

Monday



Dear Parent/Guardian,

During the coming year your child will participate in a wide variety of mathematics activities using the *Saxon Math 2* program. Your child will learn through hands-on experiences, discussions, explorations, and oral/written practice.

While each day's activities will be varied, each lesson will have a standard four-part format:

1. **The Meeting** is a time when we practice everyday skills. The children solve a problem of the day and learn about the calendar, a daily number or shape pattern, temperature, attendance graph, time, money, and fact families.
2. **Fact Practice** helps children master number facts by practicing fact strategies using fact cards, games and activities, Learning Wrap-Ups®, and fact sheets. Your child will also practice the number facts at home using fact sheets.
3. **New Concepts** are presented in each lesson through discussion and hands-on experiences that allow your child to be actively involved in learning.
4. **Written Practice** reinforces new concepts from the lesson, as well as from previous lessons. The children are guided in class as they complete and correct Side A of a practice sheet. Your child will complete Side B as homework.

Please assist your child by reading the problems on Side B, if necessary. Allow your child to arrive at the answers independently. Check your child's work and help your child correct mistakes. If you help your child with a problem, please circle the problem number to let me know that this is a difficult question. **It is important that your child return the homework the next day.**

Assessments, both written and oral, include skills your child has been practicing throughout the year and will help me determine what additional review is necessary. I will share with you my observations about your child's progress.

I look forward to working with you and your child this year. Please contact me if you have any questions about the program or about your child's progress.

Sincerely,

Mrs. Goffman



Name _____

Meeting Worksheet

Saxon Math 2 (first used in Lesson 18)

Lesson 1 Time :

Count by 1's.

Money _____ Secret Number _____

35									
									64

Lesson 2 Time :

Count by 1's

Money _____ Secret Number _____

47									
									76

Lesson 3 Time :

Count by 1's

Money _____ Secret Number _____

15									
									44

Lesson 4 Time :

Count by 1's

Money _____ Secret Number _____

1									
									30

This page may be photocopied for educational use within each purchasing institution.

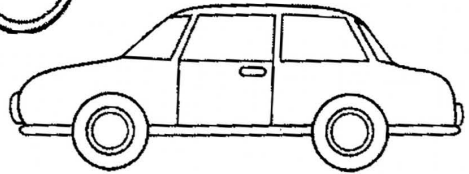
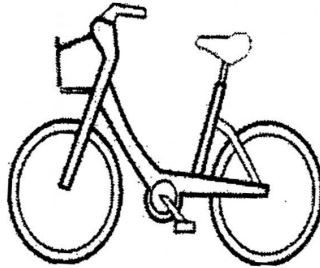
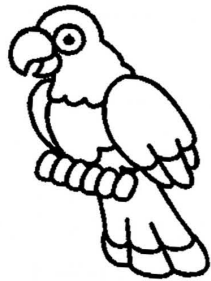
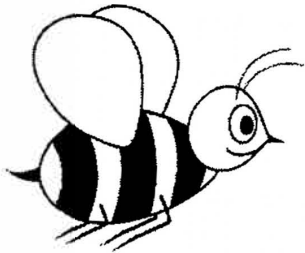
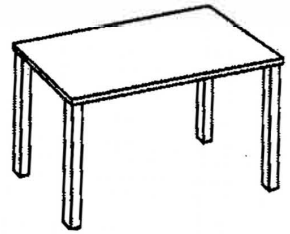
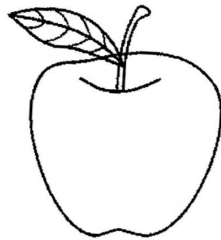
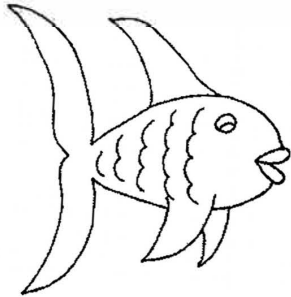
Left and Right

Name _____



1. The dog is to the *left* of the cat.
2. The _____ is to the *right* of the _____.
3. The _____ is to the *left* of the _____.
4. The _____ is to the *right* of the _____.

Cut out and glue six pictures on both the Left and Right sides of the paper. Answer question 2-4.



My Weekly Reader

September 2019 • Edition 2

www.scholastic.com/wn2

 SCHOLASTIC

NEWS

2nd Grade

When Words Hurt

It might seem fun to tell a secret about someone, but it can really hurt that person's feelings. We can all learn to be good friends. Read about how one kid is helping others to be kind.

My name _____

How Came

As You Read

Think about how Cameron showed that he had changed.

This is
Cameron
Thompson
today.

When Cameron was in second grade, he made fun of a boy in his class. Everyone laughed, but the boy started crying. Cameron felt terrible. "I realized I messed up," he says.

What Is Bullying?

Cameron was **bullying** the other boy. He had hurt his feelings on purpose.

There are many ways to be a bully. Hitting someone can be bullying.

Three Ways to Be Kind

Cameron has learned a lot about being kind. Here are three ways you can be a good friend.

You

eron Became Kind

Making fun of someone can be bullying. Leaving someone out on purpose can be bullying too. Bullying can take only a second, but it makes someone feel bad for a long time.

Cameron Changed

Cameron wanted to change. He wanted to be kind. First, he told the boy he was sorry. Then he started a club at his school to stop bullying. Cameron wasn't sure anyone would come, but 70 people showed up!

Some kids said they had been bullied. Some kids said they had bullied someone else. They shared ways to be kind to each other instead of being mean.

Teaching Others

Cameron is 12 now, but he still remembers what happened when he was in second grade. He is still working hard to be kind and to try to stop bullying in schools:

He gives **speeches** to other kids about bullying. He also started a website. People can go online and learn how to start their own clubs like Cameron's. Cameron wants to stop bullying at every school across the country.

"I want to make sure other kids don't make the same mistake that I did," Cameron says. "It's never too late to change." —by Blair Rainsford



can stand up for someone who is being bullied.

You don't have to join in when someone is bullying.

You can include people. Don't leave people out!

What Would You Say?

Read about each kid below. Then write a kind thing you could say.
You can use the sentences below or write your own.

Can I sit with you?

We can all take turns.

I don't think that's funny.

Could I help?



1. James tripped and fell at recess. He's crying. Everyone is looking at him.



2. Harper is new at your school. She is sitting by herself at lunch.



3. Aiden told Lily her backpack looks like a big blueberry. Kids are laughing at her.



4. Ben and Grace are arguing about who gets to use the computer. You want to use it too.

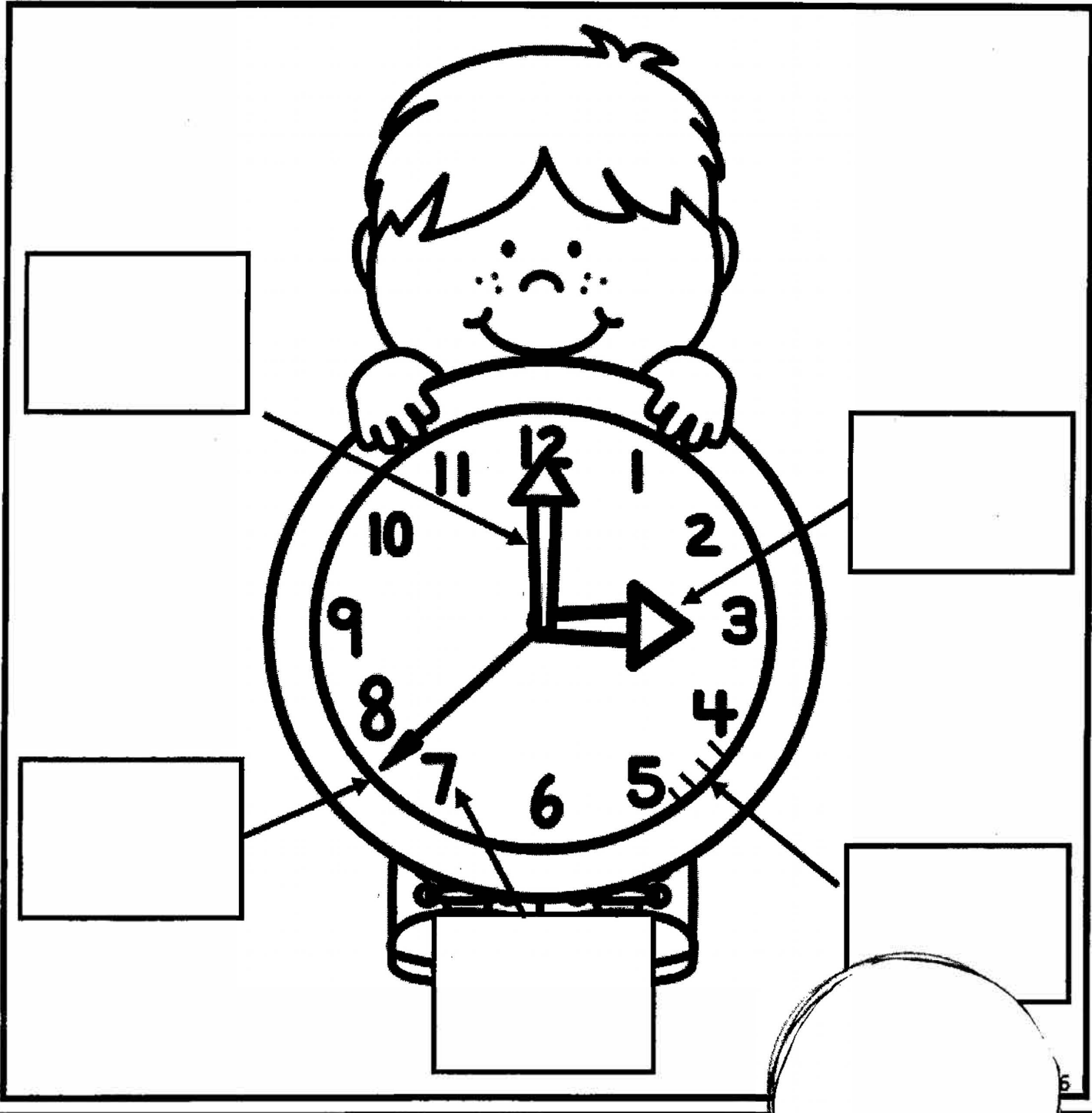
Tuesday

2nd Grade Name: _____
Lesson 2

IMD.B.3

Parts of a Clock

Cut and paste the labels for the parts of a clock.



hour hand	minute hand	second hand	minute lines	hour numbers
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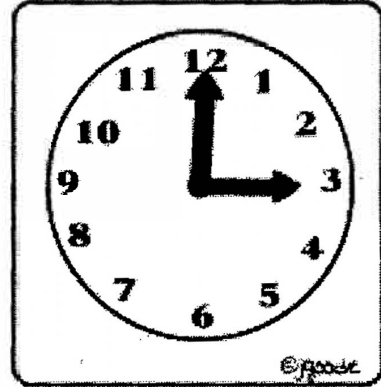
Make your own Clock

You Need:

- paper
- crayons
- scissors
- 1 brad/fastener

Make It:

1. print page
2. color/cut out pieces
3. glue numbers in place
4. attach clock hands



9 10 11 12

8

7

6

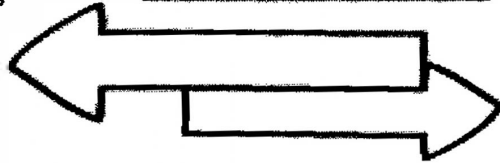
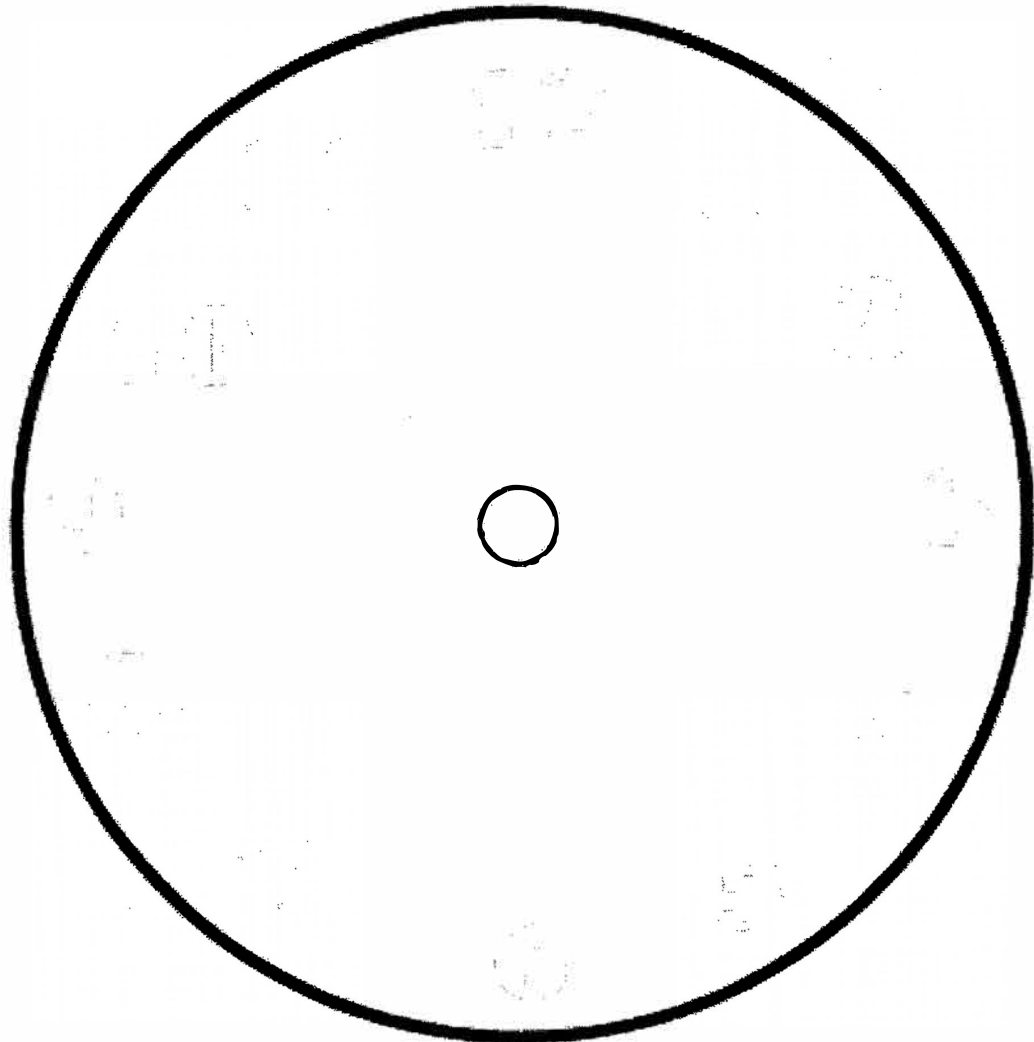
5

4

3

2

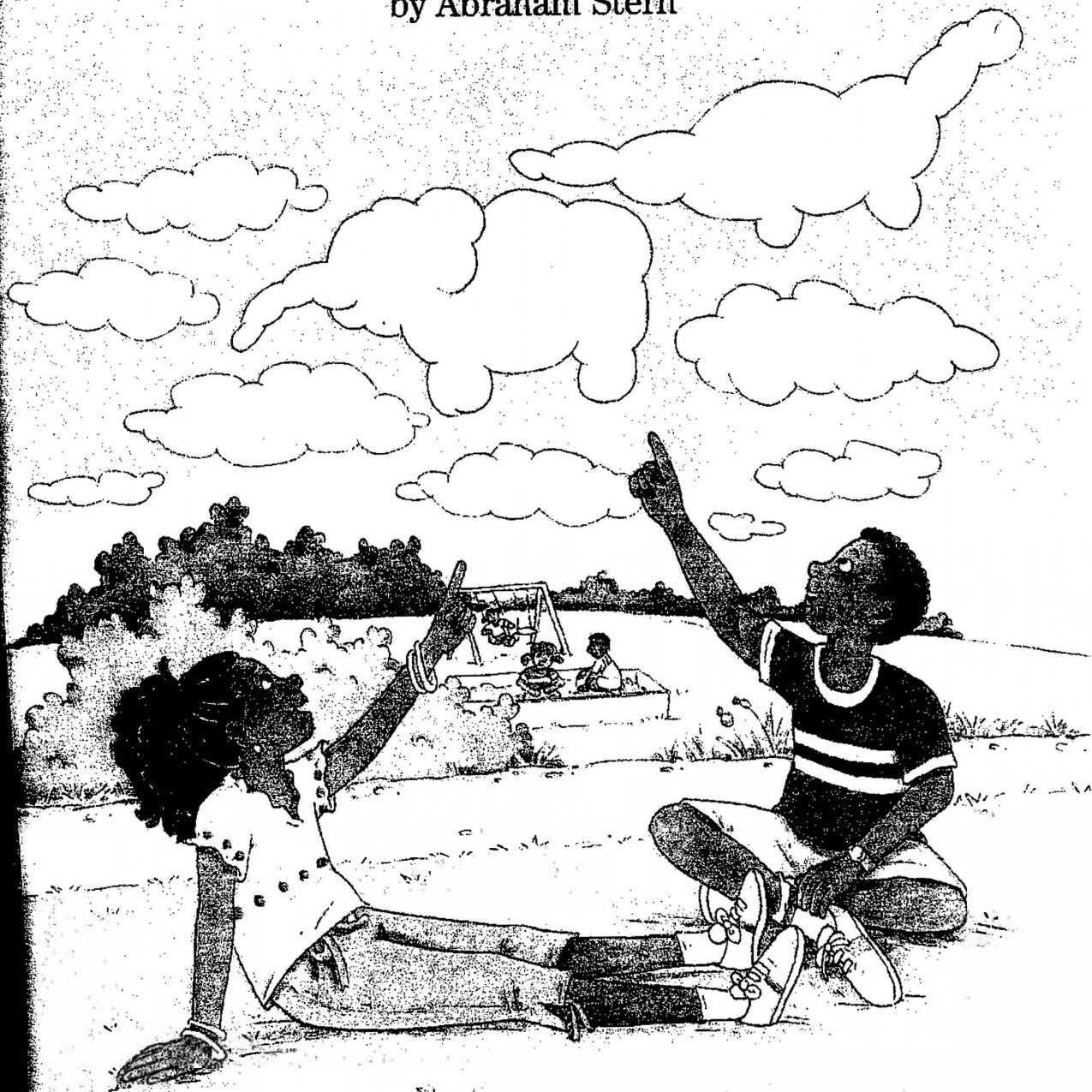
1



2nd Grade

The Clouds

by Abraham Stern



Orange Is
Power Builder

1

Name: _____

The summer sky was filled with clouds. Some were round. Others were flat.

Patty and Sam were playing in the park.

“Let’s play clouds,” Patty said.

“How do you play?” Sam asked.

“First you look at a cloud,” Patty said. “Then you tell what it looks like.”

“That cloud looks like an elephant,” Sam said. “See the long nose?”

“That one has a big tail,” Patty said. “It looks like a dinosaur.”

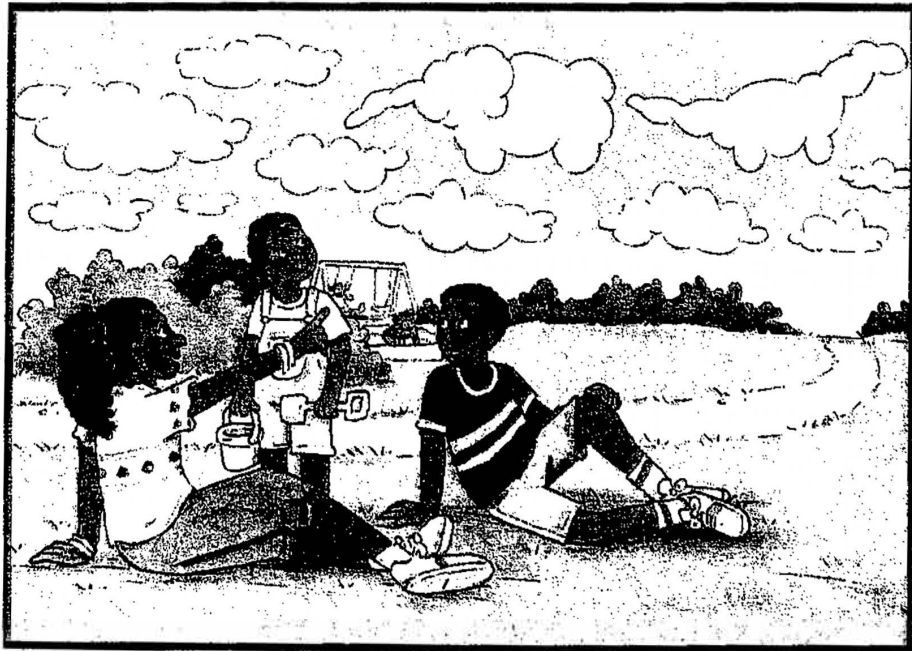
Patty’s little brother came from the sandbox.

“Do you see that big, round cloud, Michael?” Patty asked.

“Yes,” Michael said.

“What does it look like?” Patty asked.

“It looks like just a cloud,” Michael said.



COMPREHENSION

A Read each question. Write *a* or *b*.

- 1 What is another good name for this story?
 - a What Clouds Are Made Of
 - b What Does It Look Like to You?
- 2 Why did Sam say one cloud looked like an elephant?
 - a Because part of that cloud looked like a long nose
 - b Because part of that cloud looked like a long tail
- 3 How was the first cloud like the second cloud?
 - a Both clouds looked like animals.
 - b Both clouds were big and round.
- 4 How was the first cloud *not* like the second cloud?
 - a The first cloud looked just like a cloud, and the second cloud looked flat.
 - b The first cloud looked like it had a long nose, and the second cloud looked like it had a tail.
- 5 What is the joke in this story?
 - a Sometimes a cloud looks like just a cloud.
 - b Sometimes children play a game called clouds.

LEARN ABOUT WORDS

B pl + ay = play

Look at each row of letters. Add one letter or group of letters from each row to *ay* to make a word.

Write the word.

1. st + ay = stay, tw + ay = tway
gl + ay = glay.

1	st, tw, gl	
2	bl, sm, cl	
3	t, z, w	+ ay
4	q, s, v	
5	d, t, x	

Use these words for the next section.

2. bl + ay = _____, sm + ay = _____, cl + ay = _____

3. t + ay = _____, z + ay = _____, w + ay = _____

4. q + ay = _____, s + ay = _____, v + ay = _____

5. d + ay = _____, t + ay = _____, x + ay = _____

LEARN ABOUT WORDS (*continued*).

C Read the words you wrote. Which one best fits in each sentence? Write the word.

- 6 Patty and Sam knew the _____ to the park.
- 7 Patty and Sam were there on a summer _____.
- 8 Sam made a dinosaur out of _____.
- 9 Sam had to _____ what the clouds looked like.
- 10 The clouds did not stay in one place.

THINK ABOUT IT

D Word pictures help you see things more clearly. They tell you more about a story. Choose the sentence that gives a better picture. Write *a* or *b*.

- 1 **a** The big clouds have different shapes.
b The big clouds are round and flat.
- 2 **a** Patty told Sam how to play clouds.
b Patty told Sam how to play a game.
- 3 **a** The cloud looked like an elephant.
b The cloud looked like some kind of animal.
- 4 **a** One cloud was very round.
b One cloud was as round as a ball.
- 5 **a** Patty pointed to something in the sky.
b Patty pointed to a flat cloud in the sky.

Wednesday

The Leader in Me™

great happens here

The 7 Habits Tree

AND REMEMBER TO
TAKE CARE OF YOURSELF

Habit 7

SHARPEN THE SAW

Renewal, Rest, Rest

THEN PLAY WELL
WITH OTHERS

Habit 6

SYNERGIZE

Together Is Greater

Habit 5

SEEK FIRST TO UNDERSTAND,
THEN TO BE UNDERSTOOD

Listen Before You Talk

Habit 4

THINK WIN-WIN

Enlarge Your Circle

START WITH YOU

Habit 3

PUT FIRST THINGS FIRST

Get First Things Done

Habit 2

BEGIN WITH
THE END IN MIND

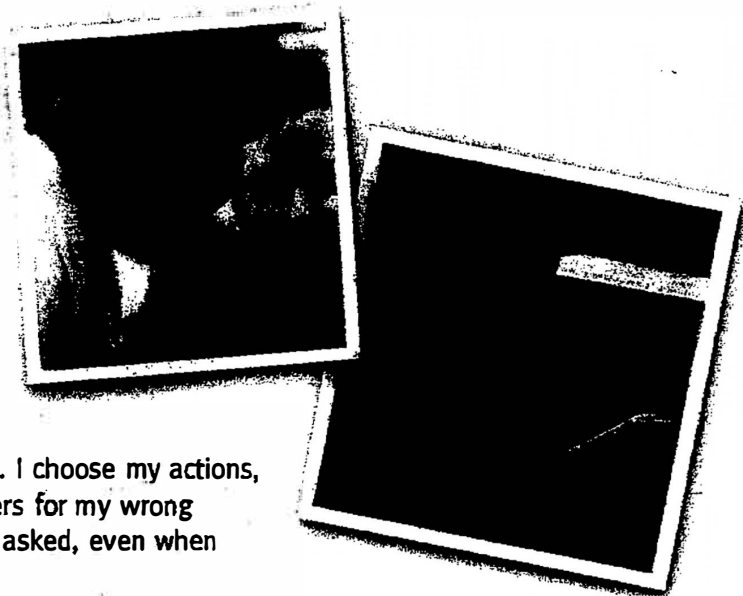
Habit 1

BE PROACTIVE

You're in Charge



Habits 1-7



Habit 1: Be Proactive®

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

Habit 2: Begin With the End in Mind®

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.

Habit 3: Put First Things First®

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

Habit 4: Think Win-Win®

I balance courage for getting what I want with consideration for what others want. When conflicts arise, I look for a win-win solution.

Habit 5: Seek First to Understand, Then to Be Understood®

I listen to other people's ideas and feelings. I try to see things from their viewpoint (paradigm). I listen to others without interrupting. I listen with my ears, my eyes, and my heart. I am confident in voicing my ideas.

Habit 6: Synergize®

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas because I know that by teaming with others, we can create better solutions than what any one of us could alone. I look for Third Alternatives.

Habit 7: Sharpen the Saw®

I eat right, exercise, and get enough sleep (body). I learn in lots of ways and lots of places, not just at school (brain). I spend time with family and friends (heart). I take time to find meaningful ways to help people (soul). I balance all four parts of myself.

Name _____

Date _____

1. What day of the week is it today?

2. Write the letter **e** to the right of the **n**.

Write the letter **o** to the left of the **n**.

_____ n _____

3. Use a red crayon to color these numbers on the chart.

Cross off each number after you color it.

14, 1, 28, 10, 17, 5, 34, 12, 23,
50, 19, 46, 37, 6, 45, 32, 39, 41

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

4. What number is one more than 28? _____

What number is one less than 37? _____

Name _____

Date _____

Saxon Math 2 (for use with Lesson 2)

1. Read these numbers to someone.

39, 18, 12, 22, 40, 48

2. Write the letter **t** to the left of the **w**.
Write the letter **o** to the right of the **w**.

_____ **W** _____

3. Use a red crayon to color these numbers on the chart.
Cross off each number after you color it.

22, 14, 37, 8, 23, 34, 42, 17, 48, 6,
12, 44, 27, 46, 4, 32, 47, 7, 24, 2

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Thursday

**Story “How Full is your Bucket”
<https://youtu.be/mWe6Z3zFwoA>**

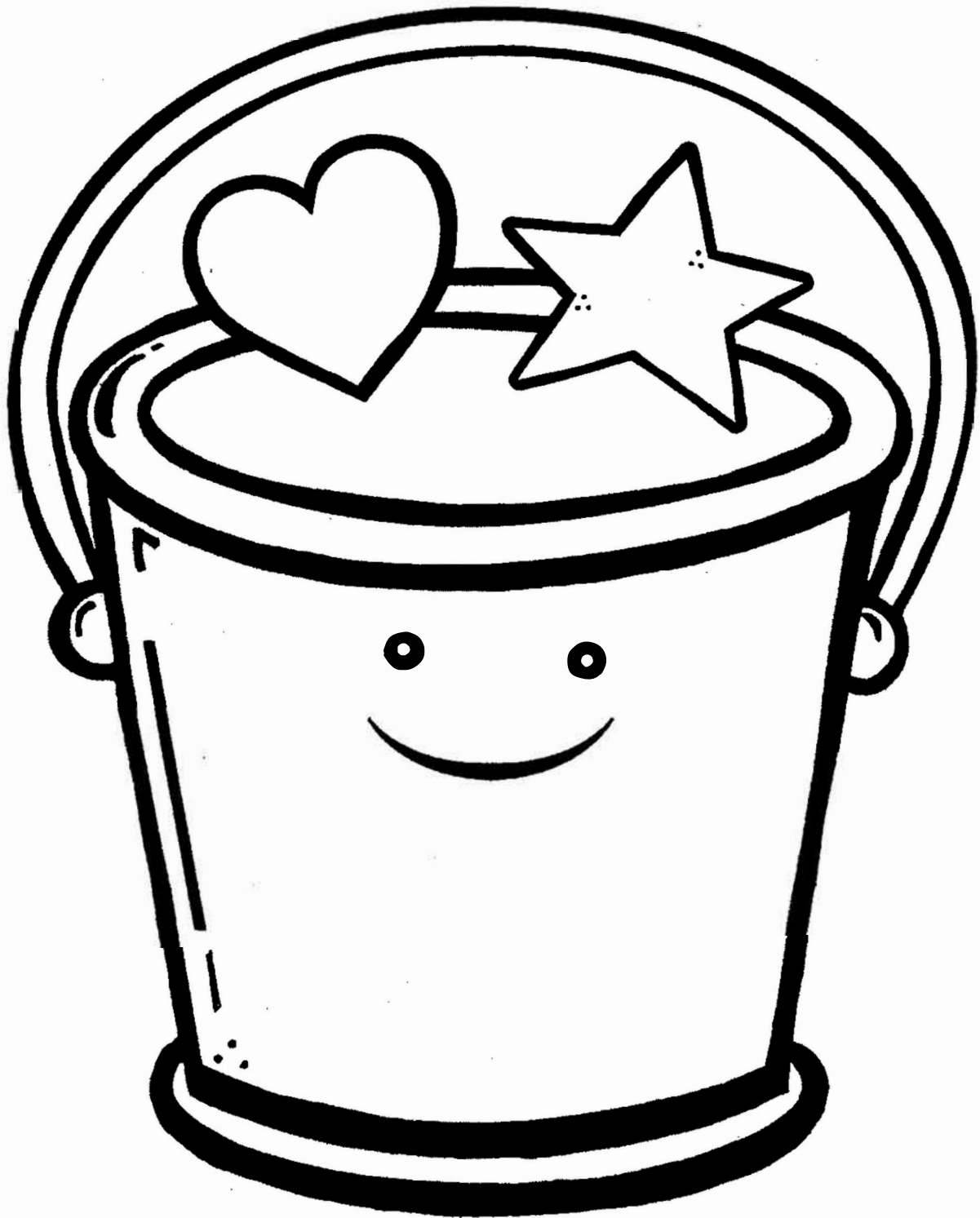
Our Birthdays

January	February	March	April	May	June	July	August	September	October	November	December

Bucket Filling

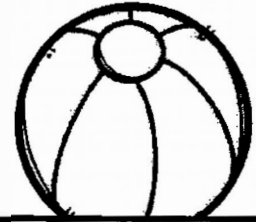
Bucket Dipping

I am a
Bucket Filler!



Name _____

SENTENCE FIXERS



Directions: Circle the errors in each sentence.
Rewrite each sentence correctly.

1. coach gav me a high fiv for the catch

2. shee is hiding under the bed

3. i can jumpe rope on the playground

4. can we worke together in classe

5. we are going to eht beach on friday

Friday

Name _____

Date _____

1. Use the class birthday graph to answer these questions.

How many children have birthdays in August? _____

How many children have birthdays in September? _____

2. What number is one less than 13? _____

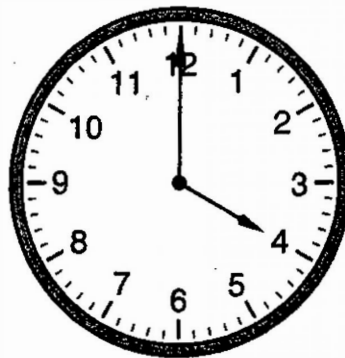
What number is one more than 20? _____

3. Count from one to twenty. Write the numbers.

_____ , _____ , _____ , _____ , _____ , _____ , _____ , _____ , _____ , _____ ,
_____ , _____ , _____ , _____ , _____ , _____ , _____ , _____ , _____ , _____

4. Write the digital time.

□ : □



5. Write the letter **s** to the left of the **c**.
Write the letter **h** to the right of the **c**.
Write the letter **o** to the left of the **l**.

_____ **c** _____ **o** _____ **l** _____

Name _____

Date _____

1. What will be tomorrow's date?

2. What number is one less than 25? _____

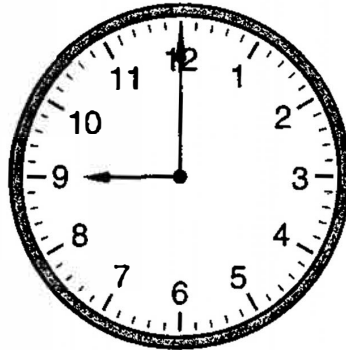
What number is one more than 16? _____

3. Count backward from twenty to one. Write the numbers.

20 _____

4. Write the digital time.

:



5. Write the letter **u** to the left of the **s**.
Write the letter **e** to the right of the **s**.
Write the letter **h** to the left of the **o**.

_____ **O** _____ **S** _____



The 7 Habits

Habit 1: Be Proactive: You're in Charge

Habit 2: Begin with the End in Mind:
Have a Plan

Habit 3: Put First Things First:
Work First, Then Play

Habit 4: Think Win-Win: Everyone Can Win

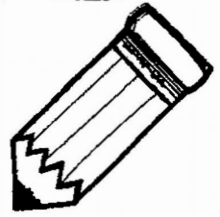
Habit 5: Seek First To Understand,
Then to be Understood:
Listen Before You Talk

Habit 6: Synergize: Together is Better

Habit 7: Sharpen The Saw:
Balance Feels Best

2nd Grade Name: _____

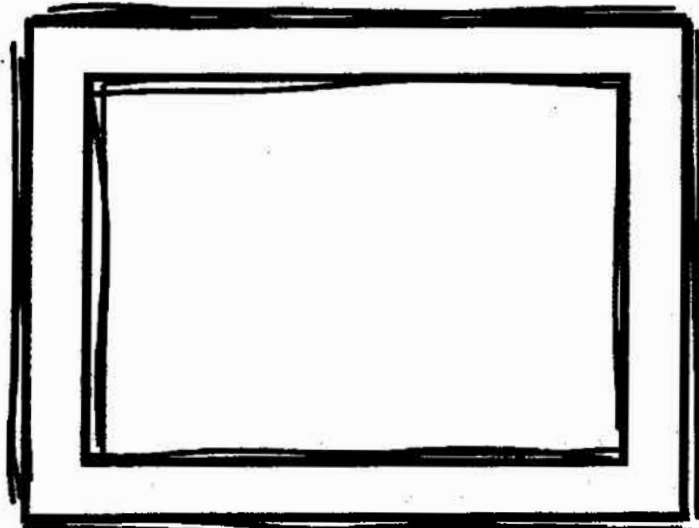
Habit 1: Be Proactive



The next time that you are feeling bored, what can you do? Here are a few ideas: do something nice for someone else, do something you have always been scared to do, do something creative.

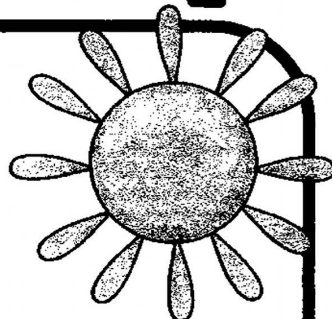
What will you do the next time that you are bored? Illustrate your sentence.

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



Name _____

SUMMER FUN



Four sets of primary writing lines, each consisting of a solid top line, a dashed midline, and a solid bottom line, for practicing handwriting.

Physical Education for K-2nd Grade - August 10th-14th - Due: 08/19/20

Student Name: _____

Grade: 2nd

Teacher: Coffman

1. What sport did you play the most this summer?

2. What type of ball is usually black and white?

Soccer ball Football Volleyball Basketball

3. A referee is some one that makes sure the game is played fair?

True False

4. This sport is usually played with your hands but also allows you to kick the ball, what sport is this?

Volleyball Football Basketball Hockey

5. What colors are the Arizona Cardinals football team?

6. What color is a standard basketball?

Red Yellow Orange Blue

7. Tell me something fun you did over your summer break?

