



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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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 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 by Saturday at 8 p.m. 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,
GHHW 2nd Grade Team

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April 27

MONDAY OVERVIEW	
<u>Spalding</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Spalding Video. Students will write words in their pink notebooks as they watch the video. Pause as needed. If needed, 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. 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 10 of Charlotte's Web <input type="checkbox"/> Students will answer the comprehension questions <p>KEY Literature: Charlotte's Web Chapter 10</p> <ol style="list-style-type: none"> 1. What was Charlotte's plan going to do to Zuckerman? <u>Trick or fool him p.67</u> 2. What did Avery want to do with Charlotte? <u>Catch her p.72</u> 3. Why wasn't Avery able to catch her? <u>He was climbing to swing a stick to knock her in a box and lost his balance. He fell and landed on the rotten egg and it exploded making it stink terribly, so he ran away p.73</u> 4. What made the terrible smell go away? <u>Lurvy covered the rotten egg with dirt p.75</u>
<u>Writing</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will learn about ascend and descend
<u>Poetry</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will practice the entire poem and will recite it from memory on Friday.
<u>Math</u>	<ul style="list-style-type: none"> <input type="checkbox"/> I - Scholar should do Practice Test <input type="checkbox"/> PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance. <p>Practice Test Answer Key 1)B 2)A 3)C 4)D 5)A 6)B 7)D 8)D 9)a)C b)B 10)D 11)A 12)C 13)A 14)B 15)C 16)B 17)C 18)A 19)D</p>
<u>History</u>	<ul style="list-style-type: none"> <input type="checkbox"/> No History
<u>Science</u>	<ul style="list-style-type: none"> <input type="checkbox"/> PA- Read <i>What Comes First, the Chicken or the Egg? 6A</i>, with the corresponding pictures that are posted in the google classroom or linked here. <input type="checkbox"/> Students will then complete the assignment and glue it into their ScienceJournals <input type="checkbox"/> *Must be turned in to the teacher*
<u>Specials: P.E.</u>	<p>Please have your scholar complete the P.E. activity.</p>

Spalding Monday:

Word	Example Sentence	Notes
{connect	Connect the dots.	r.29
{connection	My connection flight to Utah is postponed.	Write connect but replace /t/ with /ti/ and add ending 'on'.
firm	The bread dough is firm.	
{region	It is hot this time of year in the southern region.	r.4
{religion	A person's religion is sacred.	r.4
convict	The jury will convict him for the crime.	
private	I will have a private conversation with your teacher.	r.5
command	You wish is my command.	r.29
debate	This conversation is not up for debate.	r.4
crowd	The crowd was thrilled with the operatic performance.	

Science: Read Science Read Aloud (Pictures are posted in the google classroom)

Which Came First, the Chicken or the Egg? 6A

What Have We Already Learned? Review with students that a cycle is a sequence of events that repeats itself again and again. In the previous lesson, students learned that the stages in the life cycles of flowering plants and trees are both from seed to seed. The life cycles begin with seeds and end with the plants and trees producing new seeds. Show students Image Cards 5–9, and have them identify and sequence the stages of a flowering plant’s life cycle. You may wish to ask the following questions: • Which Image Card shows the first stage of the life cycle? (seeds in Image Card 5) • Which stage of the life cycle do Image Cards 6 and 7 show? (germination/seedling) • Image Card 8 shows a mature flowering plant. When a plant reaches maturity, it flowers and produces fruit. This will start the life cycle over again, once seeds are dispersed as in Image Card 9. You may also wish to reference Cycles Poster 2 (Flowering Plant Life Cycle) and Poster 3 (Life Cycle of a Tree). Review with students how the seasonal cycle affects the life cycle of deciduous trees. Tell students that they have now learned about the seasonal cycle, the life cycle of a flowering plant, and the life cycle of a tree. Ask students what all of these things have in common. Remind them that all living things—plants, animals, and even people—journey through differing stages from birth to adult called a life cycle. Explain to students that they are going to continue learning about the life cycle as experienced by a very familiar bird.

Which came first, the Chicken or the Egg?

Show image 6A-1: Chicken and Tyrannosaurus Rex A chicken is a type of bird. Did you know that there are more chickens in our world than any other type of bird? In fact there are more chickens on Earth than people. Scientists believe that chickens are the closest living relative of the Tyrannosaurus Rex, one of the largest dinosaurs that ever lived. Can you see why? 1 Like all birds, chickens have feathers and wings, and they lay eggs. Chickens can fly, but not very far. Have you ever heard the question, “Which came first, the chicken or the egg?” Listen carefully to this lesson on the life cycle of a chicken, and you’ll see why that question is so difficult to answer! All living things go through a sequence of stages from birth to adult called a life cycle. The life cycles of plants and trees begin with seeds; the life cycles of chickens begin with eggs!

Show image 6A-2: Egg Have you ever cracked an egg open? The outer layer that you crack is called the eggshell. Eggshells can be many different colors, including white, light brown, speckled, pale blue, or even green. Inside the shell, the egg consists of a yellow **yolk**, which is made mostly of fat, and a white part, called the **albumen**. 2 Do you know what a female chicken is called? A female chicken is called a hen. Do you know what a male chicken is called? A male chicken is called a rooster. Hens lay eggs. Not all eggs become baby chickens, or chicks. In order to produce chicks, a rooster must **fertilize** the eggs before the hen lays them. 3 Eggs that are not fertilized do not become baby chickens. They are sent to stores so that people can buy them and eat them.

Show image 6A-3: Hen sitting on eggs As soon as a hen lays her fertilized eggs, she will begin to care for them. The hen will sit on the eggs and even turn the eggs to make sure that the eggs stay warm. The eggs need to stay warm for twenty-one days in order to develop into chicks. 4 Let's find out what happens inside the egg during this time!

Show image 6A-4: Diagram of developing chicken embryo Inside the fertilized egg, great changes are happening. A tiny **embryo** is developing inside the egg. 5 The embryo needs food, water, and oxygen to grow and develop. Within forty-eight hours of fertilization, tiny, red blood vessels spread out from the embryo to the yolk and to the inside of the shell. Directly under the shell are two membranes, or air sacs, containing oxygen. As the embryo develops and grows into a chick, it uses this oxygen. This supply of oxygen is **replenished**, or replaced, as oxygen passes through the shell of the egg. How does oxygen pass through the shell of an egg? If you look at an eggshell under a magnifying glass, you will see that it has tiny holes called pores that allow oxygen in, and carbon dioxide out. 6 The parts of the egg inside the shell contain all the food the growing embryo needs to develop into a fully formed chick. The yellow yolk provides the food necessary for the embryo to grow big and strong. The white of the egg, or albumen, surrounds the yolk and provides the growing embryo with more food and water. The first part to develop is the chick's nervous system. Then the brain starts to form, and then the heart starts to beat. After five days, the wings and the legs begin to develop. After seven days, the embryo is fully formed but is quite tiny. Around the tenth day, feathers begin to develop and the growth of the fully formed embryo into a chick accelerates, or speeds up. 7 As the chick grows, it uses up its food supply. After twenty days inside the egg, the chick pierces, or makes a hole in, the air sac and begins to breathe air with its own lungs for the first time. This means that the chick is ready to hatch out of the egg. The chick begins to chirp to let its mother know that it will soon be in the outside world. On the twenty-first day, the chick uses its egg tooth to chip a circle around the inside of the shell. It pushes against the sides of the egg with its body to break open the shell.

Show image 6A-5: Newly hatched chicks When the chick first emerges, it is tired from the effort of breaking out of its shell. It is also wet. Before long, however, the feathers dry out and become lovely and fluffy. 8 The mother hen, having cared for her eggs, continues to care for her chicks. She will shelter them under her wings to keep them warm and dry. Chicks know instinctively how to scratch around in the dirt for food. 9 For the first two weeks, the chicks stay close to their mother.

Show image 6A-6: Chicken life cycle diagram Chicks grow quickly in the first months of their lives. When a female is about six months old, she will start to lay eggs. These first eggs will be quite small, though. Interestingly, females are called pullets, not hens, until they are one year old. Roosters are able to fertilize eggs at a similar age. And so the life cycle begins all over again. A rooster fertilizes eggs before a hen lays them. The hen will care for the fertilized eggs and keep them warm. After twenty-one days, the eggs will hatch and new chicks will emerge. Now that you know more about the life cycle of a chicken, which do you think came first—the chicken or the egg?

April 28

TUESDAY OVERVIEW	
<u>Spalding</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Spalding Video. Students will write words in their pink notebooks as they watch the video. Pause as needed. If needed, 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. 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 11 of Charlotte’s Web <input type="checkbox"/> Students will complete comprehension questions <p>KEY: Literature: Charlotte’s Web Chapter 11</p> <p>1. Describe Mr. Zuckerman’s reaction when they saw Charlotte’s web? <u><i>In awe; bewildered; said a miracle has happened on the farm; said the pig was a special pig p.79</i></u></p> <p>2. Where did Mr. Zuckerman go with his suit on and why? <u><i>To see the minister to explain there had been a miracle at the farm p.82</i></u></p> <p>3. Why was everyone coming to see the pig? <u><i>They heard about it and wanted to see the “sign” that had appeared in the web p.83</i></u></p> <p>4. What was Avery’s punishment for trying to hit the spider with a stick? <u><i>Sent to bed with no supper p.84</i></u></p> <p>5. What did the minister say the “sign” or miracle was? <u><i>Human beings needed to be on the watch for wonders p.85</i></u></p>
<u>Writing</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will complete writing activity
<u>Poetry</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will practice reciting their poem to be ready to recite it from memory on Friday
<u>Math</u>	<ul style="list-style-type: none"> <input type="checkbox"/> I - Scholar should do Cumulative Test Units 1-11. This should be turned in to your teacher. <input type="checkbox"/> PA - Parents should correct Scholar’s work and have Scholar correct mistakes with parent guidance. <p>Test Key: 1)571 2)78 3)209 4)55 5)3 6)(a)< (b)= 7)3 8)\$0.35 9)10 10)division; 6;6 11)28 12)6 13)3/10 14)6:30 15)45 16)50 17)(a)25 (b)7</p>
<u>History</u>	<ul style="list-style-type: none"> <input type="checkbox"/> No History
<u>Science</u>	<ul style="list-style-type: none"> <input type="checkbox"/> PA- Read <i>The Life Cycle of a Frog 7A</i>, with the corresponding pictures that are posted in the google classroom or linked here. <input type="checkbox"/> Students will then complete the assignment and glue it into their Science Journals <input type="checkbox"/> *Must be turned in to the teacher*
<u>Specials: Art</u>	Please complete the Art activity.

Spalding Tuesday:

Word	Example Sentence	Notes
factory	I will visit a candy factory.	r.4,6
publish	I will publish my first book.	r.13
represent	I will wear this shirt to represent my school.	r.6
term	The first term of school is over.	
{relate	I can relate to your excitement.	r.14
{relative	I have a relative in Ohio.	R.4, 11 My base word is 'relate' my ending is 'ive'. I must write 'relate' without the silent final 'e' because my ending 'ive' begins with a vowel.
{progress	The rapid progress of the ship made the passengers nervous.	R.17 Noun
{progress	He has had much progress this term.	r.4 Verb
entire	My family ate an entire box of pizza.	

Science: Read Science Read Aloud (Pictures are posted in the google classroom)

The Life Cycle of a Frog 7A

Show image 7A-1: Frogs 1 Did you know that there are thousands of different kinds of frogs in the world? Frogs don't all look alike either. Frogs can be all different sizes and colors. The smallest frog in the world was recently discovered in Papua New Guinea. It is smaller than a dime! 2 The largest frog in the world is the Goliath frog from Africa. It can grow up to three feet long and weigh seven pounds. 3 Frogs live on every continent in the world except Antarctica. Why do you think they don't live in Antarctica? Frogs don't live in Antarctica because it is too cold, although there is a frog that lives just inside the Arctic Circle. Do you know what a group of frogs is called? A group of frogs is called an army. Okay, now that you know some cool facts about frogs, let's find out about their life cycles. Just like a chicken, a frog's life cycle includes birth, growth, reproduction, and death. The reproduction stage creates new life so that the cycle repeats over and over again.

Show image 7A-2: Frogspawn Have you ever stood at the edge of a pond or stream in the spring and spotted a jelly-like substance floating in the water? If so, you have seen the first stage of a frog's life cycle. The first stage of a frog's life cycle is the egg. That jelly-like substance is frogspawn, which is hundreds of soft, jelly-like eggs. In the center of each egg is a tiny black dot. Each black dot is a tiny embryo that will become a tadpole soon. 4 A developing young frog is called an embryo at the early stages and a tadpole at the later stages. The mother frog lays her eggs in water in spring, when the cold winter months are over and the water is warm enough for her eggs to survive. The mother frog lays hundreds of eggs at one time. Female frogs lay hundreds of eggs at one time because not all of the eggs survive. Unlike hens, frogs do not usually stay with their eggs, so fish, birds, and water insects are more likely to eat some of the eggs. Some of the eggs will survive and eventually develop into tadpoles.

Show image 7A-3: Tadpoles Just as a developing chick is nourished by the yolk of an egg as it grows, a developing frog is also nourished by yolk-like material in the egg. Within a few days or weeks of its development, depending on the type of frog, the embryo develops into a tadpole with a head and tail. Soon after that, when its gills are formed, it is ready to hatch out of the egg. Gills allow the tadpole to breathe underwater. Fish have gills, too. 5 Once it hatches, a tadpole lives in water. A tadpole has a long, flat tail which it uses to swim. Its gills allow it to get oxygen from the water. Tadpoles swim about in search of food. Although they still feed from the leftovers of the eggs, they also search for small, green, water plants. Tadpoles grow very quickly, especially in warm water.

Show image 7A-4: Tadpole metamorphosis After some time, the tadpole begins its transformation into a frog. When a living thing undergoes a huge change in shape, this process is called metamorphosis. 6 Tadpoles change quite dramatically from fish-like creatures with gills, into four-legged land creatures with lungs. 7 Let's find out more about this remarkable transformation. After the appearance of the head and the tail, the tadpole grows back legs. Gradually, lungs develop inside its body, and its gills begin to disappear inside its body. Because it has lungs, the tadpole can now breathe air. Next, front legs begin to grow. As a tadpole's legs grow, its tail gets smaller. The tadpole uses its tail and its legs to swim through the water. It also begins to use its legs to climb onto plants in the water. Gradually, the tadpole's legs grow longer, and its tail disappears completely. At

this stage, the tadpole is a young frog that can leave its watery home and use its lungs to breathe. For many types of frogs, all of this has happened in about twelve weeks. At this stage of its development, the young frog is about an inch long. 8 Very young frogs are often called froglets. Young frogs leave the pond to find other tasty treats to eat on land. They do not go too far away from their watery home, though. On land they search for small insects, worms, and slugs. They catch their food with their long, sticky tongues. They have to be very careful though, as lots of animals, such as snakes, lizards, and birds, eat young frogs.

Show image 7A-5: Frog skin Do you know what you call an animal that can live in water and on land? An animal that can live in water and on land is called an amphibian. Frogs are amphibians. Although frogs spend a lot of time on land, they stay fairly close to water. Frogs need to keep their skin damp. 9 Instead of drinking water, they absorb it through their skin. Frogs breathe through their skin when they are in water, but they breathe through their lungs when they are on land. They also seek out water when they want to cool down. If water is not nearby, they sit in the shade. They sit in the sun when they want to warm up. 10 In the winter, many frogs hibernate. Often they burrow, or dig a hole in mud at the bottom of ponds. If they can't find a pond, they seek out a damp place, such as a pile of logs, in which to spend the winter.

Show image 7A-6: Frog camouflage The young frog has to survive until it is two or three years old to become a parent. To live that long, frogs have various survival techniques. 11 Their skin is often the color of their natural habitat. This helps them to blend into the background and avoid hungry predators. This is a form of camouflage. Frogs can hop quickly out of reach. They are also excellent swimmers. They can jump into the nearest pond or river to avoid danger. Some frogs have poisonous skin to protect them from predators. All frogs have large, bulging eyes. This helps them to more easily find their own food and avoid becoming dinner for some other creature. When a frog is between two and three years old, it will return to the pond where it was born. At this stage, the frog is now considered an adult. In spring, male frogs croak loudly to let the females know that they are ready to mate. As with chickens, the eggs must be fertilized by a male frog or else they will not develop into baby frogs.

Show image 7A-7: Frog Life Cycle And so the life cycle begins all over again. Each spring, a jelly-like substance appears in ponds and rivers. It is frogspawn, or hundreds of small eggs containing tiny embryos. In time, many will hatch into tadpoles. And a little while later, these tadpoles will turn into frogs that will live for seven years or more. It is amazing that frogs change their appearance so dramatically throughout their life cycle, from egg to tadpole to adult. Next, we will learn about the incredible transformation in another creature's life cycle. Stay tuned!

April 29

WEDNESDAY OVERVIEW	
<u>Spalding</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Spalding Video. Students will write words in their pink notebooks as they watch the video. Pause as needed. If needed, 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. 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 12 of Charlotte’s Web <input type="checkbox"/> Students will complete comprehension questions <p>KEY: Wednesday: Charlotte’s Web Ch12</p> <ol style="list-style-type: none"> 1. How do we know Charlotte’s plan to save Wilbur worked? <i>Everyone thought Wilbur was unusual, so they won’t kill him now p.87</i> 2. How did the animals want Templeton to help out Charlotte? <i>Bring magazine clippings from the dump so she can get ideas and know how to spell words p.89</i> 3. What made Templeton agree with bringing back magazine clippings? <i>Realizing that if Wilbur dies, he won’t get any more food p.90</i>
<u>Writing</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will complete the writing activity
<u>Poetry</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will practice reciting their poem to get ready to recite it from memory on Friday
<u>Math</u>	<ul style="list-style-type: none"> <input type="checkbox"/> PA - Do Addition Math Sprint <input type="checkbox"/> PA - Read Wednesday Lesson in Slideshow Capacity <input type="checkbox"/> I - Scholar should do 2B Workbook pg. 134-138 <input type="checkbox"/> PA - Parents should correct Scholar’s work and have Scholar correct mistakes with parent guidance. <p>Workbook Key: 1)(a)glass bottle (b)bucket 2)(a)fish tank (b)watering can 3)(a)wine glass (b)pot 4)(a)mug (b)bowl</p>
<u>History</u>	<ul style="list-style-type: none"> <input type="checkbox"/> This week we will start a short unit on Immigration. This activity is an I or independent. Have your scholar read Ch 1 <i>Why People Came to America</i>. Link to Chapter 1 PDF <input type="checkbox"/> Then your scholar will answer the following question in their History notebook: What were some of the reasons that people from other countries came to America? This activity will be an I or independent. <input type="checkbox"/> Once your scholar has answered the question independently please check their answer for an understanding of what they have just read. Their answers can vary but you are looking for the “A better life, freedom, and opportunities.” Please make sure your scholar is answering in complete sentences. Your scholar’s teacher doesn’t need to see this assignment.

Science	<input type="checkbox"/> No Science
Specials: Music	Please complete the Music activity.

Spalding Wednesday

Word	Example Sentence	Notes
{preside	The judge will preside over the case and make a final ruling.	r.4
{president	Citizens vote to elect a president in the United States.	Bw: preside Ending: ent r.11
{fame	He rocketed to fame at a young age.	
{famous	Aristotle is famous for being a great teacher of philosophy.	R.4,11 BW: fame End: ous
serve	A knight serves a king.	
estate	I am in charge of my grandfather's estate.	
remember	Remember to wash your hands.	r.4
either	You can either have cupcakes or a brownie.	r.12
effort	I appreciate all of the effort you have put into your work.	r.29

April 30

THURSDAY OVERVIEW	
Spalding	<input type="checkbox"/> Pretest- Read all 28 words and example sentences
Literature	<input type="checkbox"/> Students will read chapter 13 of Charlotte's Web

	<p><input type="checkbox"/> Students will complete comprehension questions</p> <p>KEY: Thursday Literature: Charlotte’s Web Ch13</p> <p>1. After seeing the word “terrific” written in the web, what plans did Zuckerman make for Wilbur? <u>No more manure; only clean hay; Lurvy was to build a crate so Zuckerman could take him to the fair p.96</u></p> <p>2. What was the dump that Templeton went to? <u>Zuckerman’s throw away pile at the end of a path, below the apple orchard p.97</u></p> <p>3. Give me two examples in this chapter that describe how Charlotte feels about Wilbur. <u>Worked far into the night for him p. 92; Charlotte looked affectionately at him p.101; she told him a story even though she was tired p.102; she sang him a song p.104; listen to other examples stated</u></p>
Writing	<input type="checkbox"/> Students will complete writing activity
Poetry	<input type="checkbox"/> Students will practice reciting poem to get ready for their poem recitation (tomorrow)
Math	<p><input type="checkbox"/> PA - Do Subtraction Math Sprint</p> <p><input type="checkbox"/> PA - Read Thursday Lesson in Slideshow Capacity</p> <p><input type="checkbox"/> I - Scholar should do 2B Workbook pg. 139-140</p> <p><input type="checkbox"/> PA - Parents should correct Scholar’s work and have Scholar correct mistakes with parent guidance.</p> <p>Workbook Key: 1)(a)4 (b)4 2)(a)3 (b)3 3)142 4)20</p>
History	<p><input type="checkbox"/> Your scholar will read Independently Chapter 5 Becoming an American Citizen. Link to Chapter 5 PDF.</p> <p><input type="checkbox"/> The next activity will be “My Family Story” This activity will be a PA or parent assist. Your scholar will ask you a series of questions about your family heritage. This assignment must be turned into your scholar’s teacher. Your scholar will need to use complete sentences when writing your responses down. This should be a great opportunity for your scholar to learn about their family’s history.</p>
Science	<input type="checkbox"/> No Science
Specials: Latin	Please complete the Latin activity.

May 1

FRIDAY OVERVIEW	
Spalding	<p><input type="checkbox"/> Test- Read all 28 words and example sentences</p> <p><input type="checkbox"/> Must be turned in to your teacher</p>

<u>Literature</u>	<input type="checkbox"/> Students will finish up any unfinished chapters <input type="checkbox"/> Students will finish any unfinished comprehension questions
<u>Writing</u>	<input type="checkbox"/> Students will finish any unfinished writing assignments
<u>Poetry</u>	<input type="checkbox"/> Students will recite their poem from memory! (This will be turned in to the teacher)
<u>Math</u>	<input type="checkbox"/> I - Scholar should do Friday Math Page <input type="checkbox"/> These should be turned into your teacher. <input type="checkbox"/> PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.
<u>History</u>	<input type="checkbox"/> No History
<u>Science</u>	<input type="checkbox"/> No Science
<u>Specials: Latin</u>	<input type="checkbox"/> Please complete the Latin assessment and turn in separately to your scholars teacher

Submission Checklist: Please send the following assignments to your scholars teacher by Saturday at 8 p.m.

- Student Affidavit
- At the Zoo Poem Recitation
- History "My Story" done on Thursday
- Science both Chicken and Frog Life cycle assignments
- Spalding 28 word Test
- Math Unit 1-11 Cumulative Test
- Friday Math Page
- Latin Assessment

At the Zoo By A. A. Milne
Poem Recitation

There are lions and roaring tigers, and enormous camels and things,

There are biffalo-buffalo-bisons, and a great big bear with wings.

There's a sort of a tiny potamus, and a tiny nosserus too -

But / gave buns to the elephant when / went down to the Zoo!

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 / gave buns to the elephant when I went down to the Zoo!

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 / give buns to the elephant when I go down to the Zoo!

Accuracy ____/10

Stanzas complete and correctly memorized

Cues needed: ____

Volume: ____/5

Articulation: ____/5

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

Posture: ____/5

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



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!

con nect r.29
con nec <u>tion</u> r.29,14
<u>firm</u>
re <u>gion</u> r.4
re <u>li gion</u> r.4
con vict
pri <u>vate</u> r.5
com mand r.29
de <u>bate</u> r.4
<u>crowd</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 10: An Explosion

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

1. What was Charlotte's plan going to do to Zuckerman? _____

2. What did Avery want to do with Charlotte? _____
3. Why wasn't Avery able to catch her? _____

4. What made the terrible smell go away? _____

Charlotte's Web Chapter 10 Writing Activity: An Explosion

In this chapter, you heard that Charlotte "descended to the center of the web and there she began to cut some of her lines." If you descended, you moved down from a higher place to a lower place.

Example: Jonathan carefully descended the narrow, winding staircase.

Directions: Directions: Read each sentence. If the sentence describes descended, write, "descended". If the sentence describes ascended or going from a lower place to a higher place, write, "ascended".

1. I can't believe we climbed to the very top of the mountain! _____
2. Charlotte climbed up the doorway to find a good place for her web. _____
3. Our class walked carefully down the steep hill behind the school. _____
4. The bird climbed higher and higher into the air. _____
5. The gymnast landed gracefully as she dismounted from the balance beam to the floor.

Monday Poetry

Last week you practiced the third stanza of your poem. The week before that you practiced the second stanza of your poem and the week before that, the first stanza! Well, now it's time to put it all together! Today, practice your poem in front of a mirror. You can go in the bathroom or use a mirror in your bedroom - any mirror will do! Practice reciting your poem to yourself! Make eye contact with yourself. Speak loudly and clearly. Speak slowly, but not too slow. You want your poem to sound natural and not rushed. You may use the poem if you get stuck, but try to do it from memory!

At the Zoo

By A. A. Milne

There are lions and roaring tigers, and enormous camels and things,

There are biffalo-buffalo-bisons, and a great big bear with wings.

There's a sort of a tiny potamus, and a tiny nosserus too -

But / gave buns to the elephant when / went down to the Zoo!

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 / gave buns to the elephant when I went down to the Zoo!

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 / give buns to the elephant when I go down to the Zoo!

Circle the correct option, **A**, **B**, **C** or **D**.

1. $23 - \underline{\quad} = 8$

A 5

C 25

B 15

D 31

2. $700 - 170 = \underline{\quad}$


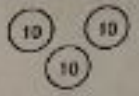
A 530

C 683

B 630

D 870

3. What number does the chart below show?

Hundreds	Tens	Ones
		

A 53

C 530

B 503

D 673

4. What is $267 + 190 + 316$ equal to?

A 663

C 761

B 673

D 773

5. Which of the following does **not** give an answer of 15?

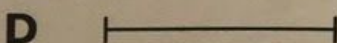
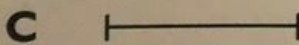
A $5 + 3$

C $3 + 3 + 3 + 3 + 3$

B 5×3

D $5 + 5 + 5$

6. Which line is the longest?



7. Tommy used 3 toothpicks to form a triangle.

The length of each toothpick is 6 cm.

What is the total length of the 3 toothpicks when placed end to end?

A 3 cm

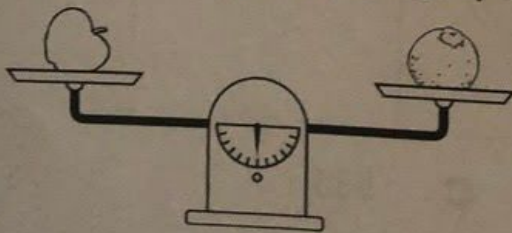
C 12 cm

B 6 cm

D 18 cm

8. The apple weighs 120 g.

What is the weight of the grapefruit?



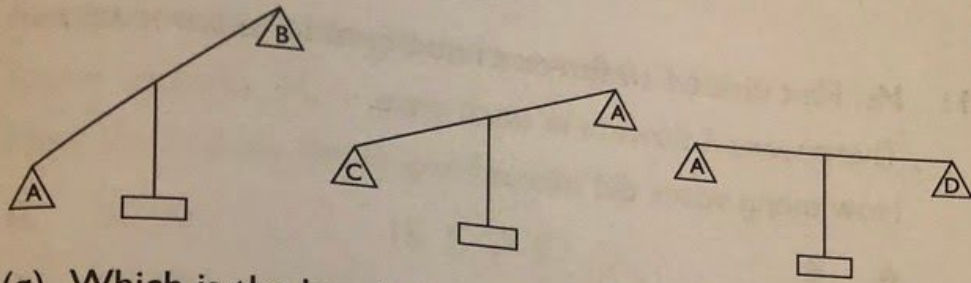
A 60 g

C 100 g

B 80 g

D 120 g

9.



(a) Which is the heaviest ?

A A

B B

C C

D D

(b) Which is the lightest?

A A

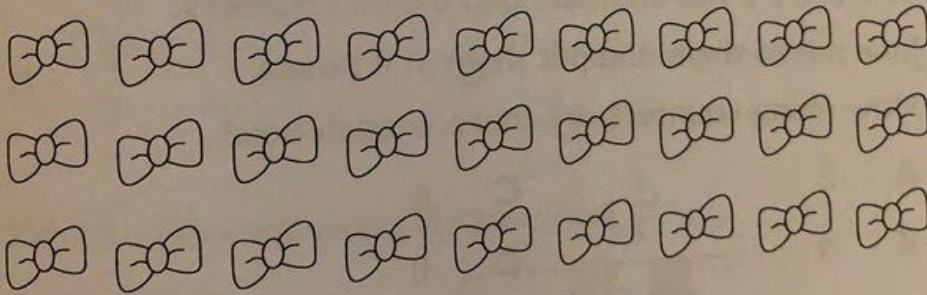
B B

C C

D D

10. There are 9 ribbons in a row.

How many ribbons are there in 3 rows?



A 3

B 6

C 12

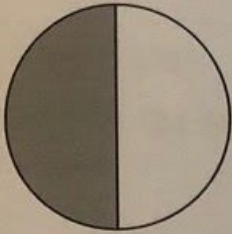
D 27

15. A stapler costs \$1.05 more than a pen.
A pen costs \$1.95.

How much does the stapler cost?

- A \$0.90 C \$3
B \$2.90 D \$3.90

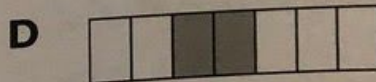
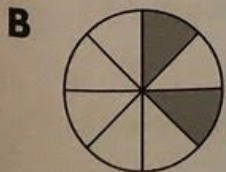
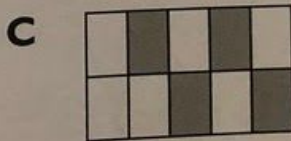
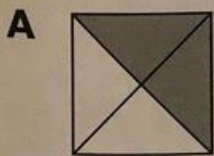
16.



$\frac{1}{2}$ and _____ make 1 whole.

- A $\frac{1}{4}$ C $\frac{3}{4}$
B $\frac{1}{2}$ D $\frac{4}{4}$

17. Which of the following shapes show $\frac{2}{5}$?



18. 10 minutes to 2 is _____.

A 1:50

C 2:10

B 2:01

D 10:02

19. James took 2 weeks and 1 day to complete his projects.
His projects lasted _____ days.

A 3

C 14

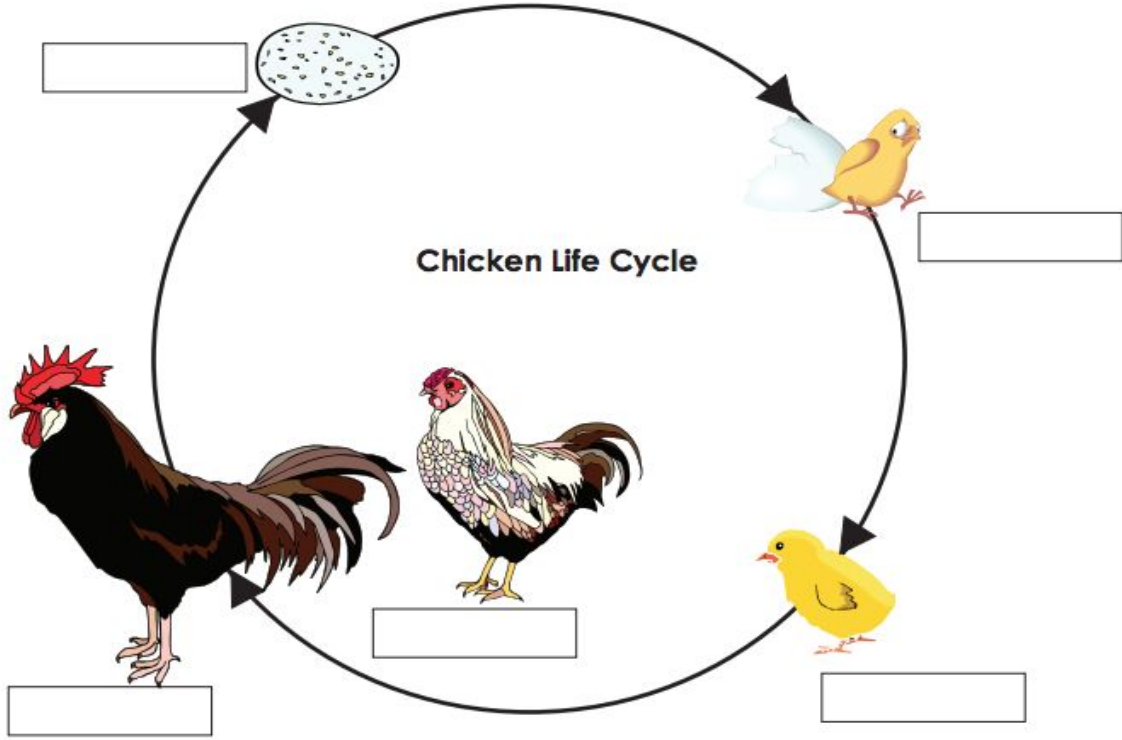
B 13

D 15

Science:
Word Bank

Rooster	Egg	Hatchling	Chick	Hen
---------	-----	-----------	-------	-----

Label the different sections of the life cycle below.



Describe the life cycle of a chicken in the space below.

Hi everyone,

I am missing you all so much. I hope you are taking care of yourselves and working hard. This week, we are going to a fun activity online. There is also a video from me on Google classroom. If you can't access the links, then I will post what I would like you to do in written form.

If you need anything, please feel free to email me at Kori.Johnson@greatheartswesternhills.org

Coach Johnson

50 Jumping jacks

10 burpees

10 mountain climbers

Run in place for 45 seconds

Hop like a bunny for 30 seconds.



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!

fac <u>to</u> ry r.4,6
pub <u>lish</u> r.13
rep <u>re</u> ² sent r.4
term
<u>re</u> <u>late</u> r.4
rel <u>a</u> <u>tive</u> ₂ r.4,11
prog <u>ress</u> r.17
pro <u>gress</u> r.4,17
en <u>tire</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.

Literature: Charlotte's Web Chapter 11: The Miracle

Comprehension Directions: After reading chapter 11 answer the following questions

1. Describe Mr. Zuckerman's reaction when they saw Charlotte's web?

2. Where did Mr. Zuckerman go with his suit on and why? _____

3. Why was everyone coming to see the pig? _____

4. What was Avery's punishment for trying to hit the spider with a stick? _____

5. What did the minister say the "sign" or miracle was? _____

Writing: Charlotte's Web Chapter 11: The Miracle

In chapter 11, you read that people stood "hour after hour at Wilbur's pen admiring the miraculous animal." If something is miraculous, it is a wonder that is difficult to explain. Sometimes when people heal from serious diseases without explanation, doctors say these are miraculous events.

Directions: Read the following situations. If you think it describes something miraculous, write, "miraculous." If you do not think it describes something miraculous, write, "not miraculous."

1. A lost cat returning home after two months. _____

2. a caterpillar changing into a butterfly. _____

3. Charlotte being able to weave words into her web. _____

4. Some of the animals in Charlotte's Web being able to speak a spider. _____

5. Knowing how to spin a web without being taught. _____

Class: _____

Date: _____

Points

20

Cumulative
Test
A

Units 1-11

1.
$$\begin{array}{r} 513 \\ + 58 \\ \hline \end{array}$$

2. $22 + \underline{\hspace{2cm}} = 100$

3. $308 - 99 = \underline{\hspace{2cm}}$

4. 10 fewer than 65 is $\underline{\hspace{2cm}}$.

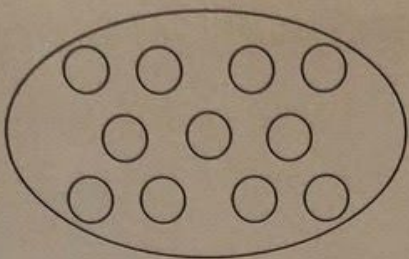
5. $3 + 3 + 3 + 3 = \underline{\hspace{2cm}} \times 3 + 3$

6. Write $<$, $>$ or $=$ in the \bigcirc .

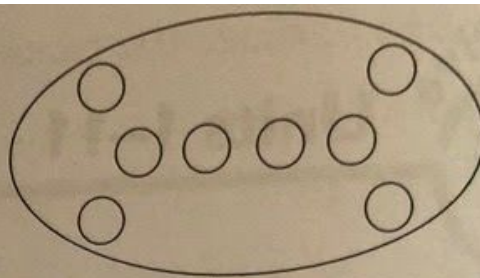
(a) $309 \bigcirc 315$

(b) 6 hundreds 2 tens 7 ones $\bigcirc 627$

7.



A



B

There are _____ fewer balls in Set B.

8. Lilian bought a ruler that cost 65¢.

She gave the cashier \$1.

How much change did she receive?

She received \$_____ change.

9. 2 children shared 20 marbles equally.

How many marbles did each child get?

Each child got _____ marbles.

10. Mr. Jackson divides the class into 5 groups.
There are 30 students in the class.
How many students are there in each group?
Fill in the \bigcirc with $+$, $-$, \times or \div .
Write the answers in the blanks.

$$30 \bigcirc 5 = \underline{\hspace{2cm}}$$

There are $\underline{\hspace{2cm}}$ students in each group.

11. Mrs. Higgins reads 4 pages of a book every day.
How many pages does she read in a week?

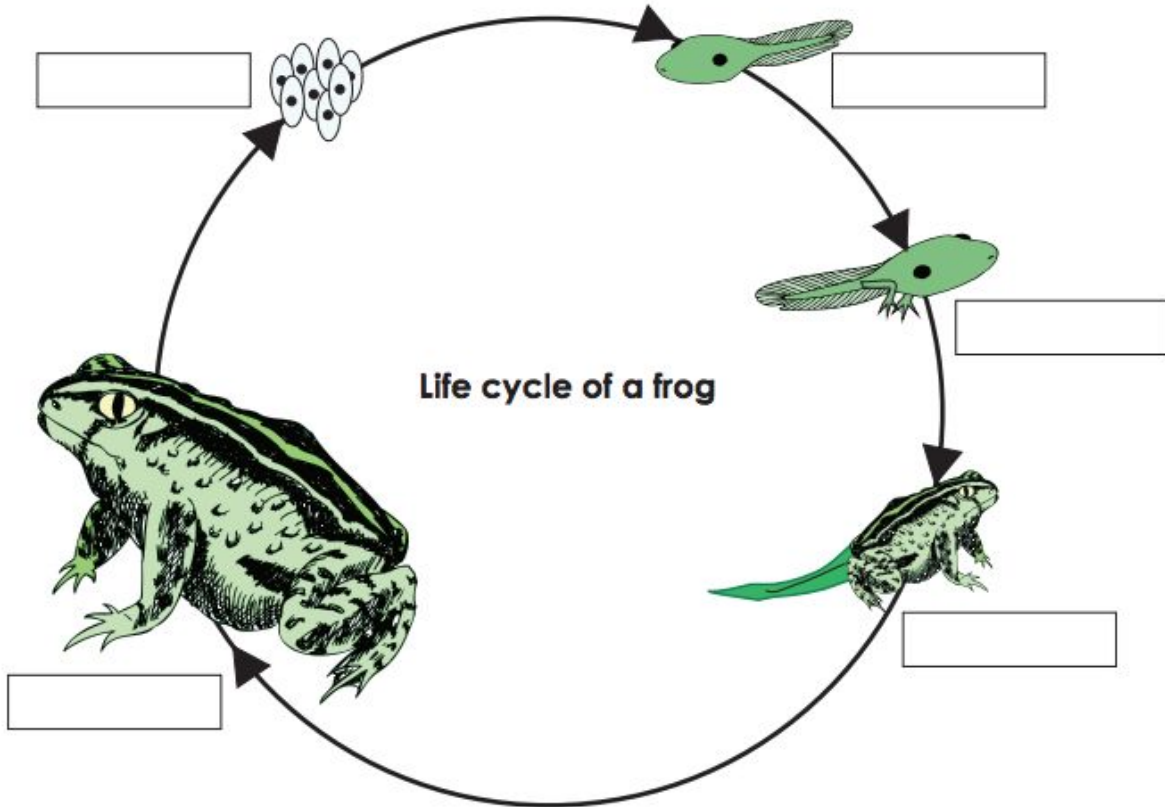
She reads $\underline{\hspace{2cm}}$ pages in a week.

12. Nathan eats 3 slices of bread for breakfast each day.
How many slices of bread does he eat for breakfast
in 2 days?

He eats $\underline{\hspace{2cm}}$ slices of bread for breakfast in 2 days.

Science:

Label the different sections of the life cycle below.



Word bank: **Adult frog, tadpole with legs, young frog, tadpole, eggs**

Describe the life cycle of a frog in the space below.

Second Grade Art

Hello friends! Today you have a choice to make. Below are five drawing prompts. You are going to pick one and draw it in your sketchbook. Then you may color your drawing with crayons, colored pencils, or markers.

1. Draw something that you love.
2. Draw things that are small.
3. Design a maze.
4. Write out the alphabet, turn each letter into an object.
5. Trace your hand and turn it into something else.



If you want to keep making art, after you finish drawing your prompt, color in the Baroque artwork to the left with crazy colors. Remember to color in the lines. Have fun!

Bonus: Draw the other prompts in your sketchbook if you want to make even more art!



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!

<u>pre</u> <u>side</u> r.4
<u>pres</u> <u>i</u> <u>dent</u> r.11
<u>fame</u>
<u>fa</u> <u>mois</u> r.4,11
<u>serve</u> ₂
<u>es</u> <u>tate</u>
<u>re</u> <u>mem</u> <u>ber</u> r.4
<u>ei</u> <u>ther</u> r.12
<u>ef</u> <u>fort</u> r.29

Further Instructions:

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Wednesday Poetry

Yesterday, you practiced the whole poem like a robot! Today try practicing your poem as if you were giving a speech to the entire school! You'll want to exaggerate some parts of the poem to keep it interesting and you'll want to speak slowly, clearly – just as if you were giving a real speech! Try to recite the entire poem from memory!

How would you rate yourself?

1 2 3 4 5 6 7 8 9 10

need some practice

I'm a super star!

What went well for you? _____

What could you improve? _____

Up, Down, and Repeated Notes

This week we are looking at how notes go up, down, or are repeated.

Circle the correct answer. Does the second note move up or down?

up down up down up down up down up down

Write U for Up, D for Down or R for Repeated to show how the second note moves in each group.

Draw a note moving up from each given note.

Draw a note moving down from each given note.

Draw a repeated note from each given note.



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!

connect	factory	preside
connection	publish	president
firm	represent	fame
region	term	famous
religion	relate	serve
convict	relative	estate
private	progress	remember
command	progress	either
debate	entire	effort
crowd		

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.

My Family's Story

Use this list of questions to answer with your family about where your family comes from and how they came to the United States. Scholars, please use complete sentences.

1. What country or countries did our ancestors come from?

2. What stories have you heard about our ancestors and/or their homelands?

3. What aspects of our ancestors' homeland and culture do we still celebrate?

Lectio VI: Animalia sunt multa!



1. Una Vaca



2. Duae vacae



3. Unus Equus



4. Duo Equi



5. Una Galina



6. Tres galinae



7. **Unus** porcus



8. **Tres** Porci



9. *Unus* Canis



10. **Multi** canes



11. **Multae** oves



12. **Paucae** oves

Lexicon

Vaca, vacae (*wah-ka*): cow (*feminine 1st*)

Equus, equi (*eh-kwoos*): horse (*masculine 1st*)

Galina, galinae (*ga-lee-na*): chicken (*feminine 1st*)

Porcus, porci (*poor-koos*): pig (*masculine 2nd*)

Ovis, oves (*oh-wees*): sheep (*feminine 3rd*)

Canis, canes (*cah-nees*) dog (*masculine 3rd*)

Unus, una, unum (*oo-noos*): one

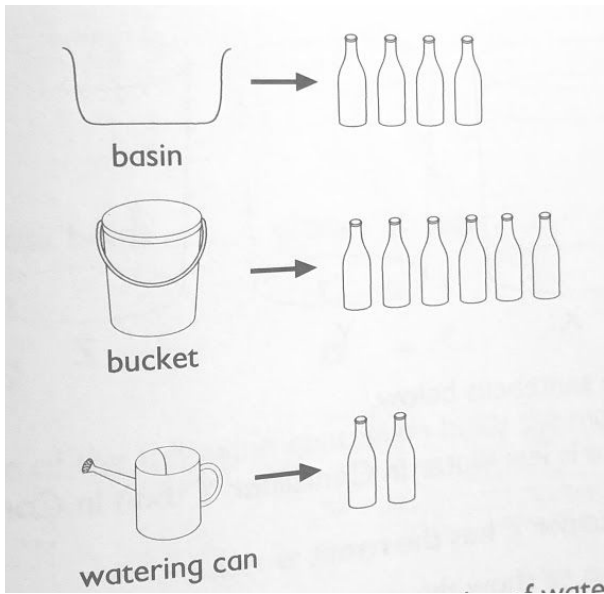
Duo, duae, duo (*Doo-oh*): two

Tres (*trays*): three

Multi, multae, multa (*mool-tee*): many

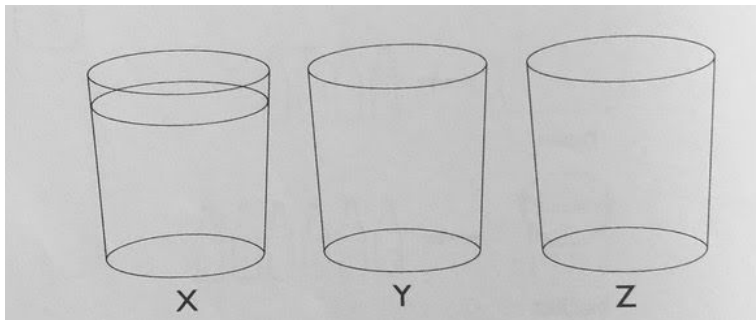
Pauci, paucae, pauca (*pow-kee*): few

Friday Math



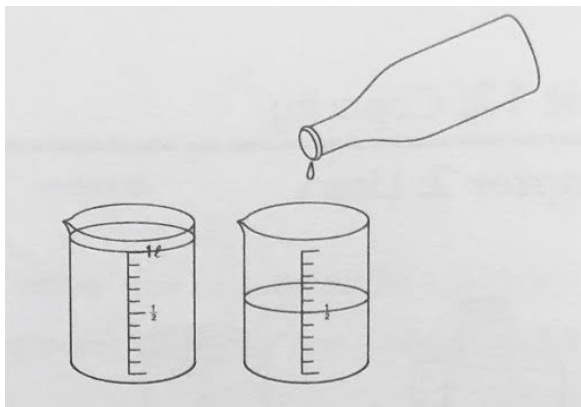
1. Look at the picture and answer a,b,c and d.

- a) The basin holds _____ bottles of water.
- b) The bucket holds _____ bottles of water.
- c) The watering can holds _____ bottles of water.
- d) The _____ holds the most water.

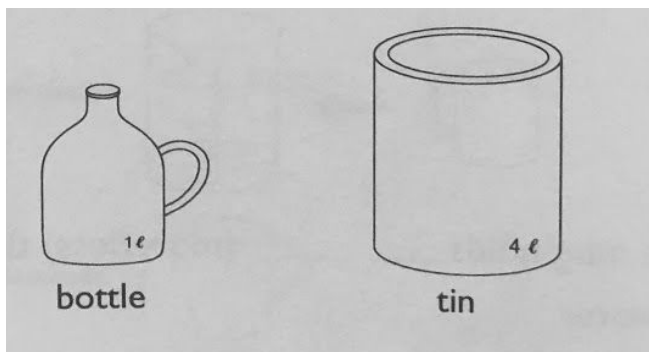


2. Read the following sentences. There is less water in Container Y than in Container X. Container Z has the **most** water.

Draw lines to show the water levels in Containers Y and Z.



3. There is _____ (more than 1 liter / less than 1 liter) of juice in the bottle.



- 4. The _____ has a larger capacity.
- 5. It can hold _____ more liters of water than the _____.

Quaesitum: Lectio V

(Lesson Assessment)

Nomen: _____

Ae: Please answer the questions by filling in the blank with either the singular or plural version of the word.

Ex: Una *vaca* (*vaca, vacae*)

1. Unus _____ . (*porcus, porci*)

2. Duae _____ . (*galina, galinae*)

3. Tres _____ . (*equus, equi*)

4. Multi _____ . (*canis, canes*)

5. Paucae _____ . (*ovis, oves*)

Student Attendance Affidavit

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

Monday, April 27, 2020

Tuesday, April 28, 2020

Wednesday, April 29, 2020

Thursday, April 30, 2020

Friday, May 1, 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: _____