

# GreatHearts

Northern Oaks



## Distance Learning Packet

May 4 - 8, 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 5/04 - 5/08

### SPANISH

(Minutes)

#### Spanish

**Goal/Objective:** Your student will review fruits in Spanish and express the feeling of being hungry.

**Materials needed:**

- [Teacher Notes](#)
- [Audio file](#)
- Caterpillar and strawberry art project from previous week
- [Swivl video](#); La oruga muy hambrienta – The Very Hungry Caterpillar by Eric Carle.

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

- (PA or I)** You will need your student's art project from the previous week.
- (PA or I)** Swivl video of La oruga muy hambrienta – The Very Hungry Caterpillar by Eric Carle.
- (PA)** Remind your student how hungry the caterpillar was in the story. Tell your student, Yo, tengo hambre tambien, rub your tummy as if you were hungry. Have your student repeat the phrase with the gesture.
- (PA)** Then ask your student, ¿Tienes hambre tu?, rub your belly as you ask the question. Help your student respond by saying, Si, yo tengo hambre or No, yo no tengo hambre. Have your student repeat the phrases.
- (PA)** Show your student the copy of the strawberry and say, Yo tengo hambre. Then take an imaginary bite out of the strawberry where the hole is.
- (PA)** Hold up the strawberry and the caterpillar and say, Ella tiene hambre. Then have the caterpillar take an imaginary bite out of the strawberry where the hole is.
- (PA)** Then hold up the strawberry and ask your student, ¿Tienes hambre tu? If your student says he or she is hungry, guide your student to respond Si, yo tengo hambre or No, yo no tengo hambre. If your student responds Si, yo tengo hambre; then say, Come la fresa. Let your student bite out of the strawberry.
- (PA)** Repeat as many times as you wish. You may also substitute for other fruits.
- (PA)** Optional Activity:
  - (PA or I)** Your student may glue the caterpillar eating through the strawberry in your Spanish journal.
  - (PA or I)** Have your student write the title of the book above the cut out in their Spanish journal.



## Specials Student Instruction Sheet

	<p style="text-align: center;"><input type="checkbox"/> <b>(PA or I)</b> Have your student draw a speech bubble for the caterpillar. Inside the speech bubble write, Tengo hambre.</p> <p><b>DUE on MONDAY-</b> Turn in Teacher Notes digitally through Google classroom OR turn in to the school.</p>
<p><b>MUSIC</b> (25 Minutes)</p>	<p><b><u>MUSIC</u></b> <b>Goal/Objective:</b> The student will learn about Ostinatos.</p> <p><b>Materials needed:</b> <a href="#">Teacher's Notes/Assignment Sheet</a>, <a href="#">Ostinato Video</a></p> <p><b>Specific Instructions</b> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (PA) Read over the Teacher's Notes several times</li> <li><input type="checkbox"/> (PA) Watch the video explaining Ostinato and follow along with Ms. Widdowson! (Optional, but highly encouraged!)</li> <li><input type="checkbox"/> (PA) Sing the song "We Will Rock You" with your family, or Ms. Widdowson's video and perform the <b>Ostinato</b> (repeating rhythm) "Stomp, Stomp, Clap"</li> <li><input type="checkbox"/> (PA) Now sing "Rocky Mountain" and perform the same <b>Ostinato</b>!</li> <li><input type="checkbox"/> (PA) Think of two other songs you can perform the "Stomp, Stomp, Clap" Ostinato to and write them on your Ostinato Assignment Sheet.</li> <li><input type="checkbox"/> (PA) Complete the Assignment Sheet in your best handwriting; include your NAME, NUMBER, and SECTION on the top!</li> <li><input type="checkbox"/> (PA) Can you create your own Ostinato to "Rocky Mountain?" Email me a video if you come up with something interesting!</li> </ul> <p><b>OSTINATO ASSIGNMENT SHEET DUE MONDAY: to Google Classroom or School</b></p>
<p><b>ART</b> (25 Minutes)</p>	<p><b><u>ART</u></b></p> <p><b>Goal/Objective:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draw the tree in the painting by Giuseppe Castiglione (<i>A.K.A. Lang Shining</i>). as directed in the video and Step by Step Instruction page.</li> <li><input type="checkbox"/> For an extra challenge: Draw the dog in the painting.</li> </ul> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>● Pencil</li> <li>● Paper</li> <li>● Small Eraser</li> <li>● Patience, Grit and Gusto</li> <li>● <b>JUST FOR GIGGLES, IF DESIRED:</b> Here are <a href="#">Research Links: #1 and #2</a>, for scholars/parents interested in learning more about the artist's work</li> <li>● <b>Art Image and</b> <a href="#">Directions Page #1</a></li> <li>● Step by Step <a href="#">Drawing Directions Page #2</a></li> <li>● <a href="#">Image Address</a></li> <li>● Step by Step <a href="#">Video with Mrs. Northway</a></li> </ul> <p><b>Specific Instructions</b> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(IW)</b> Draw the tree in the painting by G. Castiglione.</li> <li><input type="checkbox"/> <b>(PA)</b> Follow along with the Step by Step Directions page and/or the video with Mrs. Northway.</li> </ul>

## Specials Student Instruction Sheet

	<ul style="list-style-type: none"><li><input type="checkbox"/> <b>(IW) STUDENT CHALLENGE:</b> Draw the dog, in addition to the tree.</li><li><input type="checkbox"/> <b>(PA) FAMILY CHALLENGE:</b> SEE the end of the video for directions.</li></ul> <p><b><u>DUE ON MONDAY</u></b> - Submit the <u>digital Image</u> of the <b>TREE DRAWING</b> 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.</p>
<b>PE</b> (25 Minutes)	<p><b>PE</b></p> <p>Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets</p> <p>Materials needed:</p> <ul style="list-style-type: none"><li>● <a href="#">Bingo Sheet</a> (included in packet)</li><li>● Optional P.E. challenge videos brought to you by: <a href="#">Coach Corcoran</a> <a href="#">Coach Walsh</a> Coach Wilson <a href="https://cloud.swivl.com/v/aaa13f3b4dc7c33a498b3f10532f5820">https://cloud.swivl.com/v/aaa13f3b4dc7c33a498b3f10532f5820</a></li></ul> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> (I) Complete any five 5 squares in a row. ( Diagonal, Horizontal, Vertical)</li><li><input type="checkbox"/> Leap in the air and yell BINGO!</li></ul> <p><b>DUE ON Monday</b> - Turn in <a href="#">Bingo Sheet</a> digitally through Google classroom OR turn in to the school</p>

Name: \_\_\_\_\_ Number: \_\_\_\_\_ Class Section: \_\_\_\_\_

## Teacher Notes on Ostinato

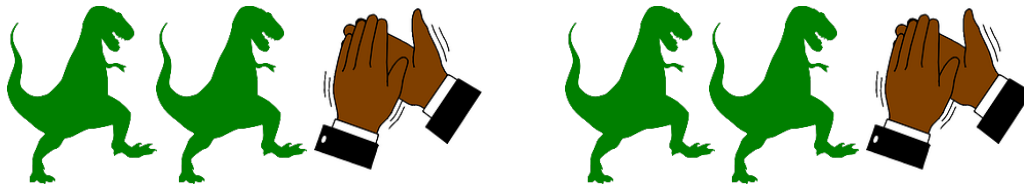
W7: May 4-8

Due Monday, May 11th

- An **ostinato** is a repeating pattern.
- If you hear a repeating pattern or recurring rhythm in the bass line of a song, you are hearing an ostinato. Many composers use ostinatos in their compositions to add interest to their music.

The chant, “We will, we will rock you!” has an **ostinato** that we are all familiar with:

Stomp, Stomp, Clap! Stomp, Stomp, Clap! Stomp, Stomp, Clap! Stomp, Stomp, Clap!



- Sing “We will, we will rock you” with your family, or Ms. Widdowson! (in the video)
- Now add the repeating pattern “Stomp, Stomp, Clap” as you sing!
- Next, sing “Rocky Mountain” with your family, or Ms. Widdowson! (in the video)
- We can add the **ostinato** from the first song to “Rocky Mountain” to make it more interesting!

## Ostinato Assignment

Define Ostinato: \_\_\_\_\_

What are two other songs that fit with the ostinato from “We Will Rock You:”

1. \_\_\_\_\_

2. \_\_\_\_\_

Try creating your very own **ostinato**! You can use your body to create a new repeating rhythm. Try patting your head or shoulders, beating on a pot with a wooden spoon like a drum, or clapping your hands and slapping your thigh!

If you come up with an interesting ostinato you can email me a video of your creation!

# Physical Education BINGO



Student Name: \_\_\_\_\_

1 minute planks	35 squats	25 burpees	5 minutes jump rope	Swim in a river
Go the whole day using your non-dominant hand for things (brushing teeth, eating with a spoon, computer mouse, etc.)	Try holding a cup of water with your arm outstretched in front of you for 2 minutes.	Lie down outside and look at the sky (Don't look at the sun!!) 5 minutes	15 Lunges	10 Bridge Lifts Lie on your back with your knees bent and feet flat on the <b>floor</b> , slightly apart. ... Slowly push through your heels, lifting your hips off the <b>floor</b> until your body forms a straight line from knees to shoulders.
15 Squats	20 Knee Highs	 <b>Free Space</b>	Wall Sit for 30 seconds 5 times	Balance on one foot for 10 seconds then the other
10 High Jumps Squat down low and jump up as high as you can go	Crab walk down your hall and back	20 Scissor Jumps	Try a new fruit or veggie	Lay on your back with legs together in the air and spell Go Griffins!
Volley or bump a ball or balloon with a family member	Race a family member across the yard by: galloping, skipping, and running.	Play a game of leapfrog with a family member	Play an indoor or outdoor game of hide-and-seek	Play a game of kickball

\*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!



## Looking for “NEGATIVE SPACE” in a dogs’ tail.....(and a little bit of history)

This painting of a Tibetan Mastiff, by Giuseppe Castiglione, is something that I discovered, quite by accident. A few months ago, I was doing some research on the type of dog that I have. (I was trying to figure out why she is such a little stinker).

*Iris*, below, is half Tibetan Mastiff and half Husky--very independent, smart.....and difficult to train.



One of the things that I do love about my sweetie dog, is that perfect little circle of **NEGATIVE SPACE** in her curled up tail.

*Cangni* (苍猊), a Tibetan Mastiff

By Giuseppe Castiglione (1688-1766).....and *Iris* (2020). O.K. Now, back to painting.

Traditional painting from China is familiar to me. However, there are more **intricate and realistic DETAILS** in Giuseppe Castiglione’s dog painting than I had recalled seeing before in traditional Chinese painting. This made me curious. I learned that the artist was Italian, not Chinese. However, he also had a second, Chinese name - *Lang Shining*.

Lang Shining lived in China for 50 years as a court painter. He influenced the style of painting in China. By combining an artistic style of the Italian Renaissance with that of traditional Chinese painting, he combined Renaissance **shading and fine details** with the types of **LINES** found in Chinese brush and ink painting.

In this lesson, we will be copying the tree in Giuseppe Castiglione’s painting (A.K.A. *Lang Shining*) and looking carefully for triangular **SHAPES of negative space**. For an extra challenge, you may draw the dog.....choose either dog to draw! **Cangni OR Iris** :)

*When you are all finished with your artwork and have some leisure time, you might like the following links.*

*If you are curious, like I was, to learn more about this very unique artist, you will discover that he also painted horses beautifully. HINT: Look for the horses hiding in the negative spaces of the trees.*

**LINK:** to Giuseppe Castiglione’s DRAFT (drawing) for the painting, **LINK:** *One Hundred Horses* (百駿圖)



1. ○ ellipse  
○ cylinder  
○ negative space

3. Stack four cans of beans  
(any variety: pinto, black, butter - I ♥ them all!)

2. Draw the hill and the mountain in the correct place.

1. (Practice) Draw a can of beans:  
○ 2 ellipses  
○ 2 vertical lines

2.

3. Outline the negative space shape to the right of the tree.  
(Look carefully at picture of the painting).

2. Stack 2 toilet paper tubes on top of bean tower.

1. (Practice) Draw a toilet paper tube.  
○ ellipses, ○ vertical lines

3. 1. Add lumps, bumps + knots.

3. Continue to outline the triangular negative space shapes between the BRANCHES.

2. Draw two paper towel tubes

1. (practice) Draw a paper towel tube.

4. CHALLENGE: Draw Cangni or Iris

4. Add your initials inside the square.

3. Shade the darkest values first.

2. Draw some leaves.

(challenge) Erase some of the mountain and hill to draw the dog.

1. Draw more tree branches.



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**

### **W7 Spanish Teacher Notes**

**oruga**  
caterpillar

**fresa**  
strawberry

**¿Tienes hambre tu?**  
Are you hungry?

**Si, yo tengo hambre.**  
Yes, I'm hungry.

**No, yo no tengo hambre.**  
No, I'm not hungry.

**Ella tiene hambre.**  
She is hungry.

**Come la fresa.**  
Eat the strawberry.

**Tengo hambre.**  
I'm hungry.

**la manzana**  
apple

**la pera**  
pear

**la ciruela**  
plum

**la naranja**  
orange

**el platano**  
banana

**Come \_\_\_\_\_.** (insert the name of a food or fruit)  
**Eat \_\_\_\_\_.**

# Classwork



# Daily Student Instruction Sheet - MONDAY

## MONDAY – 5/4

### 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

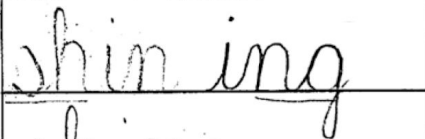
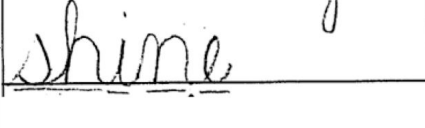
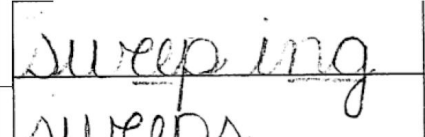
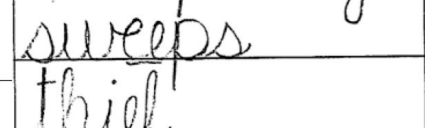
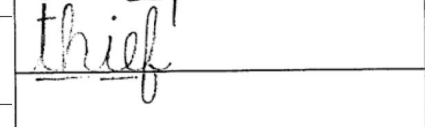
Specific Instructions (I=independent; PA=parent assistance):

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

#### Spalding Spelling List

Word	Example sentence	Notes
	The star was <b>shining</b> brightly in the sky.	BW: shine Ending: ing Write 'shine' without silent final e because ending 'ing' starts with a vowel. r. 11
	The glitter will <b>shine</b> if the light hits it.	
	I was <b>sweeping</b> the floor and found a lot of dog hair.	BW: sweep Ending: ing
	She <b>sweeps</b> the floor two times during the week.	BW: sweep Ending: "s" "Use the phonogram that says ē."
	The <b>thief</b> wanted to steal the famous painting.	Use ē, ī, ï. r. 12

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

## Daily Student Instruction Sheet - MONDAY

- (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 (15 Minutes)

### ***Literature***

Goal/Objective: Read chapter 18 of Charlotte's Web

Materials needed:

- "Charlotte's Web" [chapter 18](#) "The Cool of the Evening"

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

- (PA)** Read aloud chapter 18 "The Cool of the Evening" 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: Who did Fern ride the Ferris Wheel with? What word does Charlotte write next? Why is it a good word?

Grammar/Writing (10 Minutes)

### ***Grammar/Writing***

#### **Grammar/Writing**

Goal/Objective: Students will review possessive nouns and complete a sentence classification. Students will write two sentences.

Materials needed:

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

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

- (PA)** Read Teacher notes on possessive nouns.
- (PA)** Read the following questions and have student mark the sentence.

1. What sat contentedly in Kim's lap? puppy - SN
2. What's being said about puppy? puppy sat - V
3. Sat how? contentedly - adv
4. in - P (preposition)
5. In what? lap - OP
6. Whose lap? Kim's - PN (possessive noun)
7. The - A

## Daily Student Instruction Sheet - MONDAY

<p>Reading (20+ minutes)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Write complete sentences on Grammar worksheet</li> <li><input type="checkbox"/> (I) Check your work using checklist on the bottom of the paper</li> </ul> <p><b>Note:</b> All writing should be done in cursive except when classifying sentences</p> <ul style="list-style-type: none"> <li><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.</li> </ul>
<p><b>MATH</b> (30 Minutes)</p>	<p><b><i>Math</i></b> <b>Goal/Objective:</b> Students will review time. Students will be able to identify the parts of a clock and read and write time to the hour. They will also know that there are 60 minutes in an hour and 24 hours in a day.</p> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Notes</a> for today</li> <li>• Pencil, red and blue crayon.</li> <li>• <a href="#">Worksheets</a> (2)-Reading and writing time to the hour.</li> </ul> <p><b>Specific Instructions (I=independent; PA= Parent assistance)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Complete skip counting songs while doing hand to knee crossovers.</li> <li><input type="checkbox"/> (PA) Review notes on the parts of a clock and types of clocks with your child or watch the <a href="#">video</a>. You can also watch this helpful <a href="#">video</a> by Mrs, Cramer.</li> <li><input type="checkbox"/> (PA) On the clock in today's notes, color the hour hand red, the minute hand blue, and label the empty spaces by the numbers in increments of 5. Ex. the number four will have 20 by it, the number 5 will have 25 by it. Continue writing in multiples of 5 until you get to 60.</li> <li><input type="checkbox"/> (I) Use your notes to complete the worksheets on reading and writing time by the hour.</li> </ul>
<p><b>HISTORY</b> (20 Minutes)</p>	<p><b><u>History</u></b> Goal/Objective: Students will learn about how the Civil War Began.</p> <p>Materials needed: <a href="#">Chapter 4</a> "The War Begins" from The Civil War unit</p> <p>Specific Instructions: (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (PA) Read aloud chapter 4 "The War Begins" or follow along with Mrs. Speer in this <a href="#">Read Aloud</a>.</li> <li><input type="checkbox"/> (PA) Ask questions from the teachers guide as you read</li> </ul>
<p><b>SPECIAL CLASSES</b></p>	<p><b><i>SPECIALS ARE NO LONGER OPTIONAL. 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.</i></b></p>



## Grammar notes W7

### Possessive Nouns:

1. A possessive noun is the name of a person, place, or thing that owns something.
2. A possessive noun will always have an apostrophe after it. It will be either an apostrophe s ('s) or an s apostrophe (s'). The apostrophe makes a noun show ownership.
3. A possessive noun's main job is to show ownership or possession.
4. Use the abbreviation **PN** (possessive noun)
5. To find a possessive noun, begin with the question whose.

Since you use the whose question to find a possessive noun and a possessive pronoun, you must remember one important fact about each one in order to tell them apart. Remember, all possessive nouns have an apostrophe, and the seven possessive pronouns do not.

W7 Monday

Name : \_\_\_\_\_ Date: \_\_\_\_\_ #: \_\_\_\_\_

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

The puppy sat contentedly in Kim's lap.

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

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

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Sentence writing checklist

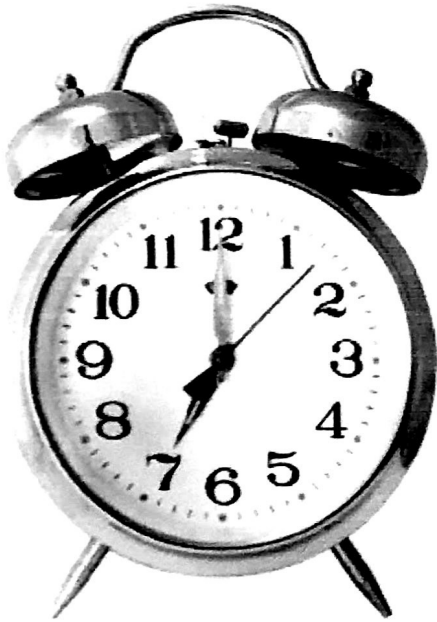
\_\_\_\_\_ I wrote in my nicest cursive

\_\_\_\_\_ 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

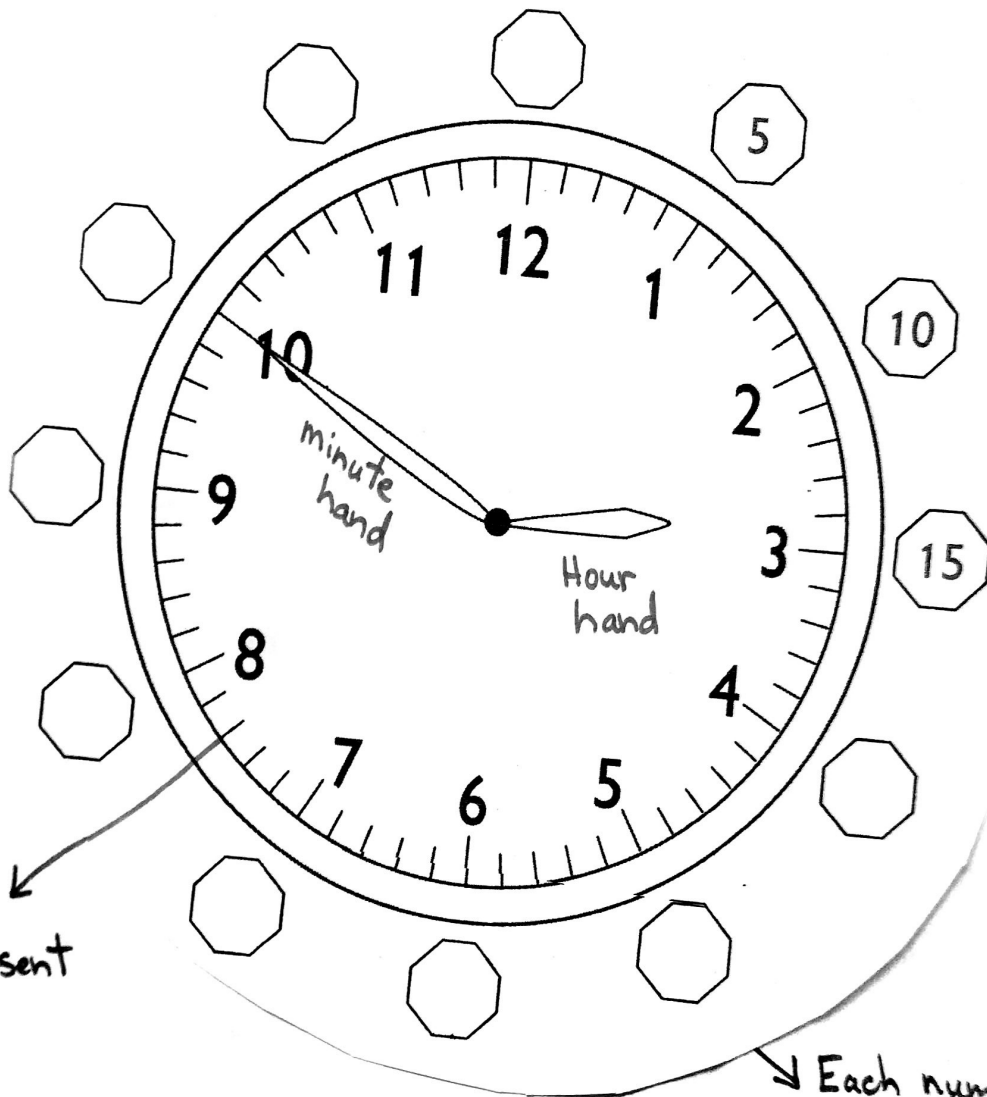
- There are 60 seconds in one minute.
- There are 60 minutes in one hour.
- There are 24 hours in one day.

\* 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.

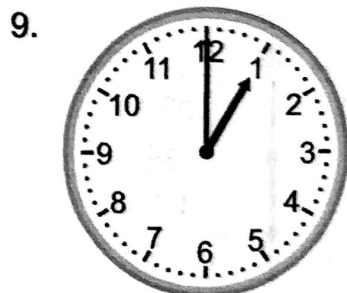
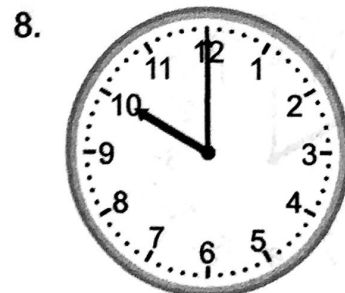
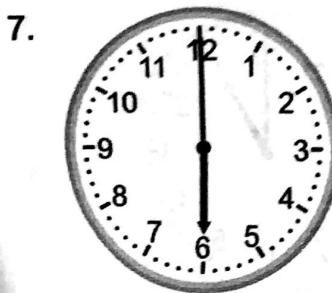
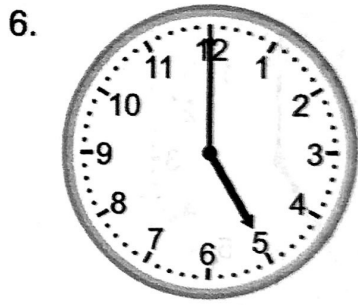
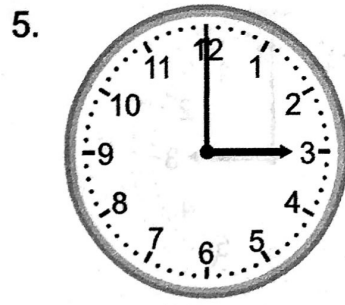
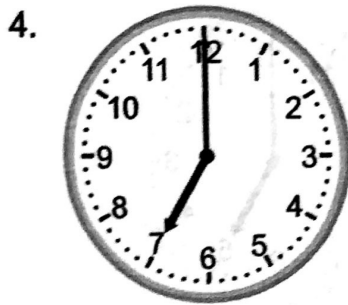
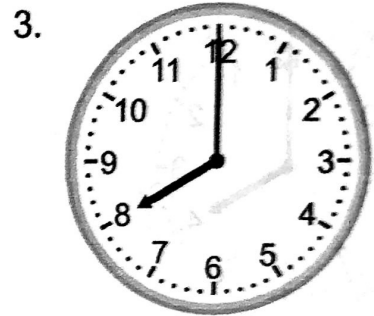
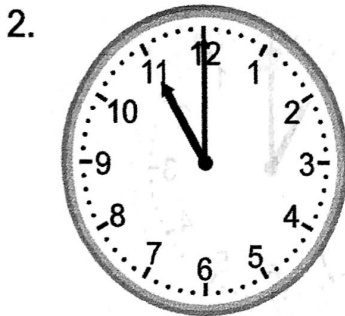


Name: \_\_\_\_\_

# Telling time - whole hours

## Grade 1 Time Worksheet

Write the time below each clock.



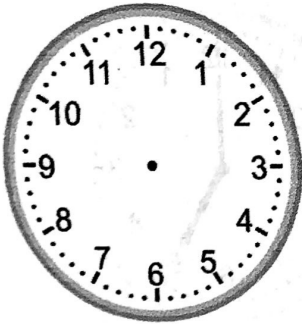


# Telling time - whole hours (draw the clock)

## Grade 1 Time Worksheet

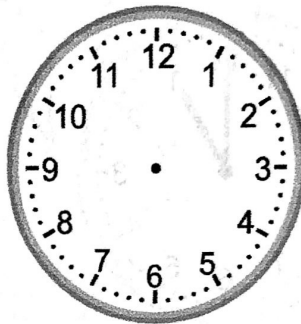
Draw the time shown on each clock.

1.



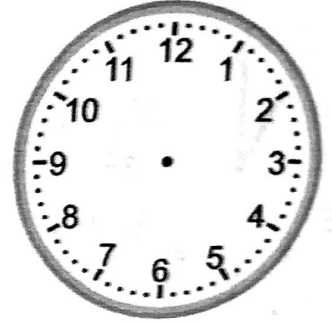
11:00

2.



1:00

3.



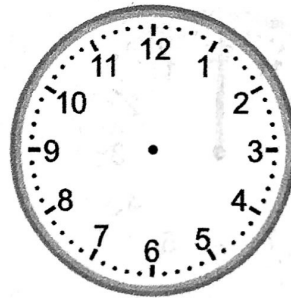
5:00

4.



6:00

5.



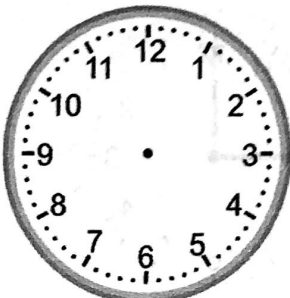
12:00

6.



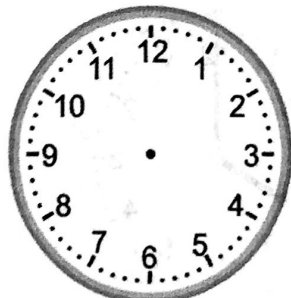
2:00

7.



3:00

8.



8:00

9.



9:00

# Daily Student Instruction Sheet - TUESDAY

## TUESDAY – 5/5

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

#### Spalding Spelling List

Word	Example sentence	Notes
	They were <b>writing</b> , 'Happy birthday' on the poster with markers.	BW: write Ending: ing r. 11
	He is a mystery book <b>writer</b> .	BW: write Ending: er r. 11
	<b>Write</b> your name, date, and number at the top of your work.	
	Don't <b>spend</b> too much time watching TV.	
	Did you <b>enjoy</b> your weekend?	BW: joy Prefix: en

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

## Daily Student Instruction Sheet - TUESDAY

Literature (15 Minutes)

- (PA)** Repeat this process 1 more time so each word has been practiced a total of 2 times.

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

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

### **Literature**

Goal/Objective: Review Charlotte's Web chapter 18 by working in the packet

Materials needed:

- "Charlotte's Web" [packet page 33](#)

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

- (I)** Refer to pages 142-144 from Ch 18 to fill in page 33 from the Charlotte's Web packet.

### **Grammar/Writing**

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

Materials needed:

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

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

- (PA)** Read the following questions and have student mark the sentence.

1. What practices after school today? team - SN
2. What's being said about team? team practices - V
3. After - P
4. After what? school - op
5. Practices when? today - adv
6. What kind of team? soccer - adj
7. Whose team? Larry's - PN

- (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

Reading (20+ minutes)

- 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.

## Daily Student Instruction Sheet - TUESDAY

<p><b>MATH</b> (30 Minutes)</p>	<p><b>Math</b></p> <p><b>Goal/Objective:</b> Students will review time. Students will be able to recognize the parts of a clock and read and write time to the half hour. They will review skip counting.</p> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Notes</a> for today</li><li>• 2 <a href="#">worksheets</a></li></ul> <p><b>Specific Instructions (I=independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> (I) Sing skip counting songs while running in place.</li><li><input type="checkbox"/> (PA) Review notes for today with your scholar or watch the <a href="#">video</a>. You can also watch this helpful <a href="#">video</a> by Mrs, Cramer.</li><li><input type="checkbox"/> (I) Use your notes to complete the worksheets (2).</li></ul>
<p><b>HISTORY</b> (20 Minutes)</p>	<p><b>History</b></p> <p>Goal/Objective: Review Chapter 4 “The War Begins” by completing a worksheet</p> <p>Materials needed:</p> <ul style="list-style-type: none"><li>• teachers guide for <a href="#">chapter 4</a></li><li>• Civil War comparison <a href="#">worksheet</a></li><li>• Civil War comparison <a href="#">cutouts</a></li></ul> <p>Specific Instructions: (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> (I) Have students cut out the words on the cutout sheet and glue them to the corresponding side (North or South) on the worksheet. The key can be found <a href="#">here</a> or in the back of the packet.</li></ul>
<p><b>SPECIAL CLASSES</b></p>	<p><b>SPECIALS ARE NO LONGER OPTIONAL.</b></p> <p><b>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.</b></p>



Answer the questions

1. List two reasons Charlotte says Mr. Zuckerman will not kill Wilbur when the cold weather comes.

Look on page 142.

Reason One: \_\_\_\_\_

\_\_\_\_\_

Reason Two: \_\_\_\_\_

2. Make a prediction. Do you think Charlotte is right? Why or why not? You must give TWO reasons to support your opinion.

Reason One: \_\_\_\_\_

Reason Two: \_\_\_\_\_

3. What did Charlotte make? Look on page 144. \_\_\_\_\_

4. Charlotte uses a Latin phrase to describe her creation. What is it? Look on page 144. \_\_\_\_\_

5. What does Charlotte say the phrase means? Look on page 144. \_\_\_\_\_

6. Why do you think Charlotte feels this way about what she made? \_\_\_\_\_

\_\_\_\_\_



W7 Tuesday

Name : \_\_\_\_\_ Date: \_\_\_\_\_ #: \_\_\_\_\_

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

Larry's soccer team practices after school today.

Write a declarative sentence. (Declarative sentences give information)

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

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---

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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



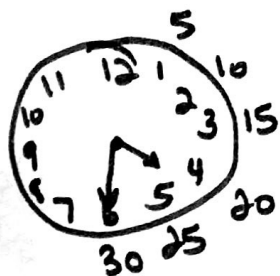
## Tuesday, Wk 7 Math Notes.

### 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

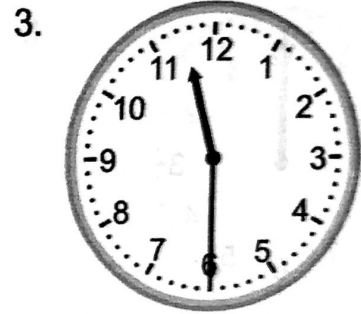
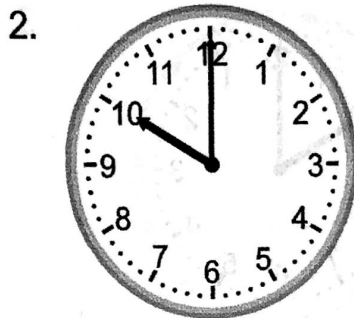
time is 4:30.

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

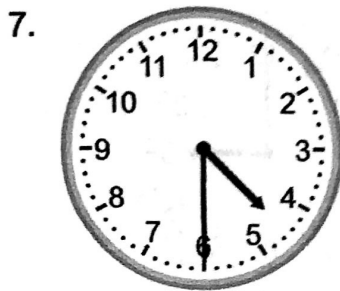
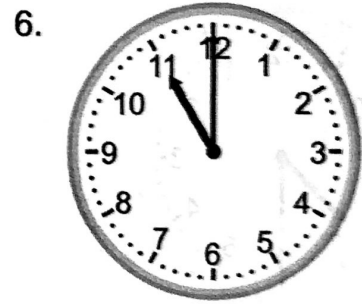
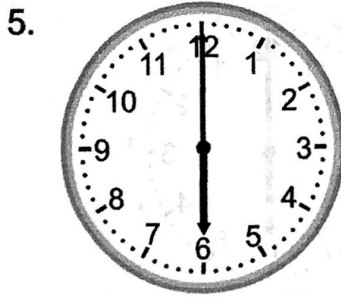
# Telling time - half hours

## Grade 1 Time Worksheet

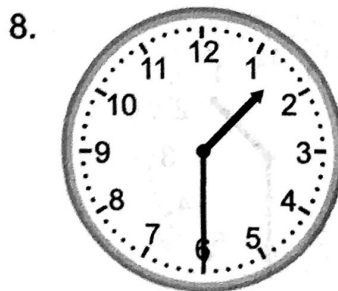
Write the time below each clock.



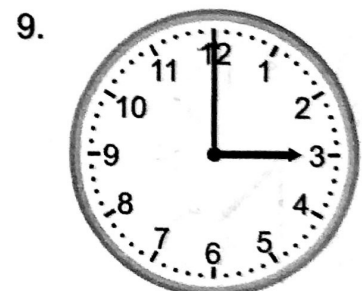
Half past \_\_\_\_\_.



Half past \_\_\_\_\_.



Half past \_\_\_\_\_.



# Telling time - half hours (draw the clock)

## Grade 1 Time Worksheet

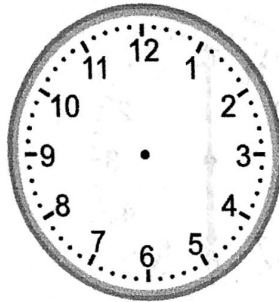
Draw the time shown on each clock.

1.



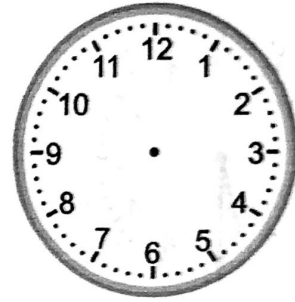
6:30

2.



6:00

3.



10:00

4.



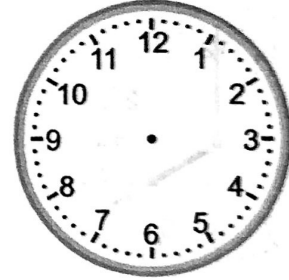
4:00

5.



9:30

6.



2:30

7.



2:00

8.

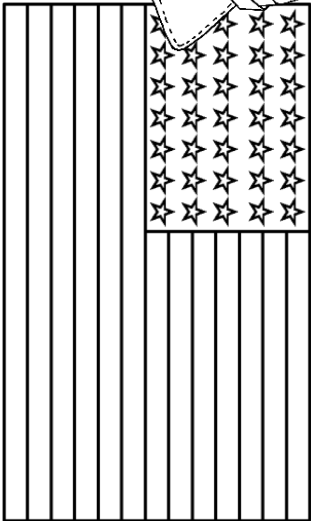
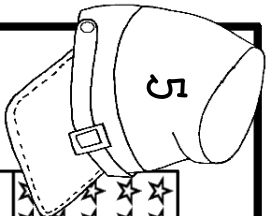


1:00

9.

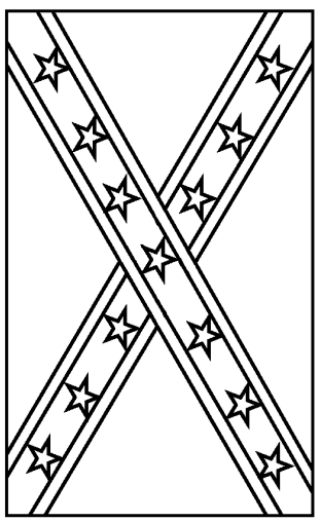


8:30



North

# Civil War Comparison



South

	Name	
	Nickname	
	Uniform Color	
	Army General	
	Feelings about Slavery	
	Strengths	
	Weaknesses	

Union	Yankee
Blue	Ulysses S. Grant
Against it	More people, factories, ships and guns
Many defeats at the beginning	Rebel
Gray	Robert E. Lee
Supported it	Very good general
Smaller army	Confederate

See if you can remember different facts about the two sides in the Civil War. Cut on the lines.  
Glue on page 5 "Civil War Comparison". Check your answers on the answer key.



# Daily Student Instruction Sheet - WEDNESDAY

## WEDNESDAY – 5/6

### ELA

Spalding  
(20 Minutes)

### **Spalding**

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

Materials needed:

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

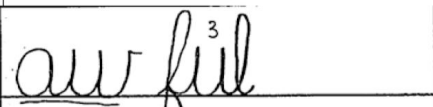

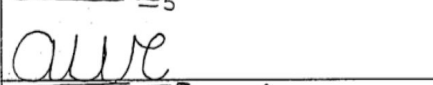
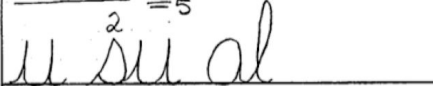
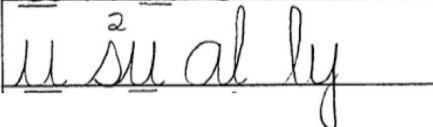
Specific Instructions (I=independent; PA=parent assistance):

- (PA)** Parent dictates words, and student fingerspells and writes words according to Spalding sheet instructions, OR student will fingerspell and write words along with 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 <b>the word</b>	<ul style="list-style-type: none"> <li>● <b>Repeats the word</b></li> <li>● Determines the <b>base word</b> (and affix, if applicable)</li> <li>● Shows <b>syllables</b> with fists and <b>sounds</b> with fingers</li> <li>● <b>Writes the word</b> in syllables while saying it aloud</li> <li>● <b>Writes the markings and the rules</b> that apply</li> </ul>	<b>Make the appropriate corrections</b> before moving on the next word
Says <b>the word in a sentence</b>		
Says <b>the word again</b>		

#### Spalding Spelling List

Word	Example sentence	Notes
	I used salt instead of sugar for the recipe and it tasted <b>awful!</b>	BW: awe Ending: full Write <i>awe</i> add <i>full</i> , BUT “awful” is an awful word and it doesn’t follow the rules- so we write without the ‘E’. When we use <i>full</i> as a suffix, we write one <i>l</i> . r. 22
	You did an <b>awesome</b> job on your presentation!	BW: awe Ending: some Definition: Something, which inspires awe.
	They looked at the painting in <b>awe</b> at its beauty.	
	This is her <b>usual</b> drink.	r. 4
	She <b>usually</b> drinks hot chocolate.	BW: usual Ending: ly Use ending ‘ly’ (not y) when base word ends with L. r. 4, 6

## Daily Student Instruction Sheet - WEDNESDAY

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: Read chapter 19 of Charlotte's Web

Materials needed:

- "Charlotte's Web" [chapter 19](#) "The Egg Sac"

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

- (PA)** Read aloud chapter 19 "The Egg Sac" 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: How many eggs did Charlotte lay? Who won the blue ribbon?, What prize did Wilbur win?

### **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 following questions and have student mark the sentence.
  1. Who left early for a dental appointment? sister - SN
  2. What is being said about sister? left- V
  3. Left when? early - adv
  4. For - P (preposition)
  5. For what? appointment - OP (object of the preposition)
  6. What kind of appointment? dental - adj
  7. a - a
  8. Whose sister? my - pp (possessive pronoun)
- (I)** Write complete sentences on Grammar worksheet
- (I)** Check your work using checklist on the bottom of the paper

Grammar/Writing  
(10 Minutes)



## Daily Student Instruction Sheet - WEDNESDAY

<p>Reading (20+ minutes)</p>	<p><b>Note:</b> All writing should be done in cursive except when classifying sentences</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read a book of your choice and record it on the log located in the graded review section of the packet.</li> </ul>
<p><b>MATH</b> (30 Minutes)</p>	<p><b><i>Math</i></b>  <b>Goal/Objective:</b> Students will review how to read and write time to the quarter hour. Students will practice skip counting.</p> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Notes</a> or video.</li> <li>• <a href="#">Homework</a> (2 pages)</li> </ul> <p><b>Specific Instructions (I=independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Sing skip counting songs while running in place.</li> <li><input type="checkbox"/> (PA) Review today's notes with your scholar or watch the <a href="#">video</a>. You can also watch this helpful <a href="#">video</a> by Mrs, Cramer.</li> <li><input type="checkbox"/> (I) Use notes to complete the homework (2 pages).</li> </ul>
<p><b>HISTORY</b> (20 Minutes)</p>	<p><b><u>History</u></b>  <b>Goal/Objective:</b> Students will learn about Robert E. Lee and Ulysses S. Grant.</p> <p>Materials needed: <a href="#">Chapter 5</a> "Lee and Grant" from The Civil War unit</p> <p>Specific Instructions: (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (PA) Read aloud chapter 5 "Lee and Grant" or follow along with Mrs. Speer in this <a href="#">Read Aloud</a>.</li> <li><input type="checkbox"/> (PA) Ask questions from the teachers guide as you read</li> </ul>
<p><b>SPECIAL CLASSES</b></p>	<p><b><i>SPECIALS ARE NO LONGER OPTIONAL.</i></b>  <b>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.</b></p>



W7 Wednesday

Name : \_\_\_\_\_ Date: \_\_\_\_\_ #: \_\_\_\_\_

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

**My sister left early for a dental appointment.**

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

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---

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

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Sentence writing checklist

\_\_\_\_\_ I wrote in my nicest cursive

\_\_\_\_\_ I began with a capital letter

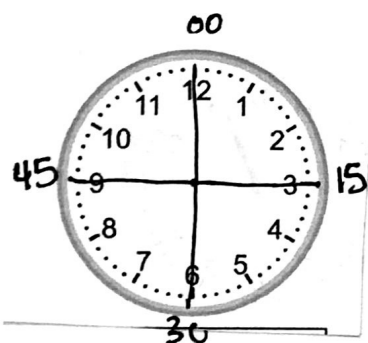
\_\_\_\_\_ I ended with an end mark

\_\_\_\_\_ My sentence makes sense

# Wednesday, Wk 7 Math Notes

## Quarter Hours

There are 4 quarters in a hour.  
They are in 15 min increments  
15, 30, 45, 60 (the hour)



The time on this clock is 4:15.  
The minute hand (long hand) is pointing  
at the 3 and the hour hand is just  
past the 4.

We can also say it is quarter past 5:00.



The time is 9:45. The minute hand is on  
the 9. The hour hand is coming close to 10,  
but isn't there yet. We are still in the  
9 o'clock hour.

We can also say it is 15 minutes before  
10:00.

# Telling time - quarter hours

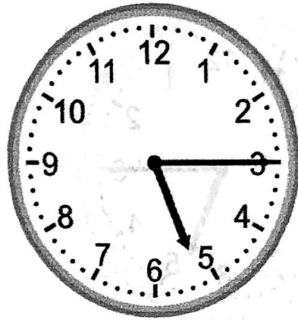
## Grade 1 Time Worksheet

Write the time below each clock.

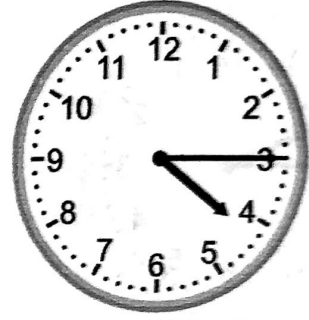
1.




2.




3.




Quarter after \_\_\_\_\_.

4.




5.




6.




Quarter after \_\_\_\_\_.

7.




8.




9.

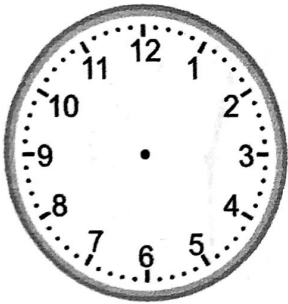


# Telling time - quarter hours (draw the clock)

## Grade 1 Time Worksheet

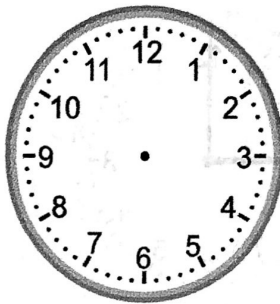
Draw the time shown on each clock.

1.



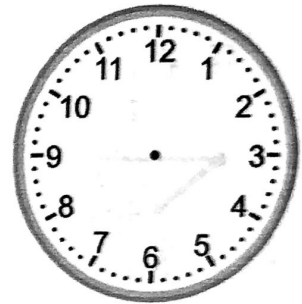
4:15

2.



9:00

3.



11:30

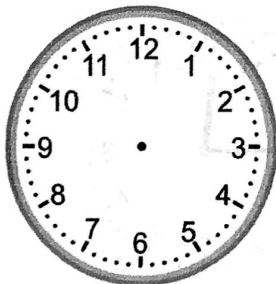
4.



9:45

Quarter til \_\_\_\_\_.

5.



11:45

6.



5:00

7.



8:45

Quarter til \_\_\_\_\_.

8.



6:15

Quarter after \_\_\_\_\_.

9.



1:30



# Daily Student Instruction Sheet - THURSDAY

## THURSDAY – 5/7/20

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

	awesome
	usually
	enjoy
	sweeps
awe	thief
usual	spend
awful	writer
shine	shining
writing	sweeping
	write

## Daily Student Instruction Sheet - THURSDAY

Literature  
(15 Minutes)

- 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: Review Charlotte's Web chapter 18 & 19 by working in the packet

Materials needed:

- "Charlotte's Web" [packet page 34](#)

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

- (I)** Refer to Ch 18 & 19 to fill in page 34 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 following questions and have student mark the sentence.

1. Who went to Will's birthday party yesterday? John - SN
2. What's being said about John? John went - V
3. To - P
4. To what? party - op
5. What kind of party? birthday - adj
6. Whose party? Will's - PN
7. Went when? yesterday - adv

- (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

Grammar/Writing  
(10 Minutes)



## Daily Student Instruction Sheet - THURSDAY

<b>MATH</b> (30 Minutes)	<p><b>Math</b></p> <p><b>Goal/Objective:</b> Students will understand a.m. and p.m. and what activities they would do in the morning, afternoon, or evening. Students will practice skip counting.</p> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Notes</a> for today</li><li>• 2 <a href="#">worksheets</a></li></ul> <p><b>Specific Instructions (I=Independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> (I) Complete skip counting songs while doing hand to knee crossovers.</li><li><input type="checkbox"/> (PA) Review today's notes with your scholar or watch the <a href="#">video</a>. You can also watch this helpful <a href="#">video</a> by Mrs, Cramer.</li><li><input type="checkbox"/> (I) Use your notes to complete the homework (2 Pages)</li></ul>
<b>HISTORY</b> (20 Minutes)	<p><b>History</b></p> <p>Goal/Objective: Review Chapter 5 "Lee and Grant" by completing a worksheet</p> <p>Materials needed:</p> <ul style="list-style-type: none"><li>• teachers guide for <a href="#">chapter 5</a></li><li>• Lee and Grant comparison <a href="#">worksheet</a></li></ul> <p>Specific Instructions: (I=independent; PA=parent assistance):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> (I) Have students put a check mark under the general the statement is describing on the worksheet. The key can be found <a href="#">here</a> or in the back of the packet.</li></ul>
<b>SPECIAL CLASSES</b>	<p><b><i>SPECIALS ARE NO LONGER OPTIONAL.</i></b></p> <p><b>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE BEGINNING/END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON FRIDAY/MONDAY.</b></p>



Match the vocabulary word to its definition.

Bloated \_\_\_\_\_

Peachy \_\_\_\_\_

Carousing \_\_\_\_\_

Gorge \_\_\_\_\_

Husky \_\_\_\_\_

Humble \_\_\_\_\_

A. Fine, excellent

B. Low-pitched and hoarse

C. Gigantic feast

D. Swollen

E. Not proud or fancy

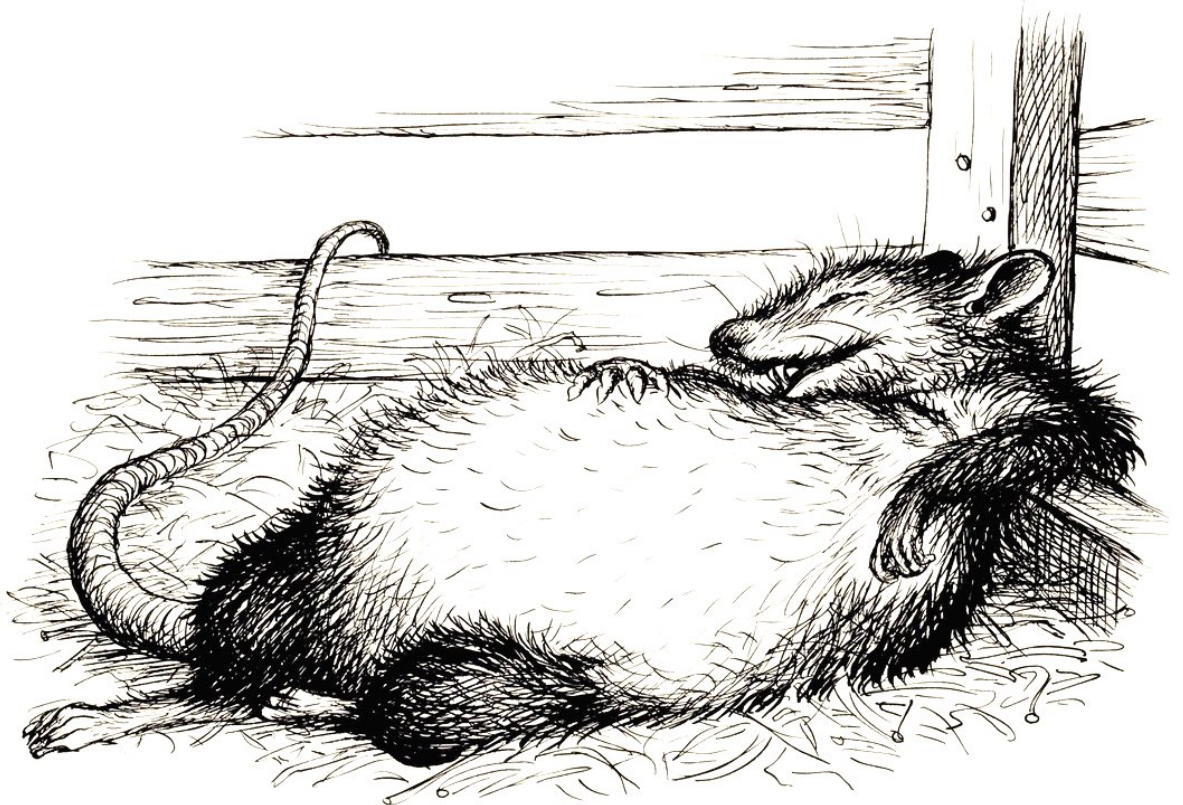
F. Noisy, lively fun

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



W7 Thursday

Name : \_\_\_\_\_ Date: \_\_\_\_\_ #: \_\_\_\_\_

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

John went to Will's birthday party yesterday.

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

# Thursday Math Notes

A.M. and P.M.

There are 24 hrs. in 1 day.

Those 24 hrs are divided into 2 parts. Each part is 12 hrs. long. These parts are A.M. and P.M.

am stands for ante meridium (before noon)

pm stands for post meridium (after noon)

- The first part of the day is  
midnight to noon

- The second part is noon to midnight.

Midnight is 12:00 a.m.

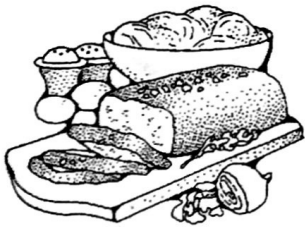








Noon is 12:00 p.m.

What things do you do in the am? The pm.?

**A.M. or P.M.?**

Grade 2 Time Worksheet

Does this happen in the a.m. or p.m.? Please circle.

<p>Having dinner</p> 	<p>Morning Jog</p> 	<p>Bedtime stories</p> 
A. M. / P. M.	A. M. / P. M.	A. M. / P. M.
<p>Birthday party on a Saturday morning</p> 	<p>Going home by school bus after school</p> 	<p>Visiting the doctor before lunch</p> 
A. M. / P. M.	A. M. / P. M.	A. M. / P. M.
<p>Trick or treating</p> 	<p>Stargazing</p> 	<p>Rooster crowing at dawn</p> 
A. M. / P. M.	A. M. / P. M.	A. M. / P. M.

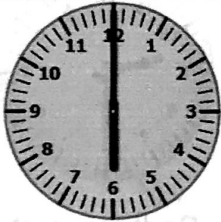
**K5 Learning** Name: \_\_\_\_\_ # \_\_\_\_\_ wk 7 Th H.W.

## Writing the time with a.m. and p.m.

Grade 2 Time Worksheet

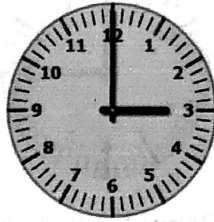
Answers

Write the time with "a.m." or "p.m." for each activity.



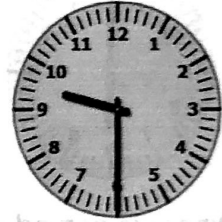
Dinner is served at

12:00 p.m.



School is over at

3:00 p.m.



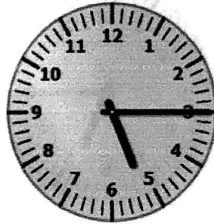
Bedtime is at

9:30 p.m.



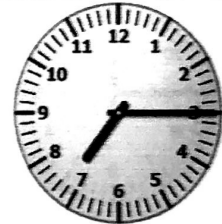
Recess is at

9:00 a.m.



You should try to finish homework by

5:15 p.m.



Breakfast will be ready by

7:45 a.m.

# Robert E Lee or Ulysses S Grant?

Put a check mark if the statement is talking about Grant or Lee, some statements may be about both.

Robert E. Lee		Ulysses S. Grant
	Went to West Point	
	Fought in the Mexican War	
	Leader of Union army	
	A natural leader	
	Soldiers admired his bravery	
	Led Confederate army	
	Civil War General	



# 2nd Grade Student Instruction Sheet

## FRIDAY 5/8

### 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 11th**

#### Students must turn in:

1. [Graded Review for Week 7](#) (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)
- 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:** *sweeping, write, shining, writer, spend, thief, sweeps, enjoy, usually, awesome, shine, awful, usual, awe, writing*

Literature (5  
Minutes)

### ***Literature***

**Estimated Time:** 5 minutes

### **Materials needed:**

- Graded Review
- pencil
- eraser

### **Recommended Resources:**

- "Charlotte's Web" Ch. 18 & 19

### **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"><li><input type="checkbox"/> <b>(PA)</b> Read the sentence: Kelly's mother rode to the airport in a cab.</li><li><input type="checkbox"/> <b>(PA)</b> Read the following questions and have student mark the sentence, including dividing the complete subject from the complete predicate and putting prepositional phrases in parenthesis.<ol style="list-style-type: none"><li>1. Who rode to the airport in a cab?</li><li>2. What's being said about mother?</li><li>3. to</li><li>4. to what?</li><li>5. the</li><li>6. in</li><li>7. in what?</li><li>8. a</li><li>9. Whose mother?</li></ol></li><li><input type="checkbox"/> <b>(I)</b> Write one complete sentence on graded review worksheet</li></ul> <p><b>Note:</b> All writing should be done in cursive except when classifying sentences</p>
<p><b>MATH</b> ( 15 Minutes)</p>	<p><b><i>Math</i></b> <b><u>Estimated Time:</u></b> 15 minutes <b><u>Materials needed:</u></b> pencil and eraser <b><u>Recommended Resources:</u></b> Notes from this week. <b><u>Specific Instructions (I=independent; PA= Parent assistance):</u></b><ul style="list-style-type: none"><li><input type="checkbox"/> Students should complete the review independently. Students may refer to their notes if needed.</li></ul></p>
<p><b>History</b> (5 Minutes)</p>	<p><b><i>History</i></b> <b><u>Estimated Time:</u></b> 5 minutes <b><u>Materials needed:</u></b> pencil, Graded Review. <b><u>Recommended Resources:</u></b> History notes from this week <b><u>Specific Instructions (I=independent; PA= Parent assistance):</u></b><ul style="list-style-type: none"><li><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.</li></ul></p>

# Weekly Graded Review For week 7

Due 5/11

Name:

---

Class:

---

## Reading Log Week of 5/4-5/8

Day	Date	Book Title	Total Minutes	Parent Initial
Mon.	5/4			
Tues.	5/5			
Wed.	5/6			
Thurs.	5/7			



## Literature:

1. What does Humble mean?
  - a. proud and haughty, stuck up
  - b. not proud, low to the ground
  - c. happy
  
2. What does Charlotte call what she is making?
  - a. a masterpiece
  - b. a blob
  - c. a mystery
  
3. Who won the blue ribbon?
  - a. Charlotte
  - b. Wilbur
  - c. Uncle
  
4. How many eggs did Charlotte lay?
  - a. 125
  - b. 514
  - c. 890

## Grammar:

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

Kelly's mother rode to the airport in a cab.

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

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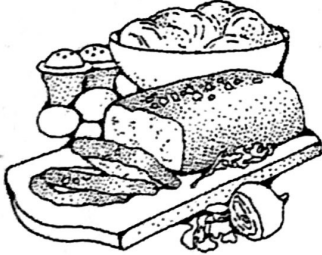


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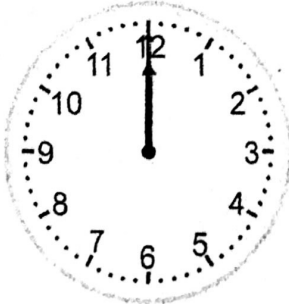
You may use your notes if needed to complete the review.

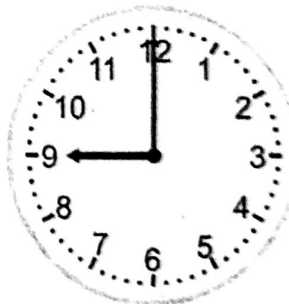
Does this happen in the a.m. or p.m.? Please circle.


<p>Having dinner</p> 	<p>Morning Jog</p> 	<p>Bedtime stories</p> 
<p>A. M. / P. M.</p>	<p>A. M. / P. M.</p>	<p>A. M. / P. M.</p>


Write the time below each clock.


4. 

5. 

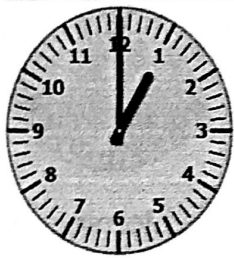
6. 

7. 

8. 

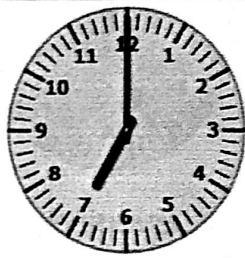
9. 

Write the time and circle "a.m." or "p.m."



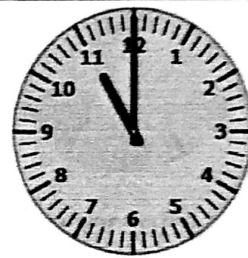
Afternoon

\_\_\_\_\_ a.m. / p.m.



Evening

\_\_\_\_\_ a.m. / p.m.



Morning

\_\_\_\_\_ a.m. / p.m.



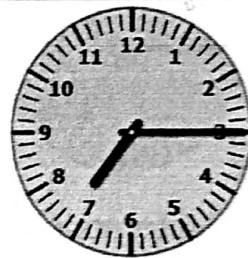
Afternoon

\_\_\_\_\_ a.m. / p.m.



Morning

\_\_\_\_\_ a.m. / p.m.



Evening

\_\_\_\_\_ a.m. / p.m.



## History:

1. What was the name for the North during the Civil War?

- a. the Union
- b. the Confederacy
- c. Dixie Land

2. What was the name for the Southerners?

- a. Yankees
- b. Rebels
- c. Blue Coats

3. Who commanded the Southern Confederate Army?

- a. Robert E Lee
- b. Ulysses S. Grant
- c. Abraham Lincoln

4. Who was the commander of the Northern Union army?

- a. Abraham Lincoln
- b. Robert E. Lee
- c. Ulysses S. Grant

# Appendix

Grammar Key week 7

**Monday:**

a sn v adv p pn op

The puppy / sat contentedly (in Kim's lap.)

**Tuesday:**

pn adj sn v p op adv

Larry's soccer team/ practices (after school) today.

**Wednesday:**

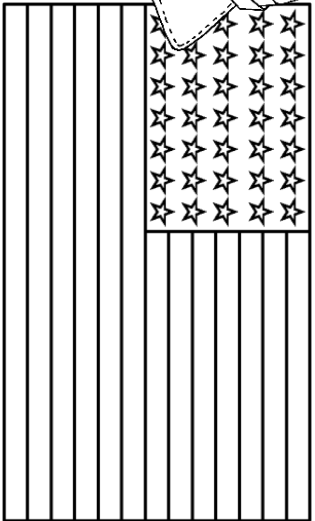
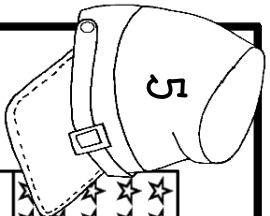
pp sn v adv p a adj op

My sister / left early (for a dental appointment.)

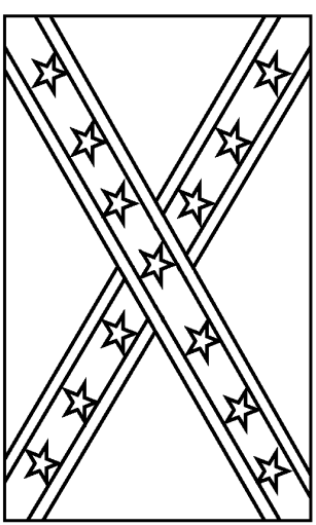
**Thursday:**

sn v p pn adj op adv

John / went (to Will's birthday party) yesterday.



North



South

# Civil War Comparison

	Name	
Union		Confederate
Yankee	Nickname	Rebel
Blue	Uniform Color	Gray
Ulysses S. Grant	Army General	Robert E. Lee
Against it	Feelings about slavery	Supported it
More people, factories, ships and guns	Strengths	Very good general
Many defeats at the beginning	Weaknesses	Smaller army

## Robert E Lee or Ulysses S Grant?

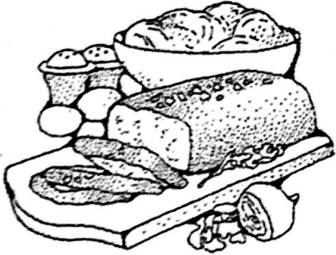


Put a check mark if the statement is talking about Grant or Lee, some statements may be about both.

Robert E. Lee		Ulysses S. Grant
/	Went to West Point	/
/	Fought in the Mexican War	/
	Leader of Union army	/
/	A natural leader	
	Soldiers admired his bravery	/
/	Led Confederate army	
/	Civil War General	/

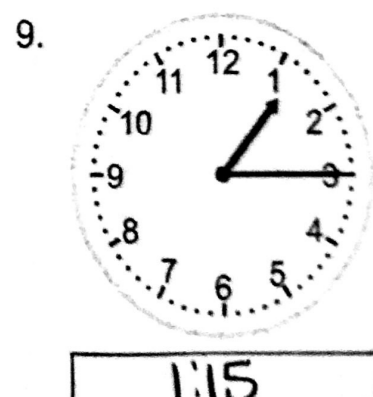
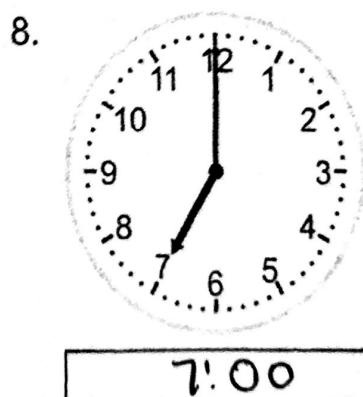
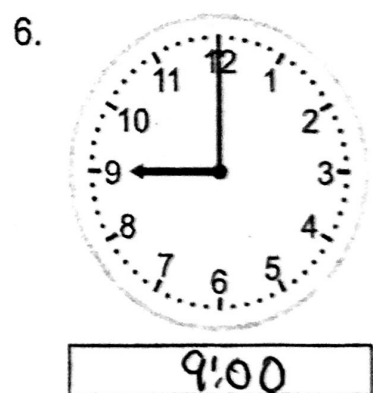
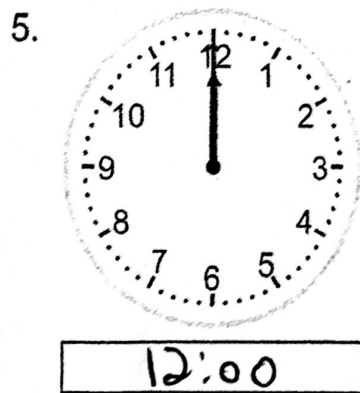
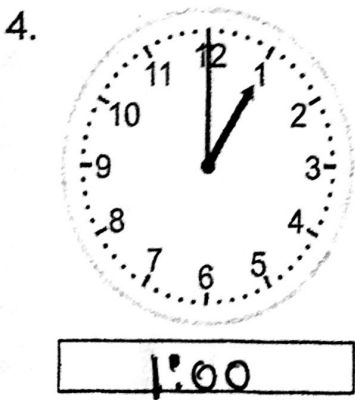
Name Key # \_\_\_\_\_ May 8, Wk 7

You may use your notes if needed to complete the review.

Does this happen in the a.m. or p.m.? Please circle.

Having dinner 	Morning Jog 	Bedtime stories 
A. M. / <u>P. M.</u>	<u>A. M.</u> / P. M.	A. M. / <u>P. M.</u>

Write the time below each clock.

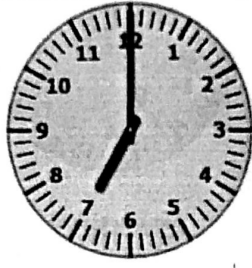


Write the time and circle "a.m." or "p.m."



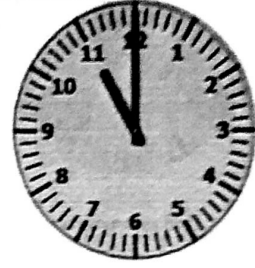
Afternoon

1:00 a.m. / (p.m.)



Evening

7:00 a.m. / (p.m.)



Morning

11:00 (a.m.) / p.m.



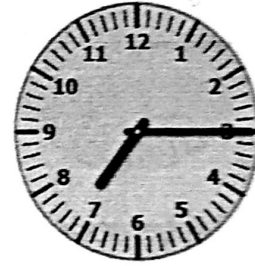
Afternoon

1:45 a.m. / (p.m.)



Morning

6:30 (a.m.) / p.m.



Evening










7:15 a.m. / (p.m.)



**Telling time - whole hours (draw the clock)**

Grade 1 Time Worksheet










Draw the time shown on each clock.

1.  11:00	2.  1:00	3.  5:00
4.  6:00	5.  12:00	6.  2:00
7.  3:00	8.  8:00	9.  9:00

**Telling time - whole hours**

Grade 1 Time Worksheet










Write the time below each clock.

1.  4:00	2.  11:00	3.  8:00
4.  7:00	5.  3:00	6.  5:00
7.  6:00	8.  10:00	9.  1:00

**Telling time - half hours**

Grade 1 Time Worksheet










Write the time below each clock.

1.  12:00	2.  10:00	3.  11:30 Half past 11.
4.  7:30	5.  6:00	6.  11:00
7.  4:30 Half past 4.	8.  1:30 Half past 1.	9.  3:00

**Telling time - half hours (draw the clock)**

Grade 1 Time Worksheet







Draw the time shown on each clock.

1.  6:30	2.  6:00	3.  10:00
4.  4:00	5.  9:30	6.  2:30
7.  2:00	8.  1:00	9.  8:30

**Writing the time with a.m. and p.m.**

Grade 2 Time Worksheet










Write the time with "a.m." or "p.m." for each activity.

 Dinner is served at <u>6:00 p.m.</u>	 School is over at <u>3:00 pm</u>	 Bedtime is at <u>9:30 p.m.</u>
 Recess is at <u>11:45 a.m.</u>	 You should try to finish homework by <u>5:15 a.m.</u>	 Breakfast will be ready by <u>7:15 a.m.</u>

A.M. or P.M.?

Grade 2 Time Worksheet










Does this happen in the a.m. or p.m.? Please circle.

Having dinner  A. M. / <b>P. M.</b>	Morning Jog  <b>A. M.</b> / P. M.	Bedtime stories  A. M. / <b>P. M.</b>
Birthday party on a Saturday morning  <b>A. M.</b> / P. M.	Going home by school bus after school  A. M. / <b>P. M.</b>	Visiting the doctor before lunch  <b>A. M.</b> / P. M.
Trick or treating  A. M. / <b>P. M.</b>	Stargazing  A. M. / <b>P. M.</b>	Rooster crowing at dawn  <b>A. M.</b> / P. M.

**Telling time - quarter hours**

Grade 1 Time Worksheet










Write the time below each clock.

1.  <u>9:45</u>	2.  <u>5:15</u> Quarter after <u>5</u> .	3.  <u>4:15</u>
4.  <u>7:00</u>	5.  <u>11:00</u>	6.  <u>12:15</u> Quarter after <u>    </u> .
7.  <u>10:30</u>	8.  <u>1:15</u>	9.  <u>1:00</u>

**Telling time - quarter hours (draw the clock)**

Grade 1 Time Worksheet

Draw the time shown on each clock.

1.  <u>4:15</u>	2.  <u>9:00</u>	3.  <u>11:30</u>
4.  <u>9:45</u> Quarter til <u>10</u> .	5.  <u>11:45</u>	6.  <u>5:00</u>
7.  <u>8:45</u> Quarter til <u>9</u> .	8.  <u>6:15</u> Quarter after <u>6</u> .	9.  <u>1:30</u>