

Name _____

Date _____

Due Date: Meet the Teacher/First Day of School

Dear Rising 2nd Graders and Parents,

Attached is the summer work packet for rising 2nd grade students. This packet is set up to be done throughout the summer to keep each student on pace for a successful 2nd grade year. Please do not wait until last minute to complete this packet or do it all at once.

It is extremely important that this work be completed for your student to be prepared for class and ready to participate. Please have your student return this packet to his or her Second Grade teacher at *Meet the Teacher*, or on the first day of school (If unable to attend *Meet the Teacher*.) There will be a special celebration for all students who demonstrate responsibility for their learning by returning their summer packet on time and fully completed.

We look forward to working with you and your student for a successful second grade year.

Sincerely,

The Second Grade Team

There are four sections to this packet: Second Grade Readiness, Math, Writing, and Reading Comprehension.

Second Grade Readiness: Students will practice skills that are essential for a successful second grade year.

Math: The math portion of the packet contains problems that reinforce basic math concepts, and skills that will be needed in second grade. Students should complete one page (front and back) per week.

You will also notice pages labeled "Speed Ups." These pages will help reinforce basic addition and subtraction recall, and build on fact fluency. Try and complete one Speed Up page per week.

Students need to know addition and subtraction facts fluently. PRACTICE, PRACTICE, PRACTICE!

Writing: There is one weekly writing assignment. This will include writing complete sentences, using capital letters, and correct punctuation.

Reading Comprehension: Students will read a passage and answer corresponding questions every other week. Students should also practice reading and spelling the list of 1st and 2nd grade sight words/high-frequency words on the last pages of the packet.

i-Ready: Students have access to their accounts all summer long. We highly suggest that students complete 45 minutes of reading and 45 minutes of math in i-Ready each week.

Name _____

Date _____

Second Grade Readiness Skills

Please practice the following skills at home. Check each skill off as you master it.

_____ I can tie my shoes.

_____ I can write my first and last name.

_____ I know my parents' names.

_____ I know my phone number.

_____ I know my address.

_____ I can fasten a button.

_____ I can zip my zipper.

_____ I know the SSCS creed- "Stingrays support each other, contribute to our community, and strive for excellence in all we do."

_____ I know my SSCS Connect username and password and can log on without assistance.

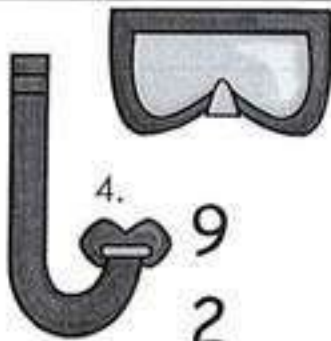
_____ I can log onto AR (Accelerated Reader) and take AR tests without assistance.

_____ I know all of my sight words.

Name: _____

Skill: 3 Addends

Directions: Add three numbers.



1.

$$\begin{array}{r} 6 \\ 6 \\ + 4 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 4 \\ 5 \\ + 5 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 2 \\ 3 \\ + 4 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 9 \\ 2 \\ + 3 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 7 \\ 7 \\ + 5 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 2 \\ 8 \\ + 3 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 1 \\ 7 \\ + 8 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 3 \\ 9 \\ + 1 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 8 \\ 4 \\ + 8 \\ \hline \end{array}$$

10.

$$\begin{array}{r} 5 \\ 5 \\ + 5 \\ \hline \end{array}$$

11.

$$\begin{array}{r} 6 \\ 6 \\ + 4 \\ \hline \end{array}$$

12.

$$\begin{array}{r} 4 \\ 5 \\ + 5 \\ \hline \end{array}$$

13.

$$\begin{array}{r} 2 \\ 3 \\ + 4 \\ \hline \end{array}$$

14.

$$\begin{array}{r} 9 \\ 2 \\ + 3 \\ \hline \end{array}$$

15.

$$\begin{array}{r} 7 \\ 7 \\ + 5 \\ \hline \end{array}$$

16.

$$\begin{array}{r} 2 \\ 8 \\ + 3 \\ \hline \end{array}$$

17.

$$\begin{array}{r} 1 \\ 7 \\ + 8 \\ \hline \end{array}$$

18.

$$\begin{array}{r} 3 \\ 9 \\ + 1 \\ \hline \end{array}$$

19.

$$\begin{array}{r} 8 \\ 4 \\ + 8 \\ \hline \end{array}$$

20.

$$\begin{array}{r} 5 \\ 5 \\ + 5 \\ \hline \end{array}$$

Name: _____

Skill: Fact Families

Directions: Write the fact family.

6, 5, 11

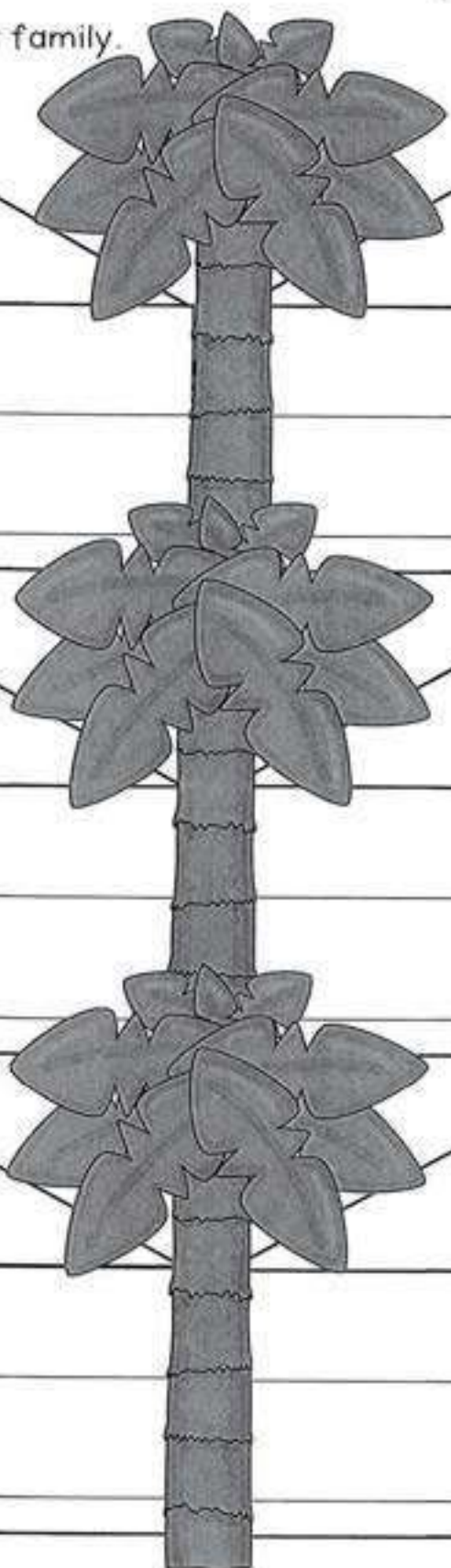
11, 8, 3

12, 7, 5

5, 4, 9

10, 3, 7

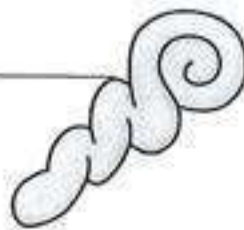
8, 15, 7



Name: _____

Skill: Comparing numbers

Directions: Compare. Use $<$, $>$ or $=$.



$9 \underline{\quad} 10$

$8 \underline{\quad} 8$

$66 \underline{\quad} 99$

$25 \underline{\quad} 22$

$89 \underline{\quad} 90$

$59 \underline{\quad} 58$

$36 \underline{\quad} 36$

$19 \underline{\quad} 39$

$19 \underline{\quad} 18$

$67 \underline{\quad} 76$

$72 \underline{\quad} 64$

$22 \underline{\quad} 32$

$98 \underline{\quad} 98$

$31 \underline{\quad} 30$

$75 \underline{\quad} 75$

$45 \underline{\quad} 43$

$7 + 8 \underline{\quad} 7 + 9$

$18 \underline{\quad} 9 + 9$

$6 + 7 \underline{\quad} 6 + 6$

$4 + 3 \underline{\quad} 2 + 9$

$4 + 7 \underline{\quad} 9 + 3$

$5 + 4 \underline{\quad} 4 + 5$

Name: _____

Skill: Number & Ordinal Number Words

Directions: Use the word bank to write the number words and ordinal numbers.

third	fourth	sixth	first	seventh
fifth	eighth	ninth	second	tenth
six	seven	eight	ten	one
two	four	three	nine	five



2		3	
7		9	
1 st		3 rd	
6 th		7 th	
4		5	
2 nd		4 th	
8		5 th	
10		6	
10 th		9 th	
8 th		1	




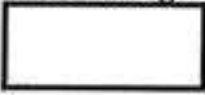


Name: _____

Skill: Geometry

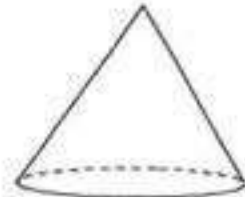
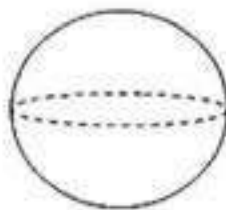
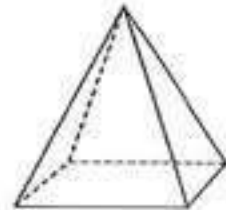
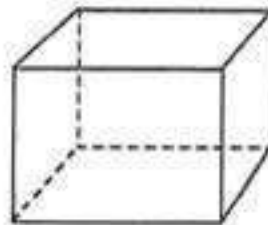
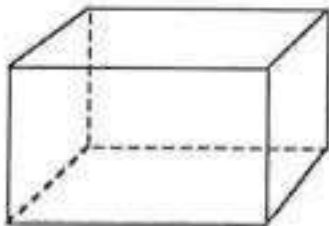
Directions: Fill in the chart.



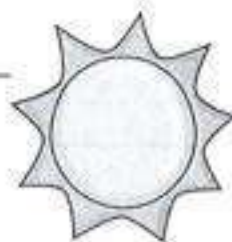
SHAPE	HOW MANY SIDES?	HOW MANY CORNERS?
triangle 		
circle 		
square 		
rectangle 		

Directions: Label the solid shapes.

rectangular prism	sphere	pyramid
cube	cylinder	cone



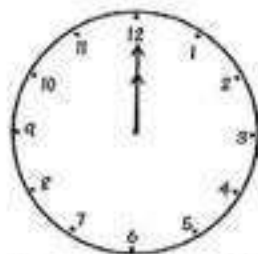
Name: _____



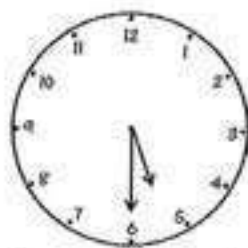
Skill: Telling Time to the hour and half hour

Directions: Write the time in the clocks.

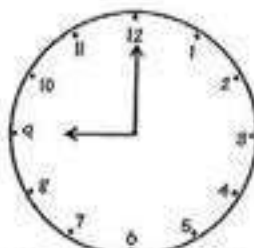
1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



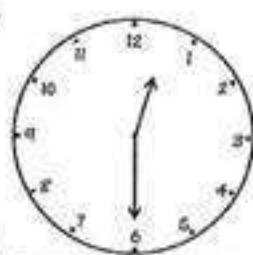
11.



12.



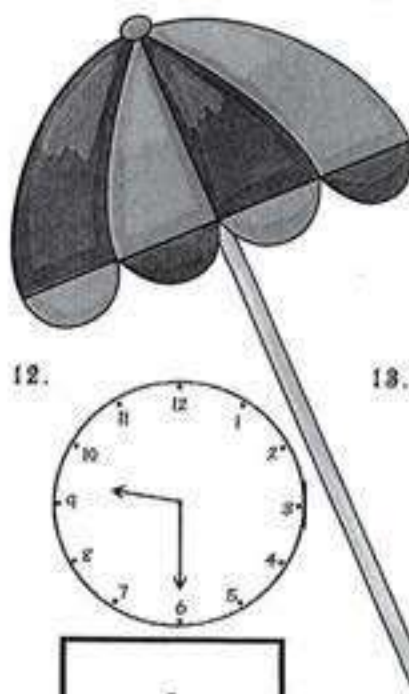
13.



14.



15.



Name: _____

Skill: Skip Counting / Even and Odd Numbers

Directions: Write the missing numbers.



Circle the skip counting pattern.

1.	40	50					100	2s	5s	10s
2.	2		6		10			2s	5s	10s
3.			70		80	85		2s	5s	10s
4.	56	58		62				2s	5s	10s
5.	15	20				40		2s	5s	10s
6.			84			90	92	2s	5s	10s
7.	18		22		26			2s	5s	10s
8.	90	80			50			2s	5s	10s
9.			54	56			62	2s	5s	10s
10.	30	35						2s	5s	10s

Circle if the number is even or odd.

45	even	odd	70	even	odd
34	even	odd	27	even	odd
68	even	odd	12	even	odd
16	even	odd	51	even	odd
83	even	odd	99	even	odd
5	even	odd	74	even	odd
14	even	odd	20	even	odd
88	even	odd	94	even	odd
11	even	odd	97	even	odd

Name: _____

Skill: Tally Charts

Directions: Use the tally chart to answer the questions.

Birthdays		TOTAL
Winter		
Spring		
Summer		
Fall		

1. How many birthdays are during the Winter? _____

2. Which season has the least amount of birthdays?

How many?

3. Which season has the most amount of birthdays?

How many?

4. How many votes in all? _____

5. How many birthdays in Winter and Spring? _____

Write the Math fact: ○ =

6. How many more birthdays in Winter than Summer? _____

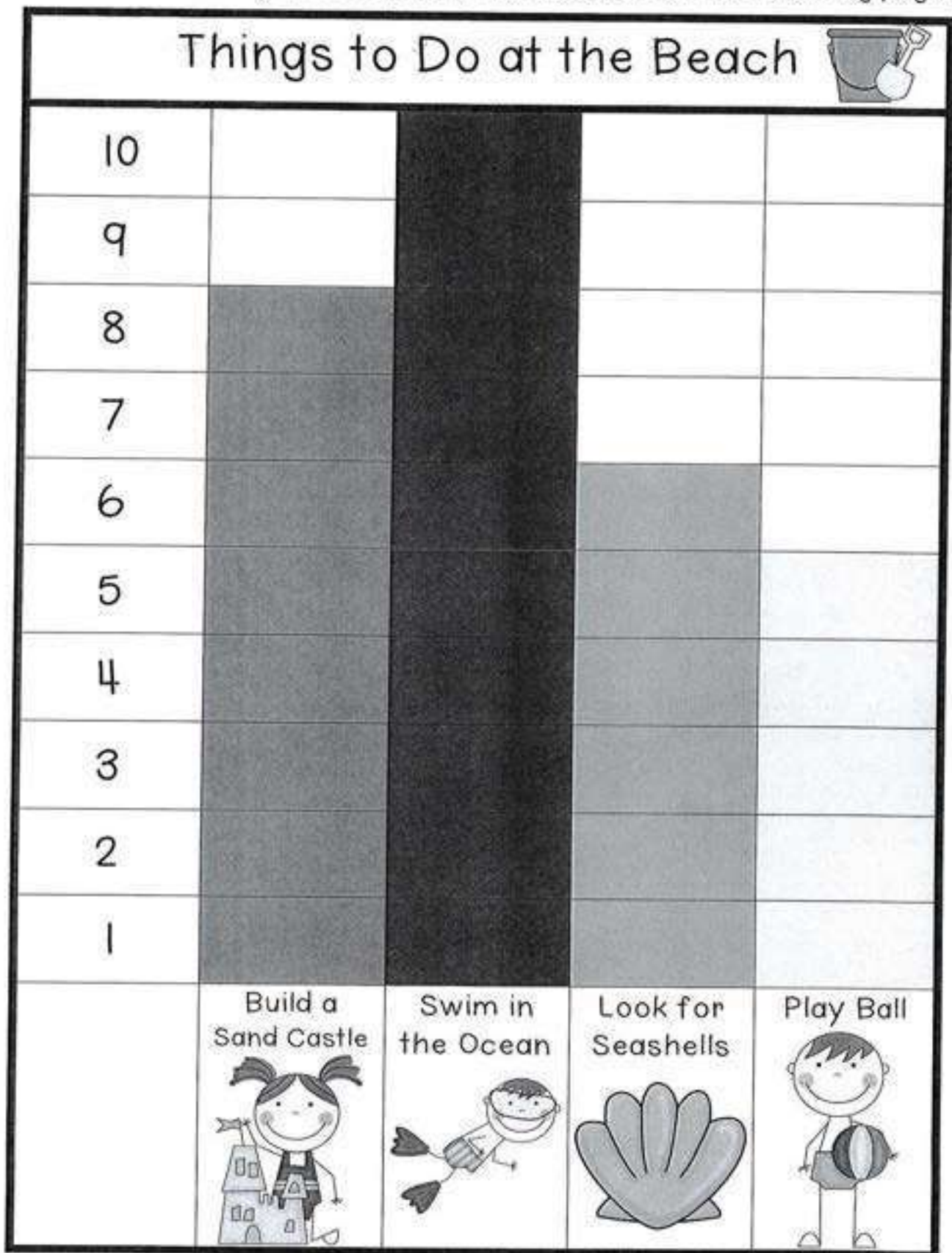
Write the Math fact: ○ =

7. Make tallies for the number 17. _____

Name: _____

Skill: Graphs

Directions: Use the graph to answer the questions on the following page.



Name: _____

Skill: Graphs

Directions: Use the graph to answer the questions.



1. What is the title of the graph?

2. How many children chose each activity?



Build a sand castle _____ Swim in the ocean _____

Look for seashells _____ Play ball _____

3. Which activity was chosen the most? _____

4. Which activity was chosen the least? _____

5. How many more children chose building sand castles than looking for shells?

_____ more

6. How many fewer children chose play ball than swim in the ocean?

_____ fewer



7. How many children voted in all? _____

8. How many children chose build a sand castle and look for shells?

_____ in all

9. What would you vote for? _____

10. Why? _____



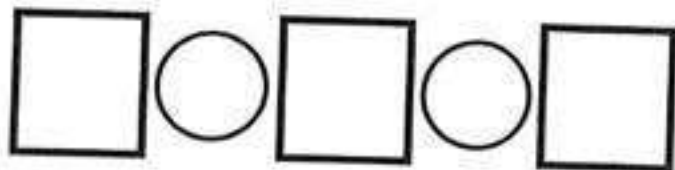
Name: _____

Skill: Word Problems

Directions: Read and solve the word problems. Write the number sentence.

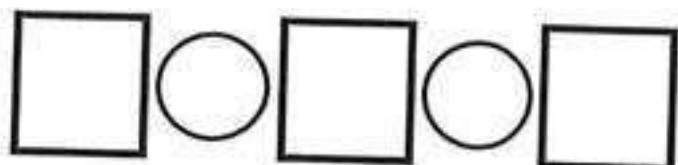
1. There were 7 buckets and 8 shovels.
How many in all?

_____ in all



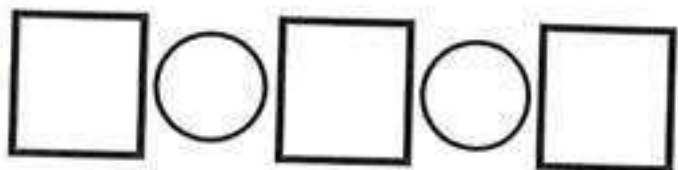
2. There were 12 children building a sand castle. 7 of them went to swim in the ocean. How many children were left building the sand castle?

_____ children



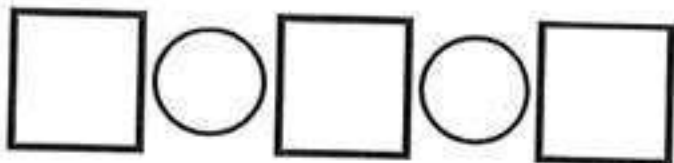
3. Bill and Sam went for a bike ride. They each saw 9 palm trees. How many palm trees did they see in all?

_____ palm trees in all



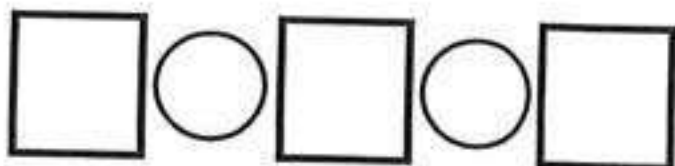
4. Jan read 5 books in June. She read 8 books in July. How many books did Jan read in all?

_____ books in all



5. Josh found 13 seashells. He gave 6 to his sister. How many shells did he have left?

_____ seashells in all



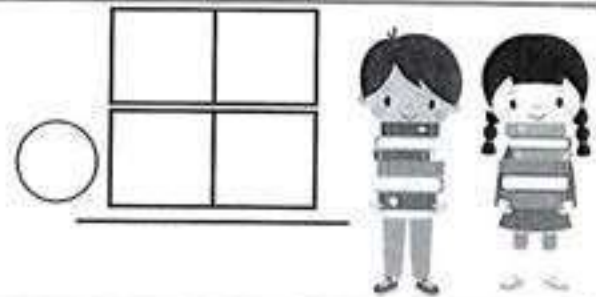
Name: _____

Skill: Word Problems

Directions: Read and solve the word problems. Write the number sentence.

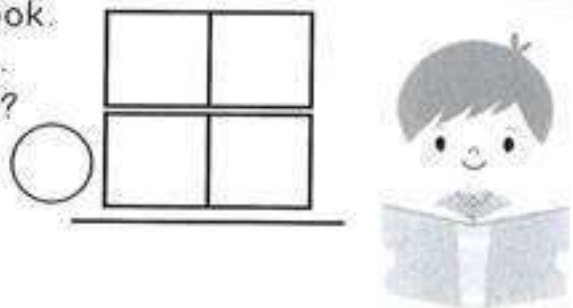
1. There were 65 students in 1st grade.
23 were girls.
How many were boys?

_____ boys



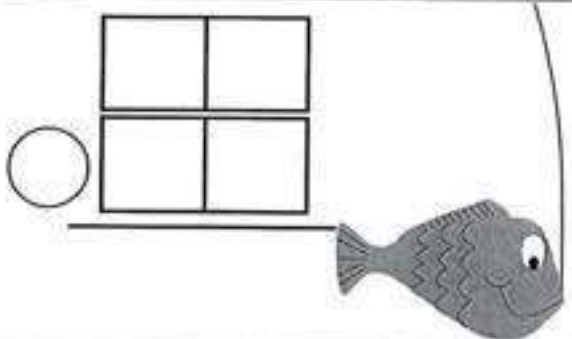
2. On Monday, Stan reads 54 pages in his book.
On Tuesday, he read 42 pages in his book.
How many pages did Stan read altogether?

_____ pages altogether



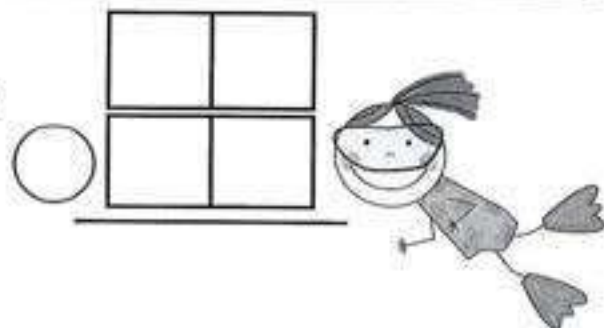
3. Barb caught 34 fish on vacation.
Mike caught 1 more fish than Barb.
How many fish did they catch in all?

_____ fish in all



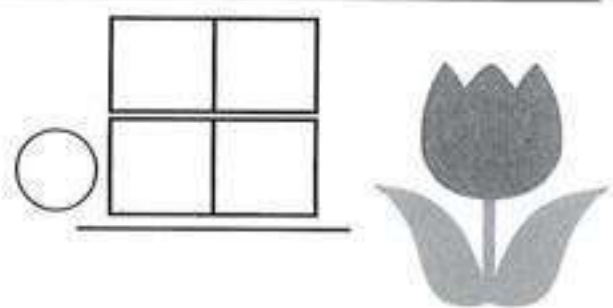
4. 29 swimmers were in the ocean.
14 came in to eat lunch.
How many swimmers stayed in the ocean?

_____ swimmers



5. There were 67 flowers in Pat's garden.
She picked 14 flowers.
How many flowers were left?






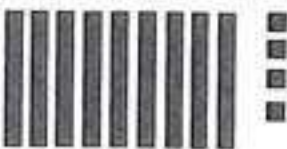
_____ flowers



Name: _____

Skill: Place Value~ Tens and Ones

Directions: Write the number.

1.  _____	2.  _____	3.  _____
4.  _____	5.  _____	6.  _____

Write the number.

7. 7 tens and 5 ones

8. 3 tens and 2 ones

9. 6 tens and 8 ones

Write how many tens and ones.

10. $81 =$ _____ tens and _____ ones

11. $62 =$ _____ tens and _____ ones

12. $90 =$ _____ tens and _____ ones



Name: _____

Skill: Addition & Subtraction

Directions: Write the missing number to make the equation true.

1. _____ + 3 = 7

2. _____ + 9 = 12

3. _____ + 8 = 15

4. _____ + 9 = 18

5. 5 + _____ = 12

6. 6 + _____ = 13

7. 4 + _____ = 11

8. 7 + _____ = 17

9. _____ - 3 = 9

10. _____ - 5 = 3

11. _____ - 7 = 5

12. _____ - 6 = 12

13. 15 - _____ = 8

14. 12 - _____ = 10

15. 11 - _____ = 11

16. 9 - _____ = 4

17. _____ + 8 = 12

18. _____ + 9 = 17

19. _____ + 4 = 15

20. _____ + 9 = 10

21. 8 + _____ = 11

22. 5 + _____ = 10

23. 4 + _____ = 8

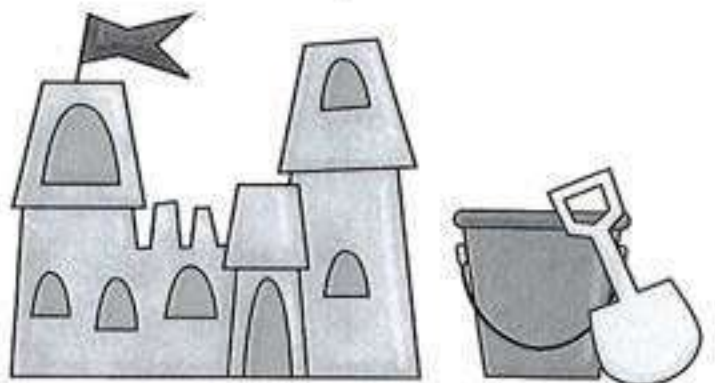
24. 7 + _____ = 14

9. _____ - 4 = 10

10. _____ - 2 = 16

13. 18 - _____ = 9

14. 12 - _____ = 12



Speed-ups

Addition Facts: Sums 0-14

Name _____



A	8 <u>+1</u>	0 <u>+6</u>	9 <u>+5</u>	8 <u>+2</u>	7 <u>+4</u>	1 <u>+5</u>	4 <u>+5</u>	3 <u>+3</u>	0 <u>+1</u>	9 <u>+4</u>
B	1 <u>+0</u>	9 <u>+1</u>	5 <u>+4</u>	2 <u>+2</u>	4 <u>+0</u>	8 <u>+5</u>	5 <u>+6</u>	0 <u>+9</u>	5 <u>+2</u>	2 <u>+1</u>
C	6 <u>+8</u>	2 <u>+6</u>	3 <u>+9</u>	7 <u>+0</u>	3 <u>+1</u>	0 <u>+4</u>	6 <u>+5</u>	2 <u>+9</u>	8 <u>+0</u>	1 <u>+7</u>
D	4 <u>+6</u>	6 <u>+1</u>	0 <u>+2</u>	5 <u>+8</u>	2 <u>+5</u>	9 <u>+0</u>	4 <u>+3</u>	1 <u>+2</u>	7 <u>+3</u>	3 <u>+8</u>
E	8 <u>+6</u>	3 <u>+0</u>	9 <u>+2</u>	1 <u>+6</u>	8 <u>+4</u>	2 <u>+0</u>	7 <u>+7</u>	3 <u>+5</u>	0 <u>+0</u>	6 <u>+7</u>
F	0 <u>+7</u>	6 <u>+3</u>	4 <u>+9</u>	5 <u>+5</u>	2 <u>+8</u>	9 <u>+3</u>	1 <u>+4</u>	7 <u>+5</u>	8 <u>+4</u>	2 <u>+4</u>
G	7 <u>+5</u>	3 <u>+4</u>	7 <u>+2</u>	1 <u>+1</u>	6 <u>+0</u>	3 <u>+7</u>	5 <u>+1</u>	9 <u>+3</u>	4 <u>+2</u>	9 <u>+5</u>
H	6 <u>+6</u>	4 <u>+4</u>	7 <u>+3</u>	5 <u>+0</u>	2 <u>+3</u>	3 <u>+2</u>	0 <u>+5</u>	9 <u>+1</u>	2 <u>+7</u>	6 <u>+2</u>
I	0 <u>+3</u>	8 <u>+2</u>	1 <u>+9</u>	7 <u>+7</u>	6 <u>+4</u>	7 <u>+1</u>	4 <u>+7</u>	5 <u>+7</u>	7 <u>+6</u>	1 <u>+8</u>
J	5 <u>+9</u>	3 <u>+6</u>	8 <u>+6</u>	4 <u>+8</u>	1 <u>+3</u>	9 <u>+3</u>	4 <u>+1</u>	0 <u>+8</u>	7 <u>+1</u>	5 <u>+3</u>

Reading Comprehension:

The text selections in this packet are measured in Lexile Levels.

The **Lexile** scale is like a thermometer, except rather than measuring temperature, the **Lexile** Framework measures a text's complexity and a reader's skill level.

The table below shows examples of the typical reader and text measures for various grades. Remember that about 50 percent of the students are reading higher or lower than these ranges.

CCSS Lexile® Text Measures

Grade	Historical Text Measures	2012 CCSS Text Measures*
1	230L to 420L	190L to 530L
2	450L to 570L	420L to 650L
3	600L to 730L	520L to 820L
4	640L to 780L	740L to 940L
5	730L to 850L	830L to 1010L
6	860L to 920L	920L to 1070L
7	880L to 960L	970L to 1120L
8	900L to 1010L	1010L to 1190L
9	960L to 1110L	1050L to 1260L
10	920L to 1120L	1080L to 1340L
11 and 12	1070L to 1220L	1180L to 1390L

Source: www.levins.org Massachusetts

Name _____

Date _____

Reading comprehension passages should be completed **every other** week.

Parents: Please help your student to select one of each of the following biweekly text options to complete during each of the assigned weeks.

Option 1-Text has a lower Lexile level.

Option 2- Text has a higher Lexile level.

Circle the passage that you chose to read and complete for each week below:

Week of 6/3:

Option 1: Bella Has Breakfast- 370L

Option 2: Breakfast time- 490L

Week of 6/17:

Option 1: Why Do We Have Summer? - 550L

Option 2: Splash Into Summer- 660L

Week of 7/1:

Option 1: Staying Safe from Fire- 400L

Option 2: Fire Safety- 480L

Week of 7/15:

Option 1: The Helping List- 440L

Option 2: Family Stories- 600L

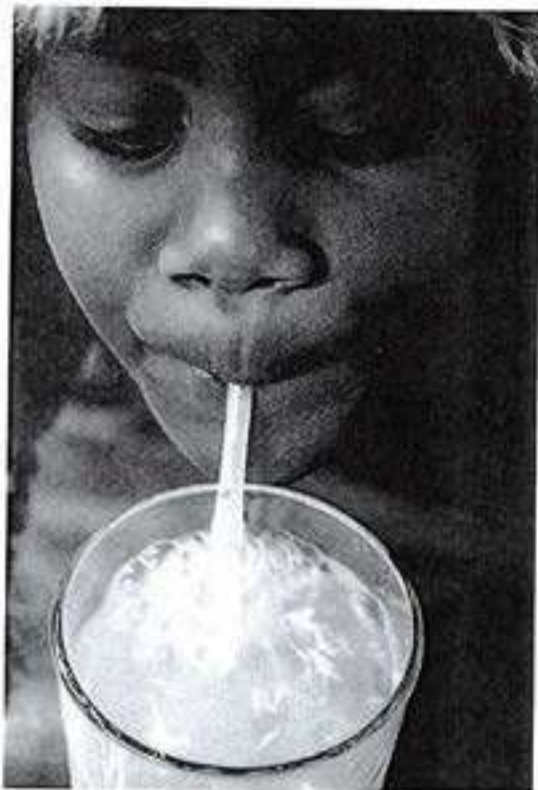
Week of 7/29:

Option 1: Why Do We Need Rules?- 300L

Option 2: Welcome Back!- 560L

Bella Has Breakfast

By Kate Paixão



Bella was eating breakfast with her dad. "These eggs are salty!" she said. "They are making me thirsty."

Bella picked up her dad's coffee by mistake. "Yuck! This tastes so..." Bella could not find a word for the taste of coffee.

"Bitter!" laughed Dad.

"Yes, bitter," said Bella.

"Try some lemonade instead," said Dad. He handed Bella a glass of lemonade. Bella made a funny face.

"It is too sour!" cried Bella. Dad added a little sugar.

"Use your sense of taste to tell me how it is now," said Dad.

"Now it is sweet," said Bella. "I love it!"

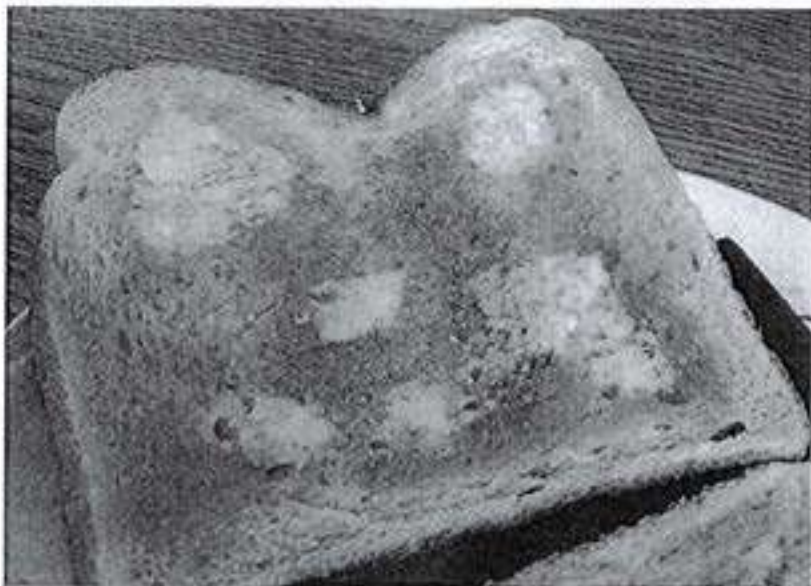
Name: _____ Date: _____

For questions 1–4, please circle the correct answer.

1. How does Dad describe the taste of coffee in this text?
 - A) bitter
 - B) sweet
 - C) salty
2. In this story, what are Bella and her dad doing?
 - A) They are reading about the sense of taste.
 - B) They are making lunch.
 - C) They are eating breakfast.
3. At the end of the text, Bella thinks that the lemonade is sweet. How do we know she is talking about lemonade?
 - A) Lemonade is always sweet.
 - B) Her dad described the taste of coffee as bitter.
 - C) Bella drank lemonade right before she said, "Now it is sweet."
4. What is "Bella Has Breakfast" mostly about?
 - A) the sense of smell
 - B) the sense of taste
 - C) the sense of touch

Breakfast Time

By Rachelle Kreisman



When I woke up this morning, my dad was making breakfast. I asked if I could help. Dad let me crack the eggs into a bowl. The insides of the eggs were gooey, like syrup. I used a fork to beat the eggs. They were still gooey, but now they looked creamy, too.

My dad poured the wet eggs into the pan. The eggs heated up. I observed the changes as the liquid eggs turned into a solid. Soon, we had scrambled eggs!

I toasted two pieces of bread. Then my dad took a stick of butter out of the refrigerator. When my toast was ready, my dad cut off a bit of butter. I put that butter on my toast. I watched as the solid butter turned into a yellow liquid.

Breakfast was yummy! When we were done, we cleaned up. The rest of the stick of butter was getting soft. I put it back in the refrigerator. Next time I use the butter, that stick will be solid again.

Name: _____ Date: _____

1. What were the main character and Dad doing together?

- A) baking bread
- B) making breakfast
- C) buying eggs

2. This story describes a sequence of events. Which of these events happened first?

- A) The liquid eggs turned into a solid.
- B) Dad poured the wet eggs into the pan.
- C) Dad cut off a bit of butter for the toast.

3. Butter can be a solid or a liquid depending on how hot or cold it gets.

What evidence in the article supports this statement?

- A) "Then my dad took a stick of butter out of the refrigerator. When my toast was ready, my dad cut off a bit of butter. I put that butter on my toast."
- B) "The rest of the stick of butter was getting soft. I put it back in the refrigerator. Next time I use the butter, that stick will be solid again."
- C) "My dad poured the wet eggs into the pan. The eggs heated up. I observed the changes as the liquid eggs turned into a solid."

4. What caused the liquid eggs to turn into solid scrambled eggs?

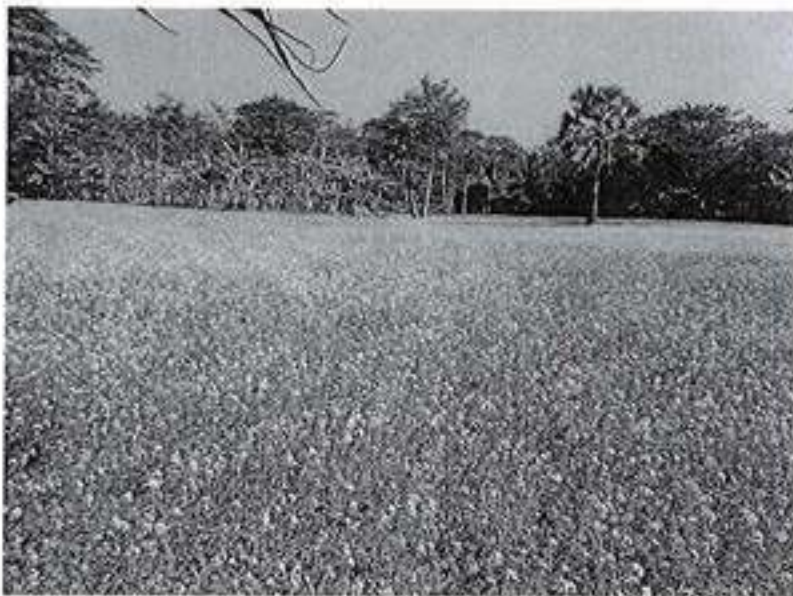
- A) the fork that was used to beat the eggs
- B) the heat from the cooking pan
- C) the heat from the toasted bread

5. What is the main idea of this story?

- A) The solid butter turned into liquid when it was put on toast.
- B) The main character used a fork to beat the eggs for breakfast.
- C) The main character and Dad made eggs and toast with butter for breakfast.

Why Do We Have Summer?

By Rachelle Kreisman



Summer starts on the longest day of the year. We call that day the summer solstice.

Summer days are warm and long. There is more sunlight. People spend more time outdoors.

Why do we have summer? Earth tilts as it travels around the sun. When Earth's northern half leans toward the sun, that part has summer.

Summer starts in the northern half of Earth around June 21. At that time, it is winter in the southern part of Earth. That is because the Earth's southern half is tilted away from the sun.

Name: _____ Date: _____

For questions 1–4, please circle the correct answer.

1. What is the summer solstice?

- A) The summer solstice is the hottest day of the year.
- B) The summer solstice is the shortest day of the year.
- C) The summer solstice is the longest day of the year.

2. The text explains why we have summer. Why do we have summer?

- A) Summer starts on the longest day of the year.
- B) Summer days are warm, long, and sunny.
- C) Earth tilts as it travels around the sun.

3. When the earth's southern half is tilted away from the sun, it is winter in the southern part of Earth. What season does the southern part of Earth have when it is tilted towards the sun?

- A) winter
- B) fall
- C) summer

4. What is "Why Do We Have Summer?" mainly about?

- A) what summer days are like
- B) the northern half of Earth
- C) why we have summer

Splash Into Summer!

Summer is just around the corner. It is a time when many kids swim and play outdoors. Follow these simple steps to stay safe and have fun this summer.

1. Be Water-Wise

Pools, lakes, and oceans are great places to beat the summer heat. While you swim and play, make sure to follow water-safety rules.

Quick Tips

- Always swim with a buddy, never alone.
- Be sure an adult is watching you while you swim.



photos.com

Always swim with a buddy.

2. Stay Sun-Safe

Being outside in warm, fresh air is fun during the summer. Although the sun feels nice, it can be harmful. Sun can burn your skin even in a short time.

Quick Tips

- Always use **sunscreen**¹. Remember to rub it in evenly.
- Wear a hat or sunglasses to protect your eyes.



photos.com

Always wear a helmet when you ride.

3. Act Wheel-Smart

In-line skating, biking, and riding a scooter are good ways to stay fit. It is important to follow road rules and be wheel-safe.

Quick Tips

- Always wear a helmet when you ride and skate.

¹sunscreen: a lotion applied to the skin to prevent sunburn

Reading Passage

- Use wrist guards, knee pads, and elbow pads while in-line skating.

Summer Safety Checklist

- Drink plenty of water while playing outdoors.
- Play only in safe places, away from streets.
- Stay away from hot grills and open fires.
- Follow all playground rules.
- Use bug spray to prevent insect bites.

Think About It!

What are some other summer safety rules you follow?

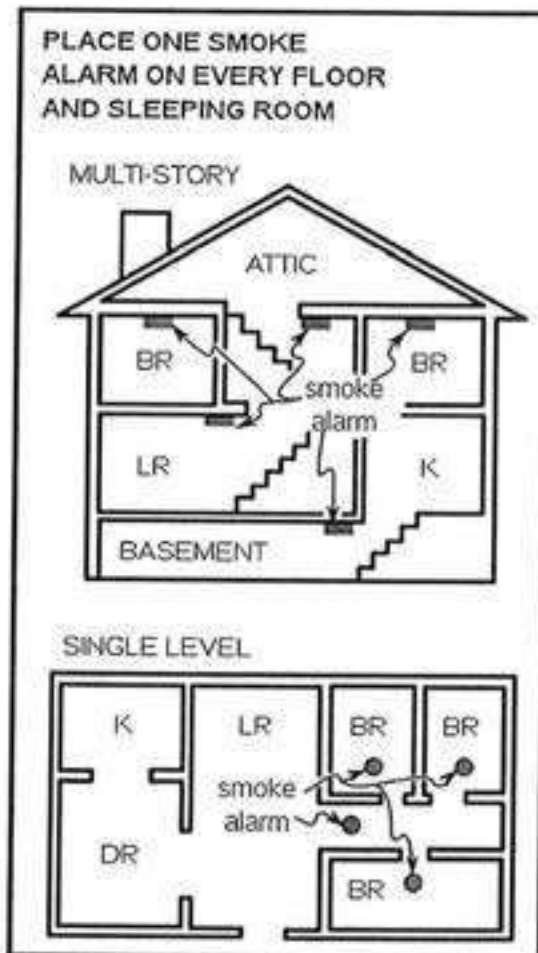
Name: _____

Date: _____

"Splash Into Summer" Questions

- _____ 1. The author wrote this passage
- to encourage swimming.
 - to inform the reader about how to stay safe during summer.
 - to convince the reader to buy his favorite brand of sunscreen.
 - to convince the reader not to ride a bicycle.
- _____ 2. You should swim with a buddy because
- it is more fun.
 - the buddy can make sure you are safe.
 - the buddy can get help, if help is needed.
 - all of the above.
- _____ 3. You should wear a helmet while
- riding a bike and swimming.
 - in-line skating and playing soccer.
 - in-line skating and riding a bike.
 - playing football and in-line skating.
- _____ 4. The author probably intended this article to be given to students
- at the end of the school year.
 - before winter holidays.
 - on the first day of school.
 - on their birthday.
- _____ 5. Why did the author put the Summer Safety Checklist in a box? Explain.

Stay Safe from Fire



Can you stay safe from fire? Here's what firefighters say you need to know:

- Have smoke alarms in your home. The alarms make a loud noise if there is smoke or fire.

- Know the best way to get out of a room with smoke. Crawl close to the floor. It is cooler there.
- Plan how to get out of your home if there is a fire. Draw a picture of the rooms in your home. Know two ways out of each room. Mark those ways on the picture.
- Practice an escape plan with your family. Choose an outside place for everyone to meet.

Name: _____ Date: _____

Directions: For questions 1-4, circle the correct answer.

1. Why should you have smoke alarms in your home?

- a) Smoke alarms put out fires.
- b) Smoke alarms look cool.
- c) Smoke alarms make a loud noise if there is smoke or fire.

2. What problem does this passage help you prepare for?

- a) an earthquake
- b) a fire in your home
- c) a firefighter visiting your home

3. The passage tells you to draw a picture of the rooms in your home and mark two ways out of each room. Why should you make a picture?

- a) The picture will help you stay cool if there is a fire.
- b) It is fun to draw pictures.
- c) The picture helps you plan how to get out of your home if there is a fire.

4. What is the main lesson in "Stay Safe from Fire"?

- a) how to stay safe if your house is on fire
- b) how to build a smoke alarm
- c) how to draw a map of your house

Fire Safety

Time to Practice Fire Safety

How can you be ready in case of a fire at home? Learn safety tips and practice! Here are four safety tips you should know.

(1) Test Smoke Alarms



Jochen Tack/Alamy

Smoke alarms save lives. Have an alarm inside and outside each bedroom. You should also have a smoke alarm on every level of the home. Push the test button at least once a month. That will let you know whether the alarm is working.

(2) Plan Your Escape



Andersen Ross/Getty Images

Fire can spread quickly. Every family needs to be prepared. How? Have a home fire escape plan. Draw the plan and talk about it. The drawing should show two ways out of each room. Those may be doors or windows. Then practice the plan twice a year. Practice during the day and at night.

(3) Pick a Meeting Place



Kate Eisemann for Weekly Reader

Choose a safe place outside where everyone will meet. Get out and stay out! Never go back inside a burning building.

(4) Know Whom to Call



Julie Alissi/Weekly Reader

Once you are outside, dial 9-1-1 or the number for your fire department.

Name: _____ Date: _____

Directions: Answer the following four questions based on the information in the passage.

1. Where should you have smoke alarms?

2. Whom should you call once you make it outside a burning building?

3. Why should your fire safety plan have two ways out of each room?

4. What is this passage mostly about?

The Helping List



Mrs. Mason's class was making a list. They were listing ways to be helpers. Mrs. Mason wrote the list on the board:

Ways to Be a Helper

I can pick up trash around the school. —Kayla

I can help take care of my baby sister. —Juan

I can tie a friend's shoe. —Sammy

"You are all great helpers!" said Mrs. Mason.

Name: _____ Date: _____

Directions: For questions 1-4, circle the correct answer.

1. The students in Mrs. Mason's class are making a list of what?

- a) ways to be kind
- b) their homework assignments
- c) ways to be helpers

2. Who is this passage about?

- a) Mrs. Mason ONLY
- b) Mrs. Mason's students ONLY
- c) Mrs. Mason and her students

3. The students in Mrs. Mason's class can help by picking up trash at school, caring for siblings, or tying a friend's shoe. What does this information tell us about *where* you can be a helper?

- a) You can only be a helper on the playground.
- b) You can only be a helper in school.
- c) You can be a helper in more than one place.

4. What is the theme of "The Helping List"?

- a) how you can be a better student
- b) how students can be helpers
- c) how to make school fun for students

Family Stories

By Rachelle Kreisman



Yesterday, my second-grade class read *Grandpa's Tractor*. It is a children's book by Michael Garland. In the book, a boy named Timmy spends the day with his grandfather, Grandpa Joe. The story takes place in the present and the past.

Timmy and his grandfather visit an old farm where Grandpa Joe grew up. Timmy sees the old farmhouse, barn, and tractor. For Grandpa Joe, seeing the tractor brings back special memories. He tells Timmy all about his life on the farm.

After I read *Grandpa's Tractor* yesterday, I wondered about my grandpa Cesar's memories. I called him on the phone.

"What were things like for you growing up, Grandpa?" I asked. "Did you live on a farm?"

"No," he said. "I grew up in a small village in Mexico." Mexico is a country south of the United States. "My parents worked on a farm where they picked vegetables," Grandpa told me. "But I went to school in the village. When I was seven years old, my family moved to the United States."

My grandfather's life as a boy was different from the grandpa's in the book. It was also very different from my life now.

Name: _____ Date: _____

1. What does Timmy do in the book *Grandpa's Tractor*?

- A) Timmy spends the day with his grandfather.
- B) Timmy calls his grandpa Cesar on the phone.
- C) Timmy picks vegetables on a farm in Mexico.

2. One of the settings of *Grandpa's Tractor* is the present. What is another setting of *Grandpa's Tractor*?

- A) the future
- B) the past
- C) Mexico

3. Read this sentence from the story.

"Grandpa Cesar's life as a boy was different from Grandpa Joe's."

What evidence in the story supports this idea?

- A) Grandpa Joe grew up on a farm, and Grandpa Cesar's parents picked vegetables on a farm.
- B) Grandpa Joe grew up on a farm, and Grandpa Cesar grew up in a small village.
- C) Grandpa Joe tells Timmy about his memories of growing up, and Grandpa Cesar shares his memories of growing up.

4. What effect does the book *Grandpa's Tractor* seem to have on the second-grader who reads it?

- A) It makes the second-grader wonder what living in Mexico would be like.
- B) It makes the second-grader wonder what the life of his or her own grandpa was like.
- C) It makes the second-grader wonder what riding a tractor would be like.

5. What is the theme of this story?

- A) learning about the past
- B) learning about the future
- C) learning about the present

Why Do We Need Rules?



It may seem like there are a lot of rules, but rules are important. There are rules everywhere. There are rules at home. There are rules at school. There are rules at the park.

Why do we need rules? Rules keep us safe. Without rules, children could run in the halls. That would not be safe. Someone might get hurt.

Rules keep things fair. Without rules, a friend might not get a turn in a game. That would not be fair. Without rules, the world would not be safe or fair.

Name: _____ Date: _____

Directions: For questions 1-4, circle the correct answer.

1. Where are there rules?

- a) only at home
- b) everywhere
- c) only at school

2. This passage explains why rules are important. What is one reason why rules are important?

- a) Rules are fun to follow.
- b) Rules are unfair.
- c) Rules keep us safe.

3. Without rules, children could run in the halls. Without rules, a friend might not get a turn in a game. What does this show about rules?

- a) There are rules at the park.
- b) We need rules.
- c) We do not need rules.

4. What is the lesson in "Why Do We Need Rules?"

- a) Without rules, children could run in the halls.
- b) Rules are annoying and we don't really need them.
- c) Rules keep the world safe and fair.

Welcome Back!

Do you have butterflies in your stomach before the first day of school? That means you are nervous. Don't worry!

Put Your Best Foot Forward

You are heading in the right direction if you put your best foot forward! That saying means you have a positive attitude. A good attitude helps you make friends and get along better with others.



AP/Wide World

These students are ready to learn and are paying attention in class.

Put on Your Thinking Cap

Have you put on your thinking cap at school? That saying means you are ready to learn and pay attention in class. You should always ask questions if you do not understand something.

Lend a Hand

If someone asks you to lend a hand, that saying means the person needs your help. You should help out at home, school, and in your neighborhood. What are some ways you can help others?

Catch Some Zzz's

Have you been catching some zzz's? That saying means you should get enough sleep. Sleeping helps you do your best. Second graders need about nine hours of sleep each night.

Question Sheet

Name: _____

Date: _____

"Welcome Back!" Questions:

- _____ 1. You might have *butterflies in your stomach* when you
- are playing with your dog.
 - are riding a roller coaster.
 - are sad.
 - find your little brother ruined a toy.
- _____ 2. Which situation does not require you to *put your thinking cap on*?
- You need to cross the street.
 - You are doing your homework.
 - You are sleeping.
 - You are helping dad in the kitchen.
- _____ 3. The purpose of this passage is
- to get you thinking about going back to school.
 - to teach you different phrases and what they mean.
 - All of the above.
 - None of the above.
- _____ 4. "Second graders need about 9 hours of sleep at night".
- This is a fact.
 - This is an opinion.
 - This is not true.
 - None of the above.
- _____ 5. Describe a time when you needed to *lend a hand*.

Complete Dolch Word List Divided by Level

Pre-primer	Primer	Grade One	Grade Two	Grade Three
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	ask	before	clean
can	be	as	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
here	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	have	him	gave	hot
it	he	his	goes	hurt
jump	into	how	green	if
little	like	just	its	keep
look	must	know	made	kind
make	new	let	many	laugh
me	no	live	off	light
my	now	may	or	long
not	on	of	pull	much
one	our	old	read	myself
play	out	once	right	never
red	please	open	sing	only
run	pretty	over	sit	own
said	ran	put	sleep	pick
see	ride	round	tell	seven
the	saw	some	their	shall*
three	say	stop	these	show
to	she	take	those	six
two	so	thank	upon	small
up	soon	them	us	start
we	that	then	use	ten
where	there	think	very	today
yellow	they	walk	wash	together
you	this	were	which	try
	too	when		warm

* 'shall' has dropped out of use

