



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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

Parent Packet

2nd Grade May 11-15

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 Friday will be kept at home, unless stated otherwise.** We highly recommend breaks for play and relaxing! Also, parents give yourself some grace and know that you can do this, and you are not alone. Please reach out to your scholars' teachers for assistance.

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

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

Sincerely,
GHW 2nd Grade Team

Table of Contents

Grade Level Letter to Families.....	page 1
Table of Contents.....	page 2
Parent Packet	page 3-12
Student Packet	page 13-37

MONDAY OVERVIEW	
<u>Spalding</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Spalding Video located in Google Classroom <input type="checkbox"/> Read words and example sentences for Monday. Allow students to use spalding hands with them doing all of the leading in syllable count and well as finger spellings. Students will then write out the word on Spalding paper with markings. Discuss the meaning of the words along the way.
<u>Literature</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will read chapter 18 of Charlotte's Web. <input type="checkbox"/> Students will complete the comprehension page <input type="checkbox"/> KEY: Keen sharp; alert; Sneered- making fun of; Schemer – a planner. What word did Templeton bring Charlotte at the fair and why was it a good word? <i>Humble; he's not proud and he's near the ground p.140</i> Why was the fair a paradise for Templeton? <i>He could find all sorts of food to eat p.140</i> What do you think Charlotte is making? <i>Listen to your child's ideas; an egg sac p.143</i>
<u>Writing</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will complete the writing activity <input type="checkbox"/> KEY: Answers will vary: popcorn, plastic fork, toothpicks, crumbs from funnel cakes, bottle caps
<u>Poetry</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will focus on the second stanza by copying it down.
<u>Math</u>	<ul style="list-style-type: none"> <input type="checkbox"/> PA - Create this week's flashcards and practice them. <input type="checkbox"/> $6 \times 3 = 18$, $8 \times 3 = 24$, $4 \times 3 = 12$, $3 \times 5 = 15$, $3 \times 7 = 21$, $3 \times 3 = 9$, $9 \times 3 = 27$, $3 \times 4 = 12$, $3 \times 8 = 24$, $7 \times 3 = 21$, $3 \times 9 = 27$, $5 \times 3 = 15$, <input type="checkbox"/> $2 \times 3 = 6$, $3 \times 2 = 6$, $3 \times 1 = 3$, $0 \times 3 = 0$ <input type="checkbox"/> I - Read Monday Lesson in Slideshow Making Tally Charts, Tables and Picture Graphs <input type="checkbox"/> I - Do workbook pgs. 148-149 <input type="checkbox"/> PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance. <input type="checkbox"/> Answer Key: 1. (a) 3, (b) 6, (c) 2, (d) red, (e) yellow 2. (a) 8, (b) 5, (c) 5, (d) 3, (e) Cameron
<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"/> Click on this link: Simple Machines. Present slides 10-13

	<input type="checkbox"/> Complete wedge and screw portion of the <i>Scavenger Hunt</i> Worksheet <input type="checkbox"/> Finished <i>Scavenger Hunt</i> Worksheet should be sent to your teacher on Friday
Specials: P.E.	<input type="checkbox"/> Please complete the P.E. activity.

Monday

Word	Example Sentence	Notes
en close ²	I will enclose money in the envelope.	My base word is 'close' my prefix is 'en.' I write close and add prefix en to make the word enclose.
a wait ^{r.4}	The jury will await the trial.	My base word is 'wait' my prefix is 'a.' I write 'wait' and add prefix 'a' to make the word await. R.4 a may say a at the end of a syllable
sup pose ²	I suppose you can have another piece of candy.	R.29 we can double the consonant so (a,e,o,u) doesn't say (a,e,o,u) at the end of a syllable. OR we split syllables between double consonants.
wonder ful ³	It is a wonderful spring day.	My base word is 'wonder' my ending is 'ful.' I write 'wonder' and add ending 'ful' to make the word wonderful r.22 when (full) is written with another syllable, it only has one l.
for ward	I look forward to meeting you.	My base word is 'for' my ending is 'ward.' I write 'for' and add ending 'ward' to make the word forward
back ward ^{r.25}	Your clothes are on backward.	My base word is 'back' my ending is 'ward.' I write 'back' and add ending 'ward' to make the word backward r.25 use ck to end a word after a vowel says its first sound.
to ward ^{r.4}	Walk toward the MPR.	My base word is 'to' my ending is 'ward.' I write 'to' and add ending 'ward' to make the word toward R.4 o may say o at the end of a syllable
al though ³	Although you are tired you must persevere.	My base word is 'all' my base word is though. I write all and add base word 'though' to make the compound word 'although.' BUT when all is written with another syllable, it only has one l. R.21 when all is written with another syllable, it only has one l.
prompt	Please walk in a prompt manner.	

at tempt ^{r.29}	I will attempt to juggle 3 balls.	r.29 . we can double the consonant so (a) doesn't say (a) at the end of a syllable. OR we split syllables between double consonants.
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Tuesday OVERVIEW

Parent Packet
2nd Grade May 11-15

<u>Spalding</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Spalding Video located in Google Classroom <input type="checkbox"/> Read words and example sentences for Tuesday. Allow students to use spalding hands with them doing all of the leading in syllable count and well as finger spellings. Students will then write out the word on Spalding paper with markings. Discuss the meaning of the words along the way.
<u>Literature</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will read chapter 19 of Charlotte’s Web <input type="checkbox"/> Students will complete the comprehension page. <input type="checkbox"/> KEY: Languishing- to become weak; Carousing - take part in bad behavior; Gorge – to eat and stuff to capacity. Why isn’t Charlotte going to see her children? <i>She doesn’t think she’ll be around</i>; Why is everyone so excited after bathing Wilbur in buttermilk? <i>There was an announcement for Mr. Zuckerman to bring his pig to the judges’ booth to receive a special award</i>; Why is Charlotte feeling content and peaceful? <i>She thinks she has saved Wilbur’s life p.153</i>
<u>Writing</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will complete the writing activity <input type="checkbox"/> KEY: to get smaller, to grow old or feeble, keeps water out increased in size, to eat excessively.
<u>Poetry</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will play poetry bingo to practice the second stanza of their poem
<u>Math</u>	<ul style="list-style-type: none"> <input type="checkbox"/> PA - Practice flashcards <input type="checkbox"/> I - Read Tuesday's lesson in the slideshow Making Tally Charts, Tables and Picture Graphs <input type="checkbox"/> I - Do workbook pgs. 150-151 <input type="checkbox"/> PA - Parents should correct Scholar’s work and have Scholar correct mistakes with parent guidance. <input type="checkbox"/> Answer Key: 3. (a) 10, (b) 14, (c) 4, (d) 6, (e) 6 <input type="checkbox"/> 4. Sally 5 circles, Weilin 6 circles, Rosni 3 circles.
<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"/> Click the following link: Reading A-Z Book: Simple Machines Level K. Scholars will read this book out loud to a parent with assistance if needed. This link will also be in google classroom. <input type="checkbox"/> Scholars will then Independently complete the <i>Reading A-Z Simple Machines</i> comprehension Test <input type="checkbox"/> This assignment must be turned in to your teacher

	<p>***Additional Activity for fun and <u>not</u> required:**</p> <p>Create your own simple machine with materials you have at home and share them with your teacher to share with your class!</p>
Specials: Art	<input type="checkbox"/> Please complete the Art activity.

Tuesday

Word	Example Sentence	Notes
<u>who</u>	Who is at the door?	
<u>whose</u> ^{3 2}	Whose pencil does this belong to?	My base word is 'who' my ending is 's.' I write 'who' and add ending 's' and because we do not want a plural we add a no job 'e' to make the word "whose"
<u>state</u> ⁵	I am in a cranky state.	
<u>statement</u>	She made a bold statement.	My base word is 'state' my ending is 'ment.' I write 'state' and add ending 'ment' to make the word statement
<u>perhaps</u>	Perhaps your friend may join us.	
<u>their</u> r.12	That is their yard.	R.12 i before e except after c or when saying /ay/ field
<u>they</u>	They will come also.	
<u>imprison</u>	The judge will imprison you if you break the law.	My base word is 'prison' my prefix is 'im.' I write 'prison' and add prefix 'im' to make the word 'imprison.'
<u>write</u>	Write 3 sentences	
<u>written</u> r.9	He has written 3 sentences.	My base word is 'writ' my ending is 'en.' I write 'writ' and add ending 'en' and double the /t/ because my base word 'writ' is a l,l,l, word and my ending 'en' starts with a vowel

1-1-1 rule. Words of one syllable, with one vowel, ending in one consonant, need another final consonant before adding an ending that begins with a vowel. Hop+ped

Wednesday OVERVIEW	
<u>Spalding</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Spalding Video located in Google Classroom <input type="checkbox"/> Read words and example sentences for Wednesday. <input type="checkbox"/> Allow students to use spalding hands with them doing all of the leading in syllable count and well as finger spellings. Students will then write out the word on Spalding paper with markings. Discuss the meaning of the words along the way.
<u>Literature</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will read chapter 20 of Charlotte's Web <input type="checkbox"/> Students will complete the comprehension page <input type="checkbox"/> KEY: Pompous – arrogant; having self-importance; Unique – unusual; Sundry- various; Phenomenon- a rare or significant fact or event; Analysis- a statement of an examination; Supernatural– relating to God; Engraved – to impress; Ails– to give physical or emotional pain
<u>Writing</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will complete the writing activity on compound words. <input type="checkbox"/> KEY: plaything, waterproof, grownups, everyone, buttermilk, grandstand, overhead
<u>Poetry</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will play poetry bingo and choose 4 different ways to practice the second stanza of the poem The Hayloft by Robert Louis Stevenson
<u>Math</u>	<ul style="list-style-type: none"> <input type="checkbox"/> PA - Practice flashcards <input type="checkbox"/> I - Read Wednesday's lesson in the slideshow Making Tally Charts, Tables and Picture Graphs <input type="checkbox"/> I - Do workbook pgs. 152-153 <input type="checkbox"/> PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance. <input type="checkbox"/> Answer Key: 1. (a) 10, (b) 30, (c) 12 2. (a) 5 squares (b) 6 triangles 3. March \$9, April \$3, <input type="checkbox"/> May \$12, June \$6. (a) \$9, (b) \$30, (c) \$12, (d) \$3
<u>History</u>	<ul style="list-style-type: none"> <input type="checkbox"/> This will be an Independent activity. Your scholar will read Ch. 4 Jackie Robinson. Ch 4 Jackie Robinson <p>After your scholar has read Ch 4 they will watch a 3-minute video on Jackie Robinson https://safeYouTube.net/w/tmX7</p>

	<p>After, watching the video your scholar will answer in their <u>History notebook</u>:</p> <p>Why did Jackie Robison preserve even though he was treated badly and unfairly?</p> <p>Answers will vary but you are looking for (Jackie persevered because he wanted to change how people thought about and behaved toward African Americans.) ****Please turn this into your scholar's teacher****</p>
Science	<input type="checkbox"/> No Science
Specials: Music	<input type="checkbox"/> Please complete the Music activity.

Wednesday

Word	Example Sentence	Notes
arrange r.29 <i>arrange</i>	Arrange numbers from least to greatest.	r.29 . we can double the consonant so (a) doesn't say (a) at the end of a syllable. OR we split syllables between double consonants.
amble <i>amble</i>	I sprained my ankle.	
appears r.29 <i>appears</i>	It appears as though it will rain.	My base word is 'appear' my ending is 's.' I write 'appear' and add ending 's' and to make the word "appears"
brace <i>brace</i>	Brace yourself for this wave.	
bracelet <i>bracelet</i>	I wear a bracelet everyday.	My base word is 'brace' my ending is 'let.' I write 'brace' and add ending 'let' to make the word "bracelet"
breath <i>breath</i>	Take a deep breath.	
breathe <i>breathe</i>	I cannot breathe.	
calm <i>calm</i>	Calm down.	
circus r.2 <i>circus</i>	We saw an elephant at the circus.	r.2 l.c before e, i, or y says c.
consented r.28 <i>consented</i>	She consented to marry him.	My base word is 'consent' my ending is 'ed.' I write 'consent' and add ending 'ed' to make the word "consented" R. 28 use ed at the end of a word. If it says its first sound, it makes a new syllable.

Thursday OVERVIEW	
<u>Spalding</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Review of 30 words. Pretest. Read all 30 words and example sentences. Students will write the word without markings.
<u>Literature</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will read chapter 21 of Charlotte’s Web. <input type="checkbox"/> Students will complete the vocabulary and comprehension page. <input type="checkbox"/> KEY: Assured – certainty or security; guaranteed; Trifle – to treat someone or something as unimportant; Sentiments p.165 noun – opinion; emotion; Accompany – to go with as a companion; Imitating – to follow as a pattern, model or example; copy; Desperation- loss of hope; Mimicked – to imitate closely. Why can’t Charlotte go back to the barn? <i>She’s going to be dead in a day or two; she doesn’t have enough spinnerets to lower her to the ground; she doesn’t have strength to get into the crate p.165</i> What’s the deal Wilbur made with Templeton to make him get Charlotte’s egg sac? <i>Wilbur would let him eat first when Lurvy fed him p.168</i> How did the egg sac feel in Templeton’s mouth? <i>Sticky; worse than caramel candy p.170</i>
<u>Writing</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will complete the writing activity. Answers will vary.
<u>Poetry</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will practice reciting their second stanza of the poem The Hayloft in front of a mirror and will rate themselves!
<u>Math</u>	<ul style="list-style-type: none"> <input type="checkbox"/> PA - Practice flashcards <input type="checkbox"/> I - Do workbook pgs. 154-155 <input type="checkbox"/> PA -Parents should correct Scholar’s work and have Scholar correct mistakes with parent guidance. <input type="checkbox"/> Answer Key: 4. (a) 50, (b) Matthew, (c) Annie, <input type="checkbox"/> (d) 10, (e) 30 (f) 70 5. (a) No, (b) Yes, (c) No, <input type="checkbox"/> (d) Yes, (e) No
<u>History</u>	<ul style="list-style-type: none"> <input type="checkbox"/> This will be an independent activity. Your scholar will read Ch 5 Rosa Parks. Ch 5 Rosa Parks After, reading your scholar will independently answer the following question in their History notebook: Why do you think Rosa Parks refused to give up her seat on the bus?

	<p>Answers will vary (Rosa Parks refused to give up her seat on the bus because segregation was unfair, and forcing African Americans to sit in the back of the bus and give up their seats for white people as a type of segregation.)</p> <p>***You don't need to turn this into your scholar's teacher.</p> <p>****</p>
Science	<input type="checkbox"/> No Science
Specials: Latin	<input type="checkbox"/> Please complete the Latin activity.

Spalding

Word	Example Sentence
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enclose	I will enclose money in the envelope.
await	The jury will await the trial.
suppose	I suppose you can have another piece of candy.
wonderful	It is a wonderful spring day.
forward	I look forward to meeting you.
backward	Your clothes are on backward.
toward	Walk toward the MPR.
although	Although you are tired you must persevere.
prompt	Please walk in a prompt manner.

attempt	I will attempt to juggle 3 balls.
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who	Who is at the door?
whose	Whose pencil does this belong to?
state	I am in a cranky state.
statement	She made a bold statement.
perhaps	Perhaps your friend may join us.

their	That is their yard.
they	They will come also.
imprison	The judge will imprison you if you break the law.
write	Write 3 sentences
written	He has written 3 sentences.

arrange	Arrange numbers from least to greatest.
ankle	I sprained my ankle.
appears	It appears as though it will rain.
brace	Brace yourself for this wave.
bracelet	I wear a bracelet everyday.
breath	Take a deep breath.
breathe	I cannot breathe.
calm	Calm down.
circus	We saw an elephant at the circus.
consented	She consented to marry him.

Friday OVERVIEW	
<u>Spalding</u>	<input type="checkbox"/> Test: Review of 30 words. Read all 30 words and example sentences. Students will write the word without makings
<u>Literature</u>	<input type="checkbox"/> No Literature today!
<u>Writing</u>	<input type="checkbox"/> No Writing today!
<u>Poetry</u>	<input type="checkbox"/> Students will write the second stanza of the poem The Hayloft from memory and will submit it to their teacher.
<u>Math (30 min.)</u>	<input type="checkbox"/> PA - Practice flashcards <input type="checkbox"/> I - Scholar should complete Friday math page. This should be turned into your teacher. <input type="checkbox"/> PA - Parents should correct Scholar's work and have Scholar correct mistakes with parent guidance <input type="checkbox"/> Answer Key: 1. 4, 2. 30, 3. Apples and oranges, 4. Pears, 5. 15, 6. 25, 7. 100, 8. 15, 9. \$7.50
<u>History (20 min.)</u>	<input type="checkbox"/> No History
<u>Science</u>	<input type="checkbox"/> No Science
<u>Specials:</u>	<input type="checkbox"/> No Specials

Submission Checklist	
<u>Please send the following assignments to your scholars teacher on Friday.</u>	<input type="checkbox"/> Student Affidavit <input type="checkbox"/> Spalding: 30 word Test <input type="checkbox"/> Poetry: Second stanza of The Hayloft <input type="checkbox"/> Science: Turn in finished of Scavenger Hunt and <i>Reading A-Z Simple Machines</i> comprehension Test <input type="checkbox"/> Math: Friday Math page <input type="checkbox"/> History: Jackie Robinson Assignment



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Student Packet
2nd grade May 11-15

Student Attendance Affidavit

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

Monday, May 11, 2020

Tuesday, May 12, 2020

Wednesday, May 13, 2020

Thursday, May 14, 2020

Friday, May 15, 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: _____

Monday

Charlotte' Web Chapter 18
Comprehension

Comprehension: After reading chapter 18 answer the following questions.

1. What word did Templeton bring Charlotte at the fair and why was it a good word?

2. Why was the fair a paradise for Templeton? _____

3. What do you think Charlotte is making? _____

Charlotte's Web Chapter 18
Writing

Templeton struck out on his own to find what he could at the fair. Think of all the things that might be lying on the ground that Templeton would enjoy eating or collecting. Make a list of at least 5 things.

1. _____
2. _____
3. _____
4. _____
5. _____

Poetry

This week we will focus on the second stanza! Copy the second stanza!

Those green and sweetly smelling crops
 They led in wagons home;
And they piled them here in mountaintops
 For mountaineers to roam.

P.E.

50 jumping jacks

10 burpees

10 sprints- 10 yards apart

50 hand claps

20 steam engines

10 cobras

Great job! Do this two times! If you want to challenge yourself, do it three times!

Tuesday

Charlotte' Web Chapter 19

Comprehension

Comprehension: After reading chapter 19 answer the following questions.

1. Why isn't Charlotte going to see her children? _____

2. Why is everyone so excited after bathing Wilbur in buttermilk? _____

3. Why is Charlotte feeling content and peaceful? _____

Charlotte's Web Chapter 19

Writing

Directions: Locate the word from the chapter that suits each meaning (that is similar). The page number will help you.

1. to get smaller (pg. 144) _____

2. to grow old or feeble (pg. 146) _____

3. keeps water out (pg. 145) _____

4. increased in size (pg. 147) _____

5. to eat excessively (pg. 148) _____

Poetry Bingo!

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

The Hayloft by Robert Louis Stevenson

Those green and sweetly smelling crops
They led in wagons home;
And they piled them here in mountaintops
For mountaineers to roam.

Read the first stanza in front of a mirror!	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 a tune and SING the first stanza!

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. Which of the following is true?
 - (A) Machines make work harder.
 - (B) A simple machine has many moving parts.
 - (C) Machines make work easier.
 - (D) There are three main types of simple machines.
2. A simple machine _____.
 - (A) has lots of parts
 - (B) is made of lots of compound machines
 - (C) makes work harder to do
 - (D) has very few parts
3. Which of the following is an example of an **inclined plane**?
 - (A) ramp
 - (B) hammer
 - (C) bottle opener
 - (D) pulley
4. Which simple machine lets you use less force to move things longer distances?
 - (A) a doorknob
 - (B) a bulldozer
 - (C) an inclined plane
 - (D) a can opener
5. Which of the following is an example of a **lever**?
 - (A) a ramp
 - (B) a bottle opener
 - (C) a knife
 - (D) a steering wheel
6. Which is an example of a **wedge**?
 - (A) can opener
 - (B) flagpole
 - (C) hammer
 - (D) knife

Second Grade Art

Hello friends! Today we are finishing up our *Impressionism* artwork. These artists moved away from traditional painting styles and focused on color, light, and movement. Let's review the artwork....



Title: Bridge over a Pond of Waterlilies

Artist: Claude Monet

Medium: Paint

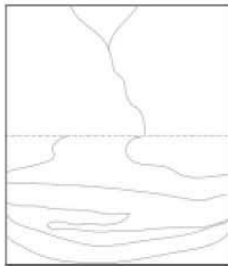
Date: 1899

Supplies:

- Scissors
- Glue (or tape)
- The drawing you colored already

Directions:

- Cut out the artwork and bridge template from last week
- Do not cut off the glue tabs
- Fold large rectangle paper in half

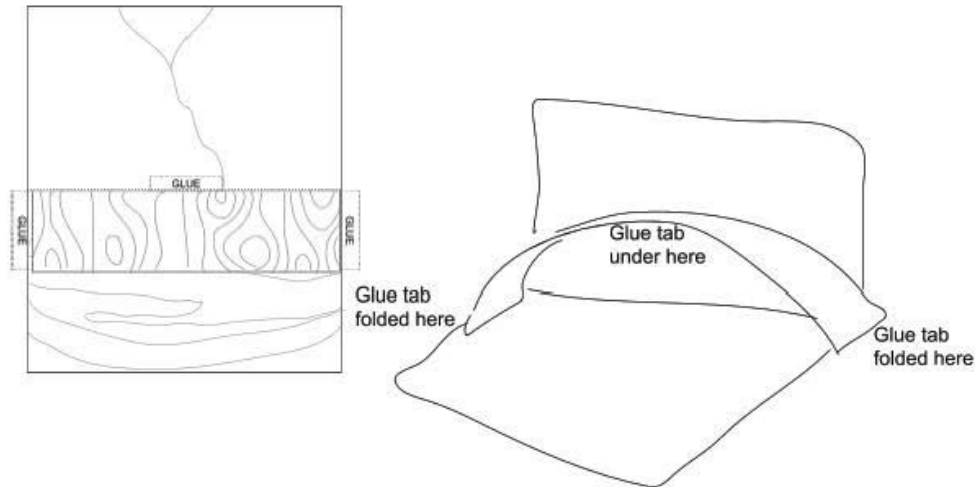


←---- fold here on the dotted line

- Take the bridge template and fold the glue tabs back



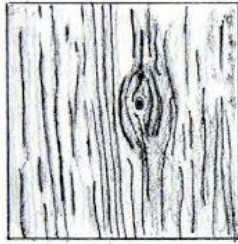
- Put glue onto tabs
- Have a family member help you, if needed, to glue the bridge onto the folded paper.



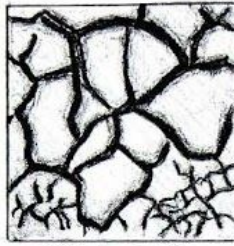
If you would like to keep making art...

In your sketchbook trace your hand and turn each finger into a different texture.

Below are some examples of different textures



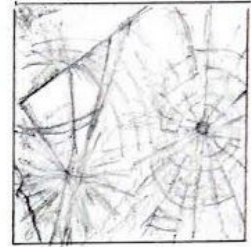
Wood 1



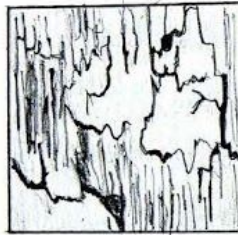
cracked earth



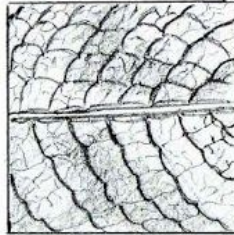
paved road



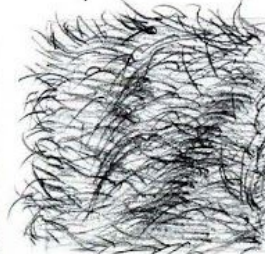
broken glass



cracked paint



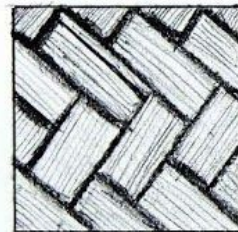
leaf



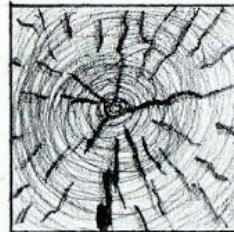
windy grass



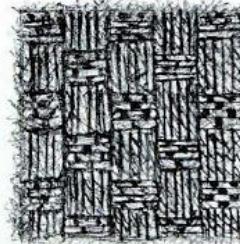
pavement



basket texture



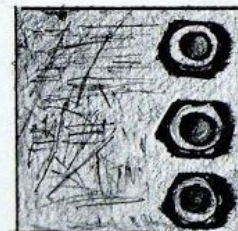
Wood 2



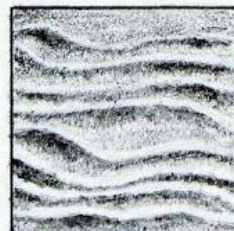
little mat



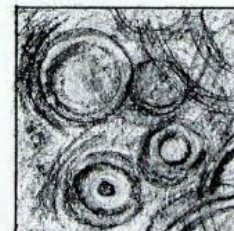
water drops



old metal surface



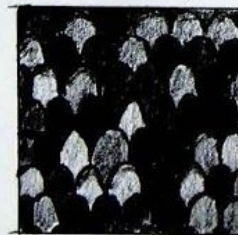
sand



rain drops



crumpled paper



tiles structure



zebra lines pattern



curly



artistic

Wednesday

Charlotte' Web Chapter 20

Comprehension

Comprehension: After reading chapter 19 answer the following questions.

1. Where did Fern want to go during the award ceremony? _____

2. Why is the writing in the web such a phenomenon? _____

3. What did the rat do to Wilbur save him after he fainted? _____

4. Why did Avery enjoy getting splashed with water? _____

Charlotte's Web Chapter 20

Writing

Directions: Illustrate the part of this chapter that you liked the best. Write a paragraph about the scene on the lines beside the box.



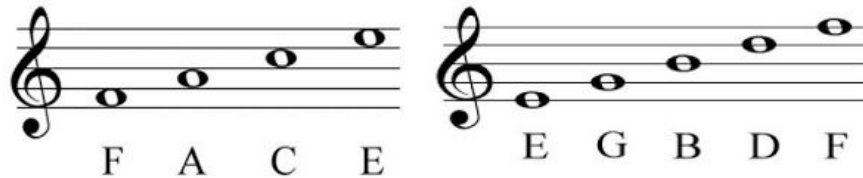
Poetry Bingo!

Directions: Choose a way to practice the second stanza of your new poem The Hayloft by selecting a square and doing what it asks! Select 4 different squares!

Read the first stanza in front of a mirror!	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 a tune and SING the first stanza!

Letter Names For Music Notes

Music notes have letter names. Here are the names of notes.



Write the correct name of each note in the circles.

Row 1: Four staves with notes on lines 1, 2, 3, and 4. Circles below:

Row 2: Four staves with notes on lines 2, 3, 4, and 5. Circles below:

Write the correct letter of the notes in the spaces below to complete each word.

GR _ PH SQU _ EZE _ ATE _ ITE

Thursday

**Charlotte' Web Chapter 21
Comprehension**

Comprehension: After reading chapter 21 answer the following questions.

1. Why can't Charlotte go back to the barn? _____

2. What's the deal Wilbur made with Templeton to make him get Charlotte's egg sac? _____

3. How did the egg sac feel in Templeton's mouth? _____

Charlotte's Web Chapter 21

Writing

Directions: In your own words and in complete sentences, explain why it was sad how
Charlotte died alone

Poetry!

Directions: Yesterday you played poetry bingo to get ready to recite the second stanza of the poem, The Hayloft! Today try practicing the second stanza as if you were giving a speech to yourself in front of a mirror! You'll want to speak slowly and clearly – just as if you were giving a real speech! Try to recite the second stanza from memory!

The Hayloft by Robert Louis Stevenson

Those green and sweetly smelling crops
They led in wagons home;
And they piled them here in mountaintops
For mountaineers to roam.

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? _____

LINGVA LATINA

CAPITVLVM IX

LATINE LOQVOR: Animalia

Instructions: In this lesson, we will learn how to say what animals we like. Read through each scene aloud, and pay attention to the pictures. Next, make flash cards for new vocab words.

For more practice, you can try writing out and saying in Latin which of the animals you like and do not like.



Lectio VIII: Quid animal te placet?



1. "Ecce feles *mea*."



2. "Feles me placet."



3. "Ecce canis *meus*."



4. "Canes me placet."



5. "Pisces me placet."



6. "Aves me placet."



7. "*Quid animal te placet?*"



8. "*Equi me placet.*"



9. "*Quid animal te placet?*"



10. "*Galinae me placet.*"



11. "*Quid animal te placet?*"



12. "*Nulla animalia non me placet!*"

Lexicon

Meus/mea: my

Animal (*aw-nee-mal*): animal

Grammatica Nova

We can use the phrase “me placet,” which we learned in previous lessons, to talk about what animals we like in Latin.

Exemplum:

“Vacae me placte” = “I like cows.”

Also remember the differences between the singular and plural:

S	P
Vaca	Vacae
Equus	Equi
Galina	Galinae
Porcus	Porci
Feles	Feles
Canis	Canes
Piscis	Pisces
Avis	Aves
Animal	Animalia

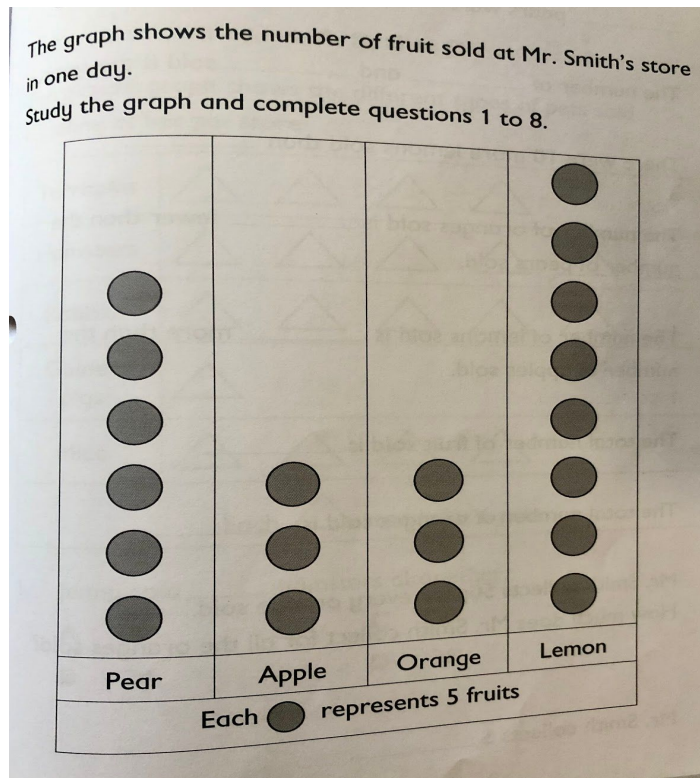
****THIS MUST BE TURNED IN****

Poetry!

Directions: Write down the second stanza from memory!

The Hayloft by Robert Louis Stevenson

Friday Math 5/15 (This needs to be turned in to teacher)



1. There are _____ types of fruit.
2. _____ pears were sold altogether.
3. The number of _____ and _____ sold is the same.
4. There were 10 more lemons sold than _____.
5. The number of oranges sold is _____ fewer than the number of pears sold.
6. The number of lemons sold is _____ more than the number of apples sold.
7. The total number of fruit sold is _____.
8. The total number oranges sold is _____.
9. Mr. Smith collects \$0.50 for every orange sold. How much does Mr. Smith collect for all the oranges sold? \$_____.