Remote Learning Packet
Second Grade

March 30–April 3, 2020

Student Name: ______________________________  Teacher: ____________________________
Dear Second Grade Parents,

While we firmly believe in the irreplaceable value of the person-to-person instruction and discussion that a classroom setting provides, this unprecedented situation requires us to provide for student learning to continue at home to the greatest extent possible. This packet is organized by day. Each day contains a collection of instructions and resources that you and your student will need to complete their at-home tasks. These may be completed in any order.

The next page of this packet is an Attendance Affidavit for you to sign and digitally return to the school. Please do so by scanning/taking a photo of the page and emailing it to attendance@greatheartsirving.org. Also included is a page titled “My Learning This Week” which your child should complete at the end of his/her work each day. At the end of the week, please retain your child’s completed packet. Further instructions about how to return at-home student work will be published soon.

As always, if you have questions about the materials you may reach your child’s teacher by email and they will do their best to reply as quickly as they can during normal school hours (7:15–3:45). The most up-to-date information and answers to general questions regarding Great Hearts’s response to the COVID-19 situation can be found at greatheartsamerica.org/coronavirus.

Sincerely,

Elena Creixell, 2A Lead Teacher
elena.creixell@greatheartsirving.org

Lydia Deaver, 2B Lead Teacher
lydia.deaver@greatheartsirving.org

Tara Jones, 2C Lead Teacher
tara.jones@greatheartsirving.org

Brittany Gerard, 2D Lead Teacher and Second Grade Team Lead
brittany.gerard@greatheartsirving.org
Student Attendance Affidavit
March 30–April 3, 2020

My Great Hearts Irving Student, ________________________________, to the best of my knowledge, attended to his/her remote learning assignments on the following days:

- Monday, March 30, 2020
- Tuesday, March 31, 2020
- Wednesday, April 1, 2020
- Thursday, April 2, 2020
- Friday, April 3, 2020

Parent Name (printed): ________________________________________________________________

Parent Signature: ___________________________________________ Date: ________________
# My Learning This Week

**Directions:** Write the date in the box on the left; then put a check mark in each box when all of your hard work is done. We miss you, and hope to see you at school again very soon!

<table>
<thead>
<tr>
<th>Date</th>
<th>My Daily Learning</th>
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<tbody>
<tr>
<td></td>
<td>❑ I spent between 75 and 95 minutes on my daily activities.</td>
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<td></td>
<td>❑ I read all the directions before I asked for more help.</td>
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<td>❑ If required, I wrote all my answers in complete sentences.</td>
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<td></td>
<td>❑ I used my neatest penmanship, and my writing can be read by both me and an adult.</td>
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<tr>
<td></td>
<td>❑ I double-checked my written answers for correct capitalization, punctuation, and grammar.</td>
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<td></td>
<td>❑ I read for at least 20 minutes today.</td>
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<tr>
<td></td>
<td>❑ My teacher will be proud of my hard work and perseverance.</td>
</tr>
</tbody>
</table>

Version 1.0 - March 2020
## Second Grade Remote Learning Plan 3/23–3/27

*At-home work for Second Grade is limited to approximately 1 ½ hours per day.*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mon. 3/23</th>
<th>Tue. 3/24</th>
<th>Wed. 3/25</th>
<th>Thu. 3/26</th>
<th>Fri. 3/27</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>Review identifying coins and bills</td>
<td>Review adding money</td>
<td>Review setting up money equations</td>
<td>Review adding money in cents and dollars</td>
<td>Review word problems that deal with money</td>
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<td>~20–30 min.</td>
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<tr>
<td><strong>Spalding</strong></td>
<td>Write 5 words</td>
<td>Write 5 words</td>
<td>Write 5 words</td>
<td>Review 15 words</td>
<td>Write 5 sentences</td>
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<tr>
<td><strong>Literature</strong></td>
<td>Ch.7 in CW</td>
<td>Ch.8 in CW</td>
<td>Ch.9 in CW</td>
<td>Ch.10 in CW</td>
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<tr>
<td><em>English Language Arts</em></td>
<td>~20–30 min. total</td>
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<td><strong>Poetry Assignment</strong></td>
</tr>
<tr>
<td><strong>Grammar/ Writing</strong></td>
<td>Grammar: Review definitions</td>
<td>Writing: Correct your science writing.</td>
<td>Grammar: Review parsing of a sentence</td>
<td>Writing: Correct your science writing.</td>
<td><strong>Poetry Assignment</strong></td>
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<td><strong>Poetry</strong></td>
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<td><strong>Poetry Assignment</strong></td>
</tr>
<tr>
<td><strong>History or Science</strong></td>
<td>Draw a famous character from the American Revolution</td>
<td>Review Stages of the Moon</td>
<td>Write about a famous character from the American Revolution.</td>
<td>Write about being an astronaut on the moon</td>
<td>Complete your writing project about a famous character from the American Revolution.</td>
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<td>~15 min.</td>
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<tr>
<td>Art or Music ~10 min.</td>
<td>Art: Combined with History</td>
<td>Music: Sing “Armed Forces Medley” and Rocky Mountain</td>
<td>Art: Combined with Literature</td>
<td>Music: Listen and learn “I See the Moon” (ties to Science)</td>
<td>Art: Combined with Math</td>
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Day 1 Instructions and Resources

Monday, 3/30

Math (30 minutes)

1) Math Fact Practice (5 minutes). Try to do your Math Facts below in less than one minute! Have someone time you! Practice math Flash cards if you have them or ask your parents to ask you Math fact multiples of 2, 3, 4, 5 and 10 for 2-3 minutes.

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2) Let's review how much each of these coins and bills are worth. Match the coins and bills to their equal amount by drawing a line and then do the worksheet on the next page. (5 minutes).

- Penny: 1¢ or $0.01
- Nickel: 50¢ $0.50
- Quarter: 5¢ or $0.05
- Half Dollar: 25¢ or $0.25
- One Dollar Bill: $10.00
- Five Dollar Bill: $50.00
- Ten Dollar Bill: $1.00
- Twenty Dollar Bill: $20.00
- Fifty Dollar Bill: $100.00
- One Hundred Dollar Bill: $5.00
MATCH THE COINS

Draw a line to connect each coin on the left to its name on the right.

- Penny
- Nickel
- Dime
- Quarter
3) Independent Work (10 minutes): Match the coins and bills to the correct amount of money.

**MONEY MATCH TO $2 SHEET 1**

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

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

For each amount, match the correct combination of coins and bills.
4) Independent Work (10 minutes)

Show how you would write these amounts in number form:

*Examples:*

- *Ten dollars fifty cents:* $10.50
- *Seventy five cents:* $0.75 or 75¢

1) Fifty six dollars thirty cents: ______________________

2) Twenty seven dollars forty cents: ______________________

3) Sixty five cents: ______________________

4) One hundred dollars thirty six cents: ______________________

5) Fifty eight dollars sixty two cents: ______________________

6) Thirty nine dollars forty cents: ______________________

7) Sixty seven dollars twenty two cents: ______________________

Spalding (10 minutes)

5 Words to Write Today: dozen, there, their, they’re, tax

Attached to the back of this packet, write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. Remember to say the phonograms aloud as you write.
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).
Literature (15 minutes)

- Review Chapter 7 in Charlotte’s Web by reading it aloud to a parent, older sibling, or silently to yourself. Review discussion questions (asked by parent or older sibling). Look for the part in the text that relates to each question.
  - Who told Wilbur that the farmer would most likely kill him when the weather got cold?
  - What was Wilbur’s reaction?
  - Wilbur’s peaceful life becomes interrupted when another conflict develops. Discuss the conflict, how it started, how Wilbur reacts, and how it may be solved.

Grammar (5 minutes)

Ask your parents or an older sibling to ask you the following grammar definitions:

1. What is a sentence? A sentence is a group of words that work together to make sense.
2. What are the four types of sentences? The four types of sentences are declarative, interrogative, imperative, and exclamatory.
3. What is a verb? A verb is a word that does an action or shows a state of being.
4. What is a helping verb? A helping verb is a verb that helps the main verb do its job.
5. What is a noun? A noun is a word for a person, place, thing, or idea.
6. What is an adjective? An adjective is a word that describes a noun.
7. What does an adjective describe? An adjective describes which one, how many, what kind, or whose.
8. What are the three article adjectives? The three types of articles are a, an, and the.

History and Art (15 minutes)

Pick an American Revolution character below. Then, draw a picture of him doing his important work. Include important elements of art such as line and shape.

- George Washington - Commander of the Army or becoming the first President
- John Adams - Helped to write the constitution or how he became the second President
- James Madison - His ideas were mainly used in the constitution (checks and balances)
P.E. (10 Minutes)

- 2 minutes of free stretching (focus on arms and legs)
- 50 jumping jacks
- 10 push-ups (regular or knee push-ups)
- Complete 20 of your best squats
- 15 sit-ups (have someone hold your feet, or find something in your home to help keep your feet on the ground)
- Challenge: Choose one foot to balance on and see how long you can balance on that foot without the other one touching the ground. When finished switch and try with your opposite foot! (Tip: focus on something that isn’t moving!)
Day 2 Instructions and Resources

Tuesday, 3/31

Math (30 Minutes)

1) Word Problem Practice (10 minutes)

Write your own *addition* word problem. Use the space below to write the word problem in manuscript, write the equation, write the number bond, and write your answer sentence (10 minutes). If you have extra time, draw a picture at the bottom.

Word Problem:

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________

Equation:                                                                                                         Number Bond:

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________

Answer Sentence:

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________

Draw a picture (optional):
2) Independent Work (10 minutes):

Show how you would write (in manuscript) these amounts of money in word form:

*Examples:*

- $10.60  
  Ten dollar sixty cents
- $0.70  
  Seventy cents

1. $2.59  
   __________________________________________________________________________________

2. $100.12  
   __________________________________________________________________________________

3. $0.58  
   __________________________________________________________________________________

4. $3.47  
   __________________________________________________________________________________

5. $5.89  
   __________________________________________________________________________________

6. $0.65  
   __________________________________________________________________________________

7. $20.24  
   __________________________________________________________________________________

3) Independent Work (10 minutes): Solve the problems on the next page. Use the example if needed.

*Remember when we add, we add from right to left!*

*Make sure to show that you have renamed when regrouping.*
Remember when we add, we add from right to left! Don’t forget your units and the decimal point!

1. $1.75 +$1.31 = $3.06
2. Always remember your decimal point!
3. Always remember your units.
4. Solve on your own:
   1. $3.09 +$2.32 = $5.41
   2. $5.67 +$0.31 = $5.98
   3. $4.83 +$3.49 = $8.32
   4. $10.02 +$3.41 = $13.43
   5. $7.51 +$0.31 = $7.82
   6. $0.61 +$0.75 = $1.36

Now write your own addition money problems:
1. $ .
   2. $ .

Remember when we add, we add from right to left! Don’t forget your units and the decimal point!
Spalding (10 minutes)

5 Words to Write Today: reason, fifth, baking, bake, bowl

On the attached Spalding Review page, write the assigned words in the following way:
1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. Remember to say the phonograms aloud as you write.
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).

Literature (15 minutes)

Read Chapter 8 in Charlotte's Web to a parent, older sibling, or silently to yourself. Discussion questions (asked by parent or older sibling). Look for the part in the text that relates to each question.

- Why is Mrs. Arable worried about Fern?
- Is Mr. Arable as concerned about Fern as his wife? Why or why not?
- Fern thinks Charlotte is clever. Do you? Explain why or why not.
Science (15 minutes)

Review Phases of the Moon (5 minutes)

1. Try reviewing and memorizing the phases of the moon.
2. Once you’ve reviewed, now let’s see if you can say them in order without looking.
3. Stand up and make the shapes of the moon with your arms while you say each phase. Show your parents or your sibling! Ask them if they can tell you which phase it is. If they don’t know it, teach them!

4. Shade and label the phases of the moon above (5 minutes). Try to do it from memory!

5. Answer this question in a complete sentence (5 minutes). Write in your neatest cursive, indent, use a capital letter, and remember your punctuation. If you have extra time, draw a picture below.
What is the difference between a New Moon and a Full Moon?

_________________________________________________________________________________________________________
_______________________________________________________________________________________________________
_________________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Draw a picture showing the difference a New Moon and Full Moon (optional):

Writing (5 Minutes)

Review what you wrote about the moon phases above and ask yourself the following questions:

1. Did I answer in complete sentences?
2. Does each sentence begin with a capital letter?
3. Does each sentence end with a period, question mark, or exclamation point?
4. Are there any words I should check the spelling on?
5. Did I use my best cursive handwriting?

Take the time to review and make your work excellent. Show your parents or older sibling what you have written and have them check it for accuracy.

Music (10 Minutes)

- Armed Forces Medley - Sing as much as you can remember to yourself or someone in your family or pick something in your house to sing to!
  - Here’s a link for you to sing with! Note that the first song is the Coast Guard song, “Semper Paratus,” which we haven’t learned, but you can try to learn it!
    https://www.youtube.com/watch?v=2FU0w4z96_w
- Rocky Mountain - Sing all three verses with the motions while walking around your room, house, or yard!
○ Conduct “duple meter” while you sing. Remember the pattern: strong weak, strong weak
○ Challenge: teach a family member or friend the song!

Latin (10 Minutes)

**Roman Dates:** Ask your parents or a sibling to ask you the questions and see how well you can remember the answers.

1. When was Rome founded? Rome was founded in 753 BC.
2. When was Hannibal defeated? Hannibal was defeated in 202 BC.
3. When did Julius Caesar cross the Rubicon? Julius Caesar crossed the Rubicon in 49 BC.
4. When did Mount Vesuvius erupt? Mount Vesuvius erupted in 79AD.
5. When did the Roman Empire fall? The Roman Empire fell in 476AD.

**Count to 30 in Latin:**
- Using your counting fists count from 0-30, or as high as you can remember, in Latin.
- Close your eyes and count from 0-30, or as high as you can, in Latin again, but whisper it this time
- Challenge: a) count backwards in Latin from 10
  b) count from 0-50

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Day 3 Instructions and Resources

Wednesday, 4/1

Math (20 minutes)

Math Fact Practice: 5 minutes. Try to do your Math Fact Sheet below in less than one minute! Have someone time you! Practice math Flash cards if you have them or ask your parents to ask you Math fact multiples of 2,3,4, 5 and 10 for 2-3 minutes.

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<td>5+5=</td>
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2) Independent Work (15 minutes) Solve the problems on the next page. Write the answers on your packet page next to the question. Show your work!
10. Tanya bought this ruler. She gave the shopkeeper $1. How much change did she receive?

\[ \$1 - 45\& = \$ \& \]

She received \$\& change.

11. How much more money is needed to make $1?

(a) \$1

(b) \$1

(c) \$1

(d) \$1

12. Find the value of

(a) $1 - 20\&$

(b) $1 - 75\&$

13. How much more money is needed to make $10?

(a) $10

$4.30

(b) $10

$2.65

14. Find the value of

(a) $10 - $5.40

(b) $10 - $6.95
Spalding (10 minutes)

5 Words to Write Today: driving, drive, echoes, echo, fairy

On the attached Spalding Review page, write the assigned words in the following way:
1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. Remember to say the phonograms aloud as you write.
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).

Literature and Art (15 minutes)

1.) Read Chapter 9 in Charlotte’s Web to a parent, older sibling, or silently to yourself.
2.) Discussion questions (asked by parent or older sibling). Look for the part in the text that relates to each question.
   ● What does the word “boast” mean? Why is boasting considered harmful and annoying?
   ● What was Wilbur boasting about in the chapter?
   ● Wilbur is a sensitive pig. Find two examples of his hurt feelings in this chapter.
   ● Charlotte’s calm composure is often a big help to Wilbur. Name one time when she managed to prevent him from becoming overly upset.
   ● Draw a picture illustrating Charlotte and Wilbur in this chapter. Try and include the 7 elements of art in this picture: line, shape, space, value, texture, form, and color.

Grammar (5 Minutes)

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<th>S</th>
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Example: “The kitchen table was set for breakfast.”
1. This is a declarative sentence.
2. The main verb is set.
3. Who or what was set? The table was set.
4. Breakfast is a thing. A thing is a noun.
5. Kitchen is describing “table”. In this sentence it is an adjective.
“Tears came into his eyes.”

1. What kind of sentence is this? _________________________________________________

2. Label the main verb (v) and write it in the blank below.

3. Who or what were _______________________? This is your subject, label it (s).

4. Label any other nouns (n). Remember a noun is a person, place, thing, or idea.

5. Are there and words replacing or describing the nouns (including the subject)? If so label them as pronouns (pn) or adjectives (adj).

History (15 minutes)

Think about the American Revolution character you drew on Monday. Below your picture, write one complete sentence about why he was important. Use the ideas below to get you started or come up with your own! Write in your neatest cursive, use capital letters when needed, and remember your punctuation.

- George Washington - Commander of the Army or the first President
- John Adams - Helped to write the constitution or the second President
- James Madison - Had ideas in the constitution

P.E. (10 minutes)

Motor Movements: to practice the following motor movements you can go outside or find a large room. Complete each exercise at least 2 times by either going around the entire room or back and forth between walls or any other marker)

- Jog (faster than walking)
- Shuffle (body and feet facing sideways)
- Gallop (body and feet face forward, one foot in front entire time)
- Hop (one foot only)
- Skip (if still learning: remember to step with the left foot, then hop on left foot, step with the right foot, then hop on the right foot and continue repeating)
Day 4 Instructions and Resources

Thursday, 4/2

Math (25 minutes)

Warm up: (10 minutes) Write your own **subtraction** word problem. Use the space below to write the word problem in manuscript, write the equation, write the number bond, and write your answer sentence.

If you have extra time, draw a picture at the bottom.

Word Problem:

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________

Equation: Number Bond:

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________

Answer Sentence:

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________

Draw a picture (optional):
Independent Work (15 minutes). Look and review the examples. Solve the problems below. Don’t forget your units and your decimal points. If you have extra time, write some of your own money addition problems on a separate sheet of paper, on a white board, or ask your parents to challenge you!

Examples

\[
\begin{align*}
30 \, \text{c} + 45 \, \text{c} &= 75 \, \text{c} \\
&\rightarrow \quad $0.30 \\
\hspace{2cm} + $0.45 \\
\hspace{2cm} = $0.75
\end{align*}
\]

\[
\begin{align*}
52 \, \text{c} + 69 \, \text{c} &= 121 \, \text{c} \\
&\rightarrow \quad $0.52 \\
\hspace{2cm} + $0.69 \\
\hspace{2cm} = $1.21
\end{align*}
\]

\[
\begin{align*}
$1.05 + 10 \, \text{c} &= $1.15 \\
&\rightarrow \quad $1.05 \\
\hspace{2cm} + $0.10 \\
\hspace{2cm} = $1.15
\end{align*}
\]

Look and see how we can change cents into dollars. Now you practice. Solve the problems below.

1) \(60 \, \text{c} + 40 \, \text{c} = \underline{\text{____} \, \text{c}} \rightarrow \underline{\text{____} \, \text{c} + \underline{\text{____} \, \text{c}}} \)

2) \(85 \, \text{c} + 15 \, \text{c} = \underline{\text{____} \, \text{c}} \rightarrow \underline{\text{____} \, \text{c} + \underline{\text{____} \, \text{c}}} \)

3) \$1.85 + 15 \, \text{c} = \underline{\$ \, \text{____}} \rightarrow \underline{\$ \, \text{____} + \$ \, \text{____}}
Spalding (10 minutes)

Review all 15 words

On the attached Spalding Review page, write the assigned words in the following way:
1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. Remember to say the phonograms aloud as you write.
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).

Literature (15 minutes)

1) Read Chapter 10 in Charlotte's Web to a parent, older sibling, or silently to yourself.
2) Discussion questions (asked by parent or older sibling) Look for the part in the text that relates to each question.
   - Avery has a way of always getting into trouble. Locate three ways he does in this chapter.
   - What did Avery want to do with Charlotte? Why couldn't he catch her?
   - How do some of the other farm animals take credit for saving Charlotte's life?
Science (15 minutes)

Directions: First, write two to three sentences about what it would be like to be an astronaut on the moon. Ask yourself these questions before you write and draw:

- What would you need to bring? What supplies are needed?
- What would you wear? What would you study or collect?
- What would you observe? Think of the five senses.

Second, when you're finished, draw a picture of yourself on the moon to show what you wrote about. Third, check your sentences for neat handwriting, an indent, capital letters, and punctuation.
Writing (5 minutes)

Review what you wrote about the astronauts above and ask yourself the following questions:

1. Did I answer in complete sentences?
2. Does each sentence begin with a capital letter?
3. Does each sentence end with a period, question mark, or exclamation point?
4. Are there any words I should check the spelling on?
5. Did I use my best handwriting?

Take the time to review and make your work excellent. Show your parents or older sibling what you have written and have them check it for accuracy.

Music (10 Minutes)

Listen and learn a new song, "I See the Moon":

- Read and recite "I See the Moon" (about 2 minutes):
  - As you recite...
    1. Recite with good volume.
    2. Speak clearly so that your audience can understand the words you are saying.
    3. If you need help reading a word, ask someone in your house to help you.

I see the moon and the moon sees me,
Down through the leaves of the old oak tree,
Please let the light that shines on me,
Shine on the one I love.

Over the mountain, over the sea,
Back where my heart is longing to be,
Please let the light that shines on me,
Shine on the one I love.

I hear the lark, the lark hears me,
Singing from the leaves of the old oak tree,
Oh, let the lark that sings to me,
Sing to the one I love.

Listen (about 8 minutes):

1. Listen to Ms. Rosevear sing, "I See the Moon." [https://youtu.be/mDgnN4ILKtQ](https://youtu.be/mDgnN4ILKtQ)
2. Listen again, and this time, read the words and sing in your “thinking voice” with Ms. Rosevear.
3. Listen and hum along, then whisper-sing, and then use your real singing voice until you know the song too!
Say today’s date in Latin: Dies Iovis Aprīlis II, MMXX A.D.

Say the following vocabulary words 3x each:

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>sōl</td>
<td>sun</td>
</tr>
<tr>
<td>lūna</td>
<td>moon</td>
</tr>
<tr>
<td>stēlla</td>
<td>star</td>
</tr>
<tr>
<td>terra</td>
<td>earth</td>
</tr>
<tr>
<td>planēta</td>
<td>planet</td>
</tr>
</tbody>
</table>
Day 5 Instructions and Resources

Friday, 4/3

Math (20 minutes)

Math Fact Practice: 5 minutes. Try to do your Math Fact Sheet below in less than one minute! Have someone time you! Practice math flash cards if you have them or ask your parents to ask you math fact multiples of 2,3,4, 5 and 10 for 2-3 minutes.

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1+1=</td>
<td>1+1=</td>
<td>8+2=</td>
<td>4+3=</td>
</tr>
<tr>
<td>2+1=</td>
<td>4+1=</td>
<td>4+0=</td>
<td>6+3=</td>
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<td>5+3=</td>
<td>4+3=</td>
<td>4+3=</td>
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<td>8+1=</td>
<td>6+2=</td>
<td>5+3=</td>
<td>6+3=</td>
</tr>
<tr>
<td>6+1=</td>
<td>7+2=</td>
<td>5+4=</td>
<td>10+9=</td>
</tr>
</tbody>
</table>

Independent Work (20 minutes): Solve the word problems below. Write your answers in complete sentences.

1) After paying for a meal which cost $5.95, Davis had $1.60 left. How much money did he have at first?

Equation: 

Number Bond:

Answer Sentence:
2) A toy care cost $5.70. A stuffed toy cost $3.80 more than the toy car. How much did the stuffed toy cost?

Equation: 
Number Bond: 

Answer Sentence:

3) Ms. Creixell has $7.00. She wants to buy some pencils. The pencils cost $10.00. How much more money does she need in order to buy the pencils?

Equation: 
Number Bond: 

Answer Sentence:

4) Sarah and Bob have some money. Sarah has five quarters and Bob has three dimes. How much money do they have altogether?

(You may have to do two equations to find your answer).

Equation(s): 
Number Bond: 

Answer Sentence:

Art (10 minutes)

Draw a picture of the stuffed toy and the money used to buy it. Make sure to use rectangles and circles to create accurate shapes.
Spalding (10 minutes)

Choose 5 words from the word list and write 5 complete sentences. Underline the word you used. Make sure you are using the word correctly! Don’t forget capital letters, write in neat cursive handwriting, and check punctuation!

Example: They’re going to go to the park and play on the swings.

1. ____________________________________________________________________________

2. ____________________________________________________________________________

3. ____________________________________________________________________________

4. ____________________________________________________________________________

5. ____________________________________________________________________________

Poetry (20 Minutes)

1. Review poem twice.
2. Look up any words you do not know in the glossary at the back of the packet.
3. Go outside! Can you find a wriggling worm or a singing blackbird? What about a butterfly or a tortoise? What else did you find that is not in the poem?
4. When you get back inside draw what you found from the poem and write a complete and correct sentence about it.
   ** Optional write a new stanza to the poem about something else you saw on your adventure!

History (15 minutes)

Think more about the American Revolution character you drew on Monday. Below your picture, write one or two more complete sentences about the character. Use the ideas below to get you
started or come up with your own! Write in your neatest cursive, use capital letters when needed, and remember your punctuation.

- George Washington - British General Cornwallis surrendered his army of some 8,000 men to General George Washington at Yorktown.
- John Adams - served as the first vice president of the United States under President George Washington. He was one of the Founding Fathers.
- James Madison - Was known as the “Father of the Constitution,”

Once you have finished writing, check your work. Read it to an adult or older sibling.

P.E. (10 minutes)

You will do each exercise for 60 seconds. Find a clock or have a sibling time you for 60 seconds (1 minute). While you do each exercise for one minute, you will count how many you were able to do! Remember to give your best effort and be honest, it’s better to do 10 good squats in 60 seconds than 80 with a poor effort. Record the number you were able to do in the blank spot of the second column.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Fill in the blank with the number you were able to do in 60 seconds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumping Jacks</td>
<td>In 60 seconds, I was able to do ___________ jumping jacks.</td>
</tr>
<tr>
<td>Calf Raises</td>
<td>In 60 seconds, I was able to do ___________ calf raises.</td>
</tr>
</tbody>
</table>
In 60 seconds, I was able to do ________ squats.

Additional Resources

Day 1
- dozen
- there
- their
- they're
- tax

Day 2
- reason
- fifth
- baking
- bowl

Day 3
- driving
- drive
- tech
- tech
- fair

Rules
r. 4 – Vowels a, e, o, u may say their name at the end of a syllable (p a vy, me, o pen, m u sic)
r. 6 – The letter y, not i, is used at the end of an English word (my)
r. 11 – Words ending with a silent final e (come) are written without the e when adding a suffix (ending) that begins with a vowel.
Thursday Review

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.
The Ways of Living Things

Jack Prelutsky

There is wonder past all wonder
In the ways of living things,
In a worm’s intrepid wriggling,
In the song a blackbird sings,

In the grandeur of an eagle
And the fury of a shark,
In the calmness of a tortoise
On a meadow in the dark,

In the splendor of a sea gull
As it plummets from the sky,
In the incandescent shimmer
Of a noisy dragonfly,

In a heron, still and silent
Underneath a crescent moon,
In a butterfly emerging
From its silver-spun cocoon.

In a fish’s joyful splashing,
In a snake that makes no sound,
In the smallest salamander,
There is wonder to be found.
Glossary for “The Way of Living Things”

Definitions from Merriam-Webster’s Learner’s Dictionary

Wonder: a feeling caused by seeing something that is very surprising, beautiful, amazing, etc.

Intrepid: feeling no fear : very bold or brave

Wriggling: to twist from side to side with small quick movements like a worm

Grandeur: a great and impressive quality

Fury: wild and dangerous force

Tortoise: a kind of turtle that lives on land

Splendor: great and impressive beauty

Plummets: to fall suddenly straight down especially from a very high place

Incandescent: happy and lively, shining

Shimmer: to shine with a light that seems to move slightly

Emerging: to rise or appear from a hidden or unknown place or condition : to come out into view

Cocoon: a covering usually made of silk which some insects (such as caterpillars) make around themselves to protect them while they grow

Salamander: a small animal that looks like a lizard with smooth skin and that lives both on land and in water
Bad News

Chapter II

William liked Christine better and

...
"Well, said the spider, picking thoughtfully at her
cones."

"Where are you going to kill me when the cold weather
is over? when the old sheep says, Ch��drus is in the
down. I don't want to be killed. I don't want to die."

"I can't be greater," screamed Wibbur, rising up and
flying on a childish way. Stop your crying! I can't
and I want you to gather down immediately. You can-
ther remaining to be seen. But I am going to see you,

"How?" asked Wibbur.

"I am," said Ch��drus.

"Save me!" screamed Wibbur. "Where are you going to
be?"

"You shall not die!" said Ch��drus briskly.

I don't want to die," screamed Wibbur, throwing
himself on the ground.

"You're certainly making a beautiful noise," snapped
I don't think of it." Ch��drus looked up. "No people don't
the dinner which I ever heard of. What people don't
she says they plan to kill you. I'm sure it's true. It's also
or; this is no spring in my eyes. I don't want to die.
web. "The old sheep has been around this barn a long
Bad News

\[\text{Grade 2, Day 5}\]
Everybody in the barn called William and the

"Who's up," asked Mr. Arable.

much.

"He's the one," replied Fern. "None of us like him

"Who is Compensation," asked Mrs. Arable.

repeated Fern.

"Told her I'd compensate she didn't want the EB any more."

her daughter with a quick, worried look.

"The goose did what?" asked Mrs. Arable, beginning at

one of the didn't catch and the goose told Compensation she

"Seems," repeated Fern, "there were other CFBs but

"How many," asked Mr. Arable.

habits?" asked Fern.

"Did you know that Uncle Homer's goatskins bad

saws looking for the shingur.

Kitcher Avery had wished and was up -

and Fern were sitting at breakfast in the

Chapter VIII

A Walk At Home
"You have awfully busy legs, Chauncey," said Will. "I wonder if a spider could write a strange story and watch, one afternoon, the spider with the most interesting conversation and witnessed a strange event." "I worry about her," said Mrs. Arable. "She's in a very interesting place. She's not easy broken. However, I think it's made of thin, delicate strands." "Yeah, I heard. Maybe our ears aren't as sharp as her's," said Mr. Arable.

"No, I'm not," she replied. "You're kidding," he said.

"We'll see better another day," you're kidding," she said.

"My legs are ready for a good reason," replied Chauncey. "But as the spider busy worked at her task, they heard all sorts of things."

"Was there anything about Fern—she's just got a hearty imagination. Kids are sometimes wondering about any idea that comes their minds," said Mr. Arable. "I think it's a good idea to talk," he said.

"I worry about Fern," she said. "I don't think she'll go quite far. Mrs. Arable spoke in a low voice to her husband and then whispered. After she had left the room, Mrs. Arable exclaimed, "I like it, dear. I think Fern. She's not a mean child but the web is not easy broken. However, I think it's made of thin, delicate strands."
Grade 2, Day 5

The two friends were walking down the street. They noticed a small dog that seemed to be lost. The friends decided to help the dog and tried to find its owner. They searched for a while but couldn't find anyone nearby. Suddenly, a lady approached them and said, "I think my dog is lost. Can you help me find him?"

"Of course," said the friends. They started asking people in the area if they had seen a dog. After some time, they found a woman who said, "Yes, I saw your dog playing near the park."

"Thank you," said the friends. They quickly went to the park and found the dog playing with a ball.

"Good job," said the friends. "Now, let's take the dog home with us."

"I think you're right," said the lady. "I don't think I can keep the dog for too long."

"We'll take care of him," said the friends. "And we'll make sure he gets back home."

"Thank you," said the lady. "I really appreciate your help."
"You lack a set of scruples, and you lack know-

"Why are they thinking of your mind. You lack two things

put the idea one of your mind. You lack two things

neccessed for spinning a web.

"You can't spin a web. Whirl, and I advise you to

hope just as quietly. After a bit she spoke.

hurt. Tears came to his eyes. Compulsion intense. Chas-

your heart in the Queenconsoront Bridge.

hurt. Tears came to his eyes. Compulsion intense. Chas-

Queenconsoront Bridge. Did you ever hear of the

and they lay anywhere. Did you ever hear of the

many creatures can spin webs. Even mean arctic as good

an accursed, and you lack the Queenconsoront Bridge.

"No,

"I'm not a liar and was willing to try again to spin

he was not a quitter and was willing to try again to spin

Charlotte's Web"
Everything about this place.

I just love it here in the barn," said Willbur. "I love the voices.

"Of course you don't," said Charlotte in a comfort-

"I don't want to die," said Willbur.


With ears sharpened to the lamb, Charlotte noticed his embarrassment and she spoke:

"Will you help me with this head. His eyes were with tears.

You're the smallest creature in the place.

"Who had just walked in. I can smell you from here."

Xy on smelly just for you. You are frantically a lamb

You're the smallest creature in the place.

I was a forest looking for beech cones and twigs and

Meager

sniffing. walking. searching. and sniffing along the ground,

For you, I was searching and sniffing along the ground,

With you, I was searching and sniffing along the ground.

Who had just walked in. I can smell you from here.

You're the smallest creature in the place.

"Who had just walked in. I can smell you from here.

You're the smallest creature in the place.

Who had just walked in. I can smell you from here.

You're the smallest creature in the place."

When does secondary means "sicken" Willbur.

"Who had just walked in. I can smell you from here."

You're the smallest creature in the place.

"Who had just walked in. I can smell you from here."

You're the smallest creature in the place.

"Who had just walked in. I can smell you from here."

You're the smallest creature in the place.

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"Who had just walked in. I can smell you from here."

You're the smallest creature in the place.

"Who had just walked in. I can smell you from here."

You're the smallest creature in the place.

"Who had just walked in. I can smell you from here."

You're the smallest creature in the place.
I'm not really sure what you're talking about.

You're asking me to help you with something. I don't know what you want, but I'll try my best to help you.

"I need help with my homework," you say. "I can't figure it out."
An Explosion

Chapter X

D

Charlotte was naturally patient. She knew from ex-
The children ran down the hall.

"Let's sing in the sunshine," said Avery.

"Another crisis!"groaned Fern.

"Blueberry pie!

The frogs kicked up soapy water onto the frogs. The frogs jumped and landed in Mrs. Zuckerman's dishpan full of soapy water.

"I'm not a frog," said Avery. "He's not me, either. He's some sort of frog."

"He's just a frog," said Fern. "He's more dead than a frog."

"I ate that thing for breakfast," said Mrs. Zuckerman.

"Look at my frog," said Avery, pointing the frog on Zuckerman.

"Just in time for a piece of blueberry pie," said Mrs. Fern had a crown of daisies in her hair. The children

"An Explanation, Ms. Webster..."
"Take that I got our ordered form."

crooked into barn swallow, he yelled.

happy stir. The last time I was in this wind, I almost

Avery put his fingers in his pocket and crunched on the

one thing, My initials in large letters. Think they will

but no child ever did. Children always hang

man's string. They feared some child would fall off.

Moments later, the rustling wore down about Zucker-

somebody else, they did.

Then in and then you'd jump off and fall down and let

our guests (not quite so far this time), then in again (not

the back into the barn through into the hayloft, that's all

jump down, down, down one of the sky and come—

jumped the rope, the rope would rise and run with the hope. Then you would

with the wind whistling in your ears and hair. The noise

would send through the barn door a faint, a faint, and you

shiver. I never used my desk, I believe, called "smug."

"You conjecture is pocketed... scattered form, then

and all. Then we sat back into the barn

and dizzy. Then you straddled the horse, so that it

stood at the edge and looked down, and were spread

ladder to the hayloft. Then, holding the rope, you

could swing without being pinched. You climbed a

An Explosion

70
he saw Christopher

Avery noticed the spider web, and coming closer.

and got up.

They climbed the fence into the lane and walked.

"I'm going to visit William. I'll announce.

from behind the pigpen. William heard them coming.

They heard the fence into the lane and walked.

around the back of the pigpen. William heard them coming.

They climbed the fence into the lane and walked.

there's a spider and I'm going to capture it.

"Hey, look at that big spider," he said. "It's too.

Christopher, Web
The goose was proud of her share in the adventure.

"The goose was proud of her share in the adventure," said William. "The goose was proud of her share in the adventure," said William. "The goose was proud of her share in the adventure," said William.

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Grade 2, Day 5

Around midnight, the spider was still at work. When Templetown got back from the dump, something to take the place of the threads she had removed. When Charlotte sat in her favorite corner, the gossamer whisked a foot in her face, deep in her soft bed. William snored. Over Charlotte's web 76

An Explosion