line 1	Space 3	Line 4	Space 1

April 21

TUESDAY OVERVIEW	
<u>Spalding</u>	<input type="checkbox"/> With a parent complete Tuesday's words in your Spalding pink book.
<u>Literature</u>	<input type="checkbox"/> Read Chapter 8 of Charlotte's Web <input type="checkbox"/> Answer the Vocabulary and Comprehension questions
<u>Writing</u>	<input type="checkbox"/> Complete the Venn diagram comparing and contrasting Charlotte and Wilbur
<u>Poetry</u>	<input type="checkbox"/> Play poetry Bingo to practice the 3rd stanza of the poem At the Zoo
<u>Math</u>	<input type="checkbox"/> PA - Do Subtraction Math Sprint <input type="checkbox"/> PA - Read Tuesday Lesson in Slideshow Time April 20-24 <input type="checkbox"/> I - Scholar should do Workbook 2B pgs. 126-127 <input type="checkbox"/> PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.
<u>History</u>	No History
<u>Science</u>	<input type="checkbox"/> Review Power Point
<u>Specials: Art</u>	Please complete the Art activity.



Great Hearts Western Hills
Spalding Homework: K-2

Grade: 2 Day of Week: 4/28 (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!

style
sub tract
tai lor
thumb
trial r. 5.24
voy age
whis per
wrong
some times ²
en gage

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 8
A Talk at Home

Vocabulary and Comprehension Questions

Vocabulary – Use your context clues to determine the meaning of the following words.

1. Adores– _____

2. Vaguely– _____

Comprehension: After reading chapter 8, please answer the following questions.

1. What does Fern share with her parents at the beginning of this chapter? _____

2. Why was Mrs. Arable concerned about Fern? _____

3. If you were Fern, would you tell your parents about your experiences at the barn? Why or why not?

4. How often is Fern at Mr. Zuckerman's barn? _____

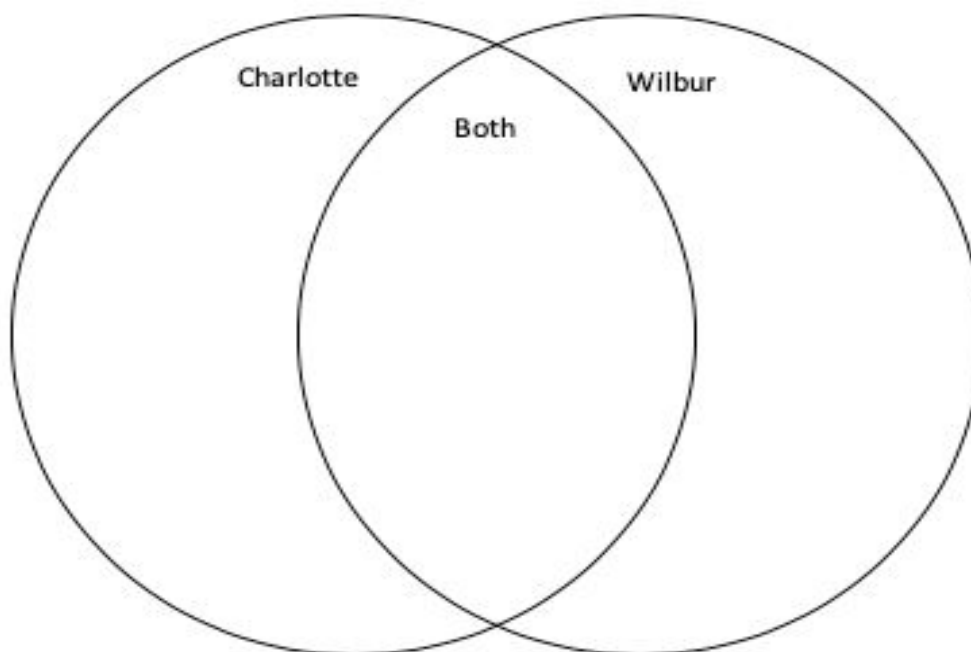
Charlotte's Web Chapter 8 Writing Activity
A Talk at Home

In this chapter, you heard that the sheep loathed flies. The word loathed means hated.

Example: *Sharon loathed getting up early on Saturday mornings.*

The opposite, or antonym, of the word loathed is the word loved.

Directions: Using the Venn diagram, you will compare (tell how something alike) and contrast (tell how something is different) both Charlotte and Wilbur. Tell how they are different by writing characteristics that only they have on the side of the circle with their name. Tell how they are the same by writing those characteristics where it says both.



At The Zoo
By A. A. Milne

Poetry Bingo!

Directions: Choose a way to practice the third 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 tercera 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!

Subtracting from Minuends 10-18 (D)

Find each difference.

$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -8 \\ \hline \end{array}$$

Second Grade Art

Hello friends! Today we have a new time period and artwork to work on! We are moving on to the Baroque art period. This time was filled with lots of dramatic paintings with dark shadows, bright highlights, and intense color.



Find these items
and circle them:

Stem

The Biggest Leaf

Peach

Apple

Yellow Grapes

Red Grapes

Black Grapes

Fig

Baroque

Title: Basket of Fruit Artist: Caravaggio Date: 1599 Medium: Oil Paint

To learn more about Caravaggio and his style please
watch...<https://www.youtube.com/watch?v=WEaoCirBUy0&t=357s>

Today you will need fruit or vegetables (or any other food you can draw from the kitchen), a pencil and eraser, colored pencils or crayons, and your sketchbook.

1. Set up your food in a bowl or basket
2. Draw the bowl or basket first
3. Add in your food
4. Look at the shadows and try to make them very dark
5. Use your eraser to make the highlights by erasing any spot that is too dark.
6. Softly add color or leave it black and white if you'd like!

If you'd like to keep making art color in these fruit and vegetables with crazy colors, but color neatly! Stay in the lines and try adding shadows and highlights. Have fun!



4/22 WEDNESDAY OVERVIEW

<u>Spalding</u>	<input type="checkbox"/> With a parent complete Wednesday's words in your Spalding pink book.
<u>Literature</u>	<input type="checkbox"/> Read Chapter 9 of Charlotte's Web <input type="checkbox"/> Answer Vocabulary and Comprehension questions
<u>Writing</u>	<input type="checkbox"/> Complete the writing activity: Explain what a bridge is
<u>Poetry</u>	<input type="checkbox"/> Play poetry Bingo to practise the 3rd stanza of the poem At the Zoo
<u>Math</u>	<input type="checkbox"/> PA - Do Multiplication Math Sprint <input type="checkbox"/> PA - Read Wednesday Lesson in Slideshow Time April 20-24 <input type="checkbox"/> I - Scholar should do 2B Workbook pg. 128 <input type="checkbox"/> PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.
<u>History</u>	<p>This first step will be I or independent work. You will need scissors for this exercise. If your parent has printed out the flashcards. You will need to cut straight across (from left to right) to create the flashcard. You will have 9 total. If your parent didn't print out the flashcards you can take index cards and make your own. You put the question on the front and write the answer on the back.</p> <p>This step is a PA or parent assist. Please review the flashcards in order to study for the end of Unit assessment on the Civil War.</p>
<u>Science</u>	<input type="checkbox"/> Review Power Point



Great Hearts Western Hills
Spalding Homework: K-2

Grade: 2 Day of Week: 4/29 (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!

fi nal r. 5, 11
fi nal ly
ter ri ble r. 29
sur prise
pe ri od r. 4
ad di tion r. 29, 14
em ploy
prop erty r. 6
se lect r. 4

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 9
Wilbur's Boast**

Vocabulary and Comprehension Questions

Vocabulary – Use your context clues to determine the meaning of the following words.

Boasting– _____

Hastily– _____

Oblige– _____

Summoning– _____

Neglected– _____

Advise– _____

Troupe- _____

Comprehension: After reading chapter 9, please answer the following questions.

1. What did Charlotte try to teach Wilbur to do? _____

2. Why couldn't Wilbur spin a web? _____

3. How did Charlotte help Wilbur feel better when he was worried about dying?

4. What was the advice Charlotte told Wilbur? _____

At The Zoo
By A. A. Milne

Poetry Bingo!

Directions: Choose a way to practice the third 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 tercera 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!

Multiplication Facts to 81 (D)

Determine each product.

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

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

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

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

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

Math-Drills.Com

Abolitionists were people who wanted to _____.

end slavery

The Confederate army was commanded by _____.

Robert E. Lee

During the Civil War, the _____ were called the Union.

Northern states

Harriet Beecher Stowe was a _____.

writer

_____ helped slaves
escape using the Underground Railroad.

Harriet Tubman

In the 1840s, slavery was most commonly
found in the
_____.

South

The president asked
_____ to lead the Union
army.

Ulysses S. Grant

The president of the United States
during the Civil War was
_____.

Abraham Lincoln

**"Rebel" was another name for soldiers from
the _____.**

South

April 23

THURSDAY OVERVIEW	
<u>Spalding</u>	<input type="checkbox"/> Test: Write all 30 words
<u>Literature</u>	<input type="checkbox"/> Students will finish any unfinished chapters. <input type="checkbox"/> Students will finish any unfinished vocabulary and comprehension questions
<u>Writing</u>	<input type="checkbox"/> Students will finish any unfinished writing assignments
<u>Poetry</u>	<input type="checkbox"/> Students will write the 3rd stanza from memory: this will be returned to the teacher.
<u>Math</u>	<input type="checkbox"/> I - Scholar should take Tests 3A and 4A <input type="checkbox"/> PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.
<u>History</u>	This is an I or independent activity. You can write the answers in your History notebook or you may write on the assessment if your parent has printed it out for you. This needs to be turned into your teacher. If you get stuck on a question that is okay ask for someone to read the question to you. Please use your best Spalding handwriting.
<u>Science</u>	<input type="checkbox"/> Complete Science Insect Test <input type="checkbox"/> This must be turned in to your teacher on <u>Thursday.</u>
<u>Specials: Latin</u>	Please complete the Latin activity.

At The Zoo
By A. A. Milne

Directions: Write the third stanza of the poem At The Zoo from memory!

**Test
A**
Unit 11: Time
Chapter 3: Time Intervals

1. May started reading at 8:05 a.m. and stopped at 8:25 a.m.
She read for _____ minutes.

START

END


2. Bill attended an English class.

English
START

END


(a) The English class started at _____ a.m.

(b) It ended at _____ a.m.

(c) It lasted _____ minutes.

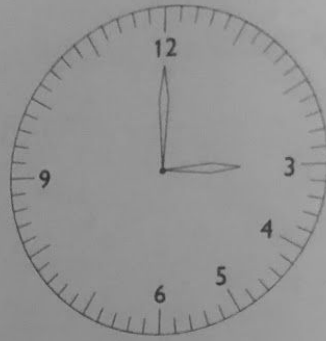
3. Martha attended an arts and crafts class.

Arts and crafts

START



END

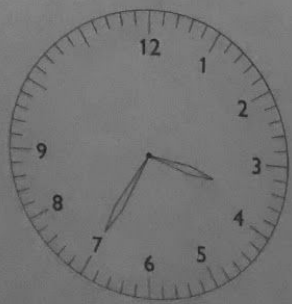


The arts and crafts class lasted _____ hours.

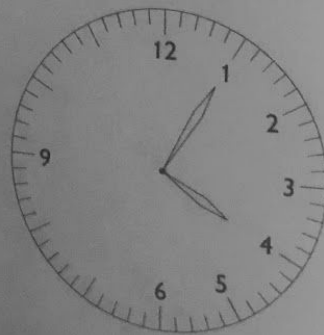
4. Joey attended a music class.

Music

START



END



- (a) The music class started at _____ p.m.
(b) It ended at _____ p.m.
(c) It lasted _____ minutes.

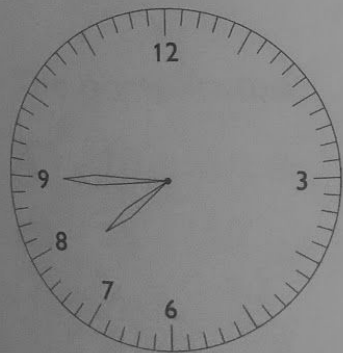
5. Michael played football for 1 hour.



He started playing at 5:30 p.m.

He stopped playing at _____ p.m.

6. Jane took 20 minutes to wash up before bedtime.



She started washing up at 8:45 p.m.

She finished at _____ p.m.

**Test
A**

Unit 11: Time

Chapter 4: Other Units of Time

Fill in the blanks with the words in the box:

year

month

day

week

1. There are 7 days in a _____.
2. There are 31 days in the _____ of December.
3. 52 weeks make 1 _____.
4. In the _____ of February, there are only 28 days, except in a leap year.
5. There are 365 days in a _____.
6. 24 hours make 1 _____.
7. There are 12 months in a _____.

8. How long does it take to complete each activity?

Match.

Complete an exercise

3 years

Paint a house

3 weeks

Get to the fifth grade

1 hour

Wait for a caterpillar
to become a butterfly

5 days

9. Fill in the blanks with the correct numbers.

(a) There are _____ hours in 2 days.

(b) There are _____ days in 2 weeks.

10. Fill in the blanks with **longer** or **shorter**.

(a) 2 weeks is _____ than 20 days.

(b) 2 years is _____ than 25 months.

Civil War Unit Assessment:

This is an Independent activity. This must be turned into your teacher. Take your time and ask for your parent to read a question for you, if you need help.

1. In the 1840s, slavery was most commonly found in the _____.
2. _____ helped slaves escape using the Underground Railroad.
3. During the Civil War, the _____ were called the Union.
4. Harriet Beecher Stowe was a _____.
5. "Rebel" was another name for soldiers from the _____.
6. The Confederate army was commanded by _____.
7. The president of the United States during the Civil War was _____.
8. Abolitionists were people who wanted to _____.
9. The president asked _____ to lead the Union Army.

Science: **This must be turned in to your teacher.**

Name _____ Date _____

Insect Test

Using the word bank below, **fill in the blanks** in the following sentences.

thorax exoskeleton social insects antennae

1. The hard outer covering of an insect is called the _____.
2. All insects have _____ and ants use theirs to communicate with each other.
3. Ants and bees live in colonies, meaning they are _____.
4. The _____ is the middle section of the insect's body.

Short Answer- Answer in complete sentences

5. List one way in which insects are harmful to humans.

6. List one way in which insects are helpful to humans.

7. What is the main job of the Queen bee? _____

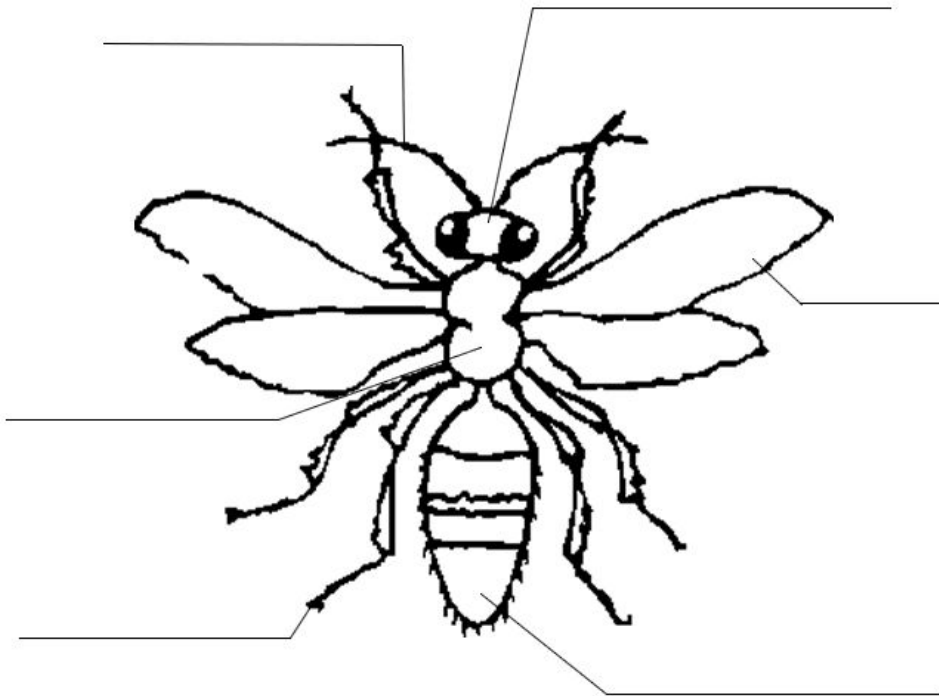
8. List the life cycle of a butterfly.

1. _____ 2. _____ 3. _____

4. _____

9. Using the word box label the parts of the insect.

Insect Anatomy



Word Bank
abdomen
antennae
head
legs
thorax
wings

LATINE LOQVOR: Activities

Part 1 Instructions: In this lesson, we will learn more names of some actions, 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 III

Quid agere te placet?



1. *Currere*



2. “*Currere me placet.*”



1. *Legere*



2. “*Legere me placet.*”



3. *Purgare*



4. “*Purgare non me placet.*”



5. “*Dormire me placet.*”



6. “*Scribere non 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.*

Currere (*coo-ree-re*): to run/running

Legere (*leh-gheh-reh*): to read/reading

Purgare (*poor-gaw-re*): to clean/cleaning

Dormire (*door-mee-re*): to sleep/sleeping

Scribere (*scree-beh-re*): No*

Quid agere te placet? (*ah-gheh-reh*): What do you like to do?

*nota bene: Spanish speakers may notice the similarity between verbs in Spanish and verbs in Latin.

FRIDAY OVERVIEW - NO SCHOOL

<u>Spalding</u>	
<u>Literature</u>	
<u>Writing</u>	
<u>Poetry</u>	
<u>Math</u>	
<u>History</u>	
<u>Science</u>	