

## Summer Writing Assignment

All rising second graders are required to keep a lined journal this summer! Students will turn in 5 journal articles on the first day of school. Each journal entry should have at least 3-4 sentences. *Writing should include complete sentences, capital letters, and proper punctuation.* Your neatest handwriting is expected. Proper spelling should be used when using words we have studied this year in spelling class. Students have brought home the marble writing book to use for their journal entries. Each entry should be dated. Journal will be handed in to your child's second grade teacher.

Listed below are some journal ideas

- What is your favorite season (fall, winter, spring, or summer)? Why?
- What is your favorite summer food? Describe it
- What is your favorite thing to do in the summer? Give details
- What do you like to play in your backyard? Details
- What sports do you like to play? Why?
- What is your favorite thing to do when it rains?
- If you could be a zoo animal, which animal would you be? Why?
- Who are the people in your family? Write about what makes them special.
- What do you want to be when you grow up? Why?
- Where do you want to travel to this summer? Why?
- Who have you visited this summer and what did you do? Be specific
- Who are all the people you love? What special things do you do together?
- What is your favorite ocean animal? Why?
- What do you do on your favorite holiday? What is your favorite holiday?
- Where is your favorite place to read? Why?
- Tell me about your pets!
- Make a shopping list for your favorite store. What do you plan to make?
- What is your favorite thing to play? Why? ( Don't say because it's fun)
- What are you good at? Be specific
- What do you like to eat? Why? ( Don't say because it's yummy)

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

*Students should write all the information themselves.*

Number the books as you list them. .	Title:	Date Read	How did you like the book? 😊 or 😞
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
12.			
13.			
14.			
15.			

## **Summer Reading Assignment**

Students should read 15 books over the course of this summer: 5 nonfiction books, 5 fiction books, and 5 can be the genre of your choice. Be sure to fill out the recording form with the proper information after you read to a grown up. The summer reading assignment is due the first day of school. Please make sure the books you read are appropriate to your reading level.

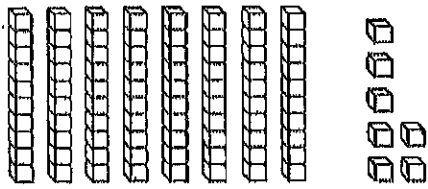


# Algebra • Ways to Expand Numbers

**Essential Question** How can you write a two-digit number in different ways?

## Model and Draw

There are different ways to think about a number.



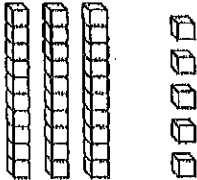
$$\begin{array}{r} 8 \text{ tens} \quad 7 \text{ ones} \\ \underline{80} + \underline{7} \\ 87 \end{array}$$

8 tens and 7 ones  
is the same as  
80 plus 7.

## Share and Show



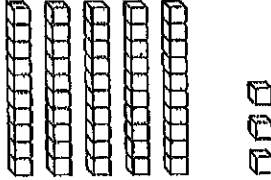
Write how many tens and ones.  
Write the number in two different ways.

1. 

\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

2. 

\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_



**Math Talk** Does the 7 in this number show 7 or 70? Explain.

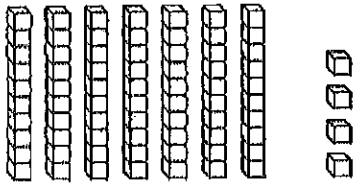


## On Your Own

Write how many tens and ones.

Write the number in two different ways.

3.

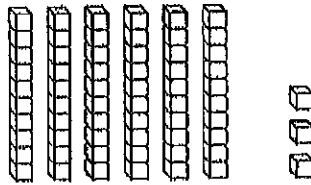


\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_

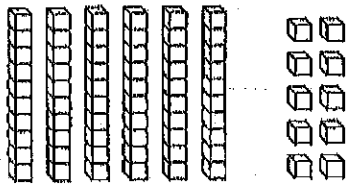
\_\_\_\_\_

## PROBLEM SOLVING

5. Draw the same number using only tens.

Write how many tens and ones.

Write the number in two different ways.



\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_



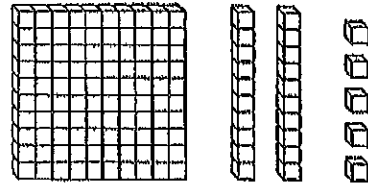
**TAKE HOME ACTIVITY** • Write a two-digit number to 99.  
Ask your child to write how many tens and ones and then write the number a different way.

# Identify Place Value


**Essential Question** How can you use place value to understand the value of a number?


## Model and Draw


The 1 in 125 means 1 hundred.  
 The 2 in 125 means 2 tens.  
 The 5 in 125 means 5 ones.

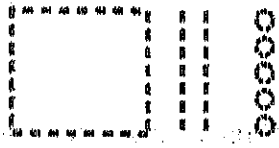


125

Draw  for 

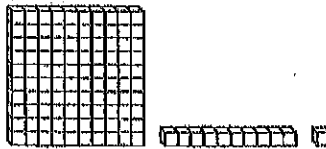
Draw | for 

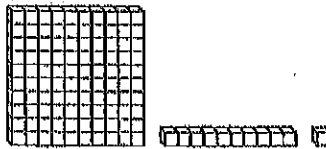
Draw . for 



hundreds	tens	ones
1	2	5

## Share and Show

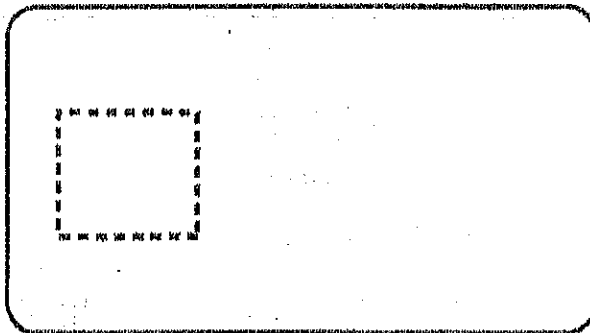


Use your MathBoard and  to show the number.  
 Draw to complete the quick picture. Write how many hundreds, tens, and ones.

**THINK**  
 106 has no tens.

1.

106

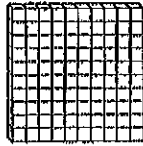


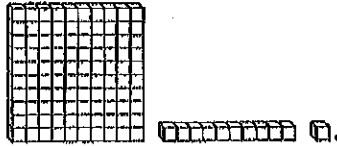
hundreds	tens	ones
_____	_____	_____



**Math Talk** How is the 1 in 187 different from the 1 in 781?

## On Your Own



Use your MathBoard and .  
 Draw to complete the quick picture.  
 Write how many hundreds, tens, and ones.

2.

170



hundreds	tens	ones
_____	_____	_____

3.

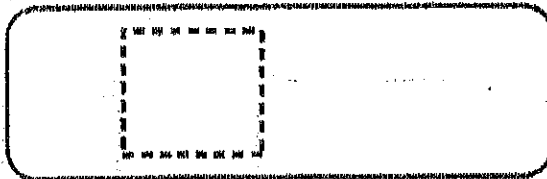
143



hundreds	tens	ones
_____	_____	_____

4.

121



hundreds	tens	ones
_____	_____	_____

## PROBLEM SOLVING

Circle your answer.

5. I have 1 hundred, 9 tens, and 9 ones. What number am I?

99      100      199

6. I have 3 ones, 0 tens, and 1 hundred. What number am I?

107      170      103



**TAKE HOME ACTIVITY** • Write some numbers from 100 to 199. Have your child tell how many hundreds, tens, and ones are in the number.

# Use Place Value to Compare Numbers

**Essential Question** How can you use place value to compare two numbers?

## Model and Draw

Use these symbols to compare numbers.

- > is greater than
- < is less than
- = is equal to

45



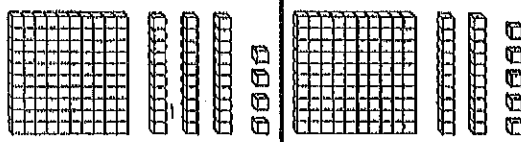
46

I want to eat the greater number.

$$45 < 46$$

45 is less than 46.

Compare 134 and 125.



First compare hundreds.

One hundred is equal to one hundred.

$$100 = 100$$

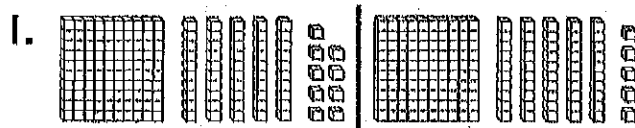
If the hundreds are equal, compare the tens. 30 is greater than 20.

$$134 > 125$$

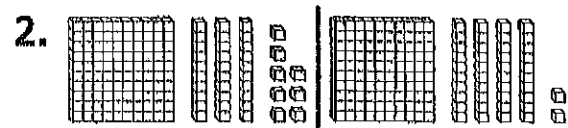
## Share and Show



Write the numbers and compare. Write >, <, or =.



$$\underline{159} > \underline{155}$$



$$\underline{\quad} \bigcirc \underline{\quad}$$

Compare the numbers using >, <, or =.

3. 187  $\bigcirc$  168

4. 165  $\bigcirc$  159

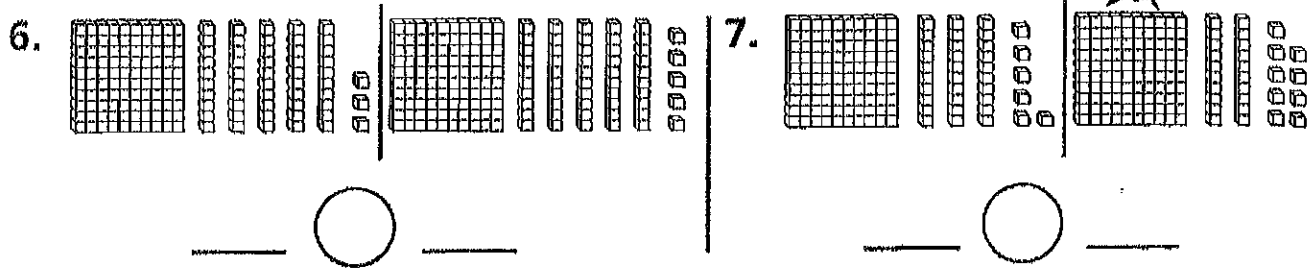
5. 127  $\bigcirc$  141



**Math Talk** Compare 173 and 177. Did you have to compare all the digits? Why or why not?

## On Your Own

Write the numbers. Compare. Write  $>$ ,  $<$ , or  $=$ .



Compare the numbers using  $>$ ,  $<$ , or  $=$ .

- |               |               |               |
|---------------|---------------|---------------|
| 8. 143 ○ 143  | 9. 162 ○ 157  | 10. 185 ○ 188 |
| 11. 124 ○ 129 | 12. 189 ○ 195 | 13. 135 ○ 135 |
| 14. 173 ○ 164 | 15. 123 ○ 117 | 16. 118 ○ 131 |
| 17. 155 ○ 145 | 18. 181 ○ 181 | 19. 192 ○ 179 |
| 20. 122 ○ 129 | 21. 166 ○ 177 | 22. 154 ○ 154 |

## PROBLEM SOLVING REAL WORLD

23. Antonio is thinking of a number between 100 and 199. It has 1 hundred, 3 tens, and 6 ones. Kim is thinking of a number between 100 and 199. It has 1 hundred, 6 tens, and 3 ones. Who is thinking of a greater number?

Draw or write to explain.

\_\_\_\_\_ is thinking of a greater number.

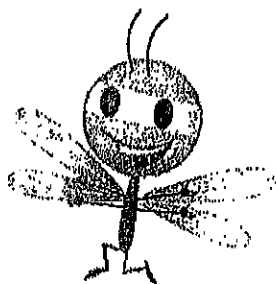


**TAKE HOME ACTIVITY** • Choose two numbers between 100 and 199 and have your child explain which number is greater.



**Algebra • Addition Function Tables**

**Essential Question** How can you follow a rule to complete an addition function table?

**Model and Draw**

The rule is Add 9.  
Add 9 to each  
number.

Add 9	
7	16
8	17
9	18

**Share and Show**

Follow a rule to complete the table.

1.

Add 3	
7	
8	
9	

2.

Add 4	
6	
7	
8	

3.

Add 5	
5	
7	
9	

4.

Add 8	
5	
7	
9	

5.

Add 7	
6	
8	
9	

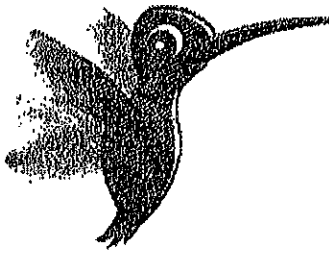
6.

Add 6	
6	
8	
9	



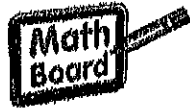
**Math Talk** Look at Exercise 4. How does the rule help you see a pattern?

Name \_\_\_\_\_

**Algebra • Subtraction Function Tables****Essential Question** How can you follow a rule to complete a subtraction function table?**Model and Draw**

The rule is  
Subtract 7.  
Subtract 7 from  
each number.

Subtract 7	
14	7
15	8
16	9

**Share and Show**

Follow a rule to complete the table.

1.

Subtract 3	
9	
10	
11	

2.

Subtract 4	
6	
8	
10	

3.

Subtract 5	
6	
8	
10	

4.

Subtract 8	
9	
11	
13	

5.

Subtract 7	
12	
13	
14	

6.

Subtract 6	
6	
8	
9	

**Math Talk**

How can Exercise 2 help you solve Exercise 3?

Name \_\_\_\_\_

# Algebra • Follow the Rule

**Essential Question** How can you follow a rule to complete an addition or subtraction function table?

## Model and Draw

The rule for some tables is to add. For other tables the rule is to subtract.

Add 1	
2	3
4	
6	
8	

Subtract 1	
2	1
4	
6	
8	

## Share and Show



Follow a rule to complete the table.

1.

Add 2	
10	
9	
8	
7	

2.

Subtract 2	
10	
9	
8	
7	

3.

Subtract 1	
3	
4	
7	
9	

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**Math Talk** What is the rule for the pattern in Exercise 1?

**Add 3 Numbers**

**Essential Question** How can you choose a strategy to help add 3 numbers?

**Model and Draw**

When you add 3 numbers, you can add in any order. Using a strategy can help.

**Make a 10.**

$$\begin{array}{r} 2 \quad \nearrow 10 \\ 6 \quad \quad + 6 \\ + 8 \\ \hline 16 \end{array}$$

**Use doubles.**

$$\begin{array}{r} 8 \quad \nearrow 16 \\ 8 \quad \quad + 4 \\ + 4 \\ \hline 20 \end{array}$$

**Use count on.**

$$\begin{array}{r} 6 \quad \nearrow 9 \\ 8 \quad \quad + 8 \\ + 3 \\ \hline 17 \end{array}$$

**Share and Show**

Use strategies to find the sums. Circle any strategy you use.

1. 4 make a 10  
7 doubles  
+ 7 count on

2. 9 make a 10  
8 doubles  
+ 1 count on

3. 4 make a 10  
6 doubles  
+ 2 count on

4. 8 make a 10  
4 doubles  
+ 2 count on

5. 6 make a 10  
3 doubles  
+ 6 count on

6. 6 make a 10  
7 doubles  
+ 4 count on



**Math Talk** Explain why you used the make a 10 strategy to solve Exercise 2.

Name \_\_\_\_\_

**Add a One-Digit Number to a Two-Digit Number****Essential Question** How can you find the sum of a 1-digit number and a 2-digit number?**Model and Draw**What is  $54 + 2$ ?To find the sum, find how many **tens** and **ones** in all.

5 tens	4 ones	54
+	2 ones	+ 2
5	6	56
5	6	56

**Share and Show**

Add. Write the sum.

1. $\begin{array}{r} 72 \\ + 3 \\ \hline \end{array}$	2. $\begin{array}{r} 24 \\ + 1 \\ \hline \end{array}$	3. $\begin{array}{r} 41 \\ + 4 \\ \hline \end{array}$	4. $\begin{array}{r} 56 \\ + 2 \\ \hline \end{array}$
5. $\begin{array}{r} 14 \\ + 4 \\ \hline \end{array}$	6. $\begin{array}{r} 33 \\ + 6 \\ \hline \end{array}$	7. $\begin{array}{r} 61 \\ + 8 \\ \hline \end{array}$	8. $\begin{array}{r} 93 \\ + 4 \\ \hline \end{array}$
9. $\begin{array}{r} 31 \\ + 6 \\ \hline \end{array}$	10. $\begin{array}{r} 11 \\ + 7 \\ \hline \end{array}$	11. $\begin{array}{r} 40 \\ + 4 \\ \hline \end{array}$	12. $\begin{array}{r} 35 \\ + 3 \\ \hline \end{array}$

**Math Talk**  
Exercise 1?

How did you find the total number of ones in

Name \_\_\_\_\_

**Add Two-Digit Numbers****Essential Question** How can you find the sum of two 2-digit numbers?**Model and Draw**What is  $23 + 14$ ?You can find how many **tens** and **ones** in all.

2 tens	3 ones	23
+ 1 ten	4 ones	+ 14
3 tens	7 ones	<span style="border: 1px solid black; display: inline-block; padding: 2px 5px;">37</span>

**Share and Show**

Add. Write the sum.

$$\begin{array}{r} 1. \quad 82 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 25 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 15 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 71 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 36 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 43 \\ + 41 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 57 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 21 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 12 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 41 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 32 \\ + 41 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 51 \\ + 14 \\ \hline \end{array}$$

**Math Talk** How many tens are in  $26 + 11$ ?  
How do you know?

## Repeated Addition

**Essential Question** How can you find how many items there are in equal groups without counting one at a time?

### Model and Draw

When all groups have the same number they are equal groups.

Ayita is putting 2 plants on each step up to her porch. She has 4 steps. How many plants does she need?

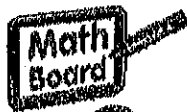


There are 4 equal groups. There are 2 in each group. Add to find how many in all.

$2 + 2 + 2 + 2 = 8$

Ayita needs 8 plants.

## Share and Show



Use your MathBoard and . Make equal groups. Complete the addition sentence.

	Number of Equal Groups	Number in Each Group	How many in all?
1.	4	3	<u>    </u> + <u>    </u> + <u>    </u> + <u>    </u> = <u>    </u>
2.	2	5	<u>    </u> + <u>    </u> = <u>    </u>
3.	3	4	<u>    </u> + <u>    </u> + <u>    </u> = <u>    </u>

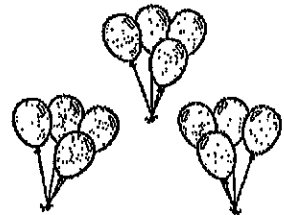


**Math Talk** How can you use addition to find 5 groups of 4?

Name \_\_\_\_\_

**Use Repeated Addition to Solve Problems****Essential Question** How can you use repeated addition to solve problems?**Model and Draw**

Dyanna will have 3 friends at her party. She wants to give each friend 4 balloons. How many balloons does Dyanna need?

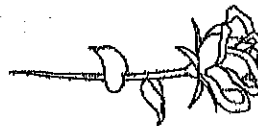
**THINK**  $4 + 4 + 4 = 12$ 12 balloons**Share and Show**

Draw pictures to show the story.  
Write the addition sentence to solve.

1. Ted plays with 2 friends. He wants to give each friend 5 cards. How many cards does Ted need?

       cards

2. Aisha shops with 4 friends. She wants to buy each friend 2 roses. How many roses does Aisha need?

       roses

**Math Talk** What pattern can you use to find the answer to Exercise 2?




Name \_\_\_\_\_


## Choose a Nonstandard Unit to Measure Length

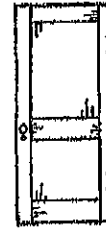
**Essential Question** How can you decide which nonstandard unit to use to measure the length of an object?

### Model and Draw

Use  to measure short things.



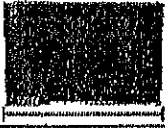


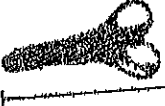





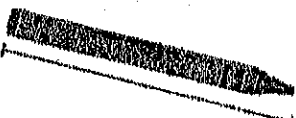


Use  to measure long things.



### Share and Show



Use real objects. Circle the unit you would use to measure. Then measure.

	Object	Unit	Measurement
1.		 	about _____
2.		 	about _____
3.		 	about _____
4.		 	about _____



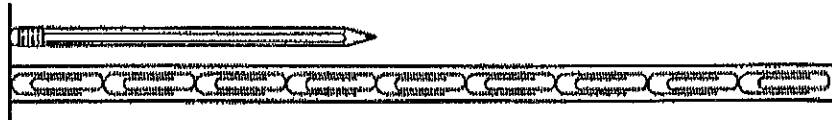
**Math Talk** Alex measured a book with , Then he measured with . Did he use more  or ? Explain.



## Use a Non-Standard Ruler


**Essential Question** How can you use a non-standard measuring tool to find length?

### Model and Draw

About how long is the pencil?



The end of the pencil and the end of the  must line up. Count how many  from one end of the pencil to the other.

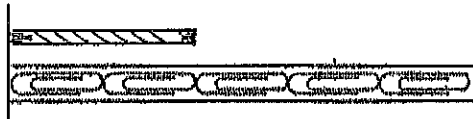
about 4 

## Share and Show



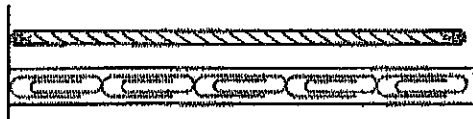
About how long is the string?

1.




about \_\_\_\_\_ 

2.



about \_\_\_\_\_ 



**Math Talk** In Exercise 1, why must the end of the pencil and the end of the  line up?




# Compare Lengths

**Essential Question** How can you compare lengths of objects?

## Model and Draw

First, write 1, 2, and 3 to order the strings from **shortest** to **longest**.

Then measure with  $\square$ .

1	
3	
2	

about 3  $\square$

← Shortest

about 8  $\square$



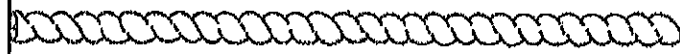
← Longest

about 6  $\square$

## Share and Show



Write 1, 2, and 3 to order the strings from **shortest** to **longest**. Then measure with  $\square$ . Write the lengths.

1. _____	
_____	
_____	

about \_\_\_\_\_  $\square$

about \_\_\_\_\_  $\square$

about \_\_\_\_\_  $\square$



**Math Talk** How can measuring with cubes tell you the order of the strings?

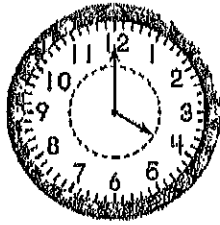
Name \_\_\_\_\_

## Time to the Hour and Half Hour

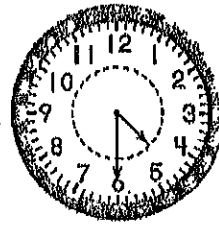
**Essential Question** How do you tell time to the hour and half hour on an analog clock?

### Model and Draw

The hour hand and the minute hand show the time.  
Write the time shown on the clock.

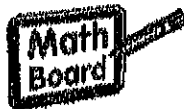


4:00



4:30

### Share and Show



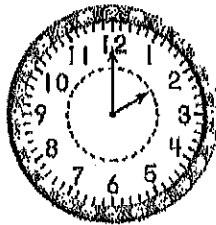
Read the clock. Write the time.

1.



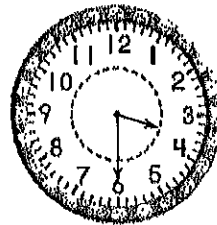
\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_













**Math Talk** Why does the hour hand point halfway between 5 and 6 at half past 5:00?

Name \_\_\_\_\_

## Use a Picture Graph

Essential Question How do you read a picture graph?

### Model and Draw

Our Favorite Hot Dog Toppings						
	mustard					
	ketchup					

Each  stands for 1 child.














3 children chose .

Most children chose ketchup.

2 fewer children chose  than .




## Share and Show



Our Sock Colors						
	black					
	white					
	blue					

Each  stands for 1 child.




Use the picture graph to answer the questions.

- How many children are wearing ? \_\_\_\_\_
- What color of socks are most of the children wearing? \_\_\_\_\_
- How many more children wear  than ? \_\_\_\_\_



**Math Talk** How did you find the answer to Exercise 3?

# On Your Own

Our Weather						
 rainy	○	○	○	○		
 sunny	○	○				
 cloudy	○	○	○	○	○	○

Each ○ stands for 1 day.



Use the picture graph to answer each question.

4. How many days in all are shown on the graph?

\_\_\_\_\_ days

5. What was the weather for most days? Circle.





6. How many fewer days were  than  ?

\_\_\_\_\_ days

7. How many  and  days were there?

\_\_\_\_\_ days

## PROBLEM SOLVING REAL WORLD

8. Today is sunny. Robin puts one more  on the graph. How many  days are there now?

\_\_\_\_\_ days



**TAKE HOME ACTIVITY** • Help your child make a picture graph to show the eye color of 10 friends and family members.

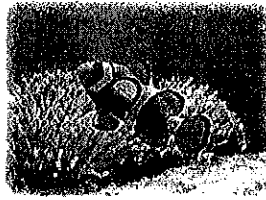
Name \_\_\_\_\_

▶ Say the name of each picture. Print the capital and lowercase letters for its beginning sound.

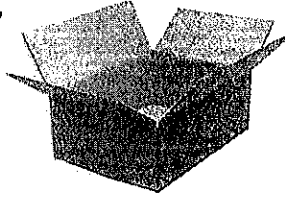
1.



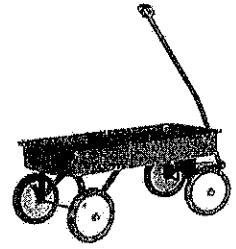
2.



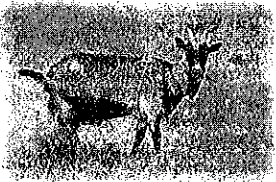
3.



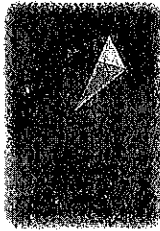
4.



5.



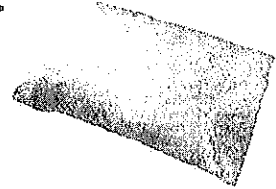
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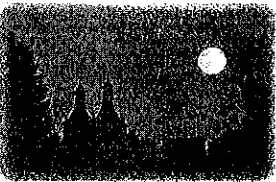
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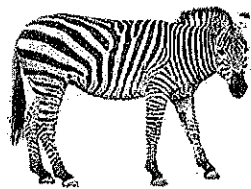
8.



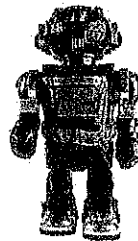
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10.



11.



12.



13.



14.



15.



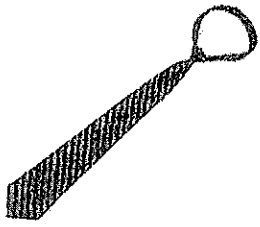
16.





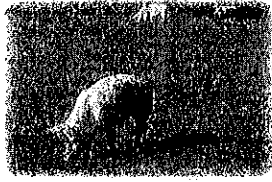
Say the name of each picture. Print the letter for its beginning sound. Trace the whole word.

1.



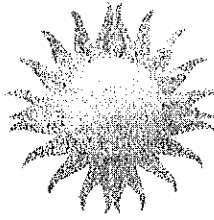
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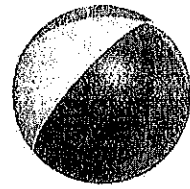
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3.



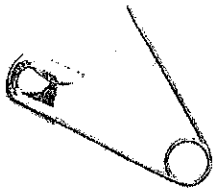
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4.



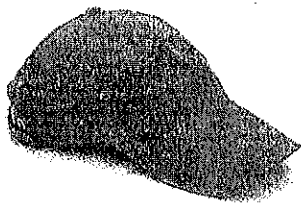
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5.



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6.



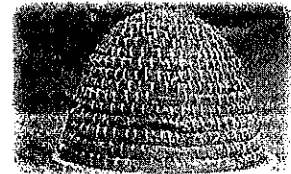
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7.



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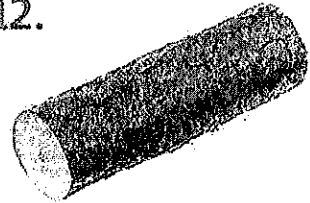
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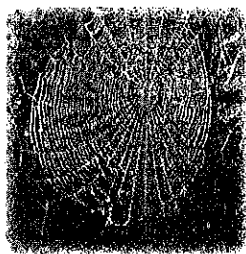
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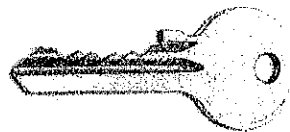
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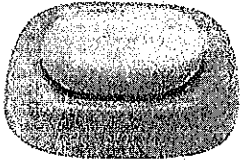




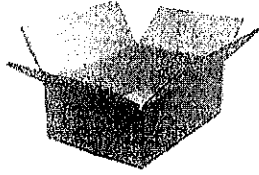
Name \_\_\_\_\_

▶ Say the name of each picture. Print the letter for its ending sound.

1.



2.



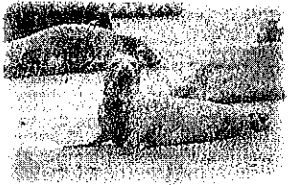
3.



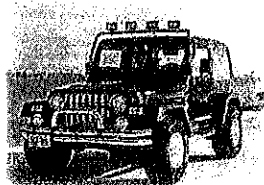
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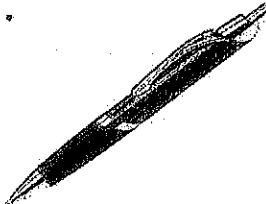
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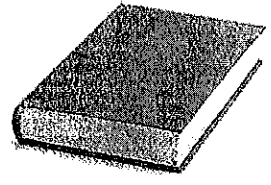
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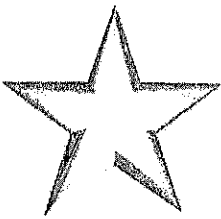
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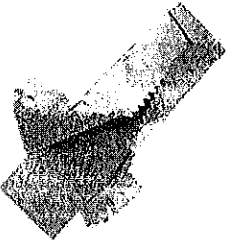
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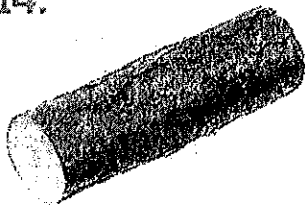
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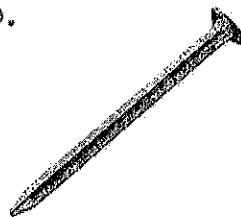
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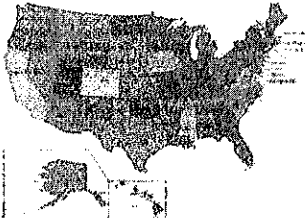


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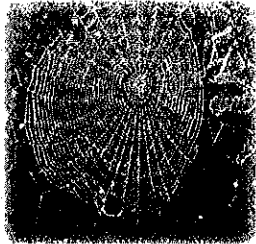
▶ Say the name of each picture. Print the letter for its ending sound. Trace the whole word.

1.



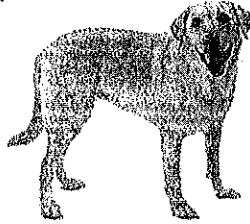
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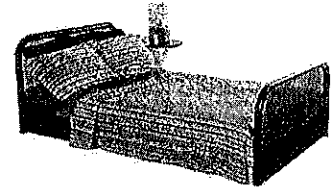
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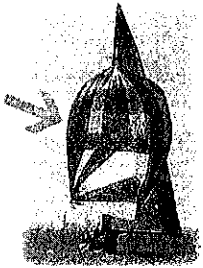
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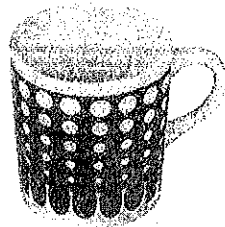
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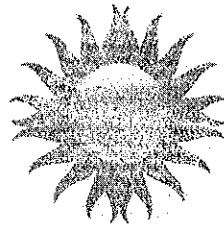
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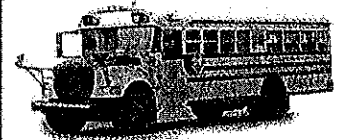
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7.



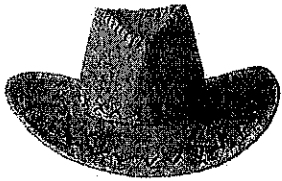
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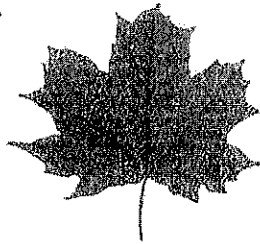
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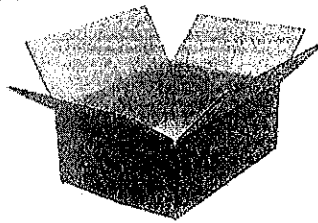
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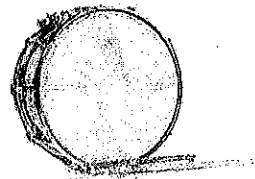
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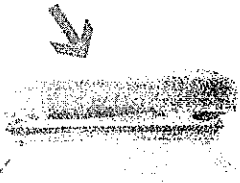
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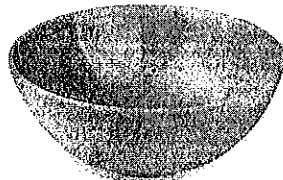
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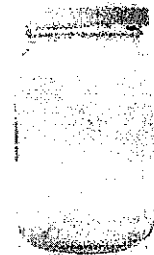
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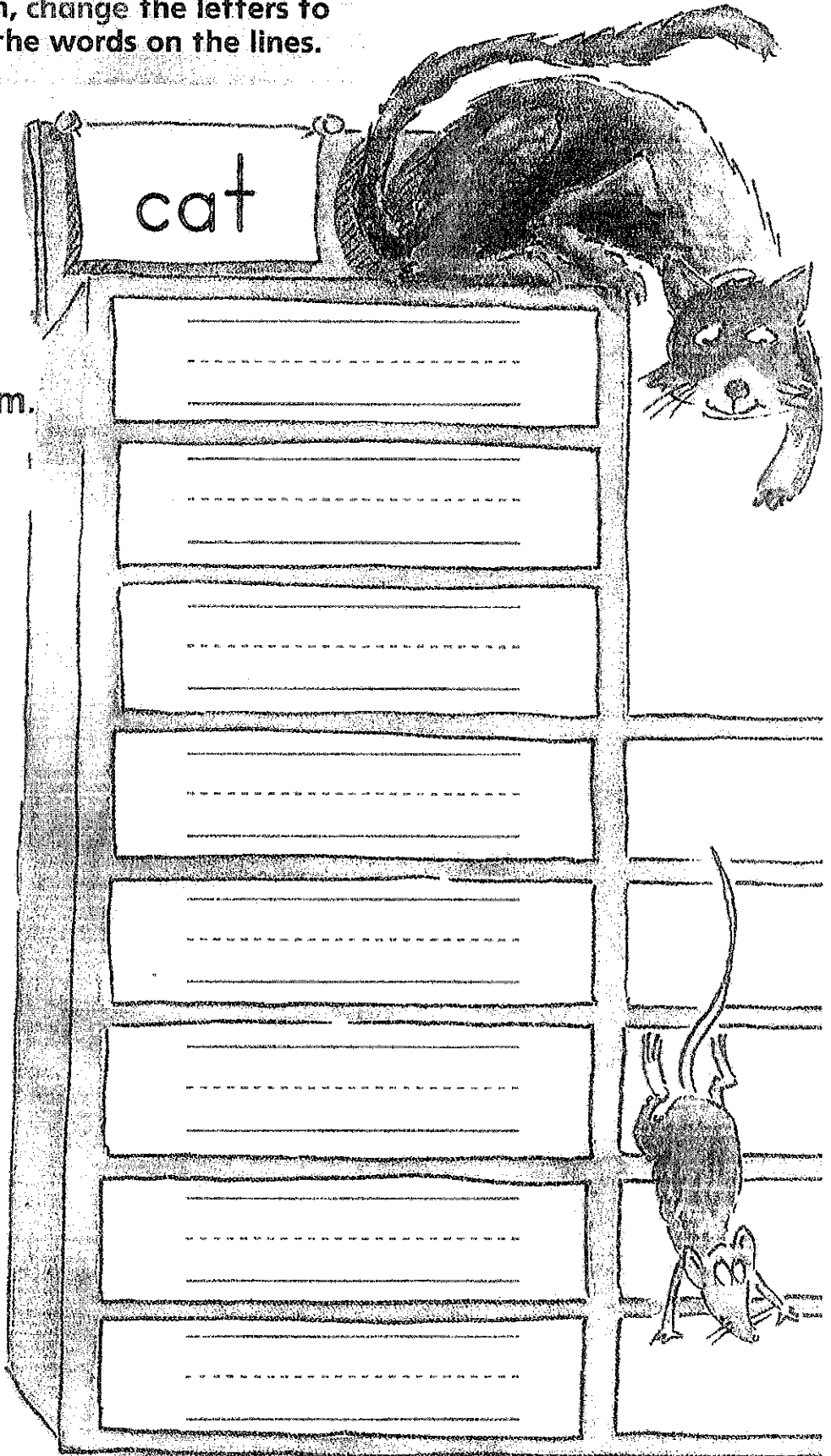
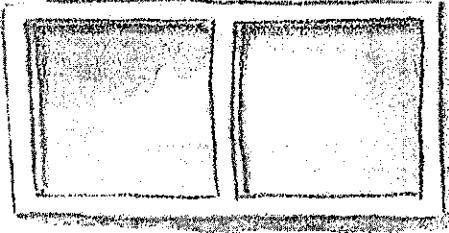


ja



Name \_\_\_\_\_

▶ Read each sentence. Then, change the letters to make new words. Write the words on the lines.



1. Change the c in cat to m.

2. Change the t to p.

3. Change the m to l.

4. Change the p to d.

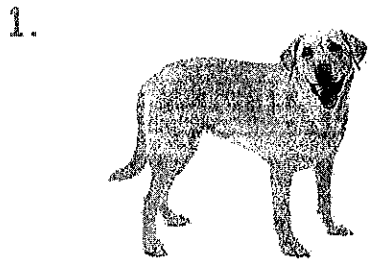
5. Change the l to m.

6. Change the d to n.

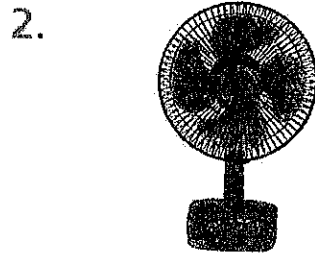
7. Change the m to r.

8. Change the n to t.

▶ Say the name of each picture. Print the letter for its beginning sound. Then, print the letter for its ending sound. Trace the middle letter to finish the word.



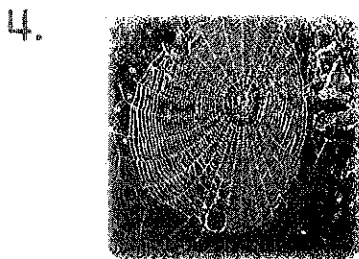
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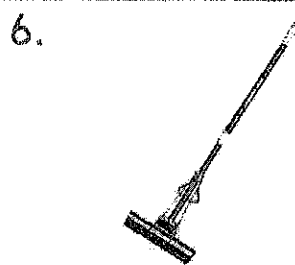
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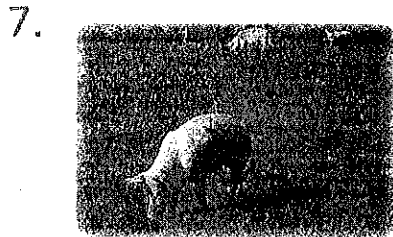
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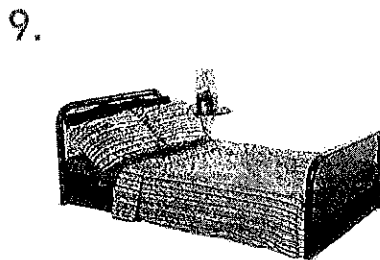
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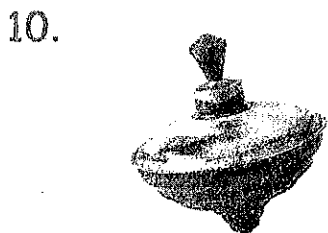
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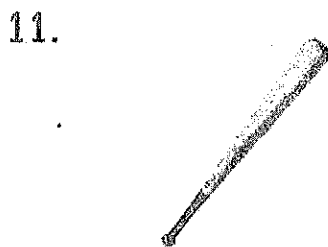
d



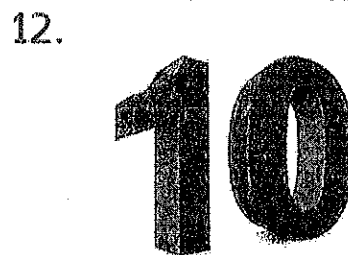
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d



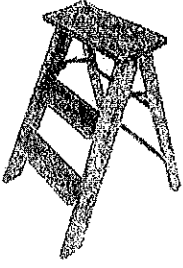
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Name \_\_\_\_\_

► Say the name of each picture. Print the letter for its middle sound.

1.

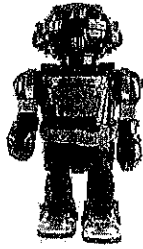


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2.



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3.



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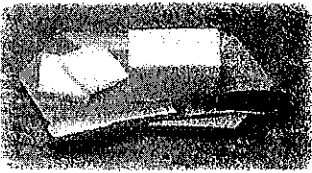


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5.



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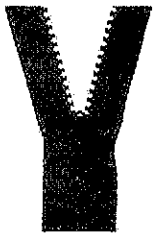


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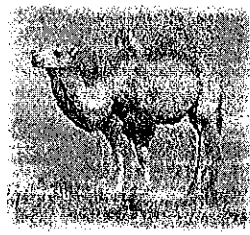


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10.



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12.



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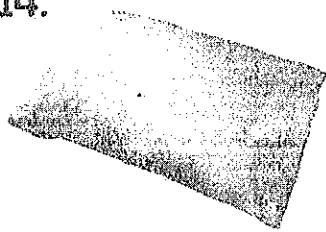


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14.



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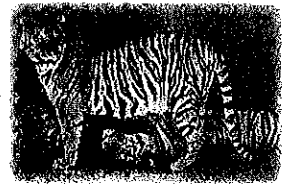


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16.



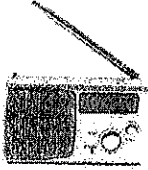
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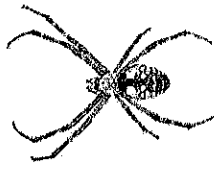
► Say the name of each picture. Print the letter for its middle sound.  
Trace the whole word.

1.



radio

2.



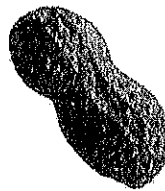
spider

3.



lion

4.



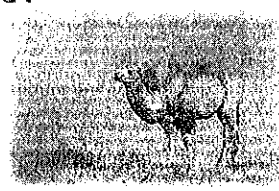
peanut

5.



seven

6.



camel

► Say the name of each picture. Print the letter for its middle sound.  
Trace the whole word. Do what the sentences tell you to do.

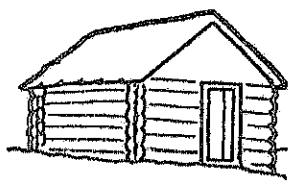
7.



dragon

Color it red.

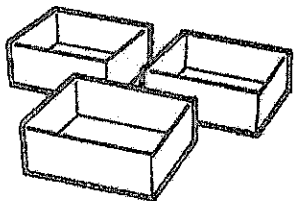
8.



cabin

Color it brown.

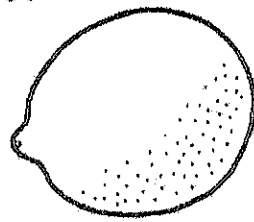
9.



boxes

Color them blue.

10.



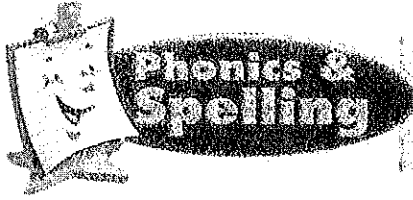
lemon

Color it yellow.



Ask your child to find three pairs of words on this page with the same middle sounds.

Name \_\_\_\_\_



Read each sentence. To finish the sentence, use the mixed-up letters in the box to make a word. Print the word on the line.

1. Pam wants to buy that cute pink \_\_\_\_\_ . gpi
2. Jed wants to get bubble \_\_\_\_\_ . ugm
3. I wonder what is in that big \_\_\_\_\_ . oxb
4. Mom wants a yellow \_\_\_\_\_ . elmno
5. Did Dad find a jar of \_\_\_\_\_ yet? maj
6. I will buy this blue \_\_\_\_\_ . pne
7. Can that \_\_\_\_\_ fly high? ekit
8. Look, there is a spider \_\_\_\_\_ ! bwe
9. Is there a \_\_\_\_\_ in it? edrips
10. I \_\_\_\_\_ that is not for sale! ebt



What are Jed and his family doing?

Name \_\_\_\_\_

► Say the name of each picture. Fill in the bubble beside the letter for the **beginning sound** of the word.

1.

- b  
 g  
 d



2.

- k  
 m  
 y



3.

- w  
 r  
 t



4.

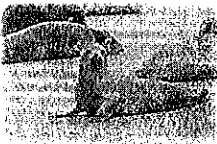
- w  
 l  
 m



► Say the name of each picture. Fill in the bubble beside the letter for the **ending sound**.

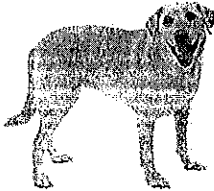
5.

- b  
 l  
 s



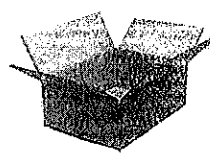
6.

- d  
 x  
 g



7.

- m  
 b  
 x



8.

- m  
 p  
 b



► Say the name of each picture. Fill in the bubble beside the letter for the **middle sound**.

9.

- r  
 c  
 b



10.

- c  
 t  
 r



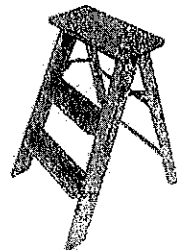
11.

- m  
 n  
 l



12.

- r  
 d  
 l





▶ Circle the word that answers the riddle.  
Print it on the line.

1. I rhyme with ham. I am \_\_\_\_\_.  
jam  
car  
farm

2. I rhyme with drum. I am \_\_\_\_\_.  
gas  
gull  
gum

3. A spider spins me. I am a \_\_\_\_\_.  
web  
well  
wet

4. I say "oink." I am a \_\_\_\_\_.  
big  
pig  
fig

5. I come after six. I am \_\_\_\_\_.  
seven  
tiger  
robot

6. I rhyme with fox. I am a \_\_\_\_\_.  
bag  
box  
bell

7. You can write with me. I am a \_\_\_\_\_.  
pet  
peg  
pen

8. You can ride in me. I am a \_\_\_\_\_.  
cabin  
wagon  
lemon



With your child, take turns making up riddles using the words on this page.