

# 2<sup>nd</sup> Grade Homework Packet

August 27 – August 31, 2012

## Monday

Study this week's spelling list, on the back, for Friday's test. Complete the "Spelling ABC" worksheet, following these directions: In neat D'Nealian, copy each word to its right as many times as it will fit. In the next column, write down all vowels in the word. Then, write how many syllables are in the word. Finally, put the words into an alphabetized (ABC order) list, as we practiced in class. If there is more than one word starting with the same letter, remember to look at the second letters so you'll know which one comes first. Have an adult check and sign your homework, after it is corrected. You will return your homework packet on Thursday morning.

**\*\*Parents, Friday, August 31, will be T-shirt Day. Please have your child choose a favorite T-shirt to wear that day. We have several activities planned, including an art and a writing activity. Students will also tell the class about the shirt, why it is special and where they got it.**

## Tuesday

Study the spelling words. Complete the math Problem Solving paper. It reviews class Lessons 1.1 and 1.2. Also do the "Stuck on Stickers" page. Have an adult check your homework for errors and sign after you correct it.

## Wednesday

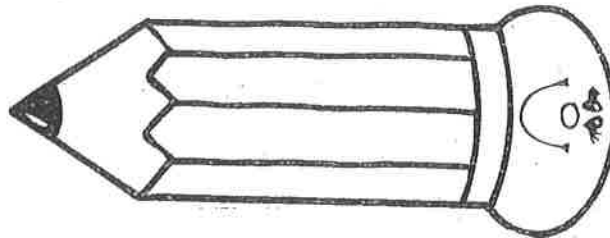
Tonight, you will do "family homework". Ask a parent to work with you. Following the directions, read the passage aloud to your parent. Then do the work. Your parent may guide you and check as you learn to do this well. You will BOTH sign the paper to show that you worked together. Also, complete the math Problem Solving paper reviewing lessons 1.3 and 1.4. You should use 2 colors to make tens. Study spelling!

## Thursday

This is a paper-free night! Review the spelling words to be ready for tomorrow's test. Practice some math facts with an adult. Remember to wear your favorite T-shirt tomorrow!!!

## Reminders

Homework is a daily task, and must be returned every Thursday morning. You need to develop a daily homework discipline. A parent signature is expected. Please establish this routine together!

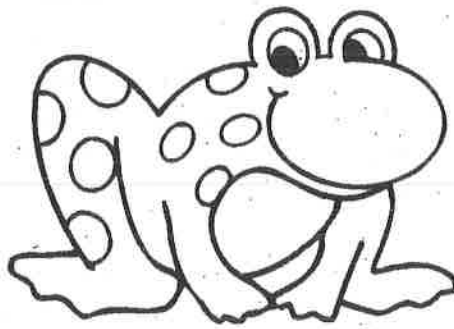


Frog and Toad Are Friends  
Words from the Core Literature Story

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Spelling Words

- |             |             |
|-------------|-------------|
| 1. frog     | 11. button  |
| 2. toad     | 12. bathing |
| 3. long     | 13. suit    |
| 4. lost     | 14. friend  |
| 5. better   |             |
| 6. cannot   |             |
| 7. telling  |             |
| 8. falling  |             |
| 9. sleeping |             |
| 10. feeling |             |



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

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

# \_\_\_\_\_

Frog and Toad Are Friends - Core Literature Story

Word List

Vowels

Syllables

ABC Order

	Word List	Vowels	Syllables	ABC Order
1	frog			
2	toad			
3	long			
4	lost			
5	better			
6	cannot			
7	telling			
8	falling			
9	sleeping			
10	feeling			
11	button			
12	bathing			
13	suit			
14	friend			
15				



**Understand** **Plan** **Solve** **Check**

## Order and Zero Properties

Write the sum.

1. Doug has 4 blue caps.  
He has 5 red caps.  
How many caps does  
Doug have?

$$4 + 5 = \underline{9} \text{ caps}$$

2. Doug has 5 red caps.  
He has 4 blue caps.  
How many caps does  
Doug have?

$$5 + 4 = \underline{\quad} \text{ caps}$$

3. Kay has 8 shells.  
Roy has no shells.  
How many shells do they  
have in all?

$$8 + 0 = \underline{\quad} \text{ shells}$$

4. Mason has no cars.  
His father has 1 car.  
How many cars do they  
have together?

$$0 + 1 = \underline{\quad} \text{ car}$$

Mark the correct answer.

5. Which number sentence has  
the same sum as  $6 + 2$ ?

- $4 + 7$   
  $8 + 2$   
  $2 + 6$   
  $4 + 2$

6. Which number sentence has  
the same sum as  $4 + 0$ ?

- $0 + 4$   
  $3 + 3$   
  $4 + 4$   
  $7 + 3$

**Count On 1, 2, and 3**

Count on to find the sum.

1. There are 6 kites in the air.  
There are 2 kites on the ground.  
How many kites are there?

$$6 + 2 = \underline{8} \text{ kites}$$

2. Joyce had 5 crayons.  
Larry gave her 1 crayon.  
How many crayons does Joyce have?

$$5 + 1 = \underline{\quad} \text{ crayons}$$

3. Gary drew 4 pictures.  
Then he drew 2 more.  
How many pictures did Gary draw?

$$4 + 2 = \underline{\quad} \text{ pictures}$$

4. There are 9 girls.  
There are 3 boys.  
How many children are there?

$$9 + 3 = \underline{\quad} \text{ children}$$

Mark the correct answer.

5. Bella has 7 red pencils and 2 white pencils. How many pencils does Bella have?

- 7  
 9  
 10  
 11

6. There are 10 cats with tails and 2 cats with no tails. How many cats are there?

- 2  
 8  
 10  
 12

# Stuck on Stickers

Look for key words to help you solve word problems.

These key words tell you to add.

- **in all**  
**altogether**  
**total**

Underline the key words. Write the number sentence and the answer.

1. Ana bought 5 dog stickers. Juan bought 4 dinosaur stickers. How many stickers did they buy in all?



\_\_\_\_\_

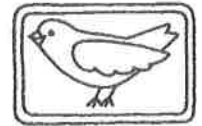
They bought \_\_\_\_ stickers.

2. On Juan's birthday he was given 3 red stickers and 7 blue stickers. How many stickers was he given altogether?

\_\_\_\_\_

Juan was given \_\_\_\_ stickers.

3. Ana and Juan each have 4 bird stickers. How many bird stickers do they have in all?



\_\_\_\_\_

They have \_\_\_\_ stickers.

4. Ana has 4 baseball stickers and 6 football stickers. What is the total number of sports stickers she has?



\_\_\_\_\_

Ana has \_\_\_\_ sports stickers.

5. Juan has 6 honeybee stickers and 3 grasshopper stickers. How many insect stickers does he have altogether?



\_\_\_\_\_

Juan has \_\_\_\_ insect stickers.

**Brainwork!** Use addition key words to write an addition word problem about stickers you like. Ask a friend to solve it.



Understand

Plan

Solve

Check

## Doubles and Doubles Plus One

Draw a picture.

Solve.

1. Sue has 6 green apples and 7 red apples. How many apples does she have?

13 apples

2. Ian has 3 dimes. Erika has 1 more dime than Ian. How many dimes do they have together?

\_\_\_\_\_ dimes

3. There are 5 people in a red car and 5 people in a green car. How many people in all?

\_\_\_\_\_ people

4. Amy collects 8 shells. Then she collects 9 more. How many shells does she collect?

\_\_\_\_\_ shells

Mark the correct answer.

5. Which is 1 more than  $7 + 7$ ?

$7 + 6$

$7 + 8$

$8 + 8$

$8 + 9$

6. Which is 1 less than  $6 + 6$ ?

$7 + 7$

$6 + 7$

$6 + 5$

$5 + 5$

**Make a Ten**

Draw ○ to show make a ten. Write the sum.

1. Mr. Long bought 8 red apples and 5 green apples. How many apples did he buy?

13 apples


2. Ted sees 6 red hens and 9 white hens. How many hens does he see?

\_\_\_\_\_ hens


3. Julie has 4 toy horses. She gets 4 more. How many horses does Julie have?

\_\_\_\_\_ horses


4. Ryan has 4 dogs and 7 cats. How many pets does Ryan have?

\_\_\_\_\_ pets


Mark the correct answer.

5. Jo has 3 dolls. Su has 6 more dolls than Jo. How many dolls does Su have?

- 9  
 8  
 6  
 3

6. Dave has \$5. Bill has \$9 more than Dave. How much money does Bill have?

- \$14  
 \$15  
 \$16  
 \$17

Dear Parents,

Reading well is a key to success in school, on state and national tests, and in life in general. Students need to be able to read fluently and with expression. They must be able to get information from what they have read, and they must be able to respond to literature. More than anything, we want students to actually enjoy reading and to see it as a means to satisfy their curiosity about the world around them. Recent research has shown that students increase their reading skills and comprehension if they read out loud.

I would like to invite you to help me help your child become a better reader. It's simple. All you have to do is help your child with one short homework assignment each week. That's it!

Each Wednesday your child will have a short reading homework assignment that asks you to listen to him or her read out loud and answer a few easy questions. Each reading assignment is specifically created to reinforce a reading standard, or benchmark, that has been taught in class. With each assignment, I will include a letter to you that explains the skill being addressed, to better help you help your child. This simple project has been shown to improve reading fluency and comprehension, and with your help, I feel that it can benefit every child in my class.

You will have all week to complete the assignment and your child will get credit for doing the work. Just sign at the top of the page, indicating that you did, indeed, listen to your child read out loud and help him or her with the questions.

Please contact me if you have any questions concerning this project. The first lesson is attached and is due back by Thursday. Thanks for all of your assistance in helping your child become the very best student he or she can be!

Sincerely,

Your child's teacher





# The Three Billy Goats Gruff

LISTEN to  
your child read  
this story aloud.

Once upon a time there were Three Billy Goats Gruff. One day they decided to cross a bridge and eat some new grass. But there was danger! Under the bridge lived a mean, ugly troll.

Trip, trap, trip, trap, went the Littlest Billy Goat as he walked on the bridge. "Who's that crossing over my bridge?" roared the troll.

"It is only I, the Littlest Billy Goat. I want to go to the hillside to eat the new grass."

"I'm going to gobble you up!" screamed the troll.

"I am so very little. Wait for my brother and you will get more to eat!"

"Okay. Be off with you then," said the troll.

Trip, trap, trip, trap, went the Middle-Sized Billy Goat as he walked on the bridge.

"Who's that crossing over my bridge?" roared the troll.

"It is only I, the Middle-Sized Billy Goat. I want to go to the hillside to eat the new grass."

"I'm going to gobble you up!" screamed the troll.

"Oh, don't eat me!" answered the Middle-Sized Billy Goat. "Wait for my biggest brother and you will get more to eat!"

"Okay. Be off with you then," said the troll.

TRIP, TRAP, TRIP, TRAP, went the Biggest Billy Goat as he walked on the bridge.

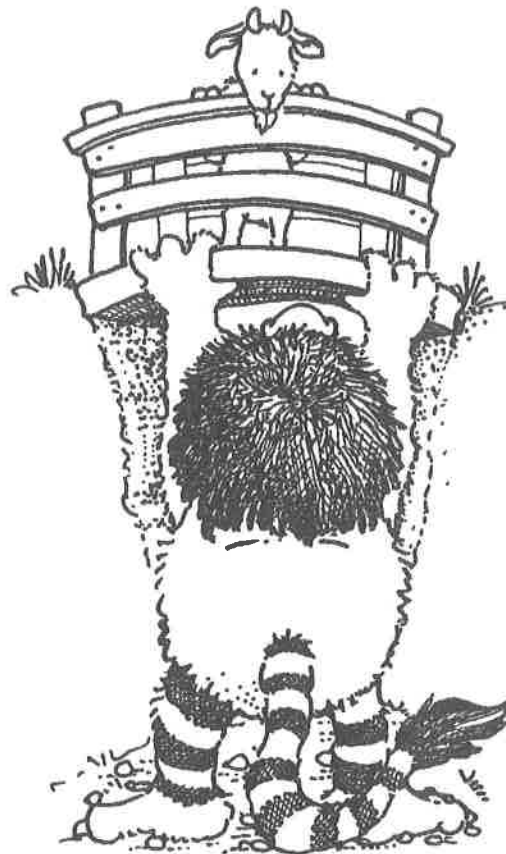
"Who's that crossing over my bridge?" roared the troll.

"It is I, the Biggest Billy Goat. I want to go to the hillside to eat the new grass."

"I'm going to gobble you up!" screamed the troll.

"You can't eat me! I am the Biggest Billy Goat." He lowered his head, stomped his feet, shook his horns, and charged at the troll. With one butt of his head he knocked the troll back in the water under the bridge.

And the third Billy Goat joined his brothers on the hillside to eat the new grass.



Retold by Mary Rose

Dear Parents,

Quite often teachers, as well as standardized tests, ask students to tell the difference between the main idea of a story and the supporting details. This is an important reading comprehension skill because it helps the reader to home in on major and minor concepts and to sort out the meaning of a story. In this story, the main idea is quite simple: the Three Billy Goats Gruff want to eat grass and the troll wants to eat them! Help your child understand this main message. All of the other information in the story is supporting detail.

Skill

Determining the Main Idea  
Identifying Supporting Details

We completed this assignment together.

\_\_\_\_\_  
(Child's Signature)

\_\_\_\_\_  
(Parent's Signature)

## The Questions



The main idea of this story is that the Three Billy Goats Gruff want to eat grass and the troll wants to eat all of them. Everything else is a detail. Write five different details from the story of the Three Billy Goats Gruff.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_