

GreatHearts

Northern Oaks



Distance Learning Packet

April 13-17, 2020

2nd grade

Mrs. Doughty

Mrs. Garff

Ms. Torres

Mrs. Speer

Student Name: _____ Section: __



Table of Contents

General Instructions for Parents

Student Attendance Affidavit

Weekly Schedule

Monday student Holiday

Tuesday student Instructions

Tuesday student pages

Wednesday student Instructions

Wednesday student pages

Thursday student Instructions

Thursday student pages

Friday student Instructions

Friday student pages

Grade level Reading log

Appendices

Applicable Answer Keys

Daily Student Instruction Sheet - TUESDAY

TUESDAY – 4/14/20

ELA

Spalding (20 Minutes)

Spalding

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

Materials needed:

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

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

- (PA)** Parent dictates words, and student fingerspells and writes words according to Spalding sheet instructions, OR student will fingerspell and write words along with Mrs. Speer'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 M

Word	Example sentence	Notes
cau ⁴ tious	He was cautious while opening the door to not make noise.	BW: caution Ending: ous r. 14
cau ⁴ tion	The floor is wet proceed with caution .	r. 14
cel ⁴ lar	Go down to the cellar for more water.	r. 2, 29
cov ² ered	The entrance was covered with spider web.	BW: cover Ending: "d" Use /ed/ to show past tense of cover. r. 28
crea ⁴ ture	The creature emerged from the shadows.	Use ē, ě, ā. The second syllable says <i>ture</i> . <i>U</i> distorts the sound of /t/.

Daily Student Instruction Sheet - TUESDAY

Literature (15 Minutes)

- (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.

**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: Students will Read Chapter 12 "A Meeting"

Materials needed:

- "Charlotte's Web" [Chapter 12](#) "A Meeting"

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

- (PA)** Read aloud chapter 12 "A Meeting" to student (You may also choose to listen to the [audio](#) version
- (I)** As you read have student circle any unfamiliar vocabulary. Discuss vocabulary.
- (PA)** Ask the following questions: What words do the other animals suggest? How do they convince Templeton to help out?

Grammar/Writing (10 Minutes)

Grammar/Writing

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

Materials needed:

- Tuesday sentence [worksheet](#)

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

- (PA)** Read the following questions and have student say the answers and mark the sentence. See appendix for answer key

1. Who left unexpectedly? scientist - SN
2. What's being said about scientist? scientist left - V
3. Left how? unexpectedly - adv
4. What kind of scientist? brilliant - adj
5. The - a

- (I)** Write complete sentences on Grammar worksheet
- (I)** Check your work using checklist on the bottom of the paper

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

Daily Student Instruction Sheet - TUESDAY

Reading (20+ minutes)	<input type="checkbox"/> Read a book of your choice and record in on the log .
MATH (Minutes)	<p>Math</p> <p>Goal/Objective: Review skip counting. Make fraction manipulatives.</p> <p>Materials needed:</p> <ul style="list-style-type: none">● fraction circle mat found in today's packet (2 pages)● fraction color and cut out sheets in today's packet (2 pages)● crayons or colored pencils-brown, yellow, green, orange, blue, purple, pink, and red● scissors● baggie● envelope● number of the day● expo marker <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete number of the day: 715<input type="checkbox"/> (I) Sing your skip counting songs while doing hand to knee crossover taps.<input type="checkbox"/> (PA/I) Set aside the fraction circle mats. These will remain as whole sheets of paper.<input type="checkbox"/> (PA/I) Color fraction circles that are labeled color and cut out. The color is listed by the circle or follow the picture on the blog.<input type="checkbox"/> (I) Explore with your fraction manipulatives. What do you notice about the top and bottom numbers? Put your manipulatives in a baggie or envelope.
Science (20 Minutes)	<p>Science</p> <p>Goal/Objective: Exploring matter in nature or around the home.</p> <p>Materials needed:</p> <ul style="list-style-type: none">● Matter Scavenger Hunt worksheet● Pencil <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) Review the 3 states of matter. (Solids, Liquids, Gases)<input type="checkbox"/> (PA) Using your Matter Scavenger Hunt worksheet, go on a walk outside with your parents or look around your house for examples of matter.<input type="checkbox"/> (I) Write or draw examples of matter that you see that match the descriptions given on the worksheet.

Daily Student Instruction Sheet - TUESDAY

ART

OPTIONAL:

Bellwork (10 Minutes)

GRADED WORK:

2 WEEK PROJECT (40 min. per week)

Art

Goal/Objective:

- Daily Bell work Drawing*
- NO NEW Art Project: Continue to add DETAILS, FINISH and FRAME Week 3 Project.***
- Additional instructions for project completion are given in the "Art Instruction Sheet" Link below.*

Bell Work Drawing Materials needed:

- Pencil and Paper

Week 3-4 Project Materials needed: (Materials to "frame" art)

LINKS TO MATERIALS (in this, or any forthcoming assignments) ARE PROVIDED AS A COURTESY NOT A REQUIREMENT. USING READILY AVAILABLE MATERIALS IS AN OPTION AND I PROVIDE MORE DETAIL FOR THIS IN MY VIDEO LINK IN THE ADDITIONAL RESOURCES. IF NO ACCESS TO TECHNOLOGY, I HAVE PROVIDED A COLOR PRINT OF THE IMAGE IN THE WEEKLY PAPER PACKET. YOU MAY APPROACH THE WEEKLY GRADED PROJECT AS "BELL WORK" WITH ONLY PENCIL AND PAPER IF NECESSARY.

- Gluestick
- [1/2 sheet Black Poster board](#)
- Scissors to cut poster board in half. DO NOT cut drawing paper or attempt to cut closer to drawing. Just glue your drawing in the middle of the poster board and I will cut more accurately with the paper cutter in the Fall. If you are unsure, save your drawing and poster board and bring to school in the Fall.
- I wish to display your work - "Ant in a Floral Wreath", for all to see, THIS COMING FALL SEMESTER. KEEP IT AWAY FROM THE DOG and ALL TODDLERS ;)**

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

- [Art Project Instruction Sheet LINK](#)

- WEEK 4 PROJECT: (Graded)**

- [IMAGE LINK](#)

- GRADED WORK:**
Due Friday, April 17th

- SUBMIT FINISHED WORK FOR GRADING:** *Email pic of finished work to theresa.northway@greatheartsnorthernoaks.org*

Daily Student Instruction Sheet - TUESDAY

(or return drawing in paper packet for grading)

(PA=Parent assisted)

- ❑ Assist in helping the student prepare for drawing for Bell Work. Parent helps to “grid” using dots ([as explained in Week 1 Blog Video](#)) paper to match the image.

(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

PE (10 Minutes)

Goal/Objective: Students will perform proper underhand throwing technique for skee- ball game.

Materials needed:

- [Skee-ball Worksheet](#) (included in packet)
- household items
- a ball or a pair of rolled up socks

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

- ❑ **(PA)** Show your scholar the skee-ball worksheet on how to set up the game.
- ❑ **(PA)** Review proper underhand throwing technique cues: Face the target, step with the opposite foot, and swing your arm back then forward releasing the ball.
- ❑ **(PA or I)** Help your student gather household items to use for the game. (If a student does not have a ball a rolled up pair of socks would work as well.)
- ❑ **(I)** Student will begin playing a skee-ball game and will keep track of their points.
- ❑ **(I)** Once a student is done with the game they can write their name on their worksheet along with their point totals. Please turn in the worksheet with their packet.

W4 Tuesday

Name : _____ Date: _____ #: _____

Classify the following sentence. When you are finished divide the complete subject from the complete predicate.

The brilliant scientist left unexpectedly.

Write a declarative sentence using one contraction. (Declarative sentences give information)

Use one word from today's spelling list to write one interrogative sentence: (interrogative sentences ask questions)

Sentence writing checklist

_____ I wrote in my nicest cursive

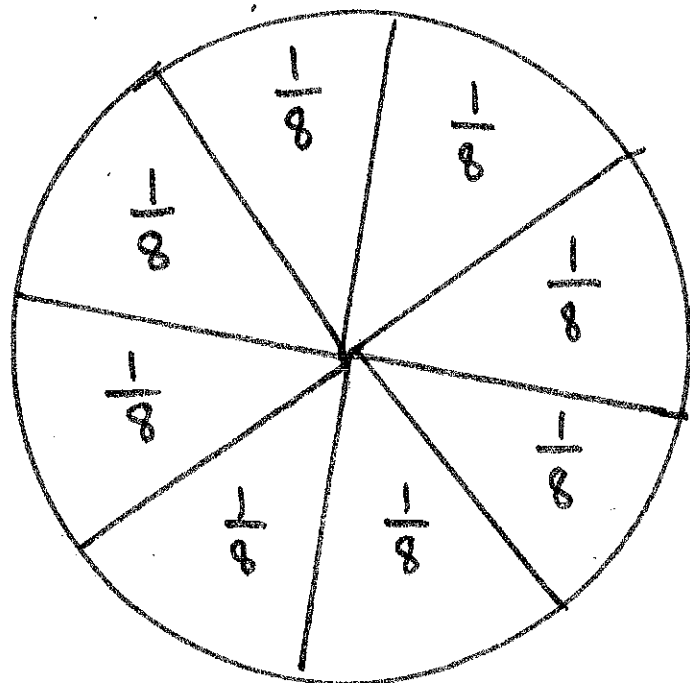
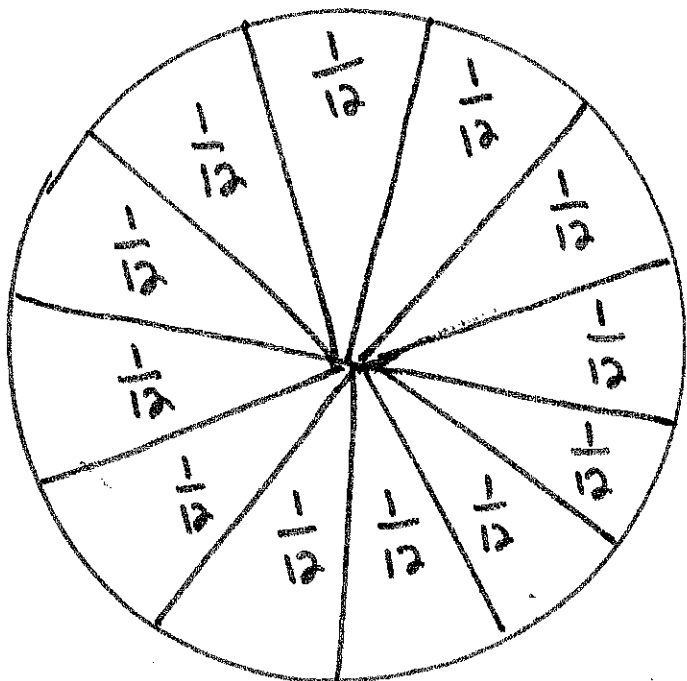
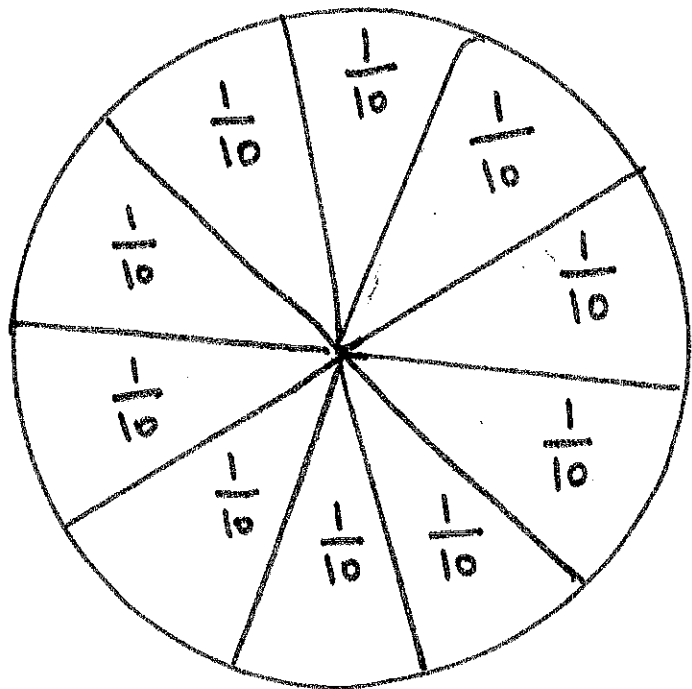
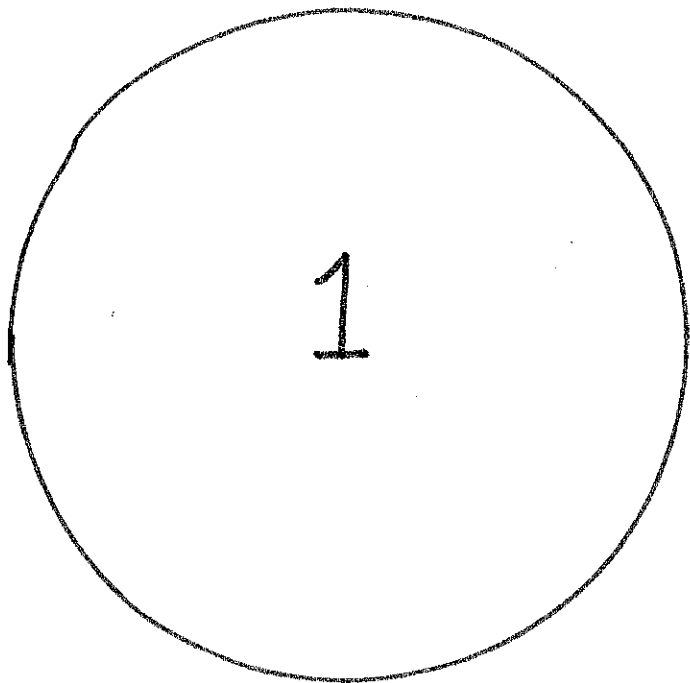
_____ I began with a capital letter

_____ I ended with an end mark

_____ My sentence makes sense

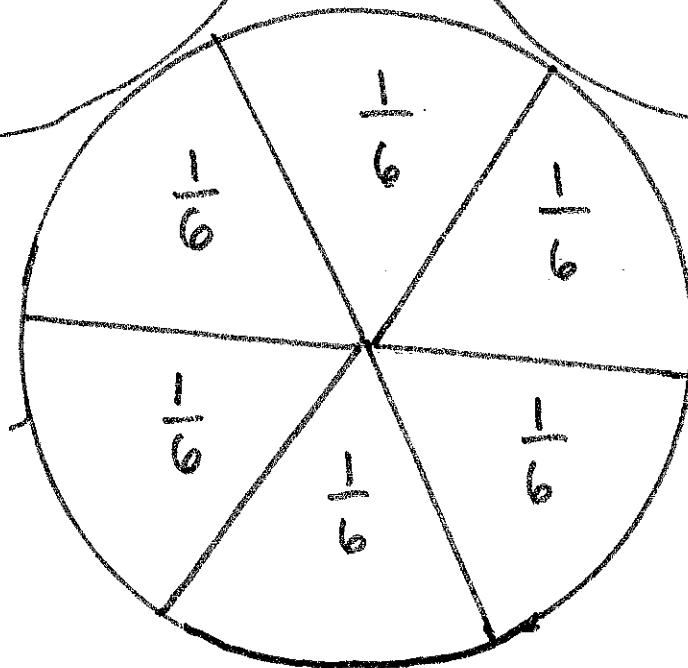
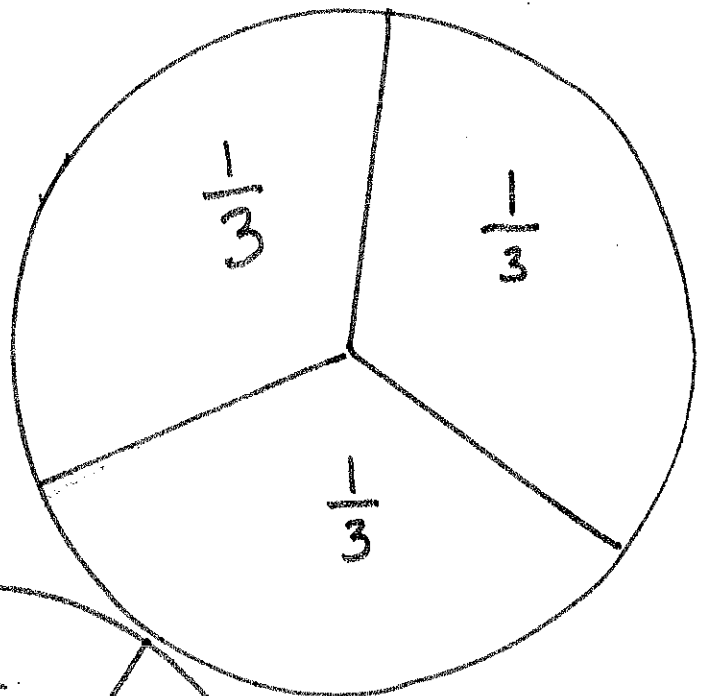
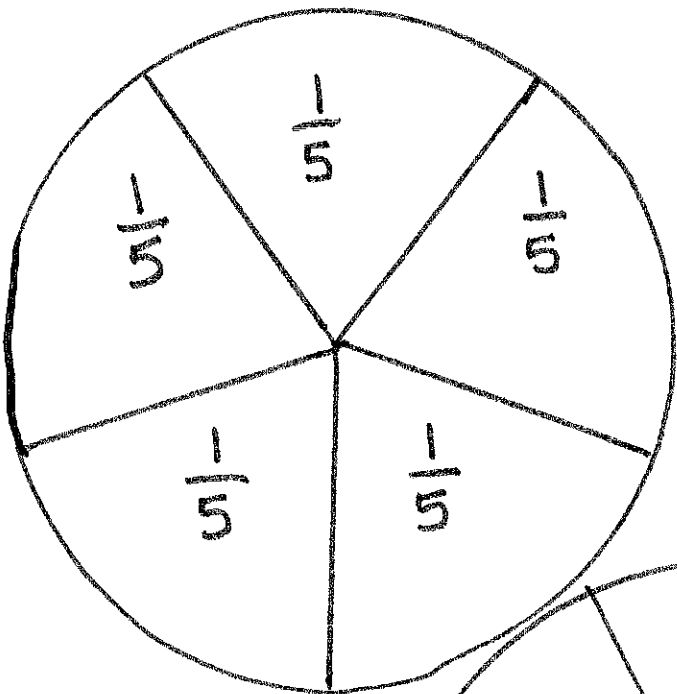
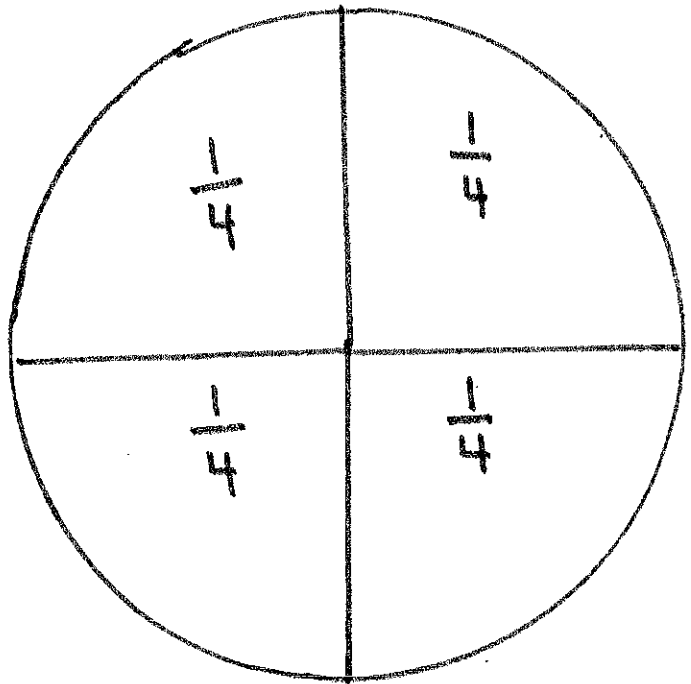
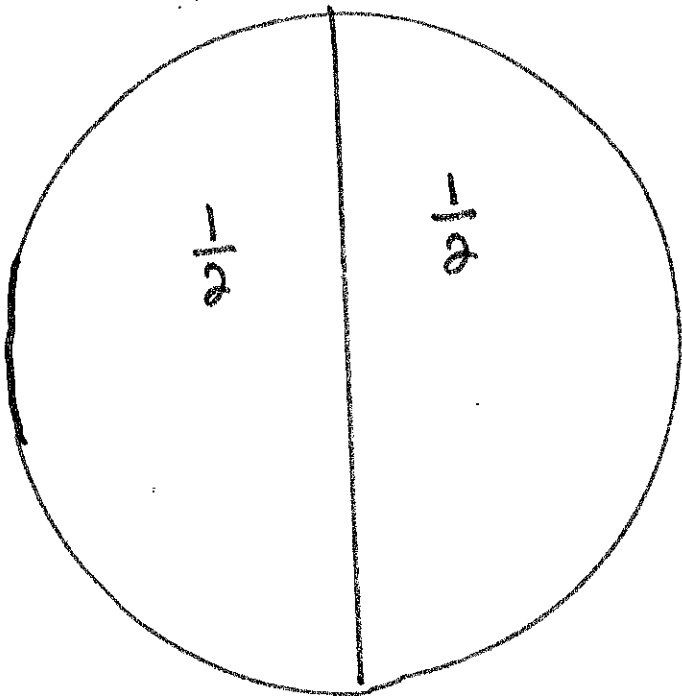
Tues 4-14-20 - Leave as is

Fraction Circle Mat

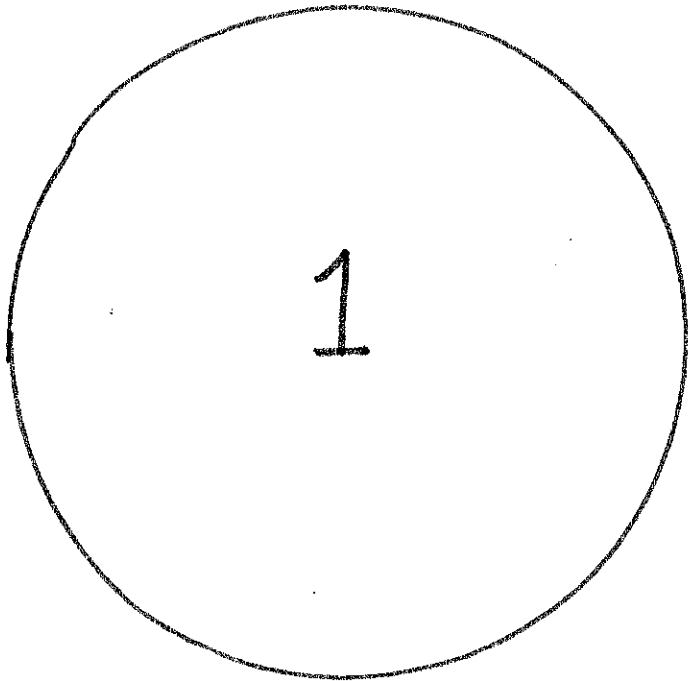


Tues 4-14-20 - Leave as is

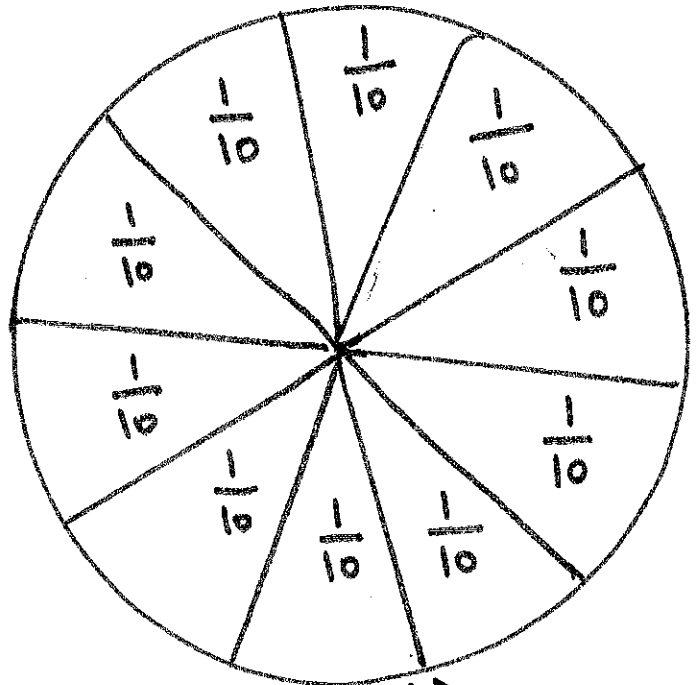
Fraction Circle Mat



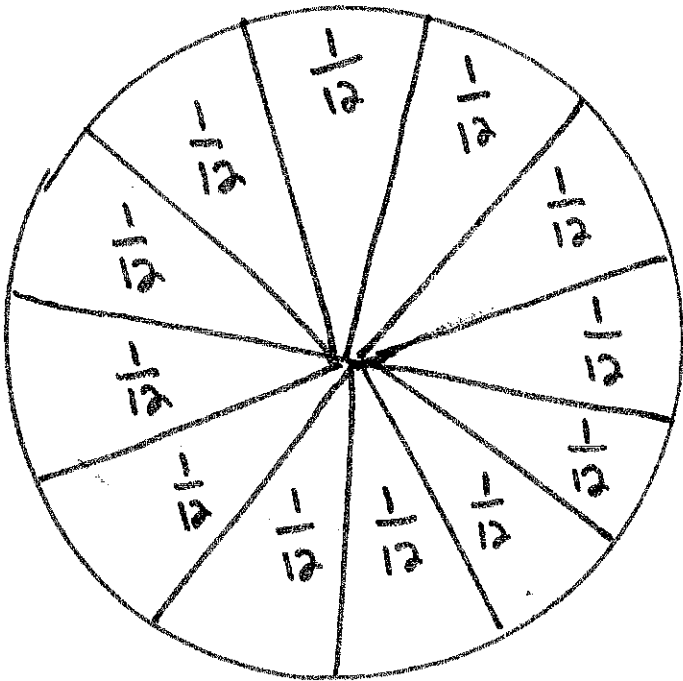
4-14-20 Color and cut out



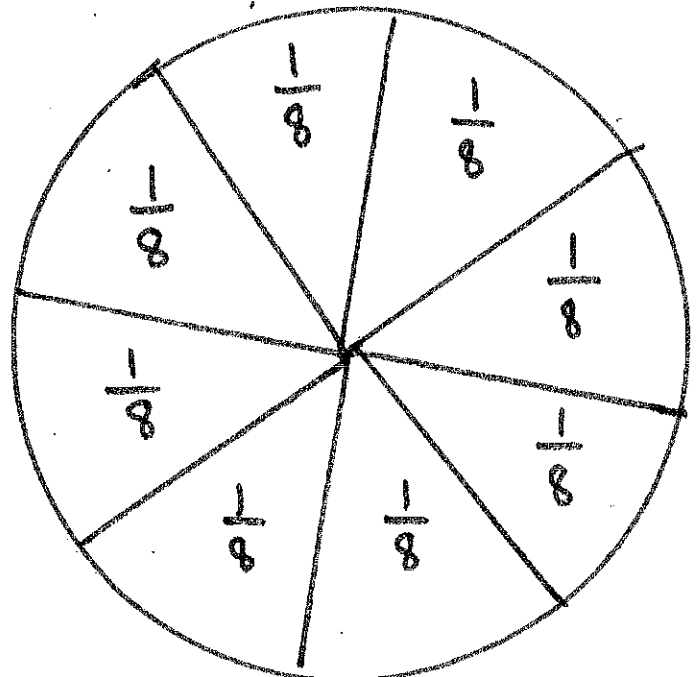
(Blue)



(Purple)

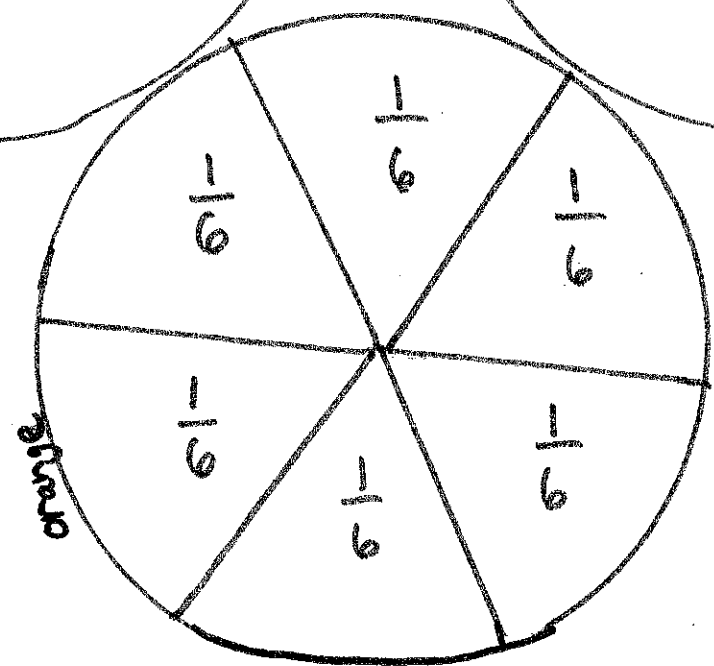
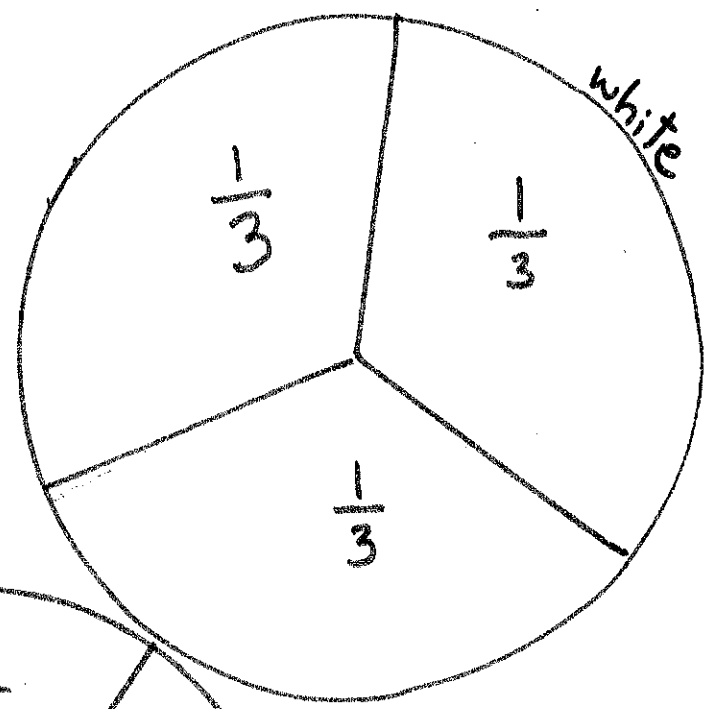
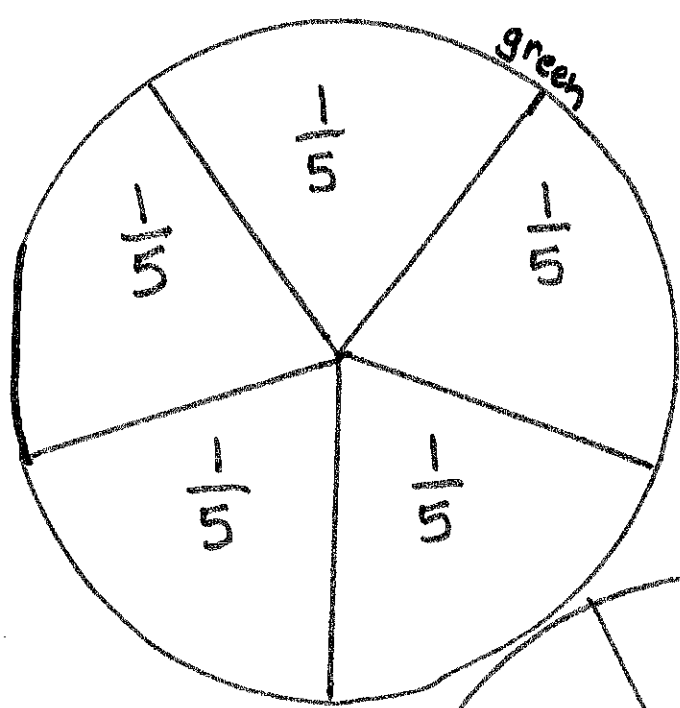
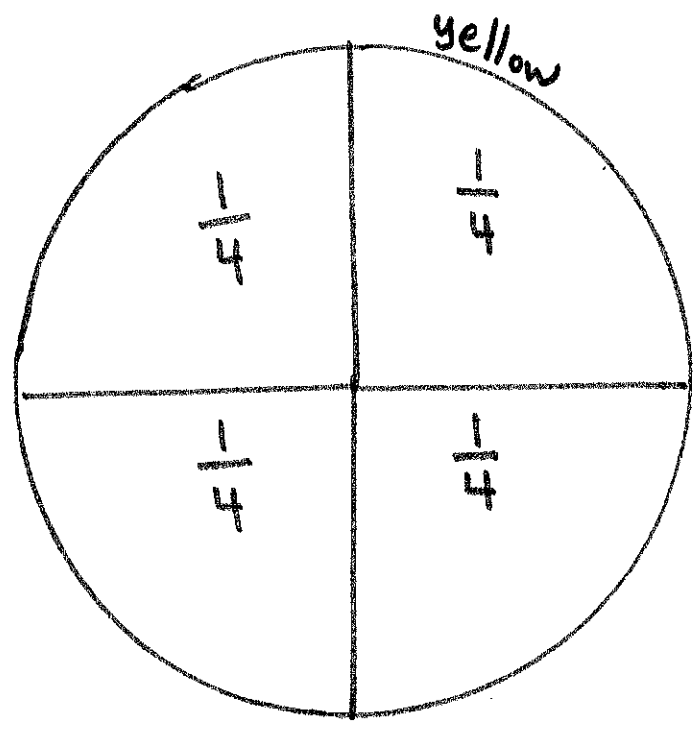
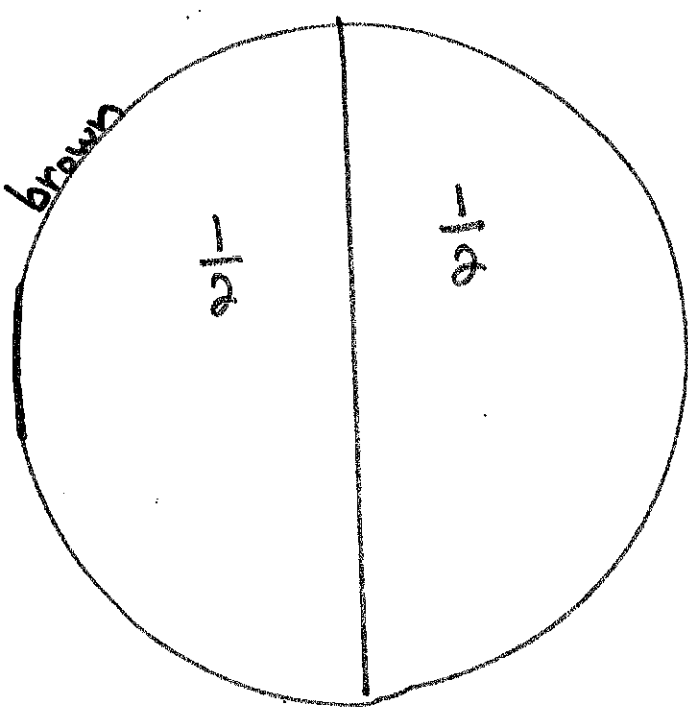


(pink)



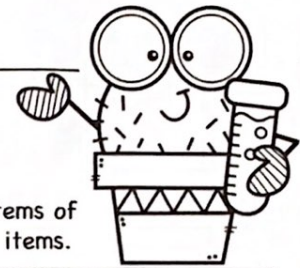
(red)

4-14-20 Color and cut out



Name: _____

Date: _____



Matter Scavenger Hunt

Directions: Take a walk around the block or look around the room. Find items of matter that fit into each category. You may choose to write or draw the items.

Matter that is <u>DRY</u>	Matter that is <u>WET</u>
Matter that is <u>LIQUID</u>	Matter that is <u>GAS</u>
Matter that is <u>BLUE</u>	Matter that is <u>RED</u>
Matter that smells <u>STINKY</u>	Matter that smells <u>SWEET</u>
Matter that can <u>FLOAT</u>	Matter that will <u>SINK</u>

SECOND GRADE ART – T. NORTHWAY

Distance Learning: Spring 2020

Week 4

Tuesday April 14

Goal/Objective:

- Tuesday Bellwork Routine
- No new Project this week.
- Continue Project from last week if incomplete

(PA) Step 1: Instructions for Bellwork

- BELL WORK- [LINK - Bell Work Image from the San Antonio Museum of Art Collection](#)
- BELL WORK- [LINK - IMAGE ADDRESS](#)
 - A quick way to prepare paper is to adjust the size of the art image on screen and then hold your paper up to the computer monitor. Mark the paper edges to match the proportions.
 - I will post your FINISHED artwork on my blog, if you email a picture to me.
 - Look at the image silently with your Art Scholar for at least 1 minute. Set a timer for one minute without talking or questions.
 - Ask your scholar to hold questions and comments to themselves for just one minute.

Thursday, April 16

Goal/Objective:

- Tuesday Bellwork Routine
- No new Project this week.
- Continue Project from last week if incomplete

(PA) Step 1: Instructions for Bellwork

- BELL WORK- [LINK - Bell Work Image from the San Antonio Museum of Art Collection](#)
- BELL WORK- [LINK - IMAGE ADDRESS](#)
 - A quick way to prepare paper is to adjust the size of the art image on screen and then hold your paper up to the computer monitor. Mark the paper edges to match the proportions.
 - I will post your FINISHED artwork on my blog, if you email a picture to me.
 - Look at the image silently with your Art Scholar for at least 1 minute. Set a timer for one minute without talking or questions.
 - Ask your scholar to hold questions and comments to themselves for just one minute.

SECOND GRADE ART – T. NORTHWAY

Distance Learning: Spring 2020

Week 4

(PA) Step 2: Discussion and Bell Work

Drawing Time:

- ❑ After silent time is up, begin discussing what it is that you both **SEE**.
 - ❑ You are looking for how the artist used, or if the artist used some or all of *The Elements of Art - Line, Shape, Space, Texture, Form, Value, Color*
- ❑ https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf
- ❑ *These observations and discussions naturally lead to discovery, personal opinion (THINK) and inquiry (WONDER).*

Allow your Scholar at least 10-15 minutes of drawing time with only pencil and paper.

No additional Art Project this week. Use this week to catch up on previous work:

- ❑ *Continue to add DETAILS, FINISH and FRAME Week 3 Project.*

Materials to “frame” art

- ❑ Gluestick
- ❑ ½ sheet Black Poster board
- ❑ Scissors to cut poster board in half. DO NOT cut drawing paper or attempt to cut closer to drawing. Just glue in the middle of poster board and I will cut more accurately with the paper cutter in the Fall. If you are unsure, save your drawing and poster board and bring to school in the Fall. **I wish to display your work - “Ant in a Floral Wreath”, for all to see. THIS COMING FALL SEMESTER. KEEP IT AWAY FROM THE DOG and ALL TODDLERS ;)**

(PA) Step 2: Discussion and Bell Work

Drawing Time:

- ❑ After silent time is up, begin discussing what it is that you both **SEE**.
 - ❑ You are looking for how the artist used, or if the artist used some or all of *The Elements of Art - Line, Shape, Space, Texture, Form, Value, Color*
- ❑ https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf
- ❑ *These observations and discussions naturally lead to discovery, personal opinion (THINK) and inquiry (WONDER).*

Allow your Scholar at least 10-15 minutes of drawing time with only pencil and paper.

(No additional Art Project this week. Use this week to catch up on previous work:

- ❑ *Continue to add DETAILS, FINISH and FRAME Week 3 Project.*

Materials to “frame” art

- ❑ Gluestick
- ❑ ½ sheet Black Poster board
- ❑ Scissors to cut poster board in half. DO NOT cut drawing paper or attempt to cut closer to drawing. Just glue in the middle of poster board and I will cut more accurately with the paper cutter in the Fall. If you are unsure, save your drawing and poster board and bring to school in the Fall. **I wish to display your work - “Ant in a Floral Wreath”, for all to see. THIS COMING FALL SEMESTER. KEEP IT AWAY FROM THE DOG and ALL TODDLERS ;)**



Ants in a Floral Wreath from *The Caterpillar Book* by Maria Sibylla Merian

Skee Ball

Directions: Find 6 buckets, pots, pans, bowls, or anything else you can throw a ball into . Set-up the objects in a triangle pattern and assign points to each object. Play against yourself by trying to improve your score each round, or against a partner. After 10 underhand tosses count up your total. Play again!

Example Set-up:



3
P
O
I
N
T

2
P
O
I
N
T

1
P
O
I
N
T



Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 4/15/20

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


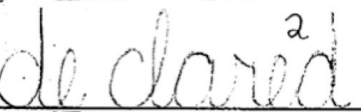

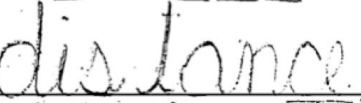
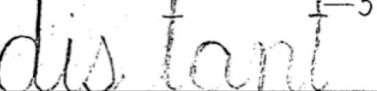
Specific Instructions (I=independent; PA=parent assistance):

- ❑ **(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 	Make the appropriate corrections before moving on the next word
Says the word in a sentence		
Says the word again		

Spalding Spelling List T

Word	Example sentence	Notes
	Can you help me hang the curtain on the window?	/ai/ before /n/ at the end of word.
	We declared victory after the game.	BW: declare Ending: "d" Write declare without the silent final e because ending "d" (ed) starts with a vowel. r. 4, 11, 28
	Is it too soon to declare defeat?	Means to announce. r. 4
	The stars shine bright from a distance .	Write distant but replace ending 'ant' with 'ance'.
	You seem distant , what are you thinking about?	

Daily Student Instruction Sheet - WEDNESDAY

<p>Literature (15 Minutes)</p>	<ul style="list-style-type: none"><input type="checkbox"/> (I) After finishing the list of 5 words, have your child fold his/her paper so the words do not show<input type="checkbox"/> (PA) Repeat this process 1 more time so each word has been practiced a total of 2 times. <p>**Remind students to use their phonogram knowledge and spelling rules</p> <p>**Remind students to practice proper letter formation and to use their best cursive handwriting.</p> <p><u>Literature</u> Goal/Objective: Review Charlotte's Web by working in the packet</p> <p>Materials needed:</p> <ul style="list-style-type: none">• "Charlotte's Web" packet pages 19 and 24 <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete the crossword on page 19 and the dot-to-dot on page 24 of the Charlotte's Web packet.
<p>Grammar/Writing (10 Minutes)</p>	<p><u>Grammar/Writing</u> Goal/Objective: Students will complete a sentence classification. Students will write two sentences.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Wednesday 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 say the answers and mark the sentence. See appendix for answer key<ol style="list-style-type: none">1. What ate hungrily? catfish - SN2. What's being said about catfish? catfish ate - V3. Ate how? hungrily - adv4. What kind of catfish? eager - adj5. The - a<input type="checkbox"/> (I) Write complete sentences on Grammar worksheet<input type="checkbox"/> (I) 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.

Daily Student Instruction Sheet - WEDNESDAY

MATH (Minutes)	<p><i>Math</i></p> <p><u>Goal/Objective:</u> Review number sense. Introduce and define fractions. Practice writing and recognizing one half.</p> <p><u>Materials needed:</u></p> <ul style="list-style-type: none">• number of the day,• expo marker,• copy of notes in today's packet• Textbook p. 63• worksheets found in today's packet <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete number of the day: 676<input type="checkbox"/> (I) Sing skip counting songs while running in place.<input type="checkbox"/> (PA/I) Review notes labeled fraction notes in today's packet with your child or watch the video explaining one-half.<input type="checkbox"/> (PA/I) Look at Textbook p. 63 number 1. Look at A-D and discuss with your child which ones show one half. Remember that fractions are equal parts.<input type="checkbox"/> (I) Complete worksheet 1 and 2 found in the packet.
HISTORY (20 Minutes)	<p><i>History</i></p> <p><u>Goal/Objective:</u> Introduce the Civil War</p> <p><u>Materials needed:</u></p> <ul style="list-style-type: none">• Teachers guide for the Civil War chapter 1 <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none">• Read aloud chapter 1 "Slavery in the United States"• Ask questions that are in the teacher's guide as you read.
Spanish (10 Minutes)	<p><i>Spanish</i></p> <p><u>Goal/Objective:</u> Your student will learn to order food.</p> <p><u>Materials needed:</u> Spanish journal (paper), pencil, Teacher notes and audio file</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) Have your student write the phrases and vocabulary words in Spanish from the teacher notes in their journal (paper).<input type="checkbox"/> (PA) Review the phrases with your student and have them repeat them.<input type="checkbox"/> (PA) Tell your student that the phrases are ones they might hear and use when they are ordering food.<input type="checkbox"/> (PA) Have your student practice ordering food from the list of vocabulary words from their journal (paper).

Daily Student Instruction Sheet - WEDNESDAY

Music (15-20
Minutes)

Music

Goal/Objective: Learn about a **composer** named Amy Marcy Beach

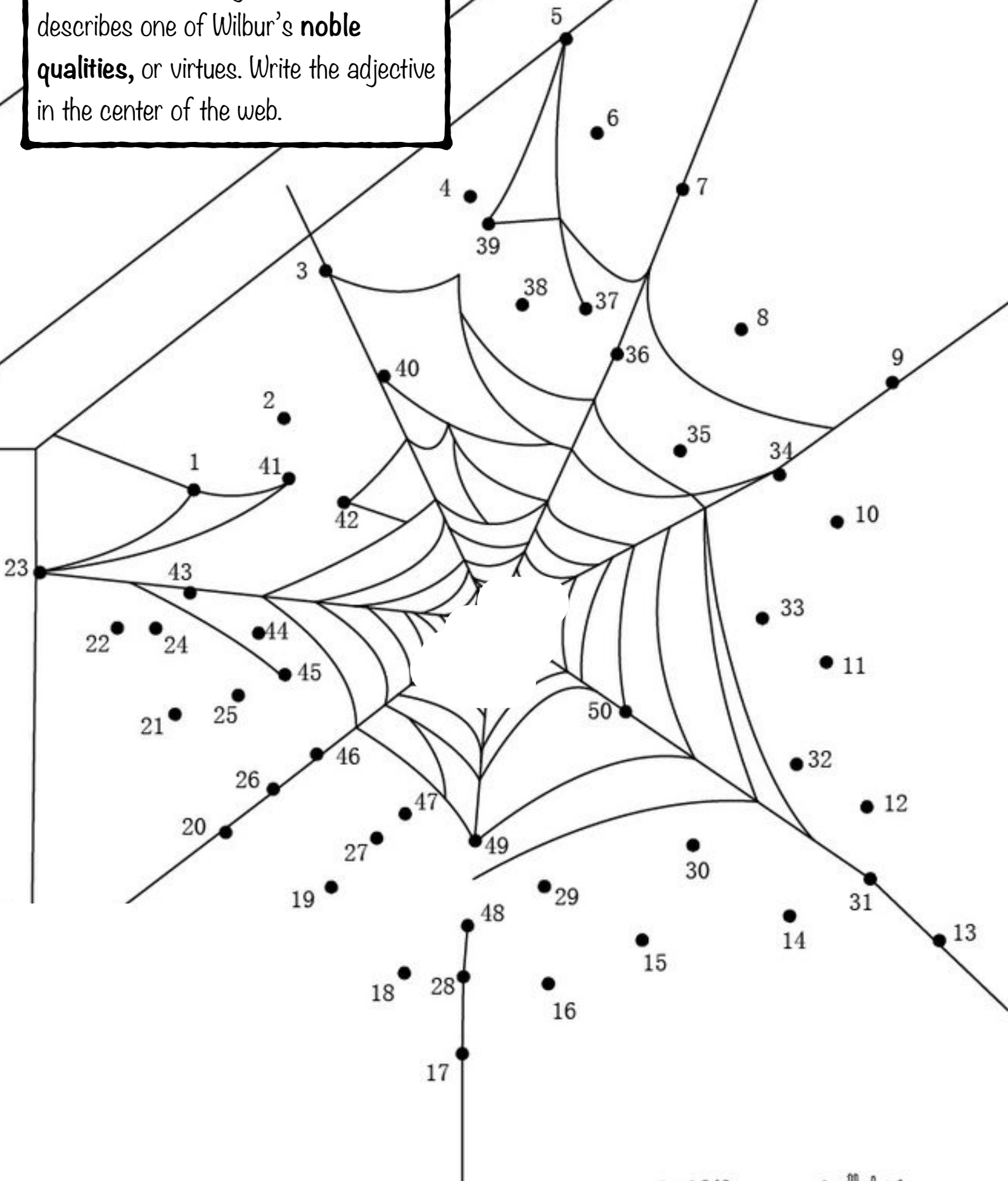
Materials needed:

- [Facts about Amy Beach](#)
- [Story of Amy Beach](#)
- [Word Scrambler](#)

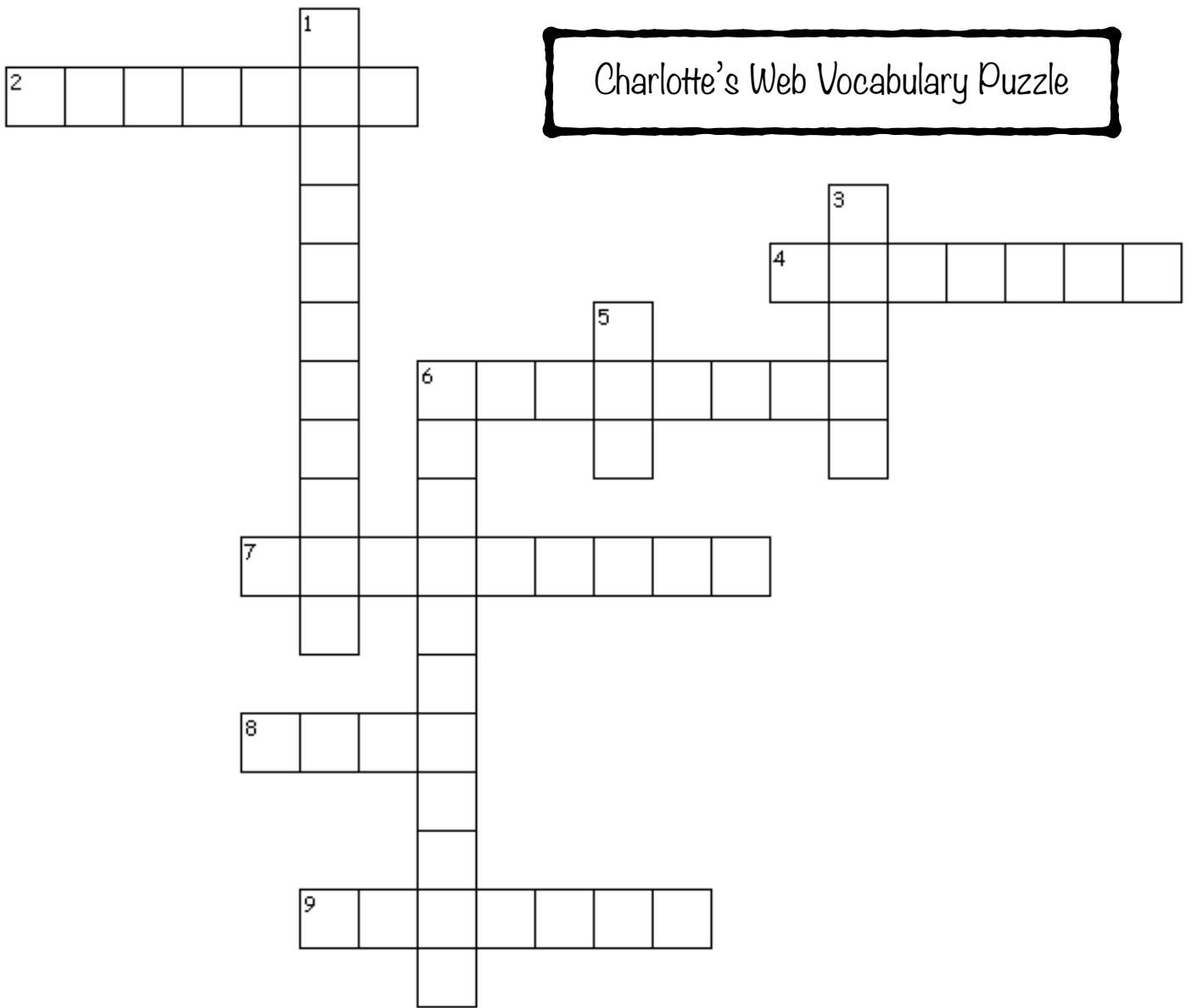
Specific Instructions (I=independent; PA=parent assisted): PA

- PA: Please spend a few minutes reading the story of Amy Beach to your child. The most important part of this is that you are together and sharing an experience, not that your student will be able to recite facts about the composer. The famous composers were real people who lived real lives and also had struggles like we do. This is a special opportunity to emphasize the importance of significant historical figures who were women!
- PA: Please watch the video I have created about Amy Beach [here](#).
- Then watch a performance of [Scottish Legend by Beach](#)
- PA: Supervise/Assist with the included Word Scrambler about Amy Beach's life.

Connect the dots to complete the web.
Then think of an adjective that describes one of Wilbur's **noble qualities**, or virtues. Write the adjective in the center of the web.



Charlotte's Web Vocabulary Puzzle



- Across
- 2. A baby goose
 - 4. Soaked, very wet
 - 6. Concerns about right and wrong
 - 7. Something that is wrong, not just
 - 8. The smallest baby animal
 - 9. Genuine, real
- Down
- 1. Not giving up
 - 3. What Wilbur does when he says he can spin a web
 - 5. Something that does not work
 - 6. Greetings

W4 Wednesday

Name : _____ Date: _____ #: _____

Classify the following sentence. When you are finished divide the complete subject from the complete predicate.

The eager catfish ate hungrily.

Write a declarative sentence using one contraction. (Declarative sentences give information)

Use one word from today's spelling list to write one interrogative sentence: (interrogative sentences ask questions)

Sentence writing checklist

_____ I wrote in my nicest cursive

_____ I began with a capital letter

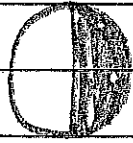
_____ I ended with an end mark

_____ My sentence makes sense

Notes : Math for Wednesday, April 22.

Fractions

equal part of one whole

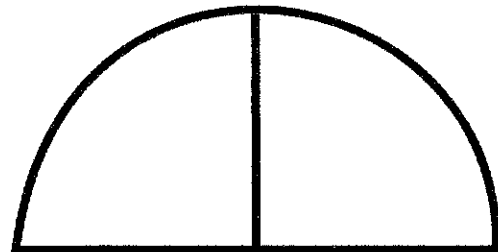
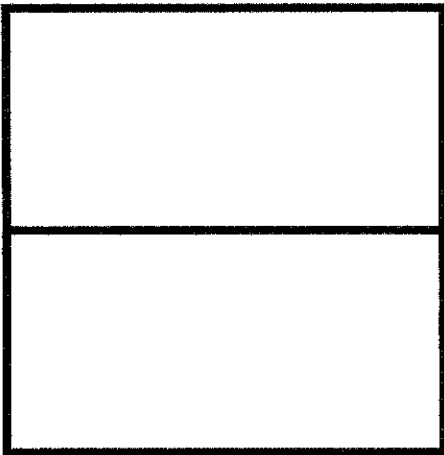
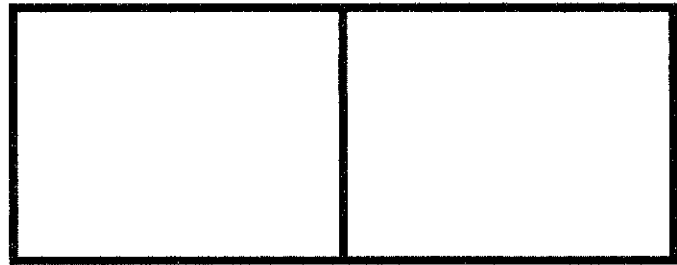
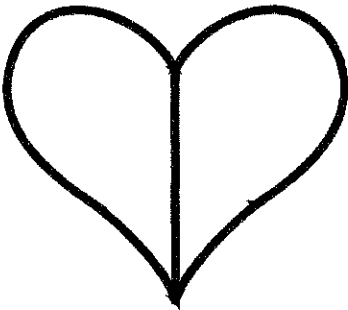
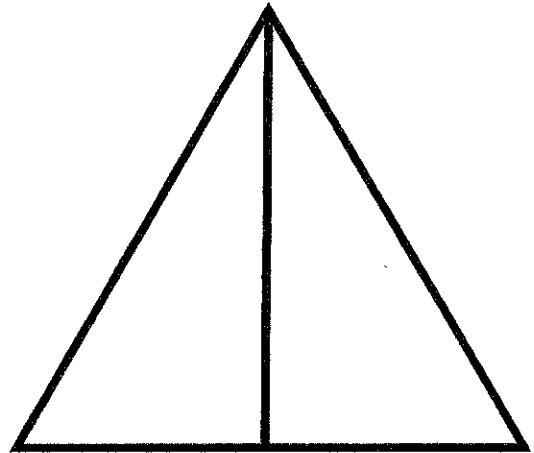
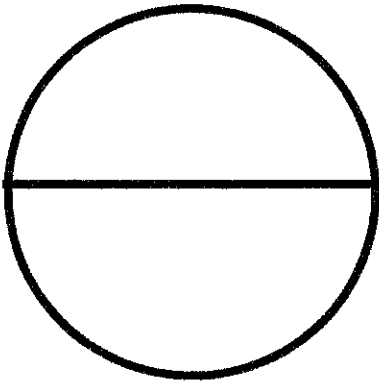


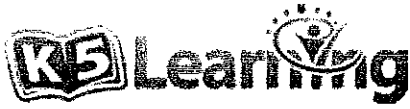
= We say this is one half or we can write it as $\frac{1}{2}$. $\frac{1}{2}$ means the one is the part out of 2 parts, or the whole.

$$\frac{1}{2} = \frac{\text{part}}{\text{whole}} = \frac{\text{numerator}}{\text{denominator}}$$

Coloring 1/2

Color in the fraction of each shape written below it.



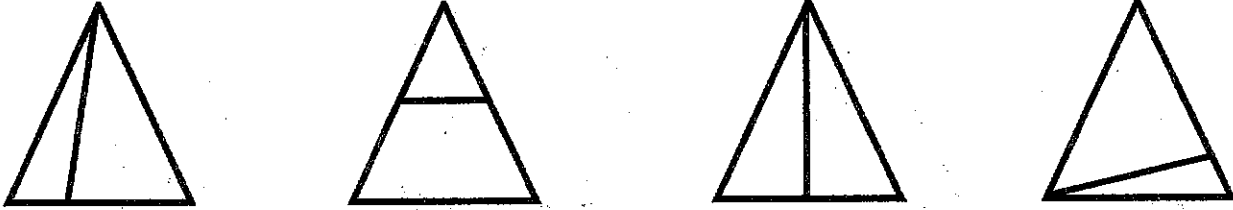


Identifying equal parts

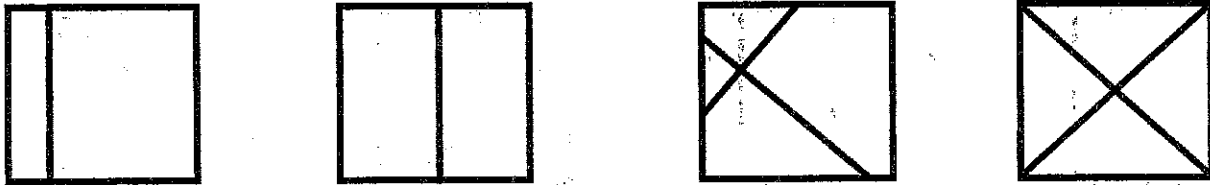
Grade 1 Fractions Worksheet

Circle the 7 shapes that have been split into equal parts:

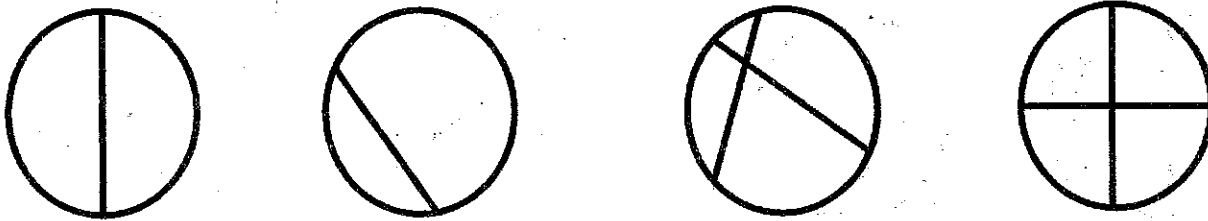
Triangles



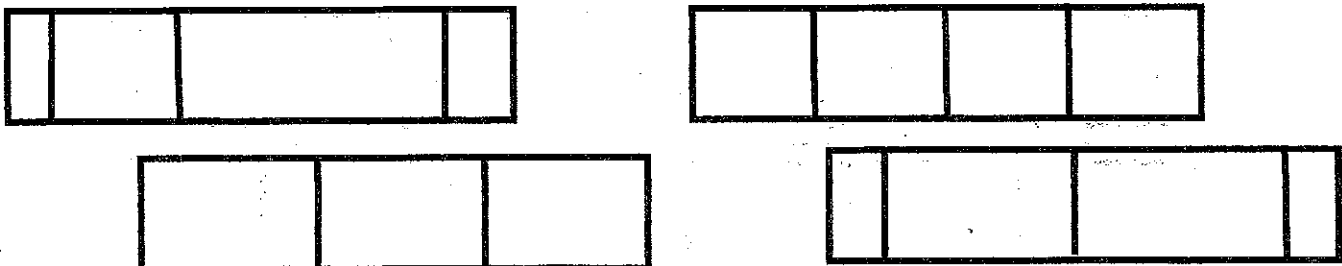
Squares



Circles



Rectangles



Student's Name _____

Section _____

My child has completed the assignment.

Parent signature _____

Vocabulary and Phrases

Spanish W4 Weekly Teacher Notes

¿Quieres tomar algo?

Do you want something to drink?

Quiero _____, por favor. (insert vocabulary word)

I want _____, please.

Or,

Quiero tomar _____. (insert vocabulary word)

I want to drink _____.

agua

water

jugo

juice

leche

milk

¿Quieres comer algo?

Do you want something to eat?

Quiero _____, por favor. (insert vocabulary word)

I want _____, please

Or,

Quiero comer _____. (insert vocabulary word)

I want to eat _____.

arroz

rice

carne asada

grilled steak

enchiladas

rolled tortillas with sauce

chorizo

sausage

frijoles

beans

fajita

broiled strip steak

guacamole

mashed avocado

quesadillas

cheese turnovers

tortillas

flat, round flour or corn cakes

¿Algo mas?

Anything else?

No, gracias.

No, thank you.

Beach Scrambler

Unscramble the letters to spell the word that completes each sentence.

1. Amy Beach was born in _____ (*WEN*) _____ (*PHERAMISH*), USA.
2. As a child, Amy was compared to the composer _____ (*RAZMOT*).
3. Amy made her debut with the Boston Symphony when she was _____ (*TENGEHI*) years old.
4. In 1885, Amy married Dr. H. H. A. Beach, a wealthy _____ (*ROCTOD*).
5. Because of her love of nature and her perfect pitch, Amy was able to notate accurately _____ (*RIBD*) _____ (*SNOGS*).
6. Amy believed in a _____ (*RULIVESAN*) rather than a nationalistic style of composing.
7. She was influenced by the romantic composer _____ (*MARSBH*).



Daily Student Instruction Sheet - THURSDAY

THURSDAY – 4/16/20

ELA

Spalding (20
Minutes)

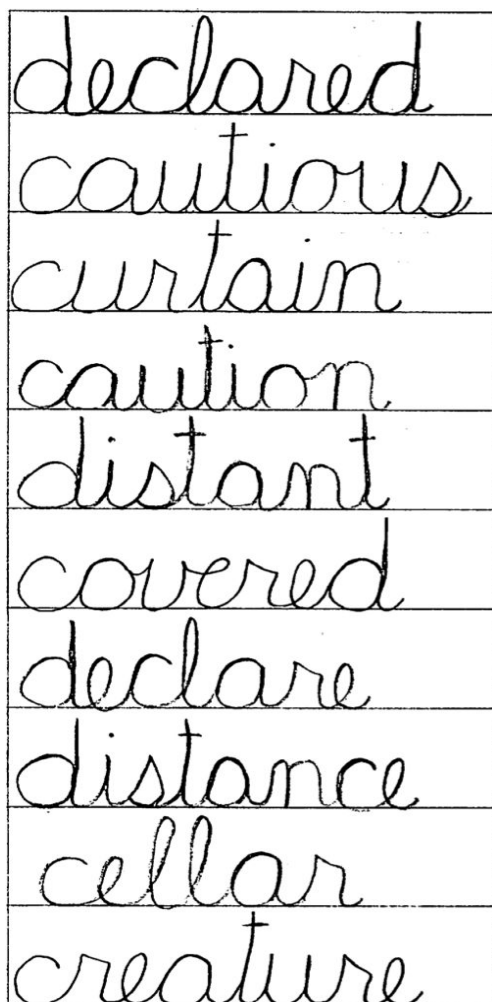
Spalding

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):



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.

Daily Student Instruction Sheet - THURSDAY

- Repeat for all the words from this week.

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

**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: Students will Read Chapter 13 "Good Progress"

Materials needed:

- "Charlotte's Web" [Chapter 13](#) "Good Progress"

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

- (PA)** Read aloud chapter 13 "Good Progress" to student (You may also choose to listen to the [audio](#) version)
- (I)** As you read have student circle any unfamiliar vocabulary. Discuss vocabulary.
- (PA)** Ask the following questions: Why were some of the words Templeton chose inappropriate? What word did Charlotte choose? What story did she tell?

Literature (15 Minutes)

Grammar/Writing

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

Materials needed:

- Thursday sentence [worksheet](#)

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

- (PA)** Read the following questions and have student say the answers and mark the sentence. See appendix for answer key
 1. What rushed wildly downstream? waters - SN
 2. What's being said about waters? waters rushed - V
 3. Rushed how? wildly - adv
 4. Rushed where? downstream - adv
 5. What kind of waters? raging - adj
 6. The - a
- (I)** Write complete sentences on Grammar worksheet
- (I)** Check your work using checklist on the bottom of the paper

Grammar/Writing (10 Minutes)

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

Daily Student Instruction Sheet - THURSDAY

<p>Reading (20+ minutes)</p>	<p><input type="checkbox"/> Read a book of your choice and record in on the log.</p>
<p>MATH (Minutes)</p>	<p>Math Goal/Objective: Review number sense. Learn how to recognize and write one fourth.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● number of the day ● expo marker ● Math Textbook p. 63 ● Notes titled “writing one fourth” in today’s packet. ● worksheets (2) on $\frac{1}{4}$ in today’s packet. <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> ● (I) Complete number of the day: 900 ● (I) Sing skip counting songs 2-6 while doing hand to knee crossovers ● (PA/I) Review notes titled $\frac{1}{4}$ notes in appendix or watch the video talking about fractions ● (PA/I) Look at Textbook p. 63, number 1.b. Look at P, Q, R, and S. Which pictures show one fourth? ● (I) Complete the 2 worksheets located in this packet.
<p>HISTORY (10 Minutes)</p>	<p>History Goal/Objective: Review Chapter one “Slavery in the United States”</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Teachers guide from yesterday ● Civil War chapter 1 student notes/worksheet <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> ● (PA/I) Student should use the word bank to fill in the blanks on the Chapter 1 worksheet.
<p>Art</p> <p>OPTIONAL: BELL WORK - (10-15 MIN.)</p>	<p>Art Goal/Objective:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily Bell work Drawing <input type="checkbox"/> NO NEW Art Project: Continue to add <i>DETAILS, FINISH and FRAME Week 3 Project.</i> <input type="checkbox"/> Additional instructions for project completion are given in the “Art Instruction Sheet” Link below. <p>Bell Work Drawing Materials needed:</p>

Daily Student Instruction Sheet - THURSDAY

GRADED WORK:

Two week
project requiring
30-40 min. per
week minimum

- ❑ Pencil and Paper

Week 3-4 Project Materials needed: (Materials to “frame” art)

LINKS TO MATERIALS (in this, or any forthcoming assignments) ARE PROVIDED AS A COURTESY NOT A REQUIREMENT. USING READILY AVAILABLE MATERIALS IS AN OPTION AND I PROVIDE MORE DETAIL FOR THIS IN MY VIDEO LINK IN THE ADDITIONAL RESOURCES. IF NO ACCESS TO TECHNOLOGY, I HAVE PROVIDED A [COLOR PRINT](#) OF THE IMAGE IN THE WEEKLY PAPER PACKET. YOU MAY APPROACH THE WEEKLY GRADED PROJECT AS “BELL WORK” WITH ONLY PENCIL AND PAPER IF NECESSARY.

- ❑ Gluestick
- ❑ [½ sheet Black Poster board](#)
- ❑ Scissors to cut poster board in half. DO NOT cut drawing paper or attempt to cut closer to drawing. Just glue your drawing in the middle of the poster board and I will cut more accurately with the paper cutter in the Fall. If you are unsure, save your drawing and poster board and bring to school in the Fall.
- ❑ **I wish to display your work - “Ant in a Floral Wreath”, for all to see, THIS COMING FALL SEMESTER. KEEP IT AWAY FROM THE DOG and ALL TODDLERS ;)**

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

- ❑ [Art Project Instruction Sheet LINK](#)

- ❑ **WEEK 4 PROJECT: (Graded)**

- ❑ [IMAGE LINK](#)

- ❑ **GRADED WORK:**
Due Friday, April 17th

- ❑ **SUBMIT FINISHED WORK FOR GRADING:** *Email pic of finished work to theresa.northway@greatheartsnorthernmoaks.org*

(PA=Parent assisted)

- ❑ Assist in helping the student prepare for drawing for Bell Work. Parent helps to “grid” using dots ([as explained in Week 1 Blog Video](#)) paper to match the image.

(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.

Daily Student Instruction Sheet - THURSDAY

PE (10 Minutes)

PE

Goal/Objective: Students will perform proper overhand throwing technique for skee- ball game.

Materials needed:

- [Skee-ball Worksheet](#) (included in packet for Tuesday)
- household items
- a ball or a pair of rolled up socks

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

- (PA)** Show your scholar the skee-ball worksheet on how to set up the game.
- (PA)** Review proper overhand throwing technique cues: Side to target, bring arm back behind head, step with the opposite foot, release ball and follow through.
- (PA or I)** Help your student gather household items to use for the game. (If a student does not have a ball a rolled up pair of socks would work as well.)
- (I)** Student will begin playing a skee-ball game and will keep track of their points.
- (I)** Once a student is done with the game they can write their name on their worksheet along with their point totals. Please turn in the worksheet with their packet.

W4 Thursday

Name : _____ Date: _____ #: _____

Classify the following sentence. When you are finished divide the complete subject from the complete predicate.

The raging waters rushed wildly downstream.

Write a declarative sentence using one contraction. (Declarative sentences give information)

Use one word from today's spelling list to write one exclamatory sentence: (exclamatory sentences show sudden or strong feelings)

Sentence writing checklist

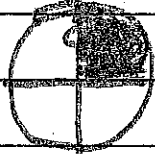
_____ I wrote in my nicest cursive

_____ I began with a capital letter

_____ I ended with an end mark

_____ My sentence makes sense

Math notes for Thursday, April 23rd



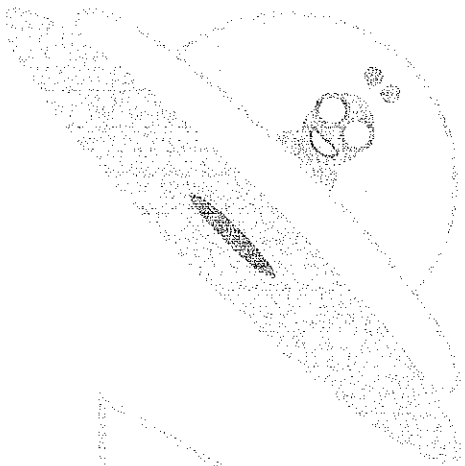
This is one fourth and can be written as:

$$\frac{1}{4} \text{ part} \\ \text{whole}$$

We have one part out of 4 equal parts.

We also call one fourth one quarter.

MISSION: FRACTIONS

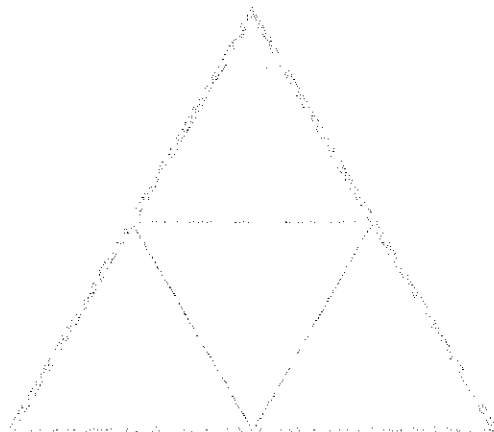
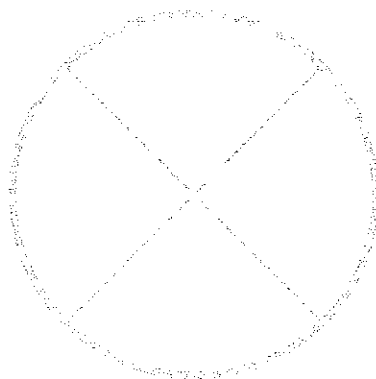
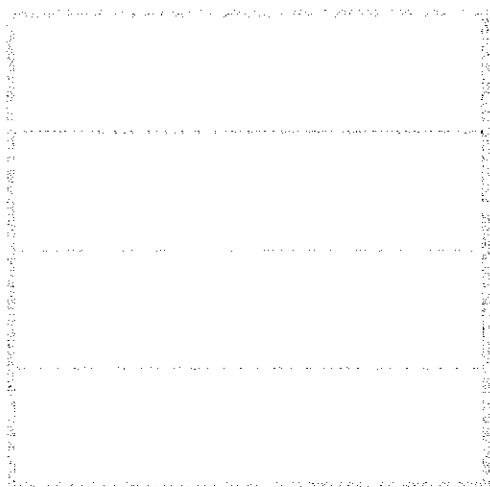
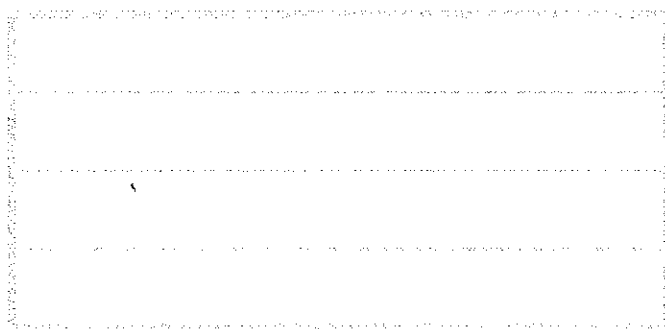
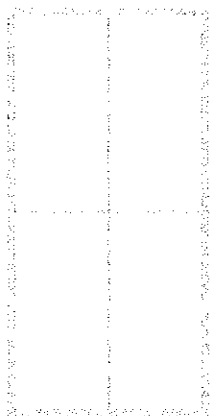
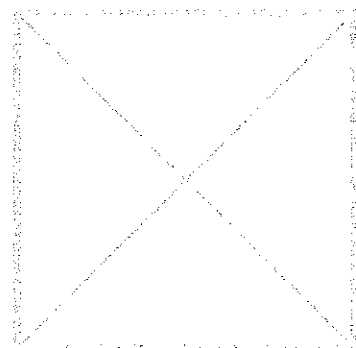
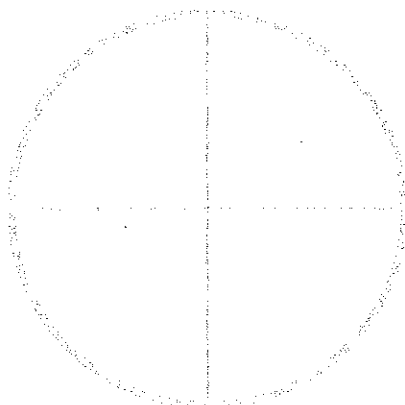
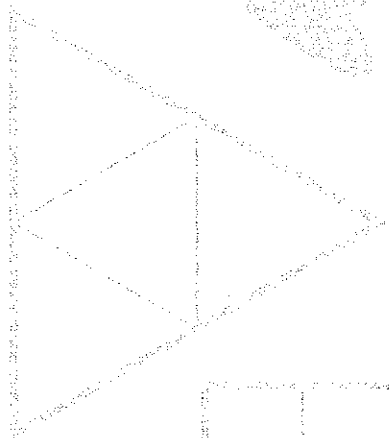


THIS CURIOUS LITTLE ALIEN HAS COME TO OUR GALAXY IN SEARCH OF FRACTIONS.

COLOR EACH SHAPE BELOW

$\frac{1}{4}$ RED or another color of your choice.

GOOD LUCK!

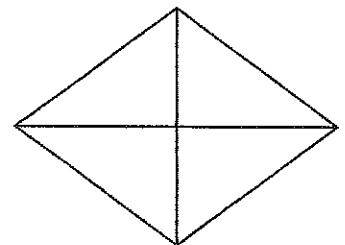
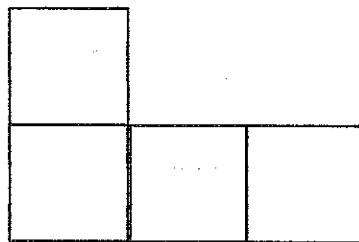
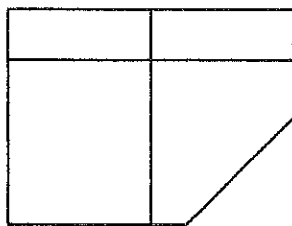
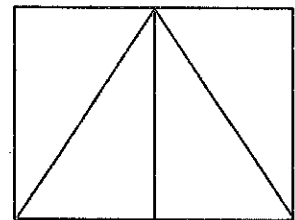
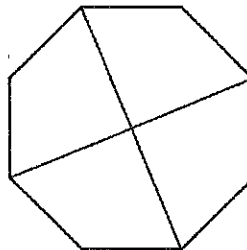
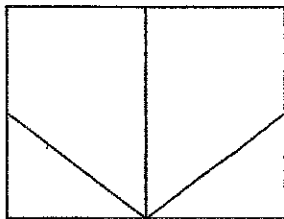
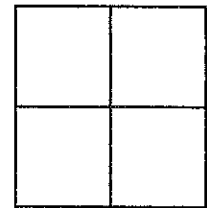
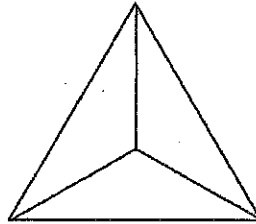
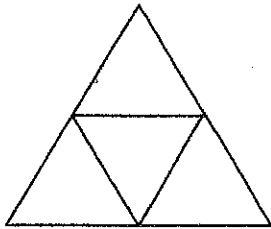
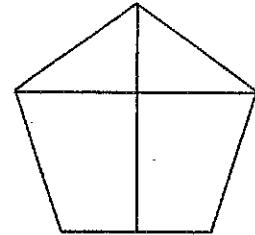
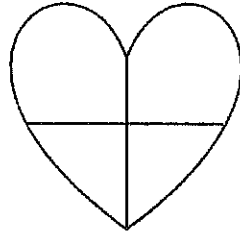
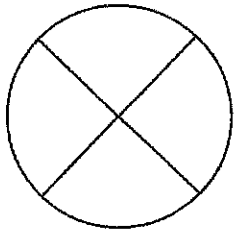


Identify quarters

Name _____

Grade 2 Fractions Worksheet

Circle the shapes that are divided into quarters (four equal parts).



W4 Thursday Civil War

Civil War Chapter 1 notes

Name: _____ Date: 4/16 #: _____

Use the words in the word bank to fill in the blanks.

Africans	South	abolish
America	people	
slavery	plantations	

1. How did slavery in America start? _____ were enslaved and brought to _____ in the 1600s to work on large farms called _____.

2. Were there more slaves in the North or the South? There were more slaves in the _____.

3. Who were the abolitionists? The abolitionists were _____ who were against _____. They wanted to _____, or get rid of, slavery.

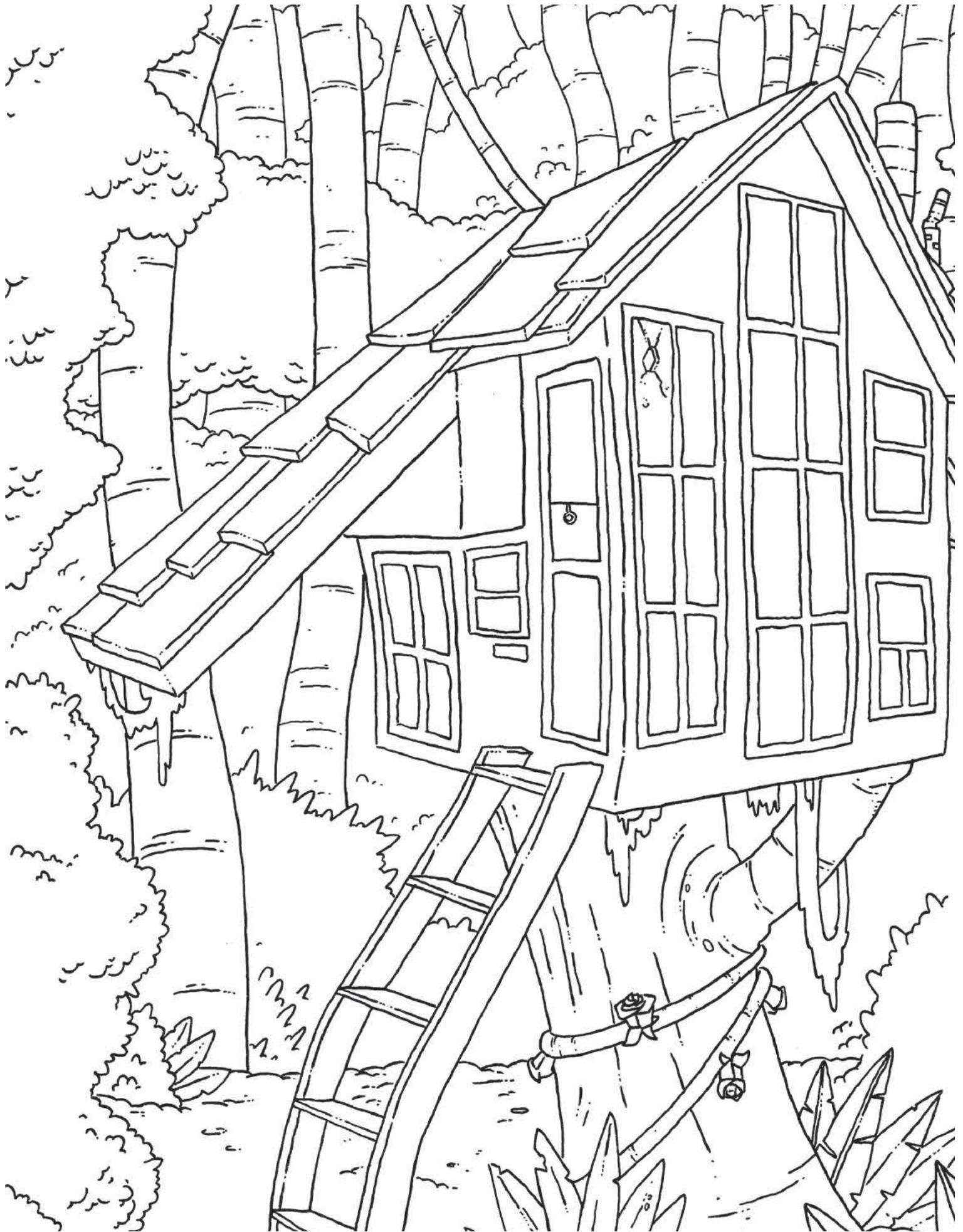
Daily Student Instruction Sheet - FRIDAY

FRIDAY – 4/17/20

Bonus Day! Today is a catch-up day for your Week 4 lessons. If you're already finished, then you are finished for the week! :)

*Congratulations on finishing Week 4! Give yourself and your family an
Awesome Cheer!*

[Here](#) is a coloring sheet just for fun!



Name: _____ Grade/Section _____ # _____



2nd Grade Reading Log

Week of 4/13	What quality book are you reading? (Title and Author)	Minutes read	Parent initials
Monday Date: 4/13 Holiday			
Tuesday Date: 4/14			
Wednesday Date: 4/15			
Thursday Date: 4/16			
Friday Date: 4/17			

Comments:

Total Minutes:

80
minute goal

Due 4/17

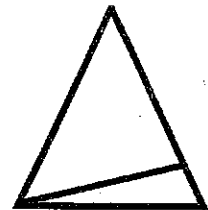
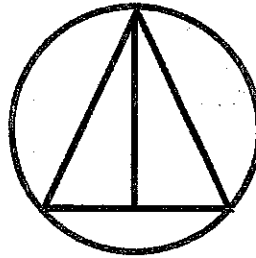
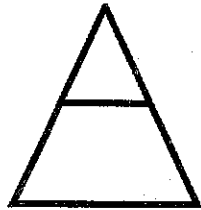
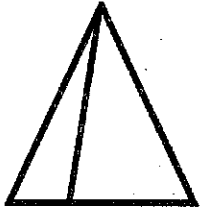
____/12 points

Identifying equal parts

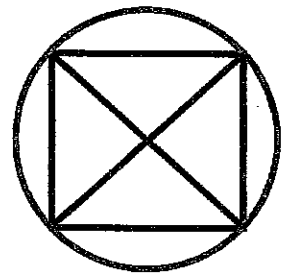
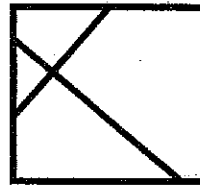
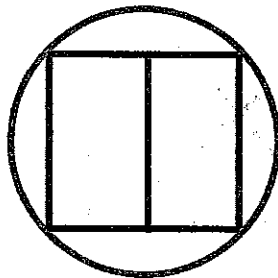
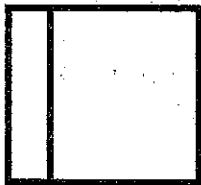
Grade 1 Fractions Worksheet

Circle the 7 shapes that have been split into equal parts:

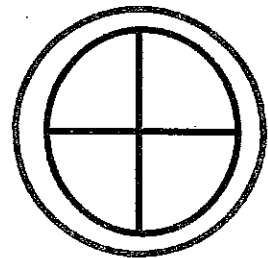
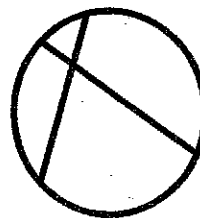
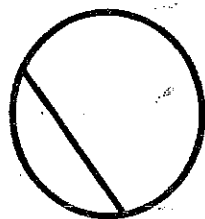
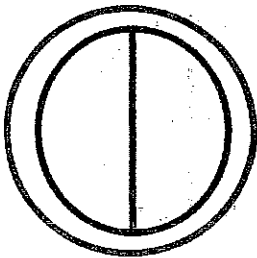
Triangles



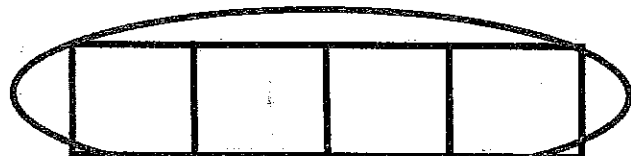
Squares



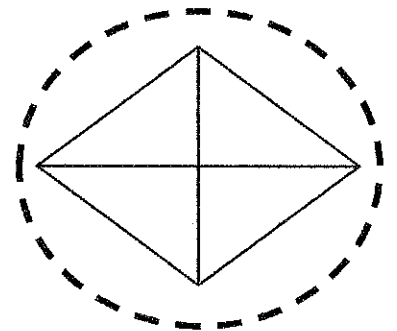
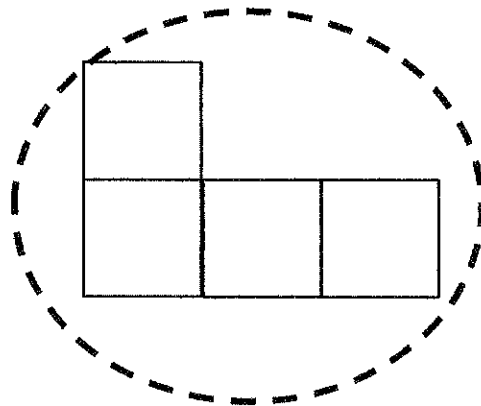
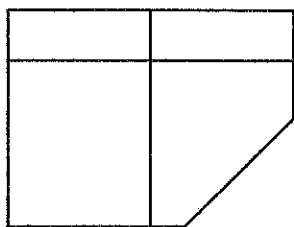
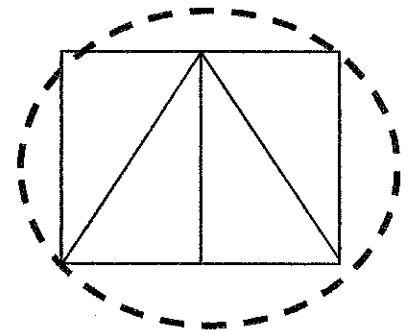
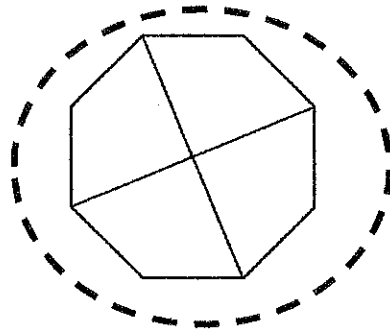
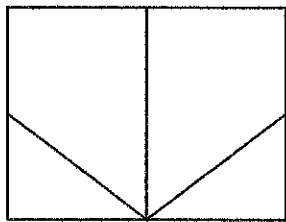
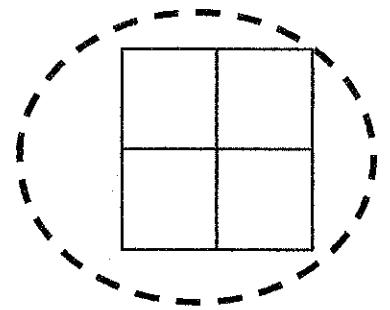
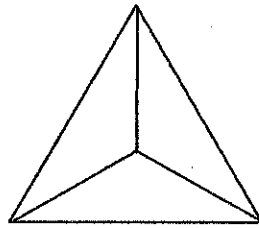
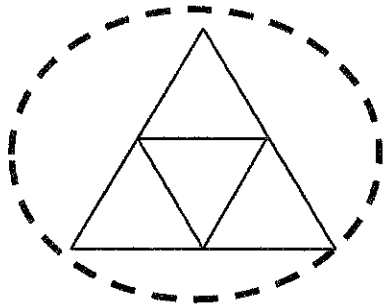
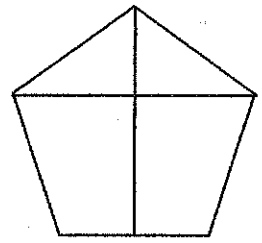
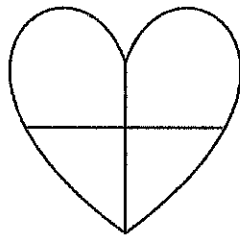
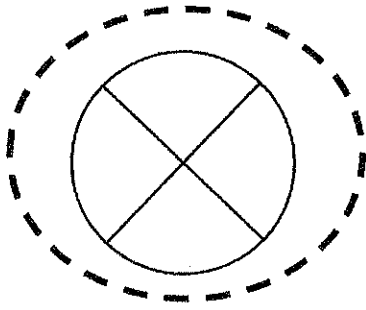
Circles



Rectangles



Answers



Tuesday:

a adj sn v adv

The brilliant scientist / left unexpectedly

Wednesday:

a adj sn v adv

The eager catfish / ate hungrily.

Thursday:

a adj sn v adv adv

The raging waters / rushed wildly downstream.