

**Homework**  
**Return completed work on or before**  
**Friday, October 7<sup>th</sup>**

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p style="text-align: center;"><b><u>Spelling</u></b>            Inflected endings            DVD page 35</p> <p>The words this week are:  <b>talked</b>  <b>talking</b>  <b>dropped</b>  <b>dropping</b>  <b>excited</b>  <b>exciting</b>  <b>lifted</b>  <b>lifting</b>  <b>hugged</b>  <b>hugging</b>  <b>smiled</b>  <b>smiling</b></p> <p>Students will be tested on the spelling words every Friday.</p>	<p style="text-align: center;"><b><u>Comprehension</u></b>            Main Idea and Details            DVD page 39  <b>Remember to use complete sentences when answering the questions whenever possible.</b></p> <p>Please read for at least 25 minutes daily!</p>	<p style="text-align: center;"><b><u>Fresh Read</u></b>            Two Brothers            Pages 21 and 22            Read the story and answer the questions on the back.  <b>Remember to restate the question in your answer on # 5.</b></p> <p>Please read for at least 25 minutes daily!</p>	<p style="text-align: center;"><b><u>Math</u></b>  <b>Home Link 2.1</b>            Addition Number Stories            page 242            and  <b>Home Link 2.2</b>            Addition Facts            page 243</p> <p>Study for your spelling test!</p>	<p>Please read for at least 25 minutes daily!</p> <p style="text-align: center;"><b><u>Word Wall Words</u></b>  <b>eating</b>  <b>wanted</b>  <b>kicked</b>  <b>writing</b>  <b>played</b></p> <p>Make flash cards using the word wall words.            Keep flash cards at home!            Practice +- fact triangles for 5-10 minutes!</p> <p style="text-align: center;"><b>Have a great weekend!</b></p>

**Looking Ahead:**

October 7<sup>th</sup>: Second Grade Camping Experience! Report to Blandford at 6:45 P.M.

October 17-21<sup>st</sup>: Box Top Collection Week!

October 20<sup>th</sup>: **Picture Day!** October 21<sup>st</sup>: If absent on the 20<sup>th</sup>

October 20<sup>th</sup> and 25<sup>th</sup>: Conferences 4:30-8:00! **We will be scheduling online so be on the look out for more information!**

Please remember to send a healthy snack to school with your child to have in the afternoon.

Have a great week!  
 Mrs. Finn, Ms. Van Hekken and Mrs. Hillson  
[finn2cafrost.weebly.com](http://finn2cafrost.weebly.com)  
[vanhekkensecond.weebly.com](http://vanhekkensecond.weebly.com)  
[hillson2ndgrade.weebly.com](http://hillson2ndgrade.weebly.com)

Here are ways to help your child practice skills while having fun!

Day 1

Write these words: *raking, saved, trimming, walks, waving*. Have your child read each word and name the base word.

Day 2

Your child has been identifying the main idea and supporting details. Read a story with a diagram or chart to your child. Ask what the story is all about. Then ask what the diagram or chart tells about the story's details.

Day 3

Write these words on strips of paper: *animals, early, eyes, full, warm, water*. Have your child read the words. Cut up each word into letters. Ask your child to arrange the letters to spell the words.

Day 4

Have your child write these spelling words: *dropped, dropping, excited, exciting, hugged, huggings, lifted, lifting, smiled, smiling, talked, talking*. Take turns making up sentences using the words.

Day 5

This week your child learned about main ideas and details. Have your child write three details about deserts.

Name \_\_\_\_\_

# Family Times

*You are your child's first and best teacher!*

This week we're

Reading A Walk in the Desert



Talking About What we can learn by exploring the desert

Learning About Infected Endings  
Main Idea and Details

Name \_\_\_\_\_

# Inflected Endings

**Generalization** Some base words do not change when *-ed* or *-ing* is added: talked, lifting. Others do change: dropped, smiling.

Sort the list words by type of ending.

*-ed* with no  
base word change

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

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

*-ed* with  
base word change

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

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

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

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

**Words to Read**

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

*-ing* with no  
base word change

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

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

*-ing* with  
base word change

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

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

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

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

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

## Spelling Words

1. talked

2. talking

3. dropped

4. dropping

5. excited

6. exciting

7. lifted

8. lifting

9. hugged

10. hugging

11. smiled

12. smiling

**Words to Read**

13. early

14. warm

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**Home Activity** Your child is learning to spell words with *-ed* and *-ing*. To practice at home, have your child study the word, noting the ending, and then spell the word with eyes closed.

Name \_\_\_\_\_

Read the story and the chart. Follow the directions below.

Some clouds are white, thin, and high in the sky. Other clouds are gray and spread out like a blanket near the ground. One kind of cloud is thick and looks like puffs of cotton. A thundercloud is very tall and dark. Clouds are different colors and shapes.

Clouds and Weather

Type of Cloud	Name	Kind of Weather
thin and white	cirrus	fair
low and gray	stratus	misty, foggy
thick and puffy	cumulus	fair
tall and dark	nimbus	rainy, stormy

1. Write the sentence from the story that tells the main idea.

\_\_\_\_\_

-----

\_\_\_\_\_

2. Underline the sentences that tell details about the main idea.

3. Write the words that tell what kind of weather dark clouds bring.

\_\_\_\_\_

-----

\_\_\_\_\_

4. Write the words that describe the type of cloud that comes with foggy weather.

\_\_\_\_\_

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\_\_\_\_\_

5. Circle the name for puffy clouds.

cumulus

stratus

cirrus



**Home Activity** Your child identified the main idea and supporting details of a story and interpreted information from a chart. Work with your child to make a chart and write a story about the day's weather. Have your child identify the story's main idea and details.

Name \_\_\_\_\_

Read the selection. Then answer the questions that follow.

### Two Brothers

Thalia is happy to have two brothers, Eugene and Alex. They are different, but they are both good brothers.

Eugene is Thalia's big brother. He is tall and has brown hair. Eugene likes to sing and play music. He is quiet, and he likes to read books too. Eugene is very good to his sister.

Alex is Thalia's little brother. He is short and has black hair. Alex likes games. He likes to run and jump. Alex is always doing something. He is also very good to his sister.

Sometimes Thalia wants to hear music, so she spends time with Eugene. Sometimes Thalia wants to play games, so she spends time with Alex. Thalia is always happy to be with her brothers.

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Turn the page.

Answer the questions below.

**1** What is the selection mostly about?

- Thalia's brothers
- Thalia's favorite brother
- Thalia's brother Alex

**2** What is the second paragraph mostly about?

- what Thalia does with Alex
- why Thalia is happy
- who Eugene is

**3** What is the main idea in the third paragraph?

- Alex is Thalia's younger brother.
- Eugene is quiet and he likes to read books.
- Sometimes Thalia wants to play games.

**4** What is the last paragraph mostly about?

- things Eugene enjoys doing
- things Thalia does with her brothers
- things Alex likes to do

**5** What is one way that Alex and Eugene are alike?

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# Addition Number Stories

Home Link  
2.1



## Family Note

Before beginning this Home Link, review with your child the vocabulary from the Unit 2 Family Letter: *number story*, *label*, *unit box*, and *number model*. Then, encourage your child to make up and solve number stories and to write number models for the stories. Stress that the answer to the question makes more sense if it has a label.

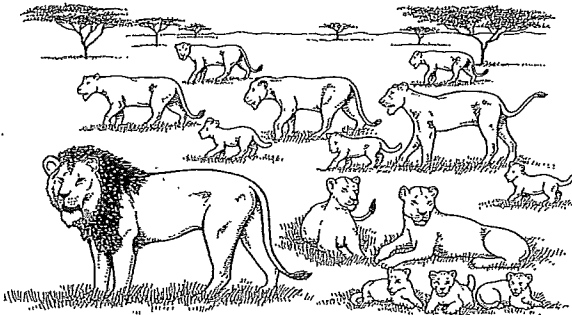
*Please return this Home Link to school tomorrow.*

Tell someone at home what you know about addition number stories, labels, unit boxes, and number models.

Write an addition number story about each picture.

Write the answer and a number model.

1.



Story: \_\_\_\_\_

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Unit
lions

Answer the question: \_\_\_\_\_ Number model:  $\_\_ + \_\_ = \_\_$   
(unit)

2.



Story: \_\_\_\_\_

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Unit
bricks

Answer the question: \_\_\_\_\_ Number model:  $\_\_ + \_\_ = \_\_$   
(unit)

# Addition Facts

Home Link

2.2




## Family Note

In class today, we continued working with addition stories. We reviewed shortcuts when adding 0 or 1 to a number. We also stressed the importance of memorizing the sum of two 1-digit numbers. Then we reinforced addition facts by playing a game called *Beat the Calculator*.

Please return this Home Link to school tomorrow.

Solve these addition fact problems.

	$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$
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$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$
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