

# Artesia Public Schools

## Second Grade Packet

Week 6

May 11<sup>th</sup>- May 15<sup>th</sup>



Escuelas públicas de Artesia  
Paquete de segundo grado

Semana 6

11 de mayo-15 de mayo

## Read Aloud Suggestions:

- Read with a parent. You read a page, and then they read a page. Ask each other questions about your page.
- Read aloud to a younger sibling and explain to them what's happening in the story.
- Read aloud to a pet or stuffed animal.
- Read aloud to an older sibling. Then ask them questions about what you have read to see if they listened.
- Read and then write down three things you liked about the story.
- Read and then write down three things you learned from the story.

## Online Resources:

- [www.tumblebookslibrary.com](http://www.tumblebookslibrary.com)  
Click the free trial tab at the top of the site to get an account.
  - [www.getepic.com](http://www.getepic.com)  
You can set up a free account as a parent. Click on the blue section to the right of the little boy.
  - [www.ixl.com](http://www.ixl.com)  
Your student should have an account to access this material. You can reach out to your student's teacher if you need this information.
  - <https://global-zone51.renaissance-go.com/welcomeportal/259596>  
Your child can still take AR tests and complete AM assignments. They should know their username and password.
  - [www.spellingcity.com](http://www.spellingcity.com)  
Click the blue login tab in the top right corner. Contact your child's teacher if you need help logging in.
- 

## Sugerencias de leer en voz alta:

- Leer con un padre. Lees una página, y luego leen una página. Hágase preguntas sobre su página.
- Lea en voz alta a un hermano menor y explíqueles lo que está sucediendo en la historia.
- Léale en voz alta a una mascota o animal de peluche.
- Leer en voz alta a un hermano mayor. Luego hágales preguntas sobre lo que ha leído para ver si escucharon.
- Lea y luego escriba tres cosas que le gustaron de la historia.
- Lea y luego escriba tres cosas que aprendió de la historia.

## Recursos en línea:

- [www.tumblebookslibrary.com](http://www.tumblebookslibrary.com)  
Haga clic en la pestaña de prueba gratuita en la parte superior del sitio para obtener una cuenta.
- [www.getepic.com](http://www.getepic.com)  
Puede configurar una cuenta gratuita como padre. Haga clic en la sección azul a la derecha del niño.
- [www.ixl.com](http://www.ixl.com)  
Su estudiante debe tener una cuenta para acceder a este material. Puede comunicarse con el maestro de su estudiante si necesita esta información.
- <https://global-zone51.renaissance-go.com/welcomeportal/259596>  
Su hijo aún puede tomar exámenes AR y completar tareas de AM. Deben saber su nombre de usuario y contraseña.
- [www.spellingcity.com](http://www.spellingcity.com)  
Haga clic en la pestaña azul de inicio de sesión en la esquina superior derecha. Comuníquese con el maestro de su hijo si necesita ayuda para iniciar sesión.

# APS 2<sup>nd</sup> Grade Math and Reading

## Week 6



Day 1	<ul style="list-style-type: none"><li>• Monday Math Bellwork</li><li>• Addition &amp; Subtraction Fluency #6</li><li>• Math Skill-3-Digit Addition</li><li>• P. 544 &amp; 545</li><li>• Carrot Life Cycle</li></ul>
Day 2	<ul style="list-style-type: none"><li>• Tuesday Math Bellwork</li><li>• Addition &amp; Subtraction Fluency #7</li><li>• Math Skill-Counting Money</li><li>• P. 543 &amp; 563</li><li>• Bald Eagle Diagram</li></ul>
Day 3	<ul style="list-style-type: none"><li>• Wednesday Math Bellwork</li><li>• Addition &amp; Subtraction Fluency #8</li><li>• Math Skill-3-Digit Subtracting</li><li>• P. 554</li><li>• Ladybugs</li></ul>
Day 4	<ul style="list-style-type: none"><li>• Thursday Math Bellwork</li><li>• Addition &amp; Subtraction Fluency #9</li><li>• Math Skill-Word Problems</li><li>• P. 556 &amp; 562</li><li>• Butterfly Diagram</li></ul>
Day 5	<ul style="list-style-type: none"><li>• Addition &amp; Subtraction Fluency #10</li><li>• Math Skill-Math Quiz</li><li>• P. 552 &amp; 553</li><li>• <i>When I Grow Up</i> writing activity</li></ul>

**\*15 minutes of Math and 15 minutes of Reading**

### Directions:

This week is a review of the previous 5 weeks. There is not a weekly story or spelling words.

**Thank you for working on your packet!**  
**We hope you have a GREAT SUMMER!**

# APS 2º Grado Matemáticas y Lectura

## Semana 6



Día 1	<ul style="list-style-type: none"><li>• Matemáticas: Bellwork de lunes</li><li>• Suma y resta fluidez # 6</li><li>• Matemática: Sumando con 3 dígitos</li><li>• P. 544 &amp; 545</li><li>• Ciclo de vida de la zanahoria (Carrot Life Cycle)</li></ul>
Día 2	<ul style="list-style-type: none"><li>• Matemáticas: Bellwork de martes</li><li>• Suma y resta fluidez # 7</li><li>• Habilidades Matemáticas: Dinero para contar</li><li>• P. 543 &amp; 563</li><li>• Diagrama de águila calva (Bald Eagle Diagram)</li></ul>
Día 3	<ul style="list-style-type: none"><li>• Matemáticas: Bellwork de miércoles</li><li>• Suma y resta fluidez # 8</li><li>• Matemáticas: Resta de 3 dígitos</li><li>• P. 554</li><li>• Mariquitas</li></ul>
Día 4	<ul style="list-style-type: none"><li>• Matemáticas: Bellwork de jueves</li><li>• Suma y resta fluidez # 9</li><li>• Habilidades Matemáticas: Problemas de palabras</li><li>• P. 556 &amp; 562</li><li>• Diagrama de mariposa (Butterfly Diagram)</li></ul>
Día 5	<ul style="list-style-type: none"><li>• Suma y resta fluidez # 10</li><li>• Habilidad Matemáticas: Prueba de matemática</li><li>• P. 552 &amp; 553</li><li>• <i>Cuando crezca</i> actividad de escritura (<i>When I Grow Up</i>)</li></ul>

**\*15 minutos de matemáticas y 15 minutos de lectura**

### Direcciones:


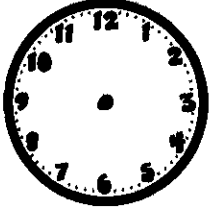





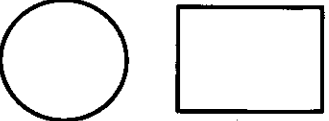


Esta semana es una revisión de las 5 semanas anteriores. No hay una historia semanal o palabras de ortografía.

**¡Gracias por trabajar en su paquete!**  
**¡Esperamos que tengas un GRAN VERANO!**

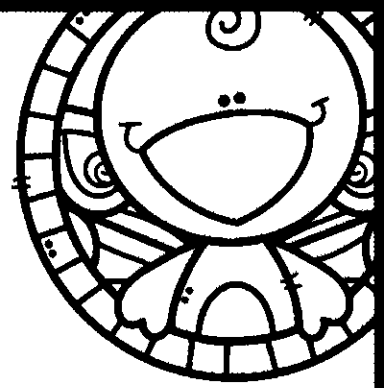
Name:

Week 6 Daily Math Bellwork

Date:

Monday	Tuesday	Wednesday	Thursday
<p>Write 309 in <b>expanded</b> form.</p> <p><b>Word</b> form.</p> <p>_____</p> <p>_____</p>	<p>Count forward by fives. 82, _____, _____, _____</p> <p>Count forward by tens. 97, _____, _____, _____</p> <p>Count forward by hundreds. 601, _____, _____, _____</p>	<p>What is the largest number you can make with 0, 3, and 4?</p>	<p>How many tens are there in 180?</p> <p>290 is the same as _____ ones _____ tens _____ hundreds</p>
<p>Victoria took a train ride with her family to the mountains. After 45 minutes, the train stopped for 15 minutes. The train then traveled another 45 minutes before getting to the mountains. How many minutes was Victoria on the train altogether?</p>	<p>A baker is decorating cupcakes for his bakery. Before breakfast, he decorates 45 cupcakes. After breakfast, he decorates 47 more. How many did he decorate altogether?</p>	<p>Kristy's bedroom is 12 feet wide. Her sister's bedroom is 14 feet wide. How many feet are both bedrooms in all?</p>	<p>Luis has 64 ounces of water. He drinks 38 ounces. How many ounces of water does Luis have left?</p>
<p>Write the time using AM or PM.</p>  <p>_____ : _____ AM PM</p> <p>Riding the bus home from school</p>	<p>Compare the numbers using &gt; &lt; =</p> <p>127 ○ 211</p>	<p>Show 12:40 on the clock below.</p> 	<p>Compare the numbers using &gt; &lt; =</p> <p>657 ○ 276</p>
<p>If you have 3 dollar bills, 5 quarters, 3 dimes, 3 nickels, and 3 pennies, how much money do you have?</p>	<p>The height of your best friend is about _____ feet. (circle)</p> <p>1 ft   3 ft   4 ft   6 ft</p> 	<p>A book costs 99 cents. How can you make 99 cents using quarters, dimes, nickels, and pennies?</p>	<p>What is the difference in length of the two rectangles?</p> <p>_____ Centimeters</p> 
<p>Solve. <math>88 + 43 + 27 + 18</math></p>	<p>Find the difference of <math>426 - 273</math>.</p>	<p>Solve. <math>74 + 36 + 27 + 35</math></p>	<p>Find the sum of <math>355 + 417</math>.</p>
<p>Draw a shape with 5 angles.</p>	<p>What is 10 more than 347?</p> <p>What is 10 less than 101?</p>	<p>Draw a shape with 6 angles.</p>	<p>What is 100 more than 897?</p> <p>What is 100 less than 530?</p>
<p>In two different ways, cut these rectangles into fourths.</p> 	<p>How many equal shares are there?</p> 	<p>Partition the shapes into thirds.</p> 	<p>Partition the shapes into halves.</p> 
<p>How many squares make up the array below? Is it an odd or even number?</p> 	<p>Draw an array using 10 objects. Write an equation for your array.</p>	<p>How many squares make up the array below? Is it an odd or even number?</p> 	<p>Draw an array using 15 objects. Write an equation for your array.</p>

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



## ADDITION & SUBTRACTION FLUENCY #6

$7+9=$  \_\_\_\_\_

$15-2=$  \_\_\_\_\_

$2+15=$  \_\_\_\_\_

$17-17=$  \_\_\_\_\_

$7+4=$  \_\_\_\_\_

$13-5=$  \_\_\_\_\_

$13+2=$  \_\_\_\_\_

$5-4=$  \_\_\_\_\_

$0+12=$  \_\_\_\_\_

$13-10=$  \_\_\_\_\_

$3+4=$  \_\_\_\_\_

$6-3=$  \_\_\_\_\_

$8+8=$  \_\_\_\_\_

$14-7=$  \_\_\_\_\_

$3+11=$  \_\_\_\_\_

$12-5=$  \_\_\_\_\_

$3+14=$  \_\_\_\_\_

$20-12=$  \_\_\_\_\_

$5+3=$  \_\_\_\_\_

$10-7=$  \_\_\_\_\_



## Adding 3-digit numbers in columns (with regrouping)

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### Grade 2 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1) \quad 235 \\ + \quad 979 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 624 \\ + \quad 889 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 487 \\ + \quad 779 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 52 \\ + \quad 459 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 157 \\ + \quad 989 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 353 \\ + \quad 757 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 214 \\ + \quad 998 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 477 \\ + \quad 675 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 114 \\ + \quad 98 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 31 \\ + \quad 689 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 129 \\ + \quad 999 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 842 \\ + \quad 668 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 429 \\ + \quad 793 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 531 \\ + \quad 589 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 113 \\ + \quad 997 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 44 \\ + \quad 687 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 367 \\ + \quad 856 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 741 \\ + \quad 699 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 627 \\ + \quad 497 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 736 \\ + \quad 998 \\ \hline \\ \hline \end{array}$$

Name \_\_\_\_\_

Read the story.  
Answer the questions.

## Help the Flood Victims

### The Gift of Giving

Juan and his family had just moved to a new town. Juan was beginning to make some friends in his new neighborhood, but he missed his old friends. Last week there was a flood in his old town. Many people lost their homes and were living in tents in open fields.

Juan wanted to raise money to help the people in his old town. But since he was new in this town, he felt strange asking people he did not know for help.

“How can I ask them for money?” he asked his mother.

“It is not easy, but you will find that most people will want to help,” she said. “First, you must make a plan. I will help you find a place where the money will do the most good.”

Juan still felt strange, but he wanted to try to do something to help the flood victims. He and his sister Maria decided to go to stores in the neighborhood. The first stop was Flynn’s Food Store.

“What can I do for you?” asked Mr. Flynn.

“Well, we’re not here to buy anything, but we’d like to ask you something. Would you like to help the people that were hurt by the flood?” Juan asked. Then he explained to Mr. Flynn what his plan was.

“If a young man like yourself can do something like this, I want to do the same,” Mr. Flynn exclaimed. “How about we work together?”

“Sure!” cheered Juan.



**Home Activity** Your child compared and contrasted characters in the story. Make a list with your child of ways people can help others in need. Compare and contrast the different ways.



Name \_\_\_\_\_

Mr. Flynn and Juan threw a party to raise money for the people in the flood area. Many of Mr. Flynn's customers offered money. Others offered clothing and canned food.

"I am so proud of you," Juan's mother cried. "I never told you, but when I was a little girl, a hurricane destroyed our home. We had nothing but the clothes we were wearing. We had nowhere to go, and little food and water. People around the world heard about the hurricane and sent food and medicine. So you see, many people help others without thinking about themselves. You have done just that!"

1. How are Juan and Mr. Flynn alike?

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. How is what Juan is doing different than something his mother did when she was a child?

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

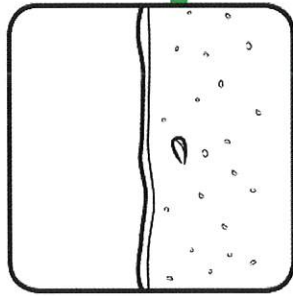
3. What is a way Juan's mother says people are alike?

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

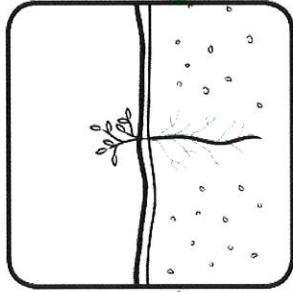
Name: \_\_\_\_\_

# Carrot Life Cycle

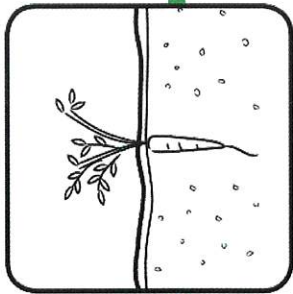
Look at the life cycle below. Then answer the questions.



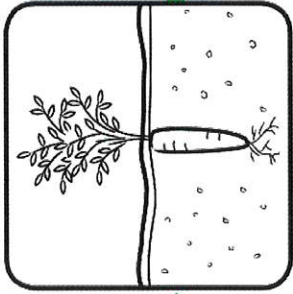
1. First, a brown carrot seed is planted in the soil.



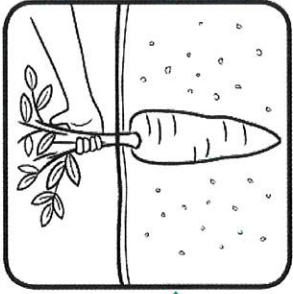
2. After that, the seed sprouts. A white root grows down. Green leaves grow up.



3. Next, the root gets bigger. Carrots have one big root called a taproot.



4. Then, the taproot gets bigger. It turns orange—or another rainbow color!



5. Finally, the carrot is full-grown and ready to pick!

1. Which happens first?

- The carrot is picked.
- The seed is planted.
- The root grows.

3. What color is the seed?

- brown
- green
- orange

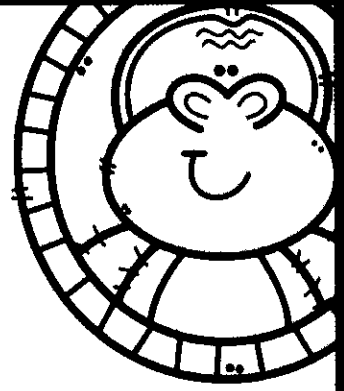
2. What is a taproot?

- a big seed
- a big root
- a big leaf

4. What happens BEFORE the root gets bigger?

- Green leaves grow up.
- The taproot turns orange.
- The carrot is ready to pick.

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



## ADDITION & SUBTRACTION FLUENCY #7

$9+9=$  \_\_\_\_\_

$9-7=$  \_\_\_\_\_

$17+3=$  \_\_\_\_\_

$20-9=$  \_\_\_\_\_

$3+9=$  \_\_\_\_\_

$12-8=$  \_\_\_\_\_

$14+2=$  \_\_\_\_\_

$18-5=$  \_\_\_\_\_

$0+9=$  \_\_\_\_\_

$13-3=$  \_\_\_\_\_

$6+13=$  \_\_\_\_\_

$11-4=$  \_\_\_\_\_

$1+8=$  \_\_\_\_\_

$18-15=$  \_\_\_\_\_

$15+2=$  \_\_\_\_\_

$5-3=$  \_\_\_\_\_

$5+6=$  \_\_\_\_\_

$16-7=$  \_\_\_\_\_

$0+18=$  \_\_\_\_\_

$10-3=$  \_\_\_\_\_

# Counting money - the 4 coins plus \$1 and \$5 bills

## Grade 2 Counting Money Worksheet

Add the money.

1.  = \_\_\_\_\_

2.  = \_\_\_\_\_

3.  = \_\_\_\_\_

4.  = \_\_\_\_\_

5.  = \_\_\_\_\_

6.  = \_\_\_\_\_

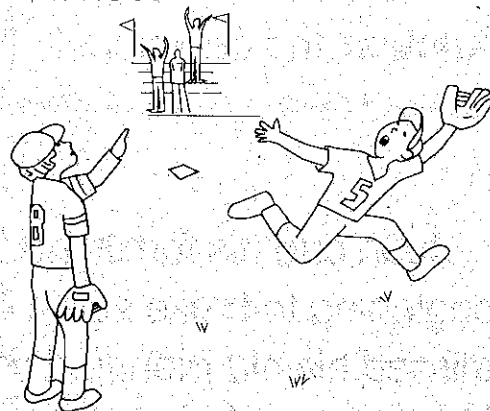
7.  = \_\_\_\_\_

Name \_\_\_\_\_

**Pick a word from the box to finish each sentence.**

**Write the word on the line.**

**bases   cheers   field  
plate   sailed   threw**



1. All the \_\_\_\_\_ were loaded.

2. The batter stood at the \_\_\_\_\_.

3. Jay \_\_\_\_\_ the ball to the batter.

4. The batter hit a home run out of the \_\_\_\_\_.

5. The ball \_\_\_\_\_ over my head, and the batter ran safely to home plate.

6. There were \_\_\_\_\_ from the crowd.

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**Home Activity** Your child reviewed lesson vocabulary learned in this unit. Have your child pretend to be a sports newscaster as he or she reads the sentences.

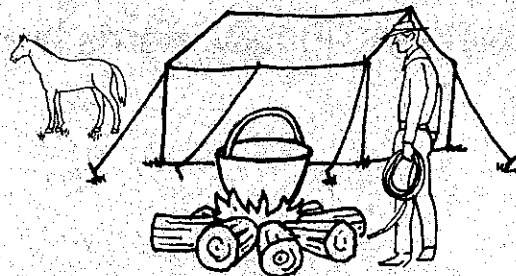
Name \_\_\_\_\_

Pick a word from the box to finish each sentence.

Write the word on the line.

campfire
cattle
cowboy  
galloped
herd
railroad
trails

1. The \_\_\_\_\_ rides a horse.  
 \_\_\_\_\_  
 \_\_\_\_\_
2. He cooks food over a \_\_\_\_\_.  
 \_\_\_\_\_  
 \_\_\_\_\_
3. He takes the \_\_\_\_\_ across the plains.  
 \_\_\_\_\_  
 \_\_\_\_\_
4. There were no roads, only dusty \_\_\_\_\_.  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Sometimes a \_\_\_\_\_ of cattle would run off.  
 \_\_\_\_\_  
 \_\_\_\_\_
6. The cowboy \_\_\_\_\_ on his horse to get them back.  
 \_\_\_\_\_  
 \_\_\_\_\_
7. The cattle went in pens near the \_\_\_\_\_ tracks.  
 \_\_\_\_\_



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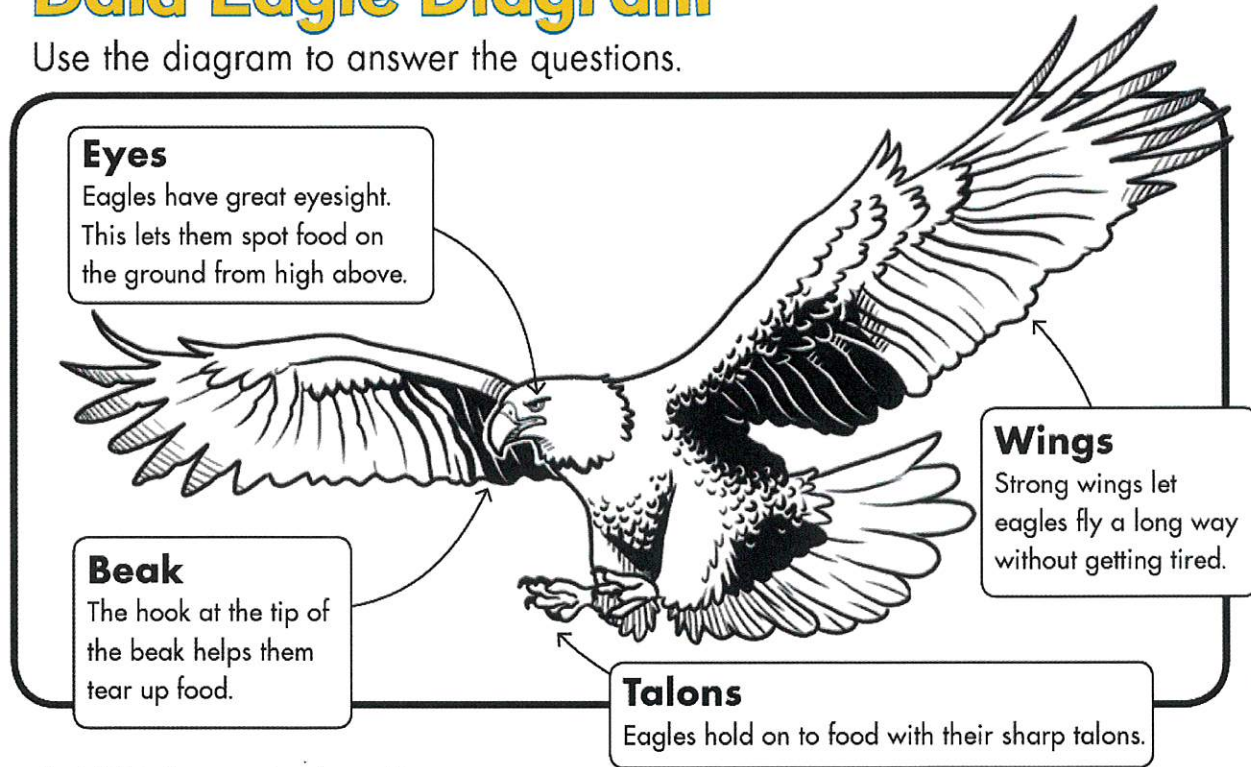


**Home Activity** Your child reviewed lesson vocabulary words learned earlier in this unit. Ask your child to write about a day in a cowboy's life using these vocabulary words.

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

# Bald Eagle Diagram

Use the diagram to answer the questions.



1. Which one is sharp?

feathers

talons

eyes

2. Which one helps them spot food on the ground?

feathers

talons

eyes

3. Which one helps them tear up food?

eyes

feathers

beak

★ **Bonus**

How do you think wings help an eagle find food?

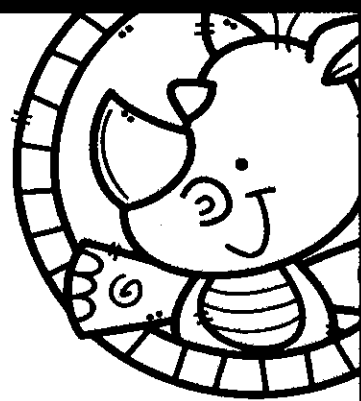
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Name: \_\_\_\_\_



## ADDITION & SUBTRACTION FLUENCY #8

$5+9=_____$

$13-12=_____$

$8+4=_____$

$9-8=_____$

$4+13=_____$

$9-9=_____$

$2+16=_____$

$12-3=_____$

$7+7=_____$

$13-7=_____$

$12+3=_____$

$7-2=_____$

$1+15=_____$

$16-5=_____$

$0+6=_____$

$19-12=_____$

$17+2=_____$

$4-3=_____$

$1+11=_____$

$9-6=_____$





## Subtracting 3-digit numbers, with regrouping

### Grade 2 Subtraction Worksheet

Find the difference.

$$\begin{array}{r} 1. \quad 835 \\ - 296 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 434 \\ - 169 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 30 \\ - 13 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 513 \\ - 436 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 272 \\ - 186 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 370 \\ - 296 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 488 \\ - 99 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 966 \\ - 699 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 933 \\ - 445 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 300 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 481 \\ - 393 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 462 \\ - 396 \\ \hline \\ \hline \end{array}$$

Name \_\_\_\_\_

# Quotation Marks

Write each sentence. Add quotation marks.



1. Where do we see flags? asked Lewis.

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2. Clark said, There is one on our porch.

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3. I see one in the classroom, Molly said.

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Add quotation marks to each sentence.

4. Flags are on the streetlights in town, said Paul.

5. Jackie asked, Is there a flag on the flagpole at school?

6. I saw a flag on a car, Eleanor said.

7. Paul said, I did not see the flag.

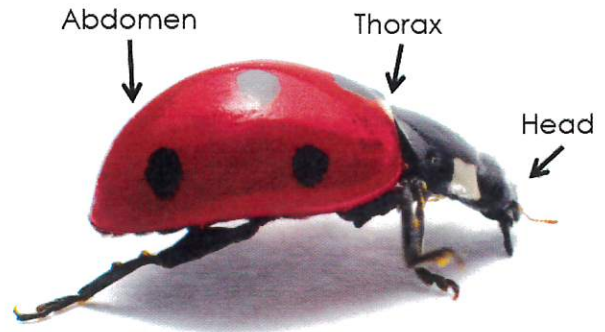
8. Are you sure there was a flag? asked Jackie.

# LADYBUGS



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Ladybugs are a type of insect. They have three main parts. They have a head, thorax, and abdomen.



© Education to the Core

Ladybugs have six legs, and two antennae. Ladybugs smell with their feet and with their antennae.



© Education to the Core

Ladybugs eat aphids, which are very small insects. They can eat up to 75 of them in a day!



Ladybug eating an aphid

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A ladybugs bright color warns birds that they do not taste good. Birds do not try to eat them.



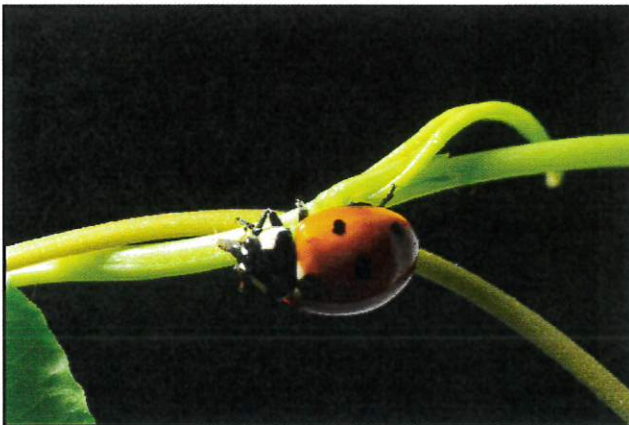
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The number of spots on a ladybug helps to identify what species it is. There are around 400 different species of ladybugs in North America.



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When a ladybug feels threatened, it oozes a terrible tasting yellow fluid out of its leg joints. This keeps predators away!



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### Ladybugs Learning Reflection

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

# Comprehension Check

Directions: Answer the following questions in complete sentences.

1. What are the body parts that a ladybug has?

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Ladybug

2. How do ladybugs smell?

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3. What do ladybugs eat?

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4. Why are ladybugs so brightly colored?

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5. What do the spots on a ladybug tell us?

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6. What does a ladybug do when it feels threatened?

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



## ADDITION & SUBTRACTION FLUENCY #9

$1+14=_____$

$18-11=_____$

$8+5=_____$

$7-4=_____$

$7+12=_____$

$18-9=_____$

$7+5=_____$

$15-15=_____$

$6+7=_____$

$16-12=_____$

$14+6=_____$

$8-4=_____$

$4+8=_____$

$15-1=_____$

$2+6=_____$

$20-15=_____$

$1+12=_____$

$5-5=_____$

$14+5=_____$

$16-14=_____$

## Addition and subtraction word problems

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### Grade 2 Word Problems Worksheet

*Read and answer each question:*

1. Finn has 89 goldfish. 32 of the goldfish escaped! How many goldfish are left?
2. Jane has 28 brown sheets of drawing paper, 27 yellow sheets of drawing paper, 14 sheets of white drawing paper and a box with 36 pencil crayons. How many pieces of drawing paper does she have?
3. Mikey had 356 leaves. Some of her leaves blew away. Now she has 112 leaves left. How many of her leaves blew away?
4. Marcus has 210 baseball cards. He has 58 more than Carter. How many baseball cards does Carter have?
5. Gavin has 23 shirts. 6 are blue, 3 are red and the rest are green. How many green shirts does Gavin have?
6. Ethan has 31 presents. Alissa has 22 more than Ethan. Jody has 1 more than Alissa. How many presents does Jody have?

Name \_\_\_\_\_

# Final Syllables *-tion, -ture*

Spelling Words					
mixture	nation	section	future	picture	action
caution	station	fixture	motion	nature	feature

Find two rhyming words in each box. Circle the words.  
Write the words.

mixture	future	action
feature	section	caution
nature	fixture	motion

future	section	nature
caution	picture	nation
station	motion	feature

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

Write the missing letters to make a list word.

- |   |               |
|---|---------------|
| 5. a division or slice                        | _ _ _ t i o n |
| 6. a painting or photograph                   | _ _ _ t u r e |
| 7. the process of doing something             | _ _ _ t i o n |
| 8. what will be                               | _ _ _ t u r e |
| 9. movement                                   | _ _ _ t i o n |
| 10. care to avoid danger                      | _ _ _ t i o n |
| 11. everything on Earth not made<br>by people | _ _ _ t u r e |
| 12. something that stands out                 | _ _ _ t u r e |



**Home Activity** Your child learned to spell words that end with *-tion* and *-ture*. Take turns thinking of other words with these letter combinations. Use a magazine or book if necessary.



Name \_\_\_\_\_

# Suffixes *-ness, -less*

## Spelling Words

kindness	careless	goodness	useless	fearless	darkness
sadness	sickness	helpless	thankless	fitness	weakness

Write the list word that means the opposite.

1. cruelty

\_\_\_\_\_

-----

\_\_\_\_\_

2. strength

\_\_\_\_\_

-----

\_\_\_\_\_

3. light

\_\_\_\_\_

-----

\_\_\_\_\_

4. afraid

\_\_\_\_\_

-----

\_\_\_\_\_

5. happiness

\_\_\_\_\_

-----

\_\_\_\_\_

6. health

\_\_\_\_\_

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\_\_\_\_\_

Unscramble the list words.

7. g d n e o s o s

\_\_\_\_\_

-----

\_\_\_\_\_

8. s e u s s l e

\_\_\_\_\_

-----

\_\_\_\_\_

9. h e p l e s l s

\_\_\_\_\_

-----

\_\_\_\_\_

10. k n a h l e t s s

\_\_\_\_\_

-----

\_\_\_\_\_

11. t i n s f e s

\_\_\_\_\_

-----

\_\_\_\_\_

12. r e l e c s a s

\_\_\_\_\_

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\_\_\_\_\_

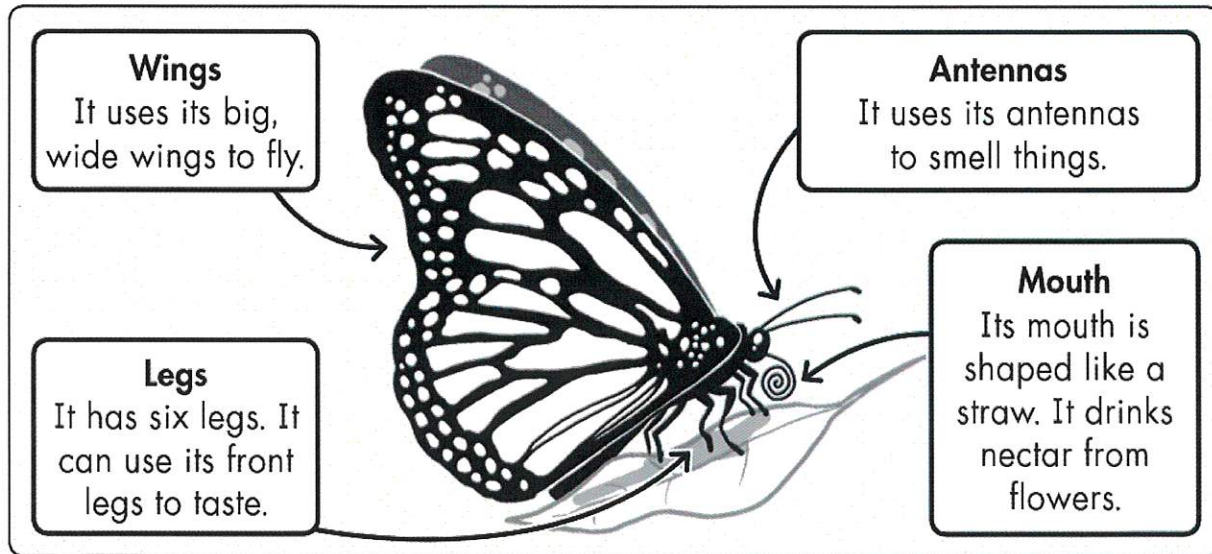


Home Activity Your child learned to spell words with *-ness* and *-less*. Have your child write a short story using five of the list words.

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

## Butterfly Diagram

Use the diagram to answer the questions.



1. Which body part can it use to smell?

mouth

antennae

legs

2. How many legs does a butterfly have?

two

six

eight

3. What does it do with its mouth?

drinks nectar

flies

smells

4. Which body part is shaped like a straw?

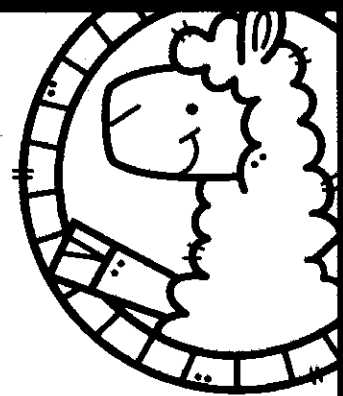
wing

head

mouth

Now color the diagram. You can color it to look like a monarch butterfly. Or make it any colors you like!

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



## ADDITION & SUBTRACTION FLUENCY #10

$4+5=_____$

$2-0=_____$

$13+5=_____$

$18-3=_____$

$9+5=_____$

$6-2=_____$

$1+16=_____$

$17-1=_____$

$9+2=_____$

$19-15=_____$

$5+12=_____$

$15-8=_____$

$7+8=_____$

$6-2=_____$

$16+3=_____$

$14-9=_____$

$12+4=_____$

$6-5=_____$

$4+3=_____$

$19-4=_____$

Name:

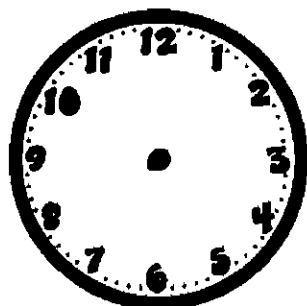
Week 6 Daily Math Quiz

Date:

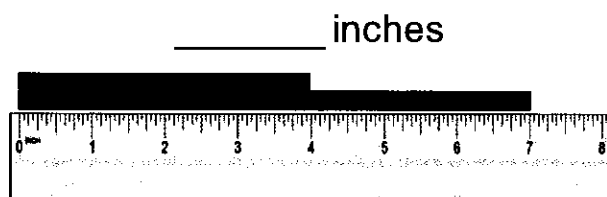
1. 2.NBT.A.1  
What is the largest number you can make with 5, 3 and 7?

2. 2.OA.A.1  
Ms. Jacob's class collected cans of food. On Monday they brought in 34 cans. On Tuesday, 42 cans. On Wednesday, 50 cans. How many cans did they collect in all?

3. 2.MD.C.7  
Show 1:55 on the clock below.



4. 2.MD.A.4  
What is the difference in length of the two lines?



5. 2.NBT.B.8  
What is... 767

Ten more? \_\_\_\_\_

Ten less? \_\_\_\_\_

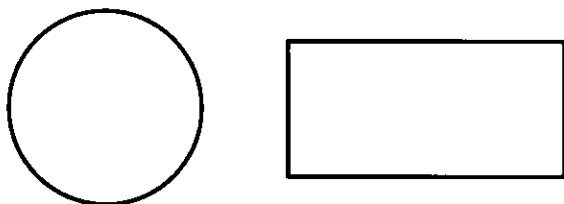
One hundred more? \_\_\_\_\_

One hundred less? \_\_\_\_\_

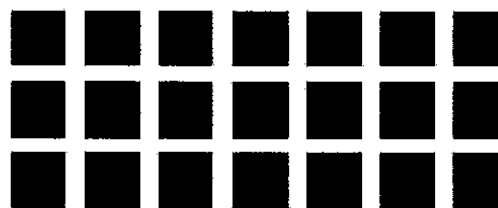
6. 2.NBT.B.7  
Solve.

$436 + 278$                        $718 - 144$

7. 2.GA.2, 2.GA.3  
Partition the shapes into thirds.



8. 2.OA.C.3, 2.OA.C.4  
How many squares make up the array? Is it an odd or even number?



Name \_\_\_\_\_

**Read** the story. **Write** the answer to each question.

## Celebrating Hawaii

The people of Hawaii have many ancient customs. Two of these customs are dancing the hula and giving leis.

Hawaiians have been dancing the hula for thousands of years. In the early days, both men and women danced the hula. The dancers did not wear grass skirts then. They did wear skirts, but the skirts were made from bark.

The ancient hula was often performed to chanting, called *mele*, in which sounds were repeated over and over. Sometimes the dancers danced to music played on ancient instruments. Hawaiians used coconuts, gourds, and small logs to make instruments that they would beat or shake.

A hula dancer's movements told a story. The dances would express the history, customs, and ceremonies of Hawaii. Sometimes the dancing gave thanks for the people's blessings. The ancient hula was a serious kind of dancing. Dance teachers taught young dancers the correct way to dance this hula.

Another important custom of the Hawaiian people is to make, wear, and give away leis. A lei is a necklace of flowers—real flowers. Beautiful flowers of bright colors grow all over Hawaii.

The people who make leis usually string flowers, but sometimes they string shiny green leaves. They may also make leis with shells, nuts, or feathers.

When visitors came to Hawaii in the 1900s, the Hawaiians gave them leis as a way to welcome them to the islands. They would



**Home Activity** Your child read a nonfiction story and identified the author's purpose in writing it. Reread the story with your child. Ask your child why he or she thinks the author told readers about the ancient hula.

Name \_\_\_\_\_

place the lei around the visitor's neck. Today visitors to Hawaii are still welcomed with leis.

No one should refuse to accept and wear a lei. To do so would hurt the feelings of the person who gives it. Leis are so important to Hawaiians that May 1 is called Lei Day. It's a holiday.

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1. What is the topic of this story?

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2. What do you think was the author's purpose in writing this story? Underline the answer below.

- to tell a funny story
- to explain how to make something
- to give information

3. Why do you think the author told the reader about chanting?

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4. What facts about Hawaii did you learn as you read the story? Tell two things that you learned.

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Name\_\_\_\_\_

# When I grow up I want to be \_\_\_\_\_

**Why is that a fun  
job?**

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**How will this job  
be hard?**

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**What tools will  
you need to do  
this job?**

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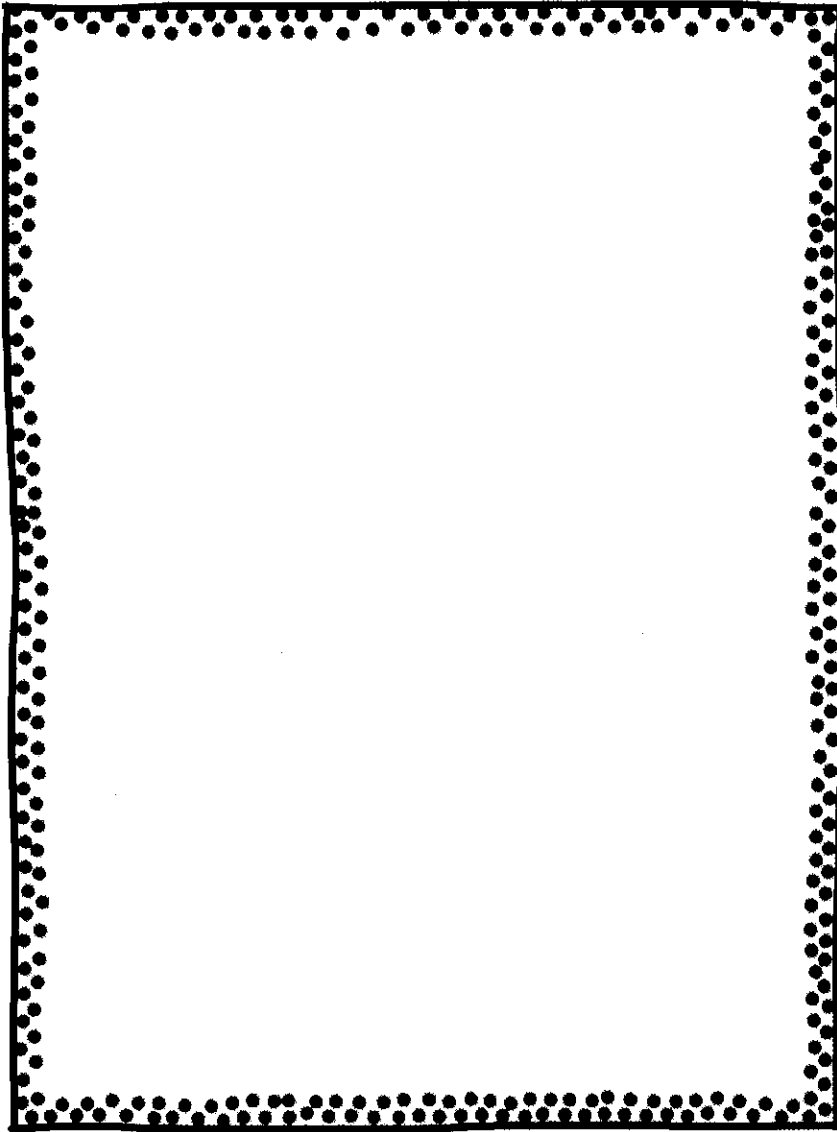
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**What do you want  
to do with your  
first paycheck?**

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**When I  
grow up  
I want to  
be**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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