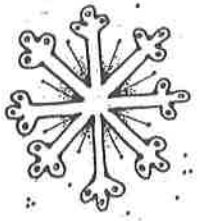


# 2<sup>nd</sup> Grade Homework Packet

## December 10 - 13, 2012



### Monday

Study this week's spelling list for Friday's test. Review math facts. Complete the spelling sheet and the cause and effect sheet. Have an adult check and sign your homework, after you correct it. Read!

### Tuesday

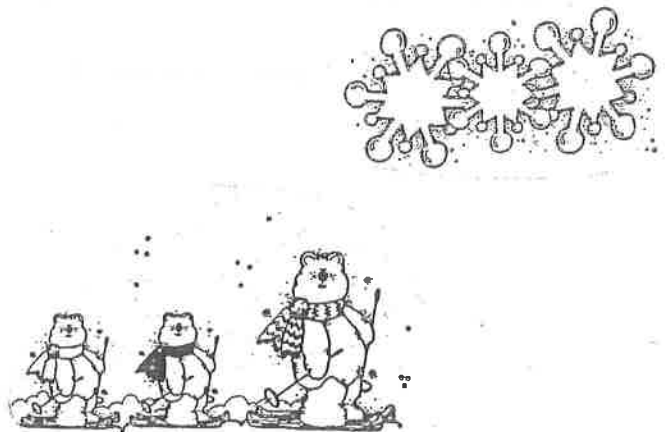
Study the spelling words. Practice math facts. Complete the math Problem Solving paper pages 45 - 46 about telling time. Do the "High Five" page. Have an adult check your homework for errors, and sign after you correct it. Read!

### Wednesday

Study the spelling words. Practice math facts. Complete the math Problem Solving paper pages 47 - 48. Read the nonfiction selection "Know About Snow" to an adult. Answer the theme questions using complete sentences. Have an adult check your homework for errors and you will both sign the paper together. Read. Return your checked and signed homework tomorrow.

### Thursday

This is a paper-free night. Study your spelling words for tomorrow's test. Work on time, money, and math facts. Read!



## Lesson 13

### Consonant Digraphs - ch, wh

#### Spelling Words

1. ranch
2. where
3. bench
4. which
5. catch
6. why
7. witch
8. what
9. whose
10. watch
11. when
12. who
- \* 13. chocolate
- \* 14. children
- \* 15. while

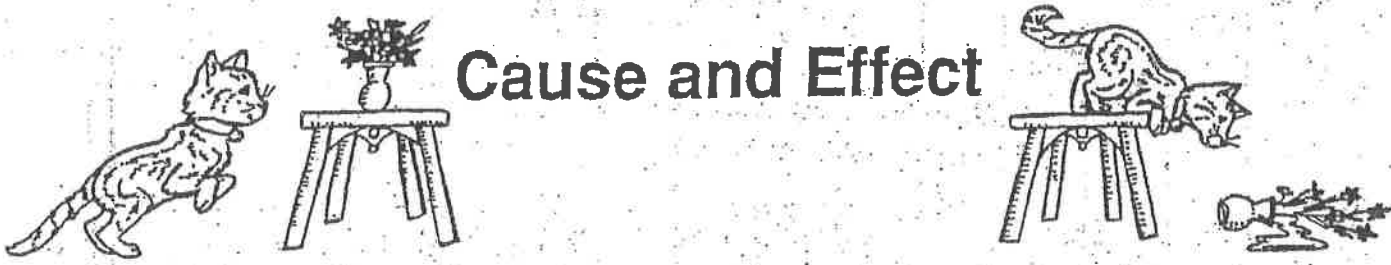


Name: \_\_\_\_\_ Date: \_\_\_\_\_ # \_\_\_\_\_

Spelling Lesson 13 - Consonant Digraphs - ch, wh

Word List

	Vowels	Syllables	ABC Order
1	ranch		
2	where		
3	bench		
4	which		
5	catch		
6	why		
7	witch		
8	what		
9	whose		
10	watch		
11	when		
12	who		
*13	chocolate		
*14	children		
*15	while		



# Cause and Effect

The pictures above illustrate a cause and effect relationship. A **cause** is the reason something happens and an **effect** is the thing that happens. The flowers fell to the floor (effect) because the cat jumped on the table (cause). The words *because, so, since, therefore, as a result, thus, and caused by* often signal a cause and effect sentence.

Look for cause and effect relationships as you read each sentence below. Circle the signal words. Then write the cause and effect on the lines.

1. Snow fell all night, so driving was hazardous in the morning.

cause: \_\_\_\_\_

effect: \_\_\_\_\_

2. Because she was sick on Saturday, Ellen missed the bowling tournament.

cause: \_\_\_\_\_

effect: \_\_\_\_\_

3. A shortage of food in some countries was caused by months of dry weather.

cause: \_\_\_\_\_

effect: \_\_\_\_\_

4. The school newspaper could not be published since the computer was broken.

cause: \_\_\_\_\_

effect: \_\_\_\_\_

5. As a result of frequent practice sessions, the team won the championship.

cause: \_\_\_\_\_

effect: \_\_\_\_\_

6. Some pages of the book were torn; therefore, Luke could not finish the story.

cause: \_\_\_\_\_

effect: \_\_\_\_\_

**Challenge!** Write a cause and effect sentence using the word *so*. Then write another sentence with *so* that does not show cause and effect.

# Time Before the Hour

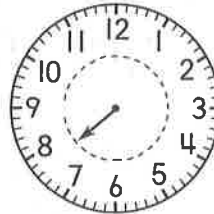
Draw the minute hand to show the time.  
Write the time.

1. Maria goes to the store at 20 minutes before 9.



8:40

2. Lamar leaves to go to school at a quarter to 8.



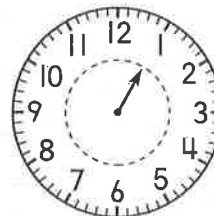
:

3. Alysha does her homework at 25 minutes before 5.



:

4. Sue plays with her friends at 5 minutes before 1.



:

Mark the correct answer.

5. Which is another way you can say 15 minutes before 11?

- quarter to 10
- quarter to 11
- quarter to 5
- quarter to 2

6. Which is another way you can say 6:55?

- 15 minutes before 8
- 25 minutes before 6
- 5 minutes before 7
- 20 minutes before 3

Understand

Plan

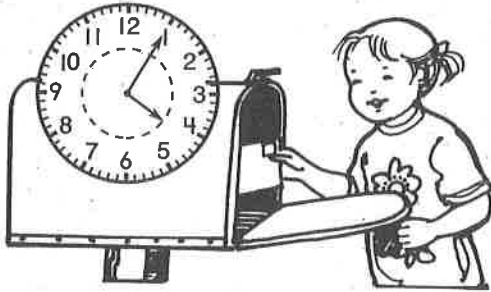
Solve

Check

## Practice Telling Time

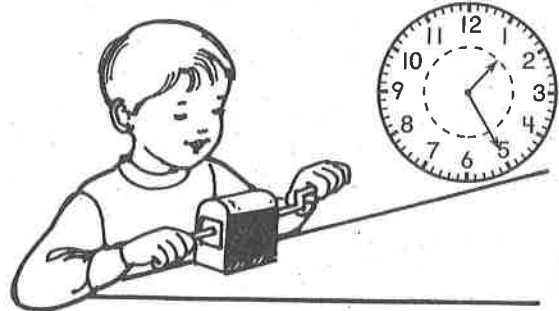
Write the time.

1. What time did Julie mail her letter?



4:05

2. What time did Lee sharpen his pencil?



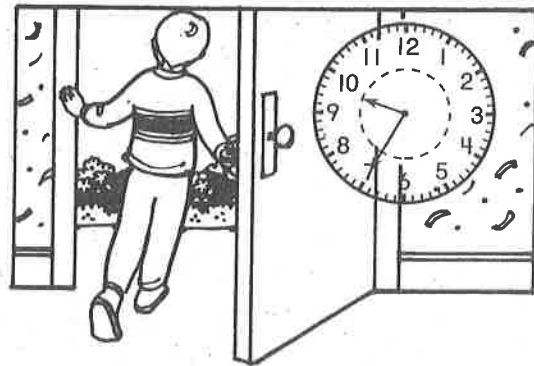
:

3. What time did Kim empty the trash?



:

4. What time did Brian leave?



:

Mark the correct answer.

5. How long does it take you to write your address?

- about 1 second  
 about 1 minute  
 about 1 hour

6. How long would it take you to write a one-page story?

- about 1 second  
 about 1 minute  
 about 1 hour

Look at the clock. Starting at the top, count by 5s. Write the multiples of 5 in the boxes to show the minutes. Then, answer the questions.

How many minutes . . .

1. between 1:00 and 1:10?

\_\_\_\_\_

2. between 3:00 and 3:05?

\_\_\_\_\_

3. between 12:00 and 12:45?

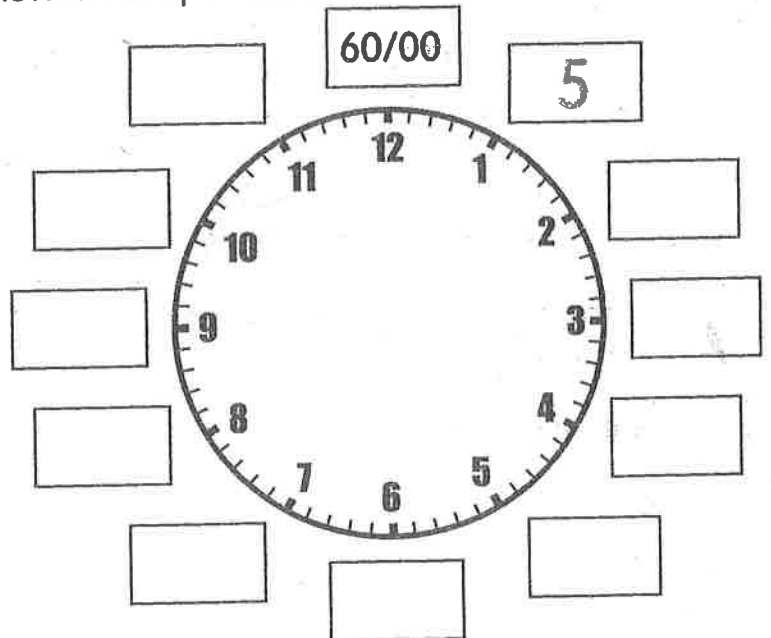
\_\_\_\_\_

4. between 4:00 and 4:30?

\_\_\_\_\_

5. Put your finger on the 3.  
Count by 5s until you get to the 7.  
What is your count?

\_\_\_\_\_



This is the amount of time that passed between 2:15 and 2:35.

6. How many minutes between 5:30 and 5:45?

\_\_\_\_\_

7. How many minutes between 7:20 and 7:30?

\_\_\_\_\_

8. How many minutes between 1:10 and 1:30?

\_\_\_\_\_

9. How many minutes between 8:35 and 8:40?

\_\_\_\_\_

10. How many minutes between 6:15 and 6:35?

\_\_\_\_\_

11. How many minutes between 10:55 and 11:00?

\_\_\_\_\_

12. How many minutes between 11:45 and 12:05?

\_\_\_\_\_



# Daily Events

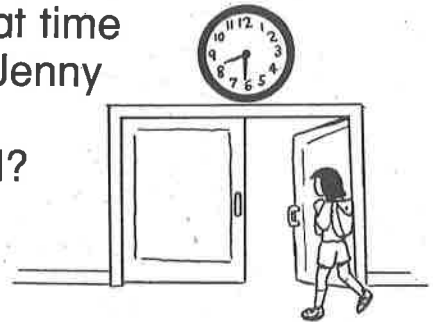
Write the correct time.  
Circle A.M. or P.M.

1. At what time does Jenny wake up?



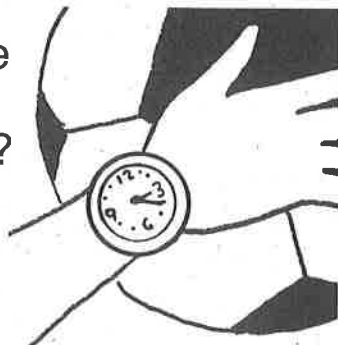
7:00 (A.M.) P.M.

2. At what time does Jenny get to school?



\_\_\_\_\_ A.M. P.M.

3. At what time does Jenny play soccer?



\_\_\_\_\_ A.M. P.M.

4. At what time does Jenny arrive home?



\_\_\_\_\_ A.M. P.M.

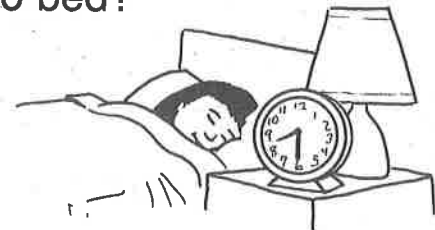
Mark the correct answer.

5. At what time does Jenny eat dinner?



- 11:00 P.M.
- 7:00 A.M.
- 6:00 P.M.
- 10:00 P.M.

6. At what time does Jenny go to bed?



- 4:30 A.M.
- 8:30 P.M.
- 2:00 A.M.
- 6:00 P.M.

## Reading Strategy • Use Context Clues to Confirm Meaning



Look for words you know to help you understand each problem. Write how much time has passed.

1. Jed plays ball from 9:00 A.M. to 10:00 A.M. How much time has passed?

1 hour

2. Tammi eats lunch from 12:15 P.M. to 12:45 P.M. How much time has passed?

30 minutes

3. Abdul visits his friend from 3:00 P.M. to 7:00 P.M. How much time has passed?

4 hours

4. Larry starts to read a book at 4:30 P.M. He finishes the book at 4:45 P.M. How much time has passed?

15 minutes

5. The game starts at 11:00 A.M. and ends at 2:00 P.M. How much time has passed?

3 hours

6. Jen plays music from 9:30 A.M. to 11:30 A.M. How much time has passed?

2 hours

7. Rachel falls asleep at 8:00 P.M. and wakes up at 6:00 A.M. How much time has passed?

10 hours

8. The dog runs from 4:00 P.M. to 4:40 P.M. How much time has passed?

40 minutes

9. Max draws from 3:30 P.M. to 4:00 P.M. How much time has passed?

30 minutes

10. It starts to rain at 3:00 A.M. It stops raining at 3:00 P.M. How much time has passed?

12 hours

# Know About Snow?

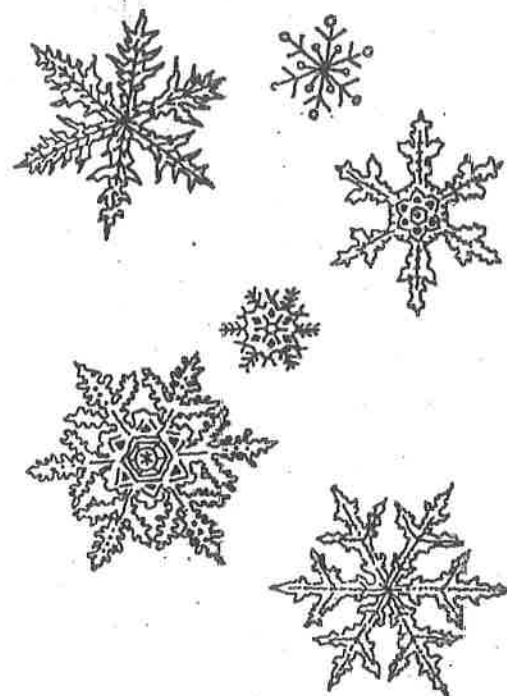
LISTEN to  
your child read  
this story aloud.

We love to roll in it, catch it on our tongues, play with it, throw it, ski and sled in it, make pretend ice cream out of it, and just look at its beauty. It is cold. It is white. It is wonderful. What is it? SNOW!

In 1931, Wilson Alwyn Bentley photographed snowflakes and published the pictures in a book called *Snow Crystals*. Before then, people had not realized that snowflakes were really crystals, and they did not know that every flake that ever fell from the sky was different from every other one.

The shape of a snow crystal depends on how cold the weather is, how much water is in the air, and how hard the wind is blowing. Snowflakes can look like stars, columns, plates, or bullets. Most often the crystals freeze together and make a six-pointed star. The shape of the crystals determines if the snowflakes will make a light and fluffy powder—which is great for skiing—or if it will make the thick and heavy snow that is perfect for making snowmen.

The next time you are in snow, do what Mr. Bentley did. Let a few flakes fall onto something that is dark colored, and use a small magnifying lens to look at them. You are sure to see beautiful snowflakes and you can remember, as you play in the snow, that each one is different.



By Mary Rose

Dear Parents,

We often ask children to find themes in short stories and in other fiction, but they also need to be able to identify themes in nonfiction material. This article on snow will give them an opportunity to do just that.

The theme is actually like the main idea, but it is not a direct summation of the facts. In this article, the author clearly states facts that provide specific answers to the questions below. These facts make up the main idea. But the theme goes one step beyond—it is the underlying message of all of these paragraphs put together. Ask your child (and yourself) how the author feels about snow. Look at each paragraph and see if something there proves you are correct. When you have decided what feeling or message is everywhere in the piece, you have identified the theme.

Skill

Identifying the Theme in Nonfiction

We completed this assignment together.

(Child's Signature)

(Parent's Signature)

## The Questions



1. What is this article mainly about? (Hint: You need to write more than just one word here!)

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2. What are two things you learned from reading this article?

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3. What is the theme of this article?

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