



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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

Parent Packet

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,
GHW 2nd Grade Team

“Three things in human life are important. The first is to be kind. The second is to be kind. And the third is to be kind. “ -Henry James



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**Packet includes Thursday Assessments



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Parent Daily Overview

Monday Daily Overview

4/6/20

Spalding	Read words and example sentences for Monday. Allow students to use spalding hands with them doing all of the leading in syllable count 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.
ELA	I = Read chapter 15 of The Cricket in Times Square. I = They will answer vocabulary and comprehension questions. I = Students will design a cricket house. Students will read the poem At the Zoo aloud to someone .
Math	PA - Read Monday's lesson in Slideshow Math April 6-10 I - Scholar should do workbook pg. 105-106 PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.
Science	Read <i>Social Insects: Bees and Wasps</i> Read aloud 4A. As this text is read please present the photographs (linked in the newsletter) in the order that the text suggests to give your scholar a visual of the text. Discussions about the text and photographs should be had to enhance a sense of wonder of the material and topic. Students will then complete <i>The Life Cycle of a Honey Bee</i> worksheet. When it is completed they will glue it into their Science Journals



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History	No History
Specials: P.E	Please complete the activities that Coach Johnson had assigned.



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Monday Spalding List

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



KEY: The Cricket in Times Square

Chapter Fifteen Grand Central Station Pp. 125-134

Comprehension Questions

1. What did Mario and Chester do that last evening they were together?
P. 125-126 They played games such as leapfrog and hide-and-seek.
2. When Mario got sleepy, what did Chester do? P. 126 He played a song softly just for Mario.
3. What did Chester take from the cash register? P. 128 He took his very own bell.
4. How would Chester know when to get off the train, when he was in Connecticut? P. 130-131 He would tell by the smell of the trees and the töl of the air. He said that he would just know.
5. How did Mario know Chester wasn't coming back? Pp. 132-134 His bell was gone, and Chester was the only one who knew where it had been hidden.
6. What kind of trip did Tucker suggest he and Harry take? P. 134 They should go to the country in Connecticut.



Science

Directions: Read *Social Insects: Bees and Wasps Read aloud 4A*. As this text is read please present the photographs (linked in the newsletter).

Presenting the Read-Aloud

15 minutes



Social Insects: Bees and Wasps

← Show image 4A-1: Honeybee

Buzzzzz Bzzzzz Oh! You startled me! I am so busy that I nearly forgot where I was. I'm a honeybee, and I'm delighted to be here to tell you a little bit about my everyday world.

1 What does *social* mean?

Honeybees are quite social.¹ Humans are social, too, which means that they live together in communities, or groups, instead of living alone. Social insects live in communities, too.

Most insects are solitary, living alone their entire lives. They are alone when they hatch from their eggs; they search for food alone; and they find their own shelter. There are thousands of different kinds of bees on the planet, and most of them live solitary lives. But honeybees are different. We live together in organized communities and depend upon one another to live, solving problems as a team. We gather and share food, build nests together, **cooperate**² to raise our young, and help protect one another from enemies.

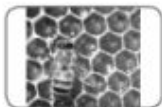
2 or work together



← Show image 4A-2: A natural hive in a tree; bees on the honeycomb; a commercial beehive box; bees swarming a hive box

Honeybee communities are called **colonies**. Our colonies are made up of twenty thousand or more bees. We like to make our nests, or beehives, in dark places. That's why you often see pictures of us buzzing about in the trunks of hollow trees.

People use beehive boxes to raise honeybees for honey. Perhaps you've seen these boxes in a field, orchard, or backyard.



← Show image 4A-3: Honeycomb

Wherever we nest, we build honeycombs. This amazing structure of layered cells is made from a waxy substance that we produce in our abdomens. Can you spot a pattern among the cells in this honeycomb?³ They are all six-sided.

3 [Pause for students' responses.]



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What purpose do all of these cells serve? These cells are very important to our lives. Listen carefully and I'll tell you how they are important to the many jobs we perform. Remember, I told you we are very social insects—and very busy. There is lots of work to be done, and each bee in the colony has its own job to do.



← Show image 4A-4: Queen bee surrounded by other bees

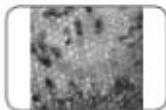
Every honeybee colony has a mother called the queen bee. The queen is always the largest bee in the hive, and she has only one job to do. She must lay eggs, lots and lots of eggs. She must produce more queens for other hives and make sure there are enough worker bees to do the work in her own hive.

The queen bee flies from the nest to mate with male bees called **drones**. Once a drone has mated with the queen bee, it has done its job and it dies. Drones cannot sting because they don't have stingers.

When the queen returns, she lays her eggs, sometimes more than one thousand eggs a day. Where do you think the queen bee lays all these eggs? Right! She returns to the comb to lay them there in the cells.⁴ The queen then pushes tiny eggs, no bigger than a pinhead, from her abdomen into the waxy cells of the honeycomb, one egg to each cell.⁵

4 The word *comb* here refers to the structure in which bees live and that contains six-sided cells. The word *comb* can also refer to the device that a person uses to make his or her hair neat and untangled.

5 Which part of the insect's body is the abdomen? (the section at the end, farthest away from the head)



← Show image 4A-5: Worker bees on honeycomb

In just a few days the eggs hatch. The larvae get fed **pollen** by one of the hive's female worker bees.⁶ The larvae grow and eventually spin silky cocoons.

6 Pollen is a fine, powdery substance that is produced by flowers.



← Show image 4A-6: Bee emerging from cocoon

Worker bees quickly seal over the small waxy cells of the honeycomb, protecting the developing pupa inside each cocoon. Does this process sound familiar? It should. The bees are undergoing a change.⁷ When they emerge from their cocoons, they will chew their way out of the cells, emerging as full-grown adults.

7 In the previous read-aloud, you heard a word that means the changes an insect goes through during its life cycle. What is the word that refers to that change? (*metamorphosis*)



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Most of the new adults are female worker bees. They only live for a few months, and they spend their whole lives working hard to keep the hive running well. They keep the hive clean. They serve as nurse bees, tending to the larvae. They make new cells and repair old ones, and they store nectar and pollen that others bring back to the hive. After several weeks working inside the hive, these hard-working females go outside to serve as guards, protecting the hive from enemies and bees from other hives. Each hive has its own special chemical scent, or smell, so it is easy to tell who doesn't belong in the hive.



◀ **Show image 4A-7: Worker bee collecting nectar and close-up of bee's mouthpart**

8 A forager is an animal that wanders over an area in search of food.

9 or sharp

Near the end of her life, a worker bee becomes a forager bee, collecting a sweet juice from flowers.⁸ This juice, or nectar, is used to make honey. Foraging worker bees have keen⁹ senses of smell and sight and very good memories. They may visit thousands of flowers each day to find the best nectar.



◀ **Show image 4A-8: Honeybee and figure eight dance pattern**

10 [Trace the figure eight in the image several times.]

11 Why might it be helpful to the other bees to know how good the source of nectar is?

When a bee discovers a particularly good source of nectar, it returns to the hive to share its information with other foragers. First, it lets the other foragers smell the pollen so that they can identify the type of flower. Then, it performs a complicated and special waggle dance. As it circles about in a pattern like a figure eight, it wags its abdomen as it moves through the middle of its dance.¹⁰ The bee's repeated movements, circling and wagging its abdomen, tell the others exactly how far away and in which direction from the sun the flowers are located. A bee that thinks she has found a really good flower patch does the waggle dance with lots of energy.¹¹

Where do you suppose the bees put the nectar when they return to the hive? They make the nectar into honey and store it in honey cells—the cells that are not being used for developing bees. The honey is an important food source for the bees.



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← Show image 4A-9: Bee covered with pollen

While moving from flower to flower, worker bees rub up against a yellow powder called pollen. Honeybees will pack the pollen into baskets of hairs on their hind legs, and then they carry it with them. Pollen is used to feed the larvae, but this pollen is important stuff for another reason. Plants need pollen from other plants in order to make new seeds. This is called pollination. Honeybees are important because they carry the pollen between flowers of the same species, or kind. ¹²

12 Who remembers what a species is?



← Show image 4A-10: Paper wasp and honeybee

I'd like to introduce you to a relative of mine. This is a paper wasp. ¹³ Look closely at its body next to mine. What do we have in common? We each have a head. We each have a thorax with six legs, an abdomen, an exoskeleton, and wings. And, this particular wasp, the paper wasp, is a social insect, just like me. Some wasps are solitary, but the black and gold ones nearly always live in **societies**. ¹⁴

13 [Point to the image on the left.]

14 Societies are groups of people or animals living together in organized communities. In our human society, people are organized in the ways they live and work.

Like honeybees, wasps live in large groups. What are these groups called? Yes, wasps live in colonies. Each colony has a leader, a female wasp who is bigger than all the other wasps and who spends most of her time laying eggs. Sound familiar? What is she called? Yes, the queen.



← Show image 4A-11: Paper wasp nest

Like honeybees, wasps build nests. They build them in many different places, usually in hidden, difficult-to-see places that are protected from rain and bad weather, such as under the eaves of houses or in protected areas on trees. ¹⁵ Wasp nests have a very different look from beehives on the outside, but their paper-like structures are similar to ours on the inside.

15 This wasp nest is under the eave of a building—a protected place where the roof and the outside wall come together.



← Show image 4A-12: Wasp queen forming nest

We'll take a look at how paper wasps build their nests. The process begins with the queen. She finds plant fibers—dry



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grasses, old boards, fence posts—and pulls them apart with her strong jaws. She softens the splintery pieces with saliva inside her mouth and chews them into a paste that looks and feels a little like paper. Then she sticks a dab of this paste to whatever surface she has chosen for her nest. The queen adds a tough stem to support the whole nest and begins attaching cone-like chambers to it. These clusters of six-sided chambers open downward to keep the rain out.



➤ **Show image 4A-13: Queen wasp placing eggs in nest**

As the queen forms each chamber, she deposits an egg in each one. The eggs develop into larvae. The queen wasp takes care of the first larvae herself. She leaves the nest to find food, capturing and chewing other insects into mush to feed her young. About two weeks after hatching, the larvae enter the pupa stage, spinning cocoons inside each cell and covering the cells with silk.



➤ **Show image 4A-14: Adult wasp emerging from cell**

These sealed cells break open a few weeks later and out come adult wasps with long legs, strong wings, and large eyes. Most of these newly hatched wasps are female workers who begin to take over the queen's work right away. They hunt for food and feed the larvae, clean and repair the cells, and guard the nest. Others fan the nest with beating wings, and some even spread water over the combs to keep the nests cool. While the workers enlarge the nest for more and more wasps, the queen goes back to laying eggs.



➤ **Show image 4A-15: Large paper wasp nest**

By summer's end, many of the workers have died. There are often two hundred fifty or more cells inside the wasp's papery nest. The wasps that do emerge at the end of summer are no longer female worker wasps. Instead, they are new queens and males. The new queens find shelter in protected places—in attic walls, inside logs, under bushes—where they hibernate all winter. When spring comes, the new queens come out from hiding and begin building nests for new colonies of wasps.



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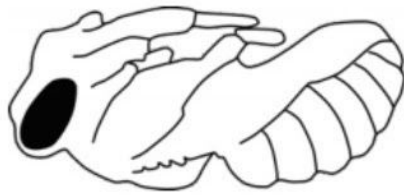
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All wasps abandon their nests in fall, using them for one season only. When fall comes and the leaves drop from the trees, look up and see if you can spot one of their papery apartment houses dangling from under a roof or partially hidden behind a wall.

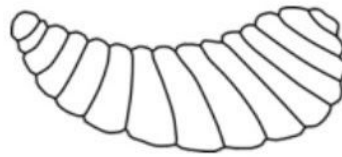
Next time you'll find out how some other social insects build their nests. Until then, be thinking about who they might be.



Cut out the pictures.



3



2



4

Answer Key



1

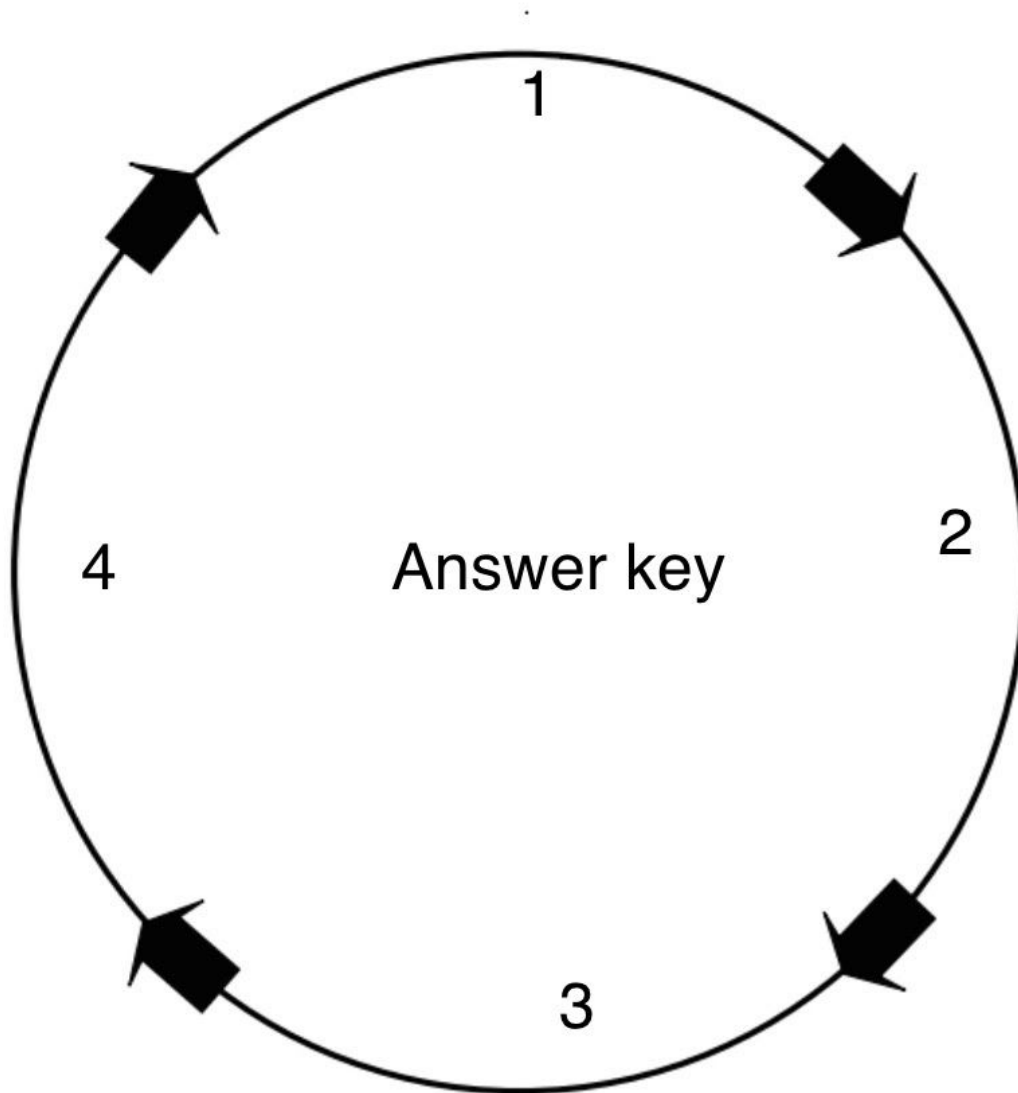


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Tuesday Daily Overview

4/7/20

<p>Spalding</p>	<p>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.</p>
<p>ELA</p>	<p>Students will read chapter 1 of Charlotte's Web. They will complete the vocabulary and comprehension questions. They will complete "If I had a pig.." They will copy the first stanza of the poem At the Zoo. These are independent exercises.</p>
<p>Math</p>	<p>PA - Read Tuesday's lesson in Slideshow Math April 6-10</p> <p>I - Scholar should do workbook pg. 108-109</p> <p>PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.</p>
<p>Science</p>	<p>Present the powerpoint Bees!</p> <p>Students will independently complete the short <i>Jobs of a Bee Quiz</i> using the pictures and yesterday's text <i>Social Insects: Bees and Wasps Read aloud 4A</i>.</p>



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History	No History
Specials: Art	Please complete the activity.



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Tuesday Spalding List

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



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KEY: Charlotte's Web Chapter 1

Vocabulary & Comprehension Questions

Vocabulary: Use context clues to determine the meaning of each word and write it on the line provided.

1. Injustice p.3 - wrongful act
2. Specimen p.5- an individual, item, or part considered typical of a group, class, or whole
3. Distribute p.5- to spread out to cover something
4. Promptly p.5- very quickly or immediately
5. Appetite p.7 – the desire to eat

Comprehension Questions: Read each question then write your answer in the space provided.

1. Describe the setting of this story. Farm; kitchen and on the way to the pigpen; morning, breakfast time; grass was wet and the earth smelled of springtime p.1
2. What did her dad carry out to the hoghouse? An ax p.1
3. Why did Fern yell at her Mother? Her mother said her father decided to do away with the runt of the litter p.1
4. Why did Fern's father decide to keep the pig and not kill it? Fern said she would take care of it and that it was an injustice to kill a pig just because it was small p.3
5. What did Fern name her pig? Wilbur p.7
6. Why did Fern blush when she answered the teacher's question? She was day-dreaming about the pig and when the teacher asked her what the capital of Pennsylvania was she answered Wilbur.



Science

Directions: Use the text “ *4A Social Insects: Bees and Wasps* to help you complete the short 2 page quiz.

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

Answer Key

Name: _____ #: _____ Date: _____

Jobs of a Bee Quiz

Match the type of bee with its job:

1. Drone

These bees are female. Its job is to lay eggs and rule the hive.

2. Worker

These bees are only males in the hive. Its job is to mate with the queen.

3. Queen

These bees are female. Their job is to collect food and water, care for the larvae, and guard the hive.

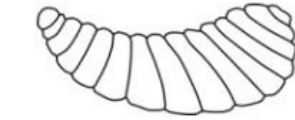
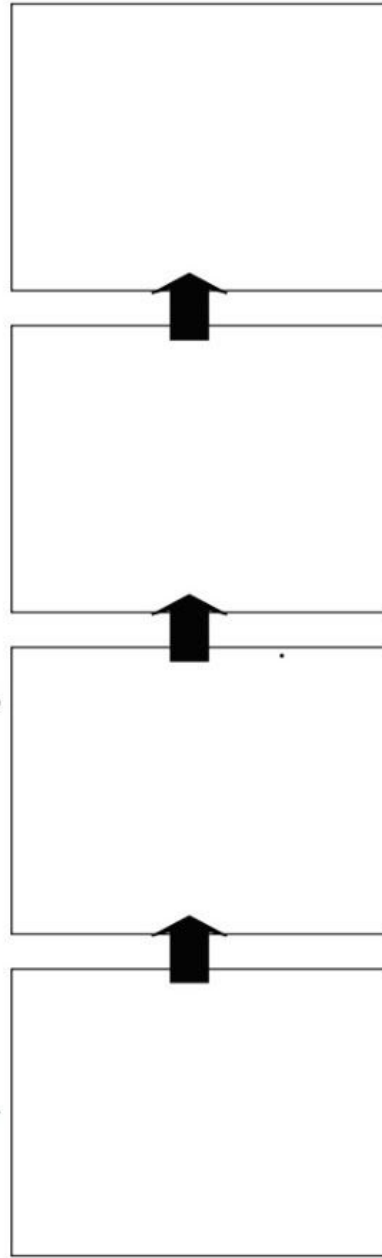


Answer Key

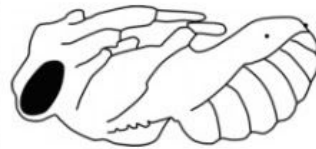
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The life cycle of a honey bee

Cut out the pictures and stick them on in the right order.



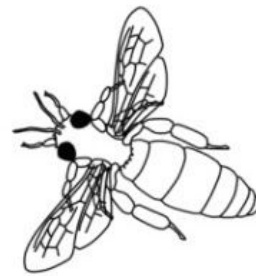
2



3



1



4



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Wednesday Daily Overview

4/8/2020

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ELA	Students will read chapter 2 of Charlotte's Web. They will answer vocabulary and comprehension questions. They will write about how Fern cared for Wilbur and they will complete poetry bingo! These are independent exercises.
MATH	PA - Read Wednesday's lesson in Slideshow Math April 6-10 I - Scholar should do 2B Textbook Pg. 72 PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.
SCIENCE	No Science
HISTORY	The reading exercise is PA or parent assistance . Read chapter 4 War Begins to your scholar. Next, is an I or independent exercise. Your school will need to write down the questions in their notebooks and answer in complete sentences. Please have your scholar put the date in the right-hand corner. An answer key has been provided in the parent packet. You don't need to send this to your scholar's teacher. Please have them answer the following questions in their History notebooks: What color were the uniform



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	<p>for the Union soldiers?</p> <p>What color were the uniforms for the Confederate soldiers?</p> <p>What was the nickname for the Confederate soldiers? What was the nickname for the Union soldiers?</p> <p>Where was the 1st battle of the Civil War?</p> <p>What important document did Abraham Lincoln sign?</p>
Specials: Latin	<p>Have your scholar complete the Latin assessment. This is an independent assessment. When you submit all the assessments at the end of the week please scan separately.</p>



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Wednesday Spalding List

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



KEY: Charlotte's Web Chapter 2

Vocabulary & Comprehension Questions

Vocabulary: Use context clues to determine the meaning of each word and write it on the line provided.

1. Enchanted p.9 adjective – placed under or as if under a magic spell
2. Vanished p.10 verb – to pass quickly from sight
3. Amused p.10 adjective – pleasantly entertained
4. Manure p.12 noun – fertilizer made from animal refuse

Comprehension Questions: Read each question then write your answer in the space provided.

1. How did Wilbur stay warm at night? Dug a tunnel in the straw p.9
2. Why did Mr. Arable need to sell Wilbur? He ate too much food; he didn't want to provide for him any longer p.12
3. Why did Fern's Uncle decide to buy the pig? It was only \$6 p.12
4. What season is it? How do you know? Late spring. It was apple-blossom time, and the days were getting warmer.P8
5. Page 5 1. What does it mean that Wilbur is a spring pig? He was born in the springtime.P11



History Background Information:

Below is just additional information that you might want to read prior to reading the chapter to your scholar. This is optional.

Union and Confederacy

The Union had many advantages over the Confederacy, including an industrial economy, as opposed to the Confederacy's economic dependency on agriculture. The Union had most of the natural resources, such as coal, iron, and gold, and also a well-developed rail system. Most of the financial centers were in the North, which made borrowing money to fight the war difficult for the South. The Union had a small navy, but the Confederacy had to resort to using private ships because it had no naval vessels. While the South had better officers, the North had twice as many soldiers.

Yankees and Rebels

Union soldiers wore blue uniforms and were called "Yankees," or "Yanks." Confederate soldiers wore gray uniforms and were known to Northerners as "Rebels." Yankees and Rebels clashed at great battles such as Antietam (1862), Gettysburg (1863), and Chancellorsville (1863). More than seven hundred thousand Americans died in the war.

Emancipation Proclamation

Emancipation Proclamation was a step that Lincoln took reluctantly because he feared it would harm the Union. Emancipating, or freeing, the slaves was opposed by many Northern workers who feared competition from newly freed—and jobless—slaves. Lincoln was also concerned that the border states would leave the Union if their slave owners were deprived of their slaves. On the plus side, however, Lincoln believed that an Emancipation Proclamation would win over Europeans who had already abolished slavery, especially the British. It was important to the North that the British not trade with the South. By selling cotton to British textile mills, the South gained access to credit and supplies.



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Abolitionists had lobbied for the end of slavery since the early 1800s and, as the war continued, more Northerners began to see the need for emancipation.

In addition to humanitarian concerns, they were moved either by a desire to punish the South for secession or by the idea that once guaranteed their freedom, slaves would rise up in revolt and the war would end more quickly.

Finally, in September 1862, Lincoln issued the Emancipation Proclamation, which was to go into effect on January 1, 1863. There is often confusion about what the Emancipation Proclamation actually did. The document did not free all slaves. It promised to free all slaves in those states or parts of states still under the control of the Confederacy on January 1, 1863. Since the Union had no force of law in the Confederacy, there was no practical effect on the lives of slaves in those states. The document did not affect slaves in border states or in states or areas of states under the control

of the Union army. They were still enslaved. Therefore, the Emancipation Proclamation actually set no one free. Nevertheless, immediately thereafter, and for the rest of the war, Union armies brought the possibility of freedom to many parts of the Confederacy, as well as to the enslaved people who lived in those areas. So, the proclamation was both symbolic and, very shortly, an effective step that enlarged the area of freedom.

The importance of the Emancipation Proclamation was symbolic. It broadened the purpose of the Civil War from merely preserving the Union to preserving the Union and freeing the slaves. Enslaved African Americans were finally freed through passage and ratification of the Thirteenth Amendment in 1865.



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CHAPTER 4

The War Begins



Both sides began to prepare for war. The Union signed up thousands of men and gave them weapons and blue uniforms. The Confederates gave their soldiers gray uniforms.



Union soldiers called the Confederate soldiers "Rebels." The Confederate soldiers called the Union soldiers "Yankees."

1.



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Most people thought the war would be over quickly. Some Northerners were so sure their army would beat the Southern Rebels that they brought picnic lunches to the war's first battle, near the town of Manassas in northern Virginia.

But there was no easy victory that day. For a while it was not clear who would win. Then a group of fresh Confederate troops arrived. The Rebels charged, and the Union troops retreated in a panic—and so did the picnickers.





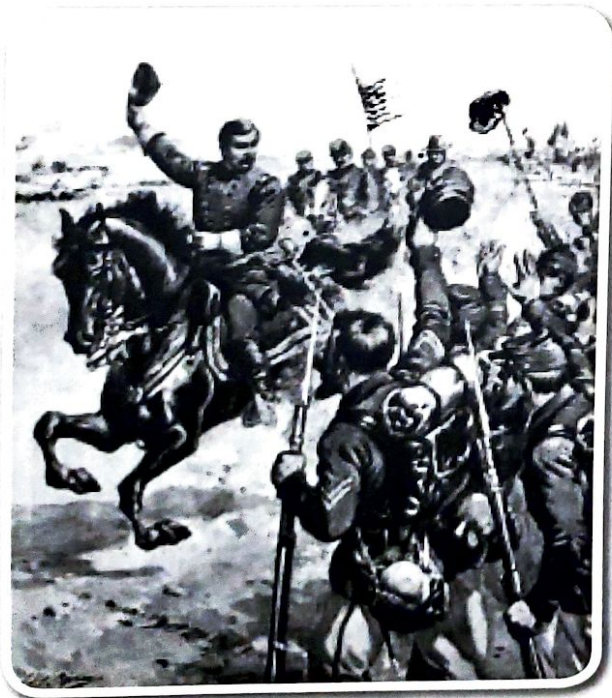
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The Confederates had won the first battle of the war, but winning the war itself would not be easy. The Union had more soldiers, more factories, more trains, more ships, and more guns. Even so, the Confederate army won many of the early battles of the war. In 1862, the Confederate general, Robert E. Lee, led an invasion into the North.



Incredibly, a Union soldier found a copy of Lee's battle plans. This meant that the Union army leader, George McClellan, had information that would help him stop Lee's invasion at the Battle of Antietam, in Maryland.



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Then President Lincoln made a bold move. He revealed that the time had come to say that not only was the war being fought to save the Union, it was *now* also being fought to free the slaves in the Confederate states.



On January 1, 1863, President Lincoln signed the Emancipation Proclamation. It said that slaves in the Confederate states were now free. But everyone knew that as long as these slaves stayed under Confederate control, they would not be free.

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African Americans and abolitionists were excited about the Emancipation Proclamation. Abraham Lincoln was proud of it too, but he knew that the slaves would not be set free if the Union did not win the war. To do that he needed a great general to go up against Robert E. Lee.



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Chapter 4: War Begins (**Answer Key**)

Answer the following questions using complete sentences. This is an **independent** activity.

1. What color were the uniform for the Union soldiers?

The Union soldiers wore blue uniforms.

2. What color were the uniforms for the Confederate soldiers?

The Confederate soldiers wore gray uniforms.

3. What was the nickname for the Confederate soldiers? What was the nickname for the Union soldiers?

The nickname for the Confederate soldiers was “Rebels”. The nickname for a Union soldier was “Yankee.”

4. Where was the 1st battle of the Civil War?

The 1st battle in the Civil War was fought near Manassas, Virginia.

5. What important document did Abraham Lincoln sign?

President Abraham Lincoln signed the Emancipation Proclamation.



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Thursday Daily Overview

4/9/2020

SPALDING	Test
ELA	<p>Students will read chapter 3 of Charlotte's Web. They will complete the vocabulary and comprehension questions. They will draw and write about the barn.</p> <p>They will write the first stanza of the poem <i>At the Zoo</i> by A. A. Milne. <u>*This will be submitted to the teacher.</u> These are independent exercises.</p>
MATH I = independent PA = Parent	<p>I - Scholar should do Practice Test</p> <p>PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance.</p>
SCIENCE	No science
HISTORY	<p>The reading exercise is a PA or parent assistance. Please read to your scholar chapter 5 <i>Lee and Grant</i>, while reading point out who Robert E. Lee and Ulysses S. Grant were.</p> <p>The next exercise is an I or independent to be completed in their History notebook. Please date the upper right-hand corner. Your scholar will need crayons for the first half of the exercise. Don't tell your scholar what color they will need. Your scholar will draw a picture of Ulysses S. Grant and color it. This is where your scholar will have to pick the correct color for the uniform. Once your scholar has completed the drawing (You can use the picture found in the reading), they will answer the following question: What did you learn about Ulysses S. Grant? Write 3 complete sentences. This needs to be scanned to your scholar's teacher.</p>
Specials: Music	Please complete the Music activity.



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Parent Packet

History

History Background Information:

Below is just background information that might help you before you read chapter 4 to your scholar. This is optional.

Although the Union had the advantage because of the size of its army, the war went badly at first for the Union armies, both on the western front along the Mississippi and in the East. The first victories for the Union came in 1862 under General Ulysses S. Grant. His subsequent victories in Tennessee gave the Union control of the Mississippi River, split the Confederacy, and effectively ended the war in the West. Union control of the Mississippi River cut off the flow of much-needed supplies and reinforcements from Texas and Arkansas to the rest of the Confederacy.

In 1864, Lincoln consolidated command of all the Union armies under Grant. Grant moved to the eastern front and soon began to wear Lee down. By 1865, Grant had defeated the Confederate Army of Northern Virginia under Robert E. Lee. Lee surrendered to Grant at Appomattox Court House on April 9, 1865. Grant went on to become the eighteenth president of the United States in 1869.

Grant and Lee are frequently compared and contrasted. Grant was born on a small Ohio farm, whereas Robert E. Lee was born on a large plantation in northern Virginia. Grant was a mediocre student at the U.S. Military Academy at West Point and had an undistinguished military career as well as several other failed careers before the Civil War. Lee also graduated from West Point but had a highly successful military career. He served with distinction in the Mexican-American War and was superintendent of West Point for a period in the 1850s.

When the Civil War broke out, Lee was offered command of the Union forces, but Lee refused out of loyalty to Virginia. He instead accepted a command in the Confederate army. Lee scored a number of important victories in 1862 and 1863, but, faced with dwindling resources, his army was unable to withstand the larger, better equipped Union army.



CHAPTER 5

Lee and Grant

Robert E. Lee trained to be a soldier at the U.S. Military Academy in West Point, New York. Later, he fought in the Mexican-American War and became the head of his old military school. He was a natural leader.



When the Southern states left the Union, Lee had to think long and hard about which side to join. President Lincoln had wanted Lee to be the commander of the Union army. In the end, Lee chose to fight on the side of his home state, Virginia, which had become part of the Confederacy. Lee became the commander of the Confederate army.





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Ulysses S. Grant also went to West Point and fought in the Mexican War. Afterward, he left the army. When the Civil War began, however, Grant rejoined the Union army.



He proved himself to be a fine soldier too. The soldiers who fought with him looked up to him and admired his bravery.



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During 1863, two years after the Civil War began, Lee invaded the North again. The Union army stopped the Confederate invasion near Gettysburg, Pennsylvania. The Battle of Gettysburg was an important victory for the North. Lee retreated with his men during the night and was not pursued by Union soldiers. President Lincoln was not happy that Lee and his men had escaped.



24



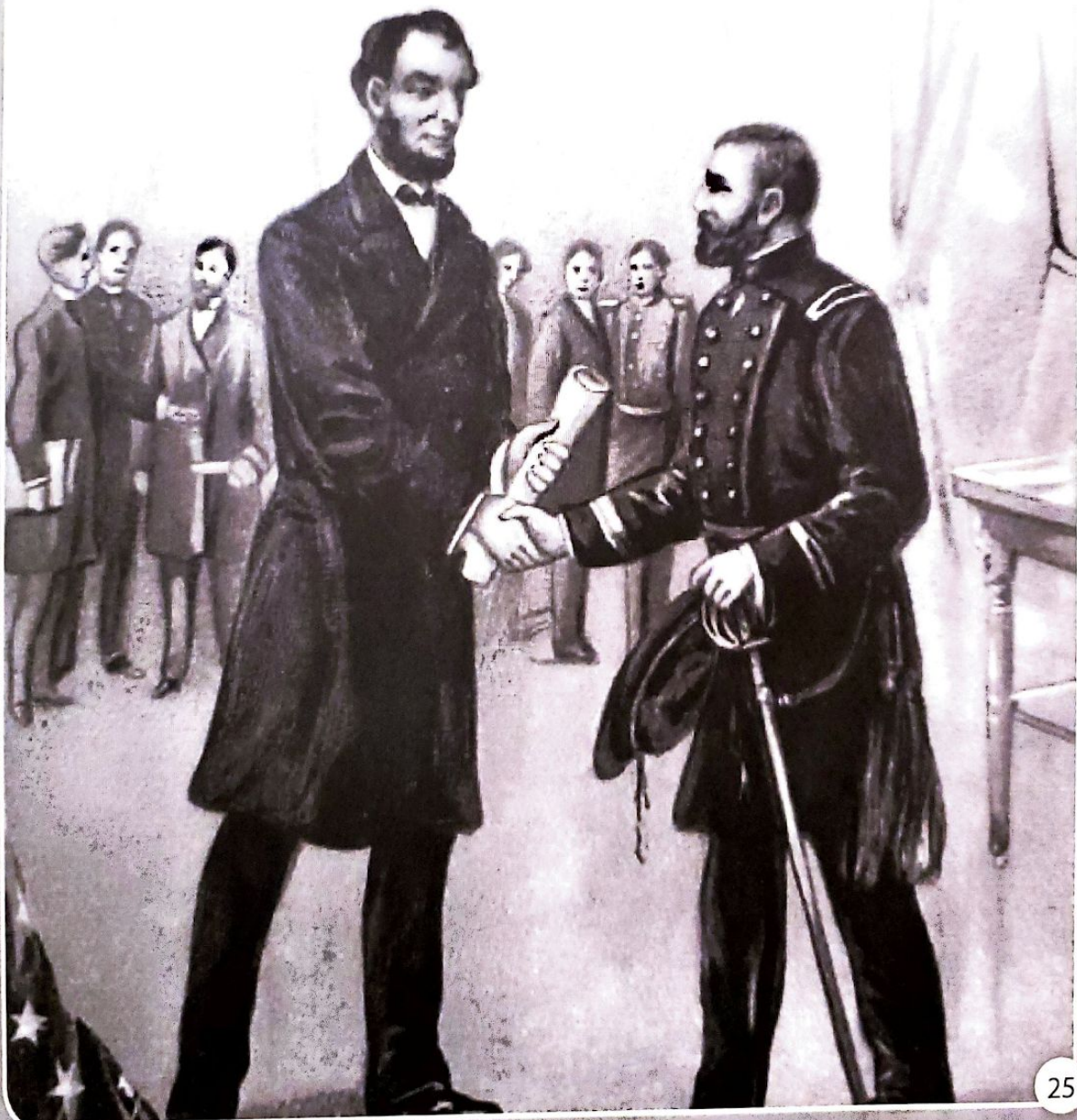
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In the spring of 1864, President Lincoln appointed Ulysses S. Grant to be the new general in charge of the Union army. Grant's job was to defeat Lee, capture the Confederate capital in Richmond, Virginia, and win the war.



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Monday Student Daily Agenda 4/6/20

Spalding	<ul style="list-style-type: none"><input type="checkbox"/> Complete dictation with a parent in your pink Spalding notebook.
ELA	<ul style="list-style-type: none"><input type="checkbox"/> Read Chapter 15 of <i>The Cricket in Times Square</i> and answer the vocabulary and comprehension questions.<input type="checkbox"/> Design a cricket house!<input type="checkbox"/> Read <i>At the Zoo</i> by A. A. Milne aloud with another person
Math	<ul style="list-style-type: none"><input type="checkbox"/> Do Addition Math Sprint<input type="checkbox"/> Read Monday's lesson in Slideshow<input type="checkbox"/> Do the problems on pg. 105-106 in 2B Math workbook.<input type="checkbox"/> After parents correct workbook pages make corrections to your work.
Science	<ul style="list-style-type: none"><input type="checkbox"/> After you have read <i>Social Insects: Bees and Wasps Read aloud 4A.</i>, complete <i>The Life Cycle of a Honey Bee</i> worksheet by cutting out the pictures and gluing them in the correct order.<input type="checkbox"/> Glue in your science journal.
History	No History today.
Specials: PE	Please follow Coach Johnson's activity sheet.



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Spalding Homework



Great Hearts Western Hills
Spalding Homework: K-2

Grade: 2 Day of Week: 4/6 (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!

fa. vor r.4
re gard r.4
es cape
since
which ³
witch
long
strong
length
strength

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.



The Cricket in Times Square: Chapter Fifteen Grand Central Station Pp. 125-134

Comprehension Questions - Answer the following questions

1. What did Mario and Chester do that last evening they were together? P. 125-126

2. When Mario got sleepy, what did Chester do? P. 126

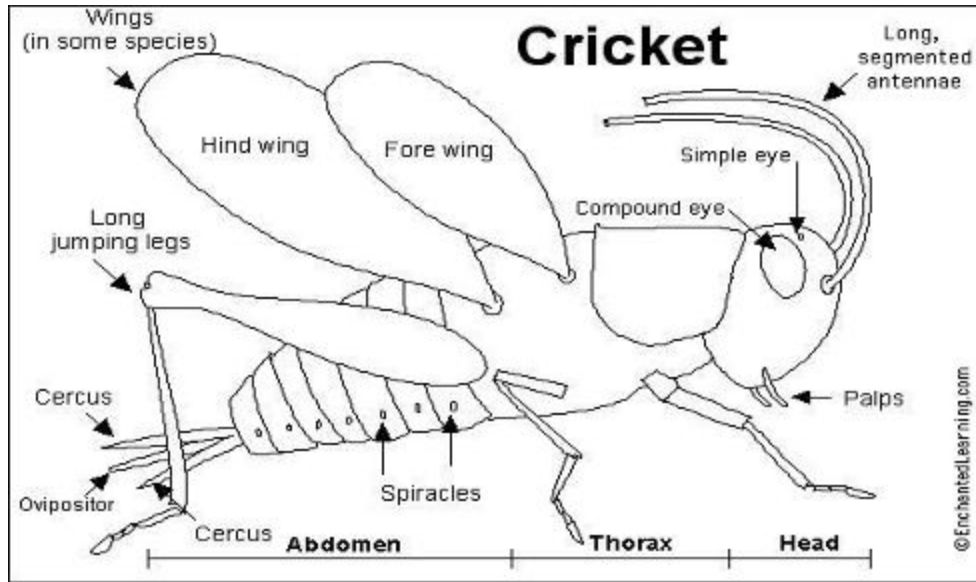
3. What did Chester take from the cash register? P. 128

4. How would Chester know when to get off the train, when he was in Connecticut? P. 130-131

5. How did Mario know Chester wasn't coming back? Pp. 132-134

6. What kind of trip did Tucker suggest he and Harry take? P. 134

Anatomy of a Cricket



A cricket is an insect with a hard exoskeleton. There are three sections to a cricket; the head, thorax, and abdomen. Identifying males and females in mature crickets is easy. Females have a long tube called the **ovipositor** extending from the end of the abdomen.

- **Antennae** - These long appendages help the insect feel and smell its surroundings.
- **Compound Eyes** - This pair of eyes has hexagonal (six-sided) lenses and allow the cricket to see in multiple directions.
- **Simple Eyes** - These eyes, called ocelli, have only a single lense. There are three of them and they are used to differentiate between light and dark.
- **Palpi** - These appendages near the mouth aid in feeling and grasping food.
- **Walking Legs** - There are two pairs of these legs and as their name implies they are used for walking.
- **Jumping Legs** - This pair of long legs allow the cricket to jump great distances.
- **Fore Wings** - This pair of wings protects the hind wings.
- **Hind Wings** - These wings are longer and more fragile than the fore wings. Male crickets will rub both pairs of wings together to create their well known chirping sound.
- **Cerci** - These sensory organs help the cricket feel its surroundings.
- **Ovipositor** - This appendage only appears on females and is used to lay eggs. The long organ allows the cricket to protect her eggs by burying them in the ground.
- **Spiracles** - These holes run along the sides of the abdomen. They allow air to enter the tracheal system which then distributes the oxygen throughout the body.



Fun Facts About Crickets

- ★ Only male crickets chirp and do so to attract a female mate.
- ★ Male crickets make their chirping noise by rubbing their wings together.
- ★ Crickets are usually nocturnal which explains why we hear them at dusk and at night.
- ★ Crickets are insects and therefore cold blooded. This means they need warm weather to have the energy to chirp. If the weather is too cool their chirping will slow down.
- ★ Crickets eat their own body weight in food every day. They mainly eat other insects, plants and small fruits and seeds.
- ★ Crickets can jump 3 feet on average which is about 30 times their body length.
- ★ Crickets chirp at a different rate depending on the temperature - the higher the temperature the higher the rate.

To convert cricket chirps to degrees Fahrenheit, count number of chirps in 14 seconds, then add 40 to get temperature.

Example: $30 \text{ chirps} + 40 = 70^{\circ} \text{ F}$



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Activity

Imagine you have a pet cricket. Design a home for your cricket and draw it on this paper OR in your journal. Be sure to label the different parts of your cricket house!



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 I 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 / go down to the Zoo!



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Adding with All Regrouping (B)

Find each sum.

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

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

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

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Math-Drills.Com



Bee life cycle

1. Queen lays egg in brood cell.



2. Worker feeds hatched larva.



3. Larva reaches full growth.



4. Worker caps cell.



5. Larva spins cocoon and becomes pupa.



6. Adult bee leaves cell.



Source: Capilano Honey

STEVE MADDEN | Times



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Student Packet

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The life cycle of a honey bee
Cut out the pictures.



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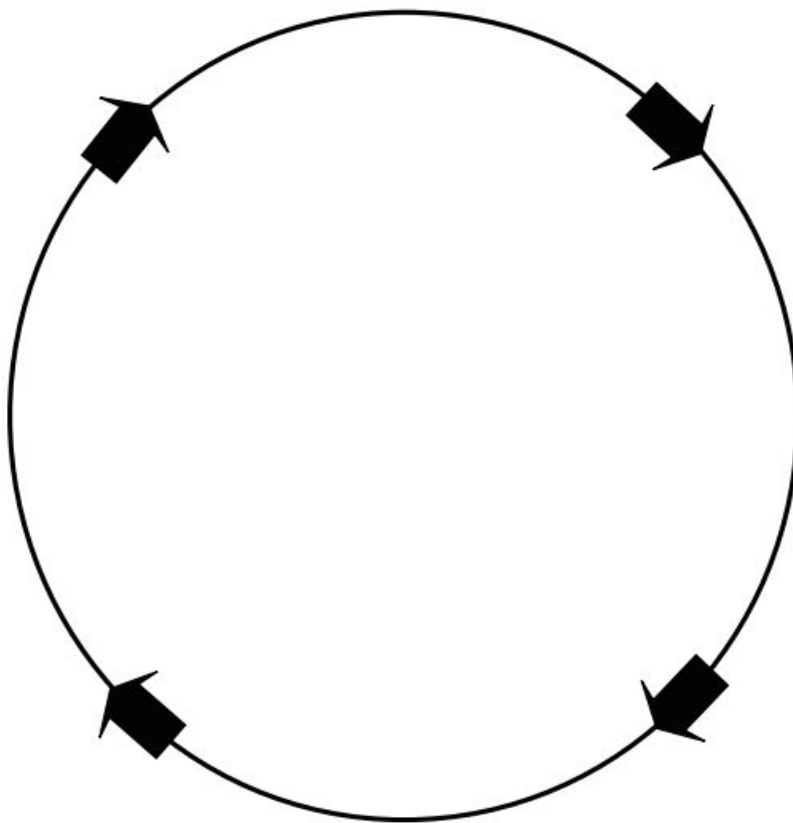
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The life cycle of a honey bee

Cut out the pictures and stick them on in the right order.





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PE lesson plan for the week of April 6th

_____ Do 30 jumping jacks

_____ Run in place for 45 seconds

_____ Challenge your siblings to a scavenger hunt. You need to find these items as fast as you can!

- A small stuffed animal
- Something with wheels
- Something green
- A pair of glasses
- A sock
- A crayon

Good Job! Now put everything back as fast as you can!

_____ Do a plank for as long as you can

_____ Wall sit 30 seconds

_____ 15 Cobras



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Student Packet

Tuesday Student Daily Agenda 4/7/20

Spalding	<ul style="list-style-type: none"><input type="checkbox"/> Complete dictation with a parent in your pink Spalding notebook.
ELA	<ul style="list-style-type: none"><input type="checkbox"/> Read Chapter 1 of Charlotte's Web and answer the vocabulary and comprehension questions.<input type="checkbox"/> Complete the page called 'If I had a pig'.<input type="checkbox"/> Copy the first stanza of the poem At the Zoo by A. A. Milne
Math	<ul style="list-style-type: none"><input type="checkbox"/> Do Subtraction Math Sprint<input type="checkbox"/> Read Tuesday's lesson in Slideshow<input type="checkbox"/> Do the problems on pg. 108-109 in 2B Math Workbook<input type="checkbox"/> After parents correct workbook pages make corrections to your work.
Science	<ul style="list-style-type: none"><input type="checkbox"/> After the powerpoint, complete the short quiz of Jobs of a bee and honey bee life cycle. There are two pages.<input type="checkbox"/> The glue both in your science journal. <u>*These two pages must be turned into the teacher!</u>
History	No History today.
Specials: Art	Please complete the Art activity. If you don't understand the instructions, ask your parents for help.



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Student Packet

Spalding Homework:



Great Hearts Western Hills
Spalding Homework: K-2

Grade: 2 Day of Week: 4/7 (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!

de stroy r.4
new's pa per r.4
daugh ter
naugh ty r.6
caught
taught
an swer
re ply r.4,5,6
sail
sale

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 1

Vocabulary & Comprehension Questions

Vocabulary: Use context clues to determine the meaning of each word and write it on the line provided.

1. Injustice p.3 - _____

2. Specimen p.5 - _____

3. Distribute p.5- _____

4. Promptly p.5- _____

5. Appetite p.7 – _____

Comprehension Questions: Read each question then write your answer in the space provided.

1. Describe the setting of this story.

2. What did her dad carry out to the hoghouse?



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Student Packet

3. Why did Fern yell at her Mother?

4. Why did Fern's father decide to keep the pig and not kill it?

5. What did Fern name her pig?

6. Why did Fern blush when she answered the teacher's question?



If I had a pet pig...

His or her name would be _____

It would look like:

Things we would do together are:

A pig would make a great pet because...



At the Zoo

By A. A. Milne

Directions: Copy the first stanza of the poem

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!

(Title)



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Student Packet

Subtracting from Minuends 10-18 (B)

Find each difference.

$$\begin{array}{r} 11 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 11 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 15 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 15 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -9 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -8 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ -6 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ -2 \\ \hline \end{array}$$

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Student Packet

Science

Directions: Use the text "4A Social Insects: Bees and Wasps" to help you complete the short 2 page quiz.

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

Name: _____ **#:** _____ **Date:** _____

Jobs of a Bee Quiz

Match the type of bee with its job:

1. Drone

These bees are female. Its job is to lay eggs and rule the hive.

2. Worker

These bees are only males in the hive. Its job is to mate with the queen.

3. Queen

These bees are female. Their job is to collect food and water, care for the larvae, and guard the hive.



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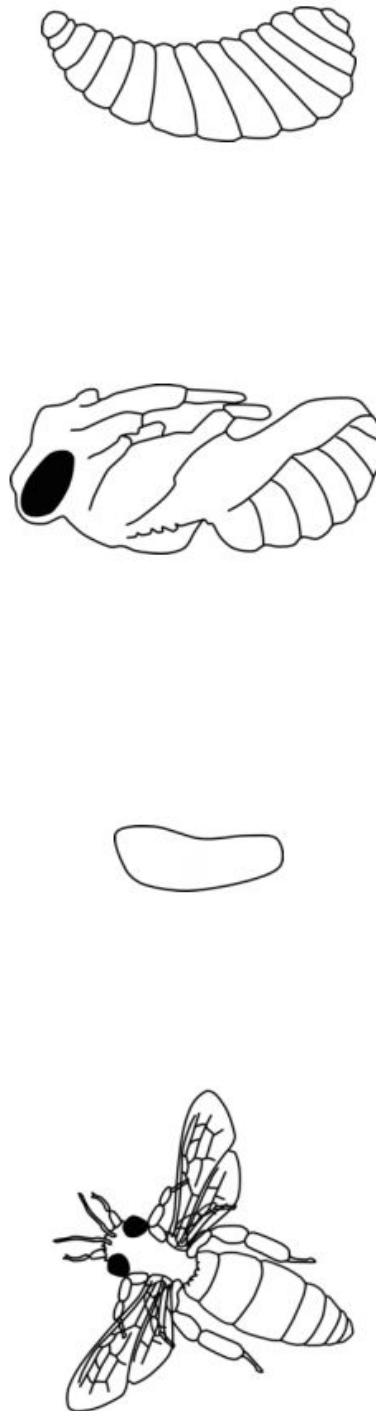
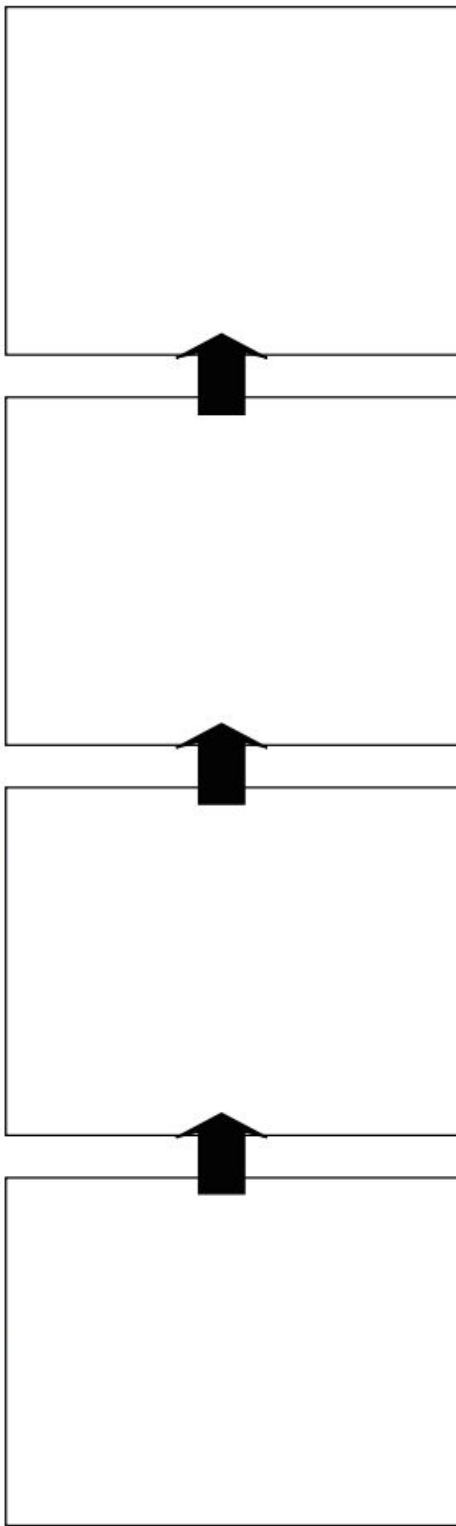
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Student Packet

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The life cycle of a honey bee

Cut out the pictures and stick them on in the right order.





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Student Packet

Second Grade Art

Hello friends! Let's review...

Early Renaissance

Title: Dome of Florence

Location: Florence, Italy

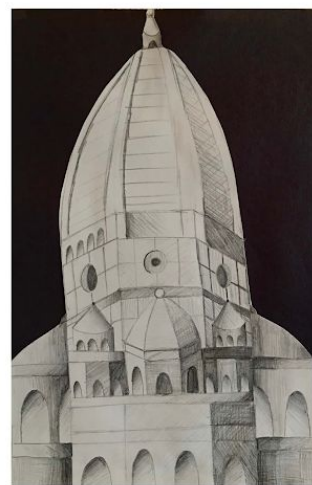
Medium: Brick and Marble

Date: 1420 - 1436



Today you are going to be adding the value, or shading, on to a drawing of the Dome that I made for you. We are focusing on shadows and highlights. You are only shading with a pencil.

Here is my example.





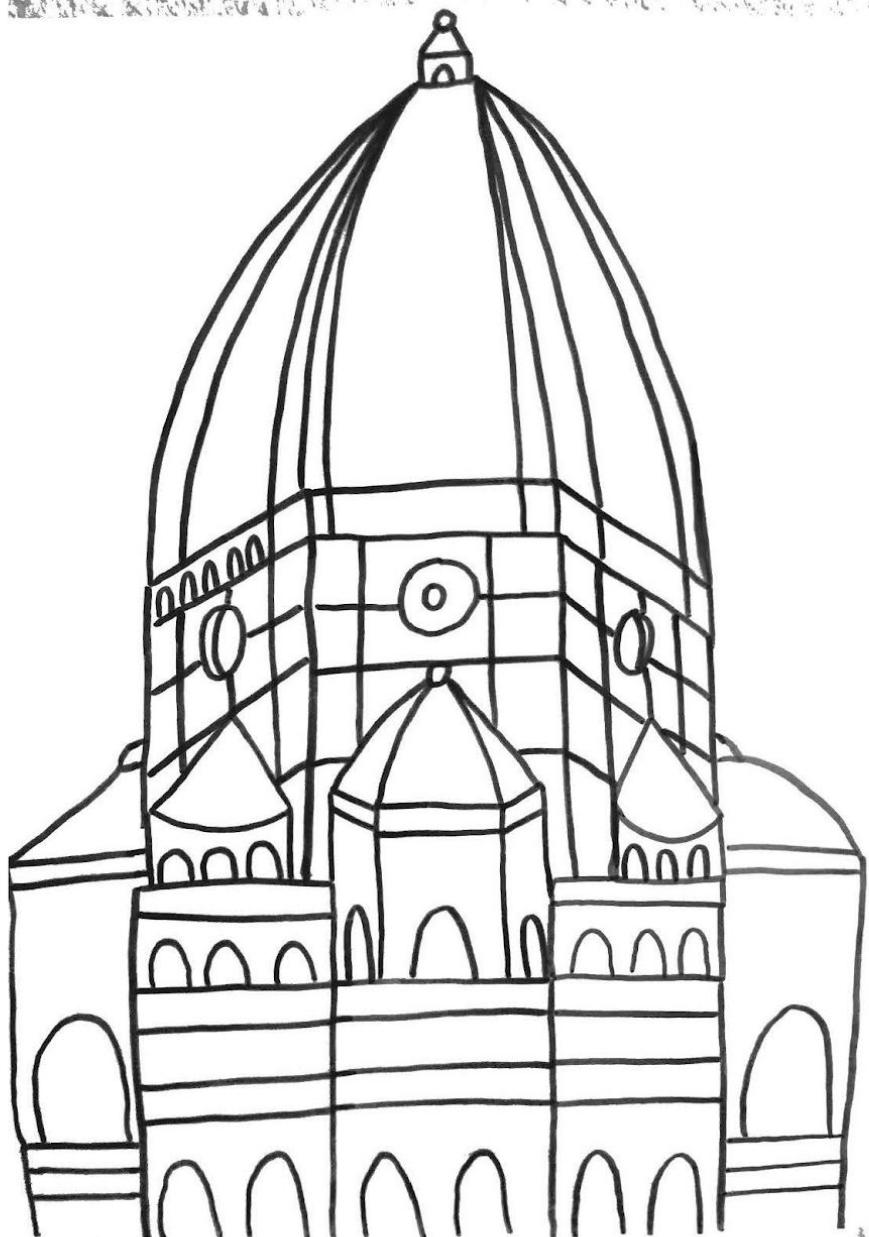
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Student Packet

When you finish, you can cut it out and glue into your sketchbook!





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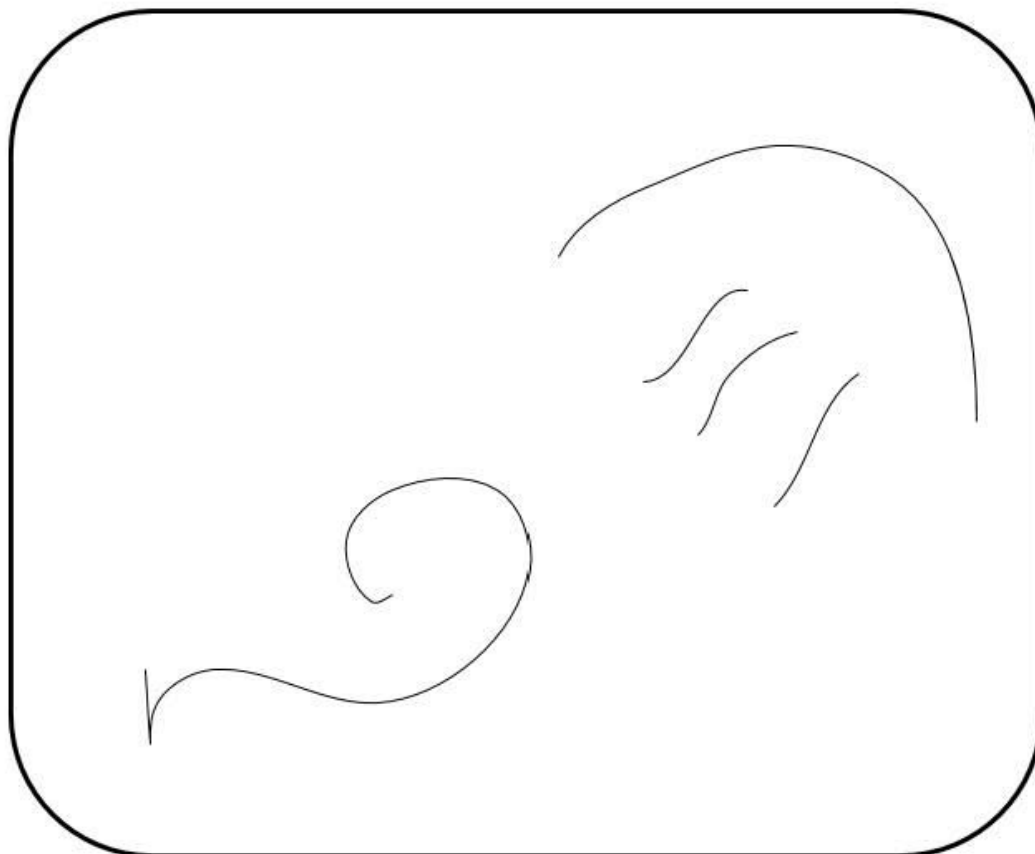
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When you finish, if you would like to keep making art...

Finish the picture. Be creative!





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Student Packet

Wednesday Student Daily Agenda 4/6/20

Spalding	<ul style="list-style-type: none"><input type="checkbox"/> Complete dictation with a parent in your pink Spalding notebook.
ELA	<ul style="list-style-type: none"><input type="checkbox"/> Read Chapter 2 of Charlotte's Web and answer the vocabulary and comprehension questions.<input type="checkbox"/> Complete the page about how Fern cared for Wilbur.<input type="checkbox"/> Poetry Bingo! Choose 4 squares to complete!
Math	<ul style="list-style-type: none"><input type="checkbox"/> Do Multiplication Math Sprint<input type="checkbox"/> Read Wednesday's lesson in Slideshow<input type="checkbox"/> Do the problems on page 72 in Math Textbook<input type="checkbox"/> After parents correct workbook pages make corrections to your work.
Science	No science.
History	<ul style="list-style-type: none"><input type="checkbox"/> Today, you will begin learning about the Civil War. Your parent will read Ch. 4 War Begins. After, your parent reads to you there is an activity. In your History notebook, you have to answer 5 questions in complete sentences. This is independent work.
Specials: Latin	Please complete the Latin assessment. This is independent work. Please scan this separate from all the other work for this week.



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Student Packet

Spalding Homework:



Great Hearts Western Hills
Spalding Homework: K-2

Grade: 2 Day of Week: 4/8 (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>cit</u> <u>ies</u> r.2,24
<u>cit</u> <u>y</u> r.2,6
<u>know</u>
<u>know</u>
<u>sever</u> <u>al</u>
<u>de</u> <u>sire</u> r.4
<u>near</u> <u>ly</u> r.6
<u>two</u>
<u>to</u>
<u>too</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 2

Vocabulary & Comprehension Questions

Vocabulary: Use context clues to determine the meaning of each word and write it on the line provided.

1. Enchanted p.9 – _____

2. Vanished p.10– _____

3. Amused p.10– _____

4. Manure p.12– _____

Comprehension Questions: Read each question then write your answer in the space provided.

1. How did Wilbur stay warm at night?



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Student Packet

2. Why did Mr. Arable need to sell Wilbur?

3. Why did Fern's Uncle decide to buy the pig?

4. What season is it? How do you know?

5. What does it mean that Wilbur is a spring pig?



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Student Packet

Charlotte's Web Chapter 2

Journal: How did Fern take care of Wilbur? Write 3-4 sentences explaining your answer. Then draw a picture to illustrate how Fern took care of Wilbur.

--



Poetry Bingo!

Directions: Choose a way to practice the first stanza of your new poem At the Zoo by selecting a square and doing what it asks! Select a minimum of 4 squares! Mark them as you do them!

Instrucciones: ¡Elige una forma de practicar la primera estrofa de tu nuevo poema en el zoológico seleccionando un cuadrado y haciendo lo que dice! ¡Seleccione un mínimo de 4 cuadrados! Marcarlos a medida que los completa.

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



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Student Packet

Multiplication Facts to 100 (B)

Find each product.

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

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Chapter 4: War Begins

Answer the following questions using complete sentences. This is an independent activity.

1. What color were the uniform for the Union soldiers?

2. What color were the uniforms for the Confederate soldiers?

3. What was the nickname for the Confederate soldiers? What was the nickname for the Union soldiers?

4. Where was the 1st battle of the Civil War?

5. What important document did Abraham Lincoln sign?



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Student Packet

LATINE LOQVOR: In the Kitchen

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

Lectio I

Quid te placet?



1. Ecce Panis.



2. “Panis me placet.”

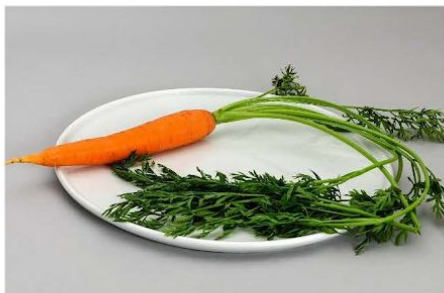


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1. Ecce *carota*.



2. “Carota me placet.”



3. Ecce *caro*.



4. “Caro non me placet.”



5. Ecce *Oryza*.



6. “Oryza non me placet.”



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Student Packet

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.*

Carota (Ka-row-ta): Carrot

Panis (Pa-nees): Bread

Caro (Ka-row): Meat

Oryza (Oh-roo-za): Rice

Me placet (May—pla-ket): I like



Thursday Student Daily Agenda 4/8/20

Spalding	<ul style="list-style-type: none"><input type="checkbox"/> Complete dictation pre-test with a parent on spalding paper.
ELA	<ul style="list-style-type: none"><input type="checkbox"/> Read chapter 3 of Charlotte's Web and answer the vocabulary and comprehension questions.<input type="checkbox"/> Complete the Barn Description page.<input type="checkbox"/> Write the first stanza from memory! *This must be turned into the teacher.
Math	<ul style="list-style-type: none"><input type="checkbox"/> Do Unit 1-10 Practice Test<input type="checkbox"/> Give to parents to correct<input type="checkbox"/> Make corrections with parent guidance.
Science	No science
History	<p>Today your parent will read Ch 5 Lee and Grant. After, reading you will need crayons but pick carefully because you need to remember what color uniform Ulysses S. Grant wore. In your History notebook, you will draw a picture of Ulysses S. Grant and then answer questions about him. Remember you need to draw the exact picture. Don't add anything that you don't see in the picture. Your teacher will need to see your work. Please scan this for the teacher to see. So try your best.</p>
Specials: Music	<p>Please complete the Music activity. If you understand please ask your parents for help.</p>



Charlotte's Web Chapter 3

Vocabulary & Comprehension Questions

Vocabulary: Use context clues to determine the meaning of each word and write it on the line provided.

1. Perspiration p.13- _____

2. Discarded p.15 – _____

3. Queer p.17– _____

4. Commotion p.18– _____

5. Lure p.22– _____

Comprehension Questions: Read each question then write your answer in the space provided.

1. Describe Wilbur's new home.



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Student Packet

2. Is the goose a good or bad influence and why?

3. Who is the first one to notice Wilbur had escaped from his pen?

4. How did Lurvy and Uncle Homer catch Wilbur?

5. How did the other animals feel about Wilbur escaping from his pen?

6. Why didn't Wilbur care that he was being led back to his pen?



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Student Packet

Writing Thursday

In the box, draw a picture of the barn using the description in chapter 3 from *Charlotte's Web*. Write three details that you remember from the chapter. Use complete sentences! Begin each sentence with "*I remember*"

En el cuadro, dibuje el granero utilizando la descripción del capítulo 3 de la *Charlotte's Web*. Escribe tres detalles que recuerdes del capítulo. ¡Usa oraciones completas! Comience cada oración con "Recuerdo"

1. _____

2. _____

3. _____



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Student Packet

Draw: Ulysses S. Grant

Draw a picture of Ulysses S. Grant. After you have drawn a picture you may color the picture. Be sure to use the correct color for his uniform. Then answer the following question: **What did you learn about Ulysses S. Grant?** Write 3 complete sentences. This is **independent** work. Your teacher will need to see your drawing and answered question.



Thursday Practice Test

Cumulative

Test
B

Units 1-10

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

1. 6 hundreds 3 ones is the same as _____.

A 63

C 603

B 306

D 630

2. Mrs. Bean bought 27 stickers for her students.
She has 70 pupils.

She needs to buy another _____ stickers.

A 43

C 57

B 53

D 97

3. Subtract 232 from 500.

A 268

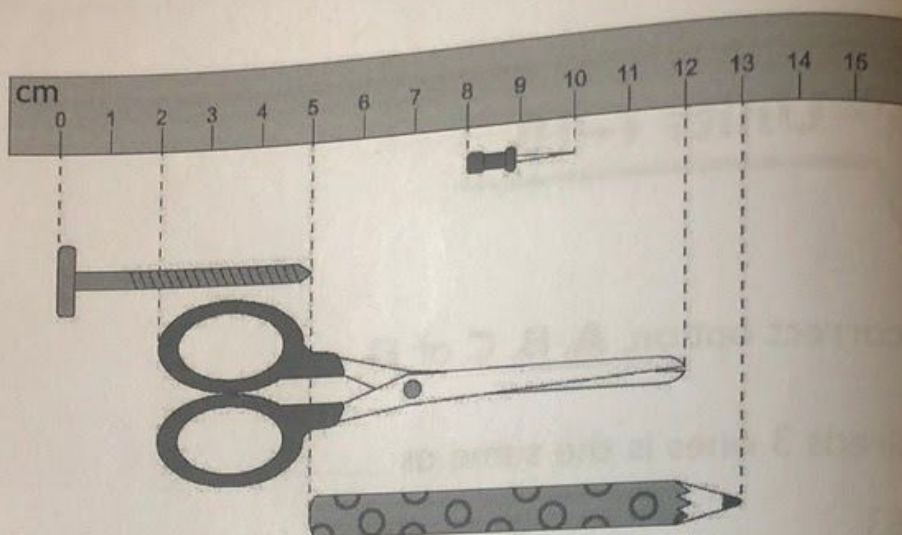
C 378

B 332

D 732



4.



(a) The _____ is the shortest.

- | | |
|--------------------|-------------------|
| A thumbtack | C scissors |
| B screw | D pencil |

(b) The scissors are longer than the screw by _____ cm.

- | | |
|------------|-------------|
| A 5 | C 10 |
| B 7 | D 12 |

5. Which of the following fruit is likely to weigh 5 pounds?

- | | |
|-----------------------|-------------------|
| A An apple | C A cherry |
| B A watermelon | D A pear |

6. Which of these statements is **not** correct?

- | | |
|---------------------------------|---------------------------------------|
| A $4 \times 9 = 30 + 6$ | C $4 \times 9 = 9 + 9 + 9 + 9$ |
| B $4 \times 9 = 18 + 18$ | D $4 \times 9 = 4 + 4 + 4 + 4$ |



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Student Packet

7. 21 building blocks are shared equally among 3 children. Each child gets _____ building blocks.

A $21 \div 3$

C $21 + 3$

B $21 - 3$

D 21×3

8. $8 =$ _____

All of the following options fit the answer except _____.

A $2 + 4$

C $2 + 2 + 2 + 2$

B 2×4

D 4×2

9. Mrs. Higgins packed 15 oranges equally into 3 boxes. How many oranges are there in each box?

A 3

C 12

B 5

D 18

10. What number is 300 more than 329?

A 29

C 359

B 332

D 629



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Student Packet

11. There were 97 fiction books and 25 non-fiction books on a shelf.

There were 30 fewer books than magazines.

(a) How many books were there altogether?

A 45

C 72

B 54

D 122

(b) How many magazines were there?

A 55

C 127

B 92

D 152

12. How many tens are there in 100?

A 1

C 50

B 10

D 100



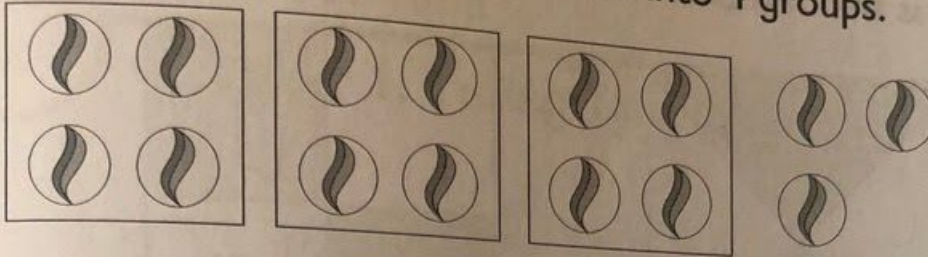
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Student Packet

13. Miss Keane grouped 15 marbles into 4 groups.



(a) How many marbles were there in each group?

- | | |
|------------|------------|
| A 2 | C 4 |
| B 3 | D 5 |

(b) How many were left over?

- | | |
|------------|------------|
| A 1 | C 3 |
| B 2 | D 4 |

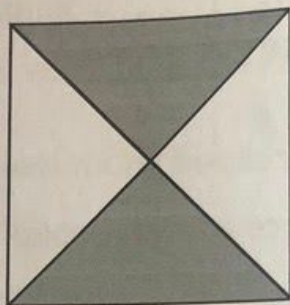
14. \$5.75 can be formed from all of the following except _____.

- A** 5 one-dollar bills and 3 quarters
- B** 1 five-dollar bill, 1 half-dollar coin and 1 quarter
- C** 4 one-dollar bills, 3 half-dollar coins and 1 quarter
- D** 4 one-dollar bills, 1 half-dollar coin and 1 nickel

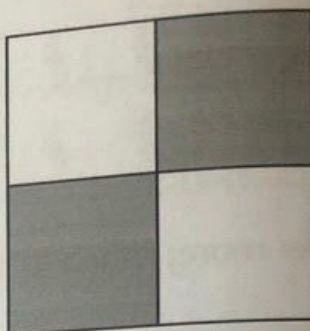


15. Which is the odd one out?

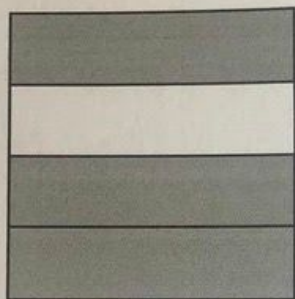
A



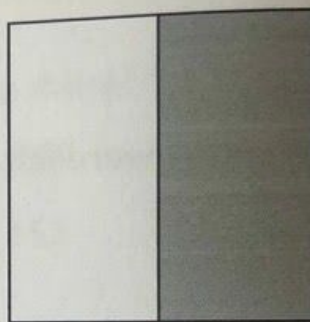
C



B



D



16. What is the value of $\$7.90 + \0.95 ?

A \$1.60

C \$8.85

B \$6.95

D \$17.40

17. Charlie bought 10 boxes of pens.

$\frac{2}{5}$ of them are blue.

The rest are green.

How many boxes of green pens did he buy?

A 2

C 6

B 4

D 8



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Student Packet

We are using Bow Wow Wow for our lesson. Below fill in the rhythm for each blank space. If the word has one sound, you will write a quarter note. If the word has two sounds, you will write two eighth notes. If there is no word, write a rest.

Quarter Note (Tah)



Two Eighth Notes (Tah-Dee)

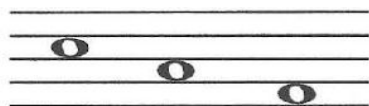


Bow 	Wow	Wow	(Rest)
Whose	Dog Art 	Thou?	
Little	Tommy	Tucker's	Dog
Bow	Wow	Wow	

Now, let's practice writing do when so is on a space

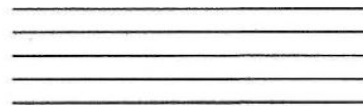
When so is a space note, then mi is a space note in the space below so, and do is a space note in the space below mi. Draw the notes for do, mi and so on the staff below.

Example



so mi do

On Your Own



so mi do



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Student Packet

Use the Rhythm from the first page to write the correct notes on the lines and spaces

do Bow	do Wow	do Wow	(rest)
mi Whose	mi mi Dog Art	mi Thou?	(rest)

Now practice a new note: re.

When mi and do are space notes, then re is the line note between them.
Draw the notes do, re and mi on the staff below.

Example

mi re do

On Your Own

mi re do

Finally, let's work on lines and spaces. This will get you ready for next week's lesson.

- * Number the lines on the staff above from the bottom to the top (1, 2, 3, 4, 5).
- * Number the spaces on the staff above from the bottom to the top (1, 2, 3, 4).
- * Draw three lines notes and three space notes on your staff.

Other Fun Ideas: Create your own song or rhyme. Make up a story to go along with it! Create your own music game. Listen to a song played by an orchestra and conduct to it



Student Attendance Affidavit

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

Monday, April 6, 2020

Tuesday, April 7, 2020

Wednesday, April 8, 2020

Thursday, April 9, 2020

Friday, April 10, 2020 No School

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: _____