

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

September 17 – September 21, 2012

## Monday

Study this week's spelling list 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. Also, complete "It's a Dilly!" work sheet. You will return your homework packet on Thursday morning.

## Tuesday

Study the spelling words. Complete the math Problem Solving paper. It reviews class Lessons 2.3 and 2.4. To coincide with our Social Studies unit about ancestors, please complete the "Comparing Past and Present" worksheet. Sentences should be written neatly and in complete sentences. Pictures should be drawn with crayons or colored pencils only. Check your spelling! 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. Then, complete the "Number Families" page. Return your checked and signed homework tomorrow.

## 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.

## 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!



# Lesson 3

## Short Vowel i

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### Spelling Words

1. six
2. win
3. swim
4. crib
5. lift
6. list
7. skip
8. twig
9. slid
10. miss
- \*11. quick
- \*12. until

Name: \_\_\_\_\_ Date: \_\_\_\_\_ # \_\_\_\_\_

Spelling Lesson 3 - Short Vowel i

Word List                      Vowels                      Syllables                      ABC Order

1	six				
2	win				
3	swim				
4	crib				
5	lift				
6	list				
7	skip				
8	twig				
9	slid				
10	miss				
*11	quick				
*12	until				
13					
14					
15					

# It's a Dilly!

Name \_\_\_\_\_

**Word List**    fix    still    sit    win  
 tin    fit    hit    will    hill    bill



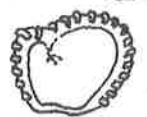
**My Own Special Words**

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

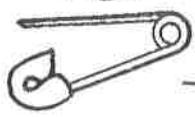
Use the Word List to write the words that rhyme with the pictures. Circle the letters that rhyme.



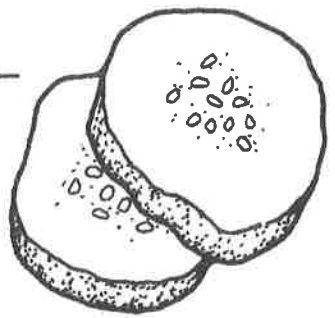
\_\_\_\_\_



\_\_\_\_\_



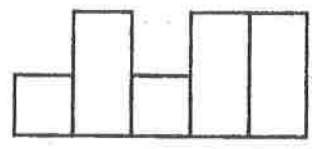
\_\_\_\_\_



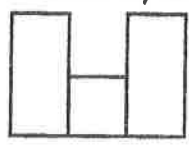
Write the word that did not rhyme. \_\_\_\_\_

Use the Word List to write the missing word in the boxes.

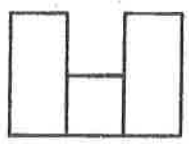
1. The cat stood \_\_\_\_\_ as the dog walked by him.



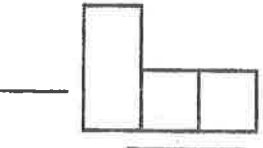
2. Do the new shoes \_\_\_\_\_ you?



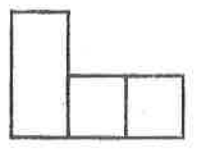
7. Minna swung the bat and \_\_\_\_\_ the ball into the field.



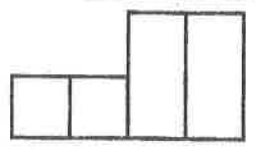
3. My sister helped me \_\_\_\_\_ the broken toy.



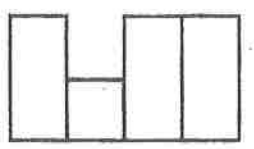
8. Some cans are made of \_\_\_\_\_.



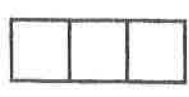
4. When \_\_\_\_\_ we go on our trip?



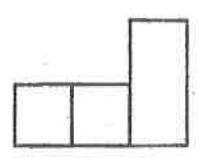
9. Mom paid the phone \_\_\_\_\_.



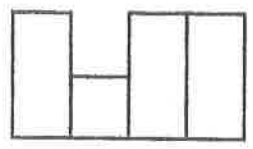
5. Willy wants his friend to \_\_\_\_\_ the contest.



10. My friend and I want to \_\_\_\_\_ next to each other.



6. We walked the trail to the top of the \_\_\_\_\_.



~~Let's Write!~~ On a separate sheet of paper, describe how you would fix something that is broken.

Understand

Plan

Solve

Check

## Think Addition to Subtract

Draw a picture.

Then complete the number sentence.

1. Judy has 12 cars.  
She gives 7 cars to Will.  
How many does she have left?

$$\underline{12} - \underline{7} = \underline{5} \text{ cars}$$

2. Steve has 5 cars.  
Maria gives him 7 more.  
How many does he have now?

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cars}$$

3. Sam has 10 trucks.  
He loses 5 trucks.  
How many does he have left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad} \text{ trucks}$$

4. Vicki has 5 blue trucks  
and 5 red trucks. How  
many trucks does she have?

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ trucks}$$

Mark the correct answer.

5. There are 13 ants on a log.  
Then 7 ants crawl away.  
How many ants are left?

 4

 6

 5

 7

6. There are 5 children.  
2 children are boys.  
How many are girls?

 1

 7

 3

 8

Understand

Plan

Solve

Check

## Fact Families

Write the fact family for the set of numbers.

1. Martha pulls 15 cubes out of a bag.  
7 cubes are red and 8 cubes are blue.

$$\underline{7} + \underline{8} = \underline{15}$$

$$\underline{8} + \underline{7} = \underline{15}$$

$$\underline{15} - \underline{7} = \underline{8}$$

$$\underline{15} - \underline{8} = \underline{7}$$

2. Ann Lee pulls 11 cubes out of a bag.  
5 cubes are yellow and 6 cubes are green.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

3. Carol pulls 17 cubes out of a bag.  
9 cubes are blue and 8 cubes are red.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Mark the correct answer.

4. Lin has 9 pennies. Leslie gives her 4 more. How many pennies does Lin have?

- 5  
 7  
 13  
 14

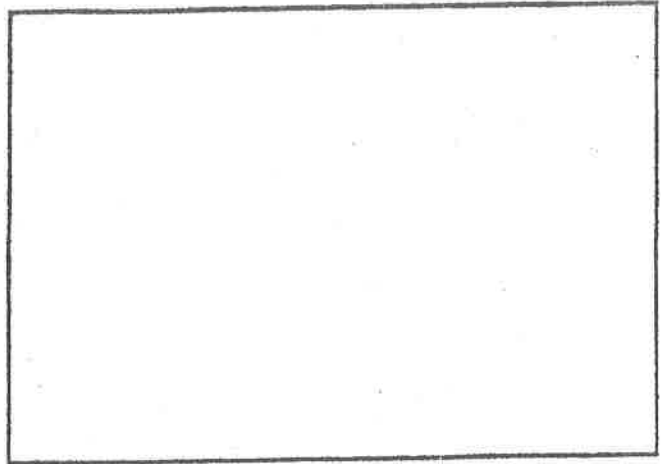
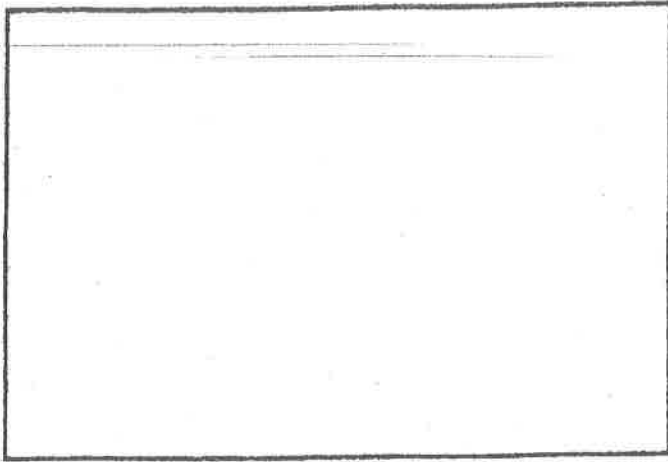
5. Which belongs in the fact family for the set of numbers?

4	5	9
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- $9 - 4 = 5$   
  $5 + 9 = 14$   
  $14 - 5 = 9$   
  $5 - 4 = 1$

**Comparing Past and Present** Name \_\_\_\_\_

Draw and describe two things that one of your grandparents did when he/she was young.



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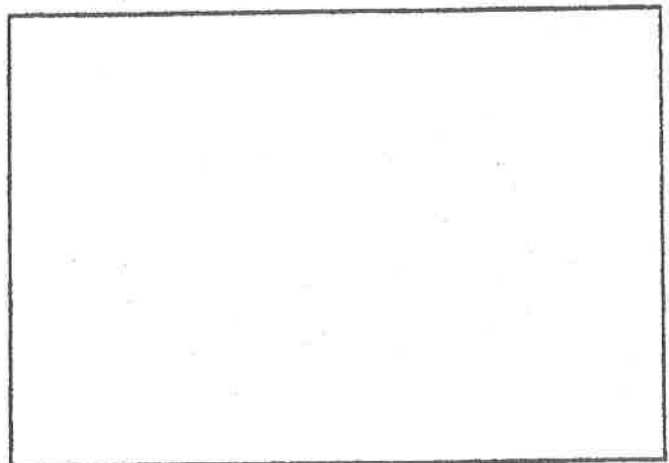
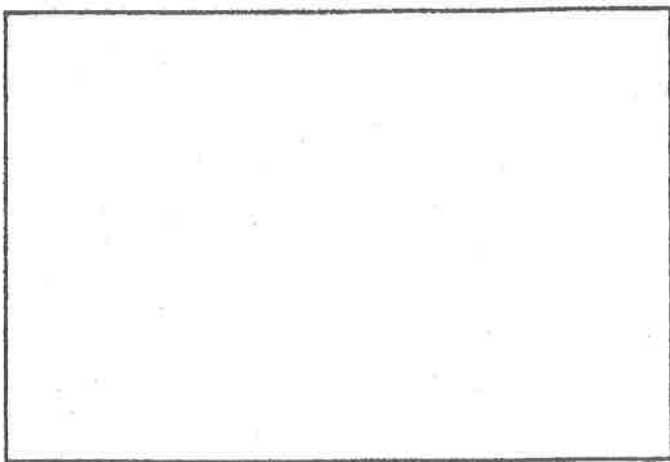
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Draw and describe two things that you have now that one of your grandparents did not have when he/she was growing up.



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# The Real Princess

LISTEN to  
your child read  
this story aloud.

Once upon a time there was a prince who was looking for a real princess to marry. He looked and looked and looked. He wanted a real princess to be his wife. All of the girls he met had something wrong with them, and he knew they weren't really princesses.

One night there was a terrible storm. The wind blew and the rain came down very hard. Then there was a knock at the castle door. The king opened the door and saw a girl. She looked terrible. Her hair and clothes were wet and dirty, but she was very pretty.

The king let the girl come in the house. The queen said she could stay all night because of the storm. The girl said that she was a real princess. The queen decided to find out if this was true.

The queen put one single pea on the girl's bed. Then she placed twenty mattresses on top of the pea, and the girl went to sleep.

The next morning the king and queen asked the girl if she had a good night's sleep. She said no. She said that there was something hard in her bed and now she was black and blue.

The prince and the king and the queen knew that only a real princess could feel the pea through twenty mattresses. The prince married the princess and they lived happily ever after.



By Hans Christian Andersen. Retold by Mary Rose



## Dear Parents,

In this lesson, children are trying to understand how the author develops a conflict or problem, in a story and then solves it for the reader. Your child will be expected to do this with far more complicated plots in later grades, but we can begin building a foundation for this skill by starting with this simple story. Help your child identify the three major elements, or components, of this story: the problem, the solution, and the resolution.

1. What is the problem? (The prince wants a real princess.)
2. How does he solve the problem? (His mother uses a pea to determine if this is indeed a real princess.)
3. How is the problem resolved? (The pea test proves that she is a real princess and the prince marries her.)

## Skill

### Identifying Story Elements: Conflict and Resolution

We completed this assignment together.

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

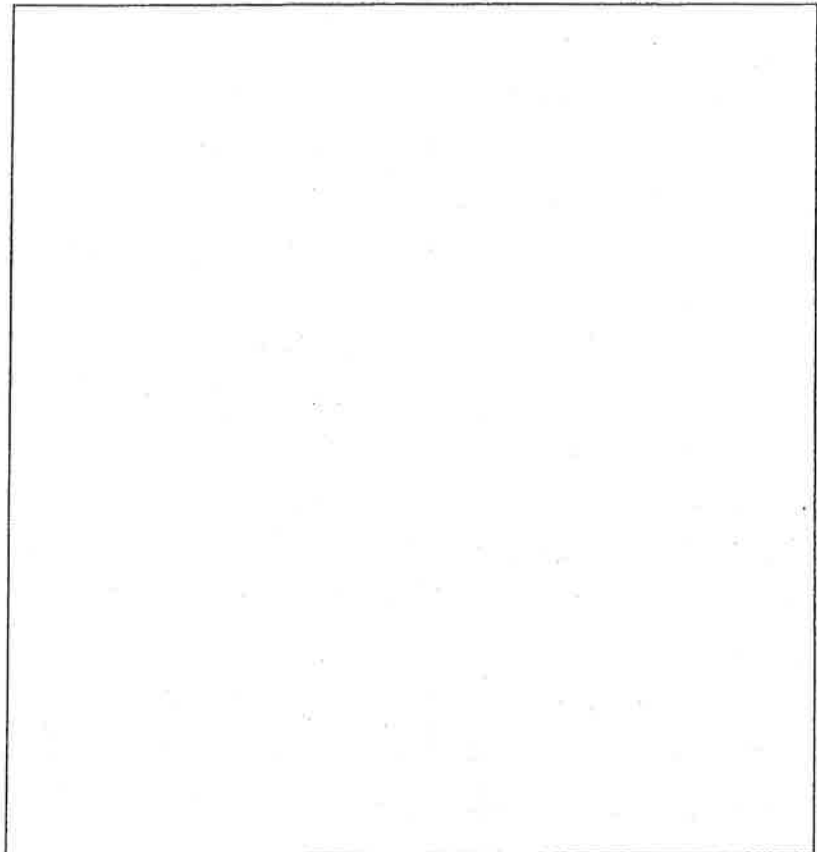
\_\_\_\_\_  
(Parent's Signature)

## The Questions



Get out your crayons or colored pencils. Go back to the first paragraph and draw a **red** circle around the one sentence that tells us the prince's problem. Go to the fourth paragraph and draw a **blue** circle around the words that describe what the queen did to solve the prince's problem. Use a **green** crayon to circle one sentence that tells how the story ends.

Now draw a picture of the princess and her bed with the pea and twenty mattresses on it. Ask your parent to help you count the mattresses correctly.



# Number Families

Complete each equation.



Learning number families will help you learn the addition and subtraction facts.



1.

7  
2 5

$$\begin{array}{r} \underline{\quad} 2 + \underline{\quad} 5 = \underline{\quad} 7 \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

2.

8  
2 10

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

3.

2  
6 4

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

4.

8  
3 11

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

5.

8  
5 13

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

6.

3  
10 7

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

7.

11  
7 4

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

8.

9  
6 3

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

