

**2<sup>ND</sup>**

# **GRADE HOMEWORK**

October 1 - 5, 2012

## **Monday**

Study this week's spelling list for Friday's test. Complete the "Spelling ABC" worksheet. Have an adult sign your paper when it is correct.

## **Tuesday**

Study your spelling words. Complete Math Problem Solving pages 15 and 16. Complete the "I Study a Leaf" and "Books Are Fun" worksheets.

## **Wednesday**

Tonight, you will do "family homework". Ask a parent to work with you. Read the selection, "The Man With the Coconuts," aloud to an adult. Then, with adult guidance, talk about "cause" and "effect" together and write your answers to the comprehension questions. You will both sign this paper. All homework is due tomorrow morning.

## **Thursday**

This is a paper-free night! Review the spelling words to be ready for tomorrow's test. Practice, play spelling games, and take a test on this week's words. Work on time, money, and math facts.

**READ! READ! READ!**

## **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

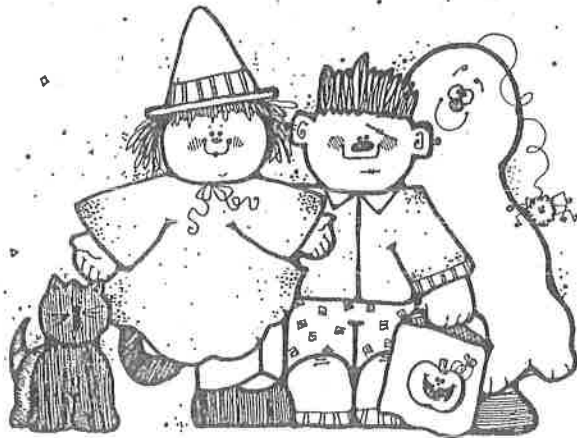


# Lesson 5

## Short Vowel u

### Spelling Words

1. truck
2. just
3. bus
4. must
5. gum
6. hunt
7. drum
8. trust
9. bump
10. luck
- \* 11. does
- \* 12. once



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

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

# \_\_\_\_\_

Spelling Lesson 5 - Short Vowel u

Word List

Vowels

Syllables

ABC Order

1	truck			
2	just			
3	bus			
4	must			
5	gum			
6	hunt			
7	drum			
8	trust			
9	bump			
10	luck			
*11	does			
*12	once			
13				
14				
15				

## Reading Strategy • Create Mental Images

Think about what is happening in the problem.  
Then draw a picture or make a model.  
Write the number sentence to solve.

1. Karla had 3 mice. Then she bought 6 more mice. How many mice did she have?

$$\underline{3} \oplus \underline{6} = \underline{9} \text{ mice}$$

2. There were 10 cats in the yard. Then 4 of them went into the house. How many cats were still in the yard?

$$\underline{\quad} \ominus \underline{\quad} = \underline{\quad} \text{ cats}$$

3. Hal saw 6 birds in a tree and 5 birds on the ground. How many birds did Hal see?

$$\underline{\quad} \oplus \underline{\quad} = \underline{\quad} \text{ birds}$$

4. Jan has 7 goldfish. Ping has 3 goldfish. How many more goldfish does Jan have than Ping?

$$\underline{\quad} \ominus \underline{\quad} = \underline{\quad} \text{ goldfish}$$

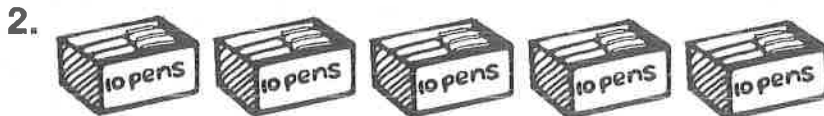
Understand Plan Solve Check

## Tens

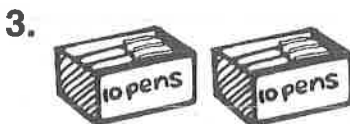
Write how many tens.  
Then write how many ones.



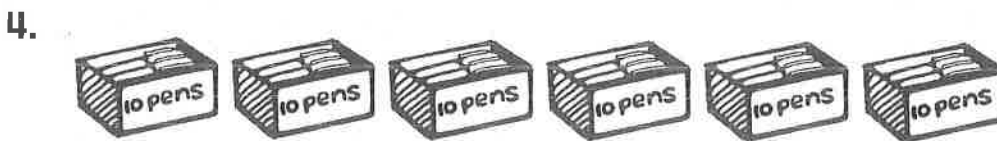
$$\underline{8} \text{ tens} = \underline{80} \text{ ones}$$



$$\underline{\quad} \text{ tens} = \underline{\quad} \text{ ones}$$



$$\underline{\quad} \text{ tens} = \underline{\quad} \text{ ones}$$



$$\underline{\quad} \text{ tens} = \underline{\quad} \text{ ones}$$

Mark the correct answer.

5. Vic ordered 30 pens. How many boxes of 10 pens did Vic order?

- 3                       5  
 10                       30

6. Cathy ordered 1 box of ten pens. How many pens did she order?

- 1                       10  
 50                       100

# I Study a Leaf



Here is a drawing of my leaf.



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23

1. I found my leaf \_\_\_\_\_.

2. My leaf is \_\_\_\_\_ cm long and \_\_\_\_\_ cm wide.

3. My leaf is colored \_\_\_\_\_.

4. My leaf smells like \_\_\_\_\_.

5. My leaf feels like \_\_\_\_\_.

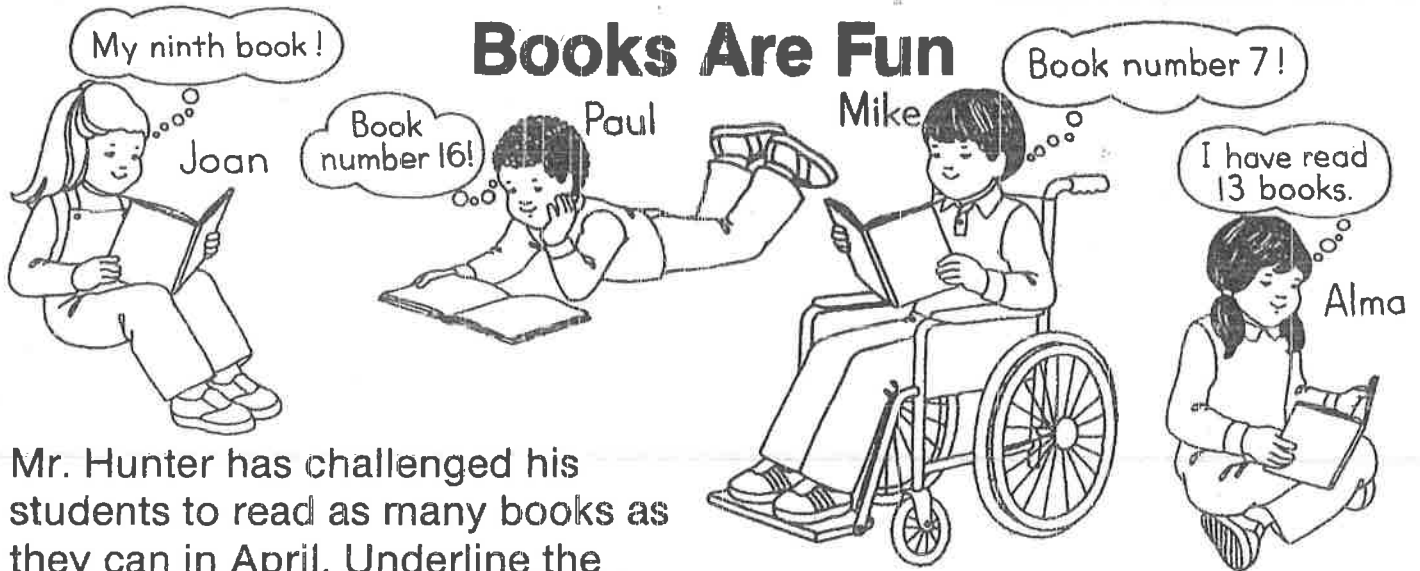
6. What are leaves for? \_\_\_\_\_



Name \_\_\_\_\_



#

Skill: Locating information,  
Addition and subtraction facts 11-18



# Books Are Fun

Mr. Hunter has challenged his students to read as many books as they can in April. Underline the addition or subtraction key words. Write a number sentence and the answer.

 **Key Words**   
 how many left      how much less  
 in all      altogether      total  
 how many fewer      how many more

1. How many books have Joan and Mike read altogether?

\_\_\_\_\_

They read \_\_\_\_ books altogether.

2. How many more books has Paul read than Joan?

\_\_\_\_\_

Paul has read \_\_\_\_ more books.

3. Mike wants to read 8 more books. If he does, what will his new total be?

\_\_\_\_\_

Mike's total will be \_\_\_\_ books.

4. How many fewer books has Joan read than Alma?

\_\_\_\_\_

Joan has read \_\_\_\_ fewer books.

5. If Joan reads 9 more books, how many books will she have read in all?

\_\_\_\_\_

Joan will have read \_\_\_\_ books.



# The Man With the Coconuts

LISTEN to  
your child read  
this story aloud.

One day a man went out to gather coconuts. He found a great many, so he put a heavy load of them on his horse and started home.

On the way he met a boy. The man said, "How long will it take me to reach my house?"

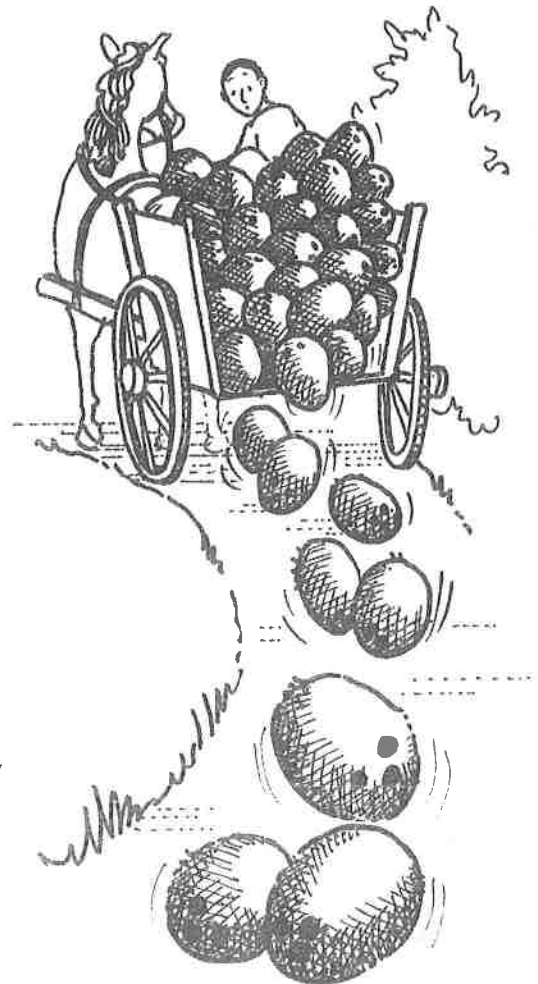
The boy looked at the heavy load of coconuts on the horse. Then he said, "If you go slowly, you will arrive very soon, but if you go fast, it will take you all day to reach your house."

The man thought over this strange speech, but he could not believe the boy. So he began to hurry his horse. The coconuts fell off, and he had to stop to pick them up.

Then the man hurried his horse all the more to make up for the lost time. Again the coconuts fell off. Again the man had to stop and pick them all up.

Then he hurried his horse more than ever to make up for more lost time. Again and again the coconuts fell off. Again and again the man had to stop to pick them up. Again and again he hurried his horse more and more to make up for all of the time he had lost.

When at last he reached home, it was night. He thought of the boy's speech, but it did not seem strange to him anymore.



By Mabel Cook Cole

Dear Parents,

As with all these homework assignments, your child is supposed to read this story out loud to you. Because this is such an important aspect of these homework lessons, this letter focuses on a critical aspect of your child's reading and of your listening. While your child is reading, if you hear him or her make an error, do not rush to immediately point it out. Most of the time children themselves will hear an error and self-correct. If we correct children too quickly, they will learn to depend on us rather than learning to listen to themselves to insure that what they are reading makes sense.

The skill for this lesson is recognizing cause and effect.

Skill

Identifying Cause and Effect

We completed this assignment together.

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

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

## The Questions



Look carefully at what the little boy said. (The sentence is underlined in the story.) When we first read it, his sentence does not make sense. Later, it does. Write the answers to these questions to help you figure out why.

1. What was the cause of the man's problem? \_\_\_\_\_

\_\_\_\_\_

2. What was the effect of moving the horse faster? \_\_\_\_\_

\_\_\_\_\_

3. How did he try to solve the problem? \_\_\_\_\_

\_\_\_\_\_

4. Why was the little boy's sentence true? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_