

Name \_\_\_\_\_

Week 1-2

When a vowel appears between two consonants, it usually makes a short vowel sound.

- /e/ as in *egg, beg, and red*
- /o/ as in *pop, chop, and lock*
- /u/ as in *rub, nut, and thumb*

**SPELLING TIP**

Some short vowel sounds can be spelled in more than one way. The short *e* sound is sometimes spelled *ea*, as in the words *bread* and *ready*. The short *o* sound can sometimes be spelled with the letter *a*, as in the word *swap*.

Read aloud the spelling words in the box. Then write the spelling words that contain each short vowel sound below.

jumps	mug	clock	step	rock
sock	stop	mess	shut	bugs
luck	slump	pond	head	crops

short *e* as in *red*

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

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

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

short *o* as in *lock*

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

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

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

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

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

9. \_\_\_\_\_

short *u* as in *thumb*

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_



Look back at the selections you read this week and hunt for words with short *e*, *o*, and *u*. Read the words you find aloud and record them in your writer's notebook.



## Subtraction with numbers up to 20, no regrouping

---

### Grade 2 Subtraction Worksheet

Find the difference.

1)  $20 - 10 =$  \_\_\_\_\_ 2)  $13 - 3 =$  \_\_\_\_\_

3)  $11 - 1 =$  \_\_\_\_\_ 4)  $1 - 1 =$  \_\_\_\_\_

5)  $6 - 3 =$  \_\_\_\_\_ 6)  $16 - 0 =$  \_\_\_\_\_

7)  $6 - 5 =$  \_\_\_\_\_ 8)  $2 - 1 =$  \_\_\_\_\_

9)  $5 - 2 =$  \_\_\_\_\_ 10)  $11 - 0 =$  \_\_\_\_\_

11)  $13 - 1 =$  \_\_\_\_\_ 12)  $7 - 3 =$  \_\_\_\_\_

13)  $6 - 2 =$  \_\_\_\_\_ 14)  $14 - 3 =$  \_\_\_\_\_

15)  $3 - 1 =$  \_\_\_\_\_ 16)  $2 - 2 =$  \_\_\_\_\_

17)  $3 - 2 =$  \_\_\_\_\_ 18)  $4 - 1 =$  \_\_\_\_\_

19)  $10 - 0 =$  \_\_\_\_\_ 20)  $5 - 1 =$  \_\_\_\_\_

Name \_\_\_\_\_

- A **sentence** expresses a complete thought.
- A **statement** tells something. A **question** asks something. A question often starts with interrogative words such as *Who*, *What*, *Where*, *When*, *Why*, and *How*.
- A **command** is a sentence that tells someone to do something. It ends with a **period**.

After each sentence, write *statement*, *question*, or *command* for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end marks correctly.

1. we can help you put the groceries away \_\_\_\_\_

\_\_\_\_\_

2. put the cans of food on the shelves \_\_\_\_\_

\_\_\_\_\_

3. do you want me to put the apples in the bowl \_\_\_\_\_

\_\_\_\_\_

4. where should I put the flour and sugar \_\_\_\_\_

\_\_\_\_\_

5. close the door when you are finished \_\_\_\_\_

\_\_\_\_\_



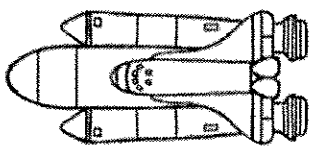
In your writer's notebook, write about a game or sport you like to play. Explain the rules of the game. Reread your work to make sure you use complete sentences.

Name \_\_\_\_\_

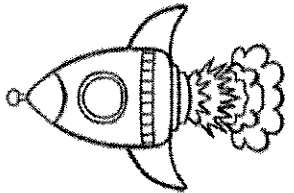
E

# 5, 4, 3, 2, 1, Blast Off!

Each rocket number pattern skip counts backwards by 10s. Complete the number patterns below



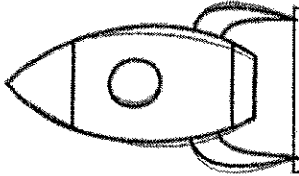
55	45		25		5
----	----	--	----	--	---



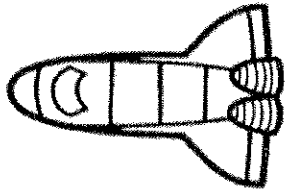
	81	71		51	
--	----	----	--	----	--



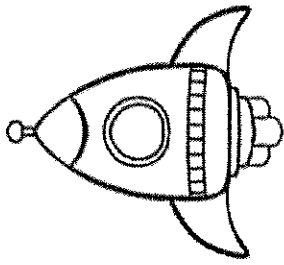
52		32		12	
----	--	----	--	----	--



	49	39	29		
--	----	----	----	--	--



73					23
----	--	--	--	--	----



	87		57	47	
--	----	--	----	----	--

Name \_\_\_\_\_

step	crops	clock	jumps	slump
mess	stop	sock	shut	bugs
head	rock	pond	luck	mug

**A. Write the spelling word that goes with the other two words.**

- ocean, lake, \_\_\_\_\_
- ants, grasshoppers, \_\_\_\_\_
- plate, fork, \_\_\_\_\_
- stone, pebble, \_\_\_\_\_
- hops, leaps, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

- We know to \_\_\_\_\_ at a red light.
- Please \_\_\_\_\_ the door when you go out.
- I hope to win the game, so wish me \_\_\_\_\_.
- I lost one blue \_\_\_\_\_ in the laundry.
- I need an alarm \_\_\_\_\_ to wake up.
- I need to clean up the \_\_\_\_\_ in my room.
- Our new puppy is white with brown spots on his \_\_\_\_\_.
- Take a big \_\_\_\_\_ over that spilled water.
- Our team started out winning, but now we're in a \_\_\_\_\_.
- The farmer spoke to our class about growing \_\_\_\_\_.

## Addition Worksheet 5

1 a.  $4 + 8 = \underline{\quad}$

1 b.  $5 + 6 = \underline{\quad}$

1 c.  $5 + 8 = \underline{\quad}$

2 a.  $7 + 2 = \underline{\quad}$

2 b.  $7 + 7 = \underline{\quad}$

2 c.  $2 + 5 = \underline{\quad}$

3 a.  $1 + 6 = \underline{\quad}$

3 b.  $2 + 3 = \underline{\quad}$

3 c.  $5 + 7 = \underline{\quad}$

4 a.  $3 + 1 = \underline{\quad}$

4 b.  $8 + 7 = \underline{\quad}$

4 c.  $4 + 1 = \underline{\quad}$

5 a.  $7 + 5 = \underline{\quad}$

5 b.  $9 + 4 = \underline{\quad}$

5 c.  $3 + 7 = \underline{\quad}$

6 a.  $8 + 1 = \underline{\quad}$

6 b.  $5 + 2 = \underline{\quad}$

6 c.  $9 + 3 = \underline{\quad}$

7 a.  $2 + 2 = \underline{\quad}$

7 b.  $3 + 8 = \underline{\quad}$

7 c.  $6 + 2 = \underline{\quad}$

8 a.  $4 + 4 = \underline{\quad}$

8 b.  $1 + 9 = \underline{\quad}$

8 c.  $5 + 1 = \underline{\quad}$

### Answer Key

© 2003-2010 [HomeschoolMath.net](http://www.HomeschoolMath.net) Worksheets

Name \_\_\_\_\_

- A **statement** tells something. It ends with a **period**.
- A **question** asks something. It ends with a **question mark**.
- A **command** tells someone to do something. A command also ends with a **period**.
- An **exclamation** shows excitement or strong feeling. It ends with an **exclamation mark**.

After each sentence, write *statement*, *question*, *command*, or *exclamation* for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end punctuation correctly.

1. what a great day for a parade \_\_\_\_\_

\_\_\_\_\_

2. does the parade start at noon \_\_\_\_\_

\_\_\_\_\_

3. we can see the parade from Green Street \_\_\_\_\_

\_\_\_\_\_

4. walk down Oak Street, then turn down Third Avenue \_\_\_\_\_

\_\_\_\_\_


5. wow, here come the marching bands \_\_\_\_\_

\_\_\_\_\_

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

CCSS 2.NBT.1 Understand place value  
Primer, Prerequisite

## Place Value

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

five tens, four ones

54

eight ones, six tens

\_\_\_\_\_

nine tens, three ones

\_\_\_\_\_

seven tens, seven ones

\_\_\_\_\_

five ones, one ten

\_\_\_\_\_

six ones, three tens

\_\_\_\_\_

two tens, five ones

\_\_\_\_\_

four tens, eight ones

\_\_\_\_\_