

2022-2023

2nd Grade

Trimester#1

Homework

Welcome to the 2022-2023 School Year

Our Homework is assigned on a weekly basis and is given in paper pencil format at the start of each Trimester. Please keep your math practice book for the entire school year.

Below you will find Trimester #1 Homework

Your student is assigned

- Vocabulary
- Spelling
- Reading Comprehension
- Math

Weekly homework is due each Friday, or the last day of the week in case there is no school on Friday.

If your student is absent on Friday, the homework can be turned in on the first day they return to school.

No late homework assignments will be accepted.

If you would like assistance with homework please reach out Monday through Thursday from 2:15-2:30 PM during my office hours via parent square.

Homework is part of your student's grade as shown below:

Homework	Possible Grade
12 to 13 fully completed homework assignments	E/G/A/5
9 to 11 fully completed assignments	S/B/4
7 to 8 fully completed assignments	I/C/3
4 to 6 fully completed assignments	N/D/2
3 or less fully completed assignments	U/F/1

Math Pages Assigned by week

Weekly Assignment	Math Pages	Wonders
#4 Aug.29-Sept.2	P1-P5	Unit #1 Week#1
#5 Sep.6-9	P6-P8	Unit #1 Week#2
#6 Sep.12-16	P9-P12	Unit #1 Week#3
#7 Sep.19-23	P13-P16	Unit #1 Week#4
#8 Sep.26-30	P17-P20	Unit #1 Week#5
#9 Oct. 3-7	P21-P25	Unit #2 Week#1
#10 Oct..11-14	P29-P31	Unit #2 Week#2
#11 Oct.17-21	P32-P35	Unit #2 Week#3
#12 Oct.24-28	P36-P39	Unit #2 Week#4
#13 Oct.31-Nov.4	P40-P43	Unit #2 Week#5



Home-School Connection

Dear Family Member:

This week our class will be focusing on the ways friends help one another. We will talk about the many ways for friends to depend on one another and have fun together.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 4)

- **Words to Know: inflectional endings** Work with your child to make up sentences about a cat trapped on a roof, using the words on the list.
- **Spelling/Phonics: short a, i** As you read each word aloud, have your child identify the sound he or she hears in the middle of the word. This week's words contain the phonic sound short a as in *cat*, or the short i sound as in *hit*.

Comprehension: key details (see page 5)

Read each short paragraph. Help your child find and then circle the picture that correctly describes one of the details from the paragraph.

Picture This!

Let's read these paragraphs and look for the details. You can circle the picture that shows a detail. Then, tell me how you chose your answer.

1. Maria could not find her basketball. First she looked in the closet. Next she asked her friend Kali. Finally she remembered! She had left it at school!



2. Ahmed and Mark were laughing. They had each put on the other one's jacket. Each boy gave the right jacket to his friend.



3. Callie and Chas helped their father paint the garage. Chas stirred the paint. Their father put up the ladder. Callie began painting the trim.



4. A beaver began to build a dam. He chewed down a small tree. Then he carried branches in his teeth and swam into the stream. Finally, he finished his home.



Words to Know

Let's make up a story about a cat. Imagine that your cat just chased a ball through an open window. Oops! Now the cat is on the roof. First, I'll use one of the words in the list to make a sentence about the cat. Then it is your turn to make up a sentence about the cat using another word.

nervously

peered

afraid

depend

rescue

perfectly

secret

actions



Spelling Words

I will slowly read some words. If you hear a word that has the same sound of *a* as in *cat*, say *Yes!* If you hear a word that has the same sound of *i* as in *hit*, say *No!* Then we will look over the list together and circle the words that have the *i* sound as in *hit*.

has

wag

bad

six

will

sof

had

fix

him

if

Review:

can

hit

Home-School Connection

Dear Family Member:

This week our class will be focusing on families around the world. We will look at how families in different places have many things in common.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 9)

- **Words to Know: root words**
Help your child define each word and take turns using each word in a sentence.
- **Spelling/Phonics: short e, o, u** You will read a short poem, emphasizing the word at the end of the first line. Your child will choose the list word that completes the rhyme and then identify the rhyming sound in the word. This week's words contain the phonic sound of e as in *bed*, the o as in *cot*, or the u sound as in *bug*.

Comprehension: character, setting, event (see page 10)

You and your child will look at a picture and make up a story about the picture. Your child will describe the character, setting, and event.

Every Picture Tells a Story

Let's look at each picture and talk about it. Then we can make up a story about the picture. You can name the character or characters in each story. Then tell me where the story takes place. Finally, make up a story about what is happening, or the event of the story.



Character Name: _____

Setting: _____



Character Name: _____

Setting: _____



Character Names: _____

Setting: _____

Words to Know

Let's talk about what each word means. Then let's take turns using each word in a sentence. I will use the first four words and you will use the next four words. Then we'll switch.

plead	share	fair
invited	aside	scurries
culture	language	

Spelling Words

I'll read the short poems below, but I'll leave out the last word. You choose a word from the list to make a rhyme and finish the poem. Then you'll tell me what sound the rhyming word has: the sound of *u* as in *bug*, *e* as in *bed*, or *o* as in *cot*.

Rub a dub-dub,
My dog's in the _____

My friend Bob
Has a new _____

Hi, have you met
Riley, my _____?

She said do _____
Touch that pot.

I got a bad cut
When building the _____

He rang the bell,
But I won't _____

To move the rug,
We'll give it a _____

I did not see the log
While walking in the _____

Can you have fun
with a hamburger _____?

In spite of the dent
Into the car we _____



not	pet	tug
bun	went	hut
tell	fog	job
tub		

Review: fix has

Home-School Connection

Dear Family Member:

This week our class will be discussing the pets in our lives. We will learn about pets and how they can be important friends.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 4)

- **Words to Know: sentence clues** You will make up a sentence using one of the words on the list and your child will explain the meaning of the word. Then your child will take a turn.
- **Spelling/Phonics: two-letter blends** In this activity, you will play a game with your child by giving him or her a clue about a word on the list. Your child has to guess the correct word. This week's phonics words contain the sounds of two-letter blends (at the beginning or at the end of the word): *r*-blends (*crack*), *s*-blends (*grass*), *t*-blends (*trips*), and *l*-blends (*plans*).

Comprehension: character, setting, event (see page 15)

Read each poem aloud and have your child listen and look at the picture. Then have him or her circle the word that tells whether the poem describes a character, a setting, or an event.

Riddles and Rhymes

Let's look at each picture and read the poem together. After we have read each poem, you'll circle the word that answers the question. Then tell me why you chose your answer.

What has happened to my bone?
I'll call for help upon the phone.
Now I hear a loud dial tone!
Character, setting, or event?



Hear the fans yell and cheer,
The game is ending, never fear.
Wow! A player makes a score,
And all the fans begin to roar!
Character, setting, or event?

The cool waves lap, the white sails snap,
The birds fly high, into the sky.
Character, setting, or event?



I'm a very sad clown.
I feel really down.
I wear a big frown.
Character, setting, or event?

Word Workout

Words to Know

I'll choose a word from the list and use it in a sentence. Then you tell me the meaning of the word. Next, you choose a word to make up a sentence and I'll tell you the meaning of the word. We'll take turns and do this for each word.

decide

trade

glance

proper

different

friendship

relationship

stores

Spelling Words

Let's play "I'm Thinking of a Word." I'll begin by saying, "I'm thinking of a word that ends with the letters *st*. Which word is it?" If you guess the correct word, you take a turn and then give me a clue using the first two letters of the word or the last two letters of the word. We will continue the game until we guess all the words.

grass

trips

crack

still

clap

plans

west

mask

milk

belt



Review:

fog

tub

Home-School Connection

Dear Family Member:

This week our class will be focusing on the ways in which people care for animals. We will be discussing the many ways that we care for all kinds of animals.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 19)

- **Words to Know: root words** Help your child to use the words to make up questions and answers about animals.
- **Spelling/Phonics: short a, long a** You will have your child spell each word and then say a word that rhymes with it. This week's words contain the phonic sound short a as in cat, or long a as in cake.

Comprehension: key details (see page 20)

Have your child look at each picture and think about the details shown. Then have your child write a detail from each picture on the line below it.

Comprehension: Key Details

I See!

These three pictures show people doing different activities. Let's look at each picture and discuss the details. Then you write one detail that tells about the picture. Write a complete sentence.







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Words to Know

Let's think about different animals. Choose one of the words below to make up a question about an animal. Then try to use another word from the list to answer your question. We'll do this until we've used all the words.

excited

allowed

wandered

needs

room

care

safe

wild

Spelling Words

Let's practice spelling your words. I will say a word and you spell it. Then you will say a word that rhymes with it.

bag

cape

cap

made

ham

back

bake

mad

rake

ate

Review:

still

belt





Home-School Connection

Dear Family Member:

This week our class will be focusing on how families work together. We will discuss the jobs different family members may have and how these jobs help the family.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 24)

- **Words to Know: inflectional endings** You and your child will play Word Bingo.
- **Spelling/Phonics: short *i*, long *i*** Help your child unscramble words to find the correct word on the word list. This week's words contain the short *i* sound as in *pig*, or the long *i* as in *kite*.

Comprehension: key details (see page 25)

As you read each sentence, have your child look at the pictures and decide which one shows the details from the sentence. Then have your child write the number of each sentence on the line next to the correct picture.

What's My Title?

Let's look at the picture carefully and make a list of the details. Write the details on the lines below the picture. Then let's think about a story to go with the picture. Tell me the story and include as many details as you can. Then make up a title and write it on the line above the picture.



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Word Workout

Words to Know

Let's play Word Bingo. I will help you make a game board. Then I will call out a word on the word list, and you circle that word on the board. When you get Bingo, it will be your turn to call out the words. I will circle the words on the board until I get Bingo.

customers	tools	jobs
cost	FREE	checks
choose	spend	chores

Spelling Words

I will write each word by scrambling the letters. You will have to unscramble the letters to guess the word on the list.

did fin pick line
pipe tip mix five
side hike

Review: cape made

Scrambled versions of **Spelling Words**:

ddi nif ckip line
pepi pli xmi ivef
sedi ekih

Home-School Connection

Dear Family Member:

This week our class will be focusing on the ways in which animals survive. Some animals live in hot places; others live in cold places. Wherever they live, animals need to adapt to their environment.



Here are some activities that you can do with your child to help reinforce the skills we'll be practicing:

Word Workout (see page 29)

- **Words to Know: prefixes** You will make up a sentence using one of the words on the list and have your child tell you what the word means. Then you will reverse roles.
- **Spelling/Phonics: short o and long o** As you say each list word, have your child spell it and then say a rhyming word. Then your child will write a short two-line poem using one of the rhyming word pairs. This week's phonic sounds are short o as in *hot* and long o as in *bone*.

Comprehension: character, setting, plot (see page 30)

You and your child will look at pictures and make up a story about the pictures. Your child will write one or two short sentences explaining the plot, or what happens in the story.

Make Up a Story

Let's look at the pictures and make up a story. Who's in picture 1? A character can be a person or an animal. Give each character a name and write the name next to the picture.

Where does the story take place? Write the setting on the lines next to picture 2.

The plot is what happens in the story. Look at all the pictures and make up a story about what's happening. Write a sentence or two about the story on the lines next to picture 3.

1.



2.



3.



Words to Know

I'll choose a word from the list and make up a sentence using that word. Then you tell me the meaning of the word. Next, you choose a word and make up a sentence with it, and I'll tell you the meaning of the word. We'll take turns and do this for each word on the list.

eager sense silence shadows
freedom fresh adapt climate

Spelling Words

Let's practice spelling your words. I will say a word on the list and you spell it. Then you say a word that rhymes with the word you've just spelled. After we've rhymed all the words, you can write a short two-line poem with one of the pairs of rhyming words.

box fox dog lock pot
cone home nose poke rope

Review: side line

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Home-School Connection

Dear Family Member:

This week our class will be focusing on what animals in stories can tell us. Your child will meet animal characters in many types of stories.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.

Word Workout (see page 34)

- **Words to Know: suffixes** You and your child will take turns making up sentences to tell a story about an imaginary meal you could prepare.
- **Spelling/Phonics: short *u* and long *u*** Play "Match the Sounds" with your child. Say a word on the list and then have your child find and say another word from the list with the same vowel sound. Then reverse roles. This week's phonic sounds include both the long *u* sound as in *use*, and the short *u* sound as in *cup*.



Comprehension: problem and solution (see page 35)

You will read each problem with your child. Then you and your child will discuss the possible solutions, and your child will circle the picture that shows the best solution to the problem.

Read a Story

Let's read some short stories about different problems. Then we'll look at the two pictures below each story and circle the one that shows the best solution to the problem.

1. Jean found a bird's nest lying next to a tree in her yard. The eggs were not broken. She didn't see the mother bird. What should she do?



2. Mr. Taley's doctor told him he would feel better if he lived in a hot, dry location. But the Taley family lived near the ocean, where it was often cool and rainy. What should the Taley family do?



3. Charlie saw a backpack and a five-dollar bill lying on the school playground under the swings. The other children had already gone inside, so the playground was empty. What should he do?



Word Workout

Words to Know

I'm going to begin a story about an imaginary special meal we could make together. I'll make up a sentence, using one of the words on the list. Then you use a different word in a sentence that continues the story. We'll take turns until all the list words have been used. Then you can illustrate the story on a separate piece of paper.

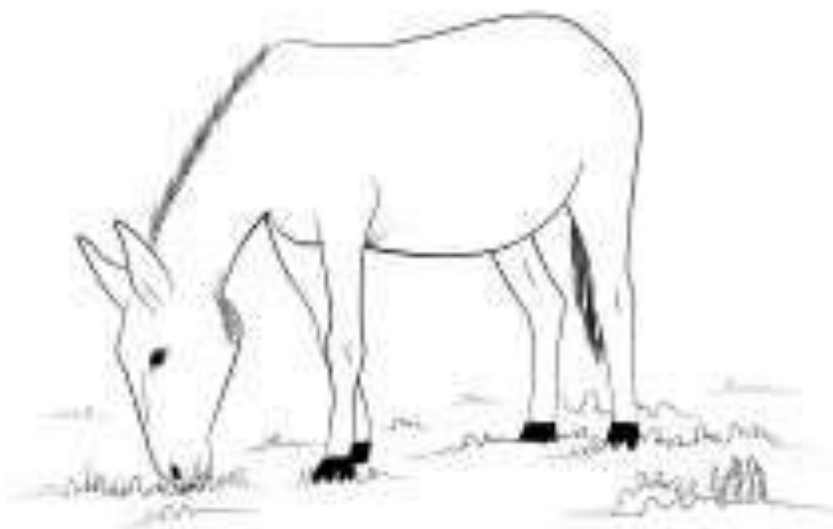
fond believe feast remarkable
delicious snatch stories lessons

Spelling Words

Let's play a game called "Match the Sounds." I will say one of the words on the list. Then you find and say another word on the list that has the same vowel sound. Next it will be your turn to say a word from the list, and I'll find another word with the same vowel sound.

mule fuse plum use huge
dug cub hum must fun

Review: rope nose



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Home-School Connection

Dear Family Member:

This week our class will be focusing on animals and their homes. Your child will learn about the different features of animal habitats.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.

Word Workout (see page 39)

- **Words to Know: suffixes** You and your child will make up pairs of sentences. Each pair of sentences will use the same word from the list.
- **Spelling/Phonics: soft c and g** You will read a spelling word and your child will clap his or her hands if the word contains the soft sound of *c* as in *race*, or stamp his or her feet if the word contains the soft sound of *g* as in *edge*. This week's final phonic sounds are *c* as in *race*, and *g* as in *edge*.



Comprehension: main topic and key details (see page 40)

You and your child will play a game to make up stories about a picture. Your child will flip a coin. Heads means he or she has to say and write a title for the picture. Tails means your child will write a sentence that describes some details of the picture.

Heads or Tails!

Let's play a game. Look at each picture and read the two sentences that go with it. Then flip a coin. If the coin comes up heads, tell me which sentence tells the main idea for the picture. If the coin comes up tails, tell me which sentence describes the details in the picture.

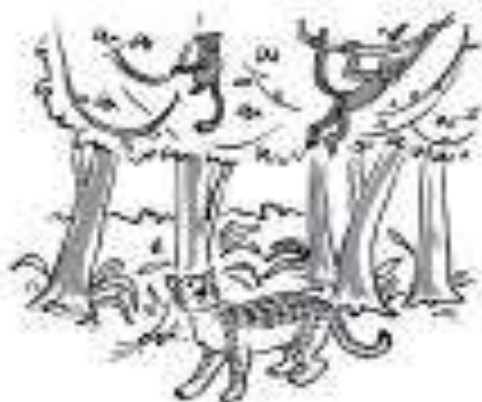
The snowshoe hare is white and has wide feet to help it move about in deep snow.

Many animals can blend into the environment to keep them safe from danger.



Spider monkeys swing from tree to tree to move through their home in the jungle.

Spider monkeys have long tails that help them hold on to tree limbs.



Falcons often nest on the ledge of a building, near other animals they can catch.

Falcons have very good eyesight so they can spot their prey from far away.



Words to Know

Let's play the game "Mentalist." I'll think of one of the words on the list and you have to guess the word. I'll give you one clue at a time about the meaning of the word until you figure it out. Then it will be your turn to think of a word and give me the clues.

buried	journeys	peeks	spies
escape	restless	habitat	nature

Spelling Words

I'll say each word. If you hear the final sound of *c* as in *race*, clap your hands. If you hear the final sound of *g* as in *edge*, stamp your feet. Then I'll say each word again and you say a different rhyming word.

trace	place	badge	cage
space	ice	bulge	range
barge	mice		

Review: mule huge

Dear Family Member:

This week our class will be focusing on the ways that animal babies are like their parents. Your child will compare how babies and parents are the same and how they are different.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 44)

- **Words to Know: multiple-meaning words** You and your child will make a book about animals and their babies. Your child will write each vocabulary word on a piece of paper, along with a sentence that uses the word. Then your child will illustrate each page to make a book.
- **Spelling/Phonics: consonant digraphs** You and your child will choose words from the list, spell them, and think of other words that have the same beginning or ending sounds. This week's words contain the beginning sounds of *ch*-, *sh*-, *ph*-, *th*-, and *wh*-, and the ending sounds of *-ch*, *-sh*, and *-ing*.

Comprehension: main topic and key details (see page 45)

You and your child will read short paragraphs and their titles. Then your child will look at the pictures and match the pictures to the stories.

Match It!

Let's read these short paragraphs with their titles. Then we'll look at the pictures and decide which ones could be details in the stories. Draw a line from each picture to match the details to their stories.

The Cake

Henry wanted to make a cake for his mother's birthday. He asked his older brother to help. They decided that they would make it when she was at work on Saturday morning.



I'd Like a Pet

I want a pet. Any kind will do! I really prefer a puppy or a kitten, but my dad is allergic to dogs and cats. I think I could be happy with a different kind of pet.



My Favorite Season

I like summer the best of all. I enjoy the sunny days and warm weather when we can spend long days and the beach. Sometimes my family eats dinner outdoors.



Word Workout

Words to Know

Let's make a book about animals and their babies. I'll say each of the words on the list and you'll make up a sentence using the word. Then you'll write the word and the sentence on a piece of paper. When you have a page for each of the words on the list, you can illustrate the pages and then put them together to make a book.

groom	alive	adult	covered
fur	giant	mammal	offspring

Spelling Words

I'll choose one of the words in the first row and you spell it. Then you think of another word that starts with the same sound, and we'll make up a sentence using both words. We'll do the same thing for the words in the second row. However, for these words, you will think of a word that ends with the same sound. We can make some of the sentences silly!

chop	shape	sting	thin
phone	that	while	witch
trash	bring		

Review: place badge

Home-School Connection

Dear Family Member:

This week our class will be focusing on the things we love about animals. Your child will read poetry about animals.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.

Word Workout (see page 49)

- **Words to Know: multiple-meaning words** Your child will answer a question that defines each list word. Then you and your child will make up a sentence that uses each word.
- **Spelling/Phonics: three-letter blends** You will use each spelling word in a sentence but say "blank" for the word. Your child will complete the sentence by naming and spelling the correct spelling word. This week's words begin with the sound made by three letters blended together: *scr-*, *-spr-*, *thr-*, *str-*, *shr-*, and *spl-*.



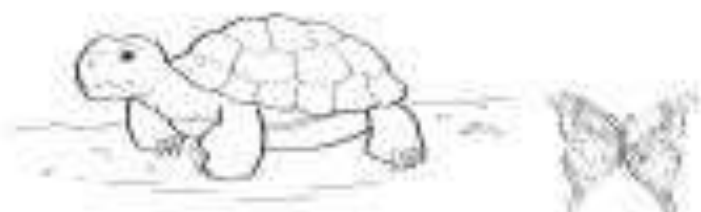
Comprehension: key details (see page 50)

Your child will read each sentence and circle the picture that shows one of the details from the sentence.

Picture This!

Read each sentence. Then circle the picture below it that shows one of the details in the sentence.

1. Jena likes poems about bears, butterflies, and cows.



2. Josh helped his younger brother put on his coat, boots, and mittens.



3. Our school has basketball, baseball, and hockey teams.



Words to Know

I'll read each question. You tell me which list word answers the question. Then we'll take turns using each word in our own sentences.

flapping feathers

express behave

- Which word means to act in a polite manner?
- Which word describes the sound of a flag moving in the wind?
- Which word is a way to send mail very fast?
- Which word is something light and soft and comes from the body of a bird?

Spelling Words

I'll make up a sentence with a word on the list, but I will say "blank" in place of the spelling word. You have to tell me which word completes the sentence by saying the word and spelling it. If you are correct, I will repeat the sentence with the word you said. We'll do this for all the words on the list.

scratch shred stripe splash

spring scrape shrub strange

split throne

Review: witch sting