

GreatHearts

Northern Oaks



Distance Learning Packet

April 6 - 10, 2020

2nd grade

Mrs. Doughty

Mrs. Garff

Ms. Torres

Mrs. Speer

Student Name: _____ Section: __



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Student Attendance Affidavit

April 6-10, 2020

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

Monday, April 6, 2020

Tuesday, April 7, 2020

Wednesday, April 8, 2020

Thursday, April 9, 2020

No School, Friday, April 10, 2020 - Student Holiday

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____

2nd Grade Student Instruction Sheet

MONDAY 4/6

ELA

Spalding (20 Minutes)

Spalding

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

Materials needed:

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



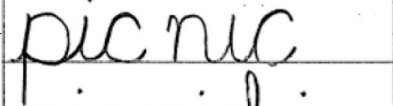
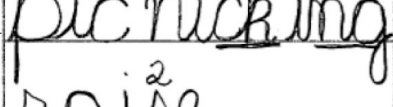
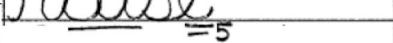
Specific Instructions (I=independent; PA=parent assistance):

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

OR: For each word,

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

Spalding Spelling List Monday

Word	Example sentence	Notes
	I need to practice my dance so I can perform it in public!	/c/ used at the end of a multiple syllable word for 'ic' syllable.
	We listen to classical music while we unpack in the morning.	/c/ used at the end of a multiple syllable word for 'ic' syllable.
	We should bring a blanket to our picnic in the park.	/c/ used at the end of a multiple syllable word for 'ic' syllable.
	Take advantage of the many parks and trails along the banks for running, cycling, strolling or picnicking .	/c/ used at the end of a multiple syllable word for 'ic' syllable. BW: picnic End: ing
	Remember to raise your hand if you have a question.	"RAISE all fingers to spell raise." Use s, z.

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

2nd Grade Student Instruction Sheet

Literature (15
Minutes)

- (PA)** 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

Goal/Objective: Read and discuss Chapter 10

Materials needed:

- “Charlotte’s Web” [chapter 10](#) “An Explosion”

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

- (PA)** Read aloud chapter 10 “An Explosion” to student - (You can also choose to listen to the [audio](#) version)
- Talk about unfamiliar vocabulary

Grammar/Writing
(10 Minutes)

Grammar/Writing

Goal/Objective: Students will complete a sentence classification. Students will write two sentences.

Materials needed:

- Sentence worksheet

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

- (PA)** Read the following questions and have student mark the sentence.
 1. What stood in the field? answer: barn - SN
 2. What’s being said about barn? answer: barn stood - V
 3. in - answer: preposition - P
 4. In what? answer: field - OP
 5. the - A
 6. What kind of barn? answer: red - adj
 7. What kind of barn? answer: big - adj
 8. the - a
 9. divide the complete subject from the complete predicate and put prepositional phrase in parenthesis.
- (I)** Write complete sentences on Grammar worksheet
- Check your work using checklist on the bottom of the paper

Note: All writing should be done in cursive except when classifying sentences

2nd Grade Student Instruction Sheet

<p>Reading (20+ minutes)</p>	<p><input type="checkbox"/> Read a book of your choice and record it on the log.</p>
<p>MATH (30 Minutes)</p>	<p>Math Goal/Objective: Subtract money without renaming. Subtracting from 100/making 100. Number sense review.</p> <p>Note: Math workbooks and textbooks are being sent home as well as a reusable Number of the day</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Textbook p. 54, 55 (#1-3) ● Workbook p. 81 <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Sing skip counting songs 2-6's while running in place. <input type="checkbox"/> (PA) Review Textbook p. 54, 55 (#s1-3) which demonstrates subtracting money. Watch this video. On a separate paper, have student complete Textbook p.55 Practice 1.a, b, 2. a,b, and 3 a.b. (Checkpoint work, like this, does not need to be turned in.) Check for understanding. <input type="checkbox"/> (I) Complete Workbook p. 83
<p>SCIENCE (20 Minutes)</p>	<p>SCIENCE Goal/Objective: Students will identify properties of matter.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Pages 131-140 "Comparing Solids & Liquids" ● Comparing Solids & Liquids Review Questions & Answer Key <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Read pages 131-140 "Comparing Solids & Liquids" <input type="checkbox"/> (I) Use the science readings to fill out "Comparing Solids & Liquids Review Questions" worksheet. See answer key provided for info on what to have students write.
<p>OPTIONAL Spanish (10 Minutes)</p>	<p>Spanish Goal/Objective: Your student will describe their house (apartment).</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Teacher notes ● audio file ● video of numbers and colors <ul style="list-style-type: none"> ○ Numbers ○ Colors

2nd Grade Student Instruction Sheet

Music (15
Minutes)

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

- (PA)** Walk around your house (apartment).
- (PA)** Point to the kitchen and say “la cocina.”
- (PA)** Have your student repeat, “la cocina.”
- (PA)** Do the same for the living room, bedroom, the bathroom, dining room, door, window and the roof.
- (PA)** Then ask your student specific questions about your house (apartment), such as:
 - ¿Cuántos cuartos hay en tu casa (apartamento)? ¿Que hay en tu casa (apartamento)?, ¿De qué color es la casa (el apartamento)?, ¿Dónde está la cocina?, ¿Dónde está el baño?, ¿Dónde está la sala?, ¿Dónde está la puerta?, ¿Dónde está la ventana?, ¿Dónde está el techo? ¿Cuántas ventanas hay? and/or ¿Cuántas puertas hay?
- (PA)** Each time you ask a question, reinforce your student's responses.

<https://ghnospanishk-2.blogspot.com/2020/03/april-6-april-10.html>

Music

Goal/Objective: Review **Four Sixteenth Notes**, Practice reading **Half Note and Tied Quarter Notes**

Materials needed: [Rhythm Pattern/Checking for Understanding](#) (same doc.)

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

- PA:** Please say the following statements to your student:
 - “A note that lasts for 2 beats is called a Half Note.
 - When we read a Half Note, we say ‘Ta-ah.’”
 - “Another way we can write a Half Note is Tied Quarter Notes.
 - When we read Tied Quarter Notes, we say ‘Ta-ah.’”
 - “Four sounds on a beat is called Four Sixteenth Notes.
 - When we read Four Sixteenth Notes, we say ‘Ta-ka-di-mi.’”
- PA:** Please have your student clap and speak the rhythms on the **Rhythm Pattern** sheet. See [Blog](#) for support!
- I:** Your student needs to answer the **Checking for Understanding** questions independently using their *best handwriting*.

DL3 Monday

Classify the following sentence:

The big red barn stood in the field.

Write a declarative sentence: (Declarative sentences give information)

Write an interrogative sentence: (interrogative sentences ask questions)

Sentence writing checklist

_____ I wrote in my nicest cursive

_____ I began with a capital letter

_____ I ended with an end mark

_____ My sentence makes sense

"Comparing Solids and Liquids" Review Questions

1. What are properties?
2. Tell about the properties of solids.
3. Solids can be flexible. What solids in your home are flexible?
4. Tell about the properties of liquids.
5. Classify. Is milk a solid or a liquid? Is wood a solid or a liquid?

Vocabulary and Phrases

Spanish W3 Weekly Teacher Notes

mi casa
my house

mi apartamento
my apartment

¿Qué hay en mi casa?
What is there in your house?

¿Qué hay en mi apartamento?
What is there in your apartment?

¿Dónde está _____? (insert vocabulary words below)
Where is the _____?

Example

¿Dónde está la puerta? Where is the door?

la puerta
door

la ventana
window

el techo
roof

la sala
living room

la cocina
kitchen

el dormitorio
bedroom

el baño
bathroom

el comedor
dining room

¿Cuántas _____ hay? (insert vocabulary words above)
How many _____ are there?

Example

En mi casa hay dos baños. (In my house there are two bathrooms.)

¿De qué color es? (Point to the door, window or roof?)
What color is it?

Monday

- Walk around your house (apartment).
- Point to the kitchen and say *la cocina*
- Have your student repeat, “*la cocina.*”
- Do the same for the living room, bedroom, the bathroom, dining room, door, window and the roof.
- Then ask your student specific questions about your house (apartment), such as: *¿Cuántos cuartos hay en tu casa (apartamento)? ¿Que hay en tu casa (apartamento)?, ¿De qué color es la casa (el apartamento)?, ¿Dónde está la cocina?, ¿Donde esta el baño?, ¿Dónde está la sala?, ¿Dónde está la puerta?, ¿Dónde está la ventana?, ¿Dónde está el techo? ¿Cuántas ventanas hay? and/or ¿Cuántas puertas hay?*
- **(PA)** Each time you ask a question, reinforce your student's responses.

Wednesday

- Review Monday's lesson
- *Mi casa (apartamento)* activity:
 - Tell your student they are going to draw a picture of their house (apartment).
 - Explain that they do not have to draw every part of their house (apartment): rather, they can choose to draw one room or one part of their house.
- As your student draws, have your student answer some of the questions from Monday's lesson. Encourage them to be as descriptive as possible and to use the vocabulary and phrases from the teacher notes.

Monday
Rhythm Patterns

Date: _____

Name: _____



Checking for Understanding

What is a note that lasts **two beats** called? A _____.

We can also call a note that lasts **two beats**: _____.

What is **four sounds on a beat** called? _____.

When there are **four sounds on a beat**, we say: _____ - _____ - _____ - _____.

2nd Grade Student Instruction Sheet

TUESDAY 4/7

ELA

Spalding 20
(Minutes)

Spalding

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

Materials needed:

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

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

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

OR: For each word,

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

Spalding Spelling List Tuesday

Word	Example sentence	Notes
	The first day of school is in August .	Named to honor Augustus Caesar. r. 26
	A new idea struck him; he looked quickly for a paper to write it on.	Use /ck/ after first sound of /u/ at the end of a syllable. r. 25
	We are getting new books for the library!	BW: get End: ing r. 9
	Can you get me water from the counter?	
	I don't know what you are talking about.	No separation between <i>n</i> and <i>t</i> in cursive. r. 19

- (I)** After finishing the list of 5 words, have your child fold his/her paper so the words do not show
- (PA)** Repeat this process 1 more time so each word has been practiced a total of 2 times.

2nd Grade Student Instruction Sheet

<p>Literature (15 Minutes)</p>	<p>**Remind students to use their phonogram knowledge and spelling rules</p> <p>**Remind students to practice proper letter formation and to use their best cursive handwriting.</p> <p>Literature Goal/Objective: Review chapter 10 by completing a worksheet.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• “Charlotte’s Web” chapter 10 “An Explosion”• Charlotte’s Web worksheet page 20 (located in packet) <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Use chapter 10 to complete worksheet page 20
<p>Grammar/Writing (10 Minutes)</p>	<p>Grammar/Writing Goal/Objective: Students will complete a sentence classification. Students will write two sentences.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Sentence worksheet <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) Read the following questions and have student mark the sentence.<ol style="list-style-type: none">1. What barked loudly at the cat? answer: barn - SN2. What’s being said about dog? answer: barn stood - V3. Barked how? answer: loudly - adv4. at - answer: preposition (P)5. At what? answer: cat - OP6. the - A7. What kind of dog? answer: black - adj8. What kind of dog? answer: small - adj9. the - a10. divide the complete subject from the complete predicate and put prepositional phrase in parenthesis.<input type="checkbox"/> (I) Write complete sentences on Grammar worksheet<input type="checkbox"/> Check your work using checklist on the bottom of the paper <p>Note: All writing should be done in cursive except when classifying sentences</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.

2nd Grade Student Instruction Sheet

<p>MATH (30 Minutes)</p>	<p>Math Goal/Objective: Subtract money without renaming. Number sense. Materials needed:</p> <ul style="list-style-type: none"> ● number of the day sheet ● expo marker ● workbook p. 82 ● Textbook p. 55, #4 and #5 <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Complete Number of the Day with expo marker: 489 <input type="checkbox"/> (I) Practice skip counting songs 2-6's while doing hand to knee crossovers <input type="checkbox"/> (PA/I) Review problems 4.a. and 4.b. on TB p. 55. Watch the video. <input type="checkbox"/> (I) Complete wkbk p. 82
<p>SCIENCE (20 Minutes)</p>	<p>SCIENCE Goal/Objective: Students will identify and sort properties of matter. Materials needed:</p> <ul style="list-style-type: none"> ● "Properties Describe Matter" ● 3 sorting matter worksheets on temperature, texture, and shape <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Discuss/Review: What are "properties"? Properties describe how something looks or feels. <input type="checkbox"/> (PA) Show students "Properties Describe Matter" sheet that shows the 5 senses. Explain to students that identifying properties of matter involves using our 5 senses. <input type="checkbox"/> (PA) Discuss different ways we can classify or sort matter. Here are some examples: <ul style="list-style-type: none"> ● shape, color, temperature, texture, flexibility, smell, sound, sink/float (buoyancy), length, magnetic, luster, size, hardness, taste, mass, states of matter <input type="checkbox"/> (I) Students will complete Matter Sorting worksheets on temperature, texture, and shape.
<p>OPTIONAL ART <u>Week 2 Project</u> (10-15 Minutes)</p>	<p>Week 3 Art Project: Copy of "Ant in a Floral Wreath" by Maria Sibylla Merian Goal/Objective: Draw Inspiration from nature and the work of artist and naturalist, Maria Sibylla Merian</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Cereal box for drawing paper - cut up into two rectangles. ● Colored pencils; eraser; thin felt-tipped markers or watercolors; waterproof/permanent extra thin point "Sharpie" or "Micron" marker.

2nd Grade Student Instruction Sheet

PE (10 Minutes)	<p>Specific Instructions: (I=independent; PA= Parent assistance)</p> <ul style="list-style-type: none"><input type="checkbox"/> Art Project Instruction Sheet<input type="checkbox"/> Mrs. Northway's Blog for Step by Step instructions, PDF Printables and videos. <p>(PA=Parent assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> Assist in helping student get started on drawing. Helping to “grid” paper to match the image. This is explained in my blog link and in packet instruction sheet. <p>(IW=independent Work)</p> <ul style="list-style-type: none"><input type="checkbox"/> Scholar is doing the actual drawing, NOT the parent. Parent only assists by guiding student in placement of marking dots for correct proportions. <p>PE</p> <p>Goal/Objective: Students will perform a variety of anaerobic exercises to increase their strength and endurance.</p> <p>Materials needed: A deck of cards (can be homemade), Playing Card Fitness (included in packet)</p> <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Students will read the Playing Card Fitness sheet.<input type="checkbox"/> (PA or I) Students will begin Playing Card Fitness. Students may do exercises individually, with a partner, or as a family.
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DL3 Tuesday

Classify the following sentence:

The small black dog barked loudly at the cat.

Write a declarative sentence: (Declarative sentences give information)

Write an exclamatory sentence: (exclamatory sentences show sudden or strong feelings)

Sentence writing checklist

_____ I wrote in my nicest cursive

_____ I began with a capital letter

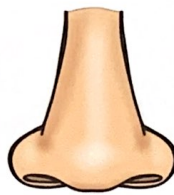
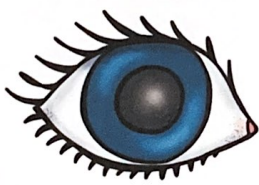
_____ I ended with an end mark

_____ My sentence makes sense

PROPERTIES

© the first grade roundup

describe matter



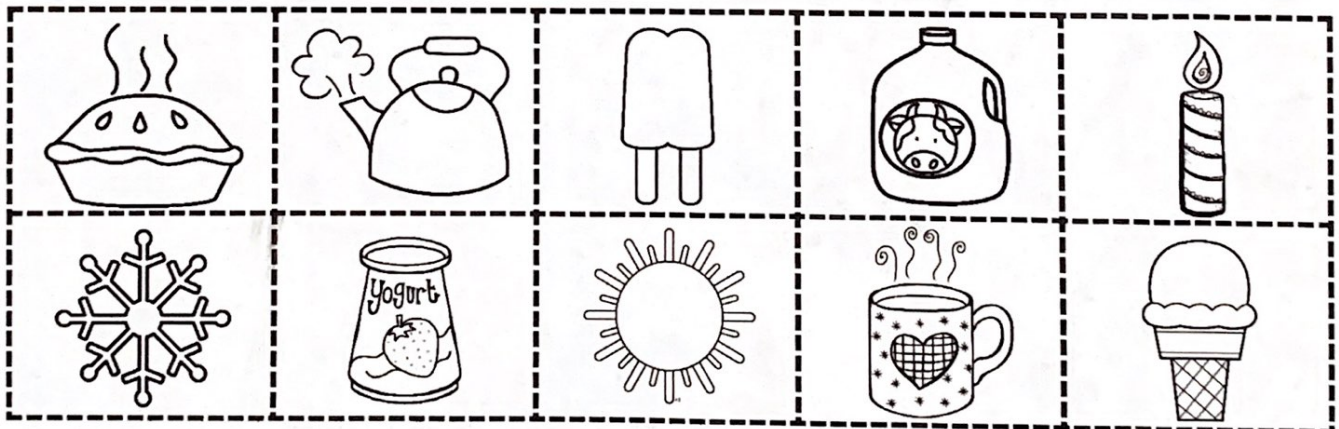
Name: _____

Directions: Cut and paste the objects by property of temperature.

Sort Matter by **TEMPERATURE**

hot	cold

© Creative in Preschool



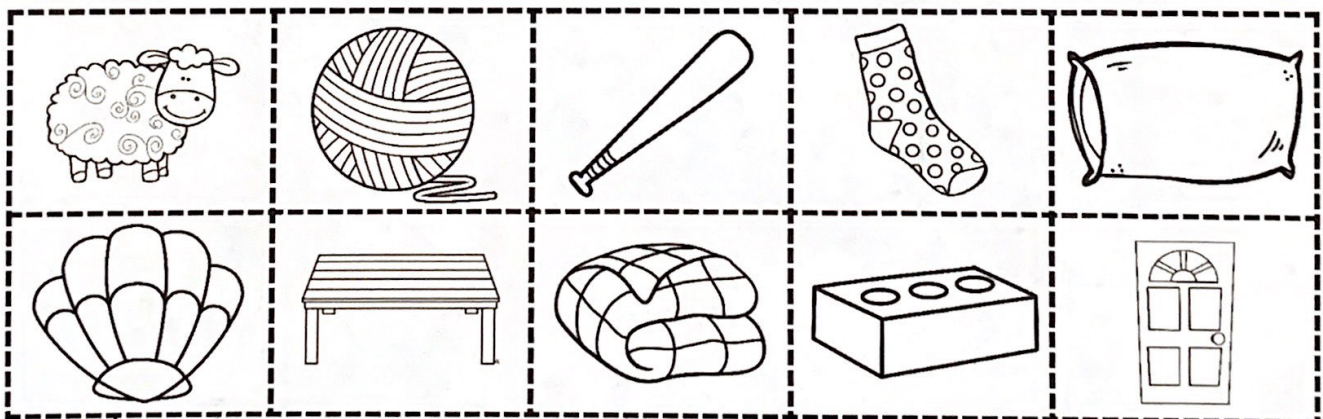
Name: _____

Directions: Cut and paste the objects by property of texture.

Sort Matter by **TEXTURE**

soft	hard

© Science in Progress



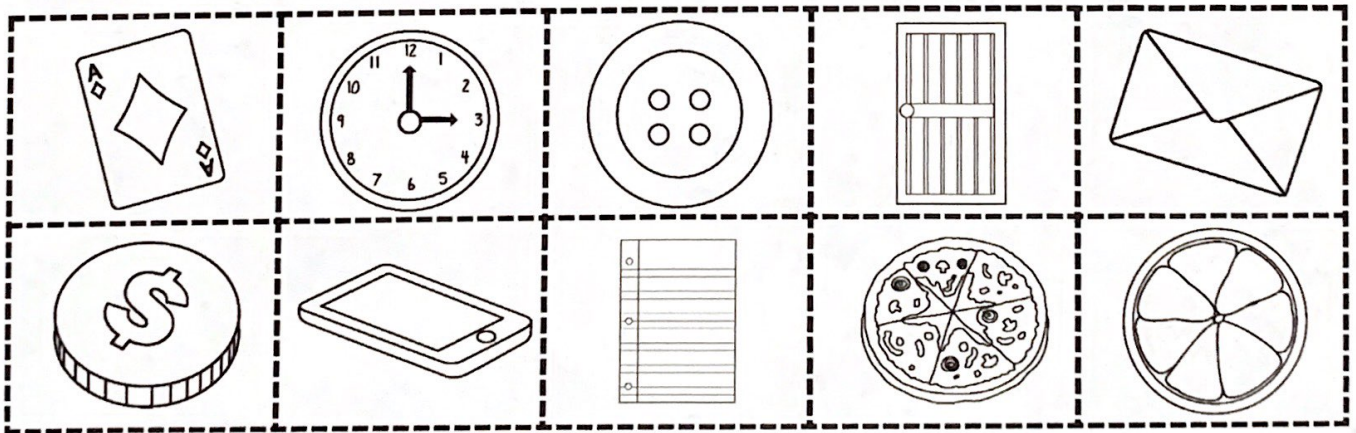
Name: _____

Directions: Cut and paste the objects by property of shape.

Sort Matter by **SHAPE**

circle	rectangle

© Creative in Progress





Playing Card Fitness



Directions: Place a deck of playing cards on a table or the floor. Make sure you enough space to perform exercises safely. You can play individually , with a partner, or as a family. Take one card at a time and perform the exercise the number of times on the card. (Example: 4 of hearts, perform exercise 4 times.) All face cards count as 10, Ace is Wild Cards and you may choose your exercise and how many times to perform.

Here are some examples:



Jumping Jacks

Elbow Plank Up/Down

Hop on 1 Foot



Ski Jumps

Jog in Place

Invisible Jump Rope



Push-ups

Curl-Ups

Side Plank



Squats

Squat Jumps

Tree Pose

2nd Grade Student Instruction Sheet

WEDNESDAY 4/8

ELA

Spalding (20 Minutes)

Spalding

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

Materials needed:

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

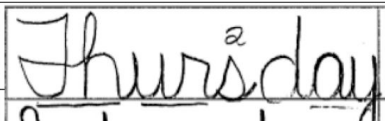
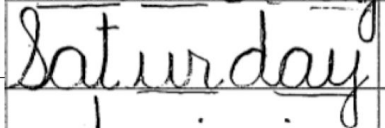
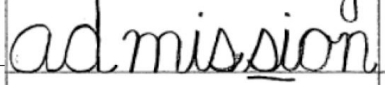
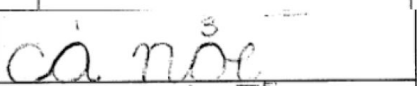

Specific Instructions (I=independent; PA=parent assistance):

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

OR: For each word,

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

Spalding Spelling List Wednesday

Word	Example sentence	Notes
	On Thursday , we will read Charlotte's Web.	In reference to Thor- Norse god r. 26, 18
	I love Saturday movie nights!	In reference to Saturn- a planet r. 26, 18
	We need to pay the admission fee before we go to the aquarium.	BW: admit Latin admissio r. 14, 15
	I took the canoe down the river.	Accented syllable takes /n/ with it and leaves ã at the end of a syllable.
	The captain of the ship wished us a good voyage.	Use /ai/ before /n/ at the end of a word.

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

2nd Grade Student Instruction Sheet

<p>Literature (15 Minutes)</p> <p>Grammar/Writing (10 Minutes)</p> <p>Reading (20+ minutes)</p>	<p><input type="checkbox"/> Repeat this process 1 more time so each word has been practiced a total of 2 times.</p> <p>**Remind students to use their phonogram knowledge and spelling rules</p> <p>**Remind students to practice proper letter formation and to use their best cursive handwriting.</p> <p>Literature Goal/Objective: Read Chapter 11 “The Miracle”</p> <p>Materials needed:</p> <ul style="list-style-type: none">• “Charlotte’s Web” chapter 11 “The Miracle” <p>Specific Instructions (I=independent; PA=parent assistance):</p> <p><input type="checkbox"/> (PA) Read aloud chapter 11 “The Miracle” to student (You may also choose to listen to the audio version)</p> <p><input type="checkbox"/> Discuss unfamiliar vocabulary</p> <p>Grammar/Writing Goal/Objective: Students will review contractions.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• contractions worksheet• scissors• glue <p>Specific Instructions (I=independent; PA=parent assistance):</p> <p><input type="checkbox"/> (I) Cut and glue contractions to corresponding words</p> <p><input type="checkbox"/> Read a book of your choice and record in on the log.</p>
<p>MATH (30 Minutes)</p>	<p>Math Goal/Objective: Subtract money with renaming.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Number of the day sheet.• Expo marker• Textbook page 56 #6• Workbook page 83 and 85. <p>Specific Instructions (I=independent; PA= Parent assistance):</p>

2nd Grade Student Instruction Sheet

	<ul style="list-style-type: none"> <input type="checkbox"/> (I) Sing skip count songs 2-6's while doing hand to knee crossovers. <input type="checkbox"/> (I) Complete number of the day: 599 <input type="checkbox"/> (PA/I) Turn to TB p.56. Study the diagram at the very top of the page or watch the video to see how we subtract money with renaming. <input type="checkbox"/> (I) Complete WKBK p. 83 and 85. Remember to show your work for the story problems.
<p>HISTORY (20 Minutes)</p>	<p><u>History</u> Goal/Objective: Learn about Sequoyah and how he helped the Cherokee people</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Americans Move West chapter 9 “Sequoyah and the Cherokee Language” teacher's guide <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Read chapter 9 “Sequoyah and the Cherokee Language” ask questions as you read.
<p>OPTIONAL Spanish (10 Minutes)</p> <p>Music (10-15 Minutes)</p>	<p><u>Spanish</u></p> <p>Goal/Objective: Your student will describe their house (apartment).</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Spanish journal (paper) • crayons • Teacher notes (from Monday) • audio file • video of numbers and colors <ul style="list-style-type: none"> ○ Numbers ○ Colors <p>Specific Instructions: (I=independent; PA=parent assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Review Monday's lesson <input type="checkbox"/> (PA) Mi casa (apartamento) activity: <ul style="list-style-type: none"> <input type="checkbox"/> Tell your student they are going to draw a picture of their house (apartment). <input type="checkbox"/> Explain that they do not have to draw every part of their house (apartment): rather, they can choose to draw one room or one part of their house. <input type="checkbox"/> (PA) As your student draws, have your student answer some of the questions from Monday's lesson. Encourage them to be as descriptive as possible and to use the vocabulary and phrases from the teacher notes.. <p>https://ghnospanishk-2.blogspot.com/2020/03/april-6-april-10.html</p>

2nd Grade Student Instruction Sheet

Music

Goal/Objective: Review **Solfa Street**

Materials needed: [Solfa Street](#) print out

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

- I:** On Solfa Street, our neighbors live steps and skips apart.
 - I:** The **highest** solfa is **La**.
 - I:** The **lowest** solfa is **Do**.
- I:** On the empty Solfa Street, fill in where our neighbors live. Remember That **So** and **Mi** live a skip apart!

- I:** Below Solfa Street write a story about our neighbors and describe an adventure they go on together! Make sure to use your *best handwriting*.
- See [Blog](#) for support!

Name: _____ Wednesday #: _____

Contraction and #2

let us

we would

I have

are not

do not

you are

would not

we will

will not

I would



we'd

I've

don't

wouldn't

won't

aren't

we'll

you're

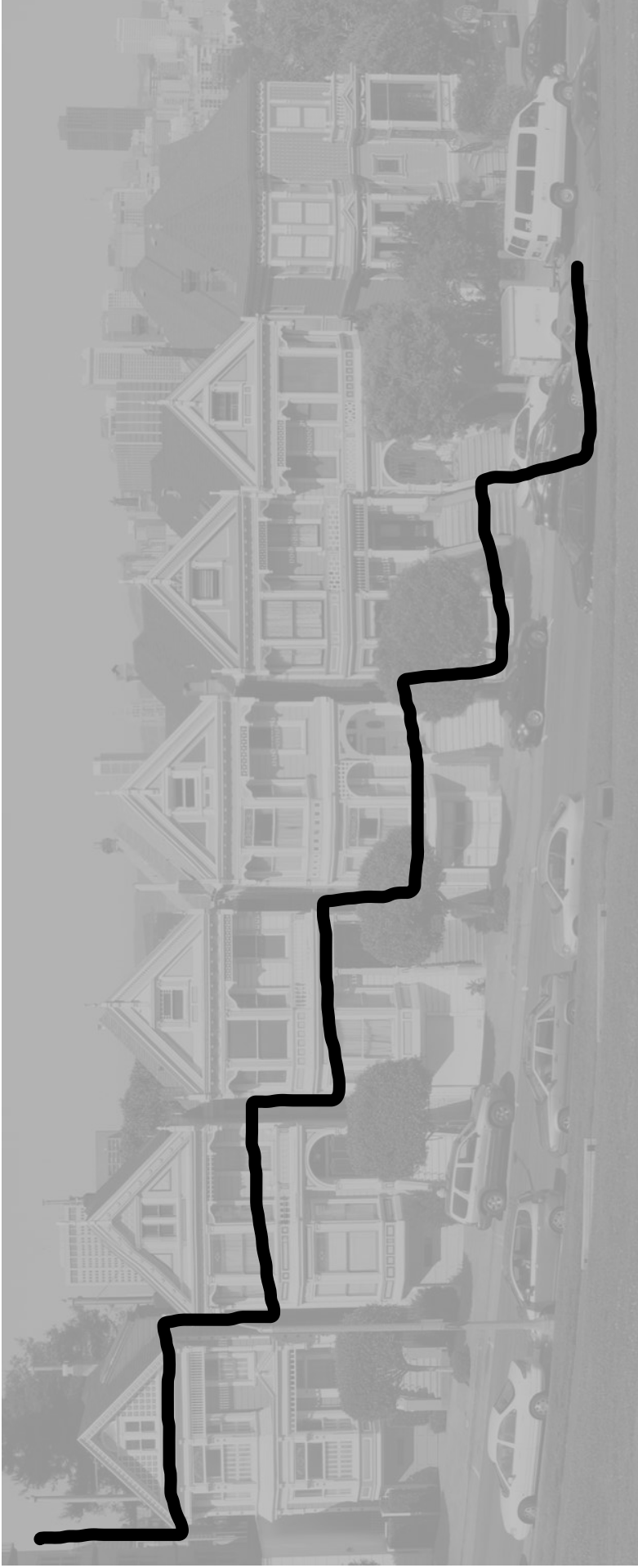
let's

I'd

Wednesday

Date: _____

Name: _____



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

Write me a story about our neighbors on Solfa Street and describe an adventure they go on together! Make sure to use your best handwriting:

2nd Grade Student Instruction Sheet

THURSDAY 4/9

ELA

Spalding (20
Minutes)

Spalding

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

Materials needed:

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

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

get	picnicking
public	getting
struck	admission
Thursday	August
captain	music
picnic	cellar
don't	caution
cautious	canoe
Saturday	creature
raise	curtain

- 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.

OR: Watch Ms. Torres's [video](#) and follow along

2nd Grade Student Instruction Sheet

<p>Literature (15 Minutes)</p> <p>Grammar/Writing (10 Minutes)</p> <p>Reading (20+ minutes)</p>	<p>**Remind students to use their phonogram knowledge and spelling rules</p> <p>**Remind students to practice proper letter formation and to use their best cursive handwriting.</p> <p><u>Literature</u></p> <p>Goal/Objective: Review chapter 11 by completing a worksheet.</p> <p>Materials needed:</p> <ul style="list-style-type: none">● "Charlotte's Web" chapter 11 "The Miracle"● Charlotte's Web worksheet page 16 (located in packet) <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Use prepositions on Charlotte's Web packet page 16 to write 2 complete sentences. <p><u>Grammar/Writing</u></p> <p>Goal/Objective: Students will review parts of speech.</p> <p>Materials needed:</p> <ul style="list-style-type: none">● Classifying parts of speech worksheet <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Write the words from the word bank in the appropriate column <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></p> <p>Goal/Objective: Review previously learned material : number sense, m,cm, kg, g, multiplication, and story problems.</p> <p>Materials needed</p> <ul style="list-style-type: none">● Workbook <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA/I) Watch video to review measurements of weight and length.<input type="checkbox"/> (I) Complete Workbook pages 87, 89, and 91
<p>HISTORY (20 Minutes)</p>	<p><u>History</u></p> <p>Goal/Objective: Review "Sequoyah and the Cherokee Language" and the Americans Move West unit</p> <p>Materials needed:</p>

2nd Grade Student Instruction Sheet

- [teachers guide](#) for chapter 9
- chapter 9 Student notes sheet (fill-in)
- Going West worksheet

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

- (PA/I)** Have students use word bank to fill in student notes for chapter 9
- (I)** Students will use word bank to complete the "Going West" worksheet.

OPTIONAL

ART

Bell work (10-15 Minutes)

Week 3 Art Project: Master Copy of Albrecht Durer's Rhinoceros

(I know we drew this in sketchbooks in 1st grade....but I'd like to see how my 2nd graders have improved since last year - This will be a larger, more detailed drawing than last year).

Goal/Objective: Continuing our exploration into printmaking by observing and copying Albrecht Durer's work.

Materials needed:

- Cereal box for drawing paper - cut up into two rectangles.
- pencil; eraser; thin felt-tip black marker; ball-point pen, and/or rollerball pen.

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

- [See Packet documents and Mrs. Northway's Blog for Step by Step instructions, PDF Printables and videos.](#)

(PA=Parent assisted)

- Assist in helping student get started on drawing. Helping to "grid" paper to match the image. This is explained in my blog link and in packet instruction sheet.

(IW=independent Work)

- Scholar is doing the actual drawing, NOT the parent. Parent only assists by guiding student in placement of marking dots for correct proportions.

PE (10 Minutes)

PE

Goal/Objective: Students will perform a variety of anaerobic exercises to increase their strength and endurance.

Materials needed: A deck of cards (can be homemade), [Playing Card Fitness](#) (included in packet on Tuesday)

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

- (I)** Students will read the Playing Card Fitness sheet.
- (PA or I)** Students will begin Playing Card Fitness. Students may do exercises individually, with a partner, or as a family.

Name: _____

Classifying

Directions: Write the words into the correct categories below.

nouns	verbs	adjectives

run box red sing chicken write
happy old tree sad mouth fly
new silly laugh car pencil push
fork lost stand ball tall smile

Name: _____ Date: _____ #: _____

85	writing	words	syllables
Cherokee	Sequoyah		

Use the word bank to fill in the blanks.

Chapter 9

1. Who was Sequoyah? _____ was a _____ Native American who was a soldier in the U.S. Army.
2. What did Sequoyah decide to do for the Cherokee people? Sequoyah decided to create a system of _____ for his people.
3. What did Sequoyah realize about Cherokee words? Sequoyah realized that all Cherokee _____ were made up of _____.
4. How many symbols did Sequoyah create? Sequoyah created _____ symbols, each standing for a different syllable.

Name _____ Date _____

Going West

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



Andrew Jackson Trail of Tears covered wagons
Native Americans pioneers

1. Many settlers headed West in _____ pulled by oxen, horses, or mules.
2. The settlers, called _____, were headed for a new life out West.
3. They traveled through lands where _____ lived.
4. President _____ forced thousands of Native Americans off their lands.
5. The Cherokee people were forced to walk thousands of miles along what became known as the _____.

Purpose: To review key facts relating to America's westward expansion

Name: _____ Grade/Section _____ # _____



2nd Grade Reading Log

Week of 4/6	What quality book are you reading? (Title and Author)	Minutes read	Parent initials
Monday Date: 4/6			
Tuesday Date: 4/7			
Wednesday Date: 4/8			
Thursday Date: 4/9			
Friday Date: 4/10 Optional			

Comments:

Total Minutes:

80
minute goal

Due 4/13

____/12 points

Appendix

Grammar key

Monday:

a adj adj sn v p a op

The big red barn/ stood (in the field.)

Tuesday:

a adj adj sn v adv p a op

The small black dog / barked loudly (at the cat.)

"Comparing Solids and Liquids" Review Questions

1. What are properties?

Properties describe how something looks or feels.

2. Tell about the properties of solids.

The shape and size of solids does not change unless you do something to the objects.

3. Solids can be flexible. What solids in your home are flexible?

(Answers may vary.)

4. Tell about the properties of liquids.

Liquid takes the shape of the container that holds it.

5. Classify. Is milk a solid or a liquid? Is wood a solid or a liquid?

Milk is a liquid.

Wood is a solid.

W3 History key

Going West Key

1. covered wagons
2. pioneers
3. Native Americans
4. Andrew Jackson
5. Trail of Tears

Americans move west notes 5-9 key

1. Who was Sequoyah? **Sequoyah** was a **Cherokee** Native American who was a soldier in the U.S. Army.
2. What did Sequoyah decide to do for the Cherokee people? Sequoyah decided to create a system of **writing** for his people.
3. What did Sequoyah realize about Cherokee words? Sequoyah realized that all Cherokee **words** were made up of **syllables**.
4. How many symbols did Sequoyah create? Sequoyah created **85** symbols, each standing for a different syllable.