

GreatHearts

Northern Oaks



Distance Learning Packet

March 30 - April 3, 2020

2nd grade

Mrs. Doughty

Mrs. Garff

Ms. Torres

Mrs. Speer

Student Name: _____ Section: __



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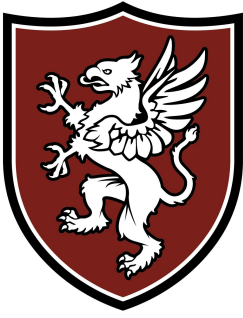
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Week 2 Packet Instructions for Parents

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

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. If you do need to do that, please mark the page "**completed with PA.**"

NEW - moving to a more digital based packet & teacher made videos!

This week you will notice that the packet is MUCH lighter! That is because we have NOT included all of the readings necessary for each lesson. The contents of your child's desk/locker that you received today will allow them to use some of their own books. Unfortunately, we were not able to send all of the textbooks we use at school, because students usually pair up to follow along with readings from the science and history readers or it is typically done as a read aloud for students. For those things that need to be read that we did not provide in hard copy form, you will find digital links to on the SIS sheets. Also, if you are currently reading from a hard copy packet, the deadline for sending it to the print shop was Wednesday night ... between Thursday and Sunday night, your teachers were working to enhance the learning by adding more links to resources and videos to the SIS sheets. For the most up-to-date SIS sheet with ALL resource links, please go to your GRADE LEVEL blog. All of the daily SIS sheets are posted there with all the hyperlinks included. The hard

copy packet includes EVERY sheet your child needs to record their work on and eventually turn in.

How will I juggle giving access to digital documents & videos to all of my children working from home?

We do understand that this may mean staggering the times your children will have access to the computer, ipad, E-reader or smart phones available. Please look over the SIS sheets for all your children and work a schedule that is best for you. Here is a sample with one computer and one smart phone:

Time	Junebug	Samuel	Grayson
9-9:30	Independent 20 minutes reading	Spalding: (computer) watching teacher video with 5 new words, stopping between each one to write	Listening to teacher read aloud (smart phone) Chapter 1 of <i>Where the Red Fern Grows</i> while following along and annotating
9:30-10	Listening to teacher read aloud (smart phone) Chapter 1 of <i>Charlotte's Web</i> while following along and annotate	Science: (computer) follow link to science reading and read on screen & do activity sheet	Answer literature questions using C to K
10-10:30	Walk the dog	Walk the dog	Walk the dog
10:30-11	Answer literature questions (no tech)	Latin: (smart phone) Watch Dr. Lee's video and	Spalding: (computer) watching teacher video with 5 new words,

	using the book	do activity	stopping between each one to write
11-11:30	Spalding: (computer) watching teacher video with 5 new words, stopping between each one to write	Math: 1. Do warm up/RM 2. Parent assist or watch short teacher video (smart phone)with new concept 3. Independent practice	Independent 20 minutes reading

How to reach out to your child’s teacher for instructional help:

Beginning March 30th, your teacher is available 8-4pm by email. Your teacher will also be setting up “office hours” through Zoom meeting. They will communicate to you when those times are, how to access them and what to do if none of the times work for you.

Instructions for turning in completed packets:

For now, please plan on dropping off completed packets when you come to get a new weekly packet on Mondays.



Student Attendance Affidavit

March 30 - April 3, 2020

My GHNO student, _____, to the best of my knowledge attended to his/her distance learning studies on the following days:

Monday, March 30, 2020

Tuesday, March 31, 2020

Wednesday, April 1, 2020

Thursday, April 2, 2020

Friday, April 3, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____

2nd Grade Student Instruction Sheet

MONDAY

ELA

Spalding (20 Minutes)

Spalding

Goal/Objective: Students will syllabicate, spell, write, and mark Spalding words.

Materials needed:

- Spalding video or Spalding List (located below)
- Spalding Paper
- pencil

Specific Instructions (I=independent; PA=parent assistance):

- (PA) Parent dictates words, and student fingerspells and writes words according to Spalding sheet instructions, OR student will fingerspell and write words along with [Mrs. Doughty's Spalding lesson](#).
- (I) Watch the video or dictate the words **two times**, so that the student is practicing writing **each word twice**.

OR: For each word,

First: Parent Does	Next, Child Does	Then, Together:
Says the word	<ul style="list-style-type: none"> ● Repeats the word 	Make the appropriate corrections before moving on the next word
Says the word in a sentence	<ul style="list-style-type: none"> ● Determines the base word (and affix, if applicable) ● Shows syllables with fists and sounds with fingers 	
Says the word again	<ul style="list-style-type: none"> ● Writes the word in syllables while saying it aloud ● Writes the markings and the rules that apply 	

Spalding Spelling List D1

Word	Example sentence	Notes
	The rainbow will appear in the sky after the rain.	We hear /p/ in syllable 2 but may add it to syllable 1 because /a/ does not say A. After children say the syllables, say, "Use ē, ē, ā." For spelling, say both p's. For reading, say the word in normal speech. r. 29
	Patrick Henry said, "Give me liberty , or give me death!"	For spelling, say <u>l</u> . r. 6
	I made enough popcorn for everybody to enjoy.	r. 4
	Find a fact about George Washington in your non-fiction book.	For spelling say <i>f a k t</i> .
	The train conductor shouted, "You may board the train!"	After children say the sounds for <i>board</i> , ask which "O". They should relate it to 'board'.

- (I) After finishing the list of 5 words, have your child fold his/her paper so the words do not show

2nd Grade Student Instruction Sheet

<p>Literature (15 Minutes)</p>	<p><input type="checkbox"/> (PA) Repeat this process 1 more time so each word has been practiced a total of 2 times.</p> <p>**Remind students to use their phonogram knowledge and spelling rules</p> <p>**Remind students to practice proper letter formation and to use their best cursive handwriting.</p> <p><u>Literature</u> Goal/Objective: Read Chapter 6 and fill out vocabulary worksheet.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● “Charlotte’s Web” chapter 6 “Summer Days” ● Charlotte’s Web vocabulary worksheet <p>Specific Instructions (I=independent; PA=parent assistance):</p> <p><input type="checkbox"/> (PA) Read aloud chapter 6 “Summer Days” to student - (You can also choose to listen to the audio version)</p> <p><input type="checkbox"/> (I) Use vocabulary words to write 2 complete sentences in your best cursive on Spalding paper provided</p>
<p>Grammar/Writing (10 Minutes)</p>	<p><u>Grammar/Writing</u> Goal/Objective: Students will complete a daily language review. Students will write one sentence.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Daily Language Review-Monday ● Spalding word list from above ● Spalding paper ● sentence checklist (from last week) ● <p>Specific Instructions (I=independent; PA=parent assistance):</p> <p><input type="checkbox"/> (I) Read and complete the Daily Language Review Monday worksheet (Some students may need help reading the worksheet)</p> <p><input type="checkbox"/> (I) Choose one word from today’s spelling words and write it in a sentence.</p> <p><input type="checkbox"/> Use checklist to self edit work (located in the appendix last week)</p>
<p>Reading (20+ minutes)</p>	<p>Note: All writing should be done in cursive</p> <p><input type="checkbox"/> Read a book of your choice and record it on the log.</p>
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Convert any amount of money from dollars to cents and cents to dollars (review). Number sense review.</p>

2nd Grade Student Instruction Sheet

	<p>Note: Math workbooks and textbooks are being sent home as well as a reusable Number of the day</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Journal notes and worksheets. ● Workbook p. 68-69 ● Number of the day <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Complete Number of the Day: 90 (complete with an expo) <input type="checkbox"/> (I) Sing skip counting songs 2-6's while running in place. <input type="checkbox"/> (PA) Review journal notes for converting money from change to dollars and from dollars to change or watch Video. <input type="checkbox"/> (I) Complete Workbook p. 68-69
<p>SCIENCE (Minutes)</p>	<p>SCIENCE</p> <p>Goal/Objective: Students will identify the three states of matter.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Pages 47-49 "Matter" ● Matter Review Questions & Answer Key (answer key is located in the appendix) <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Hold up an object, such as a pencil or a book. Have students describe it. Discuss how objects can be described and compared in many ways. <input type="checkbox"/> (PA) Hold up a clear glass of water. Have students describe what's inside. <input type="checkbox"/> (PA) Blow into a ziplock bag. Ask students to describe what's inside. <input type="checkbox"/> (PA) Explain that the pencil/book, water, and air are types of matter. Matter is anything that takes up space. <input type="checkbox"/> (PA) Read pages 47-49 "Matter". <input type="checkbox"/> (I) Use the science reader to fill out "Matter Review Questions" worksheet. See answer key provided for info on what to have students write. <input type="checkbox"/> OPTIONAL: Watch video on Solids, Liquids, & Gases
<p>OPTIONAL Spanish (10 Minutes)</p>	<p>Spanish</p> <p>Goal/Objective: Students use the impersonal se with the verb poder and the adverb como to provide information about what parts of the plants you can eat.</p> <p>Materials needed: Teacher notes</p> <p>Specific Instructions (I=independent; PA=parent assistance)</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Show four images of fruits that we commonly eat.

2nd Grade Student Instruction Sheet

Music (15-20
Minutes)

- (PA)** Review each fruit in Spanish.
- (PA)** Ask your student, ¿Se pueden comer los frutos?
- (PA)** Then point to the images and say, Estas son frutas. ¿Se pueden comer frutos?
- (PA)** Help your student answer, Si, se pueden comer frutos.
- (PA)** Ask your student ¿Como que?
- (PA)** Help your student answer, Como _____.(the name of the fruit in Spanish)

<https://ghnospanishk-2.blogspot.com/2020/03/second-grade-march-30-april-3.html>

Music

Goal/Objective: Review **Tied Quarter Notes**

Materials needed: Rhythm Pattern print out

Specific Instructions (I=independent; PA=parent assistance): PA

- PA:** Please say the following statement to your student: “A note that lasts for 2 beats is called a _____.” (Half Note)
- PA:** “Another way we can write a Half Note is two tied Quarter Notes.
- PA:** “If a Half Note lasts for 2 beats, two tied Quarter Notes also last for 2 beats.”
- PA:** “When we read a Half Note we say Ta-ah; we also say Ta-ah when we read two tied Quarter Notes because both note values last for 2 beats.”
- PA:** Please ask your student to clap the included rhythm patterns and say the rhythm syllables. These patterns are meant to provide practice for reading half note rhythms in an alternate notation.
- PA:** Ask your student to sing “Here Comes a Bluebird” without reading the rhythm
- PA:** Ask your student to sing “Here Comes a Bluebird” while clapping the rhythm pattern on the included sheet titled “Here Comes a Bluebird”

Use the word **goslings** in a complete sentence. Remember to begin with a capital letter and end with an end mark. Goslings are baby geese

Use the word **dud** in a complete sentence. Remember to begin with a capital letter and end with an end mark. A dud means a failure, of little or no worth.



Monday

Name: _____

Correct the sentences.

1. the clown have a funny smile

2. how fast can you runned

Circle the words that mean more than one of something.

3. cherry rabbits berries

Write the two words that make this a compound word.

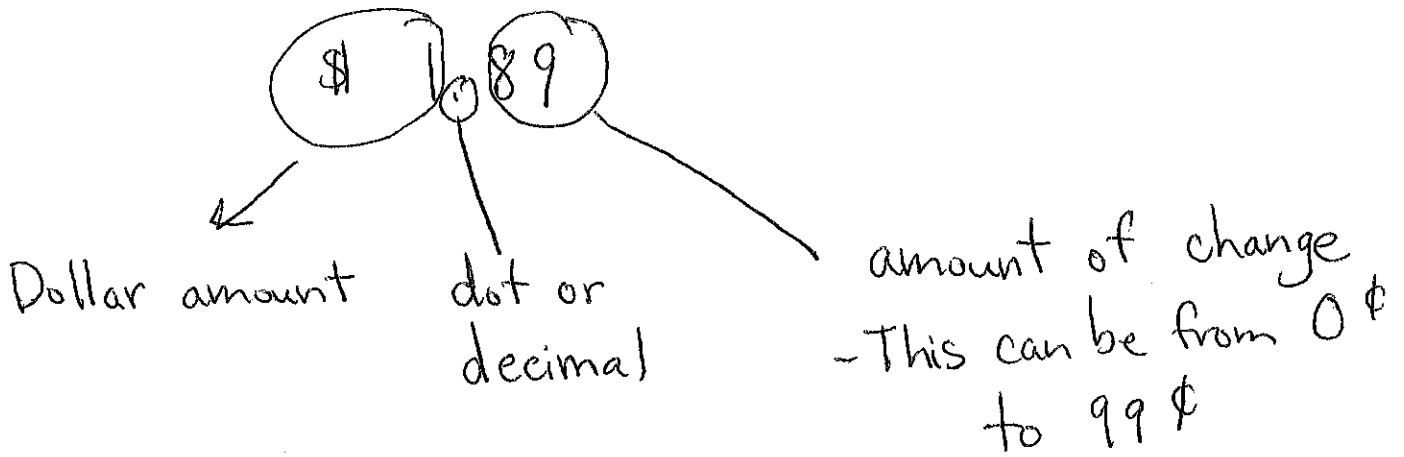
4. cowgirl _____

Circle the word that comes first in alphabetical order.

5. lion butterfly elephant monkey

Writing money in \$ and ¢.

We write money like this:



So if we want to write \$1.89 in cents we would write 189¢.

We take away the dollar sign and the decimal and add the cent sign

$$\$ 2.86 = 286 \text{ ¢}$$

$$\$ 12.89 = 1289 \text{ ¢}$$

When writing cents as dollars we look at the number

$$286 \text{ ¢}$$

We go to the last number (the ones) and

put the decimal 2 places over :

286 ¢

286

2.86

Add your dollar sign!

\$ 2.86

Write 11¢ in dollar form :

\$.11

1¢ - 9¢ will have a zero in front of it :

\$.01 , \$.02 , \$.03 , \$.04 , \$.05

Monday

Name: _____ #: _____ Date: 3/30 _____

“Matter” Review Questions

1. What is matter?

2. What are the three states of matter?

Vocabulary and Phrases

Spanish W2 Monday Teacher Notes

frutos

[froo-tohs]
(fruits)

los tomates

[lohs toh-mah-tehs]
(tomatoes)

¿Se pueden comer los frutos?

[Seh puhe-dehn koh-mehr lohs froo-tohs?]
(Can you eat the fruit?)

Si, se pueden comer los frutos.

[See, puhe-dehn koh-mehr froo-tohs.]
(Yes, you can eat the fruit.)

Como _____. (Insert the name of the fruit in Spanish)

[Koh-moh _____.]

Like _____.

Activity

- Show four images of roots that we commonly eat. Review each fruit in Spanish.



las calabazas

[lahs kah-lah-bah-sahs]
(pumpkins)



las manzanas

[lahs mahn-sah-nahs]
(apples)



los tomates

[lohs toh-mah-tehs]
(tomatoes)



las naranjas

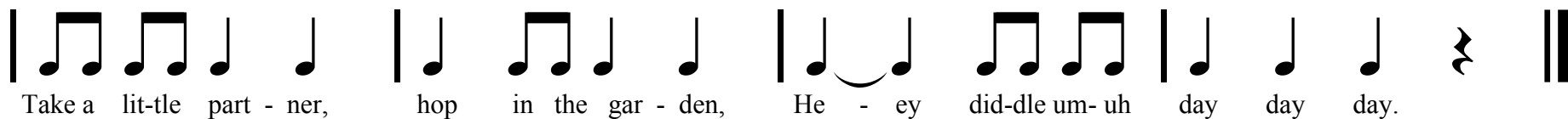
[lahs nah-rahng-hahs]
(oranges)

- Ask your student, **¿Se pueden comer los frutos?**
[Seh puhe-dehn koh-mehr lohs froo-tohs?]
(Can you eat fruits?)
- Then point to the images and say, **Estos son frutos.**
[Ehs-tah sohn froo-tohs.]
(These are fruits.)
¿Se pueden comer frutos?
[Seh puhe-dehn koh-mehr froo-tohs?]
(Can you eat fruits?)
- Help your student answer, **Si, se pueden comer frutos.**
[See, puhe-dehn koh-mehr froo-tohs.]
(Yes, you can eat fruits.)
- Ask your student, **¿Como que?**
[Koh-moh keh?]
Like what?
- Help your student answer, **Como** _____. (Insert the name of the fruit in Spanish)
[Koh-moh _____.]
Like _____.

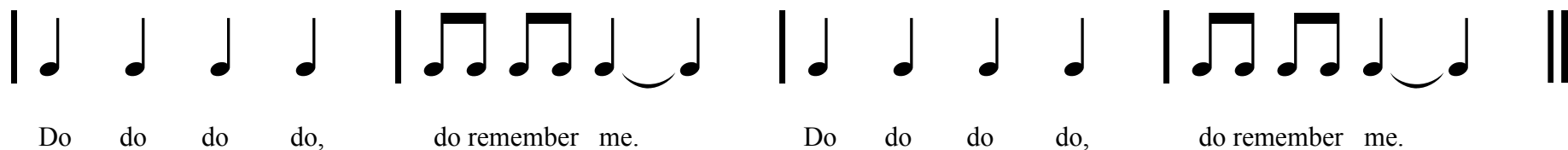
Music: Rhythm Pattern/Song Rhythms print out for Monday and Wednesday



Here Comes a Bluebird



Rocky Mountain



2nd Grade Student Instruction Sheet

TUESDAY

ELA

Spalding 20
(Minutes)

Spalding

Goal/Objective: Students will syllabicate, spell, write, and mark Spalding words.

Materials needed:

- Spalding video or Spalding List (located below)
- Spalding Paper
- pencil

Specific Instructions (I=independent; PA=parent assistance):

- (PA)** Parent dictates words, and student fingerspells and writes words according to Spalding sheet instructions, OR student will fingerspell and write words along with [Mrs. Doughty's Spalding lesson](#).
- (I)** Watch the video or dictate the words **two times**, so that the student is practicing writing **each word twice**.

OR: For each word,

First: Parent Does	Next, Child Does	Then, Together:
Says the word	<ul style="list-style-type: none"> ● Repeats the word 	Make the appropriate corrections before moving on the next word
Says the word in a sentence	<ul style="list-style-type: none"> ● Determines the base word (and affix, if applicable) ● Shows syllables with fists and sounds with fingers 	
Says the word again	<ul style="list-style-type: none"> ● Writes the word in syllables while saying it aloud ● Writes the markings and the rules that apply 	

Spalding Spelling List D2

Word	Example sentence	Notes
	September is the 9 th month of the year.	r. 26
	I waited for the train at the station .	Use /ti/ because we have no reason to use /si/ or /ci/. /ti/ is the most common. r. 4, 14
	I will attend <u>Fiestaval</u> next year!	We hear t in syllable 2 but may add t to syllable 1 because /a/ does not say "A". r. 29
	My friend sat next to me at the park.	r. 12
	You should make new friends wherever you go!	BW: friend Ending: "z" r. 12

- After finishing the list of 5 words, have your child fold his/her paper so the words do not show

2nd Grade Student Instruction Sheet

Literature (15 Minutes)	<ul style="list-style-type: none"> <input type="checkbox"/> Repeat this process 1 more time so each word has been practiced a total of 2 times. <p>**Remind students to use their phonogram knowledge and spelling rules</p> <p>**Remind students to practice proper letter formation and to use their best cursive handwriting.</p> <p><u>Literature</u> Goal/Objective: Read Chapter 7 and complete worksheet.</p> <p>Note: The Charlotte’s Web packet was sent home on Monday with the rest of your supplies.</p>
Grammar/Writing (10 Minutes)	<p>Materials needed:</p> <ul style="list-style-type: none"> ● “Charlotte’s Web” chapter 7 “Bad News” ● Charlotte’s Web worksheet page 13 (located in packet sent home on Monday) <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Read aloud chapter 7 “Bad News” to student. (You could also choose to listen to the audio version) <input type="checkbox"/> (I) Use chapter 7 to complete worksheet page 13 <p><u>Grammar/Writing</u> Goal/Objective: Students will complete a daily language review. Students will write one sentence.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Daily Language Review-Tuesday, ● Spalding word list from above ● Spalding paper from Monday ● Sentence checklist (located in the appendix last week) <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read and complete the Daily Language Review worksheet- Tuesday - (Some students may need help reading the worksheet) <input type="checkbox"/> (I) Choose one word from today’s spelling words and write it in a sentence on the Spalding paper from Monday. <input type="checkbox"/> (I) Use checklist to self edit work (located in the appendix last week) <p>Note: All writing should be done in cursive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read a book of your choice and record in on the log.
Reading (20+ minutes)	
MATH	<u>Math</u>

2nd Grade Student Instruction Sheet

(30 Minutes)

Goal/Objective: Review counting change. Daily number sense. Know how much change you need to make a dollar. Understand that \$1=100 cents.

Materials needed:

- Parent notes-Making a Dollar-included in packet
- number of the day sheet which was sent home Monday
- expo marker
- workbook p. 70, 73,
- blank piece of paper,
- spare change.

Specific Instructions (I=independent; PA= Parent assistance):

- (I) Complete Number of the Day with expo marker: 625
- (I) Practice skip counting songs 2-6's while doing hand to knee crossovers
- (PA/I) Have your scholar count out \$.86, \$.54, and \$.43. Write those amounts using a cent sign.
- (PA/I) Watch the [video](#) Making a Dollar with your child or review the parent/journal notes with the subject: subtracting from a dollar.
- (I) Complete wbk p. 70 and 73.

SCIENCE

(20 Minutes)

Science

Goal/Objective: Students will identify the three states of matter.

Materials needed:

- A bowl filled with water. See [photo](#) examples for how much.
- You don't want the water to be above the height of your glass.
- 1 glass (A clear glass would work best for visuals.)
- Experiment [Photo](#) Sheet
- Matter Observation Chart
- Watch the [video](#) demonstrating the science experiment.

Specific Instructions (I=independent; PA= Parent assistance):

- (I) Have students tell you the 3 states of matter and give examples of each
 - solid (ex: desk, book, pencil, bowl)
 - liquid (ex: juice, water, milk)
 - gas (ex: air we breathe, helium in a balloon, steam, car exhaust)
- (PA) Gather materials needed for experiment (See picture #1).
- (PA) Discuss: Is there air in the glass? Does it contain matter? How do you know? (Students should come to the conclusion that it does contain matter: air.)
- (I) Have students make a prediction on the Matter Observation Chart.
- (PA) Discuss: If you push the glass straight down into the water, is the air still in the glass? How will you know?
- (I) Have students place the glass straight down into the water and keep a finger or your hand on the glass. This will trap the air. (See picture #2)

2nd Grade Student Instruction Sheet

	<ul style="list-style-type: none"> <input type="checkbox"/> (I) Have students gently tilt the glass to one side. (See picture #3). This will allow the air to escape. You will notice this when air bubbles rise to the surface of the water. <input type="checkbox"/> (I) Have students fill out the OBSERVATION section of the chart by answering the question, “How can water be used to show that air takes up space?”
<p>OPTIONAL ART Week 2 Project (10-15 Minutes)</p> <p>PE (10 Minutes)</p>	<p><u>Week 2 Art Project: Sidewalk Chalk Drawing of “Vitruvian Man”</u></p> <p><u>Goal/Objective:</u> <i>Learning about Leonardo DaVinci and his study of proportions.</i></p> <p><u>Materials needed:</u></p> <ul style="list-style-type: none"> • Large square area of pavement in driveway, • Sidewalk Chalk, • Long String (You may tie together the laces from your school shoes!!!), • broomstick as a straightedge • a helper: a parent or sibling. <p><u>Specific Instructions:</u> (I=independent; PA= Parent assistance)</p> <ul style="list-style-type: none"> <input type="checkbox"/> See Packet documents and Mrs. Northway’s Blog for Step by Step instructions, PDF Printables and videos. <ul style="list-style-type: none"> <input type="checkbox"/> https://ghnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html <p>(PA=Parent assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assist Scholar in drawing circle with a string tied to chalk (used as a compass); Assist Scholar in drawing square around tracing of body - Use broomstick as straightedge ruler; Assist student in tracing around THEIR BODY, IN THE POSE OF “VITRUVIAN MAN”. <p>(IW=independent Work)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scholar is using the chalk to draw the circle and the square, NOT the parent. Parent only assists holding the straight edge (broomstick) and holding down the end of the string (compass center point) to make a circle. <p>PE Goal/Objective: Students will participate in a variety of exercises to increase flexibility, strength, and endurance.</p> <p>Materials needed: 2 by 2 Fitness Sheet. (included in packet)</p> <p>Specific Instructions (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Students may perform warm-up exercises they have done in P.E. (ex.skipping, galloping, bell jumps, skier jumps,high knees, mountain climbers, butterflies, stretches) <input type="checkbox"/> (I) Students will read the exercise sheet.

2nd Grade Student Instruction Sheet

- | | |
|--|---|
| | <ul style="list-style-type: none"><input type="checkbox"/> (PA or I) Students will begin 2 by 2 Fitness Sheet. Students may do exercises with a parent or sibling. |
|--|---|



Tuesday

Name: _____

Correct the sentences.

1. susan can ride shes bike

2. its in the brown sack

Write two words in the -ill family.

3. _____

Circle the word that is spelled correctly.

4. kar car carr

Circle the sentence.

5. Under the tree. Tom and Jose are. Put the toys away.

Parent Notes w2T

Making a Dollar

When subtracting a dollar think of the dollar as 100¢

* We are making 100

$$\$1 - 5¢$$

$$100¢ - 5¢$$

What is $100 - 5$? 95 So

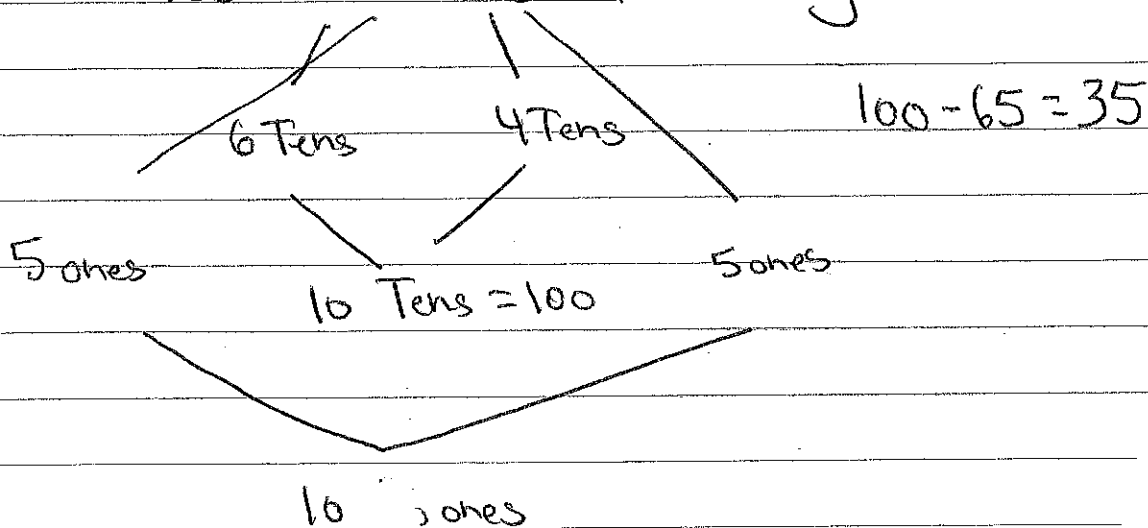
95¢ is your answer.

$$\$1 - 65¢ = ?$$

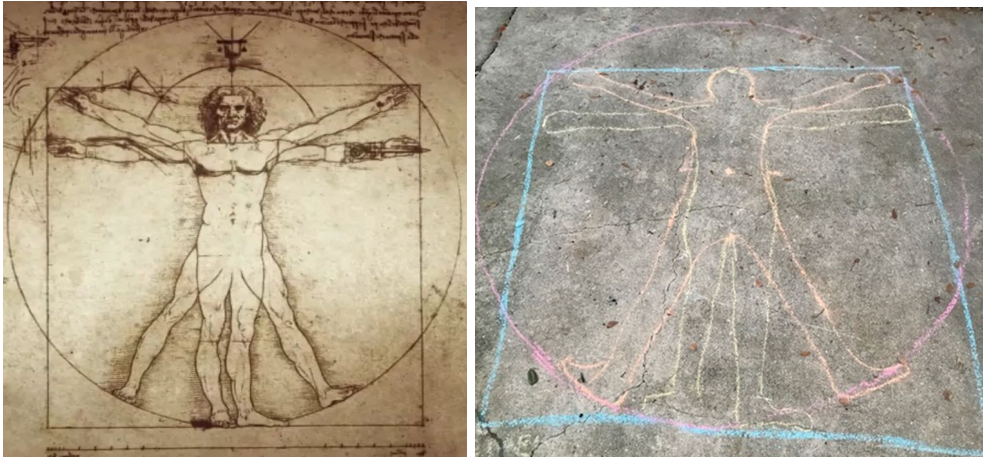
$$100¢ - 65¢ = ?$$

$$100 - 65 = 45$$

$100 - 65 = 45$ is wrong!



SECOND GRADE ART – T. NORTHWAY

<p>Distance Learning: Week 2 2020 T. Northway</p>	<p style="text-align: center;"><u>Tuesday/ Thursday, March 31- April 2</u></p> <p>Goal/Objective: (PA) & (IW)</p> <ul style="list-style-type: none">❑ <i>Learning about Leonardo DaVinci and his study of proportions.</i>
<p>Images:</p> <ul style="list-style-type: none">- <i>Vitruvian Man</i> by Leonardo Da Vinci- <i>Sidewalk Chalk Drawing</i><ul style="list-style-type: none">- made in my driveway. Do you see how the belly button is the center of my circle?!	
<p><u>(PA) Step 1:</u></p>	<ul style="list-style-type: none">❑ See Packet documents and Mrs. Northway's Blog for Step by Step instructions, PDF Printables and videos.<ul style="list-style-type: none">❑ https://ghnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html❑ (PA=Parent assisted)<ul style="list-style-type: none">❑ Assist Scholar in drawing circle with a string tied to chalk (used as a compass); Assist Scholar in drawing square around tracing of body - Use broomstick as straightedge ruler; Assist student in tracing around THEIR BODY, IN THE POSE OF "VITRUVIAN MAN".❑ (IW=independent Work)<ul style="list-style-type: none">❑ Scholar is using the chalk to draw the circle and the square, NOT the parent. Parent only assists holding the straight edge (broomstick) and holding down the end of the string (compass center point) to make a circle.

SECOND GRADE ART – T. NORTHWAY

<p><u>(PA) Step 2</u></p> <p>Gather Materials and sweep off a square area of the driveway! Keep out of the street, kids! ;)</p> <p>Print Image of the <i>Vitruvian man</i> AT BOTTOM OF THESE INSTRUCTIONS!</p> <p>IMPORTANT!!! PLEASE DO NOT USE ANOTHER ONLINE IMAGE</p>	<ul style="list-style-type: none">- Packet Documents<ul style="list-style-type: none"><input type="checkbox"/> Print these directions.- Gather the following materials:<ul style="list-style-type: none"><input type="checkbox"/> Sidewalk Chalk<input type="checkbox"/> Long piece of string (You may tie together the laces from your school shoes!!!)<input type="checkbox"/> Broomstick as a straightedge<input type="checkbox"/> A Lovely Assistant...mom will do.<input type="checkbox"/> Instruction sheet included in packet.- Open computer window with:<ul style="list-style-type: none"><input type="checkbox"/> <i>The Image of Vitruvian Man in my Blog.</i> https://ghnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html
<p><u>(PA) Step 3</u></p> <p><u>PROJECT SEQUENCE:</u></p>	<p>Open computer window with:</p> <ul style="list-style-type: none"><input type="checkbox"/> (IW) (PA) View Blog Video:<ul style="list-style-type: none"><input type="checkbox"/> Students will draw along with Mrs. Northway, following the slides or slides with video/voice.<input type="checkbox"/> Divide the project work between Tuesday and Thursday as it fits into your daily schedule.<input type="checkbox"/> Trace your siblings and parents too!<input type="checkbox"/> Have fun! :)

2 BY 2 FITNESS!

This activity sheet is set up to do with a sibling, guardian, or anyone else :) Feel free to complete it by yourself also! Check off the exercise when completed.

- Do 10 up-downs together**

- Bear walk from one wall to the other.**

- Pretend to jump rope for 1 minute.**

- Hold a plank position together and count to 30.**

- Complete 50 jumping jacks.**

- Teach each other a dance move, or make up your own!**

- Do 10 partner high five push-ups, if completing alone perform as many push-ups as possible.**

- Back to back wall sit together for 30 seconds. Or use a wall for more stability.**

- Wheelbarrow from one wall to another and switch.**

- Make up one activity to do together or make up one for yourself!**

2nd Grade Student Instruction Sheet

WEDNESDAY

ELA

Spalding (20 Minutes)

Spalding

Goal/Objective: Students will syllabicate, spell, write, and mark Spalding words.

Materials needed:

- Spalding video or Spalding List (located below)
- Spalding Paper
- pencil

Specific Instructions (I=independent; PA=parent assistance):

- (PA) Parent dictates words, and student fingerspells and writes words according to Spalding sheet instructions, OR student will fingerspell and write words along with [Mrs. Doughty's Spalding lesson](#).
- (I) Watch the video or dictate the words **two times**, so that the student is practicing writing **each word twice**.

OR: For each word,

First: Parent Does	Next, Child Does	Then, Together:
Says the word	<ul style="list-style-type: none"> ● Repeats the word ● Determines the base word (and affix, if applicable) ● Shows syllables with fists and sounds with fingers ● Writes the word in syllables while saying it aloud ● Writes the markings and the rules that apply 	<p>Make the appropriate corrections before moving on the next word</p>
Says the word in a sentence		
Says the word again		

Spalding Spelling List D3

Word	Example sentence	Notes
	The pyramids in Egypt have endure through time.	Explain the meaning relating to time.
	You should use your best cursive during Spalding.	
	The police officer helped me cross the busy street.	Say "This word comes from the French language. Even though it follows the pattern for a silent final e word, we say it with the ē sound. The French i says ē." r. 4
	Write down true or false for each sentence.	
	I have been truly touched by your kindness.	BW: true Ending: <u>ly</u> Write 'true' and add 'ly' BUT the /u/ does not follow the rule and we must write true without the E. r. 6

- After finishing the list of 5 words, have your child fold his/her paper so the words do not show

2nd Grade Student Instruction Sheet

Music (10-15
Minutes)

Specific Instructions (I=independent; PA=parent assistance)

- (PA)** Show four images of seeds that we commonly eat.
- (PA)** Review each seed in Spanish.
- (PA)** Ask your student, ¿Se pueden comer las semillas?
- (PA)** Then point to the images and say, Estas son semillas. ¿Se pueden comer semillas?
- (PA)** Help your student answer, Si, se pueden comer semillas.
- (PA)** Ask your student ¿Como que?
- (PA)** Help your student answer, Como _____.(the name of the seed in Spanish)

<https://ghnospanishk-2.blogspot.com/2020/03/second-grade-march-30-april-3.html>

Music

Goal/Objective: Review **Tied Quarter Notes**

Materials needed: Rhythm Pattern print out (Same as Monday)

Specific Instructions (I=independent; PA=parent assistance): PA

- PA:** Please say the following statement to your student: “A note that lasts for 2 beats is called a _____.” (Half Note)
- PA:** “Another way we can write a Half Note is two tied Quarter Notes.
- PA:** “If a Half Note lasts for 2 beats, two tied Quarter Notes also last for 2 beats.”
- PA:** “When we read a Half Note we say Ta-ah; we also say Ta-ah when we read two tied Quarter Notes because both note values last for 2 beats.”
- PA:** Please ask your student to clap the included rhythm patterns and say the rhythm syllables. These patterns are meant to provide practice for reading half note rhythms in an alternate notation.
- PA:** Ask your student to sing “Rocky Mountain” without reading the rhythm
- PA:** Ask your student to sing “Rocky Mountain” while clapping the rhythm pattern on the included sheet titled “Rocky Mountain”



Wednesday

Name: _____

Correct the sentences.

1. when is youre birthday

2. i seen a big elephant at the zoo

Circle the words that have the same beginning sound.

3. gum giant garden

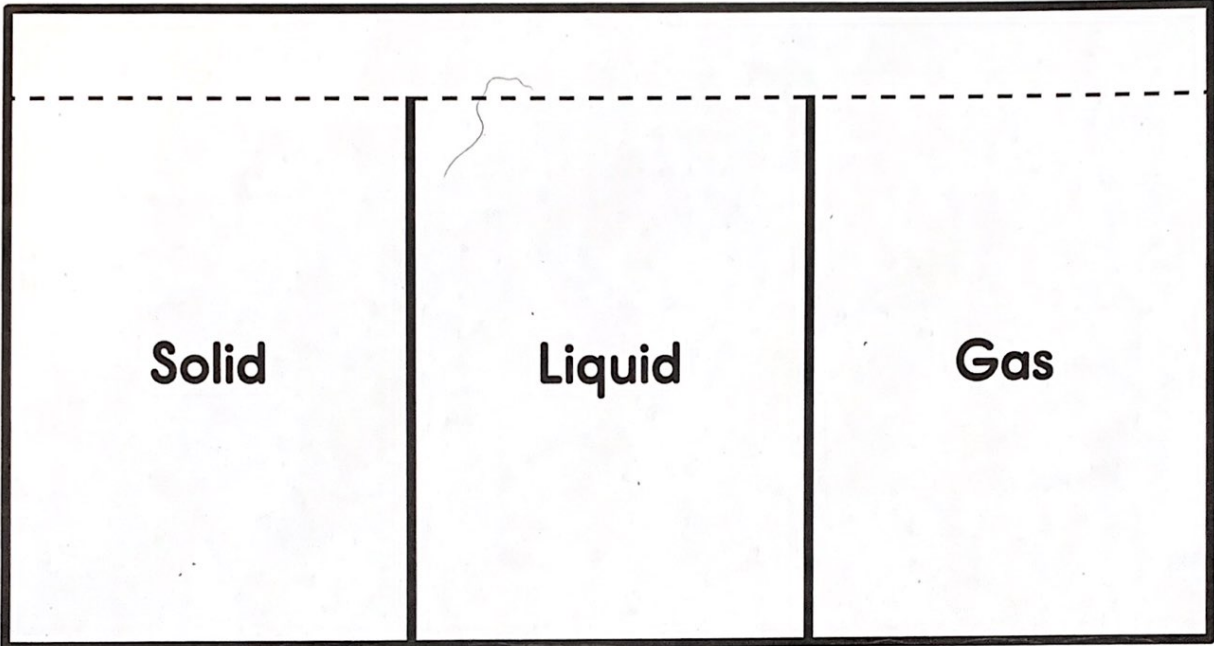
Does the word "running"...? Circle your answer.

4. a. name something b. tell what it looks like c. tell what it does

Circle the words that rhyme.

5. king wing sang ring

The Three States of Matter



	Takes the shape of a container; Fills the container		
	Keeps its shape; Does not take the shape of a container		
	Takes the shape of a container; Does not fill the container		

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

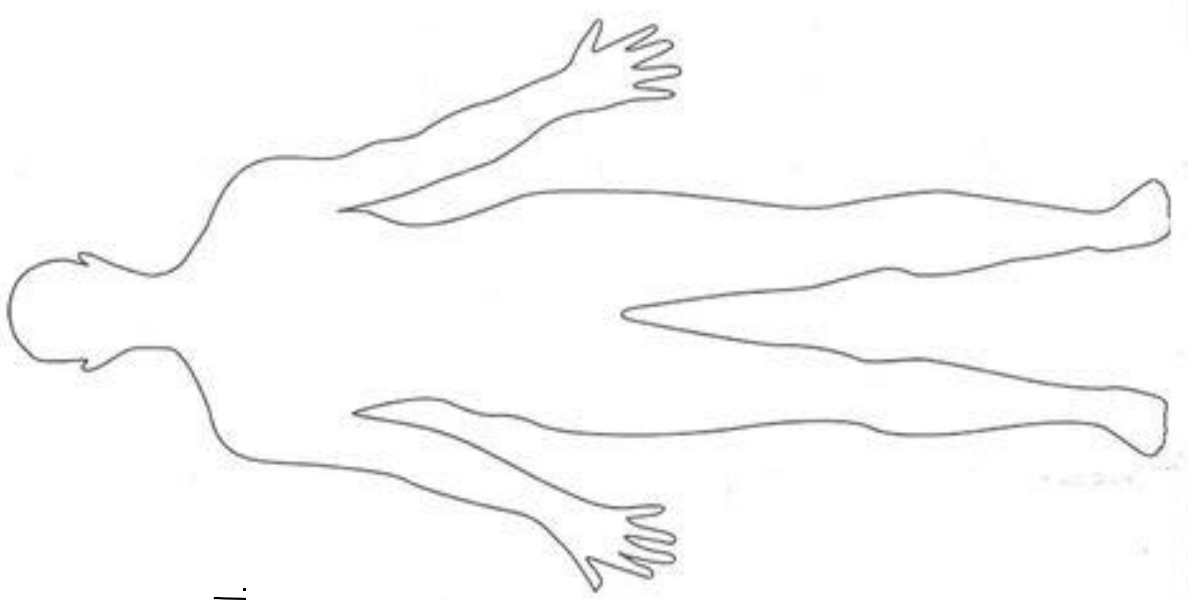
Ranching, Cowboys and Cattle Drives

Draw a **rope**.

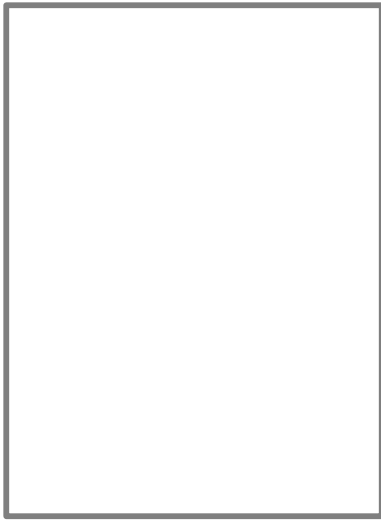
Cowboys spent their days on ranches guarding herds and training wild horses to ride. Ropes were used for catching cattle and riding in the corral.

Draw a **hat** to keep sun off the face and a **bandanna** around the neck to protect against dust and dirt in the air.

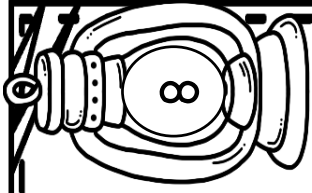
Draw **chaps** to protect the cowboy's legs **and cowboy boots** to help keep his feet in the stirrups.



Draw a cattle drive scenes. Write a caption



Driving cattle was long and dusty. The cows were put on trains heading East to feed people in the cities.



Vocabulary and Phrases

Spanish W2 Wednesday Teacher Notes

semillas

[seh-mee-yahs]
(seeds)

los cacahuates

[lohs kah-kah-wah-tehs]
(peanuts)

el arroz

[ehl ah-rrohs]
(rice)

el maiz

[ehl mah-ees]
(corn)

los frijoles

[lohs free-hoh-lehs]
(beans)

¿Se pueden comer los semillas?

[Seh puhe-dehn koh-mehr lahs seh-mee-yahs?]
(Can you eat seeds?)

Estas son semillas.

[Ehs-tah sohn seh-mee-yahs.]
(These are seeds.)

Si, se pueden comer los seeds.

[See, puhe-dehn koh-mehr seh-mee-yahs.]
(Yes, you can eat seeds.)

¿Como que?

[Koh-moh keh?]
Like what?

Como _____. (Insert the name of the seed in Spanish)

[Koh-moh _____.]

Like _____.

Activity

- Show four images of roots that we commonly eat. Review each fruit in Spanish.



el arroz

[ehl ah-rrohs]
(rice)



los frijoles

[lohs free-hoh-lehs]
(beans)



el maiz

[ehl mah-ees]
(corn)



los cacahuates

[lohs kah-kah-wah-tehs]
(peanuts)

- Ask your student, **¿Se pueden comer los semillas?**
[Seh puhe-dehn koh-mehr lohs seh-mee-yahs?]
(Can you eat seeds?)
- Then point to the images and say, **Estos son semillas.**
[Ehs-tah sohn seh-mee-yahs.]
(These are seeds.)
¿Se pueden comer semillas?
[Seh puhe-dehn koh-mehr seh-mee-yahs?]
(Can you eat seeds?)
- Help your student answer, **Si, se pueden comer semillas.**
[See, puhe-dehn koh-mehr seh-mee-yahs.]
(Yes, you can eat seeds.)
- Ask your student, **¿Como que?**
[Koh-moh keh?]
Like what?
- Help your student answer, **Como _____.** (Insert the name of the seed in Spanish)
[Koh-moh _____.]
Like _____.

2nd Grade Student Instruction Sheet

PE (10 Minutes)

(PA=Parent assisted)

- Assist Scholar in drawing circle with a string tied to chalk (used as a compass); Assist Scholar in drawing square around tracing of body - Use broomstick as straightedge ruler; Assist student in tracing around THEIR BODY, IN THE POSE OF "VITRUVIAN MAN".

(IW=independent Work)

- Scholar is using the chalk to draw the circle and the square, NOT the parent. Parent only assists holding the straight edge (broomstick) and holding down the end of the string (compass center point) to make a circle.

PE

Goal/Objective: Students will participate in a variety of exercises to increase flexibility, strength, and endurance.

Materials needed: 2 by 2 Fitness Sheet. (included in packet on Tuesday)

Specific Instructions (I=independent; PA=parent assisted):

- (I)** Students may perform warm-up exercises they have done in P.E. (ex.skipping, galloping, bell jumps, skier jumps,high knees, mountain climbers, butterflies, stretches)
- (I)** Students will read over the exercise sheet.
- (PA or I)** Students will begin 2 by 2 Fitness Sheet. Students may do exercises with a parent or sibling.

2nd Grade Student Instruction Sheet

THURSDAY

ELA

Spalding (20 Minutes)

Spalding

Goal/Objective: Students will syllabicate, spell, write, and mark Spalding words.

Materials needed:

- Spalding video or Spalding List (located below)
- Spalding Paper
- pencil

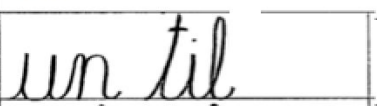

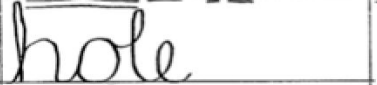
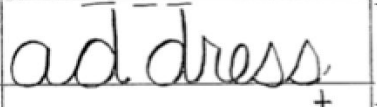
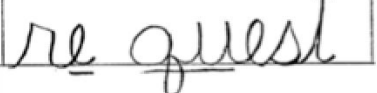
Specific Instructions (I=independent; PA=parent assistance):

- (PA)** Parent dictates words, and student fingerspells and writes words according to Spalding sheet instructions, OR student will fingerspell and write words along with [Mrs. Doughty's Spalding lesson](#).
- (I)** Watch the video or dictate the words **two times**, so that the student is practicing writing **each word twice**.

OR: For each word,

First: Parent Does	Next, Child Does	Then, Together:
Says the word	<ul style="list-style-type: none"> ● Repeats the word ● Determines the base word (and affix, if applicable) ● Shows syllables with fists and sounds with fingers ● Writes the word in syllables while saying it aloud ● Writes the markings and the rules that apply 	<p>Make the appropriate corrections before moving on the next word</p>
Says the word in a sentence		
Says the word again		

Spalding Spelling List D4

Word	Example sentence	Notes
	I will wait until you are done writing.	**'till' is NOT a baseword or ending
	I bought a whole pizza for us!	For spelling say <i>wh</i> . For reading say <i>h</i> .
	Can you fix the hole on my shirt?	
	Can I have your address so I can send you a letter?	We hear /d/ in syllable 2 but, add it to syllable 1 because /a/ does not say "A". r. 29, 17
	The teachers sent a request to parents for art supplies.	BW: quest Prefix: re Write re; add quest. r. 4, 1

- After finishing the list of 5 words, have your child fold his/her paper so the words do not show

2nd Grade Student Instruction Sheet

<p>Literature (15 Minutes)</p>	<p><input type="checkbox"/> Repeat this process 1 more time so each word has been practiced a total of 2 times.</p> <p>**Remind students to use their phonogram knowledge and spelling rules</p> <p>**Remind students to practice proper letter formation and to use their best cursive handwriting.</p> <p><u>Literature</u> Goal/Objective: Students will Read Chapter 9 “Wilbur’s Boast”</p>
<p>Grammar/Writing (10 Minutes)</p>	<p>Materials needed:</p> <ul style="list-style-type: none"> ● “Charlotte’s Web” chapter 9 “Wilbur’s Boast” <p>Specific Instructions (I=independent; PA=parent assistance):</p> <p><input type="checkbox"/> (PA) Read aloud chapter 9 “Wilbur’s Boast” to student (You may also choose to listen to the audio version)</p>
<p>Reading (20+ minutes)</p>	<p><u>Grammar/Writing</u> Goal/Objective: Students will complete a daily language review. Students will write one sentence.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Daily Language Review-Thursday ● Spalding word list from above ● Spalding paper ● sentence checklist from last week <p>Specific Instructions (I=independent; PA=parent assistance):</p> <p><input type="checkbox"/> (I) Read and Complete the Daily Language Review-Thursday worksheet (Some students may need help reading the worksheet)</p> <p><input type="checkbox"/> (I) Choose one word from today’s spelling words and write it in a sentence on spalding paper provided.</p> <p><input type="checkbox"/> (I) Use checklist from last week to self edit work</p> <p>Note: All writing should be done in cursive</p> <p><input type="checkbox"/> Read a book of your choice and record in on the log.</p>
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Review number sense. Adding money with a vertical algorithm.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Textbook page 51- #4 and 5 ● Workbook p. 76 ● Parent notes from Extra practice page 126 included in this packet ● number of the day sheet

2nd Grade Student Instruction Sheet

	<ul style="list-style-type: none"> ● expo marker ● pencil ● parent notes <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Complete number of the day:129 <input type="checkbox"/> (I) Sing skip counting songs 2-6's while doing hand to knee crossovers. <input type="checkbox"/> (PA/I) Review parent instruction sheet and discuss with scholar <input type="checkbox"/> (PA/I) On a seperate sheet of paper. Complete a few or all problems on TB p. 51 #4.a and and 5.a-d together. Check for understanding. <input type="checkbox"/> (I) Complete Workbook page 76
<p>HISTORY (20 Minutes)</p>	<p><u>History</u> Goal/Objective: Review "Life Out West" Americans Move West chapter 7</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● teachers guide ● chapter 7 Student notes sheet <p>Specific Instructions: (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Read aloud chapter 7 "Life Out West" <input type="checkbox"/> (PA) Ask questions from the teachers guide as you read <input type="checkbox"/> (I) Have students fill in student notes for chapter 7
<p>OPTIONAL</p> <p>ART Bell work (10-15 Minutes)</p>	<p><u>Week 2 Art Project: Sidewalk Chalk Drawing of "Vitruvian Man"</u></p> <p><u>Goal/Objective:</u> <i>Learning about Leonardo DaVinci and his study of proportions.</i></p> <p><u>Materials needed:</u></p> <ul style="list-style-type: none"> ● Large square area of pavement in driveway ● Sidewalk Chalk ● Long String (You may tie together the laces from your school shoes!!!) ● broomstick as a straightedge ● a helper: a parent or sibling. <p><u>Specific Instructions:</u> (I=independent; PA= Parent assistance)</p> <ul style="list-style-type: none"> <input type="checkbox"/> See Packet documents and Mrs. Northway's Blog for Step by Step instructions, PDF Printables and videos. <ul style="list-style-type: none"> <input type="checkbox"/> https://ghnoartk-3.blogspot.com/2020/03/week-1extended-spring-break.html <input type="checkbox"/> See also Tuesday <input type="checkbox"/> (PA=Parent assisted) <ul style="list-style-type: none"> <input type="checkbox"/> Assist Scholar in drawing circle with a string tied to chalk (used as a compass); Assist Scholar in drawing square around tracing of body - Use

2nd Grade Student Instruction Sheet

PE (10 Minutes)

broomstick as straightedge ruler; Assist student in tracing around THEIR BODY, IN THE POSE OF "VITRUVIAN MAN".

(IW=independent Work)

- Scholar is using the chalk to draw the circle and the square, NOT the parent. Parent only assists holding the straight edge (broomstick) and holding down the end of the string (compass center point) to make a circle.

PE

Goal/Objective: Students will participate in a variety of exercises to increase flexibility, strength, and endurance.

Materials needed: 2 by 2 Fitness Sheet. (included in packet on Tuesday)

Specific Instructions (I=independent; PA=parent assisted):

- (I)** Students may perform warm-up exercises they have done in P.E. (ex.skipping, galloping, bell jumps, skier jumps,high knees, mountain climbers, butterflies, stretches)
- (I)** Students will read over the exercise sheet.
- (PA or I)** Students will begin 2 by 2 Fitness Sheet. Students may do exercises with a parent or sibling.



Thursday

Name: _____

Correct the sentences.

1. an aunt crawled up my arm

2. did you sea eggs in the nest

Circle the word that is the opposite of "cold."

3. wet hat dark hot

Circle the words that end with the sound of /ē/ in "me."

4. my funny silly fly pretty

Is it real or make-believe?

5. The butterfly sang a funny song. _____

Adding Money

When we add money, we add the dollars together and add the cents together.

1. $\$9.30 + \$6.45 = \$ \underline{\hspace{2cm}}$

Add the dollars : $\$9 + \$6 = \$15$

Add the cents : 30 cents + 45 cents = 75 cents

Total: $\$9.30 + \$6.45 = \$15 + 75 \text{ cents}$
 $= \$15.75$

We can also add $\$9.30$ and $\$6.45$ in this way:

$$\$9.30 \xrightarrow{+\$6} \$15.30 \xrightarrow{+45\text{c}} \$15.75$$

2. $\$8.25 + \$1.35 = \$ \underline{\hspace{2cm}}$

We can add $\$8.25$ and $\$1.35$ like this:

$$\begin{array}{r} \$8.25 \\ + \$1.35 \\ \hline \$9.60 \end{array}$$

$$\begin{array}{r} 8 \overset{1}{2} 5 \\ + 1 3 5 \\ \hline 9 6 0 \end{array}$$



Americans move west notes 5-9

Fill in the blanks using words from the word bank

corral

west

ranches

bucking broncos

guarded

wild

Chapter 7

1. What did many people who moved west do? Many people who moved out _____ kept cattle on _____.
2. What did cowboys do? Cowboys _____ the cattle and trained _____ horses.
3. Where did cowboys train wild horses? Cowboys trained wild horses in a fenced area called a _____.
4. What were untrained horses called? Untrained horses were called _____.

2nd Grade Student Instruction Sheet

HISTORY

(20 Minutes)

History

Goal/Objective: Learn about “The Trail of Tears and the Death of the Bison”
Americans Move West chapter 8

Materials needed:

- [teachers guide](#) for chapter 8
- chapter 8 Student notes

Specific Instructions: (I=independent; PA=parent assistance):

- (PA)** Read aloud chapter 8 “The Trail of Tears and the Death of the Bison”
- (PA)** Ask questions from the teachers guide as you read
- (I)** Have students fill in student notes for chapter 8

2nd Grade Student Instruction Sheet

FRIDAY

ELA

Spalding (20
Minutes)

Spalding

Goal/Objective: Practice the words of the week.

Materials needed:

- Spalding words below
- Spalding paper
- pencil

Specific Instructions (I=independent; PA=parent assistance): **PA**

request	during
true	board
hole	fact
police	whole
endure	address
enough	friends
attend	until
truly	September
station	friend
appear	liberty

- Read the words one at a time to your child. Say the word in a sentence. Then, repeat the word one more time.
- Your child will write the word in cursive without markings, cues, or syllables.
- Help your child make corrections to the words, immediately, before moving on to the next word.
- Repeat for all the words from this week.

Literature (15
Minutes)

OR: Watch [Mrs. Doughty's video](#) and follow along

Literature

2nd Grade Student Instruction Sheet

<p>Grammar/Writing (10 Minutes)</p> <p>Reading (20+ minutes)</p>	<p>Goal/Objective: Students will answer comprehension questions on Ch.9 Charlotte's Web</p> <p>Materials needed:</p> <ul style="list-style-type: none">● Charlotte's Web worksheet from packet page 15 <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Use Chapter 9 to complete worksheet page 15 <p><u>Grammar/Writing</u></p> <p>Goal/Objective: Students will complete a daily language review. Students will write one sentence.</p> <p>Materials needed:</p> <ul style="list-style-type: none">● Daily Language Review-Friday● Spalding word list● Spalding paper from Thursday● Sentence checklist from last week <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Read and Complete the Daily Language Review-Friday worksheet. (Some students may need help reading the worksheet)<input type="checkbox"/> (I) Choose one word from today's spelling words and write it in a sentence. Use the paper from Thursday.<input type="checkbox"/> (I) Use checklist from last week to self edit work <input type="checkbox"/> Read a book of your choice and record in on the log.
<p>MATH (30 Minutes)</p>	<p><u>Math</u></p> <p>Goal/Objective: Number sense review. Add money with renaming. Understand how to write money as dollars to cents and cents to dollars.</p> <p>Materials needed:</p> <ul style="list-style-type: none">● Textbook p.52 example #6● Workbook pages 77 and 79● Number of the Day sheet● expo marker● pencil <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete number of the day: 745<input type="checkbox"/> (I) Sing skip counting songs 2-6's while running in place.<input type="checkbox"/> (PA/I) Parent review information sheet and review with student. Complete problems 6 a-d together on Textbook p. 52 You can watch a video here.<input type="checkbox"/> (I) Complete WKbk p.77 and 79. Remember to ALWAYS show your work for story problems!

2nd Grade Student Instruction Sheet

HISTORY

(20 Minutes)

History

Goal/Objective: Learn about “The Trail of Tears and the Death of the Bison”
Americans Move West chapter 8

Materials needed:

- [teachers guide](#) for chapter 8
- chapter 8 Student notes

Specific Instructions: (I=independent; PA=parent assistance):

- (PA)** Read aloud chapter 8 “The Trail of Tears and the Death of the Bison”
- (PA)** Ask questions from the teachers guide as you read
- (I)** Have students fill in student notes for chapter 8

WEEK
6

Friday

Name: _____

Write the correct word on each line.

1. _____ help you wash the car.
 Ill I'll

2. _____ too late to go now.
 It's Its

3. Are you _____ have pizza for dinner?
 gonna going to

4. Maggie and _____ are in the same class at school.
 I me

5. The horse _____ over a tall wall.
 jump jumped

WEEK
6

My Progress

Name: _____

How many did you get correct each day? Color the squares.

5					
4					
3					
2					
1					
	Monday	Tuesday	Wednesday	Thursday	Friday

Chapter 8 notes

Use the word bank to fill in the blanks

smaller	farmers	hides	food
west	railroads	bones	died
Cherokee	Great Plains	fuel	lost
miles	bison	life	fighting

1. What happened to the Native Americans? The Native Americans were being squeezed onto _____ areas of land and being pushed farther _____. 2. What happened to the Cherokee when President Jackson ordered them to leave their land and march to Oklahoma? The _____ were forced to march many _____ without resting, and many people _____.

3. What threatened Native Americans who lived on the Great Plains? Incoming _____ and new _____ threatened Native Americans who lived on the _____.

4. Why were the bison important to the Native Americans on the Great Plains? The _____ were important to the Native Americans on the Great Plains because they hunted them for _____ and used their _____ to make tepees and their _____ to make tools. They even used parts of the bison as _____ for their fires. They also sold bison hides to the settlers.

5. How did the move west hurt Native Americans? Native Americans _____ their homeland and way of _____. Many also died _____ with settlers or the U.S. Army.

Name: _____ Grade/Section _____ # _____



2nd Grade Reading Log

Week of 3/30	What quality book are you reading? (Title and Author)	Minutes read	Parent initials
Monday Date: 3/30			
Tuesday Date: 3/31			
Wednesday Date: 4/1			
Thursday Date: 4/2			
Friday Date: 4/3			

Comments:

Total Minutes:

100
minute goal

Due 4/6

____/15 points

Appendix

Name: _____ #: _____ Date: _____

"Matter" Review Questions

1. What is matter?

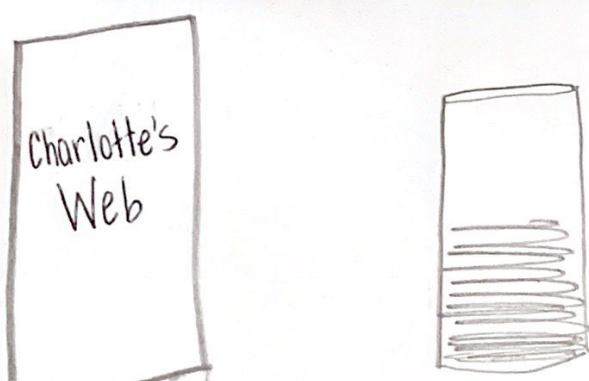
Matter is anything that takes up space.

2. What are the three states of matter?

solid
liquid
gas

Name: _____ #: _____ Date: _____

The Three States of Matter

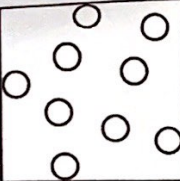
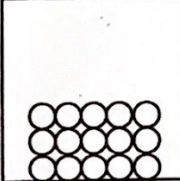
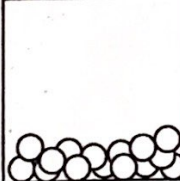


Charlotte's Web

book

water

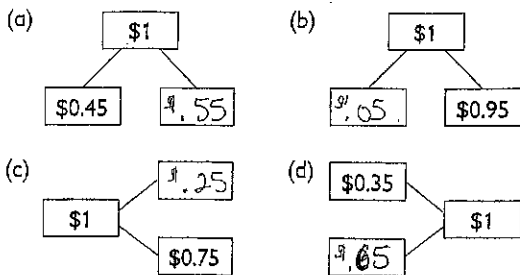
Gas

	Takes the shape of a container; Fills the container	gas	
	Keeps its shape; Does not take the shape of a container	solid	
	Takes the shape of a container; Does not fill the container	liquid	

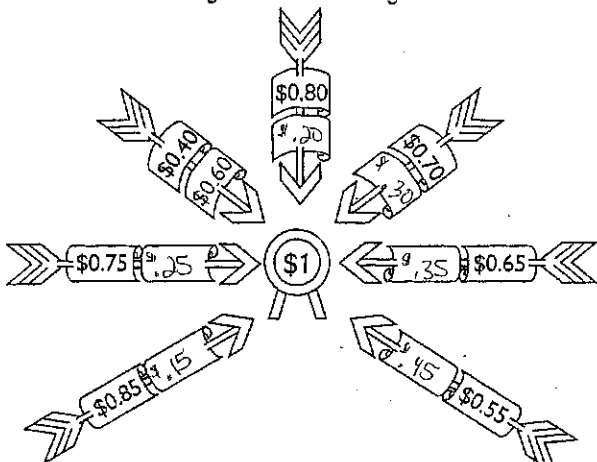
EXERCISE 4

Key wk 2 T

1. How much money is needed to make \$1?

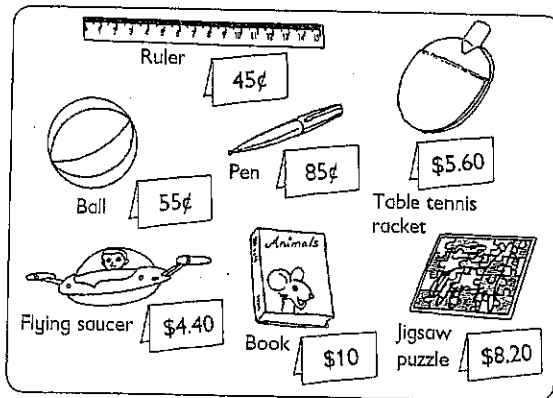


2. Write the missing amount of money on each arrow.



70

Key wk 2 T



(a) Amy bought the ball and the ruler.
How much did she spend altogether?

$$55¢ + 45¢ = 100¢ \text{ or } \$1.00$$

(b) Haley had \$1.
She bought the pen.
How much money did she have left?

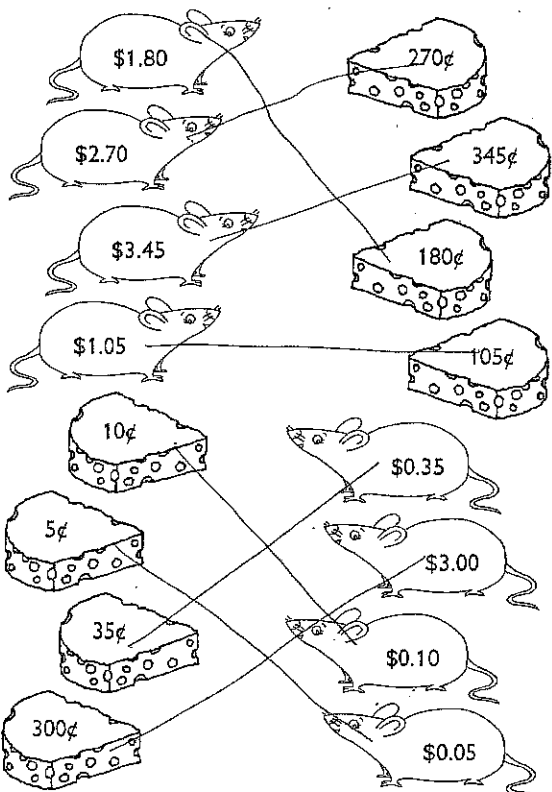
$$\begin{aligned} \$1 - 85¢ \\ 100¢ - 85¢ \\ 15¢ \text{ or } \$0.15 \end{aligned}$$

73

EXERCISE 3

Key wk 2 M

1. Match the mice and the cheese.



68

Key wk 2 M

Write in dollars.

- 100¢ = \$1.00
- 205¢ = \$2.05
- 200¢ = \$2.00
- 190¢ = \$1.90
- 125¢ = \$1.25
- 350¢ = \$3.50
- 240¢ = \$2.40
- 85¢ = \$0.85
- 360¢ = \$3.60
- 70¢ = \$0.70
- 405¢ = \$4.05
- 5¢ = \$0.05

Complete the tables.

30¢	\$0.30	\$0.10	10¢
45¢	\$0.45	\$0.75	75¢
120¢	\$1.20	\$1.05	105¢
250¢	\$2.50	\$3.05	305¢
300¢	\$3.00	\$2.50	250¢
75¢	\$0.75	\$1.50	150¢
345¢	\$3.45	\$4.00	400¢
6¢	\$0.06	\$0.08	8¢

w2F

EXERCISE 8

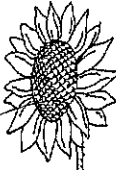
Key

Add.

$\begin{array}{r} \$0.85 \\ + \$2.20 \\ \hline \$3.05 \end{array}$	$\begin{array}{r} \$3.60 \\ + \$1.85 \\ \hline \$5.45 \end{array}$	$\begin{array}{r} \$2.75 \\ + \$0.80 \\ \hline \$3.55 \end{array}$
E	F	L
$\begin{array}{r} \$7.75 \\ + \$0.60 \\ \hline \$8.35 \end{array}$	$\begin{array}{r} \$4.15 \\ + \$3.95 \\ \hline \$8.10 \end{array}$	$\begin{array}{r} \$5.25 \\ + \$3.95 \\ \hline \$9.20 \end{array}$
N	O	R
$\begin{array}{r} \$4.45 \\ + \$1.75 \\ \hline \$6.20 \end{array}$	$\begin{array}{r} \$2.95 \\ + \$3.05 \\ \hline \$6.00 \end{array}$	$\begin{array}{r} \$1.55 \\ + \$7.55 \\ \hline \$9.10 \end{array}$
S	U	W

What is the name of this flower?

Write the letters in the boxes below to find out.



								E	
\$6.20	\$6.00	\$8.35	\$5.45	\$3.55	\$8.10	\$9.10	\$3.05	\$9.20	

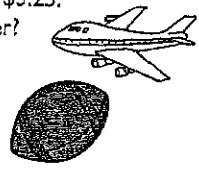
w2F

EXERCISE 10

Key

- Molly bought a ball for \$2.40. She also bought a toy airplane for \$3.25. How much did she spend altogether?

$$\begin{array}{r} \$2.40 \\ + \$3.25 \\ \hline \$5.65 \end{array}$$



- Peter bought a game for \$5.98. He had \$1.22 left. How much money did he have at first?

$$\begin{array}{r} \$5.98 \\ + \$1.22 \\ \hline \$7.20 \end{array}$$

- Paula bought a snack from a vending machine for 65¢. Later she bought lunch for \$3.45. How much did she spend on food?

$$\begin{array}{r} \$0.65 \\ + \$3.45 \\ \hline \$4.10 \end{array}$$

Key

wk 2 wed

EXERCISE 6

1. Add.

- (a) $\$0.85 \xrightarrow{+\$4} \$4.85$
- (b) $\$1.45 \xrightarrow{+\$3} \$4.45$
- (c) $\$2.05 \xrightarrow{+\$8} \$10.05$
- (d) $\$3.70 \xrightarrow{+\$10} \$13.70$
- (e) $\$2.35 \xrightarrow{+\$20} \$22.35$
- (f) $\$1.25 \xrightarrow{+65¢} \1.90
- (g) $\$2.60 \xrightarrow{+15¢} \2.75
- (h) $\$3.75 \xrightarrow{+5¢} \3.80
- (i) $\$3.40 \xrightarrow{+60¢} \4.00
- (j) $\$2.75 \xrightarrow{+25¢} \3.00
- (k) $\$4.35 \xrightarrow{+65¢} \5.00
- (l) $\$4.45 \xrightarrow{+55¢} \5.00

EXERCISE 7

w2Th

Key

1. Write the missing numbers.

- (a) $\$1.45 \xrightarrow{+\$2} \$3.45 \xrightarrow{+30¢} \3.75
- $\$1.45 + \$2.30 = \$3.75$
- (b) $\$2.60 \xrightarrow{+\$3} \$5.60 \xrightarrow{+25¢} \5.85
- $\$2.60 + \$3.25 = \$5.85$
- (c) $\$3.15 \xrightarrow{+\$2} \$5.15 \xrightarrow{+65¢} \5.80
- $\$3.15 + \$2.65 = \$5.80$

2. Add.

(a) $\$2.40 + \$1.20 = \$3.60$
(b) $\$4.20 + \$2.70 = \$6.90$
(c) $\$2.55 + \$2.35 = \$4.90$
(d) $\$3.75 + \$1.05 = \$4.80$
(e) $\$2.45 + \$3.15 = \$5.60$
(f) $\$6.25 + \$2.65 = \$8.90$



Monday

1. The clown has a funny smile.
2. How fast can you run?
3. rabbits berries
4. cow girl
5. butterfly

Tuesday

1. Susan can ride her bike.
2. It's in the brown sack.
3. Answers will vary.
4. car
5. Put the toys away.

Wednesday

1. When is your birthday?
2. I saw a big elephant at the zoo.
3. gum garden
4. c. tell what it does
5. king wing ring

Thursday

1. An ant crawled up my arm.
2. Did you see eggs in the nest?
3. hot
4. funny silly pretty
5. make-believe

Friday

1. I'll
2. It's
3. going to
4. I
5. jumped

Exercise 1 : Dollars and Cents

1. Write the correct amount of money.

(a)

\$ _____

(b)

\$ _____

(c)

\$ _____

(d)

\$ _____

(e)

\$ _____

(f)

\$ _____

2. Write the missing numbers.

(a) $\$0.75 =$ _____ dollars _____ cents

(b) $\$7.35 =$ _____ dollars _____ cents

(c) $\$12.05 =$ _____ dollars _____ cents

(d) $\$48.10 =$ _____ dollars _____ cents

(e) $\$77.15 =$ _____ dollars _____ cents

3. Write each amount of money in dollars.

(a) 95 cents = \$ _____

(b) 6 dollars 5 cents = \$ _____

(c) 18 dollars 60 cents = \$ _____

(d) 20 dollars 55 cents = \$ _____

(e) 39 dollars 90 cents = \$ _____

4. Complete the table.

(a)	Fifty cents	\$
(b)	Fourteen dollars thirty cents	\$
(c)		\$15.25
(d)		\$40.45
(e)	Seventy-one dollars eighty-five cents	
(f)		\$98.05

5. Write in dollars.

(a) $125¢ = \$$ _____

(b) $605¢ = \$$ _____

(c) $7¢ = \$$ _____

(d) $60¢ = \$$ _____

(e) $235¢ = \$$ _____

(f) $500¢ = \$$ _____

6. Write in cents.

(a) $\$0.95 =$ _____ $¢$

(b) $\$1.65 =$ _____ $¢$

(c) $\$2.83 =$ _____ $¢$

(d) $\$7.90 =$ _____ $¢$

(e) $\$0.05 =$ _____ $¢$

(f) $\$5.00 =$ _____ $¢$

7. Fill in the correct answers.

(a) 5 fifty-cent coins = \$ _____

(b) 4 quarters = \$ _____

(c) 6 dimes = \$ _____

8. Fill in the correct answers.

Example: dimes = \$1.30

(a) one-dollar bills = \$28.00

(b) half-dollars = \$5.50

(c) quarters = \$1.50

(d) nickels = \$0.95

(e) dimes = \$10.00

(f) fifty-cent coins = \$30.00