

Student's Name _____



Veritas Classical Schools
Alpharetta Campus/Roswell, GA
2nd Grade Humanities

Assignment Sheet No. 5

*As your child completes assignments, please, review their work for accuracy, offering encouragement and correction where helpful, and check off the box next to the assignment. **Your signature on the last page indicates that your child has completed all assignments.** Please return the completed worksheets in order and staple them to the back of the assignment sheets. Place this packet in your child's homework folder. Please let me know if you have any questions about this week's assignment.*

Bible/Character Study:

- ☐ **Character Trait: Obedience** Doing what I am told, when I am told, with a good attitude.
- ☐ **Bible verse** to memorize by September 25th:

Ephesians 6:2 "Honor your father and mother," (*this is the first commandment with a promise*)

- ☐ **Find** this passage in your Bible. Read it to your parent or let your parent read it to you.
- ☐ **Copy** your Bible memory verse on the attached page.
- ☐ **Hymn: "Trust and Obey"** Sing this together as a family throughout the month. You may sing along using the following link: <https://www.youtube.com/watch?v=onpx79Eit9w>.
- ☐ **The Obedience Song:** Check out this kids' song about obedience <https://www.youtube.com/watch?v=5Bvb5L14Zo>
- ☐ **Family discussion:** Pretend it is time for your family to take a trip to a place that you have never been to before. How could you get there? You could take out the road maps or use an app on your phone with GPS to find out which roads to take. In the Old Testament Bible days, you would not have had any of these things to show you where to go. God told Abraham to leave his country and go to a new land that God would show him. Abraham had to make a choice: stay where he was or travel to an unknown place.
- ☐ **Read together** Genesis 12:1-10, and 13:1-18. How did Abraham know where to go? Did Abraham obey God? God blessed Abraham for his faith and obedience. Abraham's obedience affected the history of the world. God made Abraham the father of a great nation and this nation was the family of God's son when Jesus came to earth to live.
- ☐ **Family activity (optional):** As a family, take a hike in a park where you have never hiked before. Let mom or dad lead the way. Pretend you are Abraham. How does it feel to be walking on a path where you have never walked before?

Spelling & Dictation: *Beginning this week, our spelling lists will contain 15 words.*

- ☐ **Choose** three of the activities from the Spelling Tic-Tac-Toe sheet to practice the spelling words this week.
- ☐ **Study** your spelling words each day.
- ☐ **Have your parent give you a practice test.**
- ☐ **Write** any misspelled words from your practice test 3 times each.
- ☐ **Dictation:** Parents, dictate 1-2 sentences. Please pay attention to mistakes in spelling, capitalization, punctuation, and any failure to reproduce the exact words dictated.

Copywork & Penmanship:

- ❑ **Zaner Bloser:** Complete pages 18-21. These are best spread out over 3-4 days, as the daily practice will help your child strengthen their handwriting skills. Encourage them to slow down and focus on their stroke. We are using the one-stroke method for handwriting. Monitor your child for appropriate grip and stroke and help correct where necessary. Early correction of incorrect grip or form will benefit them greatly when they move on to cursive in 3rd grade.
- ❑ Parents, please review their work and circle what they see as their best letters or lines. Evaluate the shape, size, slant, and spacing of their letters and point out the letters or words you think demonstrate great effort.

Phonics: *Phonics practice should be done on a daily basis and completed over a period of several days.*

- ❑ **Check the portal** for the phonics parent instructions. Please use the answer pages on the portal to check your child's homework each week and provide feedback.
- ❑ **Phonics:** Complete Lessons 18, 19, 21. When completed, place these lessons in the **Homework folder**.
- ❑ **Bring** to class ALL phonics sheets for lessons 22, 23, 24. Staple them together, and place in the **Phonics folder**. (There are 6 sheets. Leave all phonics assessments in your home binder unless I ask for them.)
- ❑ **Handbook for Reading:** Have your student read pp. 23-26 aloud to you.
- ❑ **Decodable Readers** -- None this week.
- ❑ **Extension (Optional):** Complete the extra phonics practice pages on the portal.

Grammar and Vocabulary:

- ❑ **Shurley English:** Continue practicing your noun, verb, and sentence jingles. For extra sentence practice, give your child groups of words that are sentences and groups of words that are not sentences. Let them use the sentence jingle to identify which sentences are complete sentences. (Reminder: A sentence has a subject, a verb, makes sense, a capital letter, and an end mark.)
- ❑ **English Workbook:** Complete "Week 5."

Literature:

- ❑ ***The Sword in the Tree:*** Read Chapters 9 & 10.
- ❑ **Study Guide:** Complete the attached study guide sheet for chapters 9 and 10. Students may write their answers, dictate answers to their parents to write, or answer the questions orally. If they answer them orally, please write "orally answered" and the date at the top of the page.

Reading:

- ❑ **Read aloud** from a book of your choice for 20 minutes or more a day. Suggested goal: a minimum of 10 books or chapters per week. Parents, remember to listen to your child read aloud some each week and to model good flow and expression by reading aloud to them.
- ❑ **Reading Comprehension:** Complete Reading Connection pp. 17-18, "The Rain."
- ❑ **September Book Report (assigned week 3):** Read ONE of the following during the month of September and complete the corresponding assignment. **Due Next Week.**
 - ***Corduroy* by Don Freeman.**
 - **Complete** the "Overall" sheet that goes along with *Corduroy*. Make it special.
 - ***Bedtime for Frances* by Russell Hoban.**
 - **Complete** the worksheet that goes along with *Bedtime for Frances*. Write 1-2 sentences under each heading explaining what happened in that part of the story. On a separate sheet of paper, draw a picture to go along with your summary.
- ❑ **Optional:** Color your Star Chart for every 10 minutes you read.

History: Please bring your **History Workbook** to class each week.

- ❑ **Read** *Story of the World* Ch. 8 to your child. We discussed Ch. 7 in class. Use the parent portal to check comprehension using the *optional* study guide that goes with Ch. 8.
- ❑ **Copywork:** Copy the sentence for Ch. 8 in the history workbook neatly and correctly.
- ❑ **Sketch:** Sketch something to go along with your narration of Ch. 8.
- ❑ **Narration:** Complete a narration for Ch. 8.
- ❑ **Extension (Optional):** Learn to eat with chopsticks - You will need a set of chopsticks (try your local Chinese restaurant). Have your parents cook rice and try eating it with chopsticks! There are additional activities on the portal.
- ❑ **Extension (Optional):** You and your parents might enjoy reading Ch. 7 and narrating something that you remember about Muhammad or Sinbad. Color the page “Sinbad and the Snake.” Sinbad lived in a beautiful valley, but the valley was filled with snakes!!! You could also sketch a drawing of Sinbad in the Valley of Snakes, or Sinbad and the eagle, in your history narration notebook.

Optional Books to Expand on the History Lesson:

- ❑ Corresponding literature suggestion for *The Story of the World*:
Muhammad, by Demi
Lon Po Po: A Red Riding Hood Story From China, by Ed Young
Two of Everything, by Lily Toy Hong

Geography:

- ❑ **History Map:** Complete the map in the history workbook for Ch. 8.
- ❑ **Map Skills for Today:** Complete Lesson 4, pg. 10. Parents, check for accuracy.

Fine Arts:

- ❑ **Read** *Ludwig Van Beethoven – Getting to Know the World’s Greatest Composers*, pages 22-27.
- ❑ **Music Appreciation:** *Ludwig Van Beethoven*. Listen to the show at Classics for Kids
(<https://www.classicsforkids.com/podcast/ludwig-van-beethoven-4-music-that-imitates-inanimate-objects/>)
called “Music that Imitates Inanimate Objects.”

Critical Thinking:

- ❑ **Unlocking Analogies:** Complete the attached page 5.
- ❑ **Dr. DooRiddles:** Complete page 5.

Creative Writing:

- ❑ **Add one more sentence to your Family Writing Assignment that you began last week.** Give your sentence detail by adding a strong noun or good describing words (adjectives). We discussed these during class.

Notes & Reminders:

- ☐ Memorized Bible Verse: Due **Next Week**.
- ☐ *Corduroy* **or** *Bedtime for Frances* Book Report: Due **Next Week**.

I have reviewed my student's work, and all assignments are complete as outlined on this assignment sheet.

Parent's Signature: _____

Notes to Teacher: _____
