



April 13, 2020

Hello EPS student (Grade 2),

Keeping your head in the game is very important - even when you are not physically in your school building. We've created packets to provide you with opportunities to enhance the skills you've been working on the past several months.

Some of the work and/or questions may seem easy while others may be a bit challenging. It is important to complete the lessons to the best of your ability. We included a wide variety of topics and activities to keep you engaged.

You can work at your own pace. We don't expect you to complete everything in one day. If you finish the packet, our best advice is to read for pleasure.

When school begins again, simply bring these packets to your teachers for review.

If you need anything or have questions about the school closing, your parents can call our administration building at (814) 874-6000.

Be sure to take care of yourself. Get plenty of rest, eat well, and make sure you are washing your hands with soap and water several times a day.

We will see you all after the break.

Mr. Polito, Superintendent

Mrs. Habursky, Assistant Superintendent

**Adding by Counting On and Making a Ten**

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

**Add.**

**1**  $8 + 2 =$  \_\_\_\_\_

**2**  $8 + 3 =$  \_\_\_\_\_

**3**  $6 + 4 =$  \_\_\_\_\_

**4**  $6 + 8 =$  \_\_\_\_\_

**5**  $7 + 3 =$  \_\_\_\_\_

**6**  $7 + 5 =$  \_\_\_\_\_

**7**  $9 + 1 =$  \_\_\_\_\_

**8**  $9 + 6 =$  \_\_\_\_\_

**9**  $5 + 5 =$  \_\_\_\_\_

**10**  $5 + 8 =$  \_\_\_\_\_

**11**  $9 + 2 =$  \_\_\_\_\_

**12**  $2 + 9 =$  \_\_\_\_\_

**13**  $8 + 4 =$  \_\_\_\_\_

**14**  $4 + 8 =$  \_\_\_\_\_

**15**  $6 + 9 =$  \_\_\_\_\_

**16**  $6 + 7 =$  \_\_\_\_\_

**17** Which strategy did you use to solve problem 11? Explain.

## Using Doubles and Doubles Plus 1

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

**Add.**

**1**  $4 + 4 =$  \_\_\_\_\_

**2**  $4 + 5 =$  \_\_\_\_\_

**3**  $6 + 6 =$  \_\_\_\_\_

**4**  $5 + 6 =$  \_\_\_\_\_

**5**  $7 + 7 =$  \_\_\_\_\_

**6**  $8 + 7 =$  \_\_\_\_\_

**7**  $9 + 9 =$  \_\_\_\_\_

**8**  $8 + 9 =$  \_\_\_\_\_

**9**  $5 + 5 =$  \_\_\_\_\_

**10**  $6 + 5 =$  \_\_\_\_\_

**11**  $8 + 8 =$  \_\_\_\_\_

**12**  $7 + 8 =$  \_\_\_\_\_

**13** Which strategy did you use to solve problem 12? Explain why.

Complete each set of equations.

1  $12 - 3 = \square$

$3 + \square = 12$

2  $14 - 5 = \square$

$5 + \square = 14$

3  $11 - 3 = \square$

$3 + \square = 11$

4  $15 - 7 = \square$

$7 + \square = 15$

5  $12 - \square = 10$

$12 - 4 = \square$

6  $13 - \square = 10$

$13 - 6 = \square$

7  $16 - \square = 10$

$16 - 9 = \square$

8  $15 - \square = 10$

$15 - 9 = \square$

- 9 In problem 6, how did you use your first answer to find your second answer?

**Solve problems 1–6.**

- 1** Hailey buys 9 potatoes. 4 potatoes are white. The rest are red. How many red potatoes are there? Show your work.

**Solution** \_\_\_\_\_ potatoes are red.

- 2** Levi has 17 pet fish. 7 of the fish are goldfish. The rest are mollies. How many fish are mollies? Show your work.

**Solution** \_\_\_\_\_ fish are mollies.

- 3** Ada wants to read 12 books over the summer. 5 books are stories about cats. The rest are stories about horses. How many books are stories about horses? Show your work.

**Solution** \_\_\_\_\_ books are stories about horses.

- 4** There are 16 chairs at a table. 7 students sit down. The rest of the chairs are empty. How many chairs are empty? Show your work.

**Solution** \_\_\_\_\_ chairs are empty.

- 5** Luis sees 14 dogs at the dog park. 6 of the dogs are small dogs. The rest of the dogs are big dogs. How many dogs are big? Show your work.

**Solution** \_\_\_\_\_ dogs are big.

- 6** Sadie has 20 crayons. She finds 8 crayons in her desk. The rest of the crayons are in her crayon box. How many crayons are in Sadie's crayon box? Show your work.

**Solution** \_\_\_\_\_ crayons are in the crayon box.

- 7** Which strategy did you use to solve problem 6? Explain why.

## Phonological Awareness

Before being able to read written letters and words, children learn to hear the individual sounds in spoken words. For example, beginning readers with phonemic awareness are able to hear and recognize that the word “cat” is made up of the sounds /c/ /a/ /t/. They can also combine or blend the separate sounds of a spoken word to say the word (“/d/ /o/ /g/ dog”). Phonological Awareness activities provide practice in segmenting individual sounds in spoken words and blending sounds to say the word.

Use these activities to reinforce and practice phonological awareness skills with your child.

Title	Suggested Grade(s)	Target Skill(s)	Activity
Find Specific Sounds	K–2	Isolate Beginning and Ending Sound	Have your child and other family members listen for words with a specific sound in family conversation or on television and radio programs, such as words that start with the <i>s</i> sound or that end with the <i>k</i> sound. Have your family members share their heard words and list them on a piece of paper.
Match the First Sound	K–2	Isolate Beginning Sound	Help your child identify the beginning sounds in words. Sort and match pictures and words according to beginning sound. Ask your child to figure out which picture or word doesn’t belong because it has a different beginning sound. (Example: <i>bag</i> , <i>nine</i> , <i>beach</i> , and <i>bike</i> ). Sing the television jingle, “One of these things is not like the others.” Have your child sort snack foods by their beginning sounds. (Example: raisins on one plate, carrots on another, etc.)
Mystery Game	K–2	Isolate Beginning Sound	Play a mystery game in which you are calling your child’s name or looking for an object around the house. For example, say, “I’m thinking of someone whose name begins with (say the sound for the letter <i>t</i> ),” or “I’m looking for an item that begins with (say the sound for the letter <i>g</i> ).”

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Word Race	K–2	Isolate Beginning Sound	Help your child pick out the first sound in words, an important step in learning to read. Give your child one minute to name as many objects, people, foods, etc that start with a given sound, such as <i>sss</i> . When the minute is up, have them try to beat their score with another sound, such as <i>rrr</i> . It’s important to say the sound the letter makes rather than the letter’s name. For instance, say <i>mmm</i> rather than <i>em</i> .
Count the Sounds	K–2	Segment Sounds in Words, Counting Sounds in Words	Help your child count the number of sounds in words. Have your child find pictures of two– and three–sound words. Put the same number of markers (coins, blocks, etc.) representing the sounds under the picture. Have your child touch a different marker as he or she says each sound. Some ideas for pictures are: fish (3 sounds), lip (3 sounds), shoe (2 sounds), and the number five (3 sounds).
Sounds on a Walk	K–2	Segment Sounds in Words, Counting Sounds in Words	Help your child take spoken words apart. Have your child listen for syllables in words. You can play this game while you are walking. Have your child clap the number of syllables in the name of each object you see. Next, have your child separate the sounds in words, listening for beginning, middle, and ending sounds; for example, if your child sees a bird, he or she would say <i>b–ir–d</i> .
Break the Words Apart	K–2	Segment Sounds in Words, Isolate Beg/Mid/End Sounds in Words, Blending Sounds	Help your child take spoken words apart and put them together. Have your child separate the sounds in simple three–letter words, listening for beginning, middle, and ending sounds. For example, pronounce <i>mom</i> as follows: <i>mm–o–mm</i> . Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say <i>sh–ee–p</i> and your child says <i>sheep</i> .

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Shopping For Sounds	K-2	Segment Sounds in Words, Isolate Beg/Mid/End Sounds in Words, Blending Sounds	As you and your child shop, have your child separate the sounds in the name of each item you put in your shopping basket, listening for beginning, middle, and ending sounds; for example, for a bag, your child would say <i>b-a-g</i> . Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say <i>m-i-l-k</i> and your child says <i>milk</i> ; you say <i>c-a-n</i> and your child says <i>can</i> .
Count the Words	K-2	Word Counting	Have your child count the number of words in a spoken sentence. Say a sentence. (Example: "Let's go to the park.") Have your child tell you the number of words in the sentence. Switch roles, allowing your child to give you a sentence and have you say the number of words it contains.

# Amplify.

Directions: Complete 1 to 2 activities per day with your child.

## Phonics

Reading is dependent on an understanding of the alphabetic principle — the idea that letters and letter patterns represent the sounds of spoken language that are blended together to make words. Children learn letter sounds and apply these predictable relationships between sounds and letters to read words that are both familiar and unfamiliar; they then build their skills to use knowledge of word parts including prefixes and suffixes like re/–ness/–ing, and syllables to decode words. Phonics activities provide practice in letter–sound correspondence, blending, and reading words with various letter–sound patterns and word parts. Students must learn to both accurately and fluently decode words so that they can read words automatically and focus on reading for understanding.

Use these activities to reinforce and practice phonics skills with your child.

Title	Suggested Grade(s)	Target Skill(s)	Activity
Beginning Sounds	K–2	Beginning Sound Isolation, Individual Letter Sounds	Say, “Let’s think of some words that start with the same sound. I’ll say the first ones and we’ll see if you can think of a color word that starts with the same sound.” Say, “ <i>Pig, penguin, porcupine...</i> ” Ask your child to repeat your words before supplying another one. Then ask, “What sound do these words start with?” (Your child should say the sound <i>p</i> .) You may have to exaggerate the beginning sounds until your child gets the idea. Then ask, “What is a color word that begins with the same sound?” ( <i>pink, purple</i> ) Repeat with other beginning sounds.
Blend Words	K–2	Blending Onset–Rime	Gather several small objects from around the house. Say, “Let’s see if you can guess what I am hiding behind my back. I will say parts of the word and, if you put these parts together, you will be able to guess what I have behind my back.” Pronounce the first sound and ending rhyme separately. For example, <i>p–en</i> . If your child is able to blend the parts and come up with the word, show him or her the pen and repeat with another object or toy. If your child is not able to blend the first sound and ending rhyme, model the process. For example, <i>b–at, bat</i> . Repeat this practice, blending parts of words into whole words.

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Label Your Home	K–2	Decoding Words, Letter Combinations	Use masking tape and a permanent marker to label names of objects in your home, such as <i>bed</i> , <i>doll</i> , <i>table</i> , and <i>chair</i> . This helps your child recognize letters and the names of everyday objects.
Grocery List	K–2	Decoding Words, Writing Words	Give your child a sheet of paper and dictate the items you need to buy. If your child requests the correct spelling, write the words for your child to copy, or spell the words as he or she writes them. You can also allow your child to use inventive spelling for items on the list and locate the correct spelling at the grocery store.
Letters to Friends	K–2	Decoding Words, Writing Words	Encourage your child to write notes and letters to relatives and friends. Ask the people who receive the notes to respond with notes and letters of their own.
Magnetic Words	K–2	Decoding Words, Writing Words	Help your child practice reading and writing letters and words. Help your child form words using magnetic letters.
Words in the World	K–2	Individual Letter Sounds	Point out the letter/sound relationships your child is learning on food labels, boxes, newspapers, magazines, and signs. For instance, ask your child, “What sound does this letter make?” Practice writing and reading letters and words.
Shopping For Syllables	K–2	Segmenting Syllables, Counting Syllables	Help your child take words apart. As you and your child shop, clap the number of syllables in the name of each item as you put it in your shopping basket.
Personal Dictionary	K–2	Word Categories, Sight Word Reading	Help your child create a personal word dictionary. This is a long-term project that’s fun for rainy or snowy days. Help your child write a letter of the alphabet at the top of every page in a notebook or on separate sheets of paper. Ask your child to write down recently learned words on the page with the corresponding first letter.
Match Pictures With Words	K–2	Words In Context	As you read a book with your child, point to an object in an illustration and help your child find the word in the text that matches that object.

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Household Message Board	2	Decoding Words, Reading Multisyllabic Words	Use a chalkboard, pinboard, or a large piece of paper as a family message board. This is an exciting way to involve children in reading with a purpose. Leave written notes to your child on the message board.
Start a Journal	2	Decoding Words, Writing Words	Explain what a journal is and give examples of what types of things your child might write about, such as making a new friend, going someplace special, or experiencing something exciting at school. Provide an example by writing about your day. Ask your child to write about his or her day on the next page.
Note Time	2	Decoding Words, Writing Words, Words in Context	Choose 10 minutes of a day to be note time. Communicate with your child during that time by passing written notes. Try to use words your child is learning in school. Share a spirit of secrets and fun. A note could just say, "Hello." If your child needs help reading the notes, help him or her read them aloud.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.2

Take-Home

## A Letter from the Publisher

Kids,

My name is Mark Deeds, and I have a fun job. I visit with kids who *excel* at what they do.

When you *excel* at something, you are good at it.

The kids I visit all excel at different things. Some of them excel at sports like running or jumping rope.


Some of them excel at math. Some of them excel at skipping rocks or standing on their hands. All of them are good at something.

I visit with the kids. I chat with them. I ask them how they got started doing what they do and how they got good at it. Sometimes I chat with their moms and dads, too. I jot down notes and take snapshots. Then I write up what they tell me so I can share it with you.



In *Kids Excel* you will meet a lot of kids who excel. I had fun meeting them. I think you will like meeting them, too.

When I meet someone who excels at something, it inspires me to be as good as I can be. I hope the kids in *Kids Excel* have the same effect on you, too!

A handwritten signature in black ink that reads "Mark Deeds". The signature is written in a cursive style with a long horizontal stroke at the end.

Mark Deeds

Publisher  
*Kids Excel*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.3

Take-Home

## A Letter from the Publisher

Directions: Have your child answer the questions. On the back, have them draw a picture doing something at which they excel and write a sentence about it.

1. If you *excel* at something, you are \_\_\_\_\_.

A. good at it

B. bad at it

C. sick of it

Page \_\_\_\_\_

2. Mark Deeds \_\_\_\_\_.

A. hates his job

B. has a fun job

C. is sick of his job

Page \_\_\_\_\_

3. Mark Deeds \_\_\_\_\_.

A. is a teacher

B. is an artist

C. is a publisher

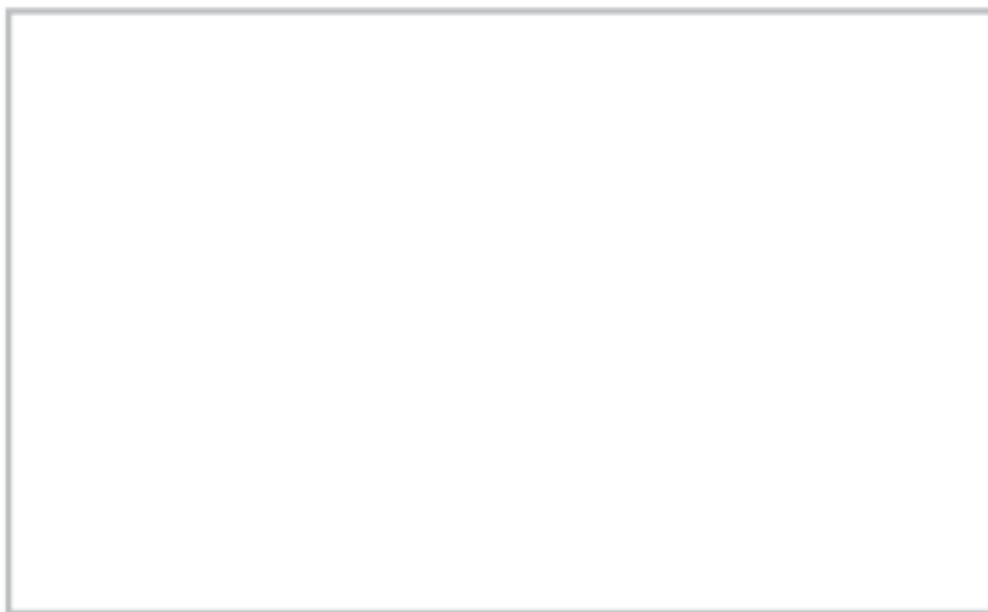
Page \_\_\_\_\_



4. Who writes the words that are printed in *Kids Excel*?
- A. Kids write the words.
  - B. Mark Deeds hires writers to write the words.
  - C. Mark Deeds writes the words.

Page \_\_\_\_\_

5. Use the box to draw yourself doing something you excel at.  
Write a caption for the picture.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.3

Take-Home

## The Spelling Bee

This past spring I went to see the state spelling bee.

The state spelling bee is a spelling contest that lasts two days. On Day 1, a bunch of kids sit down to take a written spelling test. On Day 2, the kids who do the best on the written test get up on a stage and spell.

One hundred ten kids took the spelling test last spring. The kids had to spell words like *chimpanzee*. The 50 who did the best on the written test went on to Day 2 of the spelling bee.

Day 2 is the part of the bee I like best. That's when the kids get up on stage and spell words out loud.

A man will say a word. Then the speller has to spell the word one letter at a time. If the speller spells the word without a mistake, he or she gets to keep spelling. If the speller makes a mistake, a bell rings.

*Ding!*



Directions: Have your child read the story with a family member and discuss the story afterwards.

Once the bell rings, that is the end. The speller is out of the bee. He or she must sit down in a chair and look on while the rest of the spellers stay in the bee and keep spelling.

On Day 2 of the bee I sat and looked on as the bell rang for lots of kids in the bee.

*Airplane. A-e-r-p-l-a-n-e? Ding!*

*Graying. G-r-a-i-n-g? Ding!*

*Sunday. S-u-n-n-d-a-y? Ding!*

The bell went on ringing all day, until there were just three spellers left.

Carlos Lopez, age 12, was one of the three. He was the runner-up at the last spelling bee. Two of the experts I spoke with said they expected him to win the bee.

Amber Hunter, age 12, was still in the game, too. She had finished in fifth place at the last bee. The experts I spoke with said she had a good chance of winning.

Gail Day, age 11, was the dark horse. When I asked the spelling experts who she was, they just shrugged.

Amber Hunter was spelling well. Then she got a hard word. She stood thinking. She spelled the word as well as she could. She waited.

*Ding!*

Amber Hunter was out of the bee. That left just Gail Day and Carlos Lopez.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.1

Activity Page

### Fill in the Blank

salad	habit	acorns	April	bacon
radish	baker	camel	later	label

1. There were many \_\_\_\_\_ on the ground next to the tree.
2. I will do that job at a \_\_\_\_\_ time.
3. I asked the waitress to put a \_\_\_\_\_ in my \_\_\_\_\_ for lunch.
4. Did you ever ride a \_\_\_\_\_ at the zoo?
5. \_\_\_\_\_ showers bring May flowers.
6. Biting your nails is a bad \_\_\_\_\_.
7. The \_\_\_\_\_ made a cake for us.
8. I like to eat \_\_\_\_\_ and eggs in the morning.
9. Please write your name on the \_\_\_\_\_.

Directions: Have students choose the best word to complete the sentence.

