

GreatHearts

Northern Oaks



Distance Learning Packet

March 23-27, 2020

2nd grade

Mrs. Doughty

Mrs. Garff

Ms. Torres

Mrs. Speer

Student Name: _____ Section: __



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General Packet Instructions for Parents

In this packet you will find all of the activities and readings necessary for your student to access and complete this week's lessons. 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.**"

We know that in no way is this an ideal situation and that you, as the parent, may be juggling not only working from home, but managing your student's distance learning. We applaud what you are doing! As much as possible, try to set up a routine that works for both your schedule and the ability for your child to work his/her way through the curriculum. Make a schedule of some sort - they are used to having a daily schedule posted that they always follow! Here is a suggestion ...

Sample Daily Schedule:

8 am Wake up & follow the typical school morning routine (minus the uniform!) - get dressed, comb hair, eat breakfast, brush teeth and make their bed

8:30 am Spalding (get it done right away!)

8:50 am Walk the dog

9:10 am Math

9:40 am Do the dishes, fold laundry, read to younger sibling

10 am Grammar/Writing

10:20 am Snack

10:30 am Recess - run around outside or build something

10:45 am History or Science

11 am Go outside and pick a piece of a plant or find or cool bug to draw in a nature journal

Noon Participate in making your own lunch and then clean up afterward

12:45 pm Answer your literature questions or do the activity assigned - be sure to use complete sentences and your best handwriting!

1:15 pm Curl up with a good book and get your Classics to Keep reading done (don't forget to record it on your reading log)

2:00 pm (4-6) Work on Latin assignment, (K-3) choose a "Specials" activity to do

2:15 pm You are done for the day!

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

Beginning March 23rd, your teacher is available 8-4pm by email.

Instructions for turning in completed packets:

For now, we are asking that each student plan to keep his/her completed packet(s) until school resumes. If school closures persist, we will find alternate ways to collect packets for grading.



Student Attendance Affidavit

March 23-27, 2020

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

☐ Monday, March 23, 2020

☐ Tuesday, March 24, 2020

☐ Wednesday, March 25, 2020

☐ Thursday, March 26, 2020

☐ Friday, March 27, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____

To our Second Grade Griffins,

We miss you! What an adventure we have ahead of us! In this time when we cannot all meet face-to-face, we are eager to continue growing and learning with you. We've created this packet to teach and coach you in more of the beautiful and exciting subjects that we get to study together. We cannot show you examples on the whiteboard, or discuss with fellow scholars, or sing fun learning songs together, but as you work through this packet, we are united again. In a small way, we are still learning together. As you study, there are 121 Griffins studying the same things as you. We are not in the same building, but we are still a community.

This week our activities and topics are a review of some things that we studied before the break. This will help all of us to adjust to learning in a different way and building new study habits. One of the new habits that we all need is a new schedule. It is so important that you have a routine and structure in your day. Make a list of the things that you have to do everyday (brush your teeth, math, literature, reading, eat lunch, etc.) and plan a time for everything. Don't forget to build in time to help and serve others! This week will be all about growing in the virtue of responsibility.

We'd love to hear from you! We have included in your packet an extra piece of Spalding paper so you can write us a letter and let us know how you are doing. Please see below for the address to write us at. We look forward to getting your letter and hope that we can meet in person sometime soon.

With fond regards, *Mrs. Doughty, Mrs. Speer, Mrs. Garff, and Ms. Torres*

A note just for parents:

We know these are challenging times and we are here to help. Teachers will be available 8-4, Monday through Friday via email to answer questions, provide resources, and anything else that might assist you on this adventure.

Optional Resources: The website that we use for leveled reading is available for free right now and is an amazing resource for helping your student stay on track with reading. Visit <https://www.readinga-z.com>. Your classroom teacher would be happy to let you know what level would be best for your student. "Charlotte's Web" is available via audio by clicking this [link](#). We ask that you don't allow your student to read or listen ahead of what is in the packet so that we stay together as a class.

Your Teacher
c/o Great Hearts Northern Oaks
17223 Jones Maltsburger Rd.
San Antonio, TX 78247

Daily Student Instruction Sheet

MONDAY

ELA

Spalding (20 Minutes)

Spalding

Goal/Objective: Practice homonyms from the Spalding List in cursive.

Materials needed: Spalding Resource sheet/Spalding List, Spalding Paper

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

- ☐ Dictate the 7 words (one at a time) to your child.

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 	Make the appropriate corrections before moving on the next word
Says the word in a sentence	<ul style="list-style-type: none"> • Writes the word in syllables while saying it aloud • Writes the markings and the rules that apply 	
Says the word again		

- ☐ After finishing the list of 7 words, have your child fold his/her paper so the words do not show
- ☐ Repeat this process 1 more time so each word has been practiced a total of 2 times.

**Remind students to use their phonogram knowledge and spelling rules

**Remind students to practice proper letter formation and to use their best cursive handwriting.

Literature (15 Minutes)

Literature

Goal/Objective: Read Chapter 1 and fill out notes.

Materials needed: "Charlotte's Web" chapter 1 and worksheets page 1 and 2

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

- ☐ Read aloud chapter 1 to student - PA
- ☐ Use your book to complete worksheet pages 1 & 2 in your best cursive- I

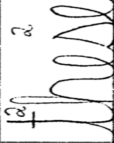

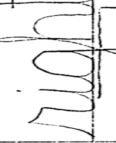


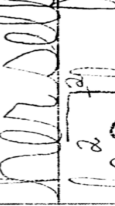
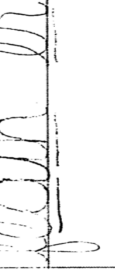
Daily Student Instruction Sheet

<p>Grammar/Writing (10 Minutes)</p>	<p><u>Grammar/Writing</u> Goal/Objective: Students will find and fix mistakes in a paragraph. Students will write one sentence.</p> <p>Materials needed: “A Strong Heart” paragraph for editing, Spalding paper, sentence checklist (located in the appendix)</p> <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read “A Strong Heart” paragraph and try to find all the mistakes - I. (Some students may need help reading the passage) <input type="checkbox"/> Choose one word from today’s spelling words and write it in a sentence. Use checklist to self edit work- I (located in the appendix) <p>Note: All writing should be done in cursive</p>
<p>Reading (20+ minutes)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read a book of your choice and record in on the log.
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Practice place value and number sense; review skip counting; practice counting money.</p> <p>Materials needed: Number of the day sheet, \$2 in change. Skip counting sheet (located in the appendix)</p> <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete number of the day sheet. The number is 618. I <input type="checkbox"/> Sing your skip counting songs (2’s-6’s) while running in place or hand and knee crossovers (right hand touches left knee then left hand touches right knee)-I <input type="checkbox"/> Count the following sums of money: 35 ¢ ; 48 ¢ ;72 ¢ ;90 ¢ Check for accuracy. - PA <input type="checkbox"/> Write 5 ways to make \$1 in change. Write it down on a sheet of paper. - I
<p>SCIENCE (20 Minutes)</p>	<p><u>Science</u> Goal/Objective: Review natural & man-made resources, and how to conserve resources.</p> <p>Materials needed: “Resources” textbook pages 147-163</p> <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read text pages 147-163 (some may need help with reading)- I <input type="checkbox"/> Discuss review questions on page 163.- PA
<p>OPTIONAL Spanish (10 Minutes)</p>	<p><u>Spanish</u> 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. Materials needed: Vocabulary and phrases worksheet, Images</p>

Daily Student Instruction Sheet

<p>Music (15 Minutes)</p>	<p>Specific Instructions (I=independent; PA=parent assistance)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show four images of roots that we commonly eat. Review each root in Spanish. <input type="checkbox"/> Ask your student, ¿Se pueden comer raices? Then point to the images and say, Estas son raices. ¿Se pueden comer raices? Help your student answer, Si, se pueden comer raices <input type="checkbox"/> Ask your student ¿Como que? Help your student answer, Como _____. (the root) <p><u>Music</u></p> <p>Goal/Objective: Review Half Note</p> <p>Materials needed: rhythm patterns sheet</p> <p>Specific Instructions (I=independent; PA=parent assistance): PA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Please say the following statement to your student: “A note that lasts for <u>2 beats</u> is called a _____. ” (Half Note) Allow a few moments of silence before restating the prompt, if necessary, repeat several times. <input type="checkbox"/> If your student struggles to provide the correct answer (Half Note) you may state the question in a way that reminds them of the concept: “A Half Note lasts for how many beats? _____ (2 beats).” <input type="checkbox"/> Now re-state the original prompt: “ A note that lasts for <u>2 beats</u> is called a _____. ” (Half Note) <input type="checkbox"/> “When we read a Half Note we say Ta-ah.” <input type="checkbox"/> 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. <input type="checkbox"/> Ask your student to sing “Here Comes a Bluebird” <input type="checkbox"/> Ask your student to sing “Here Comes a Bluebird” while clapping the rhythm pattern on the included sheet titled “Here Comes a Bluebird”
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Spalding Spelling List (20 min) - Parent Key

Word	Example sentence	Notes
	I'll catch up after I clean up these toys.	
	Are those your shoes on the floor?	
	Should I turn left or right ?	After children say the sounds for right , say, "Use three-letter i." Not 'wrong', not 'left'.
	We learned how to write in cursive this year.	After children say the sounds for write , say, "Use two-letter r."
	We wrote our Spalding homework in cursive last week.	After children say the sounds for write , say, "Use two-letter r."
	She finished her homework by herself .	Write her . Add self to make the compound word 'herself'.
	Birds of a feather flock together.	After children say the syllables, say, "In the first syllable, use ē, ē, ā. The phonogram ea saying ē never ends a syllable."

- ___ work on proper letter formation
- ___ work on neatness
- ___ work on proper sizing
- ___ remember proper marking

Name _____ # _____ Date : _____

[illegible]

Chapter 1

Before Breakfast

WHERE'S Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast. "Out to the hoghouse," replied Mrs. Arable. "Some pigs were born last night."

"I don't see why he needs an ax," continued Fern, who was only eight.

"Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it."

"Do *away* with it?" shrieked Fern. "You mean *kill* it? Just because it's smaller than the others?"

Mrs. Arable put a pitcher of cream on the table. "Don't yell, Fern!" she said. "Your father is right. The pig would probably die anyway."

Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern's sneakers were sopping by the time she caught up with her father.



"Please don't kill it!" she sobbed. "It's unfair."

Mr. Arable stopped walking.

"Fern," he said gently, "you will have to learn to control yourself."

"Control myself?" yelled Fern. "This is a matter of life and death, and you talk about *controlling* myself."

Tears ran down her cheeks and she took hold of the ax and tried to pull it out of her father's hand.

"Fern," said Mr. Arable, "I know more about raising a litter of pigs than you do. A weakling makes trouble. Now run along!"

"But it's unfair," cried Fern. "The pig couldn't help being born small, could it? If I had been very small at birth, would you have killed *me*?"

Mr. Arable smiled. "Certainly not," he said, looking down at his daughter with love. "But this is different. A little girl is one thing, a little runty pig is another."

"I see no difference," replied Fern, still hanging on to the ax. "This is the most terrible case of injustice I ever heard of."

A queer look came over John Arable's face. He seemed almost ready to cry himself.

"All right," he said. "You go back to the house and I will bring the runt when I come in. I'll let you start it on a bottle, like a baby. Then you'll see what trouble a pig can be."

When Mr. Arable returned to the house half an hour later, he carried a carton under his arm. Fern was upstairs changing her sneakers. The kitchen table was set for breakfast, and the room smelled of coffee, bacon, damp plaster, and wood smoke from the stove.

"Put it on her chair!" said Mrs. Arable. Mr. Arable set the carton down at Fern's place. Then he walked

to the sink and washed his hands and dried them on the roller towel.

Fern came slowly down the stairs. Her eyes were red from crying. As she approached her chair, the carton wobbled, and there was a scratching noise. Fern looked at her father. Then she lifted the lid of the carton. There, inside, looking up at her, was the newborn pig. It was a white one. The morning light shone through its ears, turning them pink.

"He's yours," said Mr. Arable. "Saved from an untimely death. And may the good Lord forgive me for this foolishness."

Fern couldn't take her eyes off the tiny pig. "Oh," she whispered. "Oh, *look* at him! He's absolutely perfect."

She closed the carton carefully. First she kissed her father, then she kissed her mother. Then she opened the lid again, lifted the pig out, and held it against her cheek. At this moment her brother Avery came into the room. Avery was ten. He was heavily armed—an air rifle in one hand, a wooden dagger in the other.

"What's that?" he demanded. "What's Fern got?"

"She's got a guest for breakfast," said Mrs. Arable.

"Wash your hands and face, Avery!"

"Let's see it!" said Avery, setting his gun down.

"You call that miserable thing a pig? That's a *fine*



specimen of a pig—it's no bigger than a white rat."

"Wash up and eat your breakfast, Avery!" said his mother. "The school bus will be along in half an hour."

"Can I have a pig, too, Pop?" asked Avery.

"No, I only distribute pigs to early risers," said Mr. Arable. "Fern was up at daylight, trying to rid the world of injustice. As a result, she now has a pig. A small one, to be sure, but nevertheless a pig. It just shows what can happen if a person gets out of bed promptly. Let's eat!"

But Fern couldn't eat until her pig had had a drink of milk. Mrs. Arable found a baby's nursing bottle and a rubber nipple. She poured warm milk into the bottle,



fitted the nipple over the top, and handed it to Fern. "Give him his breakfast!" she said.

A minute later, Fern was seated on the floor in the corner of the kitchen with her infant between her

knees, teaching it to suck from the bottle. The pig, although tiny, had a good appetite and caught on quickly.

The school bus honked from the road.

"Run!" commanded Mrs. Arable, taking the pig from Fern and slipping a doughnut into her hand. Avery grabbed his gun and another doughnut.

The children ran out to the road and climbed into the bus. Fern took no notice of the others in the bus. She just sat and stared out of the window, thinking what a blissful world it was and how lucky she was to have entire charge of a pig. By the time the bus reached school, Fern had named her pet, selecting the most beautiful name she could think of.

"Its name is Wilbur," she whispered to herself.

She was still thinking about the pig when the teacher said: "Fern, what is the capital of Pennsylvania?"

"Wilbur," replied Fern, dreamily. The pupils giggled. Fern blushed.



Chapter One: _____

Use your book to find the answers to the questions. Answer them in complete sentences! Write the page number(s) where you found your answers in the space provided.

1. Why did Fern yell at her mother? _____

I found my answer on page: _____

2. Why won't Mr. Arable leave the little pig with its mother? _____

I found my answer on page: _____

3. How does Fern react to her father's plan to kill the piglet? _____

I found my answer on page: _____

Color the picture and answer the questions below.



Write an adjective to describe how Fern looks in this picture:

Write an adjective to describe how Mr. Arable looks in this picture:

Garth Williams

What is Fern doing in this picture? Why? _____

_____ (page _____)

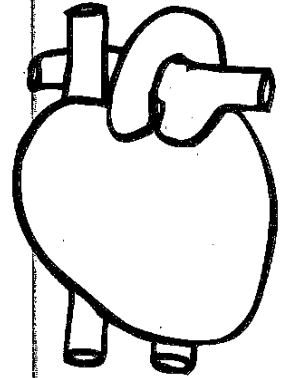
Name _____

A Strong Heart

exercise is good for your bodie. there are many ways to exercise. You can exercise indoors or outside you can exercise with your friends when you play tag, soccer, or basketball. You can exercise by yourself when you ride your bike jump rope or swim laps



- commas



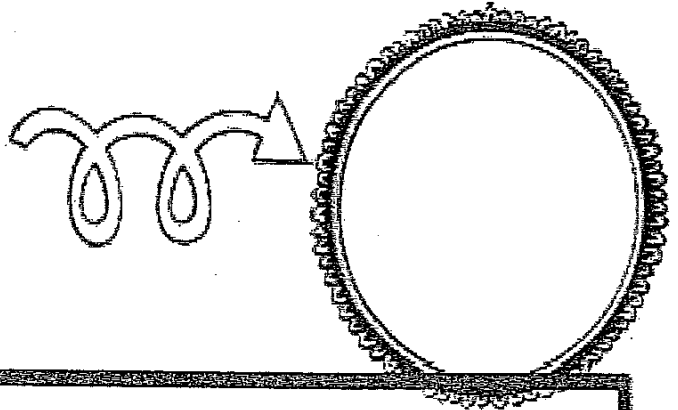
MONDAY

WEEK 3

1#

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Number of the **DAY**



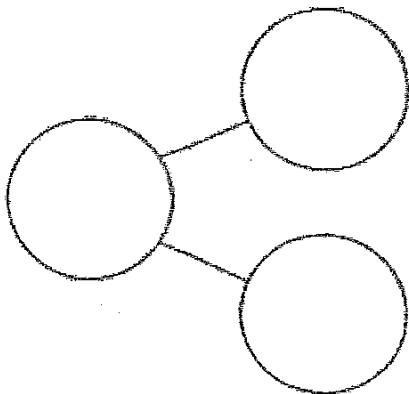
○ Hundreds ○ Tens ○ Ones

_____ + _____ + _____ = _____

Odd or
Even?

-10	-1	+1	+10	+100

Make a Number Bond



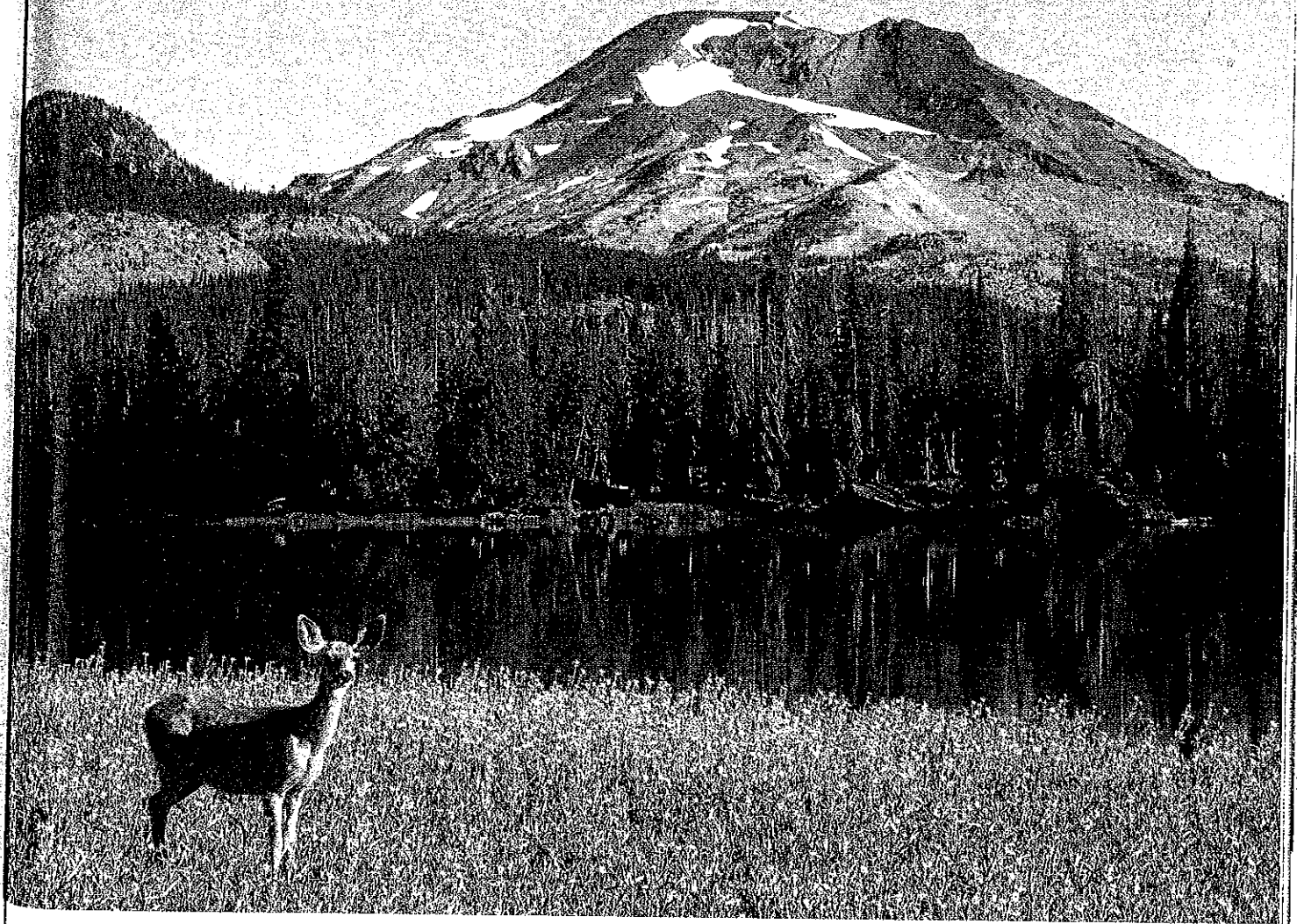
_____ + _____ = _____

_____ + _____ = _____

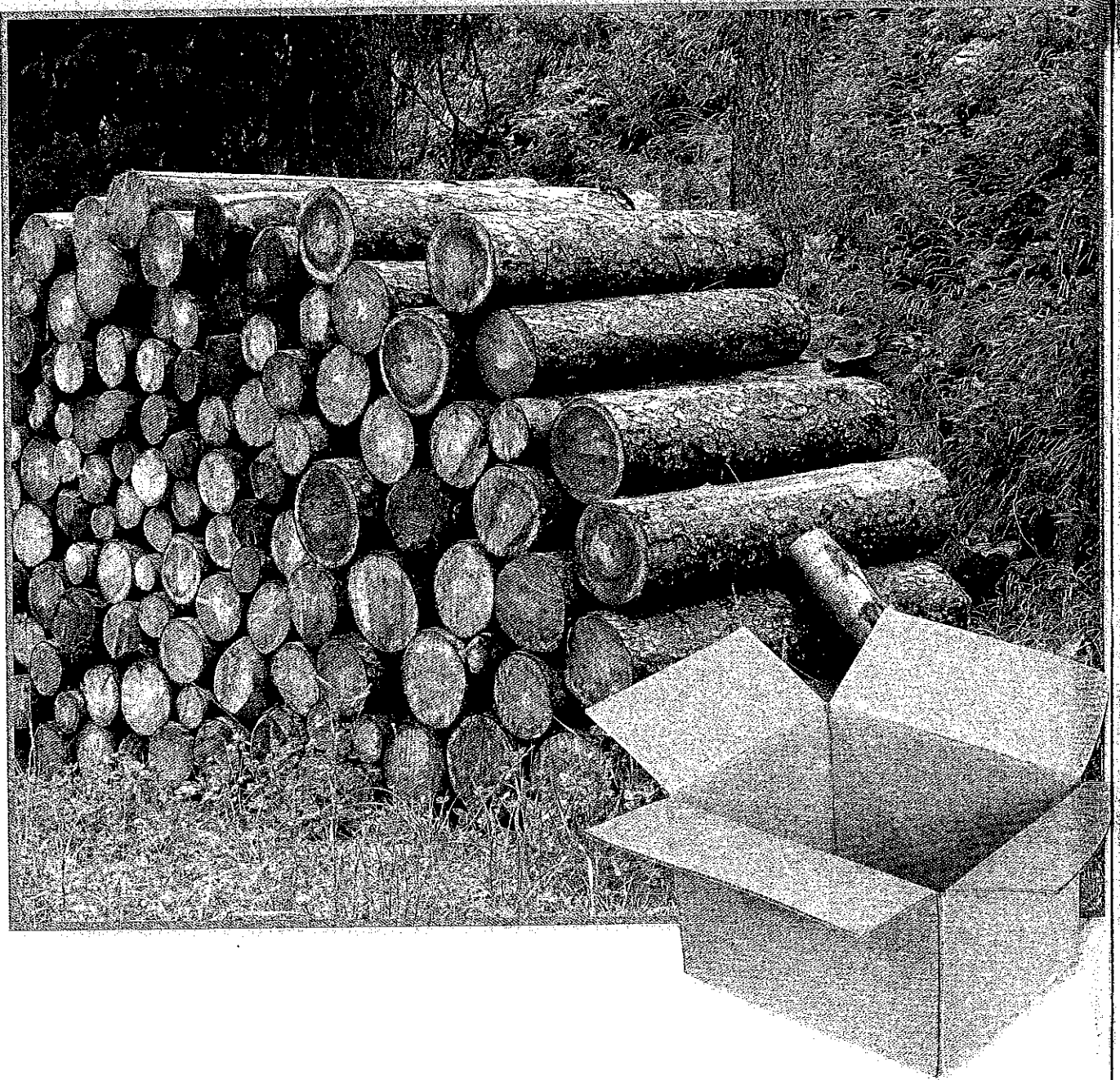
_____ - _____ = _____

_____ - _____ = _____

Resources



Things that people use are resources. Resources from Earth are natural resources. Resources that people change to make other things are **human-made resources.**



Plants and animals are natural resources.
Wood from trees is a natural resource.
People change wood from trees into lumber,
cardboard, and paper. These things are
human-made resources.

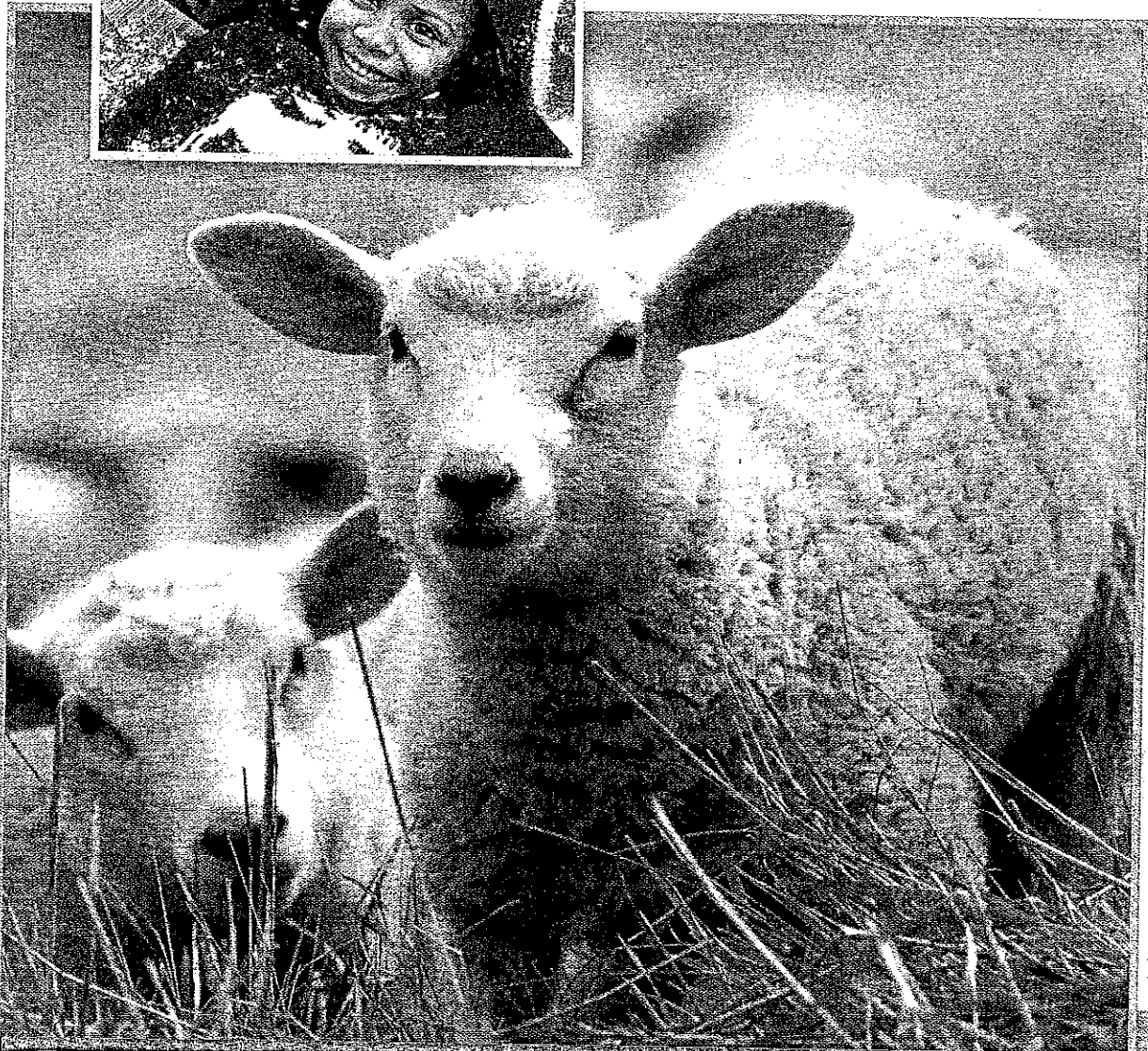
Cotton plants are a natural resource. People use cotton to make thread. The thread is used to make cotton fabric for clothes. Cotton clothes are good for warm and sunny days.

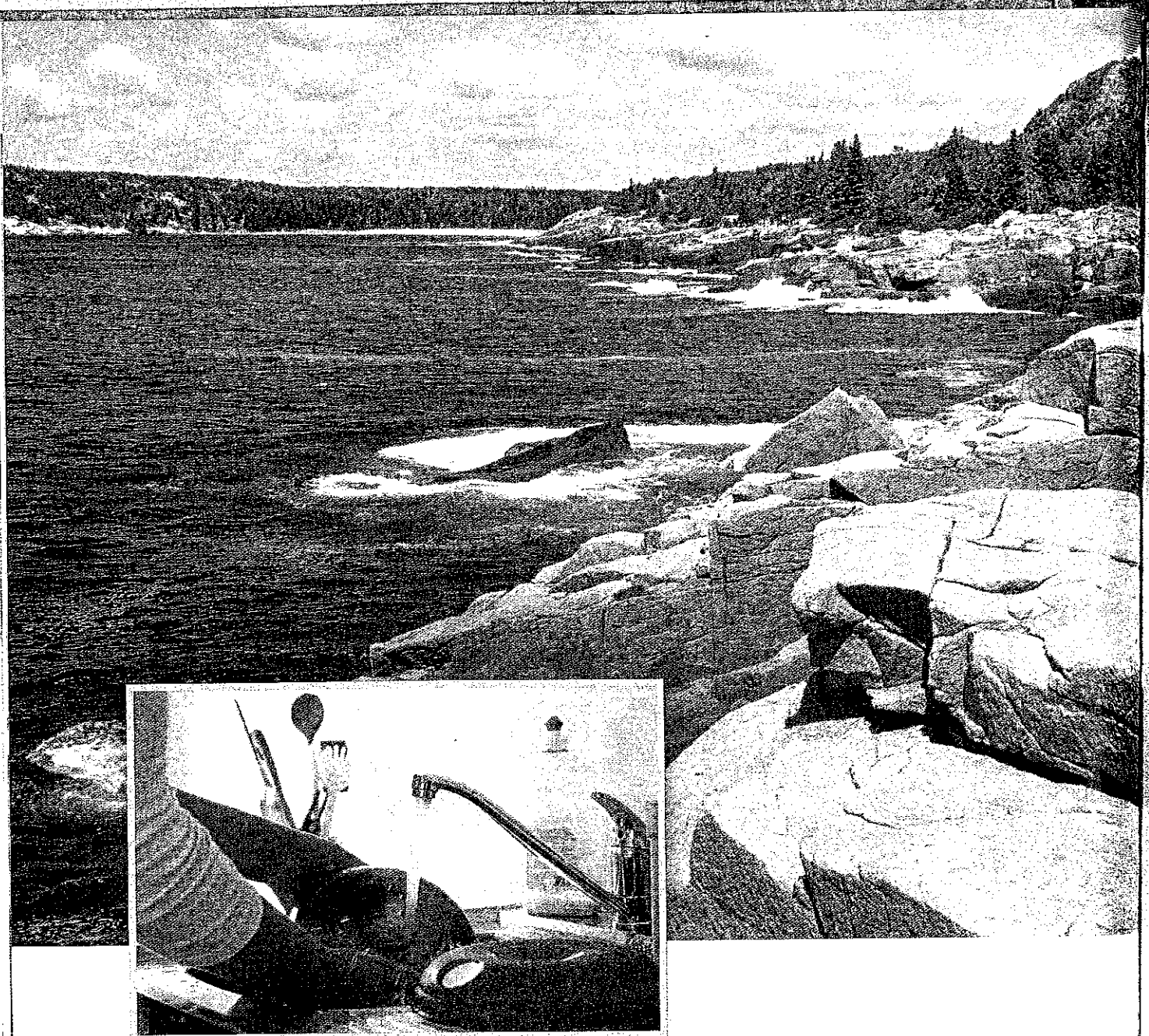




Wheat plants are a natural resource.
Wheat seeds are harvested. People use
wheat to make cereal and flour for
bread and other foods.

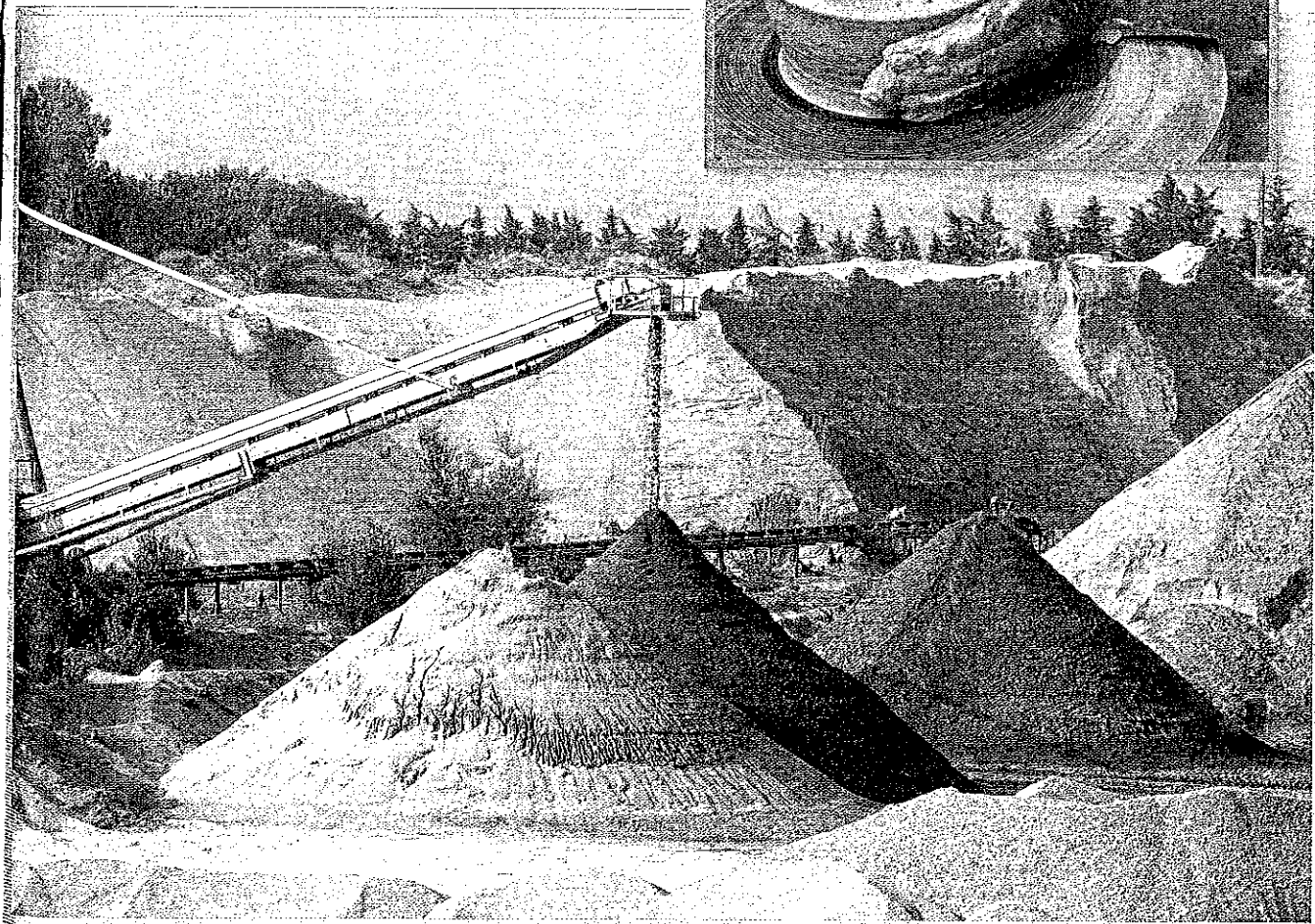
Sheep are a natural resource. People use the fur from sheep to make wool thread. The thread is used to make wool fabric for clothes. Wool clothes are good for cold and snowy days.





Water is a natural resource. People use fresh water from rivers and lakes. The water is treated to make it clean for people to use. It is used for drinking, washing, and cooking.

Earth materials like gravel, sand, and clay are natural resources. People use gravel and sand to make concrete and asphalt. People use clay to make bricks and pottery.

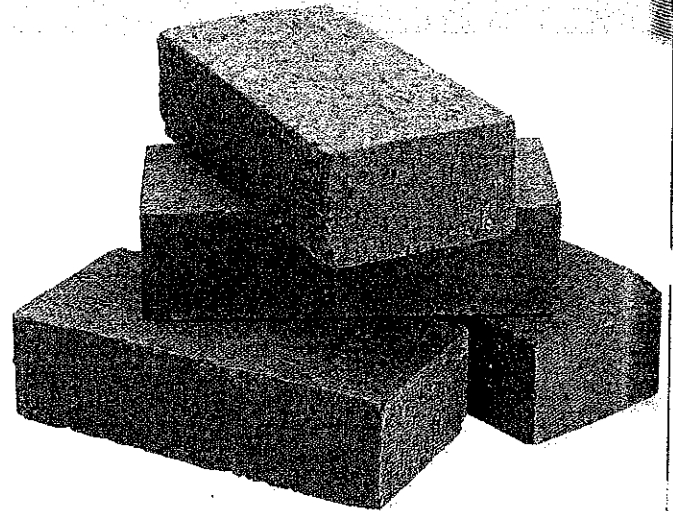




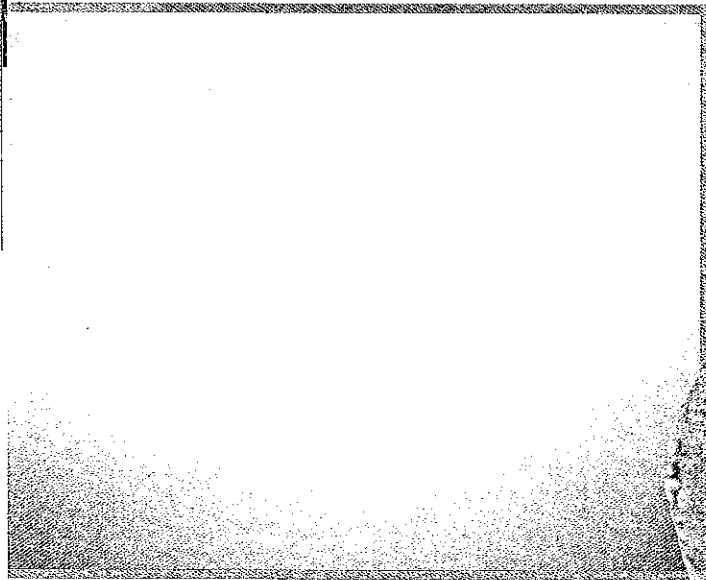
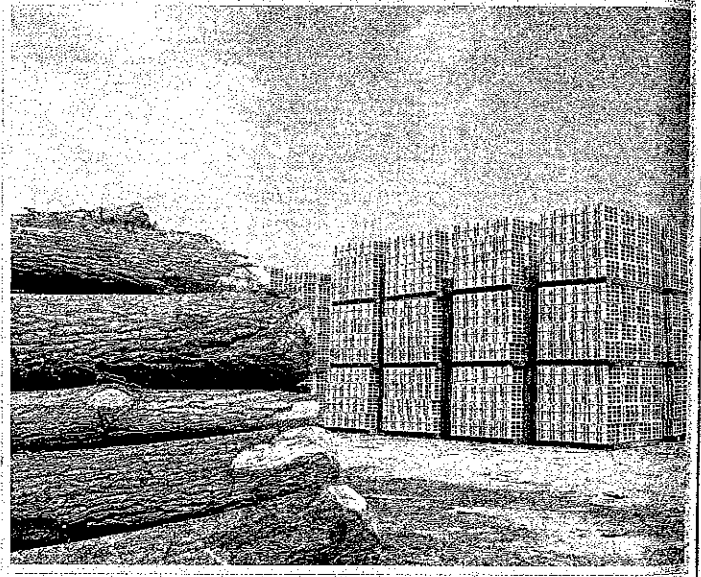
Air is a natural resource. Plants and animals need air to live.

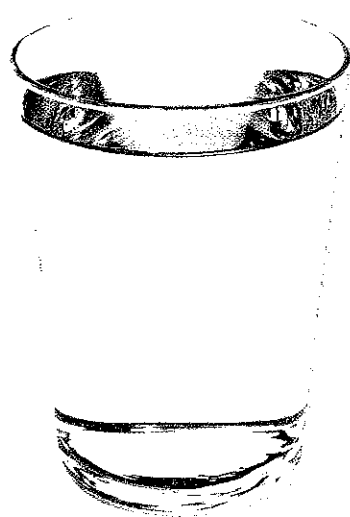
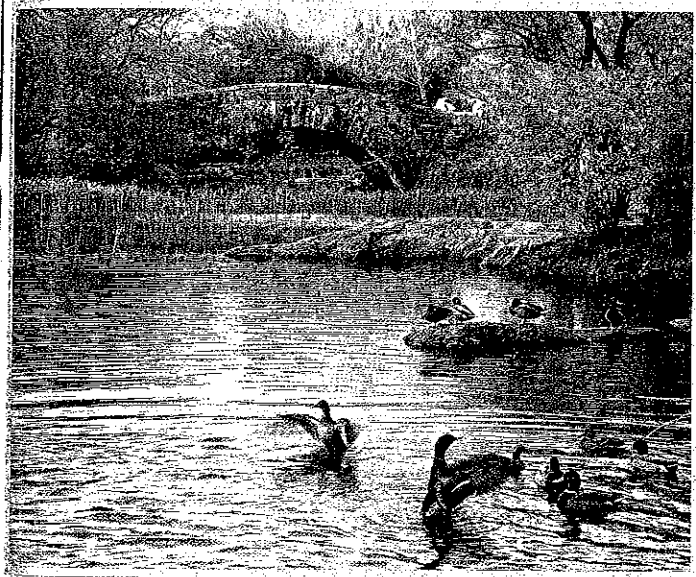
The Sun is a natural resource. The Sun heats the air, land, and water. The Sun makes our weather, too.

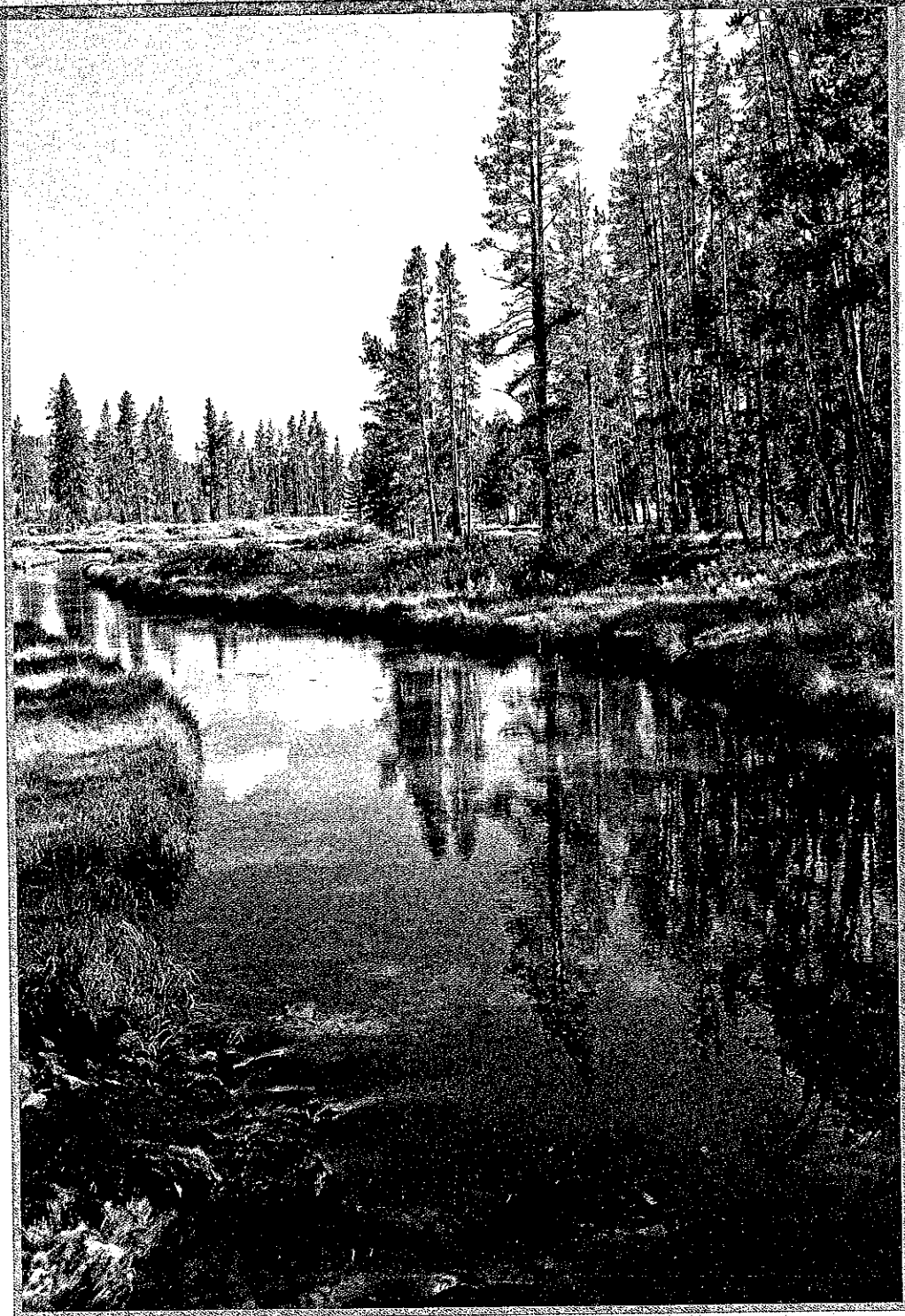




Look at the pictures.
Which things are natural
resources? Which things
are resources made by
people?

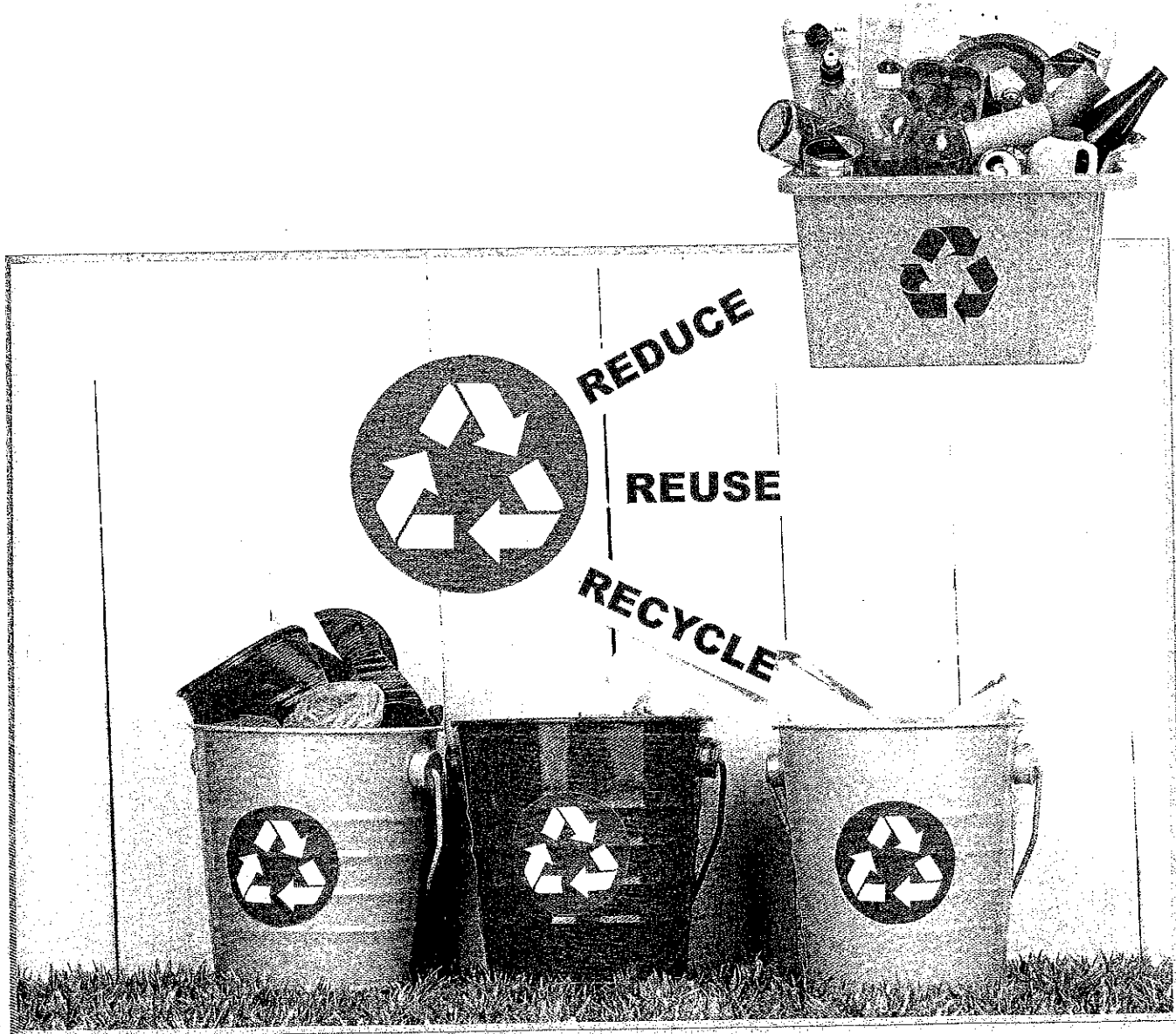




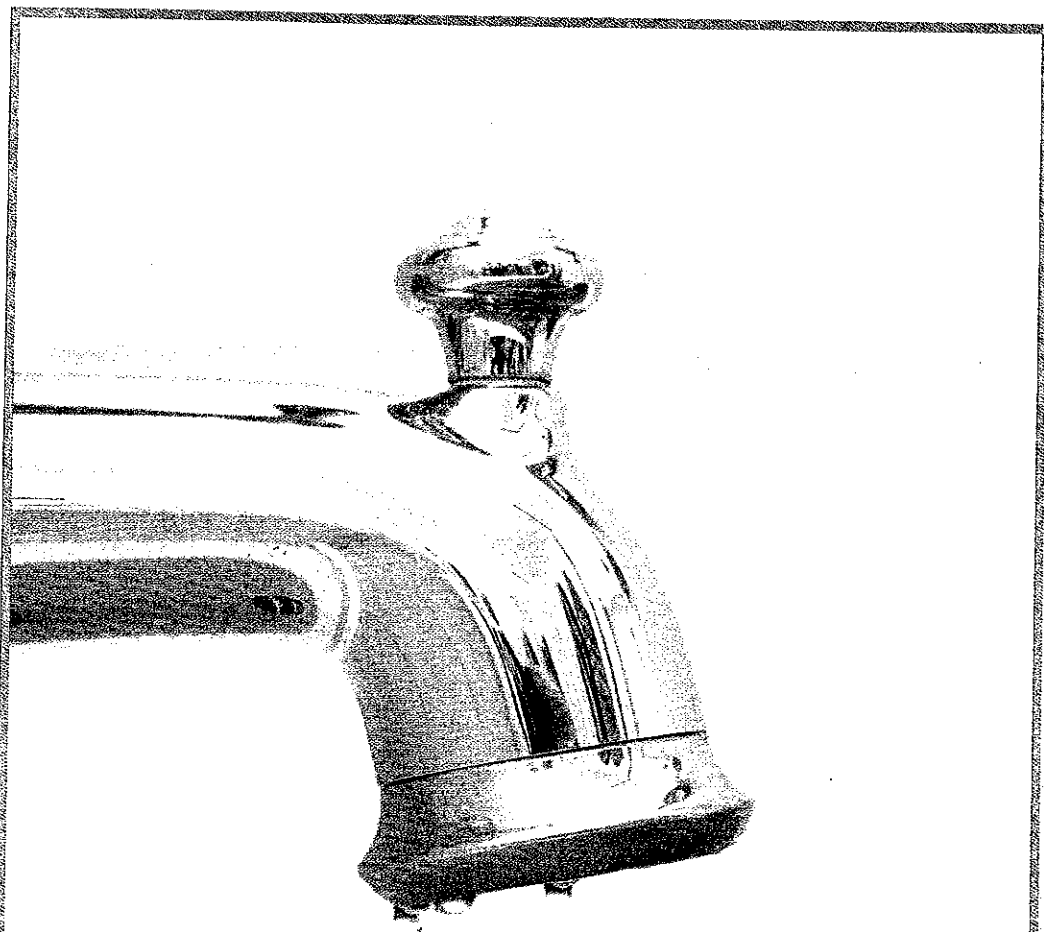


So many of the materials we use come from nature. People must keep these natural resources safe. We must use them wisely. We must **conserve** them.

Conservation can help keep air, water, and soil clean. Conservation can make resources last longer. People can conserve resources if they do the three Rs: reduce, reuse, and recycle.



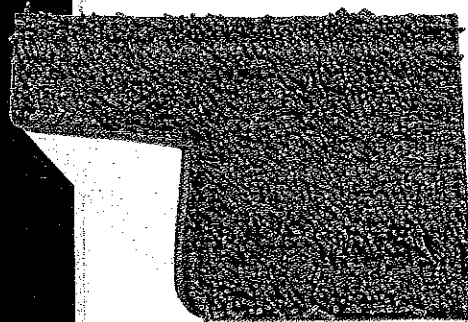
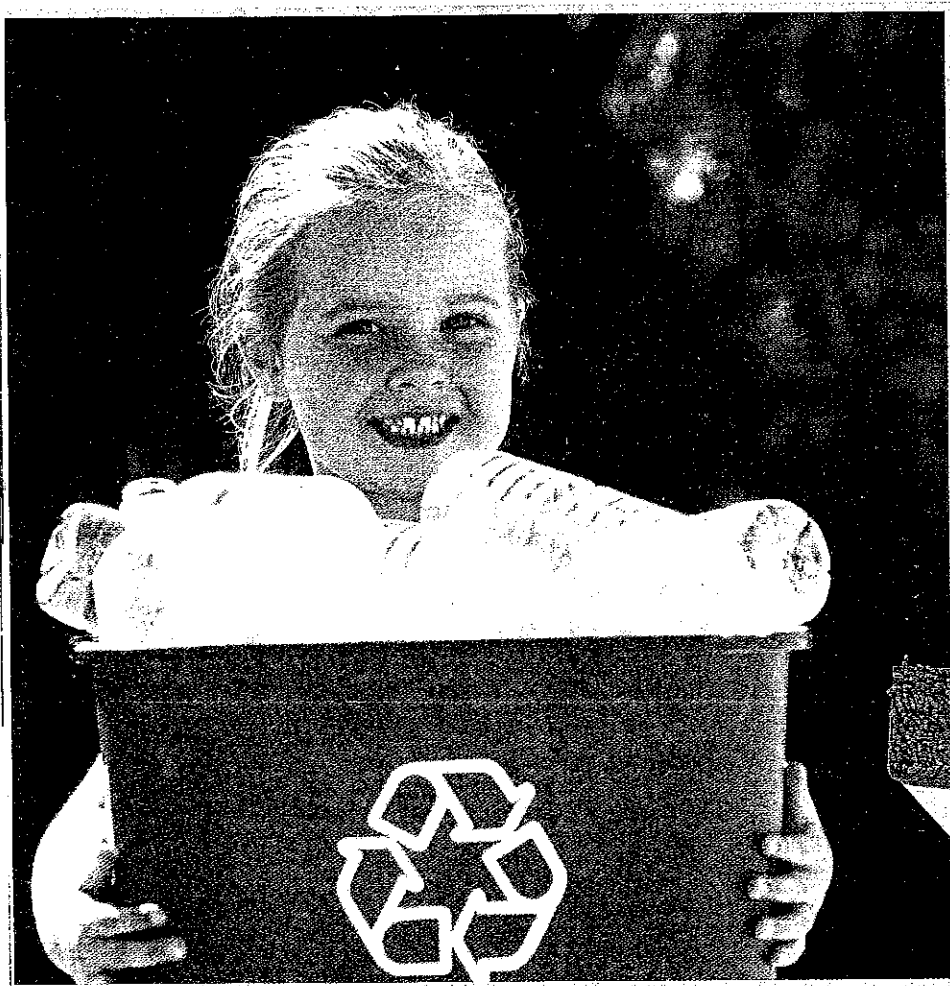
Reduce means to use less of something. People can use less water. Companies can use less packaging for the products they make.





Reuse means to use again. People can reuse containers instead of throwing them away. Broken objects can be fixed instead of replaced. We can give outgrown clothes to others.

Recycle means to turn old things into material for new things. For example, the plastic in many bottles can be recycled. It can be made into new bottles, carpeting, or cloth. We can also recycle paper, metal, and glass.





Review Questions

1. Trees are a natural resource. What human-made resources come from trees?
2. Gravel and sand are natural resources. What human-made resources come from them?
3. Look at pages 156–157. What are the natural resources? What are the human-made resources?
4. How can we conserve natural resources?

Students use the impersonal **se** [seh] with the verb **poder** [puhe-dehn] (can) and the adverb **como** [koh-moh] (like) to provide information about what parts of the plants you can eat.

Vocabulary and Phrases

raices

[rrah-ees-ses]

roots

las zanahorias

[lahs sah-nah-oh-ryahs]

(carrots)

las remolachas

[lahs rreh-moh-lah-chah]

(beets)

el ajo

[ehl ah-hoh]

(garlic)

las papas

[lahs pah-pahs]

(potatoes)

¿Se pueden comer raíces?

[Seh puhe-dehn koh-mehr rrah-ees-ses?]

(Can you eat roots?)

Estas son raíces.

[Ehs-tah sohn rrah-ees-ses.]

(These are roots.)

Si, se pueden comer raíces.

[See, puhe-dehn koh-mehr rrah-ees-ses.]

(Yes, you can eat roots.)

¿Como que?

[Koh-moh keh?]

Like what?

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

[Koh-moh _____.]

Like _____.

Activity

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



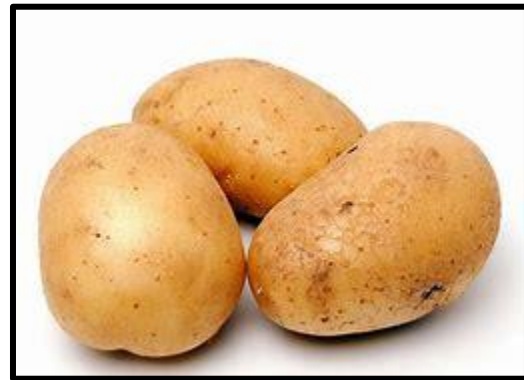
las zanahorias
[lahs sah-nah-oh-ryahs]
(carrots)



las remolachas
[lahs rreh-moh-lah-chah]
(beets)



el ajo
[ehl ah-hoh]
(garlic)



las papas
[lahs pah-pahs]
(potatoes)

- Ask your student,
¿Se pueden comer raíces?
[Seh puhe-dehn koh-mehr rrah-ees-ses?]
(Can you eat roots?)
- Then point to the images and say,
Estas son raíces.
[Ehs-tah sohn rrah-ees-ses.]
(These are roots.)

¿Se pueden comer raíces?
[Seh puhe-dehn koh-mehr rrah-ees-ses?]
(Can you eat roots?)

- Help your student answer,
Si, se pueden comer raíces.
[See, puhe-dehn koh-mehr rrah-ees-ses.]
(Yes, you can eat roots.)
- Ask your student,
¿Como que?
[Koh-moh keh?]
Like what?
- Help your student answer,
Como _____. (Insert the name of the root in Spanish)
[Koh-moh _____.]
Like _____.

Vocabulary and Phrases

tallos
[tah-yohs]
stems

el apio
[ehl ah-pyoh]
(celery)

los cebollines
[lohs seh-boh-yeens]
(chives)

los espárragos
[lohs ehs-pah-rrah-goh]
(asparagus)

los puerros
[lohs pweh-rrohs]
(leeks)

¿Se pueden comer tallos?
[Seh puhe-dehn koh-mehr tah-yohs?]
(Can you eat stems?)

Estas son tallos.
[Ehs-tah sohn tah-yohs.]
(These are stems.)

Si, se pueden comer tallos.
[See, puhe-dehn koh-mehr tah-yohs.]
(Yes, you can eat stems.)

¿Como que?
[Koh-moh keh?]
Like what?

Como _____. (Insert the name of the stem in Spanish)
[Koh-moh _____.]
Like _____.

- Show four images of stems that we eat. Review each stem in Spanish.



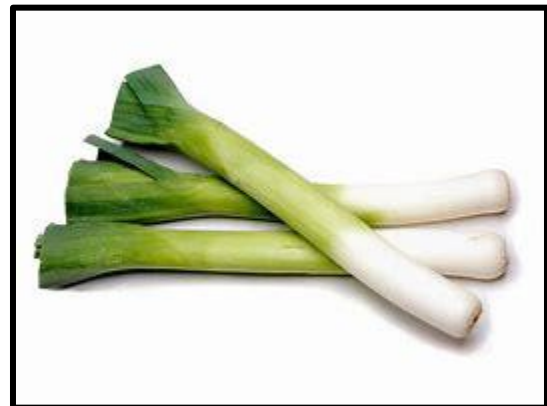
el apio
[ehl ah-pyoh]
(celery)



los cebollines
[lohs seh-boh-yeens]
(chives)



los espárragos
[lohs ehs-pah-rrah-goh]
(asparagus)



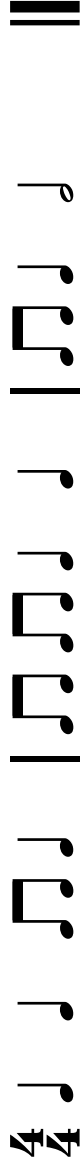
los puerros
[lohs pweh-rrohs]
(leeks)

- Ask your student,
¿Se pueden comer tallos?
[Seh puhe-dehn koh-mehr tah-yohs?]
(Can you eat stems?)

- Then point to the images and say,
Estas son tallos.
[Ehs-tah sohn tah-yohs.]
(These are stems.)

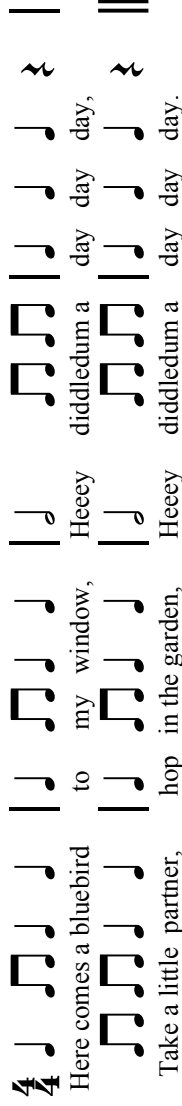
¿Se pueden comer tallos?
[Seh puhe-dehn koh-mehr tah-yoh?]
(Can you eat stems?)
- Help your student answer,
Si, se pueden comer tallos.
[See, puhe-dehn koh-mehr tah-yohs.]
(Yes, you can eat stems.)
- Ask your student,
¿Como que?
[Koh-moh keh?]
Like what?
- Help your student answer,
Como _____. (Insert the name of the stem in Spanish)
[Koh-moh _____.]
Like _____.

Rhythm Patterns



Here Comes a Bluebird

Here comes a bluebird to my window, Heey diddledum a day day day,
Take a little partner, hop in the garden, Heey diddledum a day day day.



Daily Student Instruction Sheet

TUESDAY

ELA

Spalding (20 Minutes)

Spalding

Goal/Objective: Practice homonyms from the Spalding List in cursive.

Materials needed: Spalding Resource sheet/Spalding List, Spalding Paper

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

- ☐ Dictate the 7 words (one at a time) to your child. 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 	

- ☐ After finishing the list of 7 words, have your child fold his/her paper so the words do not show
- ☐ Repeat this process 1 more times so each word has been practiced a total of 2 times.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best cursive handwriting.

Literature

Goal/Objective: Read and answers questions about "Charlotte's Web"

Materials needed: "Charlotte's Web" chapter 2 and worksheets page 4 & 5

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

- ☐ Read aloud chapter 2 to student - PA
- ☐ Use your book to complete worksheet pages 4 & 5 in your best cursive- I

Literature (15 Minutes)

Daily Student Instruction Sheet

<p>Grammar/Writing (10 Minutes)</p>	<p><u>Grammar/Writing</u> Goal/Objective: Students will find and fix mistakes in a paragraph. Students will write one sentence.</p> <p>Materials needed: “A Strong Heart” paragraph for editing, Spalding paper</p> <p>Specific Instructions:(I=independent; PA=parent assistance)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read “A Strong Heart” paragraph Tuesday and try to find all the mistakes - I. (Some students may need help reading the passage) <input type="checkbox"/> Choose one word from today’s spelling words and write it in a sentence using your best cursive. - I Check work using checklist located in the appendix. (Use the paper from Monday) <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 it on the log.
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective:Review Number Sense, Practice skip counting, counting money, review multiplication and division. (I=independent; PA=parent assistance):</p> <p>Materials needed: Number of the day sheet; counting money review sheet, math worksheet Page #65</p> <p>Specific Instructions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete number of the day: 525-I <input type="checkbox"/> Practice skip counting 2-6’s while running in place or completing hand to knee crossovers (right hand to left knee-left hand to right knee)-I <input type="checkbox"/> Complete money review sheet. - I <input type="checkbox"/> Complete worksheet page 65.-I
<p>SCIENCE (20 Minutes)</p>	<p><u>Science</u> Goal/Objective: Review natural & man-made resources, and how to conserve resources.</p> <p>Materials needed: “Classifying Resources” & “Natural Resources” worksheets, glue, scissors</p> <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have student explain in their own words the difference between natural & man-made resources.- PA

Daily Student Instruction Sheet

	<input type="checkbox"/> Complete "Classifying Resources" worksheet.- I <input type="checkbox"/> Have students complete "Natural Resources" worksheet. Use text page 147 for definition of a natural resource. Students need to write their answer in complete sentences.- I
OPTIONAL Art (15-20 Minutes)	<p><u>Art</u> Goal/Objective: Continue to practice dividing the space of the image, marked with a grid of 4 to 6 dots--marking center of artwork as the first measurement. Corresponding dots in a grid pattern are to be drawn on drawing paper. This assists in correct proportions and placement during the drawing process. Students are looking for large shapes first; the directions of lines; darkest values; final small details.</p> <p>Materials needed:Pencil-NO ERASER, 4"x 6" or 5" x 8" index card in lieu of cardstock, Bellwork instructions and images</p> <p>Optional: Colored Pencils(practice coloring with light pressure-no scribbles); Extra fine sharpie marker to trace over pencil lines before coloring in.</p> <p>Specific Instructions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA=parent assistance) Student observations; See, Think, Wonder process of observing artwork - "Formal Analysis"; Preparation of correct proportions of drawing paper to match proportions of image; Discussion of artwork preceding copying/drawing of artwork <input type="checkbox"/> (I=independent) Student drawing of artwork, only with parent/guardian supervision, so as to keep scholars "on task"....NO fast scribbles, only careful observations and drawing as a fully engaged scholar.
PE (10 Minutes)	<p><u>PE</u> Goal/Objective:Students will be able to perform a variety of exercises to strengthen muscles and increase heart rate.</p> <p>Materials needed: Mission Task Sheet (Provided in packet)</p> <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> complete each mission outside, check box when finished. May be I or PA

Spalding Spelling List (20 min) - Parent Key

Word	Example sentence	Notes
road	The gas station is down the road .	After children say the sounds for road , say, "Use the o in boat ."
rode	I rode my bike to the park.	
ride	Did you ride the bus to school today?	
almost	Dinner is almost ready.	Say, "Write all . Add 'most' to make the compound word. BUT when 'all' is part of a compound word, we only write one //."
all	We are all Griffins!	
brought	My dog brought me a ball to play fetch with.	
bring	Could you bring me some napkins?	

- ___ work on proper letter formation
- ___ work on neatness
- ___ work on proper sizing
- ___ remember proper marking

Name _____ # _____ Date : _____

[illegible]

Wilbur

FERN loved Wilbur more than anything. She loved to stroke him, to feed him, to put him to bed. Every morning, as soon as she got up, she warmed his milk, tied his bib on, and held the bottle for him. Every afternoon, when the school bus stopped in front of her house, she jumped out and ran to the kitchen to fix another bottle for him. She fed him again at suppertime, and again just before going to bed. Mrs. Arable gave him a feeding around noontime each day, when Fern was away in school. Wilbur loved his milk, and he was never happier than when Fern was warming up a bottle for him. He would stand and gaze up at her with adoring eyes.

For the first few days of his life, Wilbur was allowed to live in a box near the stove in the kitchen. Then, when Mrs. Arable complained, he was moved to a bigger box in the woodshed. At two weeks of age, he was moved outdoors. It was apple-blossom time, and the days were getting warmer. Mr. Arable fixed a small yard specially for Wilbur under an apple tree, and

gave him a large wooden box full of straw, with a doorway cut in it so he could walk in and out as he pleased.

"Won't he be cold at night?" asked Fern.

"No," said her father. "You watch and see what he does."

Carrying a bottle of milk, Fern sat down under the



apple tree inside the yard. Wilbur ran to her and she held the bottle for him while he sucked. When he had finished the last drop, he grunted and walked sleepily into the box. Fern peered through the door. Wilbur was poking the straw with his snout. In a short time he had dug a tunnel in the straw. He crawled into the tunnel and disappeared from sight, completely covered with straw. Fern was enchanted. It relieved her mind to know that her baby would sleep covered up, and would stay warm.

Every morning after breakfast, Wilbur walked out to the road with Fern and waited with her till the bus came. She would wave good-bye to him, and he would stand and watch the bus until it vanished around a turn. While Fern was in school, Wilbur was shut up inside his yard. But as soon as she got home in the afternoon, she would take him out and he would follow her around the place. If she went into the house, Wilbur went, too. If she went upstairs, Wilbur would wait at the bottom step until she came down again. If she took her doll for a walk in the doll carriage, Wilbur followed along. Sometimes, on these journeys, Wilbur would get tired, and Fern would pick him up and put him in the carriage alongside the doll. He liked this. And if he was *very* tired, he would close his eyes and go to sleep under the doll's blanket. He looked cute when his eyes were closed, because his lashes were so long. The doll would close her eyes, too, and Fern would wheel the carriage very slowly and smoothly so as not to wake her infants.

One warm afternoon, Fern and Avery put on bathing suits and went down to the brook for a swim. Wilbur tagged along at Fern's heels. When she waded into the brook, Wilbur waded in with her. He found the water quite cold—too cold for his liking. So while the children swam and played and splashed water at each other, Wilbur amused himself in the mud along



the edge of the brook, where it was warm and moist and delightfully sticky and oozy.

Every day was a happy day, and every night was peaceful.

Wilbur was what farmers call a spring pig, which simply means that he was born in springtime. When he

was five weeks old, Mr. Arable said he was now big enough to sell, and would have to be sold. Fern broke down and wept. But her father was firm about it. Wilbur's appetite had increased; he was beginning to eat scraps of food in addition to milk. Mr. Arable was not willing to provide for him any longer. He had already sold Wilbur's ten brothers and sisters.

"He's got to go, Fern," he said. "You have had your fun raising a baby pig, but Wilbur is not a baby any longer and he has got to be sold."

"Call up the Zuckermans," suggested Mrs. Arable to Fern. "Your Uncle Homer sometimes raises a pig. And if Wilbur goes there to live, you can walk down the road and visit him as often as you like."

"How much money should I ask for him?" Fern wanted to know.

"Well," said her father, "he's a runt. Tell your Uncle Homer you've got a pig you'll sell for six dollars, and see what he says."

It was soon arranged. Fern phoned and got her Aunt Edith, and her Aunt Edith hollered for Uncle Homer, and Uncle Homer came in from the barn and talked to Fern. When he heard that the price was only six dollars, he said he would buy the pig. Next day Wilbur was taken from his home under the apple tree and went to live in a manure pile in the cellar of Zuckerman's barn.

Describe Wilbur's day. Use complete sentences!

In the morning: _____

At noon: _____

In the afternoon: _____

Where did Wilbur sleep at first? _____

Where does he sleep when he gets bigger? _____

How does he keep from getting cold? _____

What season is it? How do you know?



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

I found my answer on page _____

2. Why can't Fern keep Wilbur any longer? _____

I found my answer on page _____

3. To whom does Fern sell her pig? For how much? _____

I found my answer on page _____

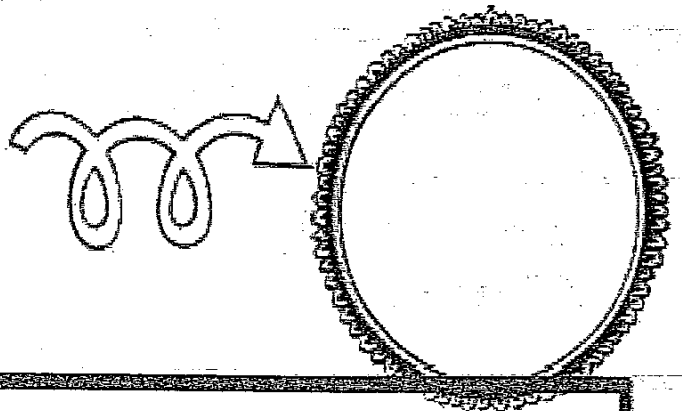


as you read this, try to feel your heart beating. put your pointer and middle fingers on your jawbone near your ear. run your fingers down you neck until you feel your pulse. You will feel a littel push each time your heart beats Count the beets for 15 seconds

TUESDAY

WEEK 3

Number of the **DAY**



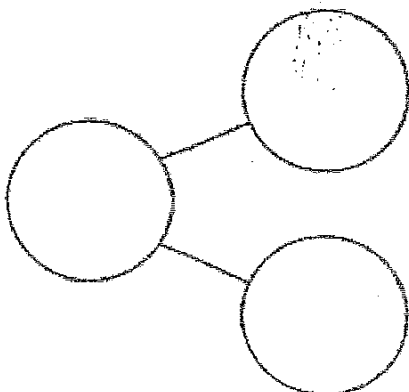
○ Hundreds ○ Tens ○ Ones

_____ + _____ + _____ = _____

Odd or
Even?

-10	-1	+1	+10	+100

Make a Number Bond



_____ + _____ = _____

_____ + _____ = _____

_____ - _____ = _____

_____ - _____ = _____

Counting Money Review, Tuesday, March 24.

Name _____ # _____

1. Write the amounts of money in cents and dollars.
 - a. 2 nickels, 3 pennies, 1 quarter, 1 dime
 - b. 3 one-dollar bills, 3 quarters, 2 nickels, 1 penny
 - c. 5 nickels, 3 dimes, 4 quarters, 8 pennies
 - d. 5 one-dollar bills, one quarter, 4 dimes, 2 nickels
2. How many quarters make one dollar?
3. How many nickels make one dollar?
4. How many pennies make one dollar?

3/24/20 Tues.

Fill in each blank with the correct answer.

4. $6 \times 4 =$ _____

9. $8 \times 10 =$ _____

5. $3 \times 5 =$ _____

10. $9 \times 4 =$ _____

6. $6 \times 5 =$ _____

11. $7 \times 10 =$ _____

7. $9 \times 5 =$ _____

12. $2 \times 4 =$ _____

8. $3 \times 10 =$ _____

13. $7 \times 5 =$ _____

Fill in each blank with the correct answer.

14. $30 \div 5 =$ _____

19. $90 \div 10 =$ _____

15. $20 \div 10 =$ _____

20. $12 \div 4 =$ _____

16. $16 \div 4 =$ _____

21. $100 \div 10 =$ _____

17. $40 \div 5 =$ _____

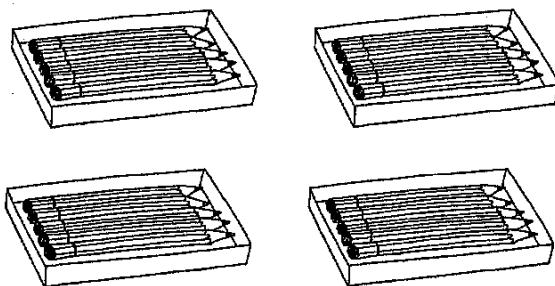
22. $10 \div 5 =$ _____

18. $24 \div 4 =$ _____

23. $40 \div 10 =$ _____

Write 2 multiplication and division sentences for each set of pictures.

24.



_____ \times _____ = _____

_____ \div _____ = _____

_____ \times _____ = _____

_____ \div _____ = _____





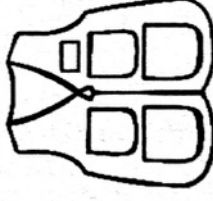


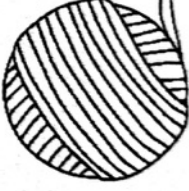
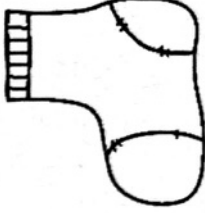
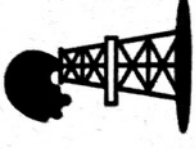


Name: _____

Classifying Resources

Directions: Cut out the pictures, sort into the correct group and glue.

Natural Resources	Manmade Resources

Cut out the pictures, sort into the correct group and glue.

 <p>plant</p>	 <p>sunlight</p>	 <p>key</p>
 <p>gloves</p>	 <p>vest</p>	 <p>coal</p>
 <p>water</p>	 <p>yarn</p>	 <p>sock</p>
 <p>oil</p>	 <p>plastic bottle</p>	 <p>wood</p>

Name: _____

Natural Resources

Directions: Draw two examples of natural resources,
label them and write the definition below.

Natural Resources

--	--

Write the definition of a natural resource.

Use page 147 in "Resources" text.
Write in complete sentences.

Hello K-3 parents,

In the coming weeks, I hope that you will be able to enjoy this special “Specials” time with your children. Despite these unusual circumstances, I love the idea that you will be doing these art observations together with your child. I look forward to hearing stories about your art making when we can all meet once again. Please photograph and save those drawings for me to see.

I hope that integrating a little art into your daily routine will be an enriching experience for both you and your child.

Listed below, are some guidelines for continuing our classroom “Bellwork” routine.

I will provide more specific guidance for you with each assignment.

The beginning of Bellwork is a **Parent Assisted Assignment** to ensure student stays “on task”.

To begin “bellwork”

SEE

- Begin by setting a timer for 1-2 minutes of uninterrupted, completely silent looking. I do this at the start of each and every class (K-3), so your student is very familiar with this. Remind your child -- ***This is silent looking time for only one minute.***
- Ask your child to sit quietly and just LOOK in order to **SEE** what is in the picture. They are **not** to voice any questions just yet. They must keep questions/comments to themselves until the one silent minute is up.
- Once they have settled in, quietly suggest that they **search** for different types of:
 - **LINE** - horizontal, vertical, diagonal, straight, curved.....
 - **SHAPE** - geometric or organic shapes made up of what kind of lines?
 - **COLOR**- warm or cool colors, primary colors, complementary colors.....
 - **VALUE**- darker and lighter areas, creating contrast, shadows and form.
 - **FORM**- What things in the picture look like you could pick them up? Forms have volume and are not flat like drawn shapes on paper.
 - **TEXTURE**- What would it feel like to touch what is in the painting/sculpture? How do you imagine something feeling if you could touch it?
 - **SPACE**- Are there shapes in the “negative space” of the image? Where can you find some shapes that are somewhat hidden? What shapes do you notice first? Are most of the shapes similar or are there many different types of shapes?
(These are the “Elements of Art”)
- ***You may quietly guide them through the image....by hinting at some of the things that you happen to be noticing as well. Ask that they not verbally respond, but just to continue looking and listening to your quiet guidance through the image; speaking to guide and not converse during this silent minute of looking. Statements could be as simple as “what shape do you see in the top right corner of this picture?”.....Do you see similar shapes anywhere else in the picture?”***
- ***You will be setting an example on how to look without judgement or formulation of a story or projecting a meaning, but to instead just look at what it is that you actually SEE in front of you.***

THINK

- **THE SILENT MINUTE IS OVER.....**
- This is the time to share with one another discoveries and observations from their silent looking time.
- The title of the work may be read and discussed as to how it relates to the image.
- Considering the ***elements of art*** mentioned above, ask your child how the artists' choices affect the artwork and why.
- If the artist made different choices, how might that create a very different work of art with different feelings/meaning/message?
- How do the elements of art work together to guide your eye through the work?
- What do you **THINK** the artist wants you to notice first? What are some of the smallest details that are more difficult to notice right away?

WONDER

- All of those questions that you and your child may have about the artwork--Now is the time to research and compare your own discoveries and ideas about the work with the others.
- What was the artists' intent in the work of art? Why did he/she make this work of art? Who is the artwork made for?
- Along with the weekly images of artwork, I will provide some additional links for further research -- videos and readings for you and your child to learn more about the artist and his/her artwork together.

(Independent Work)

CREATE - Specific Instructions given along with the image document.

After looking at and discussing artwork, allow a minimum of 15 minutes of drawing time; copy the image as accurately as possible; with as much detail as possible.

I will provide more specific instructions with each image.

Materials needed will be very basic:

- Index cards (draw on the blank backside) The larger, 4" x 6" size, if possible.
- Pencils, Black ball point pens
- Extra fine black Sharpie (for 2nd, 3rd)
- No erasers please. I emphasize drawing lightly and then cover up "mistakes" with other lines and shading.
- Materials to gather for the coming weeks:
 - Pan watercolors
 - Sidewalk Chalk
 - Q-tips (to rub graphite and chalk into paper)

Daily Bellwork Image #1-Tuesday

Directions for daily bellwork Observations (**Parent Assisted**) and Drawing (**Independent Work**):

1. Display the image below on a computer or print it out in color.

- You may also do a web search for the image (**Pieter Bruegel-*The Tower of Babel (1563)***) and print out these directions separately.

2. To assist in drawing the image in proportion to the original artwork:

- Cut down a large index card to approximately the same rectangular shape as the painting.
- Ask your scholar to find the center of the image by measuring from corners with fingers-they have been shown how to do this in class many times.
- Put a dot in the very center of the image using an Expo marker, directly on the computer monitor or print out and mark the center (You could also use the computer drawing tool to “mark up” the center of the image on the screen).
Normally, I'd “mark up” the image projected onto the whiteboard.
- After they mark the center of the image, then mark the center of the blank PAPER INDEX CARD.
- Ask your scholar to continue to divide up the space between the center dot to the top edge.....and mark with a dot; From the center dot to the bottom edge of paper....and mark with a dot. Continue dividing the space to the right and left of the center dot.
- Ask your student to notice what lines and shapes are near the dots they have just made. **All dots on the image should correspond to a dot on their blank paper.**
- This method will help them to **fill their page** with the image in the correct proportions.

3. Continue drawing as many details with pencil only. **NO ERASER**

- Please do not allow your scholar to use an eraser. This drawing exercise is all about process and practice.
- Students are practicing to develop the ability to adjust the amount of pressure necessary to the paper; Students are practicing working in a relaxed manner; a calm attitude free from stress. I don't want them to spend their entire drawing time erasing.....
- Remind students that they may cover up any mistakes with darker values later as they continue to work on their drawing.
 - Begin coloring in, with a pencil, the darkest areas. Remember to squint your eyes to find the **shapes** of the darkest areas....the darkest **values**.
 - **Draw any people last.....No stick figures. What are the shapes?? Ovals,rectangles, triangles?**

Scholarly Article for further independent study: (optional)

<https://jhna.org/articles/come-let-us-make-a-city-and-a-tower-pieter-bruegel-the-elder-tower-of-babel-creation-harmonious-community-antwerp/>

Khan Academy Video Link: *(optional)*

<https://www.khanacademy.org/humanities/renaissance-reformation/northern/antwerp-bruges/v/pieter-bruegel-the-elder-the-tower-of-babel-1563>

Pieter Bruegel
The Tower of Babel (1563)



Mission Possible - Task Sheet

Complete	Missions
	Do 8 sit-ups in each corner of the room.
	Skip one lap around the room.
	Do 12 jumping jacks.
	Touch all 4 walls of the room.
	Hop on one foot from one end of the room to the other.
	Do 15 pretend basketball shots. Nothing but net!
	Crab walk and touch 3 chairs
	Jog on the spot and sing "Row, Row, Row Your Boat".
	Pretend to jump rope for 1 minute.
	Do a wall push-up on each wall in the room.
	Do any dance move for 30 seconds.
	Complete 20 bunny hops.
	Grapevine or shuffle across the room and back 2 times.

Complete these tasks alone or do missions together as a team.

Complete the missions in any order.

When you are done with the missions, do a star jump and yell "Mission Accomplished!"

Daily Student Instruction Sheet

WEDNESDAY

ELA

Spalding (20 Minutes)

Spalding

Goal/Objective: Practice homonyms from the Spalding List in cursive.

Materials needed: Spalding Resource /Spalding List, Spalding Paper

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

- ☐ Dictate the 7 words (one at a time) to your child. 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 	

- ☐ After finishing the list of 7 words, have your child fold his/her paper so the words do not show
- ☐ Repeat this process 1 more times so each word has been practiced a total of 2 times.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best cursive handwriting.

Literature

Goal/Objective: Read and answers questions about "Charlotte's Web"

Materials needed: "Charlotte's Web"chapter 3 and worksheet page 6

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

- ☐ Read aloud chapter 3 - PA
- ☐ Use story to answer questions in complete sentences in cursive on worksheet page 6 - I

Literature (15 Minutes)




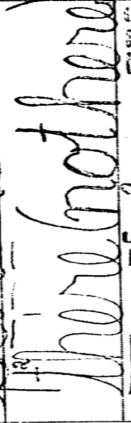
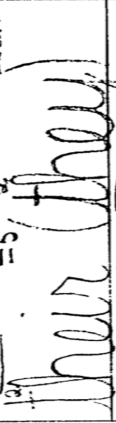
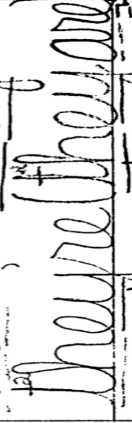

Daily Student Instruction Sheet

<p>Grammar/Writing (10 Minutes)</p> <p>Reading (20+ minutes)</p>	<p><u>Grammar/Writing</u> Goal/Objective: Students will find and fix mistakes in a paragraph. Students will write one sentence.</p> <p>Materials needed: "A Strong Heart" paragraph for editing, Spalding paper</p> <p>Specific Instructions: (I=independent; PA=parent assistance)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read "A Strong Heart" paragraph, Wednesday and try to find all the mistakes - I. (Some students may need help reading the passage) <input type="checkbox"/> Choose one word from today's spelling words and write it in a sentence. - I (Use paper from Monday) <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 reading on log.
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Students will review number sense, skip counting, counting money, and multiplication and division.</p> <p>Materials needed: Number of the Day sheet, counting money worksheet, worksheet page 76</p> <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Number of the Day: 790-I <input type="checkbox"/> Sing your skip counting songs 2-6's while doing knee to hand crossovers (Left hand to right knee-right hand to left knee)-I <input type="checkbox"/> Complete money worksheet-I <input type="checkbox"/> Complete worksheet page 76-multiplying and dividing-I
<p>SCIENCE/ HISTORY (20 Minutes)</p>	<p><u>Science</u> Goal/Objective: Review natural & man-made resources, and how to conserve resources.</p> <p>Materials needed: "Ways You Can Help" worksheet</p> <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss ways you can conserve natural resources at home (reduce, reuse, and recycle). - PA <input type="checkbox"/> Have students fill out "Ways You Can Help" worksheet.- I <p><u>History</u> Goal/Objective: review previously taught lesson</p> <p>Materials needed: teachers guide</p>

Daily Student Instruction Sheet

	<p>Specific Instructions: (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read aloud chapter 4 “The California Gold Rush” - PA. The student book is included in the teachers guide. Ask questions as you read.
<p>OPTIONAL</p> <p>Spanish (10 Minutes)</p> <p>Music (10 Minutes)</p>	<p><u>Spanish</u></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: Vocabulary and phrases sheet and Images</p> <p>Specific Instructions (I=independent; PA=parent assistance)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show four images of stems that we eat. Review each stem in Spanish. <ul style="list-style-type: none"> <input type="checkbox"/> Ask your student, ¿Se pueden comer tallos? Then point to the images and say, Estas comidas son tallos. ¿Se pueden comer tallos? Help your student answer, Si, se pueden comer tallos. <input type="checkbox"/> Ask your student ¿Como que? Help your student answer, Como _____. (the stem) <p><u>Music</u></p> <p>Goal/Objective: Review Half Note</p> <p>Materials needed: rhythm patterns sheet</p> <p>Specific Instructions (I=independent; PA=parent assistance): PA</p> <p>Use sheet from Monday</p> <ul style="list-style-type: none"> <input type="checkbox"/> Please state the following prompt to review: “A note that lasts for <u>2 beats</u> is called a _____.” (Half Note) <input type="checkbox"/> “When we read a Half Note we say ____-____.” (Ta-ah) <input type="checkbox"/> Please ask your student to clap the included rhythm patterns and say the rhythm syllables. <input type="checkbox"/> Ask your student to sing “Here Comes a Bluebird” and keep the beat on their knees or shoulders <input type="checkbox"/> Ask your student to sing “Here Comes a Bluebird” and clap the rhythm. <input type="checkbox"/> Ask your student to sing “Here Comes a Bluebird” on rhythm syllables.

Spalding Spelling List (20 min) - Parent Key

Word	Example sentence	Notes
	I bought a new pair of shoes.	Write (two) after pair . Means "2". Use two letter ai.
	I took a bite of the pear .	Write (eat) after pear. This is pear we eat.
	Will you pare my apple?	Write (cut) after pare. The /r/ will cut between /o/ and /e/ for job 1.
	Are you there yet?	Clue: not here
	I borrowed their pencil.	Clue: they
	I guess they're driving home right now.	Clue: they are
	I ate lasagna for dinner yesterday .	Baseword: day prefix : yester

- ___ work on proper letter formation
- ___ work on neatness
- ___ work on proper sizing
- ___ remember proper marking

Name _____ # _____ Date : _____

[illegible]

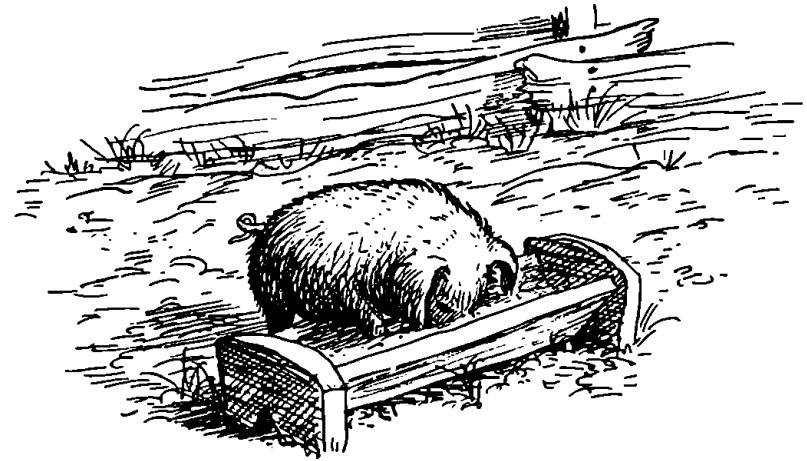
Chapter III

Escape

THE BARN was very large. It was very old. It smelled of hay and it smelled of manure. It smelled of the perspiration of tired horses and the wonderful sweet breath of patient cows. It often had a sort of peaceful smell—as though nothing bad could happen ever again in the world. It smelled of grain and of harness dressing and of axle grease and of rubber boots and of new rope. And whenever the cat was given a fish-head to eat, the barn would smell of fish. But mostly it smelled of hay, for there was always hay in the great loft up overhead. And there was always hay being pitched down to the cows and the horses and the sheep.

The barn was pleasantly warm in winter when the animals spent most of their time indoors, and it was pleasantly cool in summer when the big doors stood wide open to the breeze. The barn had stalls on the main floor for the work horses, tie-ups on the main floor for the cows, a sheepfold down below for the sheep, a pigpen down below for Wilbur, and it was

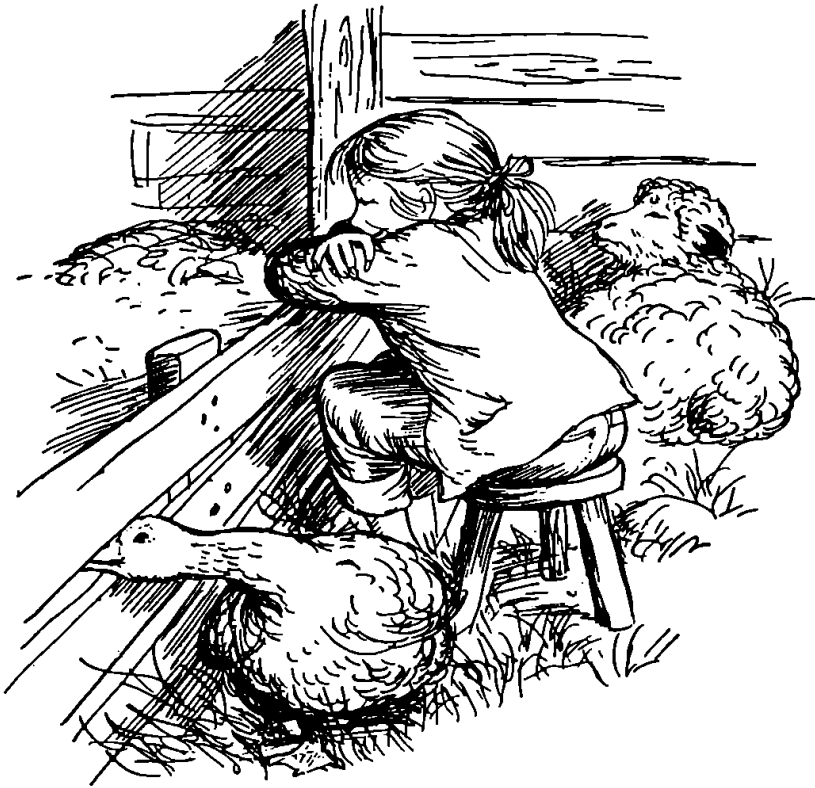
full of all sorts of things that you find in barns: ladders, grindstones, pitch forks, monkey wrenches, scythes, lawn mowers, snow shovels, ax handles, milk pails, water buckets, empty grain sacks, and rusty rat traps. It was the kind of barn that swallows like to build their nests in. It was the kind of barn that children like to play in. And the whole thing was owned by Fern's uncle, Mr. Homer L. Zuckerman.



Wilbur's new home was in the lower part of the barn, directly underneath the cows. Mr. Zuckerman knew that a manure pile is a good place to keep a young pig. Pigs need warmth, and it was warm and comfortable down there in the barn cellar on the south side.

Fern came almost every day to visit him. She found

an old milking stool that had been discarded, and she placed the stool in the sheepfold next to Wilbur's pen. Here she sat quietly during the long afternoons, thinking and listening and watching Wilbur. The



sheep soon got to know her and trust her. So did the geese, who lived with the sheep. All the animals trusted her, she was so quiet and friendly. Mr. Zuckerman did not allow her to take Wilbur out, and he did not allow

her to get into the pigpen. But he told Fern that she could sit on the stool and watch Wilbur as long as she wanted to. It made her happy just to be near the pig, and it made Wilbur happy to know that she was sitting there, right outside his pen. But he never had any fun—no walks, no rides, no swims.

One afternoon in June, when Wilbur was almost two months old, he wandered out into his small yard outside the barn. Fern had not arrived for her usual visit. Wilbur stood in the sun feeling lonely and bored.

"There's never anything to do around here," he thought. He walked slowly to his food trough and sniffed to see if anything had been overlooked at lunch. He found a small strip of potato skin and ate it. His back itched, so he leaned against the fence and rubbed against the boards. When he tired of this, he walked indoors, climbed to the top of the manure pile, and sat down. He didn't feel like going to sleep, he didn't feel like digging, he was tired of standing still, tired of lying down. "I'm less than two months old and I'm tired of living," he said. He walked out to the yard again.

"When I'm out here," he said, "there's no place to go but in. When I'm indoors, there's no place to go but out in the yard."

"That's where you're wrong, my friend, my friend," said a voice.

Wilbur looked through the fence and saw the goose standing there.

"You don't have to stay in that dirty-little dirty-little dirty-little yard," said the goose, who talked rather fast. "One of the boards is loose. Push on it, push-push-push on it, and come on out!"

"What?" said Wilbur. "Say it slower!"

"At-at-at, at the risk of repeating myself," said the goose, "I suggest that you come on out. It's wonderful out here."

"Did you say a board was loose?"

"That I did, that I did," said the goose.

Wilbur walked up to the fence and saw that the goose was right—one board was loose. He put his head down, shut his eyes, and pushed. The board gave way. In a minute he had squeezed through the fence and was standing in the long grass outside his yard. The goose chuckled.

"How does it feel to be free?" she asked.

"I like it," said Wilbur. "That is, I *guess* I like it." Actually, Wilbur felt queer to be outside his fence, with nothing between him and the big world.

"Where do you think I'd better go?"

"Anywhere you like, anywhere you like," said the goose. "Go down through the orchard, root up the sod! Go down through the garden, dig up the radishes! Root up everything! Eat grass! Look for corn! Look

for oats! Run all over! Skip and dance, jump and prance! Go down through the orchard and stroll in the woods! The world is a wonderful place when you're young."

"I can see that," replied Wilbur. He gave a jump in the air, twirled, ran a few steps, stopped, looked all around, sniffed the smells of afternoon, and then set off walking down through the orchard. Pausing in the shade of an apple tree, he put his strong snout into the ground and began pushing, digging, and rooting. He felt very happy. He had plowed up quite a piece of ground before anyone noticed him. Mrs. Zuckerman was the first to see him. She saw him from the kitchen window, and she immediately shouted for the men.

"Ho-mer!" she cried. "Pig's out! Lurvy! Pig's out! Homer! Lurvy! Pig's out. He's down there under that apple tree."

"Now the trouble starts," thought Wilbur. "Now I'll catch it."

The goose heard the racket and she, too, started hollering. "Run-run-run downhill, make for the woods, the woods!" she shouted to Wilbur. "They'll never-never-never catch you in the woods."

The cocker spaniel heard the commotion and he ran out from the barn to join the chase. Mr. Zuckerman heard, and he came out of the machine shed where he was mending a tool. Lurvy, the hired man, heard the

noise and came up from the asparagus patch where he was pulling weeds. Everybody walked toward Wilbur and Wilbur didn't know what to do. The woods seemed a long way off, and anyway, he had never been down there in the woods and wasn't sure he would like it.

"Get around behind him, Lurvy," said Mr. Zuckerman, "and drive him toward the barn! And take it easy—don't rush him! I'll go and get a bucket of slops."

The news of Wilbur's escape spread rapidly among the animals on the place. Whenever any creature broke loose on Zuckerman's farm, the event was of great interest to the others. The goose shouted to the nearest cow that Wilbur was free, and soon all the cows knew. Then one of the cows told one of the sheep, and soon all the sheep knew. The lambs learned about it from their mothers. The horses, in their stalls in the barn, pricked up their ears when they heard the goose hollering; and soon the horses had caught on to what was happening. "Wilbur's out," they said. Every animal stirred and lifted its head and became excited to know that one of his friends had got free and was no longer penned up or tied fast.

Wilbur didn't know what to do or which way to run. It seemed as though everybody was after him. "If this is what it's like to be free," he thought, "I believe I'd rather be penned up in my own yard."

The cocker spaniel was sneaking up on him from one



side, Lurvy the hired man was sneaking up on him from the other side. Mrs. Zuckerman stood ready to head him off if he started for the garden, and now Mr. Zuckerman was coming down toward him carrying a pail. "This is really awful," thought Wilbur. "Why doesn't Fern come?" He began to cry.

The goose took command and began to give orders.

"Don't just stand there, Wilbur! Dodge about, dodge about!" cried the goose. "Skip around, run toward me, slip in and out, in and out, in and out! Make for the woods! Twist and turn!"

The cocker spaniel sprang for Wilbur's hind leg. Wilbur jumped and ran. Lurvy reached out and grabbed. Mrs. Zuckerman screamed at Lurvy. The goose cheered for Wilbur. Wilbur dodged between

Lurvy's legs. Lurvy missed Wilbur and grabbed the spaniel instead. "Nicely done, nicely done!" cried the goose. "Try it again, try it again!"

"Run downhill!" suggested the cows.

"Run toward me!" yelled the gander.

"Run uphill!" cried the sheep.

"Turn and twist!" honked the goose.

"Jump and dance!" said the rooster.



"Look out for Lurvy!" called the cows.

"Look out for Zuckerman!" yelled the gander.

"Watch out for the dog!" cried the sheep.

"Listen to me, listen to me!" screamed the goose.

Poor Wilbur was dazed and frightened by this hulla-baloo. He didn't like being the center of all this fuss. He tried to follow the instructions his friends were giving him, but he couldn't run downhill and uphill at the same time, and he couldn't turn and twist when he was jumping and dancing, and he was crying so hard he could barely see anything that was happening. After all, Wilbur was a very young pig—not much more than a baby, really. He wished Fern were there to take him in her arms and comfort him. When he looked up and saw Mr. Zuckerman standing quite close to him, holding a pail of warm slops, he felt relieved. He lifted his nose and sniffed. The smell was delicious—warm milk, potato skins, wheat middlings, Kellogg's Corn Flakes, and a popover left from the Zuckermans' breakfast.

"Come, pig!" said Mr. Zuckerman, tapping the pail. "Come pig!"

Wilbur took a step toward the pail.

"No-no-no!" said the goose. "It's the old pail trick, Wilbur. Don't fall for it, don't fall for it! He's trying to lure you back into captivity-ivity. He's appealing to your stomach."

Wilbur didn't care. The food smelled appetizing. He took another step toward the pail.

"Pig, pig!" said Mr. Zuckerman in a kind voice, and began walking slowly toward the barnyard, looking all about him innocently, as if he didn't know that a little white pig was following along behind him.

"You'll be sorry-sorry-sorry," called the goose.

Wilbur didn't care. He kept walking toward the pail of slops.

"You'll miss your freedom," honked the goose. "An hour of freedom is worth a barrel of slops."

Wilbur didn't care.

When Mr. Zuckerman reached the pigpen, he climbed over the fence and poured the slops into the trough. Then he pulled the loose board away from the fence, so that there was a wide hole for Wilbur to walk through.

"Reconsider, reconsider!" cried the goose.

Wilbur paid no attention. He stepped through the fence into his yard. He walked to the trough and took a long drink of slops, sucking in the milk hungrily and chewing the popover. It was good to be home again.

While Wilbur ate, Lurvy fetched a hammer and some 8-penny nails and nailed the board in place. Then he and Mr. Zuckerman leaned lazily on the fence and Mr. Zuckerman scratched Wilbur's back with a stick.

"He's quite a pig," said Lurvy.

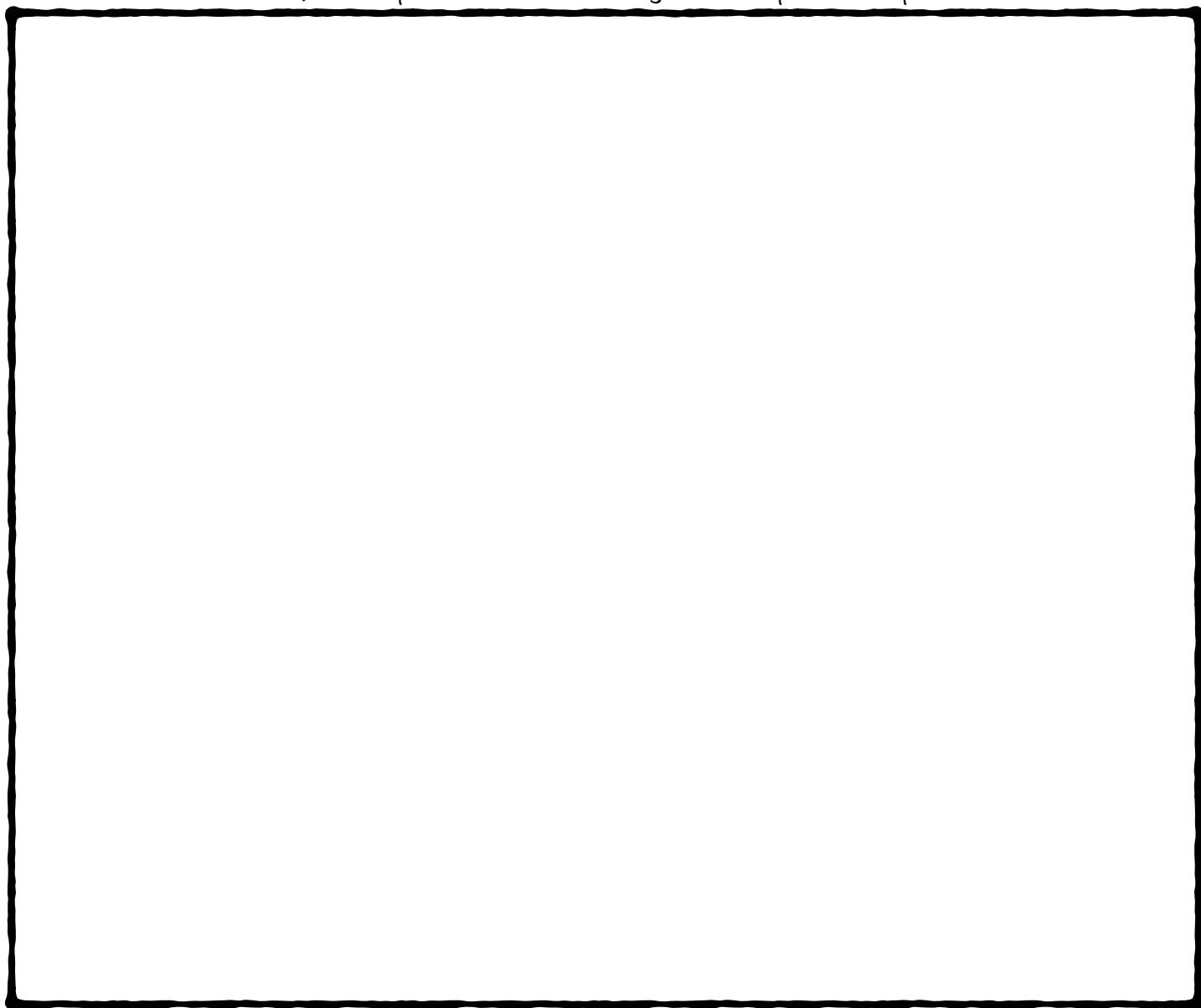
"Yes, he'll make a good pig," said Mr. Zuckerman.

Wilbur heard the words of praise. He felt the warm milk inside his stomach. He felt the pleasant rubbing of the stick along his itchy back. He felt peaceful and happy and sleepy. This had been a tiring afternoon. It was still only about four o'clock but Wilbur was ready for bed.

"I'm really too young to go out into the world alone," he thought as he lay down.

I Remember!

In the box, draw a picture of the barn using the description in chapter 3.



Write three details that you remember from the chapter. Use complete sentences!

I remember: _____

I remember: _____

I remember: _____

Name _____

How many times did you feel your heart beat it should beat about once every second When you finish reading this, stand up Jump up and down for won minute. then count your heartbeats for 15 seconds. what do you think will happen to the number of beats.



• question marks

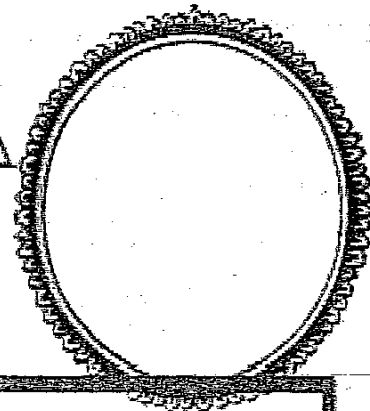
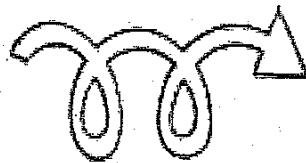
WEDNESDAY

WEEK 3

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Number of the **DAY**



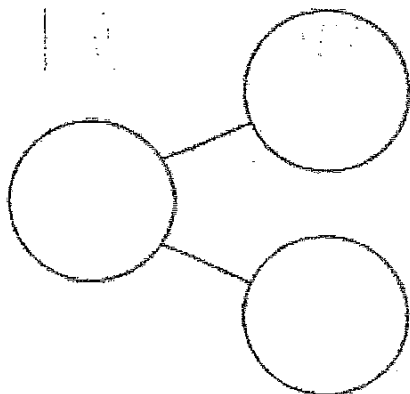
○ Hundreds ○ Tens ○ Ones

_____ + _____ + _____ = _____

Odd or
Even?

-10	-1	+1	+10	+100

Make a Number Bond



_____ ÷ _____ = _____

_____ + _____ = _____

_____ - _____ = _____

_____ - _____ = _____

Name: _____ # _____

Wed. 3/25/20



Counting money - pennies, nickels, dimes & quarter

Grade 2 Counting Money Worksheet

Add the coins.

1.  = _____

2.  = _____

3.  = _____

4.  = _____

5.  = _____

6.  = _____

7.  = _____

Fill in each blank with the correct answer.

6. $80 \div 10 = \underline{\hspace{2cm}}$

11. $\underline{\hspace{2cm}} \times 4 = 16$

7. $45 \div 5 = \underline{\hspace{2cm}}$

12. $10 \times \underline{\hspace{2cm}} = 20$

8. $12 \div 2 = \underline{\hspace{2cm}}$

13. $6 \times \underline{\hspace{2cm}} = 18$

9. $24 \div 3 = \underline{\hspace{2cm}}$

14. $\underline{\hspace{2cm}} \times 5 = 25$

10. $28 \div 4 = \underline{\hspace{2cm}}$

15. $\underline{\hspace{2cm}} \times 10 = 100$

Draw the models, and solve the following story problems.

16. There are 6 pencils in a box. How many pencils are there in 4 boxes?

There are $\underline{\hspace{2cm}}$ pencils in 4 boxes.




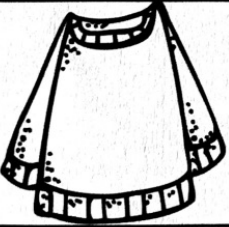


17. Zoe and 3 cousins shared a sum of \$36. How much did each of them receive?

Each of them received \$ $\underline{\hspace{2cm}}$.

Name: _____

Ways You Can Help!

Directions: Color the things you can do to help save the Earth. Circle reduce, reuse, or recycle for each.

1.		Take a short shower instead of a bath. A shower uses less water.
		Reduce Reuse Recycle
2.		Use both sides of your paper. Keep a scrap box in the classroom for used paper. Recycle when the box is full!
		Reduce Reuse Recycle
3.		Place paper, plastic, aluminum and glass garbage into special containers for trash collection.
		Reduce Reuse Recycle
4.		In the winter keep the heat low, put on a sweater if you feel chilly.
		Reduce Reuse Recycle
5.		Turn off the lights when you are not in the room. It will help save electricity and lower your family's electric bill.
		Reduce Reuse Recycle
6.		Wash and save glass and plastic containers. Use them in another way.
		Reduce Reuse Recycle



Chapter 4: “The California Gold Rush”

Tell students to turn to page 16 in the Student Book, noting that this chapter is titled “The California Gold Rush.” Ask them to look at the images on the page as you read aloud and listen to find out how the discovery of gold in California changed who moved to California.

CHAPTER
4

The California Gold Rush

When James Marshall looked into the river, his eyes nearly popped out of his head. There, just beneath the water, at the edge of the river, was a shining rock. Marshall picked up the rock. It was a piece of gold!



James was helping to build a sawmill in California. The year was 1848. California was now part of the United States. James and his boss, John Sutter, knew they had found gold. They tried to keep the discovery a secret. But it didn't stay a secret for very long.

16

CORE VOCABULARY—Explain that **gold** is a yellow metal that can be used to make jewelry. Gold is considered valuable; people pay to buy gold metal.

CORE VOCABULARY—Explain that a **sawmill** is a building where logs are cut so they can be used to build things.

Activity Page



AP 1.2



SUPPORT—Show students the location of California on Map of the United States (AP 1.2).

Ask students the following questions:

LITERAL—What did James Marshall find?

» James Marshall found gold in the river.

LITERAL—What was James doing in California?

- » James was helping to build a sawmill in California.

INFERENTIAL—Why do you think James and his boss tried to keep the discovery a secret?

- » They tried to keep the discovery a secret so others wouldn't come looking for gold and they could have it to themselves.

Now ask students to look at the image on page 17 as you read aloud.

Without cell phones and computers, news about the gold did travel slowly. But eventually the news reached the eastern part of the United States. Over the next three to four years, thousands of people, hoping to get rich, moved to California. Some went to start businesses; others went to mine for gold!



17

CORE VOCABULARY—Explain that **businesses** are stores or other places that sell goods or services. For example, a business might sell clothing or provide haircuts.

CORE VOCABULARY—Explain that to **mine** is to dig into the earth in search of valuable gems or metals, such as gold.

Ask students the following questions:

LITERAL—Why did news about the discovery of gold in California travel slowly?

- » News about the Gold Rush traveled slowly because there were no cell phones or computers to spread the news.

LITERAL—What happened when news about the discovery of gold in California did reach the eastern part of the United States?

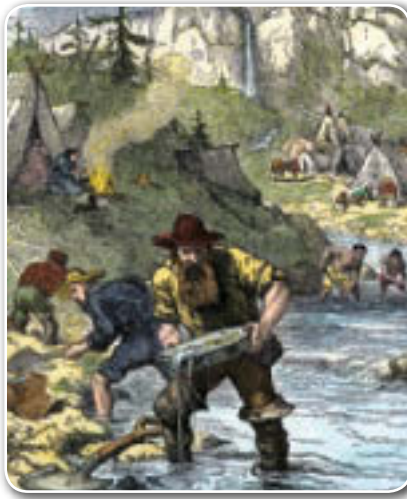
- » Thousands of people moved to California to look for gold and start businesses. They all hoped to get rich.

Ask students to look at the images on page 18 as you read aloud.

People called the miners “forty-niners” because so many of them came to California in 1849. As well as Americans, thousands of people traveled across the Pacific Ocean to search for gold. Many came from China.



One way to search for gold was to “pan” for it. Using a pan, a miner would scoop up gravel from a stream. Then the miner would hold the pan under the water for a few minutes. The flowing water would wash away all the gravel and leave the heavier gold flakes behind.



18

CORE VOCABULARY—Explain that **gravel** is small rocks and dirt.

SUPPORT—Call students’ attention to the images on the page, and explain what is happening in each image.

Ask students the following questions:

LITERAL—Why did people call the miners “forty-niners”?

- » People called the miners “forty-niners” because so many of them came to California in 1849.

LITERAL—How did miners search for gold?

- » One way that miners searched for gold was by panning for it—they would use a pan to scoop up gravel from a stream, hold it underwater, and look for gold flakes left behind.

Now ask students to look at the images on page 19 as you read aloud.

A man named Levi Strauss traveled to California with a strong denim fabric. Levi Strauss hoped to make tents out of the strong fabric and become rich. But other people had gotten there first. Miners already had tents. So Levi looked around and noticed that miners' pants were full of holes from mining or panning for gold.



Most miners wore pants made out of soft cotton fabric. Levi Strauss used his fabric to make strong denim pants. Thousands of miners bought Levi's pants. People like Levi, who started businesses, often became richer than those searching for gold.



19

CORE VOCABULARY—Explain that **denim** is a strong fabric that is used to make jeans and other clothing.

SUPPORT—**Show students something made of denim.** Ask students to look at what they are wearing and to raise their hands if they are wearing denim.

SUPPORT—You may wish to point out that Levi's® jeans are named for Levi Strauss.

Ask students the following questions:

LITERAL—Who was Levi Strauss?

- » Levi Strauss was a man who traveled to California with a sturdy denim fabric, hoping to make tents out of it and become rich.

LITERAL—What did Levi Strauss discover?

- » Levi Strauss discovered that the miners already had tents but that their pants were full of holes from mining or panning.

Students use the impersonal **se** [seh] with the verb **poder** [puhe-dehn] (can) and the adverb **como** [koh-moh] (like) to provide information about what parts of the plants you can eat.

Vocabulary and Phrases

tallos

[tah-yohs]

stems

el apio

[ehl ah-pyoh]

(celery)

los cebollines

[lohs seh-boh-yeens]

(chives)

los espárragos

[lohs ehs-pah-rrah-goh]

(asparagus)

los puerros

[lohs pweh-rrohs]

(leeks)

¿Se pueden comer tallos?

[Seh puhe-dehn koh-mehr tah-yohs?]

(Can you eat stems?)

Estas son tallos.

[Ehs-tah sohn tah-yohs.]

(These are stems.)

Si, se pueden comer tallos.

[See, puhe-dehn koh-mehr tah-yohs.]

(Yes, you can eat stems.)

¿Como que?

[Koh-moh keh?]

Like what?

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

[Koh-moh _____.]

Like _____.

- Show four images of stems that we eat. Review each stem in Spanish.



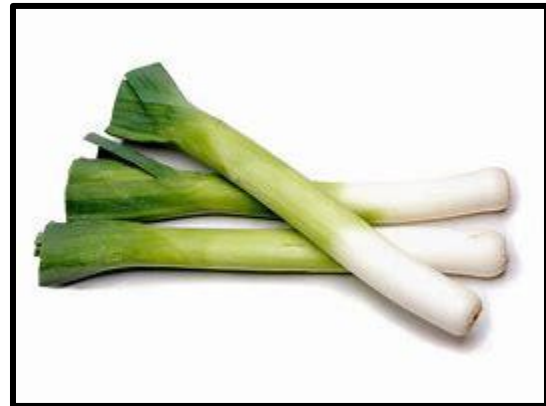
el apio
[ehl ah-pyoh]
(celery)



los cebollines
[lohs seh-boh-yeens]
(chives)



los espárragos
[lohs ehs-pah-rrah-goh]
(asparagus)



los puerros
[lohs pweh-rrohs]
(leeks)

- Ask your student,
¿Se pueden comer tallos?
[Seh puhe-dehn koh-mehr tah-yohs?]
(Can you eat stems?)
 - Then point to the images and say,
Estas son tallos.
[Ehs-tah sohn tah-yohs.]
(These are stems.)
- ¿Se pueden comer tallos?
[Seh puhe-dehn koh-mehr tah-yoh?]
(Can you eat stems?)

- Help your student answer,
Si, se pueden comer tallos.
[See, puhe-dehn koh-mehr tah-yohs.]
(Yes, you can eat stems.)
- Ask your student,
¿Como que?
[Koh-moh keh?]
Like what?
- Help your student answer,
Como _____. (Insert the name of the stem in Spanish)
[Koh-moh _____.]
Like _____.

Daily Student Instruction Sheet

THURSDAY

ELA

Spalding (15 Minutes)

Spalding

Goal/Objective: Practice homonyms from the Spalding List in cursive.

Materials needed: Spalding Resource sheet/Spalding List, Spalding Paper

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

- ☐ Dictate the 7 words (one at a time) to your child. 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 	

- ☐ After finishing the list of 7 words, have your child fold his/her paper so the words do not show
- ☐ Repeat this process 1 more times so each word has been practiced a total of 2 times.
- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best cursive handwriting.

Literature

Goal/Objective: Read and answers questions about "Charlotte's Web"

Materials needed: "Charlotte's Web" chapter 4 and worksheet page 8

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

- ☐ Read aloud chapter 4 - PA
- ☐ Use story to answer questions on worksheet page 8 - I

Literature (15 Minutes)

Daily Student Instruction Sheet

<p>Grammar/Writing (10 Minutes)</p>	<p><u>Grammar/Writing</u> Goal/Objective: Students will find and fix mistakes in a paragraph. Students will write one sentence.</p> <p>Materials needed: "A Strong Heart" paragraph for editing, Spalding paper</p> <p>Specific Instructions:(I=independent; PA=parent assistance)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read "A Strong Heart" paragraph for Thursday and try to find all the mistakes - I. (Some students may need help reading the passage) <input type="checkbox"/> Choose one word from today's spelling words and write it in a sentence using your best cursive. - I <input type="checkbox"/> Use checklist in appendix to check your work. <p>Reading (20+ minutes)</p> <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 reading on log
<p>MATH (30 Minutes)</p>	<p><u>Math</u> Goal/Objective: Review number sense, skip counting, counting and writing money, and addition with renaming.</p> <p>Materials needed: Number of the Day worksheet, money worksheet, addition with renaming worksheet</p> <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Number of the Day sheet: 999-I <input type="checkbox"/> Review skip counting songs 2-6's--sing while doing hand to knee crossovers-I <input type="checkbox"/> Complete money review worksheet-I <input type="checkbox"/> Complete addition with renaming worksheet-I
<p>HISTORY (20 Minutes)</p>	<p><u>History</u> Goal/Objective: Review previously taught chapter.</p> <p>Materials needed: teachers guide, map, colored pencil or crayon</p> <p>Specific Instructions: (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read aloud chapter 5 "The Pony Express"- PA. Ask questions as you read <input type="checkbox"/> Ask students to explain in their words their understanding of the Pony Express.- PA <input type="checkbox"/> Have students trace the Pony Express route on the map with a colored pencil or crayon. (I)

Daily Student Instruction Sheet

OPTIONAL

Art (15-20
Minutes)

Art

Goal/Objective: Continue to practice dividing the space of the image, marked with a grid of 4 to 6 dots--marking center of artwork as the first measurement. Corresponding dots in a grid pattern are to be drawn on drawing paper. This assists in correct proportions and placement during the drawing process. Students are looking for large shapes first; the directions of lines; darkest values; final small details.

Materials needed:Pencil-NO ERASER, 4"x 6" or 5" x 8" index card in lieu of cardstock, bellwork pages, images

Optional: Colored Pencils(practice coloring with light pressure-no scribbles); Extra fine sharpie marker to trace over pencil lines before coloring in.

Specific Instructions:

- ☐ (PA=parent assistance) Student observations; See, Think, Wonder process of observing artwork - "Formal Analysis"; Preparation of correct proportions of drawing paper to match proportions of image; Discussion of artwork preceding copying/drawing of artwork
- ☐ (I=independent) Student drawing of artwork, only with parent/guardian supervision, so as to keep scholars "on task"....NO fast scribbles, only careful observations and drawing as a fully engaged scholar.

PE

Goal/Objective: Students will be able to perform a variety of exercises to strengthen muscles and increase heart rate.

Materials needed:Mission Task Sheet

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

- ☐ Complete each mission outside and check the box when you are done
May be I or PA

PE (10 Minutes)

Spalding Spelling List (20 min) - Parent Key

Word	Example sentence	Notes
meet (see)	It was lovely to meet your parents!	After children say the sounds for meet , tell them that they will use the word see to find phonogram for meaning.
meat (eat)	Carnivores only eat meat .	After children say the sounds for meat , tell them that they will use the word eat to find phonogram for meaning.
were	We were going to the pool but it started raining.	
where	Do you know where Lola hid her bone?	
there	Can you bring me the plate from over there ?	Put a 1 above e to show it is not er .
here	The trash can is right here .	
country n.6	There are many wildflowers in the country during Spring.	After children say the syllables say, "Use ow , ō , ōō , ū ." For spelling say tri .

- ___ work on proper letter formation
- ___ work on neatness
- ___ work on proper sizing
- ___ remember proper marking

Name _____ # _____ Date : _____

[illegible]

Chapter IV

Loneliness

THE NEXT day was rainy and dark. Rain fell on the roof of the barn and dripped steadily from the eaves. Rain fell in the barnyard and ran in crooked courses down into the lane where thistles and pigweed grew. Rain splattered against Mrs. Zuckerman's kitchen windows and came gushing out of the downspouts. Rain fell on the backs of the sheep as they grazed in the meadow. When the sheep tired of standing in the rain, they walked slowly up the lane and into the fold.

Rain upset Wilbur's plans. Wilbur had planned to go out, this day, and dig a new hole in his yard. He had other plans, too. His plans for the day went something like this:

Breakfast at six-thirty. Skim milk, crusts, middlings, bits of doughnuts, wheat cakes with drops of maple syrup sticking to them, potato skins, leftover custard pudding with raisins, and bits of Shredded Wheat.

Breakfast would be finished at seven.

From seven to eight, Wilbur planned to have a talk

with Templeton, the rat that lived under his trough. Talking with Templeton was not the most interesting occupation in the world but it was better than nothing.

From eight to nine, Wilbur planned to take a nap outdoors in the sun.

From nine to eleven he planned to dig a hole, or trench, and possibly find something good to eat buried in the dirt.

From eleven to twelve he planned to stand still and watch flies on the boards, watch bees in the clover, and watch swallows in the air.

Twelve o'clock—lunchtime. Middlings, warm water, apple parings, meat gravy, carrot scrapings, meat scraps, stale hominy, and the wrapper off a package of cheese. Lunch would be over at one.

From one to two, Wilbur planned to sleep.

From two to three, he planned to scratch itchy places by rubbing against the fence.

From three to four, he planned to stand perfectly still and think of what it was like to be alive, and to wait for Fern.

At four would come supper. Skim milk, provender, leftover sandwich from Lurvy's lunchbox, prune skins, a morsel of this, a bit of that, fried potatoes, marmalade drippings, a little more of this, a little more of that, a piece of baked apple, a scrap of upsidedown cake.

Wilbur had gone to sleep thinking about these plans.

He awoke at six and saw the rain, and it seemed as though he couldn't bear it.

"I get everything all beautifully planned out and it has to go and rain," he said.

For a while he stood gloomily indoors. Then he walked to the door and looked out. Drops of rain struck his face. His yard was cold and wet. His trough had an inch of rainwater in it. Templeton was nowhere to be seen.

"Are you out there, Templeton?" called Wilbur. There was no answer. Suddenly Wilbur felt lonely and friendless.

"One day just like another," he groaned. "I'm very young, I have no real friend here in the barn, it's going to rain all morning and all afternoon, and Fern won't come in such bad weather. Oh, *honestly!*" And Wilbur was crying again, for the second time in two days.

At six-thirty Wilbur heard the banging of a pail. Lurvy was standing outside in the rain, stirring up breakfast.

"C'mon, pig!" said Lurvy.

Wilbur did not budge. Lurvy dumped the slops, scraped the pail, and walked away. He noticed that something was wrong with the pig.

Wilbur didn't want food, he wanted love. He wanted a friend—someone who would play with him. He mentioned this to the goose, who was sit-

ting quietly in a corner of the sheepfold.

"Will you come over and play with me?" he asked.

"Sorry, sonny, sorry," said the goose. "I'm sitting-sitting on my eggs. Eight of them. Got to keep them toasty-oasty-oasty warm. I have to stay right here, I'm no fliberty-iberty-gibbet. I do not play when there are eggs to hatch. I'm expecting goslings."

"Well, I didn't think you were expecting woodpeckers," said Wilbur, bitterly.

Wilbur next tried one of the lambs.

"Will you please play with me?" he asked.

"Certainly not," said the lamb. "In the first place, I cannot get into your pen, as I am not old enough to jump over the fence. In the second place, I am not interested in pigs. Pigs mean less than nothing to me."

"What do you mean, *less* than nothing?" replied Wilbur. "I don't think there is any such thing as *less* than nothing. Nothing is absolutely the limit of nothingness. It's the lowest you can go. It's the end of the line. How can something be less than nothing? If there were something that was less than nothing, then nothing would not be nothing, it would be something—even though it's just a very little bit of something. But if nothing is *nothing*, then nothing has nothing that is less than *it* is."

"Oh, be quiet!" said the lamb. "Go play by yourself! I don't play with pigs."

Sadly, Wilbur lay down and listened to the rain. Soon he saw the rat climbing down a slanting board that he used as a stairway.

"Will you play with me, Templeton?" asked Wilbur.



"Play?" said Templeton, twirling his whiskers. "Play? I hardly know the meaning of the word."

"Well," said Wilbur, "it means to have fun, to frolic, to run and skip and make merry."

"I never do those things if I can avoid them," replied the rat, sourly. "I prefer to spend my time eating, gnawing, spying, and hiding. I am a glutton but not a merry-

maker. Right now I am on my way to your trough to eat your breakfast, since you haven't got sense enough to eat it yourself." And Templeton, the rat, crept stealthily along the wall and disappeared into a private tunnel that he had dug between the door and the trough in Wilbur's yard. Templeton was a crafty rat, and he had things pretty much his own way. The tunnel was an example of his skill and cunning. The tunnel enabled him to get from the barn to his hiding place under the pig trough without coming out into the open. He had tunnels and runways all over Mr. Zuckerman's farm and could get from one place to another without being seen. Usually he slept during the daytime and was abroad only after dark.

Wilbur watched him disappear into his tunnel. In a moment he saw the rat's sharp nose poke out from underneath the wooden trough. Cautiously Templeton pulled himself up over the edge of the trough. This was almost more than Wilbur could stand: on this dreary, rainy day to see his breakfast being eaten by somebody else. He knew Templeton was getting soaked, out there in the pouring rain, but even that didn't comfort him. Friendless, dejected, and hungry, he threw himself down in the manure and sobbed.

Late that afternoon, Lurvy went to Mr. Zuckerman. "I think there's something wrong with that pig of yours. He hasn't touched his food."

"Give him two spoonfuls of sulphur and a little molasses," said Mr. Zuckerman.

Wilbur couldn't believe what was happening to him when Lurvy caught him and forced the medicine down his throat. This was certainly the worst day of his life. He didn't know whether he could endure the awful loneliness any more.



Darkness settled over everything. Soon there were only shadows and the noises of the sheep chewing their cuds, and occasionally the rattle of a cow-chain up overhead. You can imagine Wilbur's surprise when, out of the darkness, came a small voice he had never heard before. It sounded rather thin, but pleasant. "Do you want a friend, Wilbur?" it said. "I'll be a friend to you. I've watched you all day and I like you."

"But I can't see you," said Wilbur, jumping to his feet. "Where are you? And *who* are you?"

"I'm right up here," said the voice. "Go to sleep. You'll see me in the morning."

Fill in Wilbur's schedule.

From 6:30-7:00, Wilbur plans to: _____

From 7:00-8:00 AM, Wilbur plans to: _____

From 8:00-9:00 AM, Wilbur plans to: _____

From 9:00-11:00 AM, Wilbur plans to: _____

From 11:00 AM-12:00 PM, Wilbur plans to: _____

From 12:00-1:00 PM, Wilbur plans to: _____

From 1:00-2:00 PM, Wilbur plans to: _____

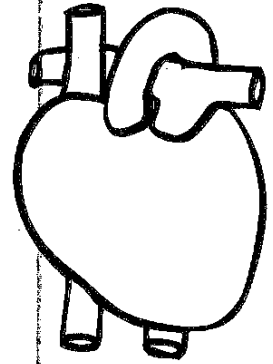
From 2:00-3:00 PM, Wilbur plans to: _____

From 3:00-4:00 PM, Wilbur plans to: _____

At 4:00 PM, Wilbur plans to: _____



when you exercise, your heart beats faster. Your heart is a muscle when it beats faster, it gets stronger. It even grows a little! you should exercise at least three days each week for 20 to 30 minutes at a time. get up and do something make your heart stronger!



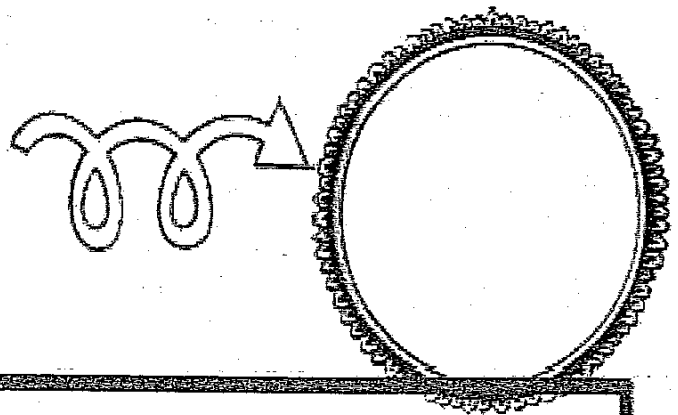
THURSDAY

WEEK 3

1#

[illegible]

Number of the **DAY**



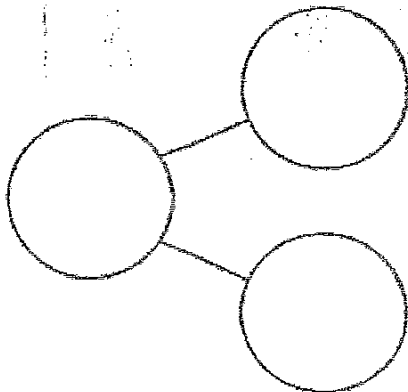
○ Hundreds ○ Tens ○ Ones

_____ + _____ + _____ = _____

Odd or
Even?

-10	-1	+1	+10	+100

Make a Number Bond



_____ + _____ = _____

_____ + _____ = _____

_____ - _____ = _____

_____ - _____ = _____

Thursday

3/26/20










Name

Date

COUNT THE COINS TO \$1 SHEET 2



Write the total amount of money at the end of each row.

	30¢
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____

* Draw 3 ways you can make \$2.00.

3/26/20
Thurs

Name _____

$$\begin{array}{r} \square \square \\ 1. \begin{array}{|c|c|c|} \hline 2 & 4 & 8 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 1 & 6 & 3 \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 2. \begin{array}{|c|c|c|} \hline 3 & 8 & 8 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 3 & 5 & 4 \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 3. \begin{array}{|c|c|c|} \hline 1 & 4 & 7 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 4 & 7 & 3 \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 4. \begin{array}{|c|c|c|} \hline 5 & 4 & 9 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 1 & 8 & 3 \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 5. \begin{array}{|c|c|c|} \hline 3 & 8 & 4 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 2 & 7 & 7 \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 6. \begin{array}{|c|c|c|} \hline 4 & 9 & 6 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 1 & 4 & 4 \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 7. \begin{array}{|c|c|c|} \hline 5 & 7 & 4 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 1 & 3 & 6 \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 8. \begin{array}{|c|c|c|} \hline 2 & 7 & 9 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 2 & 4 & 5 \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 9. \begin{array}{|c|c|c|} \hline 2 & 8 & 5 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 4 & 2 & 5 \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 10. \begin{array}{|c|c|c|} \hline 3 & 6 & 8 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 2 & 5 & 2 \\ \hline \end{array} \\ \hline \end{array}$$

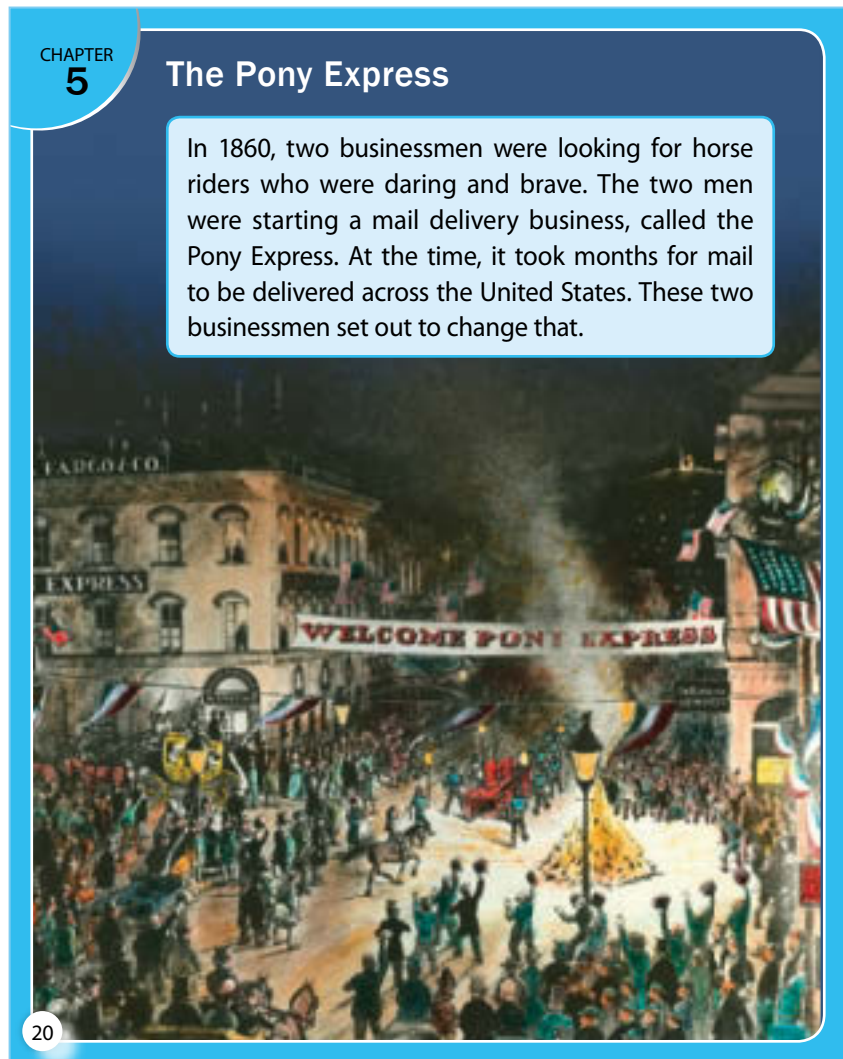
$$\begin{array}{r} \square \square \\ 11. \begin{array}{|c|c|c|} \hline 1 & 8 & 3 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 1 & 2 & 7 \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 12. \begin{array}{|c|c|c|} \hline 6 & 6 & 8 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline 2 & 3 & 4 \\ \hline \end{array} \\ \hline \end{array}$$

Correct ____/12

Chapter 5: “The Pony Express”

Tell students to turn to page 20 in the Student Book, and tell them that this chapter is titled “The Pony Express.” Ask them to look at the image on the page as you read aloud.



CORE VOCABULARY—Explain that **businessmen** are men who make money by selling goods or services.

Ask students the following questions:

LITERAL—What business did the two businessmen start in 1860?

- » Two businessmen started the Pony Express in 1860, a mail delivery business.

INFERENTIAL—What part of the Read Aloud that you just heard tells you that working as a rider for the Pony Express might be dangerous?

- » The Read Aloud said that the businessmen who started the Pony Express were looking for riders who were daring and brave.

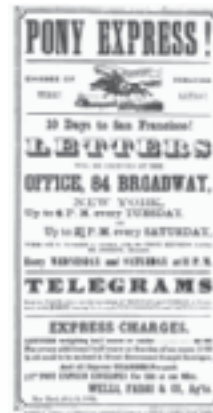
EVALUATIVE—What problem were the businessmen trying to solve?

- » The businessmen were trying to solve the problem of mail taking months to be delivered across the United States.

Now ask students to look at the images on page 21 as you read aloud.

The Pony Express was a horse-and-rider relay system. The Pony Express started in St. Joseph, Missouri, and went all the way to Sacramento, California. Mail could also be brought from the East to St. Joseph and then be taken to the West. The Pony Express promised to deliver the mail in only ten days.

Here's how the Pony Express worked. Relay stations were set up on the route about every fifteen miles. Each station kept fast horses. Riders got a fresh horse at each station and rode on as fast as they could.



21

SUPPORT—Tell students that a horse-and-rider relay system is when a rider takes mail by horse as fast as he can to a place known as a relay station. At the relay station, the rider would get a fresh, rested horse and would ride on with the mail to the next station as fast as he could, or a new rider on a new horse would pick up the mail and go to the next station. This continued until the mail arrived where it was supposed to go.

Activity Page



AP 1.2



SUPPORT—Have students take out their copies of **Map of the United States (AP 1.2)** and trace the route of the Pony Express with their fingers, starting in St. Joseph, Missouri, and stopping in Sacramento, California.

SUPPORT—Engage students in a mock Pony Express game by having them relay a letter to each other from different “relay stations” in the classroom. Give each station a different name, and have students compete in teams to see who can complete the relay first. If your school has an outdoor track, this activity could be conducted there, instead of the classroom.

Ask students the following questions:

LITERAL—How did the Pony Express work?

- » The Pony Express was a horse-and-rider relay system.

LITERAL—Where did the relay system start and end?

- » The relay system started in St. Joseph, Missouri, and ended in Sacramento, California.

LITERAL—How soon did the Pony Express promise to deliver mail?

- » The Pony Express promised to deliver mail in only ten days.

Ask students to look at the image on page 22 as you read aloud.

Most Pony Express riders were teenage boys. The youngest was eleven years old. His name was Bronco Charlie. One day Charlie was at the Pony Express station when a horse came in without his rider. Charlie rode the horse to the next station in record time, so he became a regular rider.



22

CORE VOCABULARY—Explain that **record time** means faster than anyone else before.

Ask students the following questions:

LITERAL—How old were most Pony Express riders?

- » Most Pony Express riders were teenage boys.

LITERAL—Who was Bronco Charlie?

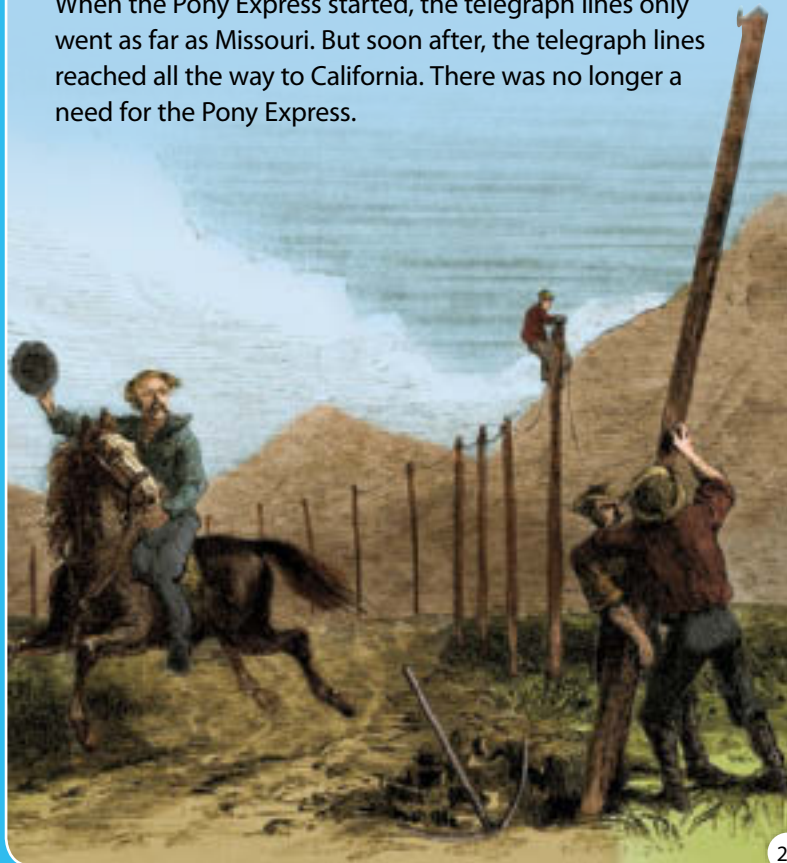
- » Bronco Charlie was the youngest Pony Express rider. He was eleven years old.

LITERAL—What did Bronco Charlie do?

- » Bronco Charlie rode a horse to the next station in record time.

Now ask students to look at the image on page 23 as you read aloud.

The Pony Express lasted only a year and a half. A new kind of communication called the telegraph replaced it. The telegraph could send and receive messages using wires and signals. When the Pony Express started, the telegraph lines only went as far as Missouri. But soon after, the telegraph lines reached all the way to California. There was no longer a need for the Pony Express.



23

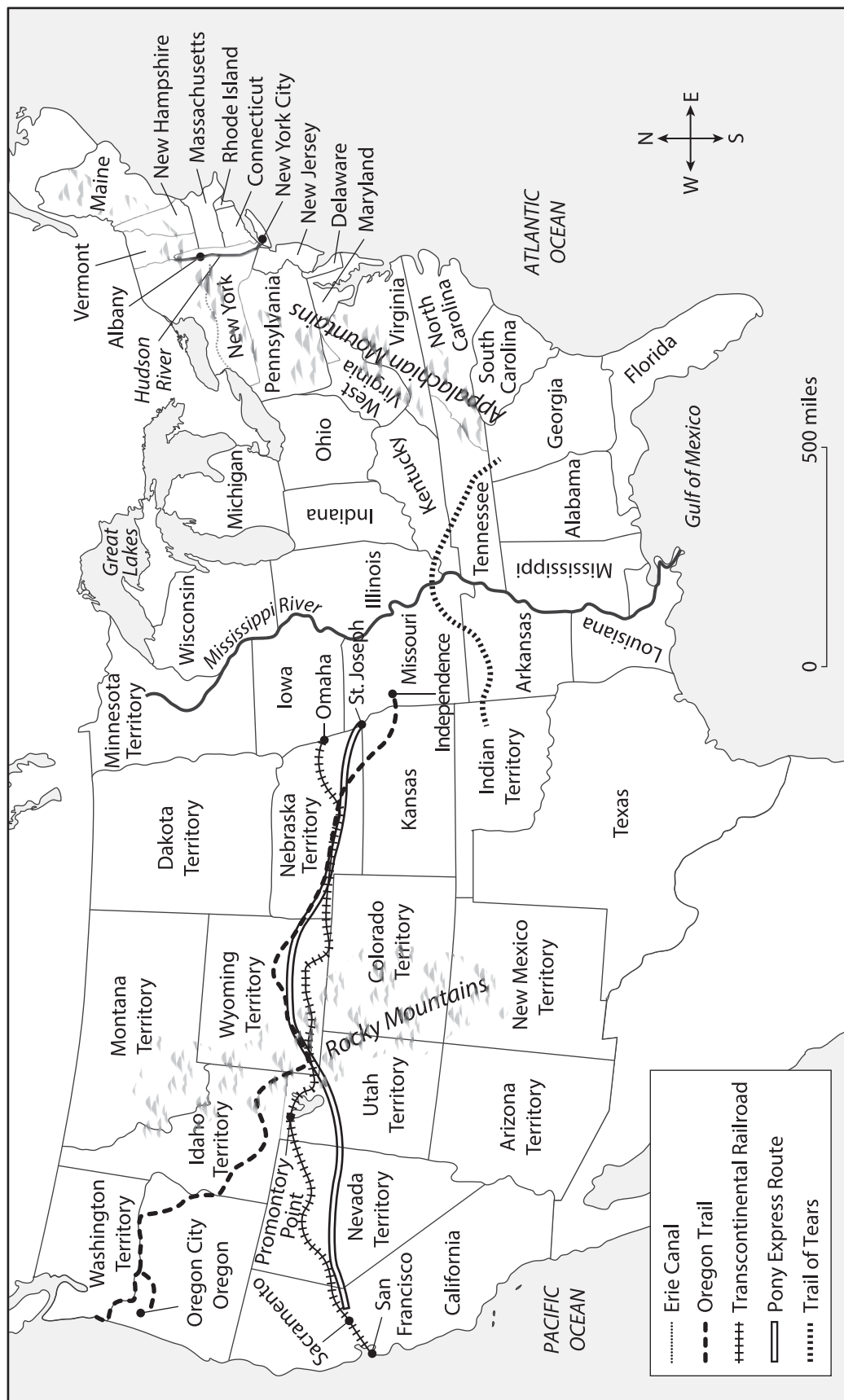
CORE VOCABULARY—Explain that a **telegraph** is a machine that relays messages over long distances by sending signals through wires.

Ask students the following questions:

LITERAL—How long did the Pony Express last?

- » The Pony Express lasted a year and a half.

Date



Daily Bellwork Image #2 - Thursday

Directions for daily Bellwork Observations and Drawing:

1. Display the image below on a computer or print it out in color.

- You may also do a web search for the image (**Pieter Bruegel-*Landscape with the Fall of Icarus (1558)***) and print out the following directions separately.

2. To assist in drawing the image in proportion to the original artwork:

- Cut down a large index card (4" x 6" or 5" x 8") to approximately the same rectangular shape as the painting.
- Ask your scholar to find the center of the image by measuring from corners with fingers -- they have been shown how to do this in class many times.
- Put a dot in the very center of the image using an Expo marker, directly on the computer monitor or print out and mark the center (You could also use the computer drawing tool to "mark up" the center of the image on the screen). *Normally, I'd "mark up" the image projected onto the whiteboard.*
- After they mark the center of the image, then mark the center of the blank PAPER INDEX CARD.
- Ask your scholar to continue to divide up the space between the center dot to the top edge.....and mark with a dot; From the center dot to the bottom edge of paper....and mark with a dot. Continue dividing the space to the right and left of the center dot.
- Ask your student to notice what lines and shapes are near the dots they have just made. **All dots on the image should correspond to a dot on their blank paper.**
- This method will help them to **fill their page** with the image in the correct proportions.

3. Continue drawing as many details with pencil only. **NO ERASER**

- **AS YOUR SCHOLAR IS DRAWING, YOU MAY DISCUSS THE STORY OF ICARUS:**
 - <https://www.dltk-kids.com/world/greece/m-story-icarus.htm>

- **Scholarly Article for further independent study: (optional)**
 - <https://www.bl.uk/collection-items/landscape-with-the-fall-of-icarus#>
- **Museum Video Link: (optional)**
 - <https://artsandculture.google.com/exhibit/landscape-with-the-fall-of-icarus-%C2%A0-royal-museums-of-fine-arts-of-belgium/MglyXpmuNdcLJg?hl=en>

Pieter Bruegel
***Landscape with the Fall of Icarus* (1558)**



Mission 2 Possible - Task Sheet

For Mission 2 try to accomplish these tasks outside. Good luck and have Fun!

Complete	Missions
	Do 5 skier jumps in each corner of your yard
	Gallop one lap around your yard.
	Do 12 high knees.
	Do 10 arm circles forward.
	Jump using both feet from one side of your yard to the other.
	Do 8 pretend baseball pitches
	Walk a lap around your yard
	Jog a lap around your yard
	Pretend to jump rope for 1 minute.
	Stretch and touch your toes.
	Do any dance move for 30 seconds.
	Complete 10 frog jumps
	Grapevine or shuffle across your yard and back 2 times.

*Complete these tasks alone or do missions together as a team.

*Complete the missions in any order.

*When you are done with the missions, do a frog jump and yell "Mission Accomplished!"

Daily Student Instruction Sheet

FRIDAY

ELA

Spalding (15 Minutes)

Spalding

Goal/Objective: Practice the words of the week.

Materials needed: Spalding words, Spalding paper, pencil

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

- ❑ 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)

Literature

Goal/Objective: Read and answers questions about “Charlotte’s Web”

Materials needed: “Charlotte’s Web” chapter 5 and worksheets pages 11 & 12

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

- ☐ Read aloud chapter 5 - PA
- ☐ Use story to answer questions on worksheet pages 11 & 12 - I

Grammar/Writing (10 Minutes)

Grammar/Writing

Goal/Objective: Students will write three sentences using words from the week's Spalding words.

Materials needed: Spalding paper

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

- ☐ Choose three words from this week's spelling words and write each word in a separate sentence in cursive. - I
- ☐ Use checklist to check work - I

Note: All writing should be done in cursive

Reading (20+ minutes)

- 📖 Read a book of your choice and record reading on log

MATH

(30 Minutes)

Math

Daily Student Instruction Sheet

	<p>Goal/Objective: Review number sense, skip counting, adding and writing money, and subtraction with regrouping.</p> <p>Materials needed: Number of the Day worksheet, money worksheet, and subtraction with regrouping worksheet.</p> <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete number of the day: 798-I <input type="checkbox"/> Sing skip counting songs 2-6's while doing hand to knee crossovers-I <input type="checkbox"/> Complete money worksheets-I <input type="checkbox"/> Complete subtraction with regrouping worksheet-I
<p>HISTORY (20 Minutes)</p>	<p><u>History</u> Goal/Objective: Review previously taught chapter.</p> <p>Materials needed: teachers guide, map from Thursday, Pioneers Head West worksheet, colored pencil or crayon</p> <p>Specific Instructions: (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read aloud chapter 6 "The Arrival of the Railroad"- PA <input type="checkbox"/> Ask students to explain in their words their understanding of the importance of the railroad.- I <input type="checkbox"/> Have students trace the route of the transcontinental railroad with a colored pencil or crayon - I <input type="checkbox"/> Students will complete Pioneers Head West worksheet using word bank to fill in the blanks - I (some students will need help reading the sentences)

GreatHearts

Northern Oaks

Spalding Homework

Grade: 2

Week: 9

Day of Week: ~~Thursday~~

Friday

Dear Parents,

Please dictate the following words to your child. Say each word, then say it in a sentence, and then say the word again. Your child writes the *word* only, as seen below, using proper pencil grip and letter formation. Child does not include the markings or rules learned in class.

You will then help your child make appropriate corrections, immediately, before moving on to the next word. Please make sure your child is not copying the words from this homework page, but you are reading them to your child. Your child should write each word correctly one time. Thank you!

brought	right	yesterday
these	their	ride
pair	those	where
write	they're	almost
herself	wrote	there
bring	here	meat
pear	feather	country
road	all	were
pare	rode	
there	meet	

Further Instructions:

Child should use the lined paper provided for Spalding homework and write his/her name at the top. The intention of Spalding homework is to practice applying phonogram knowledge to spelling, as well as to practice proper letter formation. Please instruct your child to use his/her best handwriting and to re-write any words that were not written with care.

- ___ work on proper letter formation
- ___ work on neatness
- ___ work on proper sizing
- ___ remember proper marking

Name _____ # _____ Date : _____

[illegible]

Charlotte

THE NIGHT seemed long. Wilbur's stomach was empty and his mind was full. And when your stomach is empty and your mind is full, it's always hard to sleep.

A dozen times during the night Wilbur woke and stared into the blackness, listening to the sounds and trying to figure out what time it was. A barn is never perfectly quiet. Even at midnight there is usually something stirring.

The first time he woke, he heard Templeton gnawing a hole in the grain bin. Templeton's teeth scraped loudly against the wood and made quite a racket. "That crazy rat!" thought Wilbur. "Why does he have to stay up all night, grinding his clashers and destroying people's property? Why can't he go to sleep, like any decent animal?"

The second time Wilbur woke, he heard the goose turning on her nest and chuckling to herself.

"What time is it?" whispered Wilbur to the goose.

"Probably-obably-obably about half-past eleven," said the goose. "Why aren't you asleep, Wilbur?"

"Too many things on my mind," said Wilbur.

"Well," said the goose, "that's not *my* trouble. I have nothing at all on my mind, but I've too many things under my behind. Have you ever tried to sleep while sitting on eight eggs?"

"No," replied Wilbur. "I suppose it *is* uncomfortable. How long does it take a goose egg to hatch?"

"Approximately-oximately thirty days, all told," answered the goose. "But I cheat a little. On warm afternoons, I just pull a little straw over the eggs and go out for a walk."

Wilbur yawned and went back to sleep. In his dreams he heard again the voice saying, "I'll be a friend to you. Go to sleep—you'll see me in the morning."

About half an hour before dawn, Wilbur woke and listened. The barn was still dark. The sheep lay motionless. Even the goose was quiet. Overhead, on the main floor, nothing stirred: the cows were resting, the horses dozed. Templeton had quit work and gone off somewhere on an errand. The only sound was a slight scraping noise from the rooftop, where the weather-vane swung back and forth. Wilbur loved the barn when it was like this—calm and quiet, waiting for light.

"Day is almost here," he thought.

Through a small window, a faint gleam appeared.

One by one the stars went out. Wilbur could see the goose a few feet away. She sat with head tucked under a wing. Then he could see the sheep and the lambs. The sky lightened.

"Oh, beautiful day, it is here at last! Today I shall find my friend."

Wilbur looked everywhere. He searched his pen thoroughly. He examined the window ledge, stared up at the ceiling. But he saw nothing new. Finally he decided he would have to speak up. He hated to break the lovely stillness of dawn by using his voice, but he couldn't think of any other way to locate the mysterious new friend who was nowhere to be seen. So Wilbur cleared his throat.

"Attention, please!" he said in a loud, firm voice. "Will the party who addressed me at bedtime last night kindly make himself or herself known by giving an appropriate sign or signal!"

Wilbur paused and listened. All the other animals lifted their heads and stared at him. Wilbur blushed. But he was determined to get in touch with his unknown friend.

"Attention, please!" he said. "I will repeat the message. Will the party who addressed me at bedtime last night kindly speak up. Please tell me where you are, if you are my friend!"

The sheep looked at each other in disgust.

"Stop your nonsense, Wilbur!" said the oldest sheep. "If you have a new friend here, you are probably disturbing his rest; and the quickest way to spoil a friendship is to wake somebody up in the morning before he is ready. How can you be sure your friend is an early riser?"

"I beg everyone's pardon," whispered Wilbur. "I didn't mean to be objectionable."

He lay down meekly in the manure, facing the door. He did not know it, but his friend was very near. And the old sheep was right—the friend was still asleep.

Soon Lurvy appeared with slops for breakfast. Wilbur rushed out, ate everything in a hurry, and licked the trough. The sheep moved off down the lane, the gander waddled along behind them, pulling grass. And then, just as Wilbur was settling down for his morning nap, he heard again the thin voice that had addressed him the night before.

"Salutations!" said the voice.

Wilbur jumped to his feet. "Salu-*what*?" he cried.

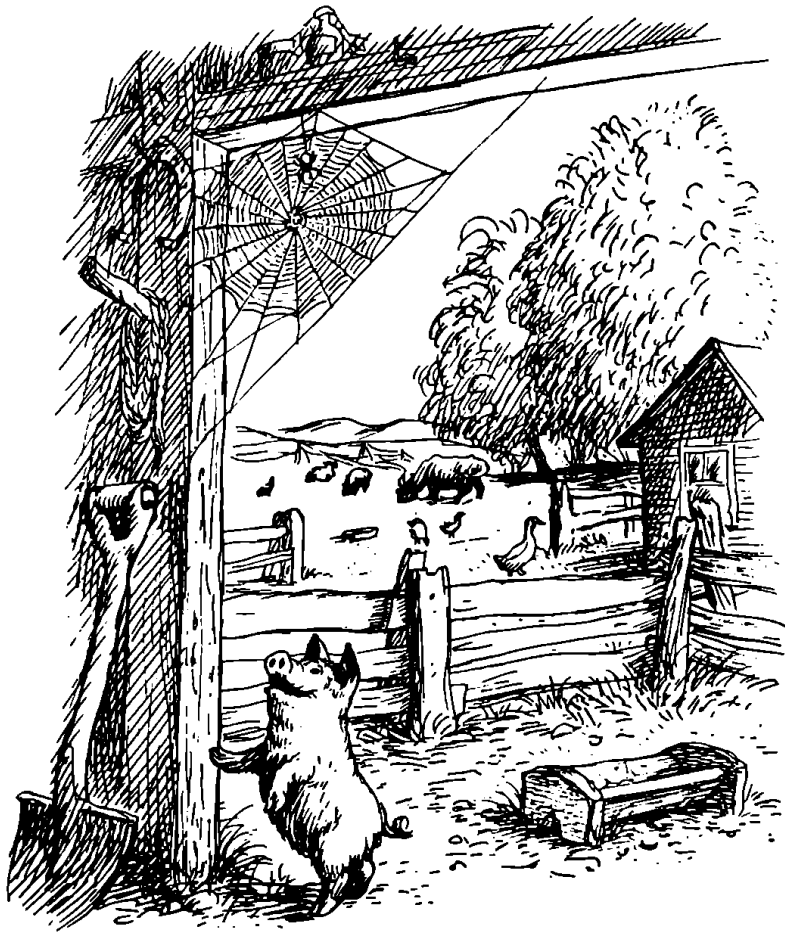
"Salutations!" repeated the voice.

"What are *they*, and where are *you*?" screamed Wilbur. "Please, *please*, tell me where you are. And what are salutations?"

"Salutations are greetings," said the voice. "When I say 'salutations,' it's just my fancy way of saying hello or good morning. Actually, it's a silly expression, and

I am surprised that I used it at all. As for my whereabouts, that's easy. Look up here in the corner of the doorway! Here I am. Look, I'm waving!"

At last Wilbur saw the creature that had spoken to him in such a kindly way. Stretched across the upper part of the doorway was a big spiderweb, and hanging



from the top of the web, head down, was a large grey spider. She was about the size of a gumdrop. She had eight legs, and she was waving one of them at Wilbur in friendly greeting. "See me now?" she asked.

"Oh, yes indeed," said Wilbur. "Yes indeed! How are you? Good morning! Salutations! Very pleased to meet you. What is your name, please? May I have your name?"

"My name," said the spider, "is Charlotte."

"Charlotte what?" asked Wilbur, eagerly.

"Charlotte A. Cavatica. But just call me Charlotte."

"I think you're beautiful," said Wilbur.

"Well, I *am* pretty," replied Charlotte. "There's no denying that. Almost all spiders are rather nice-looking. I'm not as flashy as some, but I'll do. I wish I could see you, Wilbur, as clearly as you can see me."

"Why can't you?" asked the pig. "I'm right here."

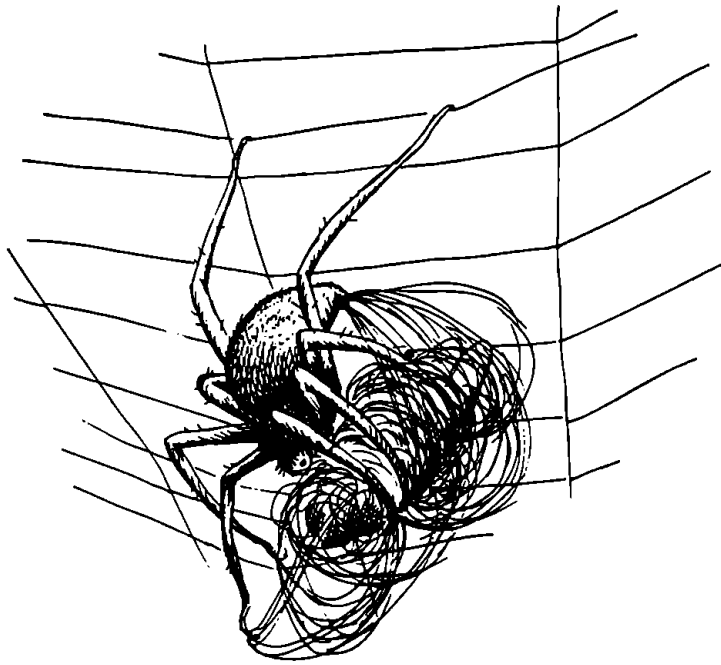
"Yes, but I'm near-sighted," replied Charlotte. "I've always been dreadfully near-sighted. It's good in some ways, not so good in others. Watch me wrap up this fly."

A fly that had been crawling along Wilbur's trough had flown up and blundered into the lower part of Charlotte's web and was tangled in the sticky threads. The fly was beating its wings furiously, trying to break loose and free itself.

"First," said Charlotte, "I dive at him." She plunged

headfirst toward the fly. As she dropped, a tiny silken thread unwound from her rear end.

"Next, I wrap him up." She grabbed the fly, threw a few jets of silk around it, and rolled it over and over, wrapping it so that it couldn't move. Wilbur watched



in horror. He could hardly believe what he was seeing, and although he detested flies, he was sorry for this one.

"There!" said Charlotte. "Now I knock him out, so he'll be more comfortable." She bit the fly. "He can't feel a thing now," she remarked. "He'll make a perfect breakfast for me."

"You mean you *eat* flies?" gasped Wilbur.

"Certainly. Flies, bugs, grasshoppers, choice beetles, moths, butterflies, tasty cockroaches, gnats, midges, daddy longlegs, centipedes, mosquitoes, crickets—anything that is careless enough to get caught in my web. I have to live, don't I?"

"Why, yes, of course," said Wilbur. "Do they *taste* good?"

"Delicious. Of course, I don't really eat them. I *drink* them—drink their blood. I love blood," said Charlotte, and her pleasant, thin voice grew even thinner and more pleasant.

"Don't say that!" groaned Wilbur. "Please don't say things like that!"

"Why not? It's true, and I have to say what is true. I am not entirely happy about my diet of flies and bugs, but it's the way I'm made. A spider has to pick up a living somehow or other, and I happen to be a trapper. I just naturally build a web and trap flies and other insects. My mother was a trapper before me. Her mother was a trapper before her. All our family have been trappers. Way back for thousands and thousands of years we spiders have been laying for flies and bugs."

"It's a miserable inheritance," said Wilbur, gloomily. He was sad because his new friend was so bloodthirsty.

"Yes, it is," agreed Charlotte. "But I can't help it. I don't know how the first spider in the early days of the

world happened to think up this fancy idea of spinning a web, but she did, and it was clever of her, too. And since then, all of us spiders have had to work the same trick. It's not a bad pitch, on the whole."

"It's cruel," replied Wilbur, who did not intend to be argued out of his position.

"Well, *you* can't talk" said Charlotte. "*You* have your meals brought to you in a pail. Nobody feeds me. I have to get my own living. I live by my wits. I have to be sharp and clever, lest I go hungry. I have to think things out, catch what I can, take what comes. And it just so happens, my friend, that what comes is flies and insects and bugs. And *furthermore*," said Charlotte, shaking one of her legs, "do you realize that if I didn't catch bugs and eat them, bugs would increase and multiply and get so numerous that they'd destroy the earth, wipe out everything?"

"Really?" said Wilbur. "I wouldn't want *that* to happen. Perhaps your web is a good thing after all."

The goose had been listening to this conversation and chuckling to herself. "There are a lot of things Wilbur doesn't know about life," she thought. "He's really a very innocent little pig. He doesn't even know what's going to happen to him around Christmastime; he has no idea that Mr. Zuckerman and Lurvy are plotting to kill him." And the goose raised herself a bit and poked her eggs a little further under her so that they would

receive the full heat from her warm body and soft feathers.

Charlotte stood quietly over the fly, preparing to eat it. Wilbur lay down and closed his eyes. He was tired from his wakeful night and from the excitement of meeting someone for the first time. A breeze brought him the smell of clover—the sweet-smelling world beyond his fence. "Well," he thought, "I've got a new friend, all right. But what a gamble friendship is! Charlotte is fierce, brutal, scheming, bloodthirsty—everything I don't like. How can I learn to like her, even though she is pretty and, of course, clever?"

Wilbur was merely suffering the doubts and fears that often go with finding a new friend. In good time he was to discover that he was mistaken about Charlotte. Underneath her rather bold and cruel exterior, she had a kind heart, and she was to prove loyal and true to the very end.

Use complete sentences to answer the following questions. Look at pages 39, 40, and 41 to help you.

What about Charlotte's diet is disturbing to Wilbur? _____

What does Charlotte say would happen if there were no spiders? _____

What adjectives does Wilbur use to describe Charlotte on page 41?

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____



Match the vocabulary word to its definition.

Page 12

Dud _____

Salutations _____

Unremitting _____

Sincere _____

Scruples _____

Gosling _____

A. Greetings

B. Baby goose

C. Something that's no good

D. Concerns

E. Not giving up

F. Genuine, real

Choose three of the vocabulary words. Write a sentence for each word.

1. _____

2. _____

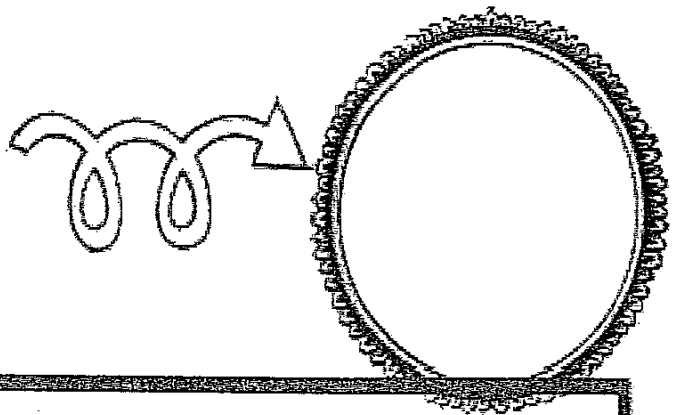
3. _____



1#

[illegible]

Number of the **DAY**



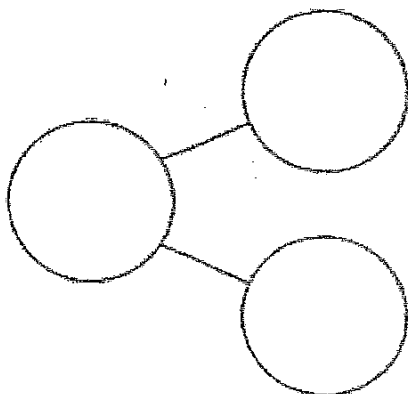
○ Hundreds ○ Tens ○ Ones

_____ + _____ + _____ = _____

Odd or
Even?

-10	-1	+1	+10	+100

Make a Number Bond



_____ + _____ = _____

_____ + _____ = _____

_____ - _____ = _____

_____ - _____ = _____

Fr. 3/27/20

Name _____

Date _____



COUNTING QUARTERS, DIMITES, NICKELS AND PENNIES SHEET 1

Match the money with the amount shown.



41¢



45¢



21¢



31¢



27¢



61¢



17¢



Fri 3/27/20



















Name _____

Date _____



MONEY MATCH TO \$2 SHEET 1

Draw a line to match the coins to the correct total of money.

  	  	  			
\$1.40	\$1.25	82¢	\$1.26	\$1.08	76¢
  	  	  			

3/27/20
Fri

Name: _____

Subtraction with Renaming

1.

	4	7
-	1	5
<hr/>		

2.

	8	3
-	2	7
<hr/>		

3.

	7	2
-	2	9
<hr/>		

4.

	4	6	3
-		7	2
<hr/>			

5.

	7	4	3
-		7	8
<hr/>			

6.

	3	4	7
-		5	6
<hr/>			

7.

	4	6	4
-		6	8
<hr/>			

8.

	7	3	4
-		7	3
<hr/>			

9.

	7	0	2
-		4	2
<hr/>			

10.

	8	7	3
-	6	8	8
<hr/>			

11.

	3	7	3
-	1	8	5
<hr/>			

12.

	6	4	4
-	4	6	6
<hr/>			

Core Vocabulary

tracks

transcontinental railroad

immigrants

spike

Iron Horse

Chapter 6: “The Arrival of the Railroad”

Tell students to turn to page 24 in the Student Book, and tell them that this chapter is titled “The Arrival of the Railroad.” Direct them to look at the map on the page, and tell them that the text says “Transcontinental Railroad.” Ask students to listen carefully to the Read Aloud to find out what the transcontinental railroad was and how it changed travel between cities in the eastern United States, such as Baltimore, which is depicted on the map, and cities in the West, such as San Francisco, which is also on the map.

CHAPTER 6

The Arrival of the Railroad

The first American railroads in the United States were built in the East to connect big cities. Building a railroad was hard work. Railroad tracks had to be laid down. This hard work took many strong men.

Then, during the 1860s, two American railroad companies decided to build the transcontinental railroad. The Union Pacific Railroad started at Omaha, Nebraska, and laid tracks going west. The Central Pacific Railroad started in Sacramento, California, and headed east. When this new railroad was finished, it would carry people and goods from place to place in about a week.



24

CORE VOCABULARY—Explain that **tracks** are the rails that trains ride on.

CORE VOCABULARY—Explain that a **transcontinental railroad** is a train route that goes across the entire continent or, in this case, the entire United States.



SUPPORT—Have students turn to page 42 of their Student Books. Explain that the map on this page is a bigger version of the map on page 24. Help students find Omaha, Nebraska, and Sacramento, California, on the map. Have them trace the blue line from Omaha to Promontory Point in Utah, and explain that this part of the railroad tracks was built by the Union Pacific Railroad. Then trace the red line from Sacramento, California, to Promontory Point, and explain that this part of the railroad tracks was built by the Central Pacific Railroad. Finally, help students find Baltimore on the map, and trace the red line from Baltimore to Omaha. Explain that this line shows part of the railroad that already existed before the railroad tracks between Sacramento and Omaha were built. The three lines on the map (red, blue, red) all together represent the transcontinental railroad.

Ask students the following questions:

LITERAL—How long did it take to travel from the East to the West Coast on the transcontinental railroad?

» It took about a week to travel from coast to coast on the transcontinental railroad.

LITERAL—Where did the American railroad companies start building the transcontinental railroad?

» The American railroad companies started building the transcontinental railroad in Omaha, Nebraska, and Sacramento, California.

Ask students to look at the image on page 25 as you read aloud.

Both companies needed thousands of workers to build the transcontinental railroad. The Central Pacific company brought in many Chinese immigrants to work on the railroad. The Union Pacific company hired many Irish and German immigrants to help build its part of the railroad.



25

CORE VOCABULARY—Explain that **immigrants** are people from one country who move to another country to live.

Ask students the following questions:

LITERAL—Who did the Central Pacific Railroad bring in to help build its section of the railroad tracks?

» The Central Pacific Railroad brought in many Chinese immigrants to work on the railroad.

LITERAL—Who did the Union Pacific Railroad bring in to help build its section of the railroad tracks?

» The Union Pacific Railroad brought in many Irish and German immigrants to help build its railroad.

Now ask students to look at the images on page 26 as you read aloud.

The transcontinental railroad was completed in 1869. To celebrate, the two companies met at Promontory Point, Utah. The workers from the two companies shook hands. Then a golden spike was driven into the ground. Thanks to the “Iron Horse,” it was now possible to travel all the way from New York to California by train.



26

Name _____ Date _____

Pioneers Head West

Read the words in the box and the statements below. Then write the word that completes each sentence.

Oregon Trail	Pony Express	Robert Fulton
Erie Canal	transcontinental railroad	

1. In 1807, _____ used a steam engine to power his boat, the *Clermont*, up the Hudson River.
2. In 1825, the opening of the _____ joined the Atlantic Ocean to Lake Erie and to the Great Lakes beyond.
3. In 1869, the Union Pacific and the Central Pacific joined their tracks at Promontory Point, Utah, to form the _____.
4. Between 1840 and 1860, the most famous route for settlers headed west was the _____.
5. In April 1860, two men started the _____ to speed up mail delivery between St. Joseph, Missouri, and Sacramento, California.

Make a Time Line Use the sentences above to make a time line of events called *Transportation in America from 1807 to 1869*.

Purpose: To develop an understanding of certain advances in transportation during America's westward expansion

Name: _____ Grade/Section _____ # _____



2nd Grade Reading Log

Week of 3/23	What quality book are you reading? (Title and Author)	Minutes read	Parent initials
Monday Date: 3/23			
Tuesday Date: 3/24			
Wednesday Date: 3/25			
Thursday Date: 3/26			
Friday Date: 3/27			

Comments:

Total Minutes:

100
minute goal

Due 3/23

____/15 points

Appendix

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

A Strong Heart

Exercise is good for your ^{body} ~~body~~. There are many ways to exercise. You can exercise indoors or outside. You can exercise with your friends when you play tag, soccer, or basketball. You can exercise by yourself when you ride your bike, jump rope, or swim laps.

Error Summary

Capitalization	3
Punctuation:	
Comma	2
Period	2
Spelling	1

MONDAY

WEEK 3

As you read this, try to feel your heart beating. Put your pointer and middle fingers on your jawbone near your ear. Run your fingers down ^{your} ~~you~~ neck until you feel your pulse. You will feel a ^{little} ~~little~~ push each time your heart ^{beats} ~~beats~~. Count the ~~beats~~ for 15 seconds.

Error Summary

Capitalization	3
Language Usage	1
Punctuation:	
Period	2
Spelling	2

TUESDAY

WEEK 3

How many times did you feel your heart beat? it should beat about once every second. When you finish reading this, stand up. Jump up and down for ^{one}~~won~~ minute. then count your heartbeats for 15 seconds. what do you think will happen to the number of beats?

Error Summary

Capitalization	3
Punctuation:	
Period	2
Other	2
Spelling	1

WEDNESDAY

WEEK 3

when you exercise, your heart beats faster. Your ^{heart}~~hart~~ is a muscle. when it beats faster, it gets stronger. It even grows a little! you should exercise at least three days each week for 20 to 30 minutes at a time. get up and do something. make your heart stronger!

Error Summary

Capitalization	5
Punctuation:	
Period	2
Spelling	1

THURSDAY

WEEK 3

Pioneers Head West key




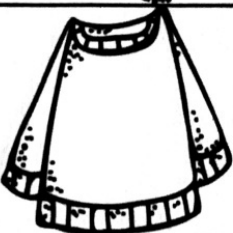


1. Robert Fulton
2. Erie Canal
3. transcontinental railroad
4. Oregon Trail
5. Pony Express

Name: ANSWER KEY

* COLOR ALL SIX!

Ways You Can Help!

Directions: Color the things you can do to help save the Earth.
Circle reduce, reuse, or recycle for each.

1. 	Take a short shower instead of a bath. A shower uses less water. Reduce Reuse Recycle
2. 	Use both sides of your paper. Keep a scrap box in the classroom for used paper. Recycle when the box is full. Reduce Reuse Recycle
3. 	Place paper, plastic, aluminum and glass garbage into special containers for trash collection. Reduce Reuse Recycle
4. 	In the winter keep the heat low, put on a sweater if you feel chilly. Reduce Reuse Recycle
5. 	Turn off the lights when you are not in the room. It will help save electricity and lower your family's electric bill. Reduce Reuse Recycle
6. 	Wash and save glass and plastic containers. Use them in another way. Reduce Reuse Recycle

Count
by ...

SKIP COUNTING

2	2 4 6 8 10 12 14 16 18 (20) 22 24
3	3 6 9 12 15 18 21 24 27 (30) 33 36
4	4 8 12 16 20 24 28 32 36 (40) 44 48
5	5 10 15 20 25 30 35 40 45 (50) 55 60
6	6 12 18 24 30 36 42 48 54 (60) 66 72
7	7 14 21 28 35 42 49 56 63 (70) 77 84
8	8 16 24 32 40 48 56 64 72 (80) 88 96
9	9 18 27 36 45 54 63 72 81 (90) 99 108

1#

[illegible]

* Key *

Thursday 3/26/20

COUNT THE COINS TO \$1 SHEET 2

Write the total amount of money at the end of each row.

	30¢	
	23¢	\$.23
	18¢	\$.18
	36¢	\$.36
	10¢	\$.10
	35¢	\$.35
	22¢	\$.22
	47¢	\$.47
	41¢	\$.41

2ND GRADE
MATH-SALAMANDERS.COM

* Draw 3 ways you can make \$2.00.

Name Answer Key

$$\begin{array}{r} 1. \quad 11 \\ 2. \quad 248 \\ + 163 \\ \hline 411 \end{array}$$

$$\begin{array}{r} 2. \quad 11 \\ 3. \quad 388 \\ + 354 \\ \hline 742 \end{array}$$

$$\begin{array}{r} 3. \quad 11 \\ 1. \quad 147 \\ + 473 \\ \hline 620 \end{array}$$

$$\begin{array}{r} 4. \quad 11 \\ 5. \quad 549 \\ + 183 \\ \hline 732 \end{array}$$

$$\begin{array}{r} 5. \quad 11 \\ 3. \quad 384 \\ + 277 \\ \hline 661 \end{array}$$

$$\begin{array}{r} 6. \quad 11 \\ 4. \quad 496 \\ + 144 \\ \hline 640 \end{array}$$

$$\begin{array}{r} 7. \quad 11 \\ 5. \quad 574 \\ + 136 \\ \hline 710 \end{array}$$

$$\begin{array}{r} 8. \quad 11 \\ 2. \quad 279 \\ + 245 \\ \hline 524 \end{array}$$

$$\begin{array}{r} 9. \quad 11 \\ 2. \quad 285 \\ + 425 \\ \hline 710 \end{array}$$

$$\begin{array}{r} 10. \quad 11 \\ 3. \quad 368 \\ + 252 \\ \hline 620 \end{array}$$

$$\begin{array}{r} 11. \quad 11 \\ 1. \quad 183 \\ + 127 \\ \hline 310 \end{array}$$

$$\begin{array}{r} 12. \quad 11 \\ 6. \quad 68 \\ + 234 \\ \hline 902 \end{array}$$

Correct ___/12

* Key *

Fri 3/27/20

COUNTING QUARTERS, DIMES, NICKELS AND PENNIES SHEET 1

Match the money with the amount shown.

	41¢
	45¢
	21¢
	31¢
	27¢
	61¢
	17¢

2ND GRADE
MATH-SALAMANDERS.COM

Name Answer Key

3/27/20 Fri

Subtraction with Renaming

$$\begin{array}{r} 1. \quad 47 \\ - 15 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 2. \quad 713 \\ - 27 \\ \hline 686 \end{array}$$

$$\begin{array}{r} 3. \quad 612 \\ - 29 \\ \hline 583 \end{array}$$

$$\begin{array}{r} 4. \quad 316 \\ - 72 \\ \hline 244 \end{array}$$

$$\begin{array}{r} 5. \quad 61313 \\ - 78 \\ \hline 6053 \end{array}$$

$$\begin{array}{r} 6. \quad 214 \\ - 56 \\ \hline 158 \end{array}$$

$$\begin{array}{r} 7. \quad 31514 \\ - 68 \\ \hline 30826 \end{array}$$

$$\begin{array}{r} 8. \quad 613 \\ - 73 \\ \hline 540 \end{array}$$

$$\begin{array}{r} 9. \quad 610 \\ - 42 \\ \hline 568 \end{array}$$

$$\begin{array}{r} 10. \quad 71613 \\ - 688 \\ \hline 6475 \end{array}$$

$$\begin{array}{r} 11. \quad 21613 \\ - 185 \\ \hline 1978 \end{array}$$

$$\begin{array}{r} 12. \quad 51314 \\ - 466 \\ \hline 4648 \end{array}$$

Counting Money Review, Tuesday, March 24.

Name Key #

1. Write the amounts of money in cents and dollars.

a. 2 nickels, 3 pennies, 1 quarter, 1 dime

48¢
\$.48

b. 3 one-dollar bills, 3 quarters, 2 nickels, 1 penny

\$ 3.86
386¢

c. 5 nickels, 3 dimes, 4 quarters, 8 pennies

\$ 1.63
163¢

d. 5 one-dollar bills, one quarter, 4 dimes, 2 nickels

\$ 5.75
575¢

2. How many quarters make one dollar?

4

3. How many nickels make one dollar?

20

4. How many pennies make one dollar?

100



Counting money - pennies, nickels, dimes & quarter

Grade 2 Counting Money Worksheet

Add the coins.

1. = \$0.16

2. = \$0.90

3. = \$0.57

4. = \$0.55

5. = \$0.91

6. = \$0.56

7. = \$0.78

Fill in each blank with the correct answer.

4. $6 \times 4 = 24$

9. $8 \times 10 = 80$

5. $3 \times 5 = 15$

10. $9 \times 4 = 36$

6. $6 \times 5 = 30$

11. $7 \times 10 = 70$

7. $9 \times 5 = 45$

12. $2 \times 4 = 8$

8. $3 \times 10 = 30$

13. $7 \times 5 = 35$

Fill in each blank with the correct answer.

14. $30 \div 5 = 6$

19. $90 \div 10 = 9$

15. $20 \div 10 = 2$

20. $12 \div 4 = 3$

16. $16 \div 4 = 4$

21. $100 \div 10 = 10$

17. $40 \div 5 = 8$

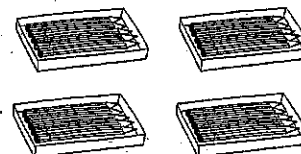
22. $10 \div 5 = 2$

18. $24 \div 4 = 6$

23. $40 \div 10 = 4$

Write 2 multiplication and division sentences for each set of pictures.

24.



$4 \times 5 = 20$
 $5 \times 4 = 20$

$20 \div 5 = 4$
 $20 \div 4 = 5$

Singapore Math Level 2A & 2B

65

* Key * Wed 3/25/20

Fill in each blank with the correct answer.

6. $80 \div 10 = 8$

11. $4 \times 4 = 16$

7. $45 \div 5 = 9$

12. $10 \times 2 = 20$

8. $12 \div 2 = 6$

13. $6 \times 3 = 18$

9. $24 \div 3 = 8$

14. $5 \times 5 = 25$

10. $28 \div 4 = 7$

15. $10 \times 10 = 100$

Draw the models, and solve the following story problems.

16. There are 6 pencils in a box. How many pencils are there in 4 boxes?



$4 \times 6 = 24$

There are 24 pencils in 4 boxes.

17. Zoe and 3 cousins shared a sum of \$36. How much did each of them receive?

$\$36 \div 4 = \9

Each of them received \$9

Sentence writing checklist

_____ I wrote in my nicest cursive

_____ I used a word from the spelling list

_____ I used the word properly

_____ I began with a capital letter

_____ I ended with an end mark

_____ My sentence makes sense