



Edgewood Elementary

3028 Howden Muskegon Heights, MI 49444
Muskegon Heights Public School Academy System
Phone 231-830-3200 • mhtigers.org
Brenda Rybacki, Principal

Dear Second Grade Families,

This letter is to provide information about what to expect when a remote learning day is called due to a weather emergency.

Ms. Schultz's class will complete the packet that was sent home in the "Virtual Learning Day" folder. If the folder has been lost or misplaced, please visit our website and click on the remote learning day tab to view additional materials.

OVERALL EXPECTATIONS:

Teachers will be available for two 45 minute sessions. One session will be held in the morning from 9:00 – 9:45. The second session will be held in the afternoon from 1:00 – 1:45. Students will be required to join both sessions to receive credit for attending school that day.

Students can join the work session by computer or phone at the following link:

Ms. Schultz's Class

Google Meet joining info

Google Classroom Name: Schultz: 2nd Grade 2B

Video call link: meet.google.com/cfe-jsjd-ppsp?authuser=0

Or dial: 1-720-316-3592

Attendance is taken based on students logging in or phoning in.

Work is being graded just as if they were in-person.

Parent Expectations:

Assist your child with logging on or phoning into class.

Check our website if you need information.

Help your child, but do not complete the work for them.

If you have any issues with technology email the teacher at: pschultz@mhtigers.org.

Let's all hope for an early Spring,

Ms. Schultz

Name _____

PHONICS

Read each sentence. Fill in the circle for the answer.

1. Dave and Jack had fun at the game.

Which word has the same vowel sound as the word *game*?

- rake ant was

2. A huge bug was on the rug.

Which word has the same vowel sound as the word *huge*?

- lock hug cube

3. He had a big grin on his face.

Which word has the same vowel sound as the word *grin*?

- line ring grass

4. The truck will stop to get gas.

Which word has the same vowel sound as the word *stop*?

- good home pot

5. Steve gave his pet a bone.

Which word has the same vowel sound as *pet*?

- pat test eve



Name _____

6. In spring he is getting a swing set.

Which word has the ending *-ing* added to it?

- spring getting swing

7. Liz had a big stack of blocks.

Which word has the same sound as *st* in *stack*?

- slip last sack

8. Ted rode his bike as Jill skated up the hill.

Which word has the ending *-ed* added to it?

- Ted rode skated

9. Kate is sitting at her desk in class.

Which word has the same ending sound as *desk*?

- pick skunk mask

10. Rick and his mother will take a trip in a plane.

Which word has the same beginning sound as *plane*?

- plum lake pace

Name _____

HIGH-FREQUENCY WORDS

Fill in the circle for the word that completes each sentence.

1. I will use black ink to _____ a big black cat.

- must draw felt

2. Zeke will make his bed and pick up his _____.

- age things well

3. Jen gets home from _____ at five.

- work day machine

4. A stone is a _____ rock.

- into about small

5. The _____ of that truck is red.

- day color huge



Reading Analysis

 Name _____

Directions: Read the following story. Then answer the questions that follow.

Hani's New Home

Hani looked out the window of her new American home. There was so much she didn't know about her new country.

Hani's mother was singing as she cooked their evening meal. Her father was talking excitedly on the phone. He would start his new job soon. It seemed that only Hani was worried about their new home.

Out the window, Hani saw two girls about her age. They were jumping rope. She could jump rope really well, at least she used to. The two girls saw Hani. They smiled and waved for her to come outside.

Hani went out to join them. They said something to her, but Hani did not understand. The two girls talked to each other. Then the taller girl pointed to herself and said, "Tanya."

The other girl pointed to herself and said, "Stacie."

Hani repeated the names. Then Tanya and Stacie smiled and pointed to Hani.

"Hani," she said and pointed to herself. The girls smiled.

"Rope," Tanya said, pointing to the jump rope. Hani repeated the word. Then Tanya jumped, pointed to the rope, and said, "Jump?"

Hani nodded. Tanya and Stacie took each end of the rope, and Hani began jumping. Soon all three were laughing. Hani knew that she didn't need to be afraid. She knew her new friends would help her learn all about her new home.



Directions: Read each question. Then fill in the bubble next to the best answer.

7. What does the first paragraph tell readers about the plot?

- what Hani's problem is
- who the characters are
- what Hani's old home was like

8. How is Hani different from the rest of her family?

- Hani speaks English, but her family does not.
- Hani likes her new home, but her family does not.
- Hani is the only one worried about her new home.

9. What is this story mostly about?

- how Hani tries to skip rope for the first time
- how Hani's family settles into their new home
- how Hani learns she does not have to be afraid

10. Which quotation supports why Hani might be afraid?

- "Then Tanya and Stacie smiled and pointed to Hani."
- "She could jump rope really well, at least she used to."
- "There was so much she didn't know about her new country."



11. How does the middle of the story help set up the solution to the problem?

- Hani meets Tanya and Stacie.
- Hani learns how to ask questions.
- Hani worries about her new home.

12. Based on what Tanya does in the story, how would you describe her?

- smart
- friendly
- worried

13. How is Hani's problem solved?

- Hani decides to learn about her new home.
- She makes new friends who help her feel at home.
- Her father has a new job so the family will have money.

14. How would this story be different if Tanya were telling it?

- We would not understand Tanya.
- We would not know how Hani felt.
- We would not know how Tanya felt.



15. Which detail about Hani is true?

- She does not want to be in her new home.
- She has moved to her new home from another country.
- She does not know how to jump rope but learns quickly.

Phonics

Directions: Read each sentence. Choose the ending you would add to the underlined word in each sentence to make it correct. Write the word.

-s -ed -ing

16. Sam is wash the dishes to help his mom. _____

17. Yesterday he wash the dishes too. _____

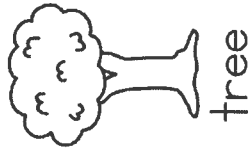
18. Today Maria want a sandwich for lunch. _____

19. Yesterday she want some soup. _____

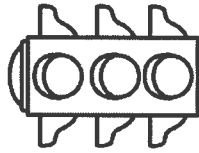
20. The children are play in the park. _____

Write and Draw

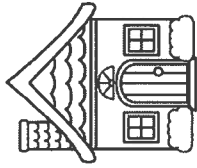
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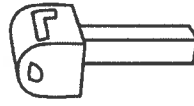
tree



traffic light



house






mailbox



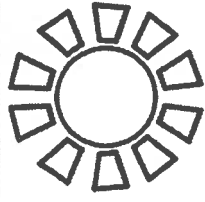
stop sign

In the car I see

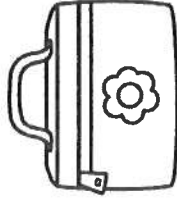
<p>I used a capital letter</p> <p>I see the dog.</p>  <input type="checkbox"/>	<p>I put space between words.</p> <p>I see the dog.</p>  <input type="checkbox"/>	<p>I stretched out words.</p> <p>d o g</p> <input type="checkbox"/>	<p>I used punctuation.</p> <p>?</p> <p>!</p> <input type="checkbox"/>	<p>I drew a picture.</p>  <input type="checkbox"/>
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Write and Draw

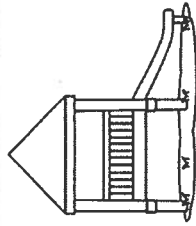
Name: _____



morning



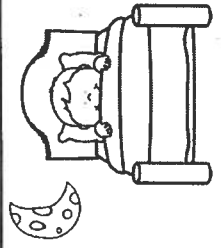
lunch time



recess



dinner time



bedtime

My favorite time of day

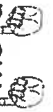
I used a capital letter

I see the dog.



I put space between words.

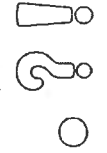
I see the dog.



I stretched out words.

d o g

I used punctuation.



I drew a picture.





Name: _____

CCSS 2.NBT.1 Understand place value

Place Value

Directions: Write the digits in the correct place to form a number.

five tens, six hundreds, four ones

654

eight ones, six tens

four hundreds, nine tens, three ones

seven tens, seven ones, three hundreds

five ones, two hundreds, one ten

five hundreds, six ones, three tens

two tens, five ones

nine hundreds, four tens, eight ones



Name: _____

CCSS 2.NBT.1 Understand place value

Place Value

Directions: Write how many ones, tens, or hundreds are shown by the underlined digit.

543 *five hundreds*

427 *seven ones*

335 _____

879 _____

626 _____

746 _____

592 _____

487 _____

636 _____

313 _____

833 _____

956 _____

GOODS & SERVICES

GOODS : Something people want that you can hold or touch.

ex. orange, chair, pillow

SERVICES : Something people do for other people.

ex. being a teacher, fireman, or doctor

DIRECTIONS: DRAW or WRITE down GOODS in the left column and SERVICES in the right column.

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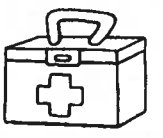
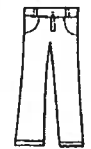
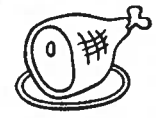
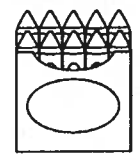
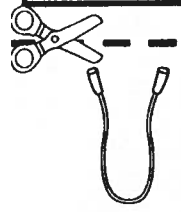
Name: _____

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Wants



Needs



Animals in Their Habitats

Graphic Organizers

Four-Column Chart

Desert	Jungle	Ocean	Forest

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List animals that live in each habitat.

stotidoh rieht ni elomink

testof nasso sponu fressD

.fotidoh hoes ni sivi toft elomind teii

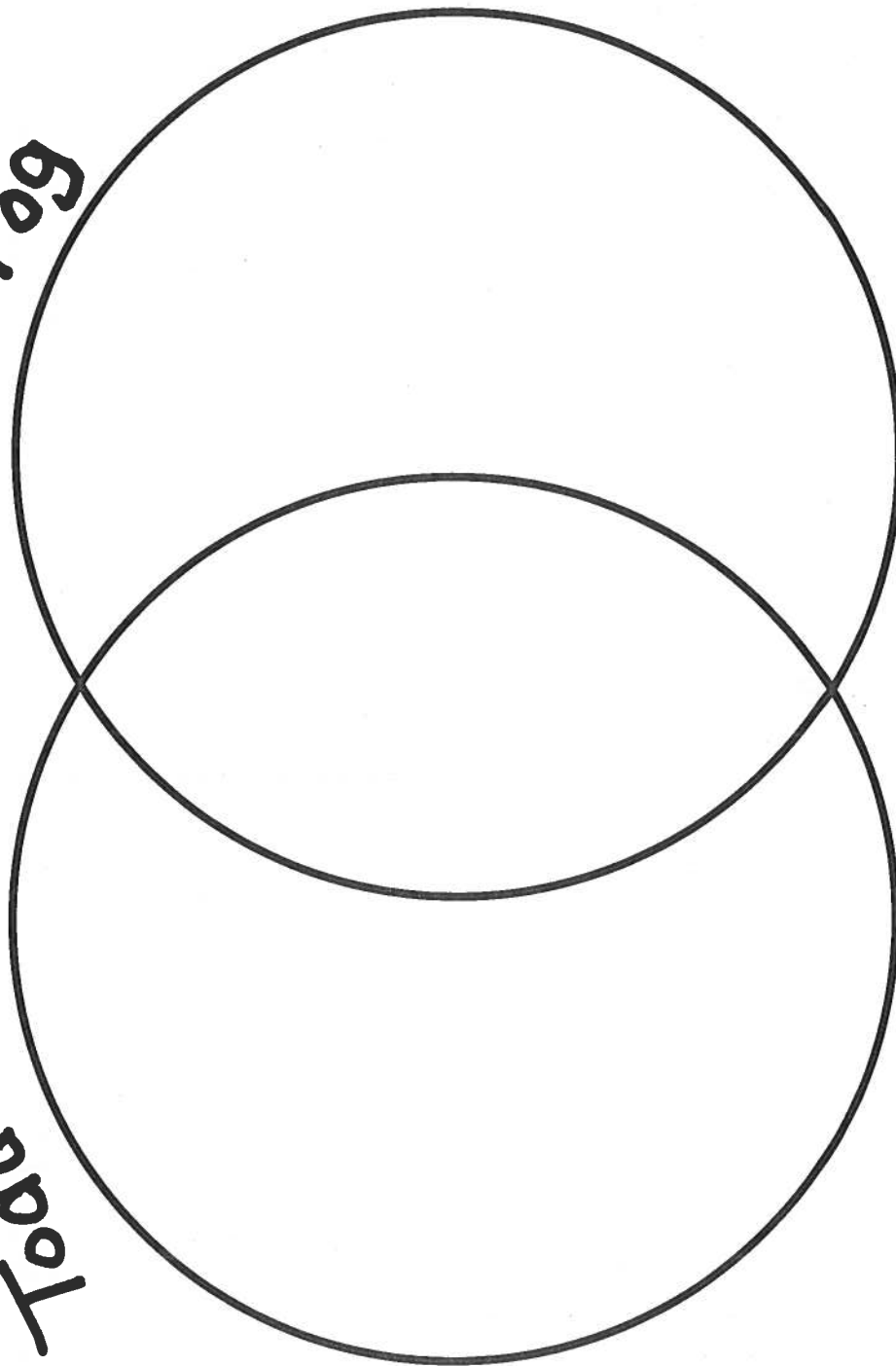
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Comparing Animals

Venn Diagram

Frog

Toad



എലിമിനേഷൻ പ്രതികരണം

പ്രതി

പ്രതി