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### **School of Grammar E-Learning Days**

This year, we may utilize “e-learning days” for times when there would otherwise be a school closure due to closing. In the School of Grammar, this will be printed work that students will be expected to complete while school is closed for the e-learning day. Teachers will be available via email from 10:00-11:30am and 12:30-3:00pm for questions during these days. It is important to keep this in a safe place, that your child can access if needed. The completed work should be turned in to their teacher on the next school day. If you have questions, please reach out to your child’s homeroom teacher first, thank you.

Your child’s homeroom teacher will send an email by 8am, sharing with you and directing your child on which “e-learning day” they should be working on. E-learning materials will be posted in Infinite Campus in case the materials have been misplaced. Some items will be required, and others will be optional. Teachers will be specific on what is required and optional. If you have any questions, please reach out to your child’s teacher.

Sincerely,  
Principal Omberg & Ms. Steeber



# E-Learning 2G Packet

## Quarter 1 and 2

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

Day 1	Day 2	Day 3
<b>Required:</b> <b>Math Review</b> <b>Reading Review (see</b> <b>directions on the sheet)</b>	<b>Required:</b> <b>Math Review</b> <b>Reading Review (see</b> <b>directions on the sheet)</b>	<b>Required:</b> <b>Math Review</b> <b>Reading Review (see</b> <b>directions on the sheet)</b>
<b>Optional:</b> History-Life in a Castle Reading and Questions	<b>Optional:</b> Science- Complete How Do Clouds Form? Geography- Reading a Map Key	<b>Optional:</b> Spanish- Birds of Color Art- How to Draw a Dragon Music-Complete the Pie Worksheet



**Day 1**



## **Reading 2G Inclement Weather (Day 1)**

### **2G Reading Mastery 2 & 3 Students**

#### **2G Team**

#### **Inclement Weather Instructions**

- 1.** Read today's regularly assigned lesson (check your planner to determine the lesson number) through THREE times—1) aloud to yourself; 2) aloud to a parent or older sibling; 3) silently to yourself. Follow the tracking expectations, please!!
- 2.** Choose another lesson from the last 15 lessons to reread, including the Columns, the information passage (if there is one), and the story.
- 3.** Write a 6-8 sentence summary of the events in the story passage (of the reviewed lesson) on the attached lined paper.
- 4.** Answer the remaining questions on the back side of the lined paper.
- 5.** Mark your grid to indicate that you have complete this lesson.





Name \_\_\_\_\_ Lesson \_\_\_\_\_ Date \_\_\_\_\_

Write a 6 to 8 sentence summary of the events of the story passage in chronological order (first, second, next, then, finally) below. Then, answer the questions on the back of this sheet.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing practice.

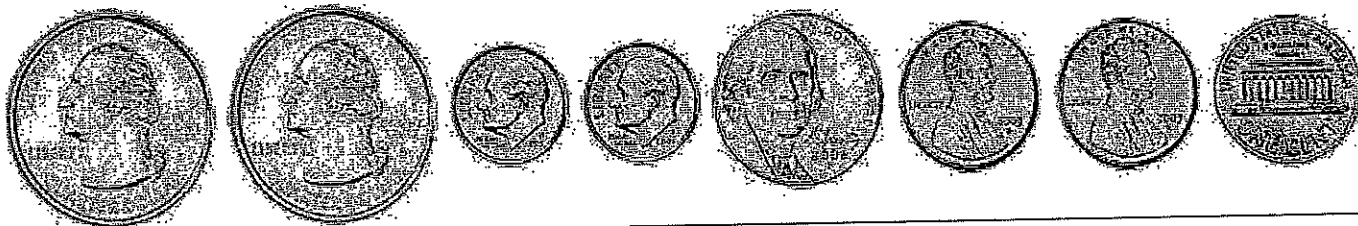
1. What information or story detail did you notice this time that you had forgotten? Be specific. [NOTE: "None" or "Nothing" is not an acceptable answer.]

2. What is the most interesting or challenging vocabulary word in this lesson? What does it mean? Why did you pick this word? [NOTE: "None" or "Nothing" is not an acceptable answer.]

# Math 2G Inclement Weather (Day 1)

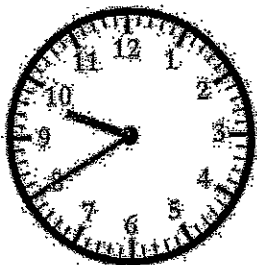
Name: \_\_\_\_\_

What is the value of the coins? Write the amount in two ways. \_\_\_\_\_

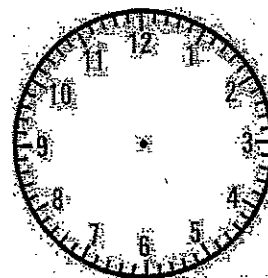


It's afternoon. What time is shown on the clock?

\_\_\_\_\_



Show 5:50 on this clock.



Blair bought a notebook and a pencil at the school store. How much money did she spend?

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

Ruler	37¢
Marker	20¢
Pencil	53¢
Notebook	41¢

I have 5 ten-dollar bills, 6 one-dollar bills, and 4 hundred-dollar bills.

How much money do I have? \_\_\_\_\_

What is the value of the 5? \_\_\_\_\_

What was the date 3 days ago?

\_\_\_\_\_

What will be the date 2 months from today?

\_\_\_\_\_

Use the pictograph to answer the questions.

How many cans did the children in Room 12 collect? \_\_\_\_\_ Room 12

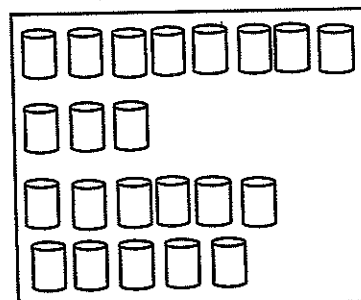
Which room collected the fewest cans? \_\_\_\_\_ Room 13

How many more cans did the children in Room 14 collect than room 15? \_\_\_\_\_

Room 14

Room 15

Cans collected



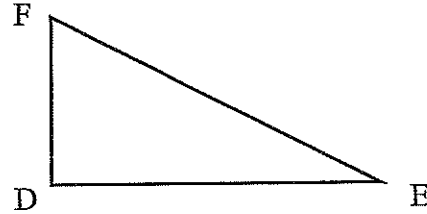
= 2 cans

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

Name the horizontal line segment. \_\_\_\_\_

Name the vertical line segment. \_\_\_\_\_

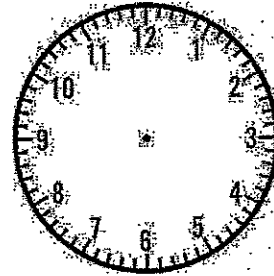
Name the oblique line segment. \_\_\_\_\_



It is 8:20 p.m. Show the time on the clock.

Is it morning or afternoon? \_\_\_\_\_

If it is 8:20 p.m. now, what time will it be 1 hour from now?



Write a story problem for the number sentence  $10 - 3 =$

What are the smudged digits?

$$40 + \blacksquare 7 = 87 \quad 10 + 4 \blacksquare = 55$$

Fill in the correct comparison symbol ( $>$ ,  $<$ ,  $=$ ).

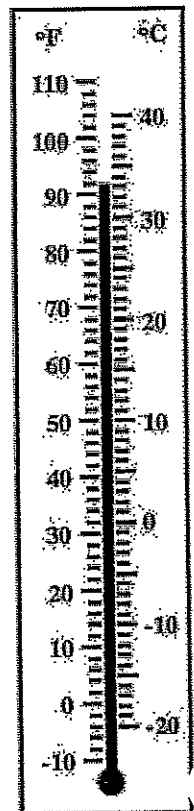
$$4 \bigcirc 9 \quad 7 + 5 \bigcirc 12 - 3$$

$$3 \times 10 \bigcirc 40 - 10$$

What temperature is shown on the thermometer? \_\_\_\_\_

At what Fahrenheit temperature does water boil? \_\_\_\_\_

At what Fahrenheit temperature does water freeze? \_\_\_\_\_



# Five Minute Adding Frenzy (H)

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

Date: \_\_\_\_\_

Add each row number to each column number.

(Range 1 to 10)

+	7	2	9	4	3	10	6	8	5	1
5										
9										
1										
8										
6										
2										
4										
10										
7										
3										

Time: \_\_\_\_\_

Score: \_\_\_\_\_/100



2G History

Inclement Weather  
Assignment (Day 1)

## Chapter 8 Life in a Castle

- 1 Read Chapter 8
- 2 Answer the questions at the end.

**Castles: Dream and Reality** You've probably heard fairy tales about kings and queens and castles. There's always something magical going on in the fairy tales. Wizards, witches, and fairy godmothers are likely to be hanging around the castle casting and breaking spells.

### The Big Question

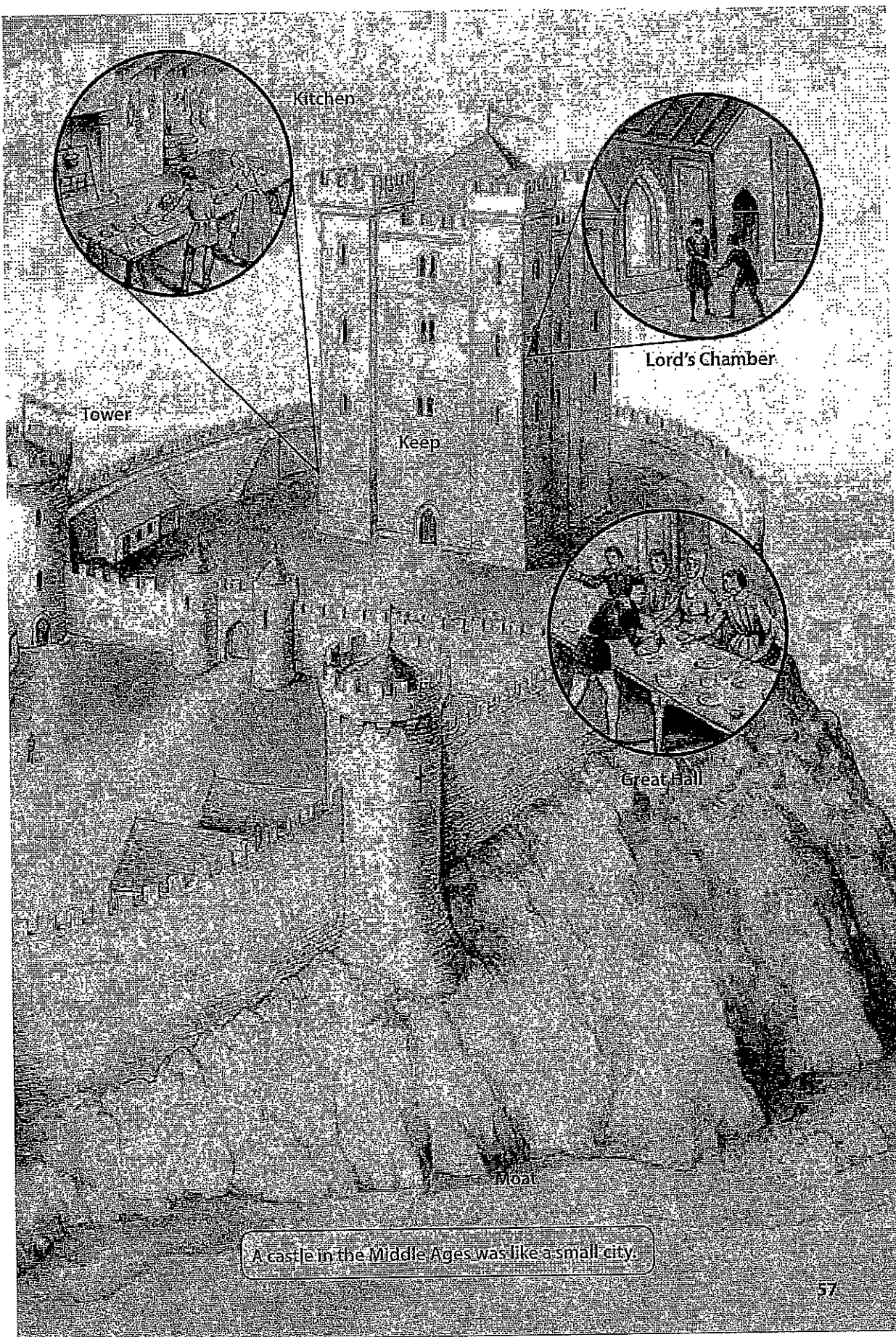
Why were castles  
important in the  
Middle Ages?

Gatehouse

Outer Wall

Drawbridge







Castles are real, however, even if some of the characters in these stories are not. Even today you can see medieval castles all over Europe. In this chapter you'll learn why people built castles and what it was like to live in one.

### Vocabulary

**fortress**, n. a fort; a place that has been built to be strong enough to provide protection

## Castle Fortress

Castles were designed to be **fortresses**. Kings and some nobles built castles to defend themselves and their estates against attacks. The forts were usually built on high ground. This way the defenders could look down on the attacking enemy. In the early Middle Ages, people built wooden forts, with wooden fences around them. Surrounding the fence was a big ditch, called a moat, that was often filled with water.

If you were attacking such a fort, what would you do? If you answered, "Burn it!", you would have made a good general in the Middle Ages. Wooden castles were easy to build, but they provided little protection against flaming arrows.

Kings and nobles realized that they needed to build castles out of stone to get any real protection from invaders. It was certainly a lot more work. But, by the year 1000, many stone castles were being built in different parts of Europe.

What did a stone castle look like? What was it like to live and fight in one? Read on and find out.

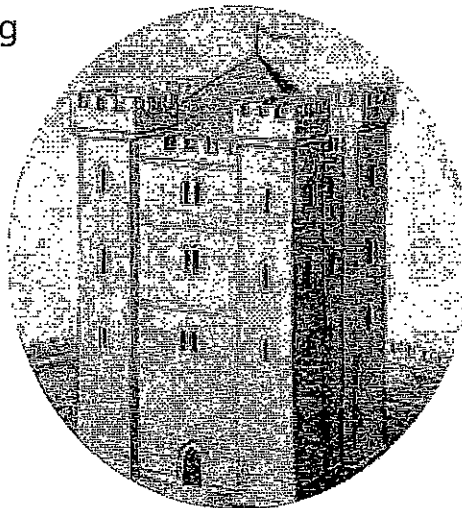
## Castle Construction

Put yourself in the place of a king or noble in the Middle Ages. You need to build a castle. What's the first thing you're going to think about? If you answered "location," you get an 'A' for good planning.

A castle needed to be in a place that would be possible to defend. Have you ever wondered why many castles were built on hilltops? A hilltop was easier to defend. Soldiers could see their enemies coming. Castles had high watchtowers for spotting approaching enemies. The enemies had to march up the hill, while soldiers in the castle used weapons against them from above.

Most castles were surrounded by tall stone walls and a water-filled moat. Some castles had more than one moat and more than one wall. Drawbridges could be lowered or raised to create or remove a roadway over the moat. These extra walls and moats provided additional lines of defense. Some castles also had underground tunnels for moving soldiers between different parts of the castle. On top of the walls there were usually walkways from which soldiers could shoot arrows or dump boulders and hot oil down on the attacking enemy.

Within the castle walls was a central tower called a keep. Some of the area near a castle's keep was open courtyard; other areas were



Keep

covered. The keep was built to help people hold out for a long time against an enemy who surrounded the castle. In or near the keep were stables, workshops, a large oven, and a kitchen.

There was a **well** for water and stalls for farm animals. There were also storerooms where grains and other foods were kept. These stores were not unlimited, however. Many people—kings, nobles, servants, and soldiers—lived inside a castle.

Unless food and supplies were replaced, they would eventually be used up. The chickens would stop laying eggs, and the cows would stop giving milk. Still, people could survive behind a castle's walls for many months.

#### **Vocabulary**

**well**, n. a hole dug deep into the ground to get water

### **Castles in War**

Castles were strong forts, but well-armed, patient attackers could take a castle.

The battering ram was one method used by attackers. Many soldiers were required to hold up a huge log that was banged against the heavy, ironclad castle doors until the doors broke open. Battering down the door was difficult. Castle doors were strong. And the men holding up the battering ram were under constant attack from defending soldiers high on the castle walls.

Attackers also shot flaming arrows into the keep. The walls may have been stone, but castles still had buildings within made out of wood. They also had hay in the stables, and other items that could catch fire.

Sometimes attackers would dig tunnels under the stone walls and weaken them to the point of collapse.

Nevertheless, since castles were so strong, direct attack rarely worked. Most attackers relied on **siege**, or blockade, to win. In a siege, an attacking army would surround the castle so that food, weapons, and other supplies could not reach the people inside. Castles were prepared for sieges. But after weeks their supplies would run out. Then the attackers would attempt to take over the castle.

#### Vocabulary

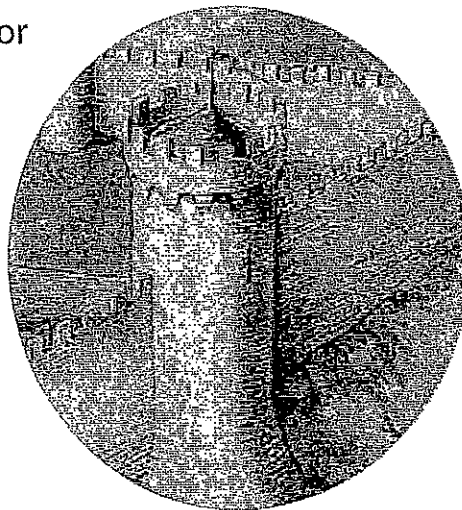
**siege**, n. a battle strategy in which enemy soldiers surround a building or place so that those under attack cannot receive supplies; blockade

Attackers used siege towers, tall wooden towers that rolled on wheels and could hold soldiers. These towers were rolled up to the castle walls. Soldiers climbed up the towers and over the castle walls.

Nevertheless, a castle was a strong fortress.

A small army inside could hold out for quite a while against a much larger attacking force.

Sometimes, what decided the battle was action outside the castle. A king or noble under siege would try to get word to other vassals to come to his aid. An army surrounding the castle had to be prepared to fight both the castle troops and another army.



Soldiers tried to get over the castle walls.

## Life in a Castle

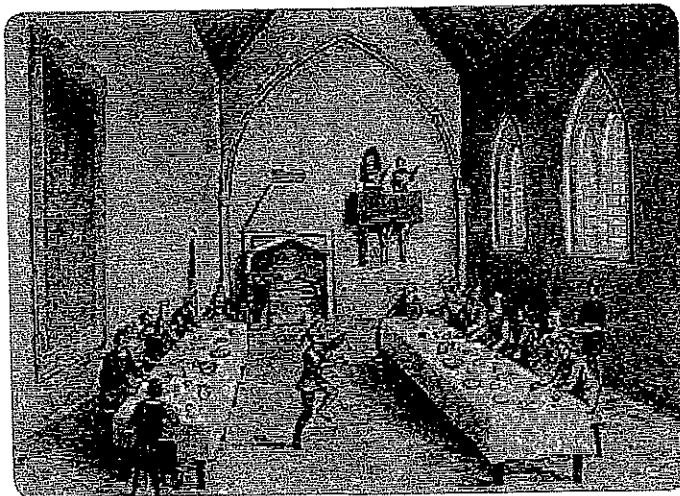
Castles were very expensive to build, but that doesn't mean that they were very comfortable to live in. In fact, by today's standards, living in an early castle would have been awful. These castles were cold, drafty, and even smelly places.

Many people lived in a castle, but few of them had their own rooms or apartments. Most people lived and ate in the Great Hall, the largest room in the castle. In early castles the king, or noble, and his family might have had beds in the corner of the hall. Everyone else slept on the floor, often piling any clothes they happened to have under and over themselves for warmth.

The Great Hall was also used for meals. Again, only very important people would probably have had chairs to sit in, and everyone else would have sat on long benches alongside tables. After everyone had eaten, the tables were put aside to provide room to sleep.

Some early halls did not even have fireplaces. An open fire was built in a stone hearth in the center of the room. It was probably more like camping than luxury living.

It was hard to keep these castles clean. Dogs were allowed to run free in the Great Hall. There were no flush toilets, just closets built



A rich king or noble might hire a jester, also called a fool, to entertain his guests by telling funny stories.

into the edges of walls. Waste fell into pits or moats along the outside of the castle. The most privileged occasionally took baths and washed their hands, but servants did not have many chances to wash.

Over time, castles did become more comfortable, especially for the kings and nobles who lived in them. Fireplaces were added. More people had beds and their own bedrooms. Cold stone walls were hung with **tapestries** or even paneled with wood to cut down on drafts.

The Great Hall was still a center of activity, though. Musical performers, storytellers, and jugglers entertained people while they ate dinner, and long into the evening, too. Various forms of entertainment were especially important during the dark winter nights, when the only source of light and warmth in the castle came from the fire in the Great Hall.

Castles were so well constructed that many still stand nearly a thousand years after they were built. Castle building changed, along with advances in weapons and **warfare**, during the Middle Ages. During the early Middle Ages, foot soldiers used bows and arrows as their main weapons. You can see how those thick castle walls would be a good defense against a bow and arrow. But, toward the end of the Middle Ages, the use of cannons in battle made it easier to break down a castle's walls. Can you imagine what it must have been like to be inside a castle that was being hit by cannonballs?

#### Vocabulary

**tapestry**, n. a handwoven wall hanging that may depict people and/or a scene

**warfare**, n. the activity of fighting a war

Name \_\_\_\_\_ Lesson \_\_\_\_\_ Date \_\_\_\_\_

**HISTORY:** After you read Life in a Castle, answer the following questions using complete sentences.

1. What is a fortress?

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2. What is a siege?

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3. Why were castles important in the Middle Ages?

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**Day 2**



## **Reading 2G Inclement Weather (Day 2)**

### **2G Reading Mastery 2 & 3 Students**

#### **2G Team**

#### **Inclement Weather Instructions**

1. Read today's regularly assigned lesson (check your planner to determine the lesson number) through THREE times—1) aloud to yourself; 2) aloud to a parent or older sibling; 3) silently to yourself. Follow the tracking expectations, please!!
2. Choose another lesson from the last 15 lessons to reread, including the Columns, the information passage (if there is one), and the story.
3. Write a 6-8 sentence summary of the events in the story passage (of the reviewed lesson) on the attached lined paper.
4. Answer the remaining questions on the back side of the lined paper.
5. Mark your grid to indicate that you have complete this lesson.



Name \_\_\_\_\_ Lesson \_\_\_\_\_ Date \_\_\_\_\_

Write a 6 to 8 sentence summary of the events of the story passage in chronological order (first, second, next, then, finally) below. Then, answer the questions on the back of this sheet.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

1. What information or story detail did you notice this time that you had forgotten? Be specific. [NOTE: "None" or "Nothing" is not an acceptable answer.]

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The rows are evenly spaced across the entire page, providing ample space for practicing letter formation and alignment. There are no margins, text, or other markings on the paper.

2. What is the most interesting or challenging vocabulary word in this lesson? What does it mean? Why did you pick this word? [NOTE: "None" or "Nothing" is not an acceptable answer.]

This image shows a full page of handwriting practice paper. It contains ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The rows are evenly spaced across the entire page, providing ample space for practicing letter formation and alignment. There is no text or other markings on the page.

# Five Minute Subtracting Frenzy (H)

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

Date: \_\_\_\_\_

Subtract each row number from each column number.  
(Minuends 9 to 18; Subtrahends 0 to 9)

	15	13	9	18	17	11	16	12	10	14
8										
7										
4										
6										
3										
0										
1										
9										
5										
2										

Time: \_\_\_\_\_

Score: \_\_\_\_\_/100





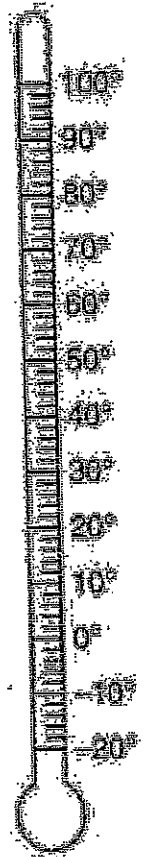
# 2G Math Inclement Weather (Day 2)

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

Manon wants to put a ribbon border around a picture he drew.  
The picture is 9" long and 3" wide. Label the sides. How many inches of ribbon will he need for the border?



Shade the thermometer to show 51°F.



Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

What is the cost of an eraser and pen at the school store?

## School Store

Pen	43¢
Marker	37¢
Pencil	19¢
Eraser	21¢

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

Catherine has 60¢ to spend at the school store. What are two things she has enough money to buy? (Use the chart above).

\_\_\_\_\_ and \_\_\_\_\_

Fill in the missing numbers in the pattern and write the rule.

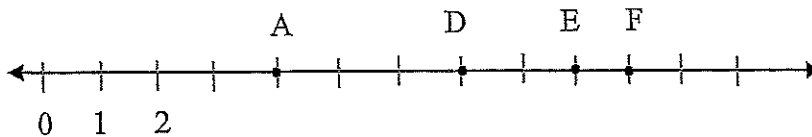
212, 210, 208, 206, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Rule: \_\_\_\_\_

Write 1 or 2 sentences that tell how you found the missing numbers in the pattern.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Fill in the missing numbers on the number line.



Where are the points A, D, E, and F located?

A \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_ F \_\_\_\_\_

Which points (A, D, E, or F) are between 3 and 9? \_\_\_\_\_

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

Use the pictograph to show that 5 children chose Friday and 8 children chose Saturday as their favorite day.

How many children chose Sunday as their favorite day?

\_\_\_\_\_

Favorite Days

Friday	
Saturday	
Sunday	☺☺☺☺☺

☺ = 2 children

What is the value of the 5 in 853? \_\_\_\_\_

Circle the number with the digit 6 in the hundreds' place.

365

629

869

Find the sums.

$$\begin{array}{r} 32 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ 46 \\ + 23 \\ \hline \end{array}$$

Fill in the missing numbers in the pattern and write the rule.

690, 692, 694, 696, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Rule: \_\_\_\_\_

Write 1 or 2 sentences that tell how you found the missing numbers in the pattern.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Measure the line segments CD using inches. \_\_\_\_\_"



Draw a  $2\frac{1}{2}$  line segment.

•

Water cycle words Name \_\_\_\_\_

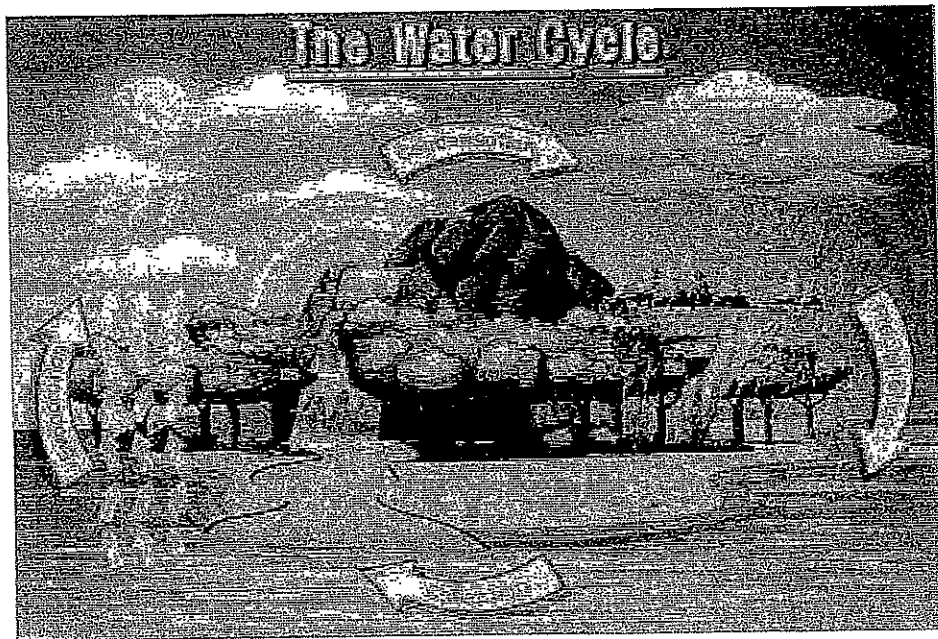
2G Science  
Inclement Weather (Day 1)

precipitation

condensation

collection

evaporation



Water falls to the ground. \_\_\_\_\_

Water runs downhill to form lakes  
and oceans. \_\_\_\_\_

The sun's heat turns water into a gas  
called water vapor. \_\_\_\_\_

Water vapor gathers to form clouds. \_\_\_\_\_

# How Do Clouds Form?

Use the words below and clues at the bottom to fill in the labels that describe how a cloud is formed.

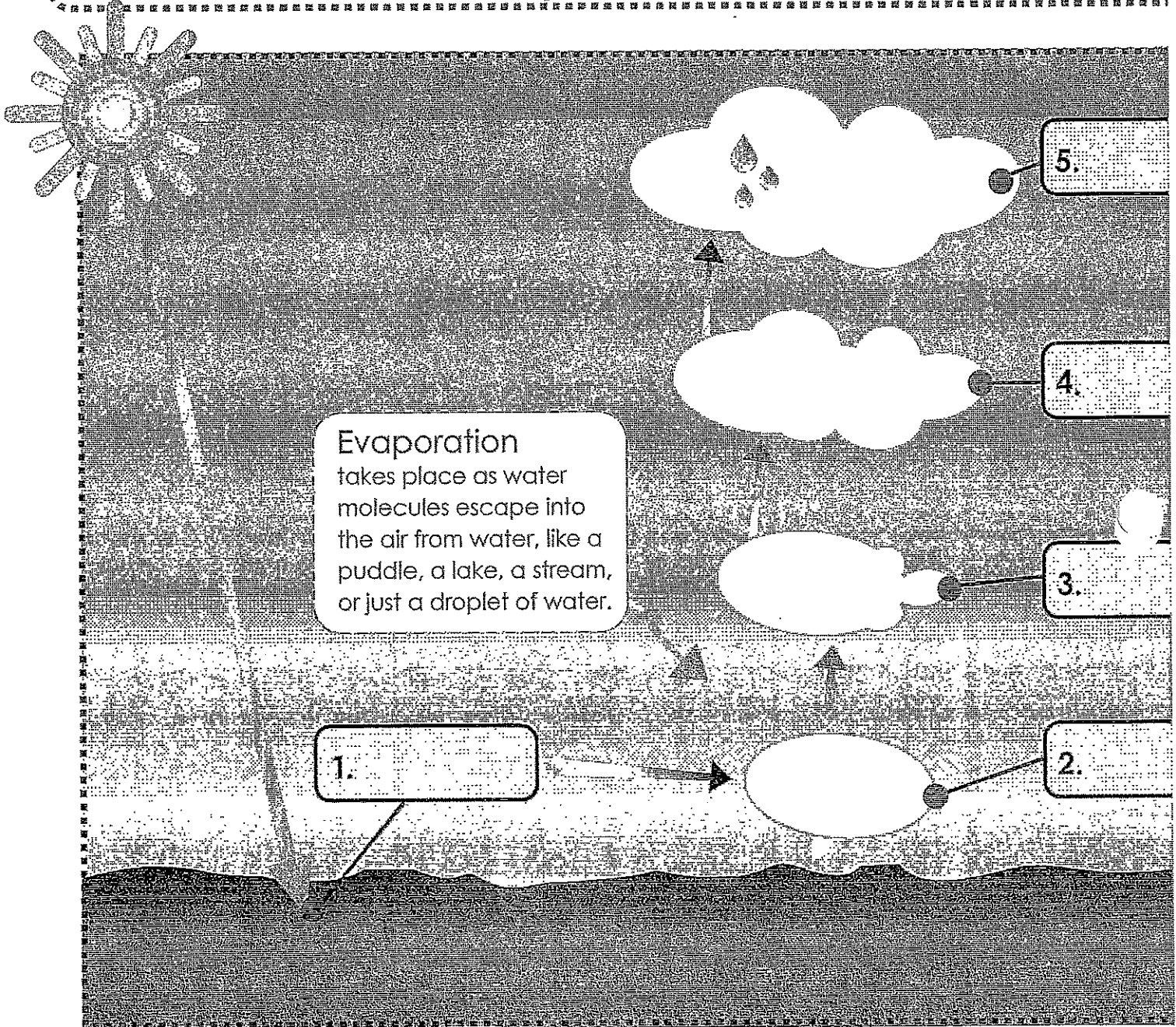
heat

cool

liquid water

rise

cloud



1. Rays of the sun \_\_\_\_\_ up the moisture in the air close to the ground.
2. As these pockets of air are heated they begin to \_\_\_\_\_.
3. As these heated pockets of air rise they \_\_\_\_\_.
4. As it cools, the water vapor turns to tiny droplets of \_\_\_\_\_.
5. The droplets grow together and form a \_\_\_\_\_.

## 38. Landscape

The United States has many different landscapes. Use the code to color the map.



water:



forest:



grassland:



mountains:



desert:





# 37. Mountain Ranges

There are 3 big mountain ranges in North America. Use the map to fill in the blanks.



1. The Sierra Nevada Mountains are \_\_\_\_\_ of the Rocky Mountains.  
[east] [west]

2. The Appalachian Mountains are \_\_\_\_\_ of the Rocky Mountains  
[east] [west]

3. What is between the Rocky Mountains and the Appalachian  
Mountains? \_\_\_\_\_

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Page 1 of 1  
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**Day 3**



## **Reading 2G Inclement Weather (Day 3)**

### **2G Reading Mastery 2 & 3 Students**

#### **2G Team**

#### **Inclement Weather Instructions**

- 1.** Read today's regularly assigned lesson (check your planner to determine the lesson number) through THREE times—1) aloud to yourself; 2) aloud to a parent or older sibling; 3) silently to yourself. Follow the tracking expectations, please!!
- 2.** Choose another lesson from the last 15 lessons to reread, including the Columns, the information passage (if there is one), and the story.
- 3.** Write a 6-8 sentence summary of the events in the story passage (of the reviewed lesson) on the attached lined paper.
- 4.** Answer the remaining questions on the back side of the lined paper.
- 5.** Mark your grid to indicate that you have complete this lesson.



Name \_\_\_\_\_ Lesson \_\_\_\_\_ Date \_\_\_\_\_

Write a 6 to 8 sentence summary of the events of the story passage in chronological order (first, second, next, then, finally) below. Then, answer the questions on the back of this sheet.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing practice.

1. What information or story detail did you notice this time that you had forgotten? Be specific. [NOTE: "None" or "Nothing" is not an acceptable answer.]

[illegible]

2. What is the most interesting or challenging vocabulary word in this lesson? What does it mean? Why did you pick this word? [NOTE: "None" or "Nothing" is not an acceptable answer.]

[illegible]

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

Test 13 Day 1

Use this calendar to answer these questions.

What is the date of the second Monday in this month?

October 2010						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

On what day of the week is October 5, 2010?

If today is October 28, 2010, what will be the date in one week? \_\_\_\_\_

Anh had 87¢. He gave 3 dimes to Ahe. How much money does he have now?

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

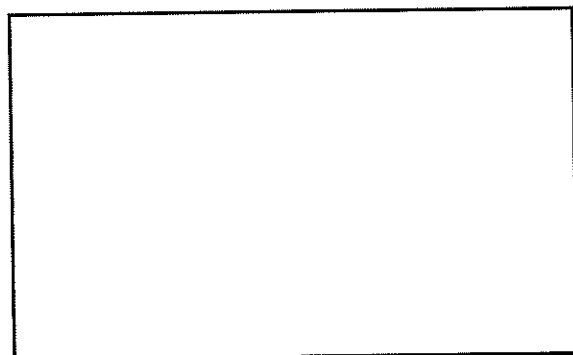
Draw a picture to show 3 groups of 4 children Circle the number sentence that matches the picture.

$6 \times 2$  children = 12 children

$4 \times 3$  children = 12 children

$3 \times 4$  children = 12 children

$6$  children +  $6$  children = 12 children



How many letters are in the word **Minnesota**? \_\_\_\_\_

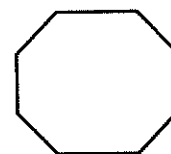
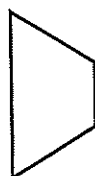
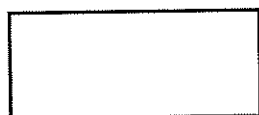
How many letters are vowels? \_\_\_\_\_

What fractional part is this? \_\_\_\_\_

How many letters are consonants? \_\_\_\_\_

What fractional part is this? \_\_\_\_\_

Draw a line of symmetry in each of these polygons.



Write 40 divided by 10 in three ways. What is the quotient? \_\_\_\_\_

\_\_\_\_\_







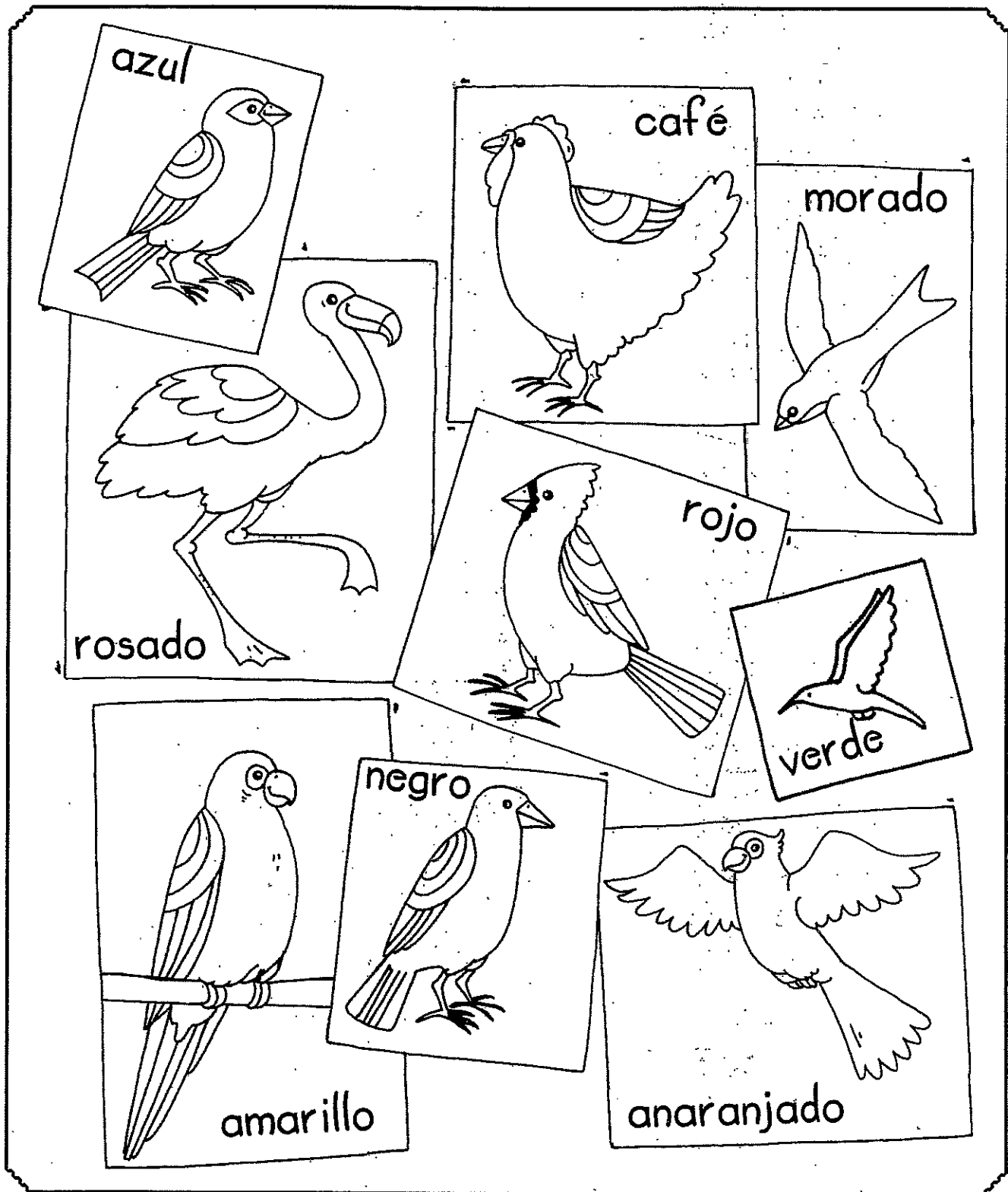
# Birds of Color

Me llamo \_\_\_\_\_.

Tengo \_\_\_\_\_ años.



Color the birds according to the words listed.





# Numbers



Numbers 0-20

Me llamo \_\_\_\_\_.

Tengo \_\_\_\_\_ años.

After each numeral, write the number word in Spanish. Refer to the words below to help you.

## Word Bank

veinte	cuatro	nueve	diez	diecisiete	quince
doce	once	trece	siete	uno	tres
catorce	dos	cero	ocho	cinco	dieciséis
diecinueve		dieciocho		seis	

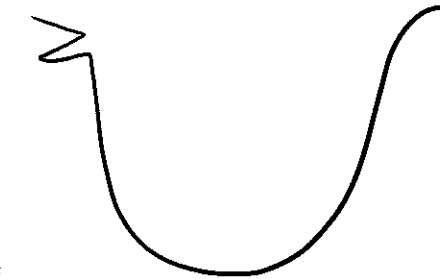
0 \_\_\_\_\_  
1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_  
9 \_\_\_\_\_  
10 \_\_\_\_\_

11 \_\_\_\_\_  
12 \_\_\_\_\_  
13 \_\_\_\_\_  
14 \_\_\_\_\_  
15 \_\_\_\_\_  
16 \_\_\_\_\_  
17 \_\_\_\_\_  
18 \_\_\_\_\_  
19 \_\_\_\_\_  
20 \_\_\_\_\_

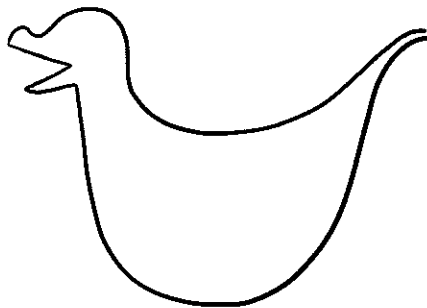
# How to Draw a Dragon



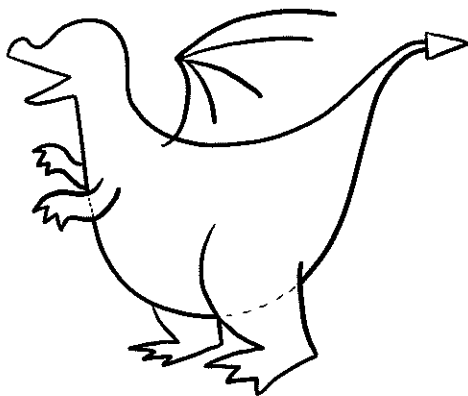
Start in the middle of the page!



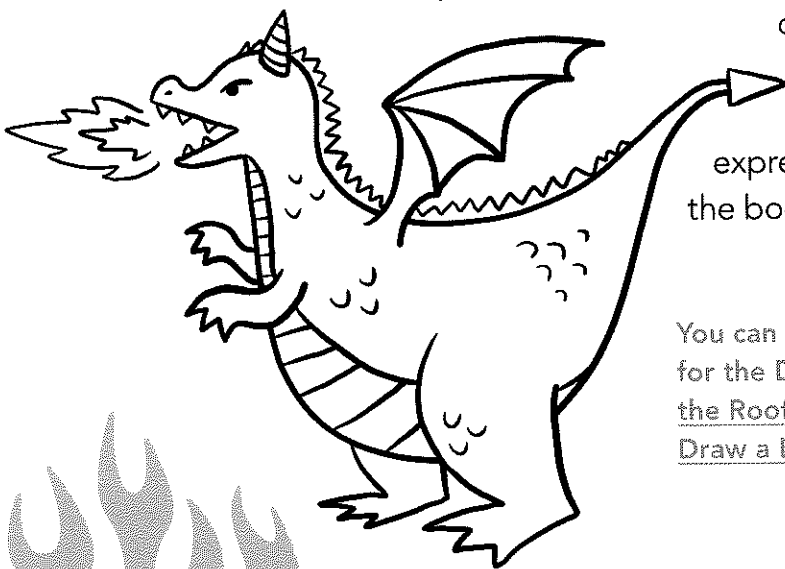
**1.** Start with a sideways "V" for the mouth, followed by a large "U" shape to form the belly and tail. Connect the bottom of the mouth to the "U" for the chin.



**2.** From the top of the "V" draw a small bump for the nose, and a large bump for the head. Continue the line in a shallow "U" shape until it reaches the tail.



**3.** Add a triangle for the tip of the tail. Draw a set of wide legs at the bottom (erase where the dotted line is.) Draw a small set of arms below the mouth (erase where the dotted line is.) At the top of the body, draw an outline for the wing.



**4.** At this point you can finish the wing by connecting the ends with small curved lines. You can complete your dragon however you would like. Horns can be added to the head, sharp teeth added in the mouth, expressive eyes, small "U" shaped scales all over the body, and even fire coming out of the mouth!

You can use this guide for the DSS Dragon on the Roof & How to Draw a Dragon lessons!



Name \_\_\_\_\_

## 2G Art Assignment

Directions: Draw a dragon (see the drawing guide to help you with step by step instructions). Adding color is optional.

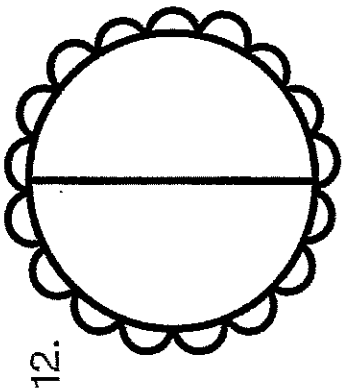
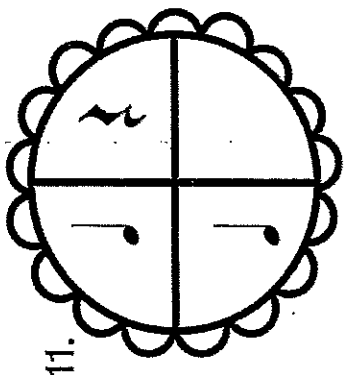
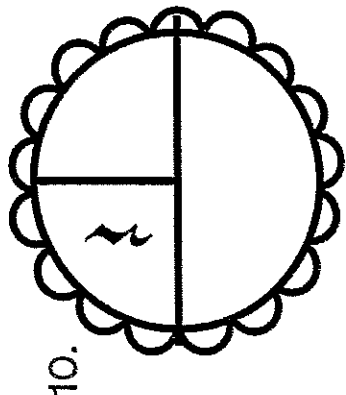
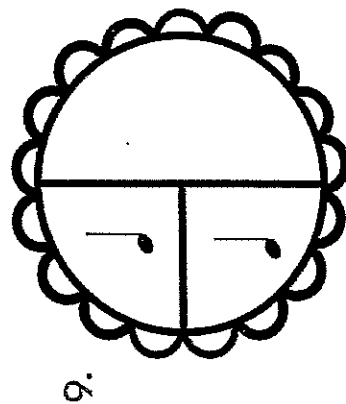
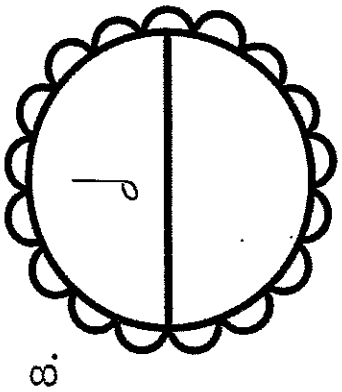
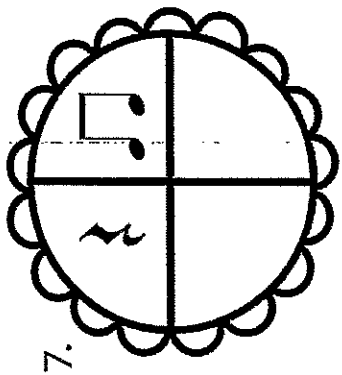
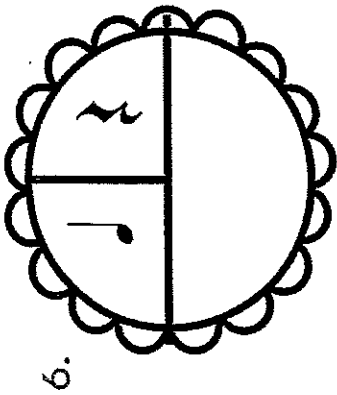
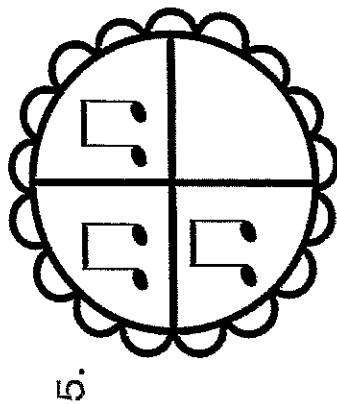
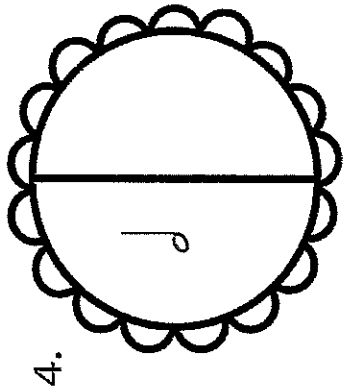
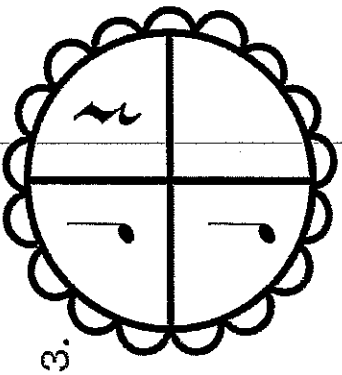
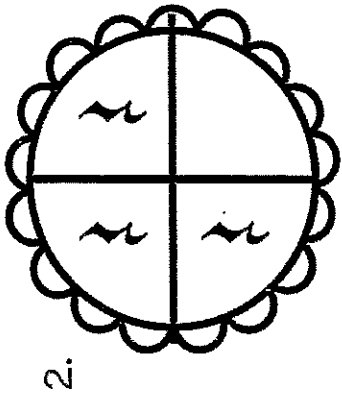
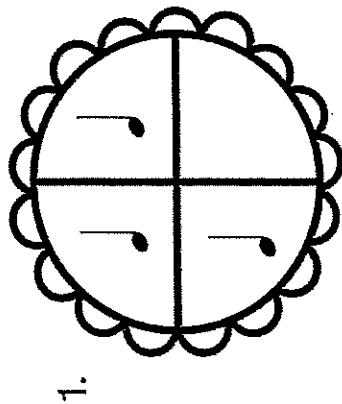
# Complete the Pie: ♪♪♪♪

Name \_\_\_\_\_

Class \_\_\_\_\_

Each pie chart should have 4 beats. Complete the pie chart by filling-in the missing notes and/or rests. Use only one note/rest per slice.

2G Music Inclement Weather




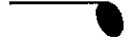
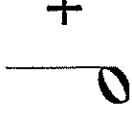



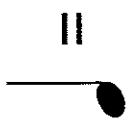




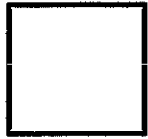

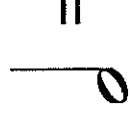


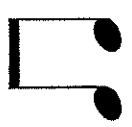






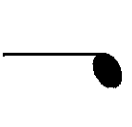



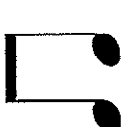


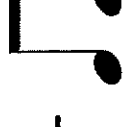



# RHYTHM ADDITION LEVEL 2

Directions: add the total number of beats in each problem.

Name \_\_\_\_\_

Class \_\_\_\_\_

1.	 +  = 	6.	 +  +  = 
2.	 +  = 	7.	 +  +  = 
3.	 +  = 	8.	 +  +  = 
4.	 +  = 	9.	 +  +  = 
5.	 +  = 	10.	 +  +  = 