WORK PACKET #1

All second grade teachers from our district have worked to create this packet. The activities are intended to keep your child's grade-level skills sharp without adding extra stress to your life. If you and your child are experiencing frustration with an activity, please reach out to your child’s teacher for support. In addition, teachers will be reaching out once a week and offering support materials online. Below you will find your teachers email address. Please watch for emails and robo-calls from the district as communication is very important in making distance learning work. Teachers will not collect these packets. Teachers will suggest ways your child can show work completion via SeeSaw or other methods.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Wright</td>
<td><a href="mailto:vwright@mtbaker.wednet.edu">vwright@mtbaker.wednet.edu</a></td>
</tr>
<tr>
<td>Mr. Johnson</td>
<td><a href="mailto:bjohnson@mtbaker.wednet.edu">bjohnson@mtbaker.wednet.edu</a></td>
</tr>
<tr>
<td>Mrs. Fernandez</td>
<td><a href="mailto:cfernandez@mtbaker.wednet.edu">cfernandez@mtbaker.wednet.edu</a></td>
</tr>
<tr>
<td>Mr. Mumma</td>
<td><a href="mailto:jmumma@mtbaker.wednet.edu">jmumma@mtbaker.wednet.edu</a></td>
</tr>
<tr>
<td>Ms. Sauvola</td>
<td><a href="mailto:esauvola@mtbaker.wednet.edu">esauvola@mtbaker.wednet.edu</a></td>
</tr>
<tr>
<td>Mrs. Kelley</td>
<td><a href="mailto:skelley@mtbaker.wednet.edu">skelley@mtbaker.wednet.edu</a></td>
</tr>
<tr>
<td>Mrs. Clarke</td>
<td><a href="mailto:mclarke@mtbaker.wednet.edu">mclarke@mtbaker.wednet.edu</a></td>
</tr>
</tbody>
</table>
How to complete this packet:

- You will have work to complete for each day of the week. You will do either science OR social studies, depending on the day. Imagine Learning, Math, and Reading/Writing will have requirements for every day.
- The amount of time spent on each subject is ONLY A SUGGESTION. If you are spending too much time on one thing, STOP, skip it, and work on something else.
- Take a break between each subject! Get some fresh air. Have a snack.
- STOP at the end of each day’s work. Don’t over-do it.
- Each week will have a “menu” like the one on the next page. It will tell you what the assignment is for each subject, for each day.
<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imagine Learning</strong></td>
<td>30 Minutes Language &amp; Literacy</td>
<td>30 Minutes Language &amp; Literacy</td>
<td>30 Minutes Language &amp; Literacy</td>
<td>30 Minutes Language &amp; Literacy</td>
<td>30 Minutes Language &amp; Literacy</td>
</tr>
<tr>
<td></td>
<td>30 Minutes Math</td>
<td>30 Minutes Math</td>
<td>30 Minutes Math</td>
<td>30 Minutes Math</td>
<td>30 Minutes Math</td>
</tr>
<tr>
<td><strong>Math 30 min.</strong></td>
<td>3 digit addition pg. 1</td>
<td>2 digit subtraction pg. 2</td>
<td>3 digit subtraction pg. 3</td>
<td>Subtracting across zeros pg. 4</td>
<td>Solve mixed + &amp; - pg. 5</td>
</tr>
<tr>
<td><strong>Science 30 min.</strong></td>
<td>X</td>
<td>How To Wash Your Hands Sheet</td>
<td>X</td>
<td>Correct Cough/Sneeze Habits</td>
<td>X</td>
</tr>
<tr>
<td><strong>Social Studies 20 min.</strong></td>
<td>List or draw important ideas</td>
<td>X</td>
<td>Gather materials for collage</td>
<td>X</td>
<td>Organize collage</td>
</tr>
<tr>
<td><strong>Reading 20 min.</strong></td>
<td>Read 20 min &amp; fill in reading log</td>
<td>Read 20 min &amp; fill in reading log</td>
<td>Read 20 min &amp; fill in reading log</td>
<td>Read 20 min &amp; fill in reading log</td>
<td>Read 20 min &amp; fill in reading log</td>
</tr>
<tr>
<td></td>
<td>(Idea: look up a reading of 'Mr. Tanen’s Tie Trouble online)</td>
<td></td>
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</tr>
<tr>
<td><strong>Word Work 15 min</strong></td>
<td>Write each spelling word 3 times and practice reading high frequency words</td>
<td>Complete sheet on homographs (Homographs are 2 words that are spelled the same but have different meanings)</td>
<td>Read each vocabulary word and write a sentence for each-don’t forget capitalization and punctuation!</td>
<td>Complete sheet on -ed and -ing endings</td>
<td>Write each spelling word 3 times and practice reading high frequency words (Idea: write words in rainbow colors)</td>
</tr>
<tr>
<td><strong>Writing 15 min</strong></td>
<td>Choose an option from the writing menu</td>
<td>Choose an option from the writing menu</td>
<td>Choose an option from the writing menu</td>
<td>Choose an option from the writing menu</td>
<td>Choose an option from the writing menu</td>
</tr>
</tbody>
</table>
Solve each problem.

Adding Within 1,000

<table>
<thead>
<tr>
<th></th>
<th>252</th>
<th>692</th>
<th>414</th>
<th>777</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>574</td>
<td>257</td>
<td>39</td>
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<td>2</td>
<td>419</td>
<td>294</td>
<td>81</td>
<td></td>
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<tr>
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<td>777</td>
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<td>4</td>
<td>922</td>
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<td></td>
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<td>5</td>
<td>629</td>
<td>289</td>
<td>918</td>
<td></td>
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<tr>
<td>6</td>
<td>527</td>
<td>299</td>
<td>826</td>
<td></td>
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<tr>
<td>7</td>
<td>703</td>
<td>134</td>
<td>837</td>
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<td>8</td>
<td>200</td>
<td>175</td>
<td>375</td>
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<tr>
<td>9</td>
<td>157</td>
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<td></td>
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<tr>
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<td>77</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>700</td>
<td>77</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>623</td>
<td>46</td>
<td></td>
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<tr>
<td>13</td>
<td>610</td>
<td>82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>350</td>
<td>64</td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>340</td>
<td>229</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>946</td>
<td>51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answers

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 
16. 

Use subtraction to solve the following problems.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td>36</td>
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<td>13</td>
<td>4</td>
<td>3</td>
<td></td>
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<td>45</td>
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<tr>
<td>31</td>
<td>1</td>
<td>12</td>
<td>18</td>
<td>43</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) 91 - 48 = 43
2) 54 - 18 = 36
3) 50 - 32 = 18
4) 16 - 13 = 3
5) 20 - 10 = 10
6) 60 - 15 = 45
7) 42 - 12 = 30
8) 27 - 23 = 4
9) 25 - 12 = 13
10) 70 - 68 = 2
11) 11 - 10 = 1
12) 31 - 19 = 12
13) 86 - 55 = 31
14) 63 - 39 = 24
15) 24 - 17 = 7
Use subtraction to solve the following problems.

<table>
<thead>
<tr>
<th></th>
<th>469</th>
<th>243</th>
<th>86</th>
<th>399</th>
<th>140</th>
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<tbody>
<tr>
<td>1</td>
<td>651</td>
<td>62</td>
<td>1</td>
<td>305</td>
<td>236</td>
</tr>
<tr>
<td>2</td>
<td>51</td>
<td>14</td>
<td>17</td>
<td>44</td>
<td>194</td>
</tr>
</tbody>
</table>

1) 336
   - 100
   _______

2) 105
   - 104
   _______

3) 755
   - 512
   _______

4) 903
   - 817
   _______

5) 378
   - 327
   _______

6) 891
   - 697
   _______

7) 415
   - 110
   _______

8) 154
   - 137
   _______

9) 723
   - 254
   _______

10) 124
    - 110
    _______

11) 714
    - 670
    _______

12) 887
    - 236
    _______

13) 246
    - 106
    _______

14) 278
    - 216
    _______

15) 528
    - 129
    _______
Use subtraction to solve the following problems.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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<tbody>
<tr>
<td>80</td>
<td>134</td>
<td>6</td>
<td>13</td>
<td>243</td>
<td></td>
</tr>
<tr>
<td>236</td>
<td>737</td>
<td>209</td>
<td>3</td>
<td>787</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>141</td>
<td>280</td>
<td>308</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

1) \[701 - 421 = 280\]  
2) \[401 - 388 = 13\]  
3) \[902 - 115 = 787\]  
4) \[802 - 65 = 737\]  
5) \[902 - 752 = 150\]  
6) \[409 - 308 = 101\]  
7) \[308 - 72 = 236\]  
8) \[503 - 500 = 3\]  
9) \[101 - 95 = 6\]  
10) \[506 - 263 = 243\]  
11) \[108 - 28 = 70\]  
12) \[907 - 698 = 209\]  
13) \[801 - 667 = 134\]  
14) \[601 - 510 = 91\]  
15) \[504 - 363 = 0\]
Find the missing value in each of the problems.

<table>
<thead>
<tr>
<th></th>
<th>13</th>
<th>25</th>
<th>78</th>
<th>35</th>
<th>30</th>
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<tbody>
<tr>
<td>2</td>
<td>92</td>
<td>94</td>
<td>16</td>
<td>37</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>96</td>
<td>83</td>
<td>98</td>
<td>10</td>
<td>86</td>
</tr>
<tr>
<td>4</td>
<td>42</td>
<td>62</td>
<td>56</td>
<td>53</td>
<td>68</td>
</tr>
</tbody>
</table>

1) \(? + 22 = 52\)  
2) \(24 + ? = 77\)  
3) \(33 = 17 + ?\)  
4) \(85 = ? + 9\)  
5) \(? = 82 + 16\)  
6) \(97 - 3 = ?\)  
7) \(71 - ? = 36\)  
8) \(? - 1 = 61\)  
9) \(? = 98 - 61\)  
10) \(12 = 54 - ?\)  
11) \(94 = ? - 2\)  
12) \(29 + 57 = ?\)  
13) \(? + 12 = 80\)  
14) \(49 + ? = 74\)  
15) \(78 = 68 + ?\)  
16) \(77 = ? + 21\)  
17) \(? = 53 + 39\)  
18) \(87 - 4 = ?\)  
19) \(45 - ? = 32\)  
20) \(? - 62 = 16\)
Put these steps in the right order!

1. **WET** your hands.
2. **PUT** soap on hands.
3. **RUB** soap on hands.
4. **RINSE** off soap.
5. **DRY** your hands.

step #___

Science Week 1
Coughing and Sneezing: which is correct?

- Wash your hands after sneeze and cough into a tissue.
- Throw used tissue away.
- Do NOT touch your eyes.

Sneeze and cough into your hand.
Who We Are
Social Studies
Week # 1

First: Ask students to think about what is important to them and their families.
  • Their home/house
  • The people who live with them
  • Daily activities/rituals/foods
  • Places that are special to their family
  • Culture/Beliefs/opinions
  • Their language
  • Pets

Next: We will be making a collage to show all those things that are important to us.

"A collage is a piece of paper with lots of different pieces on it like drawings, glued pictures, fabric, and other materials."

Then: Gather materials, and design and organize your collage before gluing.

Finally: Have Fun!
My goal is to read 20 minutes daily.

<table>
<thead>
<tr>
<th>Date</th>
<th>Minutes Read by Student</th>
<th>Minutes Read by family member</th>
<th>Parent initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
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<td>Wednesday</td>
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<td>Thursday</td>
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<tr>
<td>Friday</td>
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</tbody>
</table>

Books Read

Here are some of the books I read this week:

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Word Work
Journeys Lesson 16

Date: _____________________

High-Frequency Words | Spelling Words
---|---
1. gone | 1. running
2. said | 2. clapped
3. something | 3. stopped
4. fly | 4. hopping
5. also | 5. batted
6. saw | 6. selling
7. look | 7. pinned
8. horse | 8. cutting
9. river | 9. sitting
10. have | 10. rubbed

Review Words:
1. mixed
2. going

Challenge Words
1. wrapped
2. swelling

Learning Goal:
*I read these words accurately and quickly, one word per second!*

Learning Goal:
*I listen for sounds to help me spell each word accurately!*

Vocabulary Words
received    account     budget     disappointed     chuckled     staring    repeated
fund     duties     citizen     responsibility

Learning Goal:
*I show that I understand these vocabulary words by using them in complete sentences.*
Homographs

Read the sentence. Circle the letter of the meaning of the bold word.

1. I **dove** into the lake.
   A a kind of bird
   B jumped headfirst

2. I was **present** that day in class.
   A being there
   B a gift

3. It is time for the farmer to **sow** his seeds.
   A a female pig
   B to plant

4. I did not notice that there was a **tear** in my shirt.
   A a rip
   B liquid that comes from the eye

5. He **rose** from his chair to answer the door.
   A moved higher
   B a kind of flower

6. Grandpa told me that he was feeling **well**.
   A a deep hole
   B not sick
Base Words and Endings -ed, -ing

Add -ed or -ing to make a word that completes the sentence. Then read the sentence.

1. chat
   
   My mom is ____________ with my teacher.

2. jog
   
   Mr. Green ____________ to the park.

3. flap
   
   The bird ____________ its wings and flew away.

4. nod
   
   Dad is ____________, so the answer to your question is “yes.”

5. dress
   
   I ____________ in my old clothes to help paint the house.

6. sniff
   
   The dog is ____________ the air as if he smells food.

Now add -ed or -ing and use the word in a sentence of your own.

7. stop
   
   ____________________________
Writing Menu Week 1 and 2

**Directions:** Pick one idea from the boxes to write about each day or every other day. Write for 15-20 minutes.

**Tips for writing:** Be sure to read over all of your writing to be sure it makes sense. High-frequency words should be spelled correctly, upper and lowercase letters must be used appropriately and punctuation should be used to break apart sentences. Write using your best handwriting.

**Transition Words:** first, second, third, fourth, next, then, after, last, finally, and, but, so, because, in addition, last, conclusion.

**Extra word bank:** favorite, most, interesting, friends, family, animals, like, least, fast, slow, delicious, beautiful, smooth, rough, shiny, amazing, create, discover, imagine, bumpy, loud, quiet, stinky, sweet, soft, friendly, supportive, helpful, kind, thoughtful.

### Writing Menu

<table>
<thead>
<tr>
<th>Write about your favorite animal. Share three facts you know or find out about this animal.</th>
<th>Write a How-To story explaining the steps to make or do something.</th>
<th>Start a journal and write about what you do with your time away from school.</th>
<th>Read a story and write a five sentence summary about what you read.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write about a place you have visited. Be sure to describe what is there using your senses (see, feel, smell, hear, taste).</td>
<td>Write about what you learned after completing a science experiment. Did you discover anything interesting?</td>
<td>Collaborate with your family and write about the collage you created for Social Studies.</td>
<td>Read a story and describe a character from that story. Use character traits (shy, adventurous, creative, honest) to describe their actions.</td>
</tr>
<tr>
<td>Write a silly story using all of your spelling words.</td>
<td>Write sentences using the vocabulary you learned this week. The vocabulary could be from science or reading.</td>
<td>Write your spelling words three times each. Then test yourself (say, cover, write, check) or have someone test you.</td>
<td>Write sentence clues to describe your vocabulary words. Then give the list of words to a family member and see if they can guess the words as you read the clues.</td>
</tr>
</tbody>
</table>
### WEEK 2:

**Color in the box when you complete the assignment**

<table>
<thead>
<tr>
<th>Imagine Learning (Must do 1 Hr. daily)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Minutes Language &amp; Literacy</td>
<td>30 Minutes Language &amp; Literacy</td>
<td>30 Minutes Language &amp; Literacy</td>
<td>30 Minutes Language &amp; Literacy</td>
<td>30 Minutes Language &amp; Literacy</td>
<td>30 Minutes Language &amp; Literacy</td>
</tr>
<tr>
<td>30 Minutes Math</td>
<td>30 Minutes Math</td>
<td>30 Minutes Math</td>
<td>30 Minutes Math</td>
<td>30 Minutes Math</td>
<td>30 Minutes Math</td>
</tr>
<tr>
<td><strong>Math 30 min.</strong></td>
<td>Story Problem Addition Pg. 6</td>
<td>Story Problem Subtraction Pg. 7</td>
<td>Counting by 5’s, 100’s, 100’s Pg. 9</td>
<td>Counting up by 5’s, 100’s Pg. 9</td>
<td>Writing numbers in word form Pg. 10</td>
</tr>
<tr>
<td><strong>Science 30 min.</strong></td>
<td>X</td>
<td>Balance Sheet #1</td>
<td>X</td>
<td>Rollers/Spinners Sheet #3</td>
<td>X</td>
</tr>
<tr>
<td>Social Studies 20 min.</td>
<td>Finish collage</td>
<td>X</td>
<td>Write and describe collage</td>
<td>X</td>
<td>Send picture of collage to teacher</td>
</tr>
<tr>
<td><strong>Reading 20 min.</strong></td>
<td>Read 20 min &amp; fill in reading log (Idea: Look up stories about baseball)</td>
<td>Read 20 min &amp; fill in reading log</td>
<td>Read 20 min &amp; fill in reading log</td>
<td>Read 20 min &amp; fill in reading log</td>
<td>Read 20 min &amp; fill in reading log</td>
</tr>
<tr>
<td><strong>Word Work 15 min</strong></td>
<td>Write spelling words 3 times and practice reading high frequency words (Idea: write words with pencil, crayon, marker)</td>
<td>Read vocabulary words and write a sentence for each word-Don’t forget capitalization and punctuation!</td>
<td>Write spelling words 3 times, See how many times you can read through your high frequency words in 30 seconds</td>
<td>Complete questions 1-4 of Vocabulary ‘test’. (Don’t worry, it’s not graded!)</td>
<td>Complete questions 5-8 of Vocabulary ‘test’. (Don’t worry, it’s not graded!)</td>
</tr>
<tr>
<td><strong>Writing 15 min</strong></td>
<td>Choose an option from the writing menu</td>
<td>Choose an option from the writing menu</td>
<td>Choose an option from the writing menu</td>
<td>Choose an option from the writing menu</td>
<td>Choose an option from the writing menu</td>
</tr>
</tbody>
</table>
Solve each problem.

Addition within 100

1) A fast food restaurant sold 87 small hotdogs and 12 large hotdogs. How many hotdogs did they sell total?

2) At the arcade Kaleb had won 93 tickets. Later he won 3 more tickets. How many tickets did Kaleb have total?

3) Henry had $54. Later he sold some of his old toys and got another $2. How much money does he have total?

4) An aquarium had 10 fish in it. Later they added 3 fish. How many fish are in the aquarium now?

5) Katie picked up 72 pieces of paper from the floor. If George picked up 22 pieces, how many did they pick up total?

6) Isabel had 68 pieces of candy. Her friend gave her 25 more pieces. How many pieces of candy did Isabel have total?

7) Maria had 50 sheets of paper in her desk and 41 more in her backpack. How many did she have total?

8) On Facebook Debby had 63 photos of her friends and 23 photos of her family. How many photos did she have total?

9) Ned owned 28 baseball cards. For his birthday he got 7 more. How many cards does Ned have total?

10) At the zoo Haley took 39 pictures. If her sister took another 11 pictures, how many did they take total?

Answers

1. _________
2. _________
3. _________
4. _________
5. _________
6. _________
7. _________
8. _________
9. _________
10. _________
Solve each problem.

1) Amy had 79 DS games. If she gave 68 to her friend, how many would she have left?

2) A chef used 39 cherries to make a pie. Now he has 58 cherries left. How many cherries did he have before he made the pie?

3) A museum had 79 paintings. If they got rid of 66 of them, how many pictures would they have left?

4) Maria took 48 dollars from her piggy bank. Now she has 31 dollars in her piggy bank. How much money was originally in there?

5) Will had $96. He spent $13 on new video games. How much money does he have now?

6) While playing a video game Dave lost 23 lives. Now he has 69 lives. How many lives did Dave have at the start?

7) Paul gave away 2 of his video games to a friend. Now Paul has 30 games. How many games did Paul have before he gave the games away?

8) Gwen had some candy. She gave her friend 10 pieces and had 87 left. How many pieces did she have to start with?

9) Olivia had 94 pencils. After using some she had 78 left. How many did she use?

10) Billy had 33 books. After selling some in a garage sale he had 11 left. How many books did he sell?
Counting By 5s, 10s and 100s

Fill in the blank for each of the problems.

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<tbody>
<tr>
<td>1) Count by 100s: 600, 700, 800, _____</td>
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<tr>
<td>2) Count by 10s: 710, 720, 730, 740, 750, _____</td>
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<td>3) Count by 10s: 900, 910, 920, 930, 940, _____</td>
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<td>4) Count by 100s: 300, 400, 500, _____</td>
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<td>5) Count by 10s: 440, 450, 460, 470, 480, _____</td>
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<td>6) Count by 10s: 250, 260, 270, 280, 290, _____</td>
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<td>7) Count by 5s: 725, 730, 735, 740, 745, 750, _____</td>
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<td>8) Count by 5s: 155, 160, 165, 170, 175, 180, _____</td>
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<td>9) Count by 5s: 285, 290, 295, 300, 305, 310, _____</td>
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<td>10) Count by 5s: 530, 535, 540, 545, 550, 555, _____</td>
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<td>11) Count by 10s: 850, 860, 870, 880, 890, _____</td>
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<td>12) Count by 10s: 560, 570, 580, 590, 600, _____</td>
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<td>13) Count by 10s: 330, 340, 350, 360, 370, _____</td>
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<tr>
<td>14) Count by 5s: 305, 310, 315, 320, 325, 330, _____</td>
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<td>15) Count by 5s: 585, 590, 595, 600, 605, 610, _____</td>
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<td>16) Count by 5s: 335, 340, 345, 350, 355, 360, _____</td>
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<td>17) Count by 10s: 280, 290, 300, 310, 320, _____</td>
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<tr>
<td>18) Count by 5s: 165, 170, 175, 180, 185, 190, _____</td>
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<tr>
<td>19) Count by 5s: 145, 150, 155, 160, 165, 170, _____</td>
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<tr>
<td>20) Count by 10s: 710, 720, 730, 740, 750, _____</td>
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<td>16.</td>
<td>17.</td>
<td>18.</td>
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<td>20.</td>
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</table>

Name: Answers 1-10 11-20
Counting Up

Follow the instructions to find the number you end at.

**Ex.** Start at 87 and count up 4 times by tens.

**Ex.** Start at 475 and count up 3 times by fives.

1) Start at 196 and count up 2 times by hundreds.

2) Start at 350 and count up 4 times by fives.

3) Start at 427 and count up 2 times by hundreds.

4) Start at 88 and count up 2 times by tens.

5) Start at 400 and count up 5 times by tens.

6) Start at 168 and count up 3 times by hundreds.

7) Start at 568 and count up 3 times by hundreds.

8) Start at 585 and count up 4 times by fives.

9) Start at 754 and count up 5 times by tens.

10) Start at 38 and count up 3 times by hundreds.

11) Start at 880 and count up 5 times by fives.

12) Start at 85 and count up 5 times by fives.

13) Start at 362 and count up 4 times by hundreds.

14) Start at 141 and count up 2 times by tens.

15) Start at 592 and count up 4 times by hundreds.

16) Start at 315 and count up 3 times by fives.

17) Start at 236 and count up 5 times by tens.

18) Start at 723 and count up 4 times by tens.

19) Start at 255 and count up 5 times by tens.

20) Start at 695 and count up 4 times by fives.
Numeric to Word (within 1,000)

Write the number in word form.

1) 594
   five hundred ninety-four

2) 445
   four hundred forty-five

3) 974
   nine hundred seventy-four

4) 604
   six hundred four

5) 351
   three hundred fifty-one

6) 574
   five hundred seventy-four

7) 278
   two hundred seventy-eight

8) 360
   three hundred sixty

9) 147
   one hundred forty-seven

10) 26
    twenty-six

11) 89
    eighty-nine

12) 74
    seventy-four

13) 47
    forty-seven

14) 380
    three hundred eighty

15) 98
    ninety-eight

16) 151
    one hundred fifty-one

17) 633
    six hundred thirty-three

18) 731
    seven hundred thirty-one

19) 754
    seven hundred fifty-four

20) 70
    seventy
Dear Parents,

In class, we have been exploring balance. We've learned how to balance all kinds of shapes by adding clothespins, which act as counterweights. Here are some fun movements to explore together and some questions to ask your child that might lead to interesting discussions about balance, weight, and counterbalance.

Try this!

- Compare standing on one foot with your eyes closed and with your eyes open.
  Which is easier? Why do you think that might be?

- Compare standing on one foot, standing on two feet, and sitting on the floor.
  Which do you think is the most stable—easiest to maintain balance without falling over? Why do you think that might be so?

- Stand with your heels against a wall. Now bend over to pick up an object on the floor.
  What happens? Why do you think it happens?

- Try to get up from a chair without moving your hands or leaning.
  What happens? What do you need to do to get up?
INVESTIGATION 3: ROLLERS

Look for things that roll or spin in your home or neighborhood. Rollers and spinners might be found in any room of the house, in a tool box, in a toy box, or outside. Two examples are given to start off your hunt.

Rollers
- car wheels

Spinners
- water going down the drain
Who We Are
Social Studies
Week #2

First: Finish gluing collage.

Next: Write words and sentences describing your collage.

Finally: Take a picture of your collage and send it to your teacher.
My goal is to read 20 minutes daily.

<table>
<thead>
<tr>
<th>Date</th>
<th>Minutes Read by Student</th>
<th>Minutes Read by family member</th>
<th>Parent initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
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<tr>
<td>Tuesday</td>
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<td>Thursday</td>
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<td>Friday</td>
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</table>

Books Read
Here are some of the books I read this week:

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
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<tr>
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</tbody>
</table>
Word Work
Journeys Lesson 17

Date: _____________________
Name: _____________________

<table>
<thead>
<tr>
<th>High-Frequency Words</th>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. doing</td>
<td>1. night</td>
</tr>
<tr>
<td>12. sure</td>
<td>2. kind</td>
</tr>
<tr>
<td>13. else</td>
<td>3. spy</td>
</tr>
<tr>
<td>14. turned</td>
<td>4. child</td>
</tr>
<tr>
<td>15. blue</td>
<td>5. light</td>
</tr>
<tr>
<td>16. room</td>
<td>6. find</td>
</tr>
<tr>
<td>17. teacher</td>
<td>7. right</td>
</tr>
<tr>
<td>18. any</td>
<td>8. high</td>
</tr>
<tr>
<td>19. studied</td>
<td>9. wild</td>
</tr>
<tr>
<td>20. carry</td>
<td>10. July</td>
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<td></td>
<td>11. fry</td>
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<tr>
<td></td>
<td>12. sigh</td>
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</tbody>
</table>

Review Words:
3. by
4. why

Challenge Words
3. behind
4. lightning

Learning Goal:
I read these words accurately and quickly, one word per second!

Learning Goal:
I listen for sounds to help me spell each word accurately!

Vocabulary Words
practice hurried position roared extra curb cheered final
determined morals respect

Learning Goal:
I show that I understand these vocabulary words by using them in complete sentences.
Vocabulary

Answer Numbers 1 through 10. Choose the best answer for each question.

1. What does the word *hurried* mean in the sentence below?
   
   We were late for school, so we hurried.

   A. turned around  
   B. moved quickly  
   C. stopped moving  
   D. thought carefully

2. What does the word *extra* mean in the sentences below?
   
   After supper, Mom put the extra sandwich in a bag. She will eat it for lunch tomorrow.

   F. too old to eat  
   G. very fresh and tasty  
   H. more than is needed  
   I. smaller than normal

3. What does the word *curb* mean in the sentence below?
   
   Everyone sat on the curb and watched the parade go down the street.

   A. stairs  
   B. soft pillows  
   C. end of the road  
   D. edge of the street

4. What does the word *cheered* mean in the sentence below?
   
   The crowd cheered when the singer walked onto the stage to sing.

   F. looked away  
   G. became quiet  
   H. held up a sign  
   I. clapped and yelled
5. What does the word *final* mean in the sentence below?
   The class’s final trip for the year will be to the zoo.
   A. best
   B. hardest
   C. last
   D. longest

6. Which word means the OPPOSITE of the word *over* in the sentence below?
   Here is a good way to cook over a campfire.
   F. beside
   G. near
   H. quiet
   I. under

7. Which word means the OPPOSITE of the word *down* in the sentences below?
   Wrap foil around the food. Wait until the flames die down.
   A. low
   B. too
   C. under
   D. up

8. Which word means the OPPOSITE of the word *ask* in the sentence below?
   Ask a grownup to set the packets in the coals and take them out when they are done.
   F. answer
   G. beg
   H. find
   I. wish
**Writing Menu Week 1 and 2**

**Directions**: Pick one idea from the boxes to write about each day or every other day. Write for 15-20 minutes.

**Tips for writing**: Be sure to read over all of your writing to be sure it makes sense. High-frequency words should be spelled correctly, upper and lowercase letters must be used appropriately and punctuation should be used to break apart sentences. Write using your best handwriting.

**Transition Words**: first, second, third, fourth, next, then, after, last, finally, and, but, so, because, in addition, lastly, conclusion.

**Extra word bank**: favorite, most, interesting, friends, family, animals, like, least, fast, slow, delicious, beautiful, smooth, rough, shiny, amazing, create, discover, imagine, bumpy, loud, quiet, stinky, sweet, soft, friendly, supportive, helpful, kind, thoughtful.

### Writing Menu

<table>
<thead>
<tr>
<th>Write about your favorite animal. Write a How-To story explaining the steps to make or do something.</th>
<th>Start a journal and write about what you do with your time away from school.</th>
<th>Read a story and write a five sentence summary about what you read.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write about a place you have visited. Be sure to describe what is there using your senses (see, feel, smell, hear, taste).</td>
<td>Write about what you learned after completing a science experiment. Did you discover anything interesting?</td>
<td>Collaborate with your family and write about the collage you created for Social Studies.</td>
</tr>
<tr>
<td>Write a silly story using all of your spelling words. Write sentences using the vocabulary you learned this week. The vocabulary could be from science or reading).</td>
<td>Write your spelling words three times each. Then test yourself (say, cover, write, check) or have someone test you.</td>
<td>Write sentence clues to describe your vocabulary words. Then give the list of words to a family member and see if they can guess the words as you read the clues.</td>
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</tbody>
</table>