

GreatHearts

Northern Oaks



Distance Learning Packet

May 11-May 15, 2020

2nd grade

Mrs. Doughty

Mrs. Garff

Ms. Torres

Mrs. Speer

Student Name: _____ Section: __



Table of Contents

Weekly Schedule

Specials Instruction sheets

Specials Student pages

Monday student Instructions

Monday student pages

Tuesday student Instructions

Tuesday student pages

Wednesday student Instructions

Wednesday student pages

Thursday student Instructions

Thursday student pages

Friday student Instructions

Friday graded review pages

Appendices

Applicable Answer Keys

Specials

Specials Student Instruction Sheet

WEEKLY ASSIGNMENTS 5/11 - 5/15

SPANISH

(25 Minutes)

Spanish

Goal/Objective: Your student will provide information about what they see.

Materials needed:

- [Teacher Notes](#)
- [Audio file](#)
- Optional; toilet or paper towel cardboard roll
- [Swivl video](#); Oso pardo, oso pardo, ¿que ves ahí? – Brown Bear, Brown Bear, What do you see? by Bill Martin, Jr. and Eric Carle

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

- (PA or I)** Swivl video; Oso pardo, oso pardo, ¿que ves ahí? – Brown Bear and Friends by Bill Martin, Jr. and Eric Carle.
- (PA)** When your student is finished listening to the story, tell your student you are going to play a Spanish version of the game “I see with my little eye – I Spy, Veo, veo con mi ojo ...”
- (PA)** To make the game easier, limit what your student can spy to colors.
- (PA)** Explain to your student that you are going to look through your spyglass for a color, and that they then have to guess where that color is.
- (PA)** Start the game by looking around with your spyglass. Then say, “Veo, veo con mi ojo ... rojo”
- (PA)** Have your student try to guess where the color is.
- (PA)** When your student has guessed correctly, he or she may then take the spyglass, look for a color and say, “Veo, veo con mi ojo ... (color in Spanish).”
- (PA)** If you wish to challenge your student, you may say as you look around “Veo, veo con mi ojo...” Your student can respond **¿Que ves? (What do you see.)**, then you respond **Yo veo ... rojo. (I see red.)**
- (PA)** Repeat the game as many times as you wish.
- (PA)** Optional Activity:
 - (PA or I)** Your student may decorate their toilet or paper towel cardboard roll.

DUE on MONDAY- Turn in Teacher Notes digitally through Google classroom OR turn in to the school.

Specials Student Instruction Sheet

MUSIC

(25 Minutes)

MUSIC

Goal/Objective: The student will learn about the composer **John Philip Sousa**.

Materials needed: [Biography on Sousa](#), [Worksheet: Sousa Match-up](#), [Sousa Video](#) (Optional)

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

- (PA) Read the biography on John Philip Sousa with your student.
- (I) Watch the Sousa Video (Optional)
- (PA) Complete the Sousa Match-up worksheet

SOUSA MATCH-UP WORKSHEET DUE MONDAY: to Google Classroom or School

ART

(25 Minutes)

ART

Goal/Objective:

- Draw/Copy **TWO** of the flowers from the Leonardo sketch--25 min.
- For an **EXTRA CHALLENGE** (*OPTIONAL-extra minutes*): Follow along in the video to make paper flowers made from toilet paper and a paper cone basket. This could be a belated May Day gift for your neighbors. (**Make sure that you wash hands well before making flowers**).

Materials needed:

- Pencil
- Paper
- For extra challenge only: construction paper; cotton swabs; toilet paper to make flowers; scissors; glue; masking tape
- Patience, Grit and Gusto
- **JUST FOR GIGGLES, IF DESIRED:** Here is a [Research Link](#) for scholars/parents interested in learning more about Leonardo and the art and science of botanical illustration.
- [Image Address](#)
- [Drawing Directions](#)
- [Video with Mrs. Northway](#)

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

- (IW) For grade:** Draw two flowers after Leonardo Da Vinci's drawing.
- You may change the scale, somewhat, to increase the overall size of the flower.
- (IW) STUDENT CHALLENGE:** Paper flowers and cone basket to give to your neighbors as a belated May Day surprise.
- (PA) OPTIONAL FAMILY CHALLENGE:** Continue working on "family tree" (or save this project for later, to paper mache this summer - SEE the end of week 7 video for directions.

DUE ON MONDAY - Submit the digital Image of the Flower Drawings for a grade, to the "Specials" folder within Google Classroom OR turn in at school, if you must. However, it would be best to keep those precious drawings at home.

Specials Student Instruction Sheet

PE

(25 Minutes)

PE

Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets

Materials needed:

- [Bingo Sheet](#) (included in packet)
- Optional P.E. challenge videos brought to you by:
[Coach Corcoran](#)
[Coach Walsh](#)
[Coach Wilson](#)

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

- (I) Complete any five 5 squares in a row. (Diagonal, Horizontal, Vertical)
- Leap in the air and yell BINGO!

DUE ON MONDAY - Turn in [Bingo Sheet](#) digitally through Google classroom OR turn in to the school

Student's Name _____

Section _____

My child has completed the assignment.

Parent signature _____

DUE on MONDAY- Turn in Teacher Notes digitally through Google classroom OR turn in to the school.

Vocabulary and Phrases

W8 Spanish Teacher Notes

¿Que ves tu?
What do you see?

Yo, veo _____.
I see _____.

Veo, veo con mi ojo ...
I see with my little eye....

rojo
red

azul
blue

amarillo
yellow

morado
purple

anaranjado
orange

blanco
white

negro
black

verde
green

rosado
pink

café
brown

Sousa Match Name: _____ #: _____ Section: _____

Draw a line to connect the circle with the square that matches.

Washington, D.C.

Violin

The first instrument that Sousa learned to play

Sousaphone

Sousa's birthplace

the Circus

Sousa almost joined

Instrument named for Sousa





Flower Studies by Leonardo da Vinci - Metalpoint, Pen and Ink on slightly brownish paper

- ❖ *“Metalpoint” is just what it sounds like----the drawing was made with a sharp, pointed piece of metal instead of a pencil. The paper was first covered with a smooth “ground” ---- which is a mixture of pigment, bone powder and animal glue!*

LINE “WEIGHT”

- ❑ Notice how some lines are very **thin**--a light “weight”. These very delicate lines were drawn with a pointed piece of metal, oftentimes silver or gold. Silver will turn brown over time and gold stays a grey color.
- ❑ Do you see how some lines are a bit **thicker** and darker - “heavier weighted.” These lines may have been drawn with ink.
- ❑ Metalpoint **ONLY** creates soft, thin lines. So, darker **VALUES** are built up slowly, with layers of line.

DIRECTIONS:

- ★ Fold back the edges of the image above, to use as your template for a rectangular border on your sketchbook page.
- ★ Please choose **TWO** of the flowers **WITH leaves**, to copy.
 - Notice that not all of the flowers have leaves.
 - You may draw the flowers a bit larger than you see in the picture above.
 - Draw the flowers in the same place within the rectangle frame. This way, I know which ones you have copied. :)
- ★ Using a sharp pencil (or mechanical pencil), practice drawing very lightly for the entire drawing.
 - Using a regular pencil, now trace over your light lines in **some places** to create darker, slightly thicker, “heavier” lines, as Leonardo did with his pen and ink.



CHALLENGE: Follow along with me, in the video, to learn how to make paper flowers out of.....ummm.....toilet paper!



Physical Education BINGO



Student Name: _____

100 jumping jacks	Eat no sugar or foods with sugar for the whole day	Everytime you see a cardinal or a bluejay, do 5 burpees. (Compete with your family and friends if you like)	30 seconds headstands	Have a somersault race with families or friends
Go the whole day using your non-dominant hand for things (brushing teeth, eating with a spoon, computer mouse, etc.)	3 minutes planks	Balance on one foot for 30 seconds, then switch. If you fail for even a second, start over.	20 Crunches	Bow Pose Lie on your tummy, bend your knees, lift your chest, reach your arms back towards your toes, and hold onto your feet.
Boat Pose Balance on your buttocks with your legs up. Then rock in the water like a boat.	Cat Pose Come to an all-fours position, round your back, and tuck your chin into your chest. Pretend to be a kitty cat.	 Free Space	Kangaroo Pose Stand tall in Mountain Pose with your feet hip-width apart, bend your knees, and hop like a kangaroo.	Butterfly Pose Sit on your buttocks with a tall spine, bend your legs, place the soles of your feet together, and gently flap your legs like the wings of a butterfly.
Mountain Pose Stand tall in Mountain Pose, look up, and reach your arms up to the sky.	Sail Boat Pose From Triangle Pose, bend your front leg, rest your front elbow on your thigh, and reach your other arm straight up high to the sky. Look up. Repeat on the other side.	Do 10 Amazing Cartwheels	Do a jumping jack for every letter of the alphabet	Challenge someone to a sit-up competition
Play your favorite sport	Challenge someone to a push-up competition	Freeze Dance to your favorite song	Play a game of Freeze Tag	One day without T.V.

*Complete 5 spaces for a BINGO and enter the date of completion.

*Turn this page in ON MONDAY digitally through Google classroom OR turn in to the school.

**Challenge: See if you can make more than 1 BINGO!

Classwork

2nd Grade Student Instruction Sheet

MONDAY 5/11

ELA

Spalding 20
(Minutes)

Spalding

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

Materials needed:

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


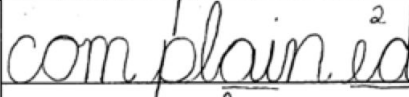
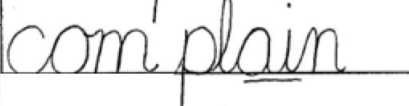
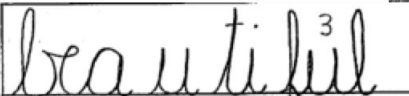
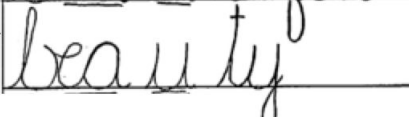
Specific Instructions (I=independent; PA=parent assistance):

- (PA)** Parent dictates words, and student fingerspells and writes words according to Spalding sheet instructions, OR student will fingerspell and write words along with Mrs. Doughty's [Spalding lesson](#).
- (I)** Watch the video or dictate the words **two times**, so that the student is practicing writing **each word twice 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 W8

Word	Example sentence	Notes
	The police received a complaint about a barking dog.	BW: complain Ending: t
	The neighbor complained about all the noise.	BW: complain Ending: ed This is a past tense verb, we will use ed, d, t. r. 28
	I will not complain while I work.	Use /ai/ not used
	The flower looked beautiful .	BW: beauty Ending: ful Write <i>beauty</i> but change y to i because base word ends with /y/. In the last syllable write one l when <i>full</i> is used as a suffix. r. 24, 22
	We can find beauty all around us in nature.	r. 4, 6

2nd Grade Student Instruction Sheet

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 20 of Charlotte's Web and orally answer related questions.

Materials needed:

- "Charlotte's Web" [chapter 20](#) "The Hour of Triumph"

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

- (PA)** Read aloud chapter 20 "The Hour of Triumph" to student (You may also choose to listen to the [audio](#) version)
- ((I/PA)** Students should circle any unfamiliar vocabulary and discuss after the reading.
- (PA)** Ask the following questions: Why did they give Wilbur an award? How did Templeton help?

Grammar/Writing (10 Minutes)

Grammar/Writing

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

Materials needed:

- Monday sentence [worksheet](#) or watch the [video](#).

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

- (PA)** Read the sentence "The mechanic looked under the car's hood."
- (PA)** Ask the following questions and have student mark the sentence.

1. Who looked under the car's hood? mechanic - SN
2. What's being said about mechanic? mechanic looked - V
3. Under - P (preposition)
4. Under what? hood - OP
5. Whose hood? car's - pn (possessive noun)
6. The - A
7. The - A

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

2nd Grade Student Instruction Sheet

<p>Reading (20+ minutes)</p>	<p>Note: All writing should be done in cursive except when classifying sentences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read a book of your choice and record it on the log located in the graded review section of the packet on the cover page.
<p>MATH (30 Minutes)</p>	<p>Math Goal/Objective: Students will review telling time from last week, know a.m. and p.m., and tell time to the five minutes. Materials Needed</p> <ul style="list-style-type: none"> ● Number of the day sheet. ● Expo marker. ● Notes from last week. ● worksheets (HW) <p>Specific Instructions (I=independent; PA= Parent assistance)</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Complete Number of the Day: 350 <input type="checkbox"/> (I) Practice skip counting songs 2-6's while doing hand to knee crossovers <input type="checkbox"/> (PA) Review the notes from last week or watch the video to review. <input type="checkbox"/> (I) Complete worksheets telling time to 5 minutes. <input type="checkbox"/> (PA/I) You can check your work with Mrs. Cramer's helpful video.
<p>History (20 Minutes)</p>	<p>History Goal/Objective: Students will learn about how the Civil War ended.</p> <p>Materials needed: Chapter 6 "The War Ends" from The Civil War unit</p> <p>Specific Instructions: (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Read aloud chapter 6 "The War Ends" or follow along with Mrs. Speer in this Read Aloud. <input type="checkbox"/> (PA) Ask questions from the teachers guide as you read
<p>SPECIAL CLASSES</p>	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i> PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE BEGINNING OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN BY MONDAY.</p>

W8 Monday

Name : _____ Date: _____ #: _____

Classify the following sentence. When you are finished divide the complete subject from the complete predicate and put prepositional phrase(s) in parenthesis.

The mechanic looked under the car's hood.

Write a declarative sentence. (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

Monday wk. 7 Notes



Analog Clock

Digital Clock

Some important facts about time

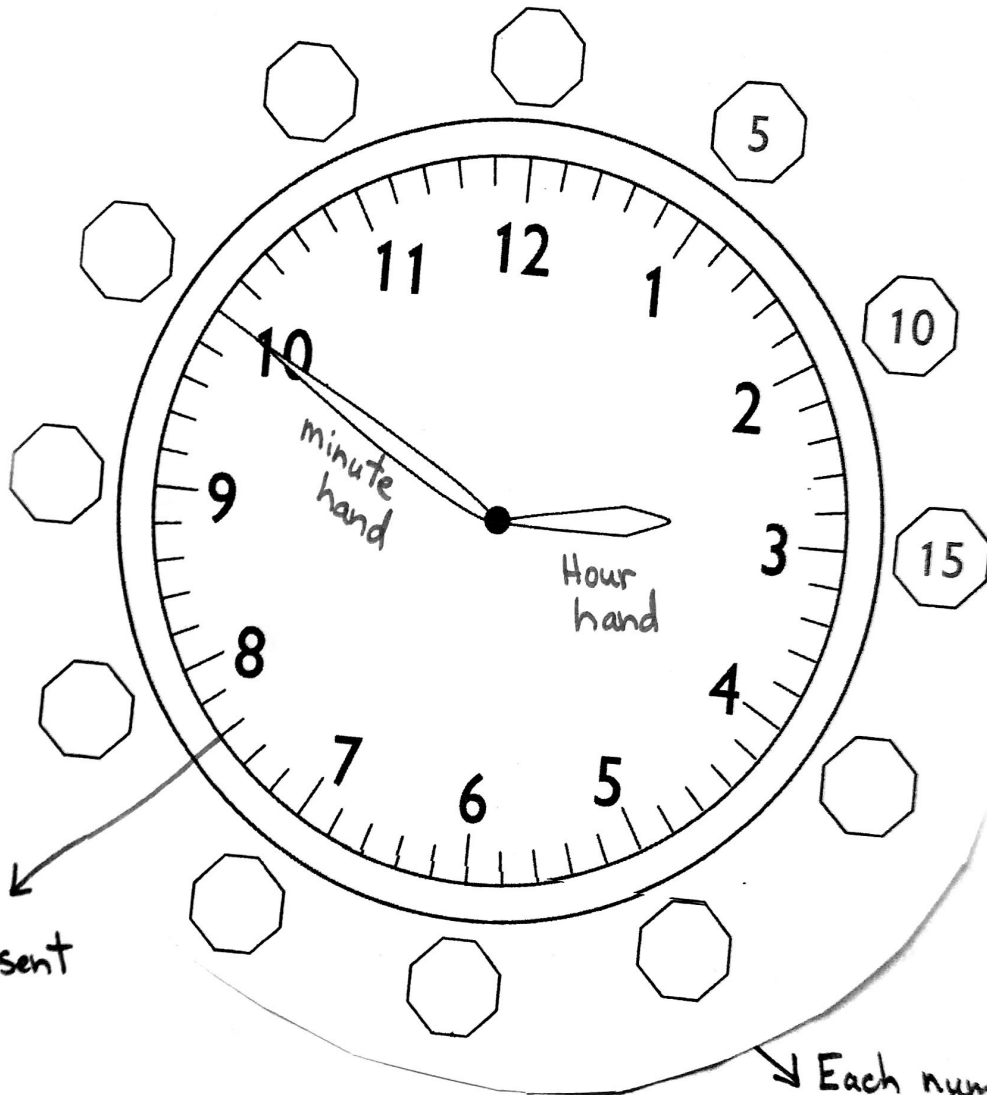
- There are 60 seconds in one minute.
- There are 60 minutes in one hour.
- There are 24 hours in one day.

* Look at the clock on the next Page

• do the following:

- color the short hand (hour) red
- color the long hand (minute) blue
- fill in the octagons in multiples of 5

Monday wk. 7 Notes.



The small lines represent minutes.

Each number represents 5 minute intervals.



4:00


Time on the hour. The minute hand is always pointing to 12 on the clock, which represents 60 minutes, or one hour.

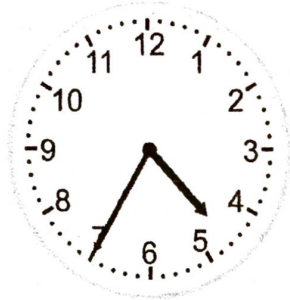
The hour hand points directly at the hour.


Telling time - 5 minute intervals

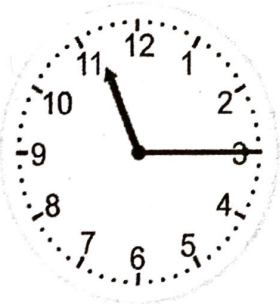
Grade 2 Time Worksheet

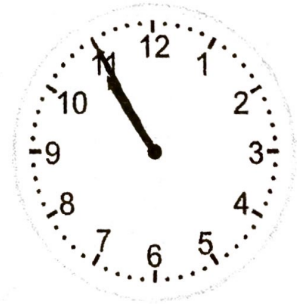
Write the time below each clock.


1. 

2. 

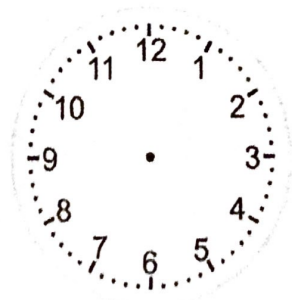
3. 

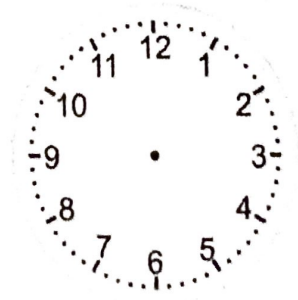
4. 

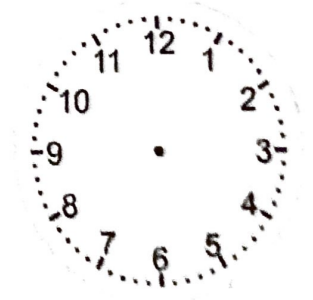
5. 

6. 

Draw the time shown on each clock.

7. 

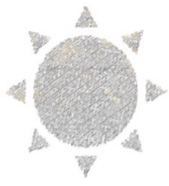
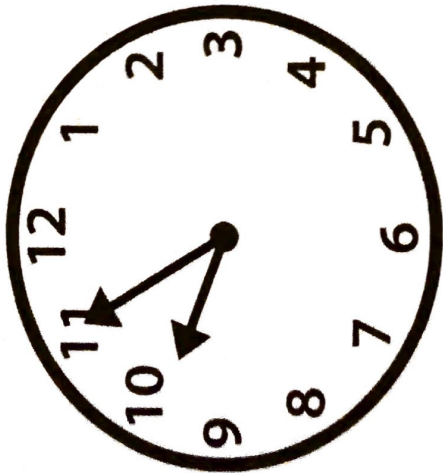
8. 

9. 

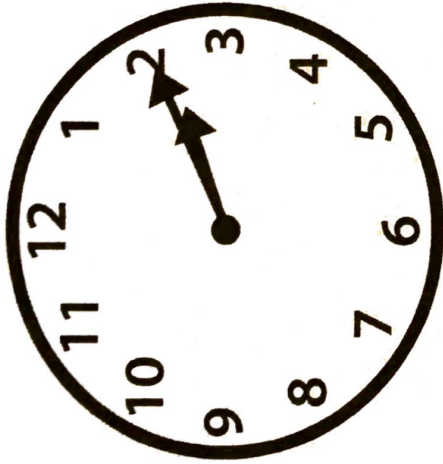
Telling Time with AM & PM Check-in

Look at each clock carefully and write the time below.

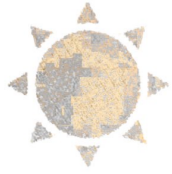
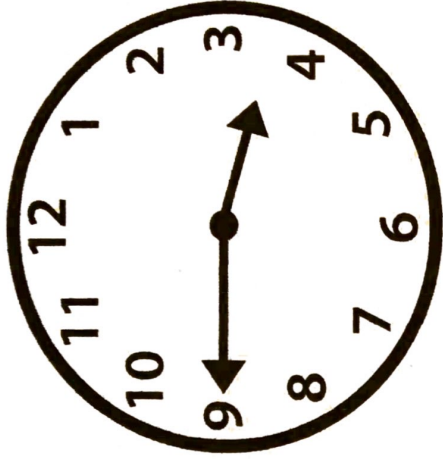
Then use the sun or moon to decide if the time is am or pm. The first one is done for you.



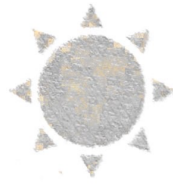
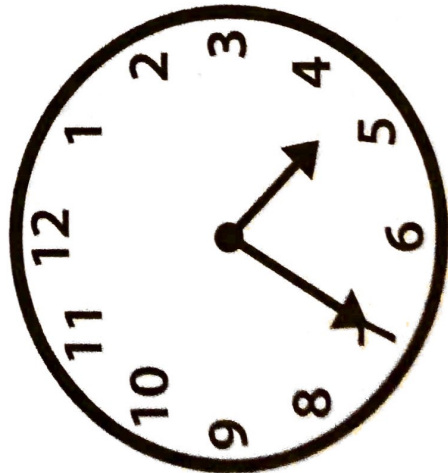
_____ : _____ am / pm



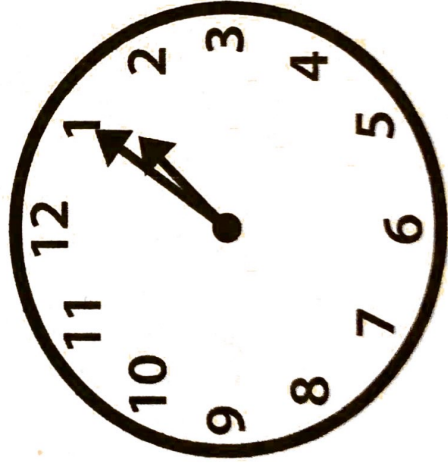
_____ : _____ am / pm



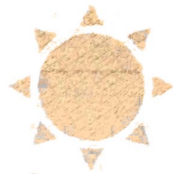
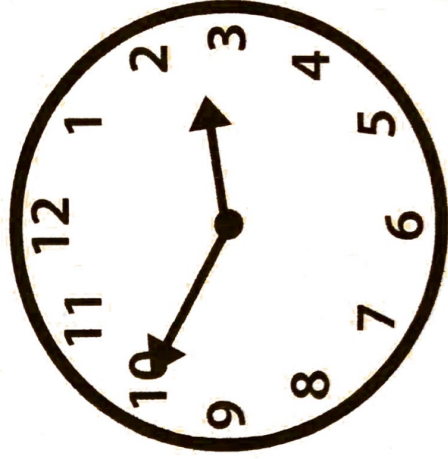
_____ : _____ am / pm



_____ : _____ am / pm



_____ : _____ am / pm



_____ : _____ am / pm

2nd Grade Student Instruction Sheet

Tuesday 5/12

ELA

Spalding (20 Minutes)

Spalding

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

Materials needed:

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

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

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

Word	Example sentence	Notes
	Summer vacation begins on May 30.	BW: vacate Ending: on Write <i>vacate</i> but replace /ti/ for "sh" and add <i>on</i> .
	I will take a flight to Canada.	
	I will travel by plane to other countries.	For spelling, say <i>el</i> not <i>ul</i> .
	The airplane will travel at a rapid speed!	Rule 29 does not apply because it comes from the word <i>rapidó</i> (Spanish).
	I repair a pair of shoes.	r. 4

- After finishing the list of 5 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.

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</p> <p>Goal/Objective: Students will review Charlotte's Web chapter 20 by completing a worksheet from the packet</p> <p>Materials needed:</p> <ul style="list-style-type: none">• "Charlotte's Web" packet page 35 <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Refer to Ch 20 to complete page 35 from the Charlotte's Web packet by drawing the order of events.
<p>Grammar/Writing (10 Minutes)</p>	<p>Grammar/Writing</p> <p>Goal/Objective: Students will complete a sentence classification. Students will write two sentences.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Tuesday sentence worksheet or watch the video. <p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) Read the sentence: Our mother drove along the coast in her new car.<input type="checkbox"/> (PA) Ask the following questions and have student mark the sentence.<ol style="list-style-type: none">1. Who drove along the coast in her new car? mother - SN2. What's being said about mother? mother drove - V3. Along - P4. Along what? coast - OP5. The - a6. In - P (preposition)7. In what? car - OP (object of the preposition)8. What kind of car? new - adj9. Whose car? her - PP (possessive pronoun)10. Whose mother? our - PP<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>Reading (20+ minutes)</p>	<p>Note: All writing should be done in cursive except when classifying sentences</p>

2nd Grade Student Instruction Sheet

	<input type="checkbox"/> Read a book of your choice and record it on the log located in the graded review section of the packet on the cover sheet.
MATH (30 Minutes)	<p>Math</p> <p>Goal/Objective: Students will be able to tell time to the five minutes. Students will review number sense.</p> <p>Materials needed:</p> <ul style="list-style-type: none">• Number of the day sheet.• Expo marker• Notes from last week• Worksheet pages <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <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: 700<input type="checkbox"/> (PA/I) Review notes from yesterday or watch the video again from yesterday if needed.<input type="checkbox"/> (I) Complete worksheets (2)<input type="checkbox"/> (PA/I) You can double check your work with Mrs. Cramer's helpful video.
HISTORY (20 Minutes)	<p>History</p> <p>Goal/Objective: Review Chapter 6 "The War Ends" by completing a worksheet</p> <p>Materials needed:</p> <ul style="list-style-type: none">• teachers guide for chapter 6• The War Ends worksheet <p>Specific Instructions: (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Have students use the word bank to complete the worksheet. The key can be found here or in the back of the packet.
SPECIAL CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE BEGINNING OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN BY MONDAY.</p>

W8 Tuesday

Name : _____ Date: _____ #: _____

Classify the following sentence. When you are finished divide the complete subject from the complete predicate and put prepositional phrase(s) in parenthesis.

Our mother drove along the coast in her new car.

Write a declarative sentence. (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

Put these four events in order from first to last. Write "First", "Second", "Third" and "Fourth" to show the order in which they happened. Then draw a comic illustrating them in order.

Wilbur faints _____ Lurvy throws water on Mr. Zuckerman and Avery _____

The announcer makes a speech about Wilbur _____ Templeton bites Wilbur _____

First

Second

Third

Fourth

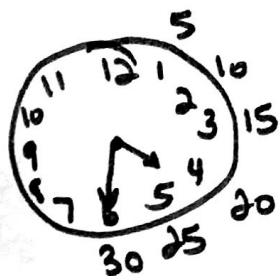
Tuesday, Wk 7 Math Notes.

Time on the half hour.



The hour hand is between 4 and 5. This means we are in the 4'clock hour.

The minute hand is pointing at the 6. Each number represents 5 mins.



We are at 30 mins so we write 4:30.

We can also use our multiplication and think $6 \times 5 = ?$; so $6 \times 5 = 30$ so we know the

time is 4:30.

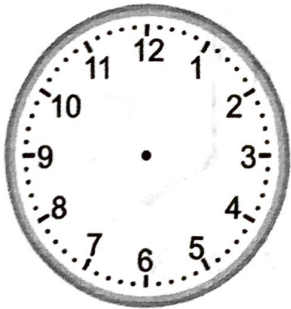
30 is $\frac{1}{2}$ of 60 so if it is 4:30 we can say it is half past 4.

Telling time - 5 minute intervals (draw the clock)

Grade 2 Time Worksheet

Draw the time shown on each clock.

1.



5:35

2.



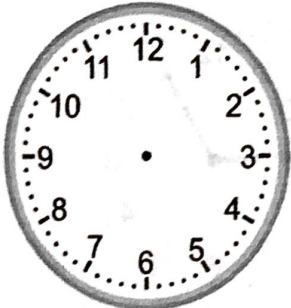
4:30

3.



4:00

4.



7:40

5.



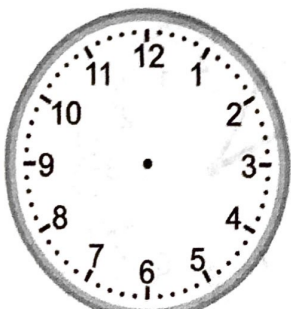
10:25

6.



9:05

7.



12:55

8.



1:20

9.



9:55

Telling time - 5 minute intervals

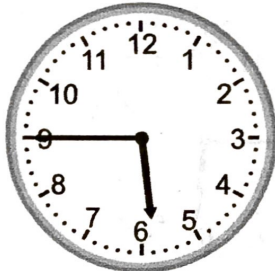
Grade 2 Time Worksheet

Write the time below each clock.

1.



2.



3.



4.



5.



6.



7.



8.



9.



The War Ends

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

kind	more	Atlanta
attacking	Lee	surrender
four	marched	Confederate soldier

1. Grant lost _____ men than Lee.
2. Grant never stopped _____.
3. William Tecumseh Sherman _____ to sea.
4. The _____ soldiers were running out supplies.
5. Sherman and his men burned the city of _____.
6. _____ saw that it was hopeless.
7. On April 9, 1865, Robert E. Lee went to Appomattox Courthouse to _____ to Ulysses S. Grant.
8. Grant was _____ - to Lee and his men.
9. Each Confederate _____ signed a paper that said he would not take up arms again the United States again.
10. After _____ years the Civil War was finally over.

2nd Grade Student Instruction Sheet

WEDNESDAY 5/13

ELA

Spalding (20 Minutes)

Spalding

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

Materials needed:

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

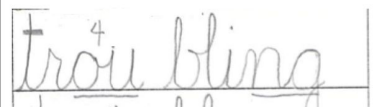

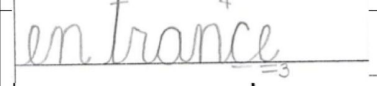
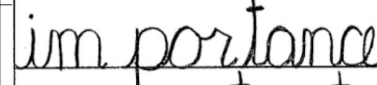
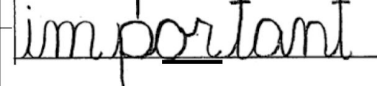
Specific Instructions (I=independent; PA=parent assistance):

- (PA)** Parent dictates words, and student fingerspells and writes words according to Spalding sheet instructions, OR student will fingerspell and write words along with Mrs. Doughty's [Spalding lesson](#). In the video I said that it is the 14th. Oops:)
- (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

Word	Example sentence	Notes
	Seeing so many papers without names was troubling to the teachers.	BW: trouble Ending: ing Write <i>trouble</i> without silent final E because <i>ing</i> starts with a vowel. After they say the syllables, say, "Use ow, ô, ôô, ŭ." r. 11
	I had some trouble writing the letter I in cursive, please help me.	
	We waited for the park to open at the entrance .	Clue: I am in a <i>trance</i> in the <i>entrance</i> .
	The doctor explained the importance of washing your hands and covering your sneezes.	BW: important Ending: ance Write <i>important</i> but replace ending 'ant' with partner 'ance'.
	It is very important to write your name on your work	

2nd Grade Student Instruction Sheet

Literature (15 Minutes)

- After finishing the list of 5 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

Goal/Objective: Students will read chapter 21 of Charlotte's Web and answer comprehension questions orally.

Materials needed:

- "Charlotte's Web" [chapter 21](#) "Last Day"

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

- (PA)** Read aloud chapter 21 "Last Day" to student (You may also choose to listen to the [audio](#) version or join the literature zoom session)
- ((I/PA)** Students should circle any unfamiliar vocabulary and discuss after the reading.
- (PA)** Ask the following questions: What kinds of things does Templeton say he has done? What did Wilbur do that convinced Templeton to get the egg sac? How did Wilbur take the egg sac home?

Grammar/Writing (10 Minutes)

Grammar/Writing

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

Materials needed:

- Wednesday sentence [worksheet](#) or watch the [video](#).

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

- (PA)** Read the sentence: Her brother's thumb stuck in the spokes of his bicycle.
- (PA)** Read the following questions and have student mark the sentence.

1. What stuck in the spokes of his bicycle? thumb - SN
2. What's being said about thumb? thumb stuck - V
3. In - P (preposition)
4. In what? spokes - OP (object of the preposition)
5. the - a
6. of - P
7. of what? bicycle - OP
8. Whose bicycle? his - pp (possessive pronoun)

2nd Grade Student Instruction Sheet

<p>Reading (20+ minutes)</p>	<p>9. Whose thumb? brother's - PN 10. Whose brother? her - PP</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <input type="checkbox"/> Read a book of your choice and record it on the log located in the graded review section of the packet on the cover sheet.
<p>MATH (30 Minutes)</p>	<p>Math Goal/Objective: Students will be able to tell time to the minute.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Notes for today. • Worksheets (2) <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <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"/> (PA/I). Review notes for today or watch the video. <input type="checkbox"/> (I) Complete worksheets (2) <input type="checkbox"/> (PA/I) You can check your work with Mrs. Cramer's helpful video.
<p>History (20 Minutes)</p>	<p>History Goal/Objective: Students will learn about Clara Barton</p> <p>Materials needed: Chapter 7 "Clara Barton" from The Civil War unit</p> <p>Specific Instructions: (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Read aloud chapter 7 "Clara Barton" or follow along with Mrs. Speer in this Read Aloud. <input type="checkbox"/> (PA) Ask questions from the teachers guide as you read
<p>SPECIAL CLASSES</p>	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE BEGINNING OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN BY MONDAY.</p>

W8 Wednesday

Name : _____ Date: _____ #: _____

Classify the following sentence. When you are finished divide the complete subject from the complete predicate and put prepositional phrase(s) in parenthesis.

Her brother's thumb stuck in the spokes of his bicycle.

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

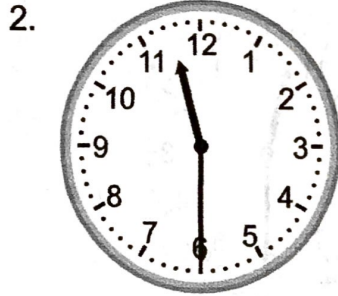
_____ My sentence makes sense

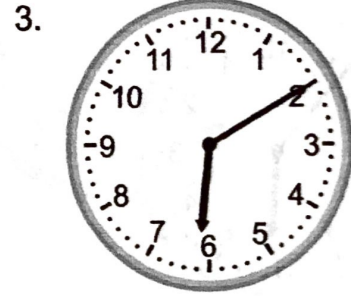
Telling time - 1 minute intervals

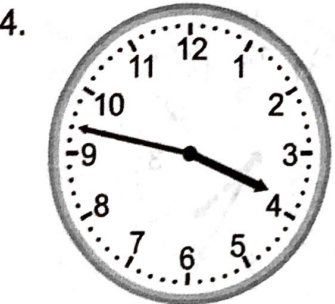
Grade 2 Time Worksheet

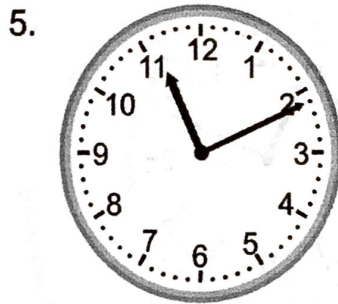
Write the time below each clock.





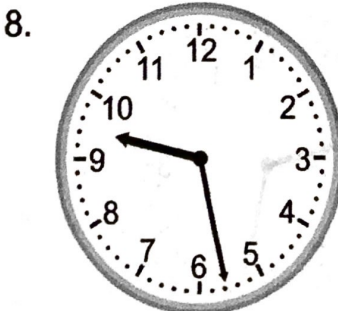


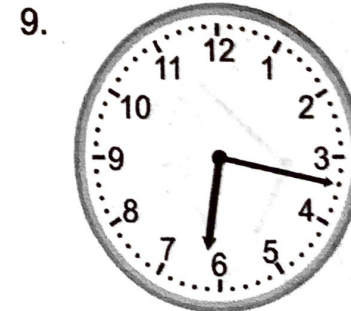








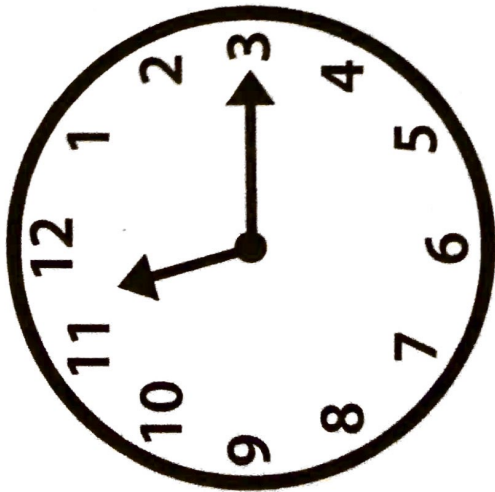




Telling Time with AM & PM Check-In

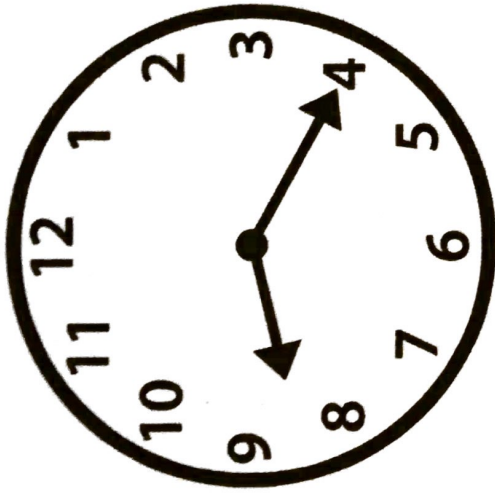
Look at each clock carefully and write the time below.

Then use the sun or moon to decide if the time is am or pm. The first one is done for you.



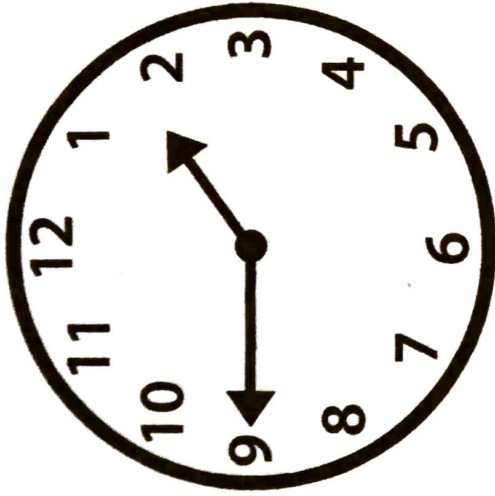
11:15

am / pm



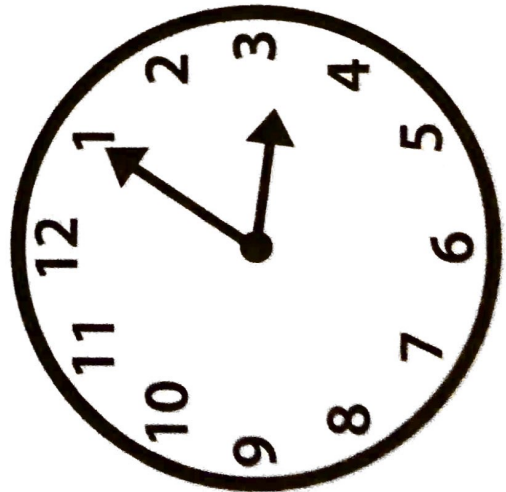
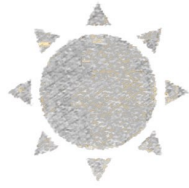
: _____

am / pm



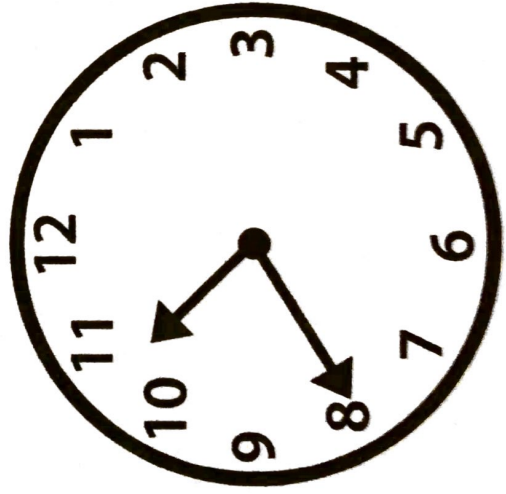
: _____

am / pm



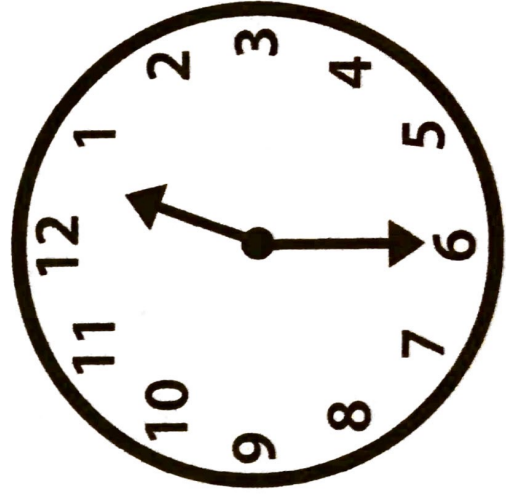
: _____

am / pm



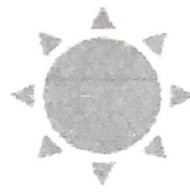
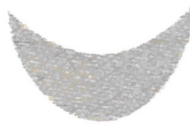
: _____

am / pm



: _____

am / pm



2nd Grade Student Instruction Sheet

THURSDAY 5/14

ELA

Spalding (20 Minutes)

Spalding

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

Materials needed:

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

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

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

OR: For each word,

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

beauty	rapid
trouble	complaint
important	flight
complain	repair
travel	importance
vacation	
complained	
beautiful	
troubling	
entrance	

2nd Grade Student Instruction Sheet

- After finishing the list of 10 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

Goal/Objective: Students will recall information from chapter 21 and draw pictures. Review Charlotte's Web by working in the packet

Materials needed:

- "Charlotte's Web" packet [page 37](#)

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

- (I)** Refer to Ch 21 to fill in page 37 from the Charlotte's Web packet.

Grammar/Writing

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

Materials needed:

- Thursday sentence [worksheet](#) or watch the [video](#).

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

- (PA)** Read the sentence: The exchange student stayed at my teacher's house.
- (PA)** Read the following questions and have student mark the sentence.

1. Who stayed at my teacher's house? student - SN
2. What's being said about student? student stayed - V
3. At - P
4. At what? house - op
5. Whose house? teacher's - PN
6. Whose teacher? my - PP
7. What kind of student? exchange - adj
8. 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

Literature (15
Minutes)

Grammar/Writing
(10 Minutes)

2nd Grade Student Instruction Sheet

Reading (20+ minutes)	<input type="checkbox"/> Read a book of your choice and record it on the log located in the graded review section of the packet on the cover sheet.
MATH (30 Minutes)	Math Goal/Objective: Students will tell time to the minute. Materials needed: <ul style="list-style-type: none">• Notes from yesterday• worksheets (2) Specific Instructions (I=independent; PA= Parent assistance) <ul style="list-style-type: none"><input type="checkbox"/> (I) Sing skip counting songs 2-6's while doing hand to knee crossovers.<input type="checkbox"/> (PA/I) Review video from yesterday.<input type="checkbox"/> (I) Complete worksheets (2)<input type="checkbox"/> You can also choose to watch this help video from Mrs. Cramer.
History (20 Minutes)	History Goal/Objective: Review Chapter 7 "Clara Barton" by completing a worksheet Materials needed: <ul style="list-style-type: none">• teachers guide for chapter 7• Clara Barton worksheet Specific Instructions: (I=independent; PA=parent assistance): <ul style="list-style-type: none"><input type="checkbox"/> (I) Have students write 3 facts that they learned about Clara Barton on the worksheet. Answers may vary, an example can be found here or in the back of the packet.<input type="checkbox"/> Have students draw a picture of Clara Barton on the worksheet.
SPECIAL CLASSES	<i>SPECIALS ARE NO LONGER OPTIONAL.</i> PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE BEGINNING OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN BY MONDAY.

Write five adjectives that describe what kind of person Wilbur is inside.

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

Write five adjectives that describe what kind of person Templeton is inside.

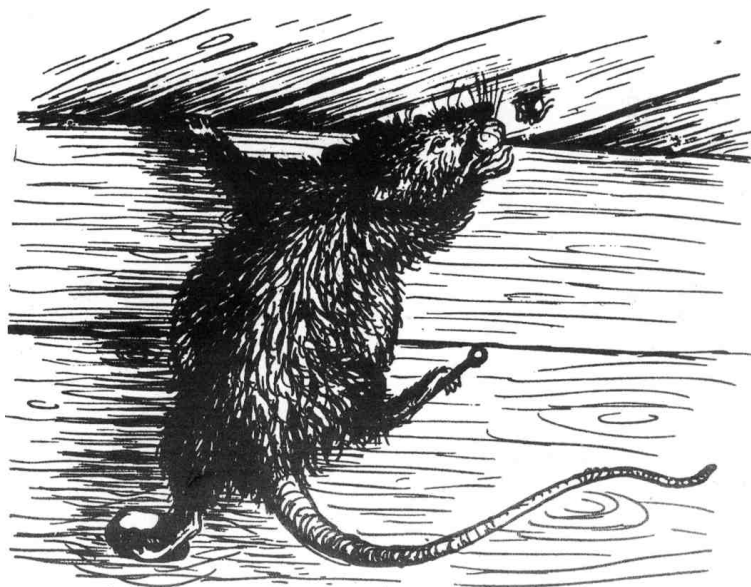
1. _____
2. _____
3. _____
4. _____
5. _____

Who would you rather have for a friend? Why? Give two reasons.

I would rather be friends with _____.

Reason 1: _____

Reason 2: _____



W8 Thursday

Name : _____ Date: _____ #: _____

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

The exchange student stayed at my teacher's house.

Write a declarative sentence using one pronoun. (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

Name: _____ # _____

Telling time - 1 minute intervals

Grade 2 Time Worksheet

Write the time below each clock.

1.



2.



3.



4.



5.



6.



7.



8.



9.





Name: _____ # _____


Telling time - 1 minute intervals (draw the clock)

Grade 2 Time Worksheet

Draw the time shown on each clock.


1. 


2. 

3. 

4. 

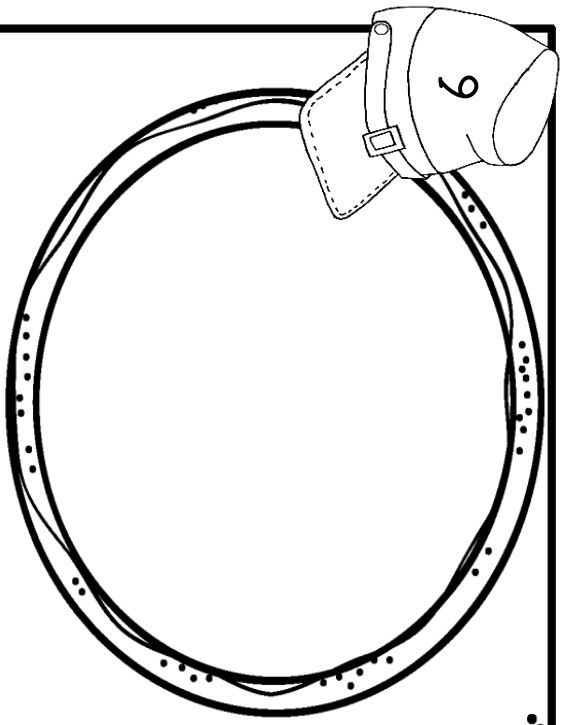
5. 

6. 

7. 

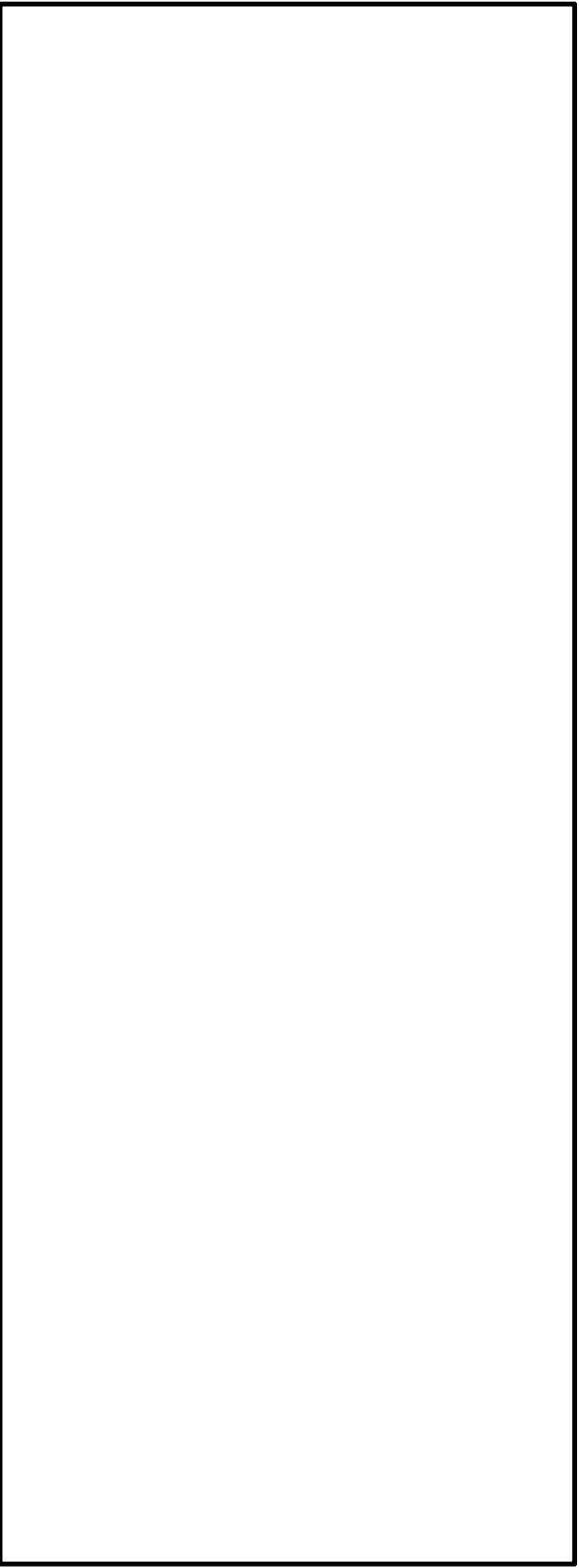
8. 

9. 



CLARA BARTON

• • • •



“Angel of the Battlefield”

2nd Grade Student Instruction Sheet

FRIDAY 5/1

Graded Review Instructions

The weekly graded review will serve as the graded portion of this packet. We ask that students take this assessment independent of adult help or collaboration with other students (with the exception that parents may read the review aloud if needed). However, students are welcome to use any of their readings, textbook pages, or work from Monday - Thursday of this week (with the exception of Spalding.)

This review only covers material from this week.

Below are instructions for each portion of the graded review with a suggested time limit for each portion. The graded review is intended to take 1 hour on average. We recommend that students take a few breaks between subjects, rather than completing the graded review in one sitting.

This review should be completed in **pencil** with legible handwriting. As usual, handwriting is part of the Spalding grade. Please do not use pens or colored pencils.

Due date: Monday, May 18th

Students must turn in:

1. [Graded Review for Week 8](#) (includes Reading Log)
2. **One assignment for each Specials class:**
Art, Music, P.E., and Spanish

Options for Returning Graded Work:

- Hardcopy Return:** Turn-in the entire Graded Review (Pages 1-6) with written responses to school at the beginning of the next week

*Please note other assignments such as flash cards are for the student's use in their study and should not be turned in.

2. **Electronic Submission:** Turn in the entire Graded Review (Pages 1-6) electronically through your student's private Google Classroom account (detailed submission instructions will be given in your student's GC account in the "Friday Assignment" section, as well as on the GHTX Resource webpage <https://www.greatheartsamerica.org/txresources/>)

ELA

Spalding (15 Minutes)

Spalding

Estimated Time: 15 minutes

Materials needed:

- Word list (located at the end of this section)

2nd Grade Student Instruction Sheet

- sharpened pencil
- eraser

Recommended Resources:

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

Specific Instructions (I=independent; PA=dependent):

- Spalding work is **PA**.
- Dictate the 15 words (one at a time) to your child or play the [video](#) (please pause the video in between words) The words in the video may be in a different order than listed below.
- For each word do the following:
 - Say the word
 - Say the word in a sentence
 - Say the word again
- Your child will do the following:
 - Write the word
- Remind students to:
 - Use their phonogram and spelling rules knowledge
 - Practice proper letter formation and to use their best handwriting

Words: *beauty, trouble, important, complain, travel, vacation, complained, beautiful, troubling, entrance, rapid, complaint, flight, repair, importance*

Literature (5
Minutes)

Literature

Estimated Time: 5 minutes

Materials needed:

- Graded Review
- pencil
- eraser

Recommended Resources:

- "Charlotte's Web" Ch. 20 & 21

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

- Students should complete the review independently. Some students will need help reading the questions. Students may refer to their book to help find the answers.

Grammar/Writing
(10 Minutes)

Grammar/Writing

Estimated Time: 10 minutes

Materials needed:

- Graded review sentence in graded review section of packet.

2nd Grade Student Instruction Sheet

	<p>Specific Instructions (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) Read the following sentence: Billy's purple crayon broke during art time.<input type="checkbox"/> Read the following questions and have student mark the sentence.<ol style="list-style-type: none">1. What broke during art time?2. What's being said about crayon?3. During4. During what?5. What kind of time?6. What kind of crayon?7. Whose crayon?<input type="checkbox"/> (I) Write one complete sentence on graded review worksheet <p>Note: All writing should be done in cursive except when classifying sentences</p>
<p>MATH (15 Minutes)</p>	<p><i>Math</i> <u>Estimated Time:</u> 15 minutes <u>Materials needed:</u> pencil and eraser <u>Recommended Resources:</u> <u>Specific Instructions (I=independent; PA= Parent assistance):</u><ul style="list-style-type: none"><input type="checkbox"/> Students should complete the review independently.</p>
<p>History (5 Minutes)</p>	<p><i>History</i> <u>Estimated Time:</u> 5 minutes <u>Materials needed:</u> pencil, Graded Review. <u>Recommended Resources:</u> History notes from this week <u>Specific Instructions (I=independent; PA= Parent assistance):</u><ul style="list-style-type: none"><input type="checkbox"/> Students should complete the review independently but may need help reading questions and answer choices. Students may refer to their notes if needed.</p>

Weekly Graded Review For week 8

Due 5/18

Name:

Class:

Reading Log Week of 5/11-5/15

Day	Date	Book Title	Total Minutes	Parent Initial
Mon.	5/11			
Tues.	5/12			
Wed.	5/13			
Thurs.	5/14			

Literature:

1. How did Wilbur convince Templeton to get the egg sac?

- a. he asked nicely
- b. he cried
- c. he promised Templeton that he could eat first

2. How did Wilbur carry the egg sac home?

- a. in his mouth
- b. with his feet
- c. he made Templeton carry it home

3. Was anyone with Charlotte when she died?

- a. yes
- b. no

Grammar:

Classify the following sentence. When you are finished divide the complete subject from the complete predicate and put parenthesis around prepositional phrases.

Billy's purple crayon broke during art time.

Write an interrogative sentence.



Name : _____

Telling time - 1 minute intervals

Grade 2 Time Worksheet

Write the time below each clock.

1.



2.



3.



4.



5.



6.



7.



8.



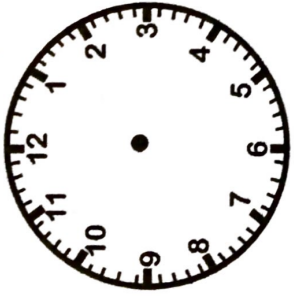
9.



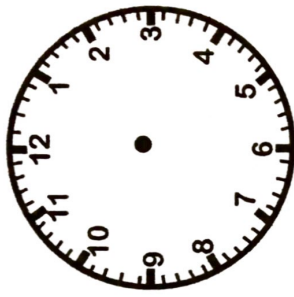
MY SCHEDULE

Write the time on the space provided and draw the small and big hand on the clock.
Write a.m. or p.m. next to the time.

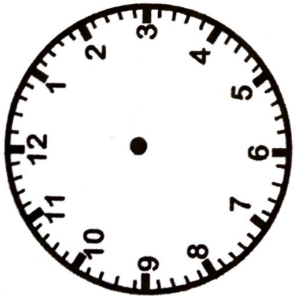
The time I wake up:



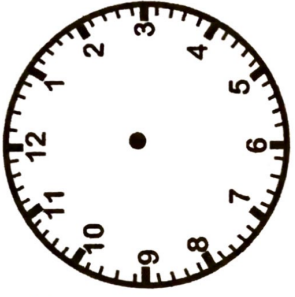
When I eat dinner:



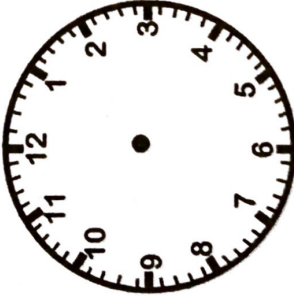
The time school starts:



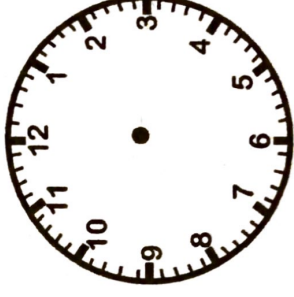
When I do my homework:



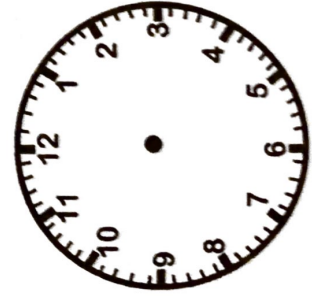
When I eat lunch:



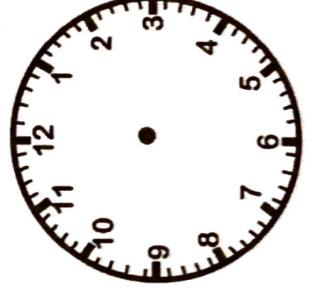
The time my favorite TV show starts:



The time school ends:



My bedtime:



History:

1. Who was the President during the Civil War?

- a. George Washington
- b. Andrew Jackson
- c. Abraham Lincoln

2. What important thing happened at the Appomattox Court House

- a. Lincoln was shot
- b. Robert E. Lee surrendered
- c. a great battle was fought

3. Who was known as “the angel of the battlefield”?

- a. Harriet Tubman
- b. Clara Barton
- c. Betsy Ross

4. Explain in 2 or more complete sentences whether you would have joined the Southern Army or the Northern Army.

Appendix

Monday:

a sn v p a pn op
The mechanic / looked (under the car's hood).

Tuesday:

pp sn v p a op p pp adj op
Our mother /drove (along the coast) (in her new car.)

Wednesday:

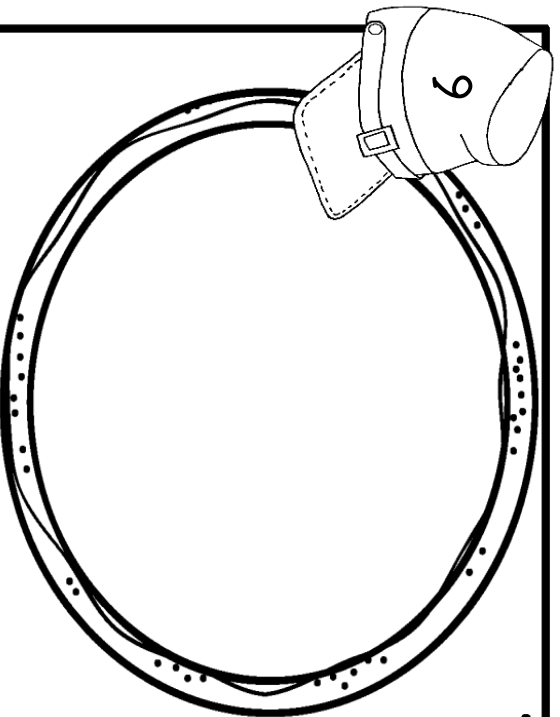
pp pn sn v p a op p pp op
Her brother's thumb / stuck (in the spokes) (of his bicycle.)

Thursday:

a adj sn v p pp pn op
The exchange student / stayed (at my teacher's house.)

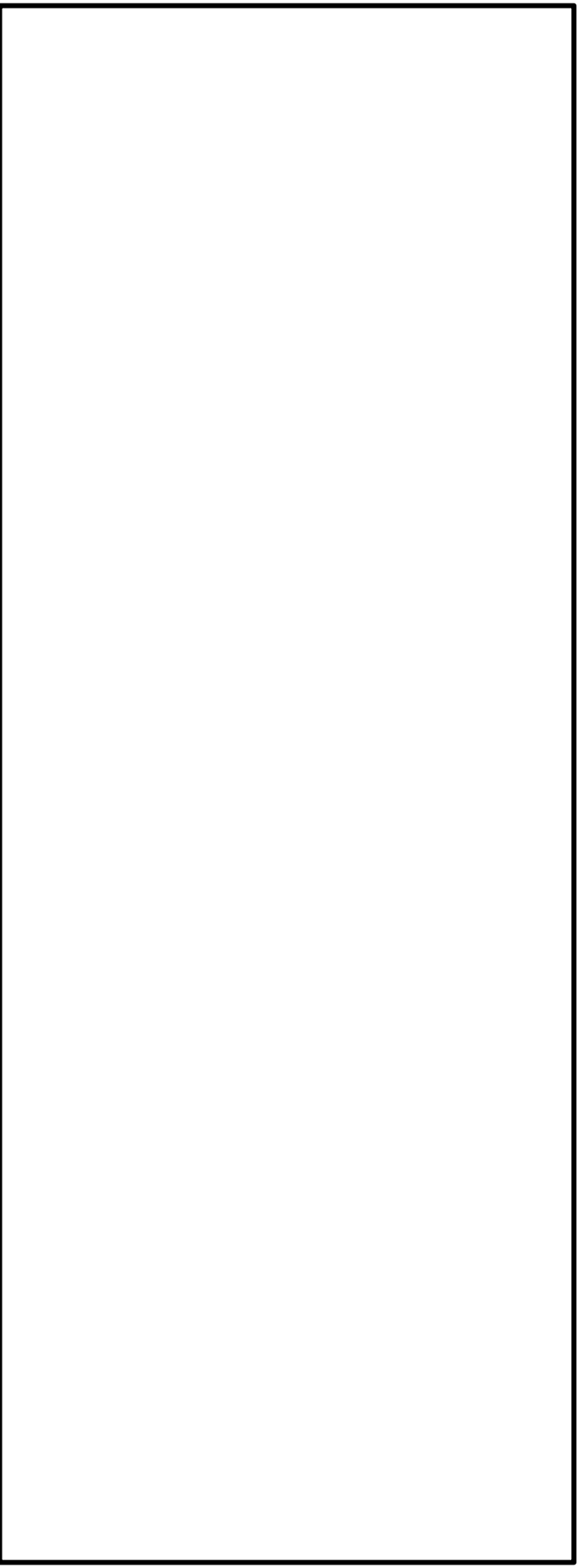
Fill in the blank Key

1. Grant lost **more** men than Lee.
2. Grant never stopped **attacking**.
3. William Tecumseh Sherman **marched** to sea.
4. The **Confederate** soldiers were running out supplies.
5. Sherman and his burned the city of **Atlanta**
6. **Lee** saw that it was hopeless.
7. On April 9, 1865, Robert E. Lee went to Appomattox Courthouse to **surrender** to Ulysses S Grant.
8. Grant was **kind** to Lee and his men.
9. Eat Confederate **soldier** signed a paper that said he would not take up arms again the United States again.
10. After **four** years the Civil War was finally over.



CLARA BARTON

- Used own money to buy supplies for soldiers
- went onto the battlefield to help
- founder of American Red Cross



“Angel of the Battlefield”