

# Grade Two Homework

October - Week 1

<b>MONDAY</b>	<ol style="list-style-type: none"><li>1. <b>SUSTAINED READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>READING</b> - Read and complete the attached comprehension worksheet neatly.</li></ol>
<b>TUESDAY</b>	<ol style="list-style-type: none"><li>1. <b>SUSTAINED READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>SPELLING</b> - Choose an activity from the grid. Practice writing and spelling each word neatly on the provided sheet.</li></ol>
<b>WEDNESDAY</b>	<ol style="list-style-type: none"><li>1. <b>SUSTAINED READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>WRITING / WORD WORK</b> - Complete the attached writing grammar worksheet neatly.</li></ol>
<b>THURSDAY</b>	<ol style="list-style-type: none"><li>1. <b>READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>MATH</b> - Practice your math fact fluency using the Mad Minute worksheet. Set a timer for one minute and complete as many as they can. Write down and circle the equations completed in that time. Finish the rest of the worksheet.</li></ol>
<b>FRIDAY</b>	<b>Return homework packet to school</b>

Parent Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_

# Reading Log

Day	Book Title	Purpose for reading:
MONDAY	<hr/> <hr/> <hr/>	Inform Entertain
TUESDAY	<hr/> <hr/> <hr/>	Inform Entertain
WEDNESDAY	<hr/> <hr/> <hr/>	Inform Entertain
THURSDAY	<hr/> <hr/> <hr/>	Inform Entertain
FRIDAY	I PLAN TO READ: _____ <hr/> <hr/>	Inform Entertain

## Fluency Directions & Tips

Give the one-minute reading, starting the stopwatch when the child begins the first word of the passage (student will not read titles). Tell your child that if she or he has trouble (struggling for more than 3 to 5 seconds), you will say the word so she or he can keep reading. After one minute, say "Stop," stop the stopwatch, and circle the last word read.

During the reading, resist the urge to correct mistakes that do not hold up the child's time. Mistakes and self-correction will be counted in the score. If the child has extreme difficulty, please let the teacher know. Follow along word by word with your pencil. Slash ( / ) through any words the child misses.

Errors include:

- Skipped words
- Mispronounced words
- Word substitutions, including incorrect forms of the word
- Words in the wrong order; both or all words are counted as wrong
- Struggling that lasts for 3 to 5 seconds or more

The following are not considered misses:

- Added words
- Varying pronunciation due to accent, dialect, or speech impediment
- Repetitions in which the wording is correct
- If a child self-corrects a mistake, the word is scored as correct.

### **Scoring**

Count the total words in the child's reading using the words-per-line totals listed in the margin. This is the child's words-per-minute reading rate. Mark this on the chart at the bottom. Then, count the number of errors (slashes). Record this number in the "errors" box. Subtract the number of errors from the total number of words to find the number of correct words.

Example: Words 60 - Errors 6 = 54 wpm

**USE A DIFFERENT COLOR PEN EACH NIGHT TO KEEP TRACK OF GROWTH!**

# **Fluency Passage**

We had open house at my school last week. My whole family	12
went: my mom, my grandma, and I. We sat together at my table	25
in my room. It was a tight squeeze for my mom and grandma,	38
but they made it. My class has second and third graders in it.	51
Some of my friends were there and their families came, too. My	63
best friend was there. His stepfather and mother sat with him at	75
his table. They took up the whole table because his little brother	87
came along. I waved at him.	93
My other friend and her big sister came, too. Their family	104
had two classes to visit at the same time because her brother goes	117
to my school, too. Her mom went to her brother's room, and her	130
big sister came to her room.	136
I like my teacher a lot. Our room looked really nice. Our	148
teacher had been saving all of our best penmanship and	158
drawings. They were hung all over the walls. My grandmother	168
could tell right away which ones were mine. She used to be an	181
artist. She says I take after her.	188
My teacher told all the parents how important it is for them	200
to make sure we do our homework. He said anytime they have	212
questions about us they can talk to him. Afterwards he talked to	224
my mom and me. He said what a good job I was doing and my	239
mom gave me a big hug when we left.	248

### **Words Read Per Minute**

- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm
- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm
- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm
- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm

# Reading

Directions: Ask “W” questions about the independent book you are reading tonight. If you find the answers, write the text evidence that proves what you have found the answer.

Text: \_\_\_\_\_

Author: \_\_\_\_\_

	Question	Answer
<b>Who?</b>	_____ _____ _____ _____	_____ _____ _____ _____
<b>What?</b>	_____ _____ _____ _____	_____ _____ _____ _____
<b>Where?</b>	_____ _____ _____ _____	_____ _____ _____ _____
<b>When?</b>	_____ _____ _____ _____	_____ _____ _____ _____
<b>Why?</b>	_____ _____ _____ _____	_____ _____ _____ _____

\_\_\_ I asked one of each type of “W” question.

\_\_\_ I answered any questions I found using evidence from the text.

# Spelling Words

Phonics Pattern Vowel Team - ai / oa	Sight Words
1. sail	1. and
2. rain	2. around
3. paid	3. at
4. chain	4. be
5. raise	5. very
6. goal	
7. soap	
8. road	
9. float	
10. throat	

# Spelling Practice Grid

Circle your choice and complete on the next page.

<p><b>Rainbow Words</b></p> <p>Write each word in crayon. Trace over each word with 2 different crayons.</p>	<p><b>Silly Sentences</b></p> <p>Write a silly sentence for each of the words. Underline each spelling word.</p>	<p><b>ABC Order</b></p> <p>Write each word from the list in alphabetical order, starting with A, B, C, ...Z.</p>	<p><b>Switch Up</b></p> <p>Write each word from the list in backwards alphabetical order, starting with Z, Y, X, ...A.</p>
<p><b>Blue Vowels</b></p> <p>Write each word neatly in red crayon and make each vowel blue.</p>	<p><b>Feeling Fancy</b></p> <p>Write each word in your fanciest handwriting.</p> <p><i>peaceful</i></p>	<p><b>Three Times</b></p> <p>Write each word three times each in your neatest handwriting.</p>	<p><b>Spelling Math</b></p> <p>Write each word. Find out and write how much each word is worth. A=1, B=2....Z=26</p>
<p><b>Connect the Dots</b></p> <p>Write each word in dots. Trace over the dots to connect them with your pencil.</p>	<p><b>Computer Whiz</b></p> <p>Type each word on the computer. Have a parent print it out and attach it.</p>	<p><b>Word Pyramid</b></p> <p>Write each word as a pyramid.</p> <p style="text-align: center;">d do dog</p>	<p><b>Spelling Story</b></p> <p>Write a story using all of your spelling words. Underline each spelling word in your story.</p>
<p><b>Criss Cross</b></p> <p>Use each word in a criss cross, so you create an X with two words that share the same letter.</p> <p style="text-align: center;">b c a t n g</p>	<p><b>Rhyme Time</b></p> <p>Write each word and then think of a word that rhymes with it. Write the rhyming word next to it.</p> <p style="text-align: center;">cat -- bat</p>	<p><b>Syllable Sort</b></p> <p>Write each word in order from the least amount of syllables to the most syllables.</p>	<p><b>Practice Spelling Test</b></p> <p>Have a parent test you on the words. Write them down on the paper as you try to test.</p>





# Writing / Word Work

## Capitalizing Names

People's names are proper nouns and should begin with capital letters.

examples:

Justin Smith

Dr. Greene

P. J. Amas

President Lincoln



Rewrite each name correctly.

1. marc brown \_\_\_\_\_
2. queen elizabeth \_\_\_\_\_
3. junie b. jones \_\_\_\_\_
4. mrs. peacock \_\_\_\_\_
5. officer johnson \_\_\_\_\_
6. professor Snape \_\_\_\_\_
7. mr. pete \_\_\_\_\_

Rewrite each sentence. Correct the names.

8. Where is miss patterson?  
\_\_\_\_\_
10. I am going to visit jan, marcia, and cindy.  
\_\_\_\_\_
11. This book was written by e. b. white.  
\_\_\_\_\_
12. The mayor of our city is kenneth henderson.  
\_\_\_\_\_

# Math Fact Fluency

Solve as many equations as you can in one minute. Circle them. Complete the rest of the sheet after the time has ended.

## Adding with 7 (A)

Find each sum.

$$\begin{array}{r} 4 \\ +7 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 7 \\ +4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ +6 \\ \hline \end{array}$$

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

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

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

# Grade Two Homework

October - Week 2

<b>MONDAY</b>	<b>Columbus Day - No School</b>
<b>TUESDAY</b>	<ol style="list-style-type: none"><li>1. <b>SUSTAINED READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>READING</b> - Read and complete the attached comprehension worksheet neatly.</li></ol>
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<b>TUESDAY</b>	<hr/> <hr/> <hr/>	Inform Entertain
<b>WEDNESDAY</b>	<hr/> <hr/> <hr/>	Inform Entertain
<b>THURSDAY</b>	<hr/> <hr/> <hr/>	Inform Entertain
<b>FRIDAY</b>	I PLAN TO READ: _____ <hr/> <hr/>	Inform Entertain

# Fluency Directions & Tips

Give the one-minute reading, starting the stopwatch when the child begins the first word of the passage (student will not read titles). Tell your child that if she or he has trouble (struggling for more than 3 to 5 seconds), you will say the word so she or he can keep reading. After one minute, say "Stop," stop the stopwatch, and circle the last word read.

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Example: Words 60 - Errors 6 = 54 wpm

**USE A DIFFERENT COLOR PEN EACH NIGHT TO KEEP TRACK OF GROWTH!**

# Fluency Passage

I decided my favorite color is the rainbow. It has all the	12
colors in it: red, yellow, blue, green, and purple. They are all my	25
favorite colors. How could I ever choose just one?	34
Red makes me feel like smiling. I love red cards and shiny	46
red apples. My favorite type of candy is a red gumdrop. My	59
favorite flower is a red rose. I'm happy when I get to see a red	74
sunset.	75
Blue makes me feel like taking a nap. My bed is fluffy blue	88
and white with clouds all over it. I love the blue sky and ocean.	102
Blue bubble gum is the best flavor of ice cream.	112
Yellow makes me feel like jumping rope. I love the sun in	124
summer and the full moon in the fall. Our meadow is full of	137
yellow flowers that dance in the breeze. Applesauce is one of my	149
favorite treats, and it is kind of yellow. Fuzzy yellow ducklings	160
always make me laugh.	164
Green makes me feel like climbing a tree. I love playing in	176
the grass and the fields. Green gummy bears and pears are my	188
special snacks. My favorite place to go is a park filled with trees	201
and grass.	203
Purple makes me feel like eating grapes. I use my purple	214
crayon so much it is almost gone. My favorite backpack is	225
purple, too. Whenever anyone asks me what my favorite color is,	236
I tell them it is a rainbow.	243

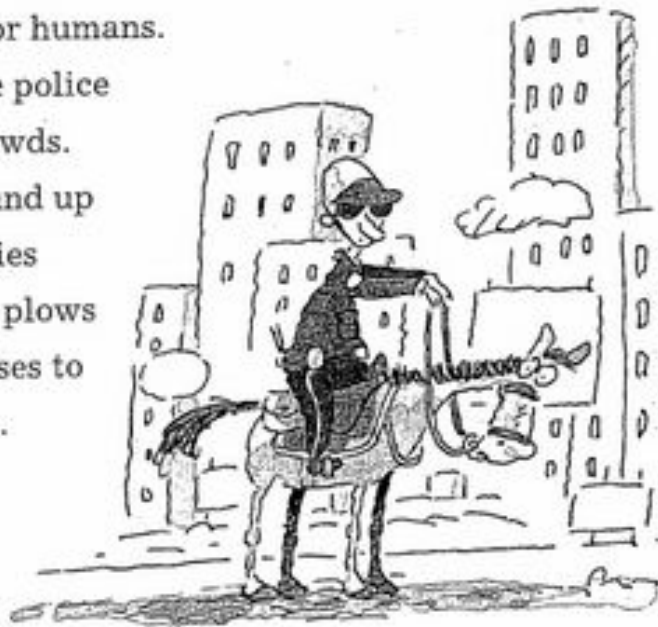
## Words Read Per Minute

- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm
- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm
- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm
- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm

# Reading

Directions: Read the passage and answer the questions. Think about the main idea that the details are trying to teach about.

**H**orses are often helpers for humans. In some communities the police ride horses to control large crowds. Cowboys use horses to help round up herds of cattle. In some countries farmers still use horses to pull plows or wagons. People also use horses to carry them from place to place.



1. The main idea of the paragraph is

- A. the different jobs that horses can do
- B. how the police use horses in crowds
- C. the ways that animals help people

2. A detail that tells more about the main idea is

- A. how cowboys use horses in their work
- B. the kinds of horses used in police work
- C. the names of countries using farm horses

3. The best title for this paragraph would be

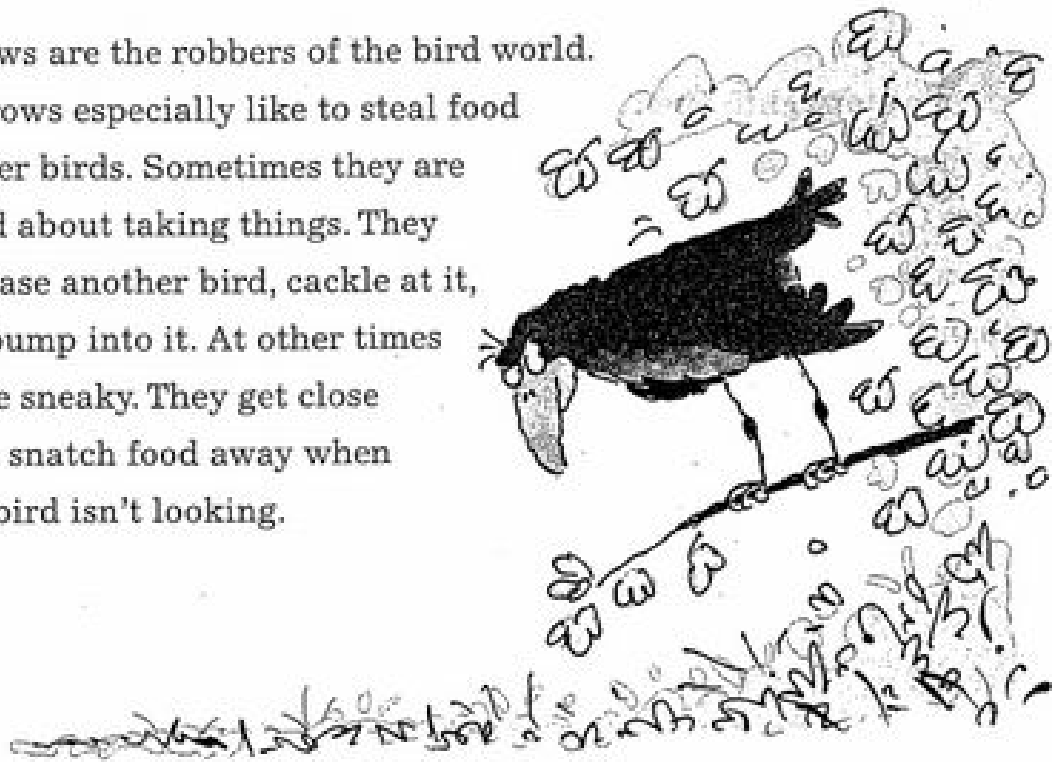
- A. Helpful Horses
- B. Horses in Parades
- C. Traveling by Horse

# Reading

Directions: Read the passage and answer the questions. Think about the main idea that the details are trying to teach about.

**C**rows are the robbers of the bird world.  
Crows especially like to steal food

from other birds. Sometimes they are very bold about taking things. They might chase another bird, cackle at it, or even bump into it. At other times crows are sneaky. They get close and then snatch food away when another bird isn't looking.



1. The main idea of the paragraph is

- A. why crows like to take food
- B. the kind of food that crows eat
- C. how crows act like thieves

2. A detail that tells about the main idea is

- A. how crows can be sneaky
- B. how other birds fight crows
- C. where crows make their nests

3. The best title for this paragraph would be

- A. A Bump from a Crow
- B. Bandit Birds
- C. What Crows Eat



# Spelling Words

Phonics Pattern Vowel Team - ee / ea	Sight Words
1. bee	1. because
2. seed	2. for
3. green	3. had
4. teeth	4. have
5. sheep	5. white
6. eat	
7. seal	
8. neat	
9. feast	
10. teach	

# Spelling Practice Grid

Circle your choice and complete on the next page.

<p><b>Rainbow Words</b></p> <p>Write each word in crayon. Trace over each word with 2 different crayons.</p>	<p><b>Silly Sentences</b></p> <p>Write a silly sentence for each of the words. Underline each spelling word.</p>	<p><b>ABC Order</b></p> <p>Write each word from the list in alphabetical order, starting with A, B, C, ...Z.</p>	<p><b>Switch Up</b></p> <p>Write each word from the list in backwards alphabetical order, starting with Z, Y, X, ...A.</p>
<p><b>Blue Vowels</b></p> <p>Write each word neatly in red crayon and make each vowel blue.</p>	<p><b>Feeling Fancy</b></p> <p>Write each word in your fanciest handwriting.</p> <p><i>peaceful</i></p>	<p><b>Three Times</b></p> <p>Write each word three times each in your neatest handwriting.</p>	<p><b>Spelling Math</b></p> <p>Write each word. Find out and write how much each word is worth. A=1, B=2....Z=26</p>
<p><b>Connect the Dots</b></p> <p>Write each word in dots. Trace over the dots to connect them with your pencil.</p>	<p><b>Computer Whiz</b></p> <p>Type each word on the computer. Have a parent print it out and attach it.</p>	<p><b>Word Pyramid</b></p> <p>Write each word as a pyramid.</p> <p>d do dog</p>	<p><b>Spelling Story</b></p> <p>Write a story using all of your spelling words. Underline each spelling word in your story.</p>
<p><b>Criss Cross</b></p> <p>Use each word in a criss cross, so you create an X with two words that share the same letter.</p> <p>b c a t n g</p>	<p><b>Rhyme Time</b></p> <p>Write each word and then think of a word that rhymes with it. Write the rhyming word next to it.</p> <p>cat -- bat</p>	<p><b>Syllable Sort</b></p> <p>Write each word in order from the least amount of syllables to the most syllables.</p>	<p><b>Practice Spelling Test</b></p> <p>Have a parent test you on the words. Write them down on the paper as you try to test.</p>



# Writing / Word Work

## Proper Nouns for Place Name

The names of specific places are proper nouns and should begin with capital letters.

proper nouns

Oklahoma City

Mighty Taco

Rocky Mountains

common nouns

city

restaurant

mountains



Write a proper noun for each common noun.

example: country - United States

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

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

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

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

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

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

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

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

Rewrite each sentence. Correct the place name.

9. I live near the atlantic ocean.

\_\_\_\_\_

10. Have you ever visited boston?

\_\_\_\_\_

11. I went camping in yellowstone national park.

\_\_\_\_\_

12. My house is on cardinal court.

\_\_\_\_\_

# Math Fact Fluency

Solve as many equations as you can in one minute. Circle them. Complete the rest of the sheet after the time has ended.

## Adding with 8 (A)

Find each sum.

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

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



# Grade Two Homework

October - Week 3

<b>MONDAY</b>	<ol style="list-style-type: none"><li>1. <b>SUSTAINED READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>READING</b> - Read and complete the attached comprehension worksheet neatly.</li></ol>
<b>TUESDAY</b>	<p style="text-align: center;"><b>Early Dismissal - Conferences</b></p> <ol style="list-style-type: none"><li>1. <b>SUSTAINED READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>SPELLING</b> - Choose an activity from the grid. Practice writing and spelling each word neatly on the provided sheet.</li></ol>
<b>WEDNESDAY</b>	<ol style="list-style-type: none"><li>1. <b>SUSTAINED READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>WRITING / WORD WORK</b> - Complete the attached writing grammar worksheet neatly.</li></ol>
<b>THURSDAY</b>	<p style="text-align: center;"><b>Early Dismissal - Conferences</b></p> <ol style="list-style-type: none"><li>1. <b>READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>MATH</b> - Practice your math fact fluency using the Mad Minute worksheet. Set a timer for one minute and complete as many as they can. Write down and circle the equations completed in that time. Finish the rest of the worksheet.</li></ol>

<b>FRIDAY</b>	Return homework packet to school
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Parent Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_

# Reading Log

Day	Book Title	Purpose for reading:
<b>MONDAY</b>	_____ _____ _____	Inform Entertain
<b>TUESDAY</b>	_____ _____ _____	Inform Entertain
<b>WEDNESDAY</b>	_____ _____ _____	Inform Entertain
<b>THURSDAY</b>	_____ _____ _____	Inform Entertain
<b>FRIDAY</b>	I PLAN TO READ: _____ _____ _____	Inform Entertain

# Fluency Directions & Tips

Give the one-minute reading, starting the stopwatch when the child begins the first word of the passage (student will not read titles). Tell your child that if she or he has trouble (struggling for more than 3 to 5 seconds), you will say the word so she or he can keep reading. After one minute, say "Stop," stop the stopwatch, and circle the last word read.

During the reading, resist the urge to correct mistakes that do not hold up the child's time. Mistakes and self-correction will be counted in the score. If the child has extreme difficulty, please let the teacher know. Follow along word by word with your pencil. Slash ( / ) through any words the child misses.

Errors include:

- Skipped words
- Mispronounced words
- Word substitutions, including incorrect forms of the word
- Words in the wrong order; both or all words are counted as wrong
- Struggling that lasts for 3 to 5 seconds or more

The following are not considered misses:

- Added words
- Varying pronunciation due to accent, dialect, or speech impediment
- Repetitions in which the wording is correct
- If a child self-corrects a mistake, the word is scored as correct.

## Scoring

Count the total words in the child's reading using the words-per-line totals listed in the margin. This is the child's words-per-minute reading rate. Mark this on the chart at the bottom. Then, count the number of errors (slashes). Record this number in the "errors" box. Subtract the number of errors from the total number of words to find the number of correct words.



Example: Words 60 - Errors 6 = 54 wpm

**USE A DIFFERENT COLOR PEN EACH NIGHT TO KEEP TRACK OF GROWTH!**

# Fluency Passage

I learned that the wind is important for more than flying kites 12  
or making our wind chime make music. Without the wind, our 23  
world wouldn't have any people, food, or animals. Wind moves 33  
the heat from the sun all around the planet. Without the wind, 45  
about half of the earth would be too hot for any living thing. 58  
Most of the rest of the earth would be too cold. In fact, most of 73  
our country would be under ice. 79  
Wind is useful to all living things. It brings moisture up from 91  
the oceans into the air. Then the wind blows the moisture 102  
around. The moisture falls as rain, dew, or snow and ice. 113  
Many plants and trees depend on the wind. The wind helps 124  
them spread their seeds to new places. Wind also blows pollen 135  
around so trees, grass, and grains can ripen. Without the wind, 146  
farmers couldn't grow corn or wheat. Bees help the wind spread 157  
pollen. Their job is to fly from blossom to blossom with pollen 169  
on their feet and wings. 174  
You can see for yourself how the wind spreads seeds. The 185  
next time you see a yellow dandelion that has turned into a white 198  
puffball, blow it. Or, if you find a maple tree seed with wings 211  
that looks like a helicopter, throw it. You'll see all of the seeds 224  
go flying and you will be helping the wind do its job. 236

## Words Read Per Minute

: Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm  
: Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm  
: Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm  
: Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm

# Reading

Directions: After reading the fluency passage, neatly answer the questions in complete sentences using evidence from the text.

1.

Is this sentence from paragraph one a fact or an opinion? What word or words in the sentence help you to decide?

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2. From paragraph one, give two examples of how the wind makes it possible for us to live on earth.

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3. What happens before moisture falls as rain, dew, or snow and ice?

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4. In what way are plants and trees dependent on the wind?

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5. In what two ways is pollen spread from plant to plant?

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6. What is it about the seeds in paragraph four that makes it possible for the wind to blow them around?

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7. What word in paragraph four means the opposite of ?

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# Spelling Words

Phonics Pattern R-controlled - ar / or	Sight Words
1. jar	1. been
2. card	2. pull
3. charm	3. she
4. smart	4. to
5. garden	5. you
6. for	
7. corn	
8. short	
9. horse	
10. north	

# Spelling Practice Grid

Circle your choice and complete on the next page.

<p><b>Rainbow Words</b></p> <p>Write each word in crayon. Trace over each word with 2 different crayons.</p>	<p><b>Silly Sentences</b></p> <p>Write a silly sentence for each of the words. Underline each spelling word.</p>	<p><b>ABC Order</b></p> <p>Write each word from the list in alphabetical order, starting with A, B, C, ...Z.</p>	<p><b>Switch Up</b></p> <p>Write each word from the list in backwards alphabetical order, starting with Z, Y, X, ...A.</p>
<p><b>Blue Vowels</b></p> <p>Write each word neatly in red crayon and make each vowel blue.</p>	<p><b>Feeling Fancy</b></p> <p>Write each word in your fanciest handwriting.</p> <p><i>peaceful</i></p>	<p><b>Three Times</b></p> <p>Write each word three times each in your neatest handwriting.</p>	<p><b>Spelling Math</b></p> <p>Write each word. Find out and write how much each word is worth. A=1, B=2....Z=26</p>
<p><b>Connect the Dots</b></p> <p>Write each word in dots. Trace over the dots to connect them with your pencil.</p>	<p><b>Computer Whiz</b></p> <p>Type each word on the computer. Have a parent print it out and attach it.</p>	<p><b>Word Pyramid</b></p> <p>Write each word as a pyramid.</p> <p>d do dog</p>	<p><b>Spelling Story</b></p> <p>Write a story using all of your spelling words. Underline each spelling word in your story.</p>
<p><b>Criss Cross</b></p> <p>Use each word in a criss cross, so you create an X with two words that share the same letter.</p> <p>b c a t n g</p>	<p><b>Rhyme Time</b></p> <p>Write each word and then think of a word that rhymes with it. Write the rhyming word next to it.</p> <p>cat -- bat</p>	<p><b>Syllable Sort</b></p> <p>Write each word in order from the least amount of syllables to the most syllables.</p>	<p><b>Practice Spelling Test</b></p> <p>Have a parent test you on the words. Write them down on the paper as you try to test.</p>



# Writing / Word Work

## Capital Letters

Days of the week, months, and holidays are all proper nouns. They begin with capital letters.

examples: August (Aug.)

November (Nov.)

Thursday (Thurs.)

Tuesday (Tues.)

Mother's Day

Flag Day



Write each proper noun correctly on the first line. On the second line, write the correct abbreviation.

1.     january     \_\_\_\_\_     \_\_\_\_\_
2.     sunday     \_\_\_\_\_     \_\_\_\_\_
3.     wednesday     \_\_\_\_\_     \_\_\_\_\_
4.     october     \_\_\_\_\_     \_\_\_\_\_
5.     thursday     \_\_\_\_\_     \_\_\_\_\_
6.     september     \_\_\_\_\_     \_\_\_\_\_
7.     december     \_\_\_\_\_     \_\_\_\_\_

Write the names of the holidays correctly.

8.     thanksgiving     \_\_\_\_\_
9.     father's day     \_\_\_\_\_
10.    independence day     \_\_\_\_\_
11.    st. patrick's day     \_\_\_\_\_
12.    april fools' day     \_\_\_\_\_

# Math Fact Fluency

Solve as many equations as you can in one minute. Circle them. Complete the rest of the sheet after the time has ended.

## Adding with 9 (A)

Find each sum.

$$\begin{array}{r} 4 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +9 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 7 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ +0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ +9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ +6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 9 \\ +7 \\ \hline \end{array}$$

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# Grade Two Homework

October - Week 4

<b>MONDAY</b>	<ol style="list-style-type: none"><li>1. <b>SUSTAINED READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>READING</b> - Read and complete the attached comprehension worksheet neatly.</li></ol>
<b>TUESDAY</b>	<ol style="list-style-type: none"><li>1. <b>SUSTAINED READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>SPELLING</b> - Choose an activity from the grid. Practice writing and spelling each word neatly on the provided sheet.</li></ol>
<b>WEDNESDAY</b>	<ol style="list-style-type: none"><li>1. <b>SUSTAINED READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>WRITING / WORD WORK</b> - Complete the attached writing grammar worksheet neatly.</li></ol>
<b>THURSDAY</b>	<ol style="list-style-type: none"><li>1. <b>READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>MATH</b> - Practice your math fact fluency using the Mad Minute worksheet. Set a timer for one minute and complete as many as they can. Write down and circle the equations completed in that time. Finish the rest of the worksheet.</li></ol>
<b>FRIDAY</b>	<b>Return homework packet to school</b>

Parent Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_



# Reading Log

Day	Book Title	Purpose for reading:
<b>MONDAY</b>	<hr/> <hr/> <hr/>	Inform Entertain
<b>TUESDAY</b>	<hr/> <hr/> <hr/>	Inform Entertain
<b>WEDNESDAY</b>	<hr/> <hr/> <hr/>	Inform Entertain
<b>THURSDAY</b>	<hr/> <hr/> <hr/>	Inform Entertain
<b>FRIDAY</b>	I PLAN TO READ: _____ <hr/> <hr/>	Inform Entertain

# Fluency Directions & Tips

Give the one-minute reading, starting the stopwatch when the child begins the first word of the passage (student will not read titles). Tell your child that if she or he has trouble (struggling for more than 3 to 5 seconds), you will say the word so she or he can keep reading. After one minute, say "Stop," stop the stopwatch, and circle the last word read.

During the reading, resist the urge to correct mistakes that do not hold up the child's time. Mistakes and self-correction will be counted in the score. If the child has extreme difficulty, please let the teacher know. Follow along word by word with your pencil. Slash ( / ) through any words the child misses.

Errors include:

- Skipped words
- Mispronounced words
- Word substitutions, including incorrect forms of the word
- Words in the wrong order; both or all words are counted as wrong
- Struggling that lasts for 3 to 5 seconds or more

The following are not considered misses:

- Added words
- Varying pronunciation due to accent, dialect, or speech impediment
- Repetitions in which the wording is correct
- If a child self-corrects a mistake, the word is scored as correct.

## Scoring

Count the total words in the child's reading using the words-per-line totals listed in the margin. This is the child's words-per-minute reading rate. Mark this on the chart at the bottom. Then, count the number of errors (slashes). Record this number in the "errors" box. Subtract the number of errors from the total number of words to find the number of correct words.

Example: Words 60 - Errors 6 = 54 wpm

**USE A DIFFERENT COLOR PEN EACH NIGHT TO KEEP TRACK OF GROWTH!**

# Fluency Passage

Today our teacher said we would each write a story. She said	12
if we wanted we could draw pictures to go with it. I decided to	26
write my life story. I started with the night I was born. I drew a	41
picture of me as a tiny baby. I wrote about what my first words	55
were and how I liked to play.	62
When I was little I was always making tall towers. My	73
grandfather said he thought I would build hotels when I grew up.	85
I drew a picture of me playing with my blocks.	95
I also liked to ride my scooter and swing on the swings in the	109
park. I drew pictures of me on my scooter and a picture of my	123
dad pushing me on the swing. The next picture is of me licking	136
an ice cream cone and getting it all over me. I still love chocolate	150
ice cream.	152
Then I wrote about my first day at school. I wrote about how	165
I cried and cried because I didn't want my mother to leave me. I	179
made a drawing of me with a sad face. The last page is about my	194
last birthday party. I drew of picture of me blowing out the	206
candles on my birthday cake. There are six candles and I blew	218
them all out.	221

## Words Read Per Minute

- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm
- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm
- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm
- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm

# Reading

Directions: Read the passage and answer the questions. Think about the what the author is trying to teach you or about what the main character has learned.

## THE BOY WHO CRIED WOLF

Once upon a time, in a beautiful village near lush rolling hills, there was a boy who watched over the village's sheep. Being alone up in the hills was very boring. To liven up his day, the boy thought it would be fun to scare the villagers and scream, "Wolf, wolf!" The villagers grabbed whatever they could, and ran up the hill to scare off the wolf.

When they reached the top, they realized they had been tricked by the mischievous boy. He laughed and laughed until the villagers angrily walked back down the hill. Even the sheep were not amused. The boy continued to call wolf, and the villagers warned him that the next time they would no longer believe him. The boy shrugged off the warning and laid down for a nap.

One lazy afternoon, the boy heard a terrible sound. Before he could even prepare himself, a wolf appeared right before him, and was chasing all the village's sheep! The boy screamed, "Wolf, wolf!", but having lied so many times, the people of the village just ignored him. With no one to help him fend off the wolf, the sheep all ran away, and the boy was left crying on the hill.



Authors often write to teach the reader a lesson. The lesson is something important the author thinks you need to know. As you read, think about the lesson the author wanted you to learn.

What is the lesson the author wants teach in the folktale, "The Boy Who Cried Wolf"?

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- I restated the question as part of my response.
- I wrote down the lesson the author taught.
- I supported the lesson with evidence and language from the text.

Why do you think that was such an important life lesson that the author wrote a whole story just to teach it to readers?

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## Spelling Words

Phonics Pattern	Sight Words
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R-controlled - ir / er / ur	
1. shirt	1. cold
2. dirt	2. if
3. first	3. read
4. germ	4. sing
5. perch	5. use
6. finger	
7. hurt	
8. turn	
9. slurp	
10. burger	

## Spelling Practice Grid

Circle your choice and complete on the next page.

<p><b>Rainbow Words</b></p> <p>Write each word in crayon. Trace over each word with 2 different crayons.</p>	<p><b>Silly Sentences</b></p> <p>Write a silly sentence for each of the words. Underline each spelling word.</p>	<p><b>ABC Order</b></p> <p>Write each word from the list in alphabetical order, starting with A, B, C, ...Z.</p>	<p><b>Switch Up</b></p> <p>Write each word from the list in backwards alphabetical order, starting with Z, Y, X, ...A.</p>
<p><b>Blue Vowels</b></p> <p>Write each word neatly in red crayon and make each vowel blue.</p>	<p><b>Feeling Fancy</b></p> <p>Write each word in your fanciest handwriting.</p> <p><i>peaceful</i></p>	<p><b>Three Times</b></p> <p>Write each word three times each in your neatest handwriting.</p>	<p><b>Spelling Math</b></p> <p>Write each word. Find out and write how much each word is worth. A=1, B=2....Z=26</p>
<p><b>Connect the Dots</b></p> <p>Write each word in dots. Trace over the dots to connect them with your pencil.</p>	<p><b>Computer Whiz</b></p> <p>Type each word on the computer. Have a parent print it out and attach it.</p>	<p><b>Word Pyramid</b></p> <p>Write each word as a pyramid.</p> <p style="text-align: center;">d do dog</p>	<p><b>Spelling Story</b></p> <p>Write a story using all of your spelling words. Underline each spelling word in your story.</p>
<p><b>Criss Cross</b></p> <p>Use each word in a criss cross, so you create an X with two words that share the same letter.</p> <p style="text-align: center;">b c a t n g</p>	<p><b>Rhyme Time</b></p> <p>Write each word and then think of a word that rhymes with it. Write the rhyming word next to it.</p> <p style="text-align: center;">cat -- bat</p>	<p><b>Syllable Sort</b></p> <p>Write each word in order from the least amount of syllables to the most syllables.</p>	<p><b>Practice Spelling Test</b></p> <p>Have a parent test you on the words. Write them down on the paper as you try to test.</p>

# Spelling Practice Sheet



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**Writing / Word Work**

Fix up this writer's story by using editing marks to correct their errors. There are 10 mistakes to edit. Can you find them all?

**Proofreading Marks**

- ☰ Capitalize letter.
- Add a period.
- ❓ Add a question mark.
- ^ Add a comma.
- ∨ Add an apostrophe.
- Do not use a space.
- W Add question marks.
- ⤴ Take words out.
- Spell correctly.
- / Lowercase letter.
- ¶ Indent.
- ∧ Add words.
- | Divide into two words.

Name: \_\_\_\_\_

Editing: How many mistakes can you find!

# Pumpkin Patch



Yesterday Erica whent two a pumpkin patch with her family. she picked out a huge, orange pumpkin to tak home It weighed ovr 15 pounds? Erica stumbled as she were carrying it to the car. Do you know what happened next. She dropped it pumpkin and it splattered all ovr the grownd. Erica yelled, Oh no!

Solve as many equations as you can in one minute. Circle them. Complete the rest of the sheet after the time has ended.

Find each sum.

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

*Grade Two Homework*

## October - Week 5

<b>MONDAY</b>	<ol style="list-style-type: none"><li>1. <b>SUSTAINED READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>READING</b> - Read and complete the attached pumpkin character book report worksheet.</li></ol>
<b>TUESDAY</b>	<ol style="list-style-type: none"><li>1. <b>SUSTAINED READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>SPELLING</b> - Choose an activity from the grid. Practice writing and spelling each word neatly on the provided sheet.</li></ol>
<b>WEDNESDAY</b>	<ol style="list-style-type: none"><li>1. <b>SUSTAINED READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>READING</b> - Work on creating your pumpkin book report project model.</li></ol>
<b>THURSDAY</b>	<ol style="list-style-type: none"><li>1. <b>READING</b> - Read for 20 minutes each night, log reading, and thinking.</li><li>2. <b>FLUENCY</b> - Set a timer for 1 minute. Read the passage aloud independently. Circle where you stopped. Write down how many words were read on the bottom chart.</li><li>3. <b>READING</b> - Work on creating your pumpkin book report project model.</li></ol>
<b>FRIDAY</b>	<b>Return homework packet and project to school</b>

Parent Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_

# Reading Log

Day	Book Title	Purpose for reading:
<b>MONDAY</b>	<hr/> <hr/> <hr/>	Inform Entertain
<b>TUESDAY</b>	<hr/> <hr/> <hr/>	Inform Entertain
<b>WEDNESDAY</b>	<hr/> <hr/> <hr/>	Inform Entertain
<b>THURSDAY</b>	<hr/> <hr/> <hr/>	Inform Entertain
<b>FRIDAY</b>	I PLAN TO READ: _____ <hr/> <hr/>	Inform Entertain

# Fluency Directions & Tips

Give the one-minute reading, starting the stopwatch when the child begins the first word of the passage (student will not read titles). Tell your child that if she or he has trouble (struggling for more than 3 to 5 seconds), you will say the word so she or he can keep reading. After one minute, say "Stop," stop the stopwatch, and circle the last word read.

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- Repetitions in which the wording is correct
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## Scoring

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Example: Words 60 - Errors 6 = 54 wpm

**USE A DIFFERENT COLOR PEN EACH NIGHT TO KEEP TRACK OF GROWTH!**

# Fluency Passage

When I turned twelve years old I got to babysit for the first	13
time. My aunt asked my parents if I could babysit my cousin. My	26
aunt and uncle wanted to go to the movies. They said they would	39
pay me! My cousin is two and still wears diapers. She knows me	52
pretty well because my mother and my aunt are sisters. We	63
spend a lot of weekends together and we live in the same town.	76
My parents talked it over and said yes. My uncle picked me	88
up after supper and took me to their house. My cousin was	100
waiting at the door. She was ready for bed and wearing her	112
slippers. My aunt told me when to change her and put her in bed.	126
My aunt said we could both have graham crackers and apple	137
juice for a snack and that my cousin loved bedtime stories. She	149
gave me her cell phone number in case I had a problem. Mom	162
called me about three times while I was babysitting. She said it	174
was to make sure I was doing okay.	182
My cousin didn't even cry when her mom and dad drove	193
away. I read her 'Goodnight, Moon,' and 'Pat the Bunny.' I	204
washed her face and changed her. She didn't even cry when I put	217
her in bed. Once my aunt called to see if everything was all right.	231
I just watched TV until they came home. I think babysitting is	243
fun and I hope my aunt asks me again.	252

## Words Read Per Minute

- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm
- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm
- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm
- : Words \_\_\_\_\_ - Errors \_\_\_\_\_ = \_\_\_\_\_ wpm

# Spelling Words

Phonics Pattern R-controlled vowels	Sight Words
1. scar	1. soon
2. horn	2. across
3. weather	3. with
4. stir	4. write
5. burn	5. important
6. farm	
7. torn	
8. winter	
9. third	
10. curl	



# Spelling Practice Grid

Circle your choice and complete on the next page.

<p><b>Rainbow Words</b></p> <p>Write each word in crayon. Trace over each word with 2 different crayons.</p>	<p><b>Silly Sentences</b></p> <p>Write a silly sentence for each of the words. Underline each spelling word.</p>	<p><b>ABC Order</b></p> <p>Write each word from the list in alphabetical order, starting with A, B, C, ...Z.</p>	<p><b>Switch Up</b></p> <p>Write each word from the list in backwards alphabetical order, starting with Z, Y, X, ...A.</p>
<p><b>Blue Vowels</b></p> <p>Write each word neatly in red crayon and make each vowel blue.</p>	<p><b>Feeling Fancy</b></p> <p>Write each word in your fanciest handwriting.</p> <p><i>peaceful</i></p>	<p><b>Three Times</b></p> <p>Write each word three times each in your neatest handwriting.</p>	<p><b>Spelling Math</b></p> <p>Write each word. Find out and write how much each word is worth. A=1, B=2....Z=26</p>
<p><b>Connect the Dots</b></p> <p>Write each word in dots. Trace over the dots to connect them with your pencil.</p>	<p><b>Computer Whiz</b></p> <p>Type each word on the computer. Have a parent print it out and attach it.</p>	<p><b>Word Pyramid</b></p> <p>Write each word as a pyramid.</p> <p>d do dog</p>	<p><b>Spelling Story</b></p> <p>Write a story using all of your spelling words. Underline each spelling word in your story.</p>
<p><b>Criss Cross</b></p> <p>Use each word in a criss cross, so you create an X with two words that share the same letter.</p> <p>b c a t n g</p>	<p><b>Rhyme Time</b></p> <p>Write each word and then think of a word that rhymes with it. Write the rhyming word next to it.</p> <p>cat -- bat</p>	<p><b>Syllable Sort</b></p> <p>Write each word in order from the least amount of syllables to the most syllables.</p>	<p><b>Practice Spelling Test</b></p> <p>Have a parent test you on the words. Write them down on the paper as you try to test.</p>



# Pumpkin Character Book Report & Family Project



A fun family project that gets kids reading and creating a character with a pumpkin from the story!

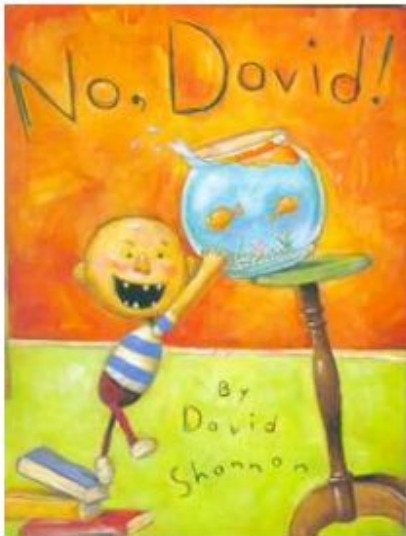


It's October and that means pumpkins are everywhere! Let's take this harvest theme and bring it into our class for some reading fun!

This month we are asking you to complete this really different book report together!

- Select a book and read it together.
- Focus your discussion on the characters in the story.
- Pick one character and create them on a small pie size pumpkin. (A small enough pumpkin that the student can carry it.)
- Decorate it, paint it, glue things to it, and just get creative! (Please don't carve it though.)
- Complete the attached book report.

Here is a sample of a great book report:



Don't have a book, not a problem! Visit the school library, your local library or bookstore. (You could even ask me for a book if you promise to bring it back!)

Please send in your pumpkin, book report, and book by \_\_\_\_\_.

On \_\_\_\_\_ we will read many of these stories and talk about the characters the students have created.

# Pumpkin Character Book Report

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Character Created: \_\_\_\_\_

Describe this character.

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What did this character do in the story?

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Do you like this character and why?

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