

2nd GRADE'S

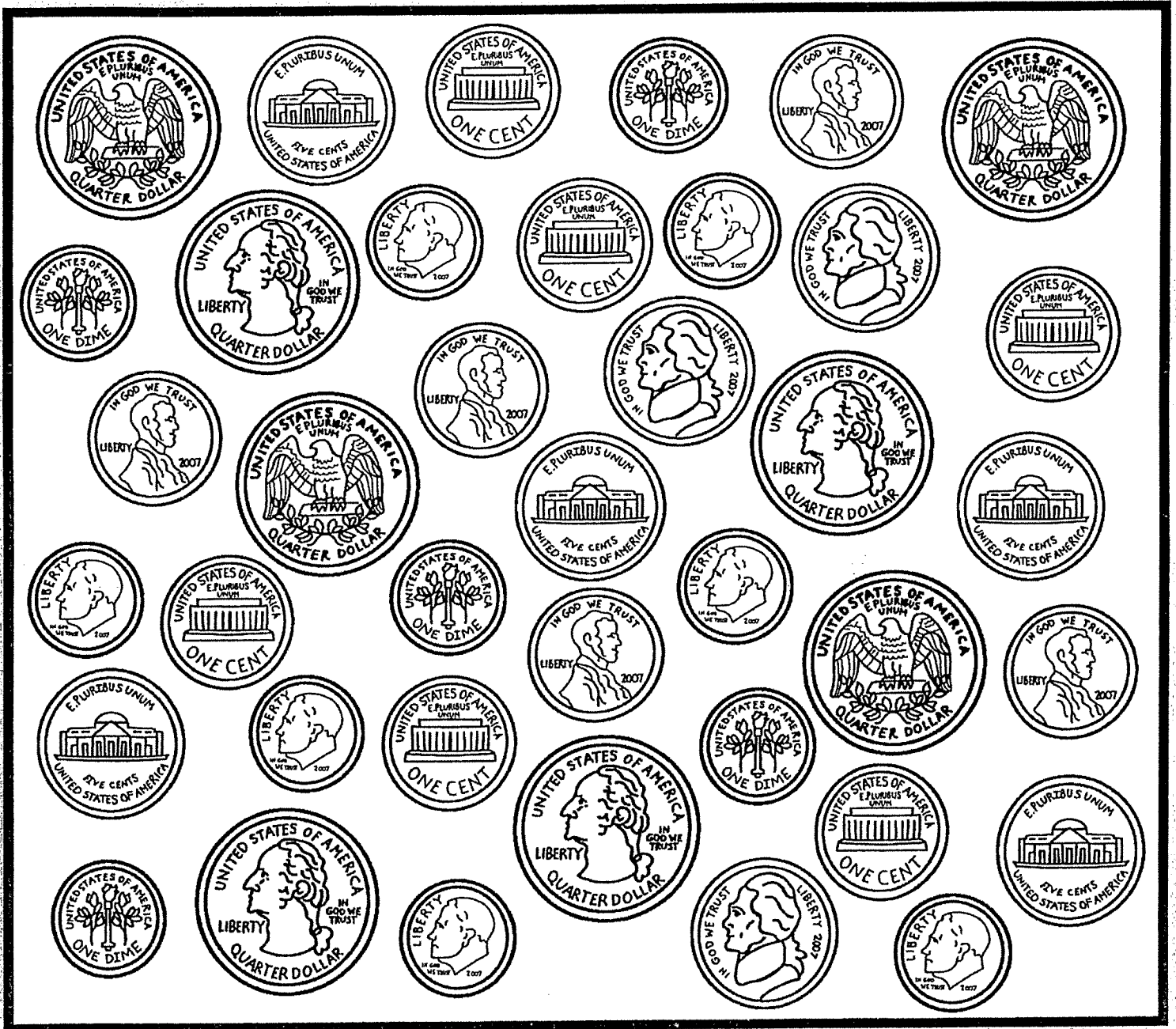
WEEK 2

AT-HOME

CLASSWORK

## Coin Identification

Expand



quarters

dimes

nickels

pennies

How does it change if you added 5 of each?

quarters

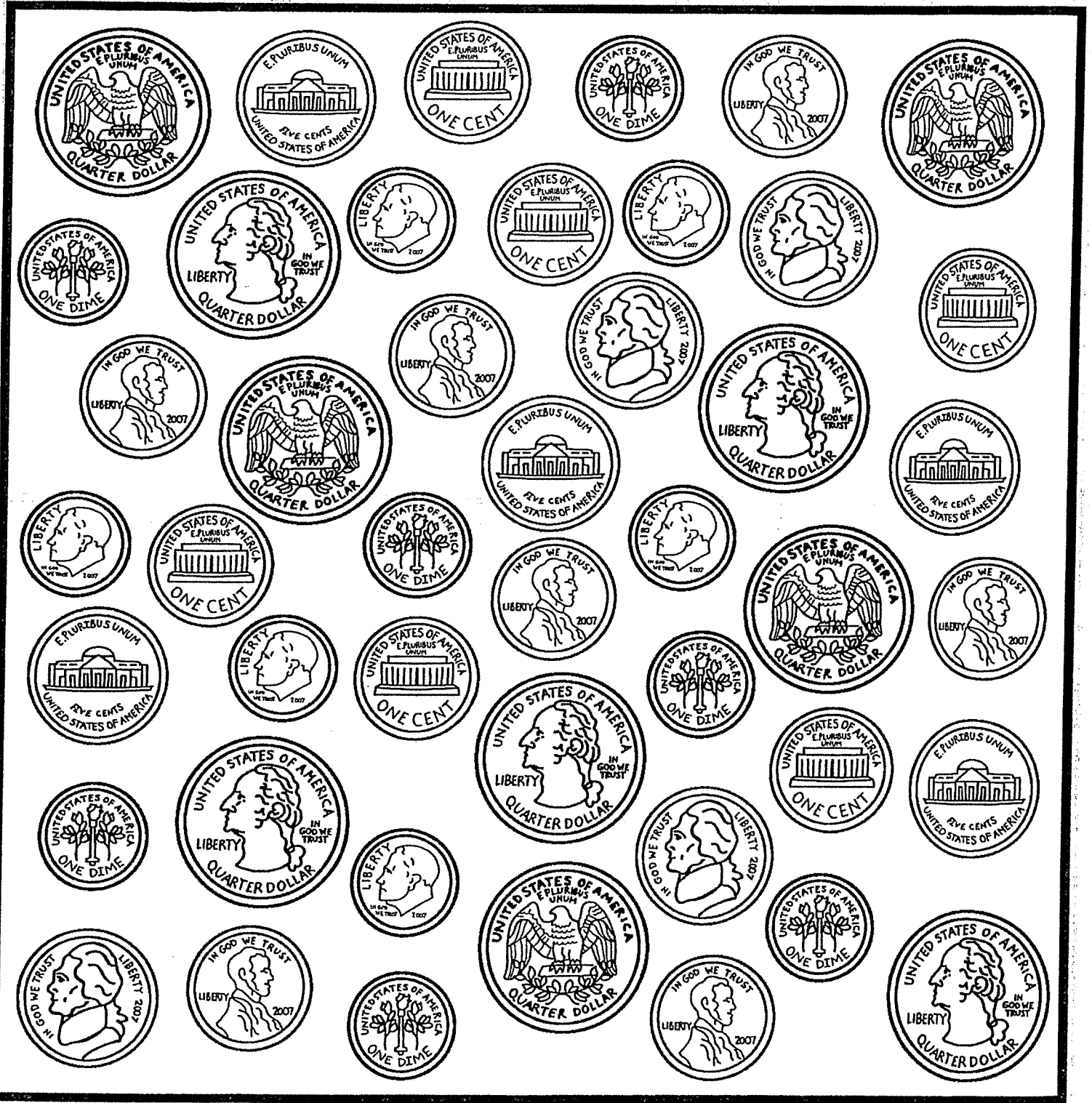
dimes

nickels

pennies

# Coin Identification

Reinforce



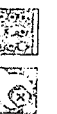
quarters

dimes

nickels

pennies

Name \_\_\_\_\_



# Independent Practice

Use coins. Finish each list.

3. Sue needs 70¢ to buy a marker. She has half-dollars, quarters, and dimes.  
Find all of the ways she can make 70¢.

Half-Dollar	Quarter	Dime	Total Amount
I		II	70¢

4. Raul wants to buy a bookmark for 14¢. He has dimes, nickels, and pennies.  
Find all of the ways he can make 14¢.

Dime	Nickel	Penny	Total Amount
	II	IIII	14¢

5. Mia wants to buy a notebook for 60¢. She has half-dollars, quarters, and dimes.  
Find all of the ways she can make 60¢.

Half-Dollar	Quarter	Dime	Total Amount
		IIII	60¢

**Extend Your Thinking** What is the fewest number of coins that you could use to make each amount? You can use the tables in Exercises 3–5 to help.

6. 70¢

Number of coins: \_\_\_\_\_  
Coins I would use: \_\_\_\_\_

7. 14¢

Number of coins: \_\_\_\_\_  
Coins I would use: \_\_\_\_\_

8. 60¢

Number of coins: \_\_\_\_\_  
Coins I would use: \_\_\_\_\_

# Problem Solving Solve each problem below.

9. The top row of this list shows one way to make 37¢. Complete the other rows to show three more ways to make 37¢.

Dimes	Nickels	Pennies	Total
III	I	II	37¢
II			37¢
	III		37¢
		<del>III</del> II	37¢

10. This list shows some ways to make 28¢. Which shows the missing way to make 28¢?

- ☐ 1 dime, 4 nickels, 3 pennies
- ☐ 1 dime, 2 nickels, 13 pennies
- ☐ 1 dime, 1 nickel, 13 pennies
- ☐ 1 dime, 1 nickel, 8 pennies

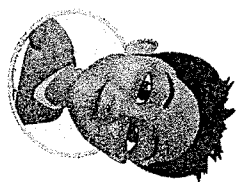
Dimes	Nickels	Pennies	Total
I	III	III	28¢
I	II	<del>III</del> III	28¢
			28¢
I		<del>III</del> <del>III</del> III	28¢

11. **Extend Your Thinking** Circle **yes** or **no**. Can you make exactly 38¢ with these coins? Explain your answer.

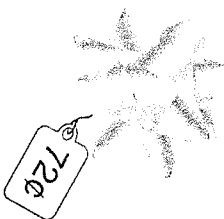
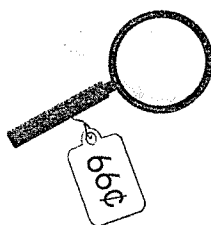
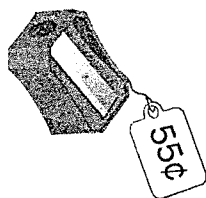
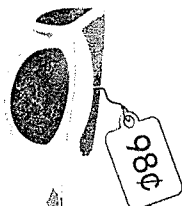
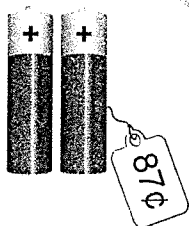


yes                  no

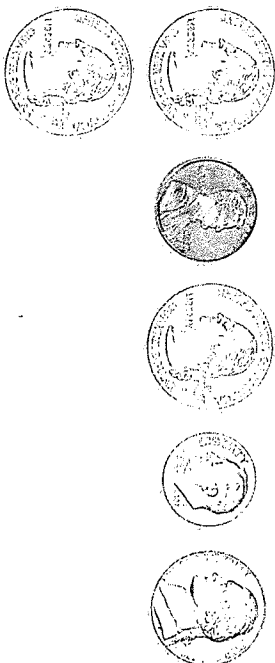
Name \_\_\_\_\_



Hello, shoppers!  
Show the math you use to buy things.



1. You have these coins.



The total amount is \_\_\_\_\_ ¢.

2. Circle one item that you have enough money to buy.

3. Write the price of the item you circled at the top of the table.

Show two different ways to make that amount. Use tally marks.

Ways to Pay _____ ¢		
Quarters	Dimes	Pennies

4. Suppose you want to buy the sunglasses.

How much more money do you need?

Write a number sentence to solve.

$$\text{¢} \quad \boxed{\phantom{00}} \quad \text{¢} = \quad \text{¢}$$

5. Carla only brought nickels to the store. How many nickels does she need to buy a pencil sharpener? Explain your answer.

Name \_\_\_\_\_

**Set A**

When you count coins, start with the coin of greatest value.



half-dollar      quarter      dime      nickel

50¢      75¢      85¢      90¢

The total is 90¢.

TOPIC  
**10**

**Retaching**

Draw the coins in the order of their values, from greatest to least. Count on to find the total amount.

1.



Total  
Amount

**Set B**

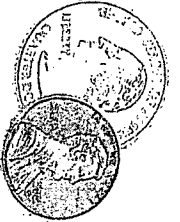
You can compare the values of coins to find which amount is greater.



50¢ > 25¢

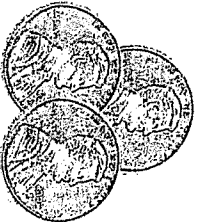
Compare the coins.

2.



         <         

3.



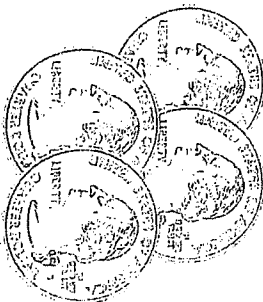
         <

# Set C

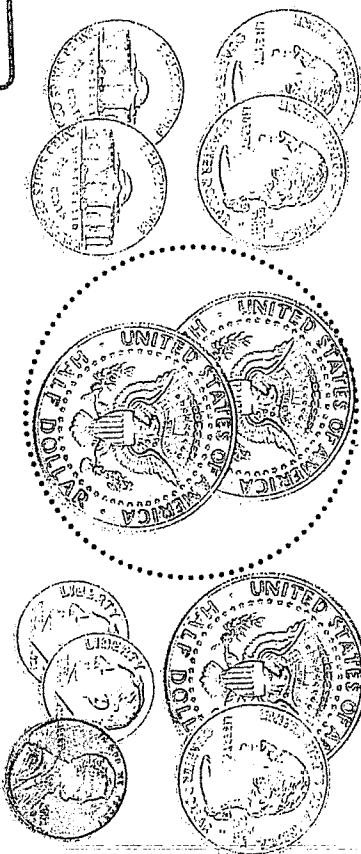
You can show the same amount in different ways.



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Circle another way to show \$1.00.



# Set D

You can use an organized list to show the same amount.

Dime	Nickel	Penny	Total
I		III	13¢
	II	III	13¢
	I	XIII	13¢
		XXXXIII	13¢

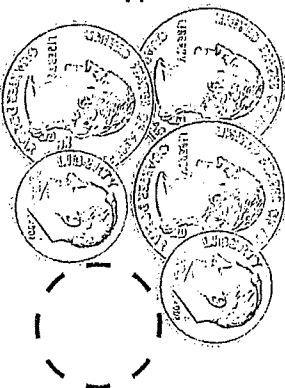
There are four ways to make 13¢.

Write the name of the coin that makes this true.

4.



=



Write another way to show 100¢.

5. \_\_\_\_\_ = 100¢

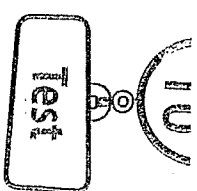
Complete the list. Use coins if you need to.

6.

Dime	Nickel	Penny	Total
			11¢
			11¢
			11¢
			11¢



What is the total amount? Count on to find the total.



1.



7¢

33¢

35¢

70¢

☐

☐

☐

☐

2.



60¢

67¢

72¢

92¢

☐

☐

☐

☐

3. Mollie wants to count her 5 coins. She wants to start with the coin of greatest value.

Which coin should she start with?

☐ dime

☐ nickel

☐ quarter

☐ penny



4. Chen has these coins.

How much money does he have?

☐ \$0.85

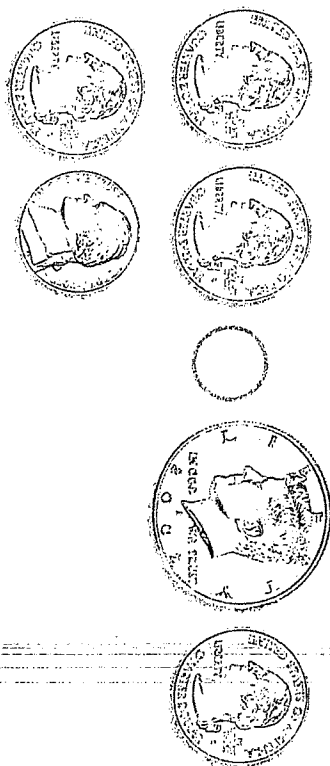
☐ \$0.90

☐ \$0.95

☐ \$1.00



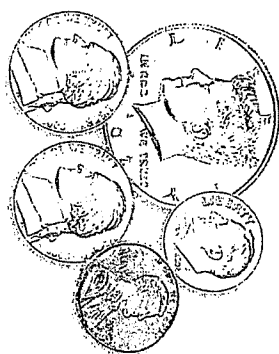
5. Choose the correct symbol.



☐ <      ☐ =      ☐ ¢      ☐ >

6. Count on to find the total amount.

☐ 76¢  
☐ 71¢  
☐ 66¢  
☐ 61¢



7. Jonah needs 35¢.

Find all of the ways he can make 35¢.  
Circle the way that uses the least number of coins.

Quarter	Dime	Nickel	Total Amount
1			35¢
1			35¢
			35¢
			35¢
			35¢
			35¢

8. Cody needs \$1.00 to ride the bus.

He has only 2 quarters, 2 dimes, and 2 pennies.  
How much more money does he need?  
Draw coins to show the amount.

Name \_\_\_\_\_

# Vowel Teams ou, ow

You can spell the /ou/ sound with *ou*, as in *mouse*, or *ow*, as in *town*.

► Write each basic Spelling Word in the correct column.

**Words with  
ou**

**Words with  
ow**

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## Spelling Words

### Basic

cow  
house  
town  
shout  
down  
mouse  
found  
loud  
brown  
ground  
pound  
flower

### Review

grew  
spoon  
boost  
threw

Name \_\_\_\_\_

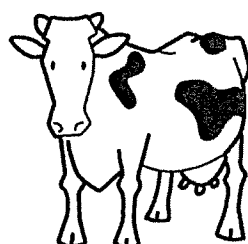
# Vowel Teams ou, ow

You can spell the /ou/ sound with *ou*, as in *house*, or *ow*, as in *cow*.

➤ Read each sentence. Cross out the Spelling Word that is spelled incorrectly. Write it correctly on the line.

1. The mowse ate cheese. \_\_\_\_\_
2. Walk doun the hill. \_\_\_\_\_
3. We sat on the grownd. \_\_\_\_\_
4. Have you fownd your toy? \_\_\_\_\_
5. I live in a small toun. \_\_\_\_\_
6. A rose is a kind of flour. \_\_\_\_\_
7. Do not run in the howse. \_\_\_\_\_
8. That is a lowd horn! \_\_\_\_\_
9. I used broun paint. \_\_\_\_\_

➤ Write three sentences with the basic Spelling Words you did not use. Then trade with a partner. Check each other's spelling.



## Spelling Words

### Basic

cow  
house  
town  
shout  
down  
mouse  
found  
loud  
brown  
ground  
pound  
flower

### Review

grew  
spoon  
boost  
threw

Name \_\_\_\_\_

## Words to Know

► Write the word that best completes each sentence. Not all words will be used.

1. The boys will paint a \_\_\_\_\_ .
2. It is a big house in \_\_\_\_\_ .
3. The boys \_\_\_\_\_ a paint can on the porch.
4. The house will be \_\_\_\_\_ .
5. It is thick \_\_\_\_\_ paint.
6. Do you hear that \_\_\_\_\_ ?
7. Let's \_\_\_\_\_ to the boys sing as they paint!
8. One has a low and one has a high \_\_\_\_\_ .

### Word Bank

boys

brown

found

house

listen

oil

point

sound

town

voice



Name \_\_\_\_\_

## Prefix *mis-*

The prefix *mis-* means “wrong.” Use the meaning of the prefix and the **base word** to figure out the meaning of the new word. If you are not sure about the meaning of a base word, look it up in a dictionary.

► Add the prefix *mis-* to each word. Write the new word on the line. Then write what the word means.



1. *mis-* + judge = \_\_\_\_\_ means \_\_\_\_\_

2. *mis-* + take = \_\_\_\_\_ means \_\_\_\_\_

3. *mis-* + match = \_\_\_\_\_ means \_\_\_\_\_

Word Bank

misled

mispronounce

misuse

► Complete each sentence with a word from the box.

4. Did I \_\_\_\_\_ your name?

5. The directions \_\_\_\_\_ Juan to believe he put the toy together correctly.

6. Because of a \_\_\_\_\_ on the map, we did not go the right way.

Name \_\_\_\_\_

## Vowel Teams *ou, ow*

The vowel teams *ou* and *ow* can stand for the same sound. They can stand for the vowel sound you hear in the words *out* and *owl*.

► Choose and write two words to complete each sentence.

1. A \_\_\_\_\_ saw a spark on the \_\_\_\_\_ .

mount      mouse      loud      ground

2. It ran \_\_\_\_\_ the forest \_\_\_\_\_ the alarm.

around      account      slouching      sounding

3. A \_\_\_\_\_ of animals heard \_\_\_\_\_ .

spouts      crown      crowd      shouts

4. "Stand back \_\_\_\_\_ !" Bear \_\_\_\_\_ .

now      noun      growled      grouch

5. Bear \_\_\_\_\_ the flame with a \_\_\_\_\_ .

scouted      shower      down      doused

6. The animals clap \_\_\_\_\_ when the flame  
is \_\_\_\_\_ .

out      owl      loudly      lousy



Name \_\_\_\_\_

## Phonics Review

- The vowel teams *ou* and *ow* can stand for the vowel sound in *plow* and *proud*. The vowel spellings *oy* and *oi* stand for the vowel sound *joy* and *join*.
- Read longer words one syllable at a time. Use the vowel patterns.

➤ Read the clues. Write the word that answers the clue.

1. I am a name for a light rain.

shower      shouter      scouting      \_\_\_\_\_



2. I tell how a happy child feels.

jointed      joyful      jousting      \_\_\_\_\_

3. I am a name for pants.

towel      toilet      trousers      \_\_\_\_\_

4. I am what you might say if your soup is too hot.

Couch!      Ouch!      Oil!      \_\_\_\_\_



5. I mean that a food is rotten.

soybeans      sprouting      spoiled      \_\_\_\_\_

6. I can spray water.

flounder      fountain      flower      \_\_\_\_\_





Name \_\_\_\_\_

## Words to Know

► Write the word that best completes each sentence. Not all words will be used.

1. The boys will paint a \_\_\_\_\_ .
2. It is a big house in \_\_\_\_\_ .
3. The boys \_\_\_\_\_ a paint can on the porch.
4. The house will be \_\_\_\_\_ .
5. It is thick \_\_\_\_\_ paint.
6. Do you hear that \_\_\_\_\_ ?
7. Let's \_\_\_\_\_ to the boys sing as they paint!
8. One has a low and one has a high \_\_\_\_\_ .

### Word Bank

boys  
brown  
found  
house  
listen  
oil  
point  
sound  
town  
voice



Name \_\_\_\_\_

**Power Words: Yes or No?****Word Bank**

adorable

glanced

hauling

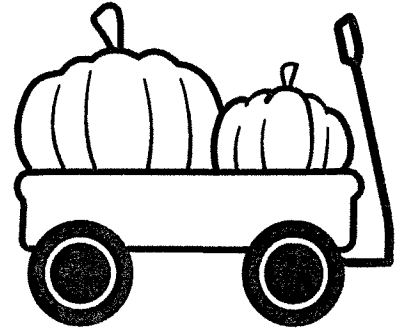
oversized

➤ Read each sentence. Circle YES if the word makes sense or NO if it does not. Rewrite the sentence so it makes sense.

1. A wagon is good for **hauling** heavy things.

YES

NO



2. We **glanced** at the picture for a long time.

YES

NO

3. An **oversized** shirt feels very loose when you put it on.

YES

NO

4. It is hard to like an **adorable** puppy.

YES

NO

Name \_\_\_\_\_

## Adjectives I

An **adjective** describes a noun or a pronoun. An adjective often comes before the word it describes.

Megan has long hair.

Randy wears a black cap.

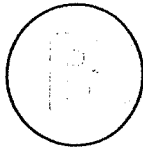
Sometimes an **adjective** comes after the word it describes.

Parrots are colorful.



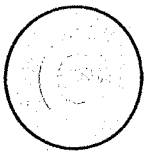
**Underline the adjective that describes each circled noun. Then tell a partner about an animal. Use at least two adjectives.**

1. Elephants are huge (animals).
2. Their (skin) is wrinkled.
3. Their ivory (tusks) are long (teeth).
4. Elephants use their floppy (ears) as giant (fans).
5. An elephant's trunk works as a useful (tool).
6. It can pick up small (peanuts).
7. A cool (river) is an elephant's favorite (place).



Fill in each blank with an adjective that describes the circled noun.

1. Elephants make \_\_\_\_\_ noises.
2. Elephants have \_\_\_\_\_ trunks.
3. They have \_\_\_\_\_ feet.
4. Elephants can carry \_\_\_\_\_ loads.
5. Would you take a \_\_\_\_\_ ride on an elephant?
6. How would you get on a \_\_\_\_\_ elephant?



Underline each adjective that describes the circled pronoun. Then tell a partner a sentence using the adjective *silly*.

- |                            |                             |
|----------------------------|-----------------------------|
| 1. <u>You</u> are smart.   | 5. <u>It</u> is green.      |
| 2. <u>He</u> is funny.     | 6. <u>We</u> are cold.      |
| 3. <u>They</u> look tired. | 7. <u>She</u> feels sick.   |
| 4. <u>I</u> am hungry.     | 8. <u>They</u> taste stale. |

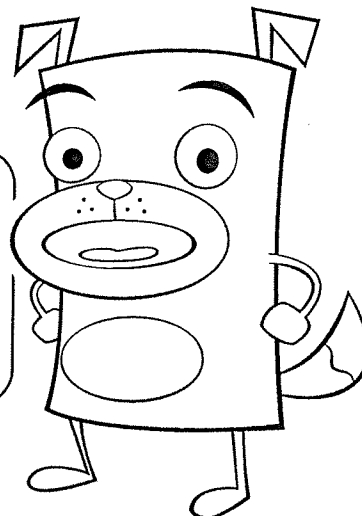
Name \_\_\_\_\_

Date \_\_\_\_\_

# Sort the Story Elements

Story elements in a fictional story include:

- **characters:** The people or creatures in a story, movie, or play.
- **setting:** The time and place in which something happens.
- **problem:** A question or situation that is difficult to deal with.
- **solution:** The way to fix a problem.



**Directions:** Read the two fictional passages. Then, sort the underlined words and phrases into the correct column of the chart.

The Fastest Rider in Town		The Dictionary Kid	
<p><u>Alicia</u> was the fastest bike rider in town. No one could beat her in a race. She won every trophy. But one day, Alicia was riding at <u>the park</u>. She was <u>speeding on the trail</u>, and she put her head back to feel the wind on her face. Just then, her <u>front tire hit a rock</u> and her bike began to wobble. Alicia <u>fell off her bike</u> and landed on the sidewalk. Her <u>knees were scraped</u> and her <u>elbow was hurt</u>. Her friend helped her back on the bike, and they <u>rode slowly and safely</u> out of the park.</p>		<p><u>Caden</u> knew how to spell big words, and he knew what the words meant. When he took the vocabulary test <u>in class</u> last week, he was the first kid in the class to finish. He <u>turned it in quickly</u> and <u>didn't check his work</u>.</p> <p>When <u>the teacher</u> told him his grade, Caden's face turned bright red. He had failed. She told him that he could retake it.</p> <p>Caden <u>took his time</u> and <u>checked his work</u>. When the teacher gave him his grade, it was a perfect score, just like he wanted.</p>	
Characters	Setting	Problem	Solution

## ★ Think About It!

How were the characters the same in both stories?

The characters were the same because \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

PLOT

# Reading Comprehension

## A Big Test

Emily is nervous about her big science test tomorrow. There are a few topics that she still doesn't understand. When she gets home from school, she asks her older sister to help her study. The two girls make flash cards on the topics Emily is having trouble with. Emily reads over the cards and her sister asks her questions. By the end of the night, Emily feels so much better. "I think I am going to get an A!" she says.



1. Who is the story about?

2. How does Emily feel at the end of the story?

3. What is the problem in the story?

4. How is the problem solved?

Name \_\_\_\_\_

SETTING

# Reading Comprehension

## Fun in the Sun

I could feel the warm sand on my feet as I ran for the water. I had been in the sun all day and I needed to cool off. The waves looked so pretty as they hit my legs. When I got out, I saw my brother building a sandcastle. "Come help!" he yelled. I filled a bucket with sand and sat down next to him.



What is the setting of the story?


Draw the setting.




Color the clues in the story.

# INTERNAL

Traits-

How a character feels on the inside

# EXTERNAL

Traits-

How a character looks on the outside

\*Sort the attached words on the next 2 sheets  
You may write them!

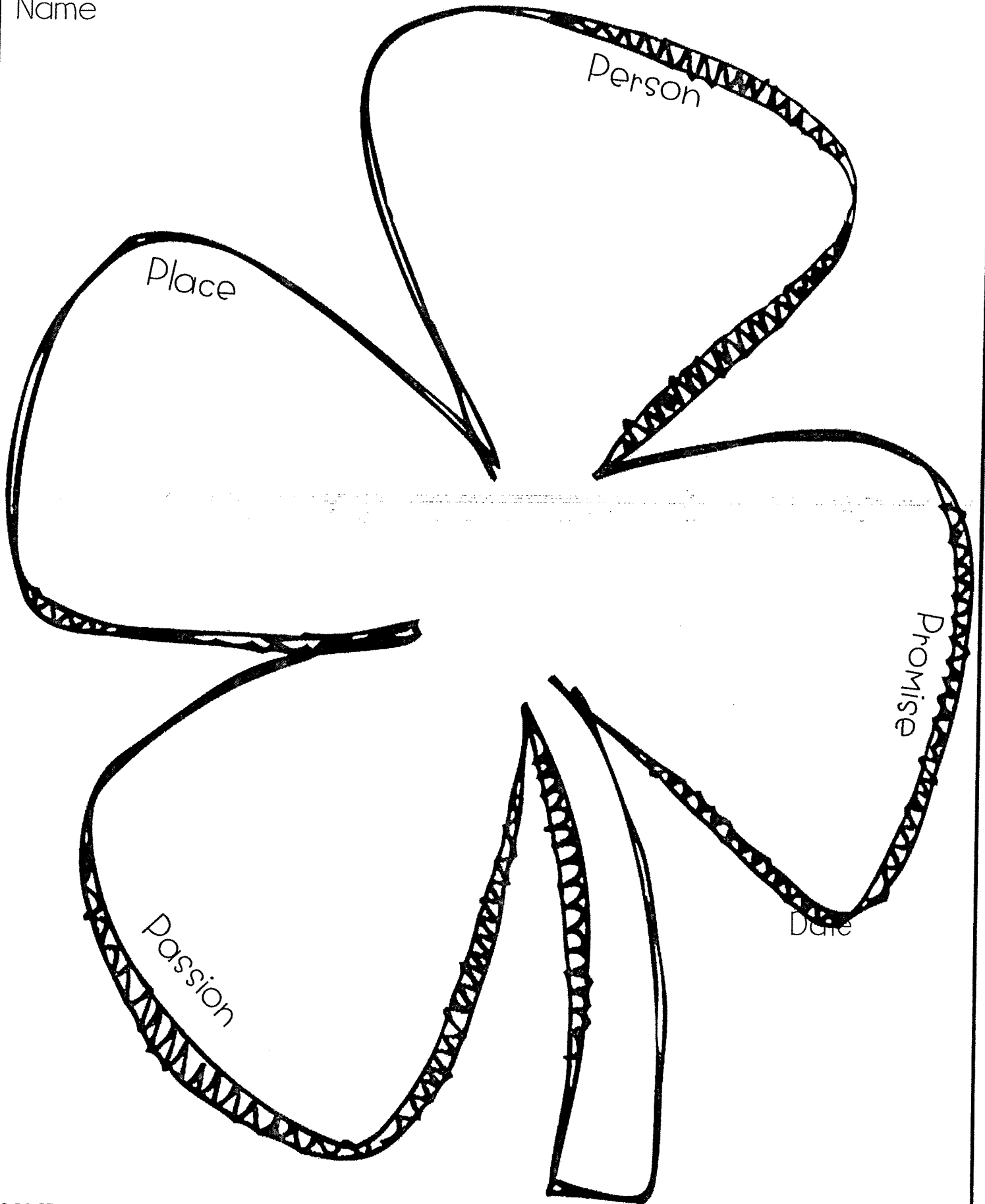


stubborn	brown eyes	happy
organized	friendly	smiling
sad	blonde hair	patient
freckles	practical	smart
careful	classy	messy
round	tall	fast

short	optimistic	hungry
wide-eyed	friend	lazy
dark skin	small	furry
respectful	soft	curly hair
lonely	responsible	beautiful
short hair	comfortable	reckless

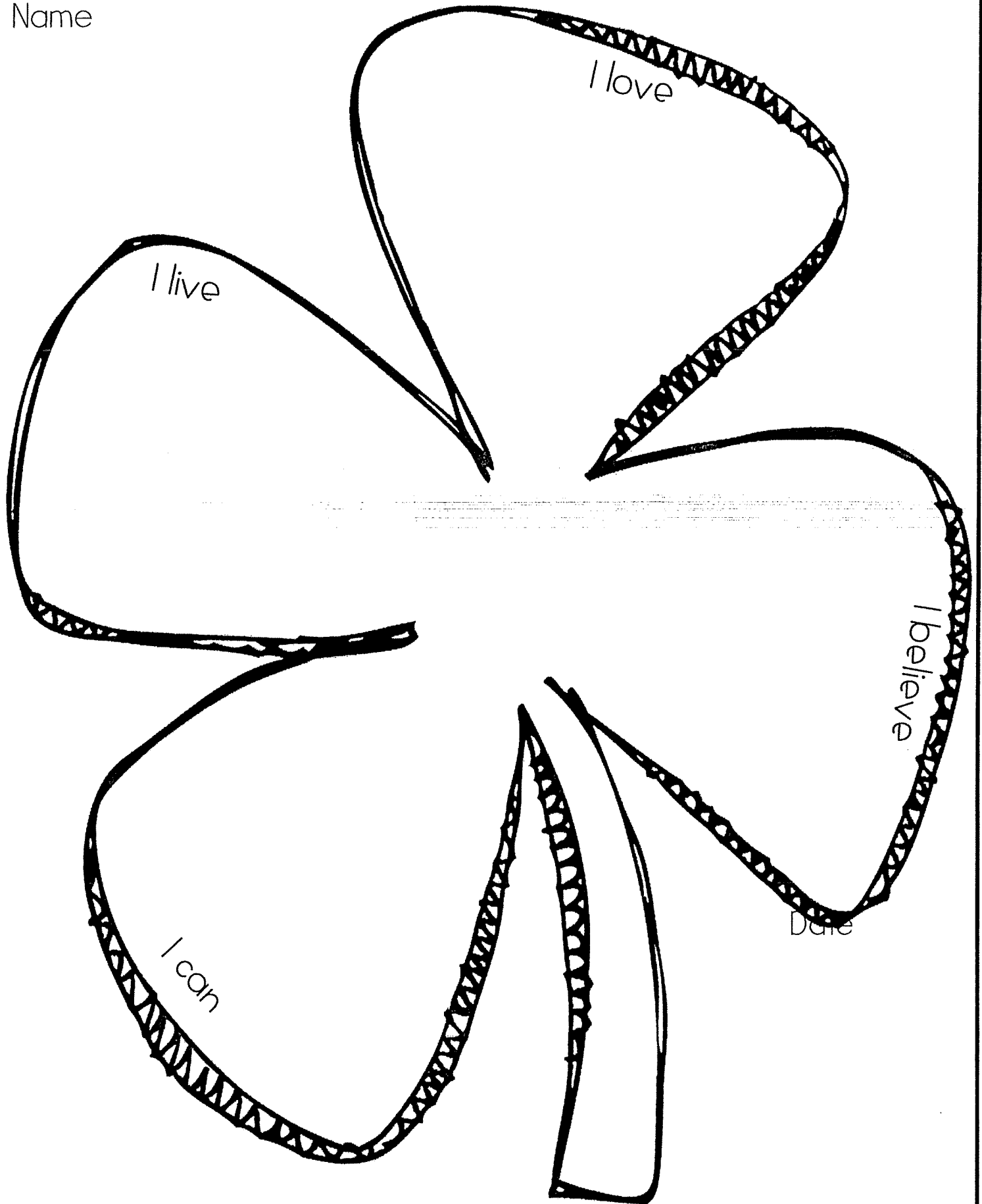
# my lucky life

Name \_\_\_\_\_



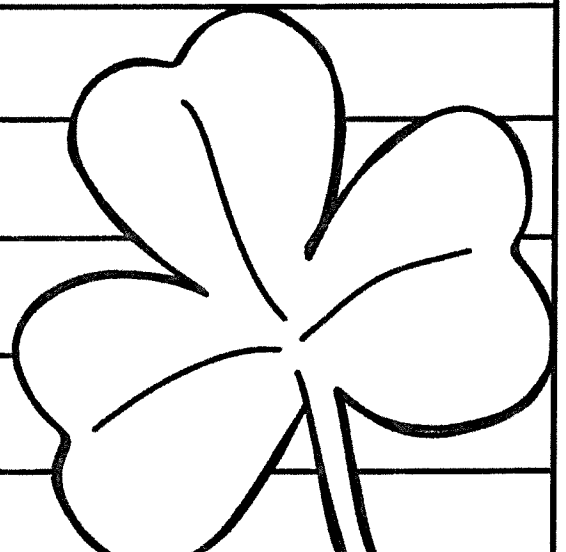
# my lucky life

Name \_\_\_\_\_



# my lucky life

Name



Name \_\_\_\_\_

## 2<sup>nd</sup> Grade Spelling List

### Week 26

cow

brown

trout

house

ground

ouch

town

pound

scout

shout

flower

howl

down

noun

mouse

scowl

found

foul

loud

cloud

A test will be given on Friday of every week (unless the homework note states differently because of a shortened week).

This year the students will not only be able to recognize sight words (high frequency words that all second graders should know), but they will also be learning to spell them.

Each test will include a dictation sentence, using words from the list, plus basic sight words they should be familiar with in second grade.

### Word Wall Words

brown

found

house

boys

oil

listen

sound

town

point

voice

would

your

Name \_\_\_\_\_

# Other Handed

Directions: First write your spelling words the way you usually do it.

**Then, try writing the list with your other hand!**

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

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

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

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

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

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

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

8. \_\_\_\_\_

9. \_\_\_\_\_

Name \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

**\*Bonus:** If you get finished early, write sentences with your spelling words in your Writing Journal, using the hand that you normally write with.



Name \_\_\_\_\_

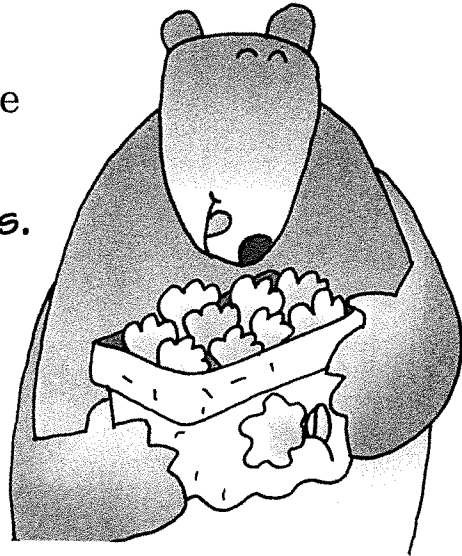
## Adjectives 2

An **adjective** describes a noun or a pronoun. An adjective often comes before the word it describes.

The ~~hungry~~ bear sniffed the berries.

Sometimes an **adjective** comes after the word it describes.

The bear was hungry.



**Underline the adjectives in this story. There are 12 in all. (Don't underline *a* or *that*.) Then add a sentence to the story using adjectives. Tell your sentence to a partner.**

Once there was a little brown bear.

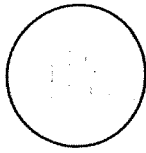
In the cool forest, she ate crunchy roots and red berries.

On summer days, the bear ate and ate.

In the fall, little bear changed.

She was a great, big bear.

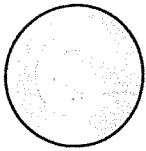
She crawled into a cozy den for a long winter nap.



Write one more sentence for the story about the little bear. Underline the adjectives you use.

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Write two sentences using adjectives from the box below. Try using more than one adjective in your sentences. Then choose another adjective from the box and speak using it in a sentence.

hairy	purple	loud	cold
windy	wet	sweet	soft
chewy	sleepy	strong	sour

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

\_\_\_\_\_

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

\_\_\_\_\_

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

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

Partner's Name: \_\_\_\_\_

## FUNNY, WACKY, GOOFY

# ADJECTIVE STORIES

**DIRECTIONS:** Ask your partner for 15 adjectives. As they tell you the adjectives, fill in the lines with their answers. Make sure to write the answers **in the order they say them**. Don't read the story to them until the very end! Have fun!

### THE STORY OF THE \_\_\_\_\_ CLASS

Once upon a time there was a \_\_\_\_\_ teacher. She had \_\_\_\_\_ hair, and a \_\_\_\_\_ nose. She taught a \_\_\_\_\_ class of students. One day, she came to class wearing a \_\_\_\_\_ shirt and \_\_\_\_\_ pants. The students thought she was being funny! The children loved to wear \_\_\_\_\_ shirts and \_\_\_\_\_ pants to class.

Later on that day, the teacher decided to teach the \_\_\_\_\_ students about grammar. They learned that an adjective is a describing word. Some adjectives are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. The students were \_\_\_\_\_ after they learned about adjectives. On the bus ride home, the children talked about all of the \_\_\_\_\_ adjectives that they had learned about.

## THE END!

**Monday****Correct the sentences.**

1. did you put the milk butter and eggs in the refrigerator

\_\_\_\_\_

2. do you want to ate a egg for breakfast

\_\_\_\_\_

**What is the abbreviation for "foot"?**

3. dr.                  ft.                  in.                  mrs.

**Find the word that is the opposite of "play."**

4. sit                  run                  work                  sleep

**Which word is spelled correctly?**

5. huntting          smiling          skiping

**Tuesday****Correct the sentences.**

1. them dirty socks stink

\_\_\_\_\_

2. why does sid got a bigger piece than i gots

\_\_\_\_\_

**Make two compound words using these words.**

some          bow          rain          thing

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

**Name two words in the -oat word family.**

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

**Is it real or make-believe?**

5. Some birds lay eggs in nests.

\_\_\_\_\_

**Wednesday****Correct the sentences.**1. jeff didnt do nothing bad  
\_\_\_\_\_2. we was laughing at stans jokes  
\_\_\_\_\_**Find the missing word.**3. Who is the \_\_\_\_\_ boy in school?  
tall taller tallest4. Is your sister \_\_\_\_\_ than you?  
old older oldest**Correct the address.**5. lara smith  
217 york road  
forest park iowa**Thursday****Correct the sentences.**1. werent that a scary movie  
\_\_\_\_\_2. didnt you went to the christmas play  
\_\_\_\_\_**Find the verbs in this sentence.**

3. The yellow bus drove down the street and stopped at the corner.

**What pronoun could take the place of "Mike" in this sentence?**4. Mike rode the bus home.**Find the missing word.**5. The princess \_\_\_\_\_ for the ball.  
dress dressing dressed