

Name:

#:

Date:

I FEEL

Task: Write a paragraph about how you feel. Use detailed sentences to describe how you feel when someone smiles at you, when you get in trouble, when you make a mistake, when you get dressed up to go somewhere special, and how you feel right now.

* Criteria Chart *

This is what needs to be in your writing

First and last name, #, and date on your paper

Indent (two finger space) the paragraph

Include detailed sentences.

Example: I feel ashamed when I get in trouble because I want to be proud of my actions. I want my parents to know that I am responsible and respectful even if they are not watching me.

Try your best in spelling

- Sound out the words and other resources (dictionary or thesaurus)

Coherent (logical) sentences

Proper punctuation and capitalization

Best penmanship (handwriting must be legible)

If you run out of space on this piece of paper then write on another sheet of paper and attach it to this sheet.

Parent Tips

1. Have the student read the ENTIRE story to himself & answer the questions.
2. Time the student while he reads aloud for exactly 1 minute. Do not help fix mistakes.
3. If the student is stuck on a word for 2 seconds, say the word & count it as a mistake.
4. Record the number of words read and the number of errors. Subtract: words read – errors = total words read correctly.
5. Now, help fix mistakes.
6. You may read the story out loud as a model for fluent reading.
7. Repeat the steps Monday-Thursday.

1. Where does the child like to play?

- At school
- At the park
- At home



2. The child can _____.

- throw a ball far
- jump rope many times
- run very fast

3. In the field, the child sometimes plays _____.

- soccer
- football
- basketball

4. What do you like to do at recess?

On the Playground

The playground at my school is very fun. I like when it is recess. 14

Before we go out, we have to put on our jackets. Outside, I like 28

to play with my friends. Sometimes we play tag. I can run very 41

fast. No one can catch me when I run. When we don't play 54

tag, we have lots of other things to do. There are three swings 67

at my school. I swing so high that I almost reach the sky! I like 82

to go down the long slide. When it rains the slide gets wet. 95

Then I get wet when I go on it. Another thing I like to do is play 112

ball. A boy in my class brings his football. We play in the field. 126

He can throw the ball far, but I run the fastest. Recess is always 140

fun! 141

	Mon.	Tues.	Wed.	Thurs.
words read in 1 minute				
– number of mistakes				
= total words read correctly				
adult initials				

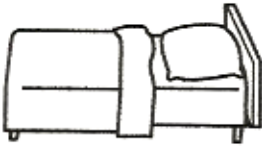











Name _____

{ Phonics }

1

Circle the word that matches the picture in each box.

short a, e, i RF.2.3

1.  bad bed	2.  dog dig	3.  map mop	4.  pan pen
5.  pot pet	6.  man men	7.  wit wet	8.  bat bet
9.  leg log	10.  rat rot	11.  tin ten	12.  map mop




Name _____

{ Place Value }

1

Follow the directions for coloring the ladybugs.

making tens 2.OA.2

 <p>Color 4 ladybugs red.</p> <p>How many white ladybugs are left? _____</p> <p>4 red + _____ white = 10</p> <p><input type="text"/> + <input type="text"/> = 10</p>	 <p>Color 1 ladybug red.</p> <p>How many white ladybugs are left? _____</p> <p>1 red + _____ white = 10</p> <p><input type="text"/> + <input type="text"/> = 10</p>	 <p>Color 3 ladybugs red.</p> <p>How many white ladybugs are left? _____</p> <p>3 red + _____ white = 10</p> <p><input type="text"/> + <input type="text"/> = 10</p>
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Finish the pattern. Add the two shapes that would come next.

○ △ ○ △ ___	⊘ ▽ ⊘ ▽ ___
□ ◇ □ ◇ ___	●● □ ●● □ ___
⌋ × ⌋ × ___	⌋ ⌋ ⌋ ⌋ ___
∩ ∪ ∩ ∪ ___	◇ ○ ◇ ○ ___
● ○ ● ○ ___	▽ ▲ ▽ ▲ ___
◇ △ ◇ △ ___	∩ □ ∩ □ ___
⌋ ○ ⌋ ○ ___	⊙ × ⊙ × ___

Name _____

{ Comprehension }**2****Read the story and answer the questions.***identifying details RL.2.3*

Joey watched some children having a race. He wanted to race, too, but he could not. Joey could not run. Joey could not walk. Joey had been in a wheel chair his whole life. The children saw Joey. They asked him if he would help. They needed someone to choose the winner of the race. Joey was pleased. Everyone had a good time.



- A good title for this story would be:
 The Kids How Joey Helped A Wheelchair
- What did Joey want to do? _____
- Why couldn't Joey be in the race? _____
- How did the children get Joey to play? _____
- How do you think Joey felt at the beginning of the story? _____

Name _____

{ Fast Facts }**2**

Answer each problem as quickly as you can without using your fingers. If you don't know the answer right away, put a circle around the problem and go to the next one. After you've finished all the problems you know, go back and work out the problems you circled. Can you think of a way to remember these problems so you will know them next time?

4	1	6	2	1	8	4	3
<u>+2</u>	<u>+1</u>	<u>+3</u>	<u>+5</u>	<u>+7</u>	<u>+0</u>	<u>+1</u>	<u>+7</u>

10	2	4	5	0	6	2	6
<u>+0</u>	<u>+7</u>	<u>+3</u>	<u>+5</u>	<u>+0</u>	<u>+4</u>	<u>+2</u>	<u>+1</u>

8	0	3	4	1	5	9	0
<u>+2</u>	<u>+9</u>	<u>+3</u>	<u>+6</u>	<u>+8</u>	<u>+4</u>	<u>+1</u>	<u>+2</u>

Name: _____ #: _____ Date: _____

Equivalent I

Use = or \neq to fill in the blank. Show your thinking.

Example: $4 + 4 = 8$
 $8 = 8$

1. $2 + 8$ _____ 9

2. $7 + 5$ _____ 12

3. $7 + 3$ _____ 14

4. $10 - 5$ _____ 3

5. $2 + 3$ _____ $3 + 2$

Name _____

{ Grammar }

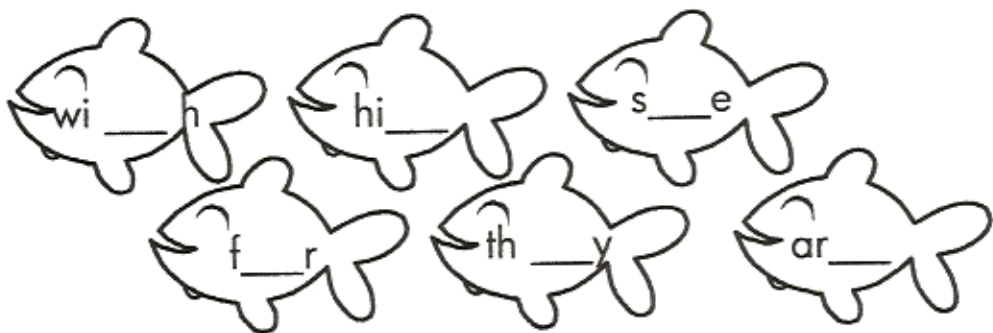
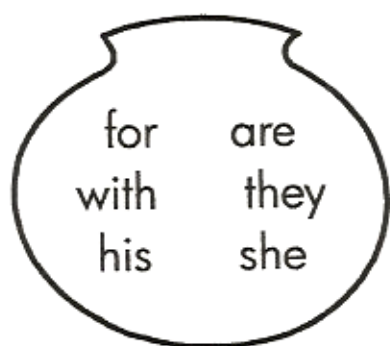
3

Read the words below. Circle **yes** if it's a complete sentence and **no** if it's not.

sentences L.2.1

1. The fan will not spin. **Yes** **No** 2. Sat down. **Yes** **No**
 3. He can fix the snack. **Yes** **No** 4. Will a crab pinch? **Yes** **No**
 5. I had a? **Yes** **No** 6. Hit the bag. **Yes** **No**

The words on the fish are missing a letter. Fill in the missing letter to spell the words from the fish bowl.



Name _____

{ Problem Solving }

3

Solve the problems. Then **explain your thinking** using words, numbers, or pictures.

2.OA.1

Lucy found 6 seashells at the beach. Then she found 3 more. How many seashells does she have now?

$$\square + \square = \square$$

She has _____ seashells now.

Eight kids are in the sand. Three kids go in. How many are still in the sand?

$$\square - \square = \square$$

_____ kids are still in the sand.

Look at the pattern:

2, 4, 6, 8, 10, _____

The next number is 11.

Do you agree or disagree?

Explain your thinking.

ACTIVITY 1

DIRECTIONS: Fill in the chart using Y for yes or N for no as you solve the puzzle.



A girl, a boy, and their mom have favorite ways to travel. Find each person's favorite ride.

1. The mom's ride never leaves the ground.
2. The boy's ride is the fastest.

Name _____

{ Writing } W.2.8

4

A good sentence must make sense, start with a capital, and end with a punctuation mark.

sentences

Write an answer to each question. Remember the capital and punctuation!



What do you think about swimming?

I used correct capitals. I used correct punctuation. I used my best spelling. My sentence makes sense.

What is the best way to spend a Saturday?

I used correct capitals. I used correct punctuation. I used my best spelling. My sentence makes sense.

Name _____

{ Graphing }

4

The students in Miss Carlton's class made a graph of the apples they ate.

pictographs 2.MD.10

Apples Eaten by the Class

Monday								
Tuesday								
Wednesday								

Key = 1

1. Which day did the students eat the most apples? _____
2. Which day did students eat 5 apples? _____
3. How many apples did the students eat on Tuesday? _____

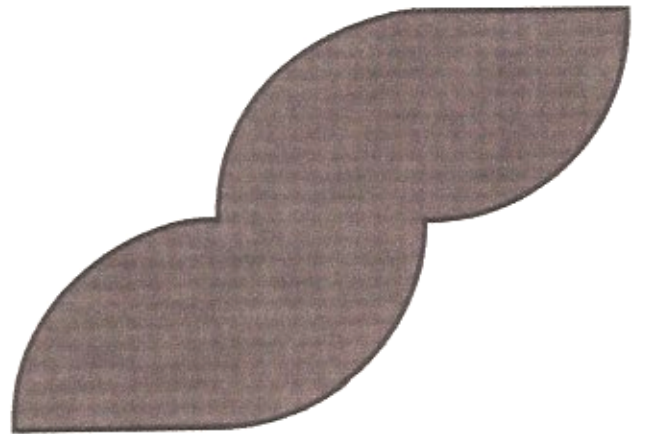
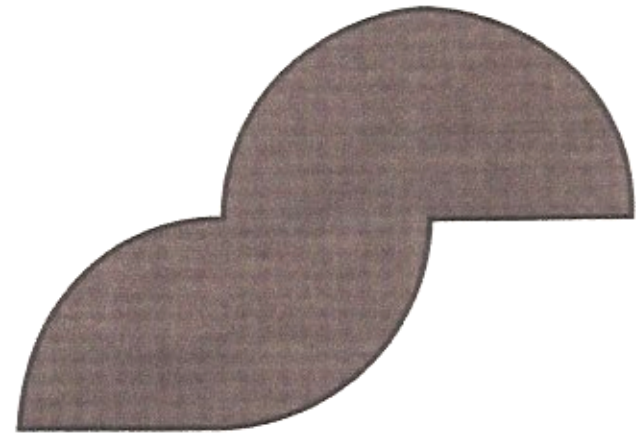
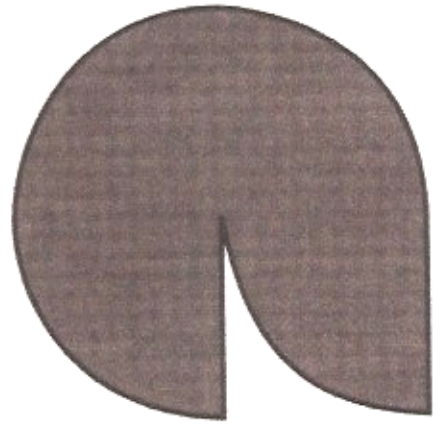
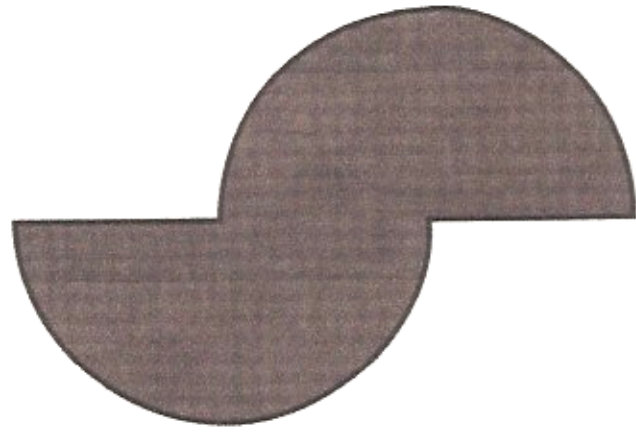
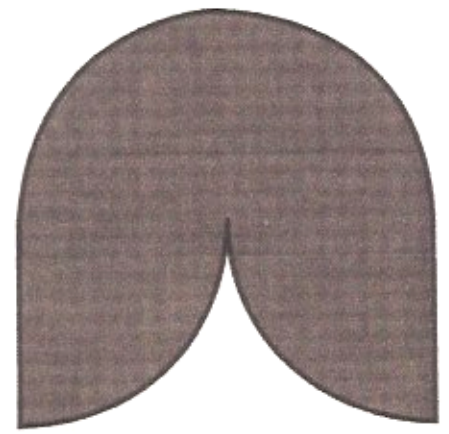
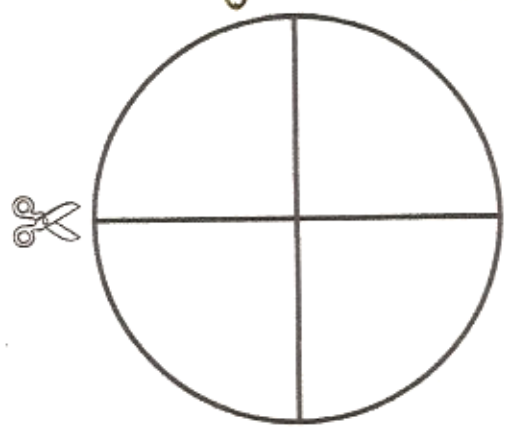


Circle Puzzles

Name _____

- ◆ Cut out the 4 pieces of the circle. Use them to make each shape.

Trace each of the 4 pieces to show how you made each shape.



Name:

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Syllabication Practice 1

Task: Divide each word by putting a slash (/) symbol between each syllable. Then write how many syllables each word has. Use a dictionary if you're not sure where to divide the syllables.

Example: c o f / f e e 2 syllables

1. b o r d e r

2. p l a s t i c

3. e m p l o y

4. m o n s t e r

5. c a l o r i e

Standards Addressed:

Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings)
- 1.2 Apply knowledge of basic syllabication rules (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.

Mrs. Kennedy

2012-2013

Use these numbers to write equations:

1 2 3 6

$$\square - \square = 1$$

$$\square - \square = 2$$

$$\square - \square = 3$$

$$\square + \square = 4$$

$$\square + \square = 5$$

$$\square + \square + \square = 6$$

$$\square + \square = 7$$

$$\square + \square = 8$$

$$\square + \square = 9$$

$$\square + \square + \square = 10$$

$$\square + \square + \square = 11$$

$$\square + \square + \square + \square = 12$$