

**2ND GRADE
SUMMER
LANGUAGE
PACKET**

Dear New Second Grade Parents,

Have a wonderful summer with your children. It has been a pleasure to have your child be a part of the speech and language program here at Daniel Warren. I am sure that you are all excited and a little nervous about beginning 2nd grade next school year.

The activities that have been provided incorporate the 2nd grade curriculum. Areas that your child will be learning about are weather, plants, ocean life, and community. If at all possible, please try to read books on these topics; watch videos and take trips. A fun activity might be to visit a science museum, go to the beach, the Bronx Zoo, visit New York City or another city, or take a walk around your community and point out all the different aspects that make it work. Your child will be introduced to new vocabulary as well as new experiences.

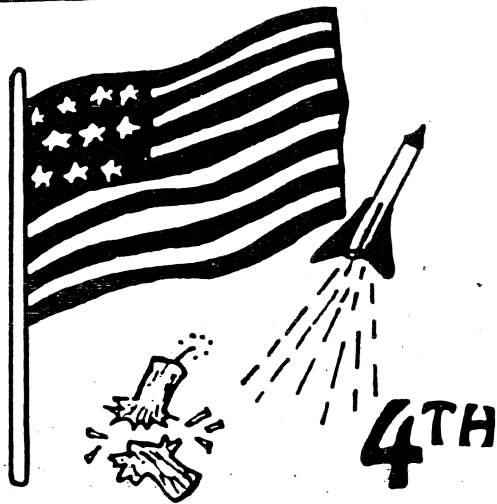
The enclosed packet has some fun activities, reading comprehension, crosswords, word searches, and vocabulary related to the new topics your child will learn all about next year in 2nd grade. It is very important to continue strengthening and building language skills throughout the summer. Have a wonderful summer and I am sure that you and your child will have a wonderful 2nd grade year.

All the Best,

Mrs. Grunes



JULY



1 Read aloud the incomplete phrases below. Ask your child to tell you a word that finishes each phrase.

1. a slice of _____
2. a can of _____
3. a tube of _____
4. a bag of _____
5. a book of _____
6. a bowl of _____
7. a puddle of _____
8. a stick of _____
9. a glass of _____
10. a roll of _____

2 Ask your child to pretend he is each of the three objects below. For each object, ask the first four questions. Then ask the fifth question listed for each object.

- a. eggbeater
- b. flower pot
- c. belt

1. Where would you live?
2. What would you do?
3. What would you be made of?
4. Who would use you?
5. (a) What would you say to an egg?
(b) What would you say to a flower?
(c) What would you say to a pair of pants?

3

Give your child a word. Ask him to add other words to it to make new words.

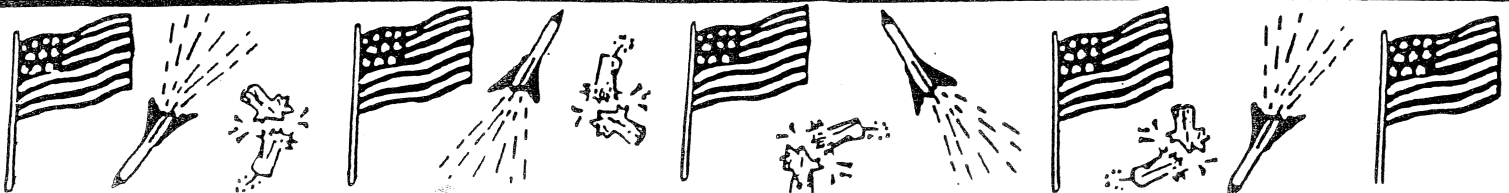
1. cow (boy/girl, poke, bell)
2. fire (man, place, works)
3. eye (ball, lid, glasses)
4. bath (room, robe, tub)
5. tooth (brush, paste, ache)
6. dish (pan, cloth, washer, rag)
7. foot (ball, print, stool)
8. snow (man, plow, ball, drift, flake)
9. ear (ache, drum, muff, plug, phone, ring)
10. air (plane, port, mail)

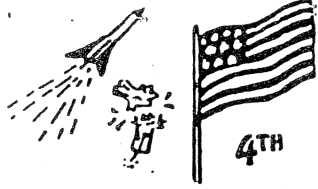
4 Read aloud the following statements. Ask your child to say either "true" or "false." If he says "false," ask him to explain why the statement is false.

1. It is best to watch fireworks during the daytime.
2. Fireworks can be dangerous.
3. Christmas and the Fourth of July are in the same month.
4. The Fourth of July comes twice a year.
5. Skyrockets make bright colors in the sky.
6. Many people go to a parade on the Fourth of July.
7. Sparklers are good to eat.
8. Firecrackers can't hurt you.

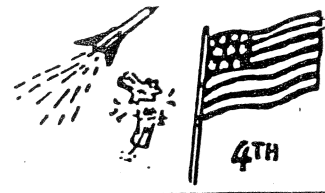
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Choose the name of a wild animal and describe it in one sentence (for example, "It lives in a desert"). If your child does not guess the animal, continue giving him more clues (such as, "It has a large hump on its back"). After he has guessed a camel, ask him to choose a wild animal for you to guess. Allow your child the opportunity to give a number of clues. Continue by taking turns.



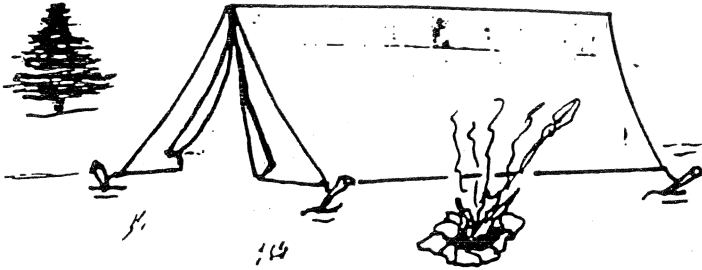


JULY



5

Ask your child to tell you his favorite story. Discuss particular parts of the story when he has finished.



7

Give your child the first line of a rhyme and ask him to complete the rhyme by saying the second line. (Example: "The small fish"... "Jumped off my dish.") Suggested rhymes:

1. The frog (sat on a log)
2. I went for a float (in my new boat)
3. My brother Jack (hurt his back)
4. He put the rag (in a bag)
5. The snail (sat on a pail)
6. The baby can walk (and he can talk)
7. If he isn't small (he must be tall)
8. The old man (bought a van)

8

Ask your child to complete the following sentences with a rhyming word.

1. I think I'll bake a birthday _____. (cake)
2. I knew my dad was really _____. (mad)
3. I saw a bear over _____. (there)
4. My baby sister can walk and _____. (talk)
5. The ball hit the _____. (wall)
6. The mice ate the _____. (rice)
7. Jan rode in a _____. (van)
8. Bill swallowed a _____. (pill)
9. Ann did her math and then took a _____. (bath)

9

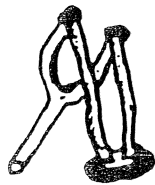
Read each pair of words below. Ask your child to make a one-line rhyme using both words.

1. Paul—ball
2. bake—cake
3. nurse—purse
4. hen—pen
5. Fred—thread
6. Brian—lion
7. van—man
8. mess—dress
9. king—ring
10. coat—boat



10 Read aloud the questions below. Ask your child to answer with a short, complete sentence. Example: "What is juicy?"... "A pear is juicy."

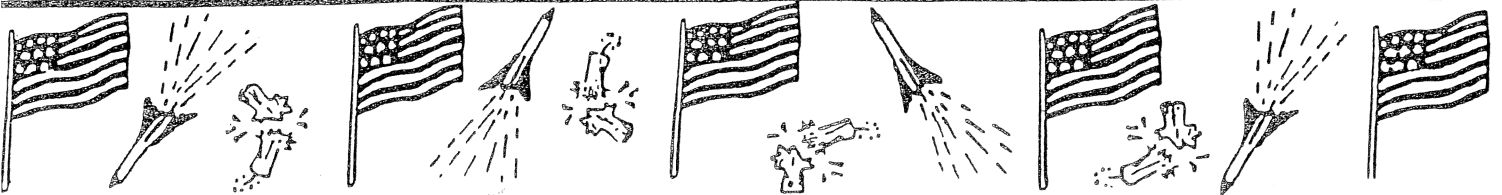
1. What is soft?
2. What is old?
3. What is fuzzy?
4. What is steep?
5. What is flat?
6. What is easy?
7. What is boring?
8. What is modern?
9. What is evil?
10. What is funny?

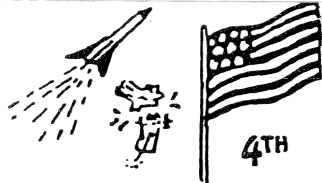


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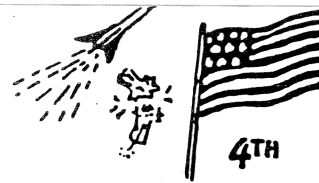
Read the following statements to your child. Ask him to say either "true" or "false." If he says "false," ask him to explain why the statement is false.

1. A dog is usually faster than a horse.
2. Thanksgiving and Sunday are holidays.
3. The sun is smaller than the earth.
4. Fire is hot.
5. Pears and peas are fruits.
6. Not all sisters are girls.
7. All flowers need air.
8. Thanksgiving comes before Halloween.
9. Your nose is above your mouth.
10. A boat is as large as a ship.





JULY



12

Ask your child to tell you what he wishes tomorrow would be like, including what he would like to do and where he would like to go. Remind him to think of his sound(s) as he speaks.



13

Read aloud each situation listed below. Following each situation, ask your child to tell you in complete sentences what might have caused it and what should be done about it.

1. When cutting a string, you see blood on your finger.
2. Your sister has chocolate cake crumbs all over her face.
3. You bite into an apple and find half a worm.
4. A friend invites you to his house but doesn't come to the door when you ring the doorbell.
5. While walking on the sidewalk, you step on chewing gum.

14

Ask your child to tell you in a complete sentence what would happen to him if he were in each situation below.

1. You were late for supper.
2. You forgot to take your lunch money to school.
3. You ripped your coat while climbing a tree.
4. You did not tell your brother you borrowed his money.
5. You swallowed a bug by mistake.
6. You hit your baby brother.
7. You ate all of the dessert after you were told not to.
8. You played with matches.

15

Put seven to ten familiar objects in a paper sack. Blindfold your child and have him pick one of the objects out of the sack. Have him guess what it is and use the name of the object in a sentence. Continue until all of the objects have been removed.



16

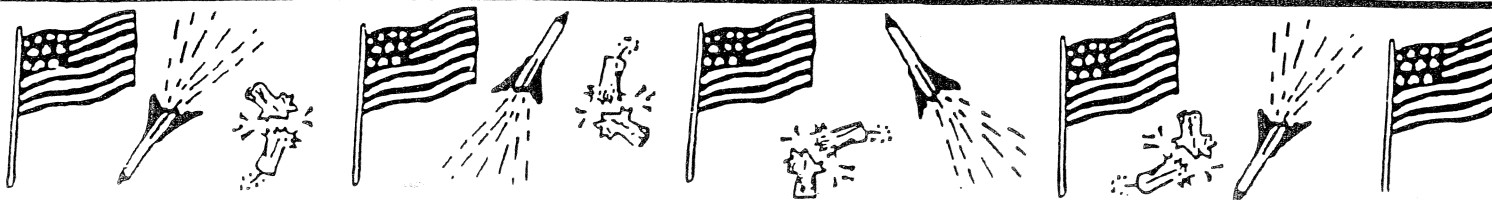
Tell your child that the two of you are going to play a game called "Meet the Reporter." Take turns interviewing each other. You should interview your child first. Some possible questions are:

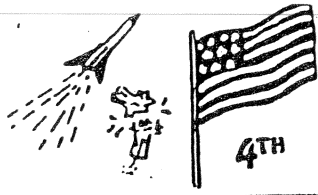
1. What is your name and age?
2. What is your address and phone number?
3. What type of job do you want?
4. What do you look like?
5. What stories do you like best?
6. What sports do you like best?
7. What hobbies do you have?
8. To what places would you like to travel?

17

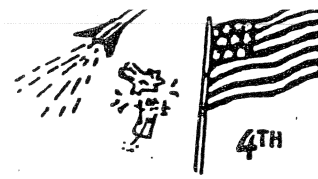
Tell your child you are thinking of something that begins with the "s" sound. Give him a clue in the form of a riddle and ask him to guess the answer.

1. It is found in the sky. (sun)
2. You wash with it. (soap)
3. You put it on your foot. (sock)
4. You sing it. (song)
5. You eat it for breakfast. (cereal)
6. You wash dishes in it. (sink)
7. It's someone who sails the seas. (sailor)
8. You cut with it. (scissors)





JULY



18 Explain to your child that different people use different tools in their work. Read the list of tools below and ask him to tell you who would use each tool.

1. thermometer (nurse, doctor, weatherman)
2. hammer (carpenter)
3. strainer (cook)
4. sound system (singer, musician, dancer)
5. wrench (mechanic, plumber)
6. whistle (lifeguard, police officer, umpire, referee)
7. drill (dentist, carpenter)
8. typewriter (secretary, writer)

19 Read aloud the words below. Ask your child to tell you as many things as possible that could go with each word. The answers may include people, places, or things.

1. juicy
2. unfriendly
3. sweet
4. wrong
5. funny
6. heavy
7. shiny
8. sticky
9. happy
10. dirty

20 Explain that sometimes many parts are needed to make a whole item. Ask your child to tell you all of the parts he can think of that make a whole:

1. person
2. TV set
3. car
4. lamp
5. school
6. airplane
7. elevator
8. scarecrow



21 Read aloud the words below. Ask your child to tell you what might live in each place you name.

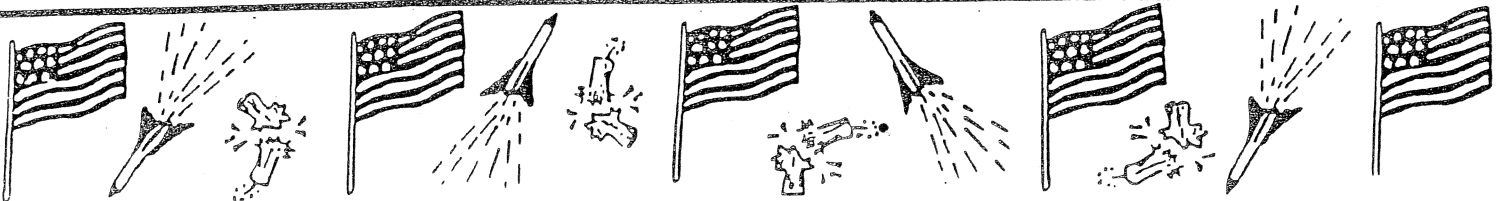
1. a tree (bird, squirrel, monkey)
2. a jungle (mosquito, gorilla, spider, parrot, monkey)
3. under ground (worm, mole, ant, snake)
4. a swamp (alligator, mosquito, water snake, crane, spider)
5. a backyard (squirrel, chipmunk, ant, mole, robin, fly, ladybug, worm)
6. a cage (gerbil, hamster, canary, parakeet, parrot, mouse)

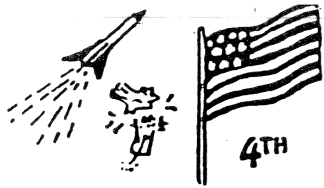
22 Read aloud the sentences below. Have your child tell you what is wrong with each sentence and then ask him to say it correctly.

1. Three is a letter.
2. I see with my ears.
3. Before supper, I wash my dog.
4. He wrote a letter with a clock.
5. Grass is blue.
6. Please sweep the ceiling.
7. I spell my name with numbers.
8. I went swimming in the kitchen.
9. When I am sleepy, I get up.
10. I pound a nail with a saw.

23 Read aloud the scrambled sentences below. Ask your child to rearrange the words to make sentences that sound correct.

1. ran—fast—Bruce
2. rooster—the—crowed
3. zipper—his—broke
4. stories—read—Janice
5. teacher—my—like—I
6. broke—Suzanne—the—glass
7. mouse—I—a—saw
8. answer—please—telephone—the



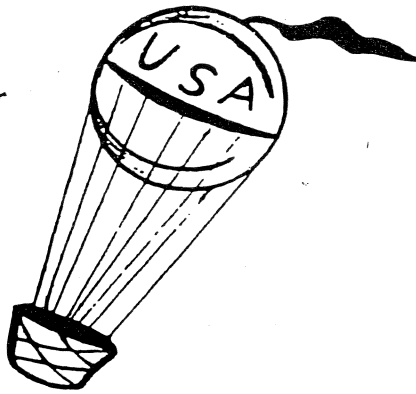


JULY



24 Ask your child to tell you in sentence form his favorite:

1. dessert
2. holiday
3. ice cream flavor
4. sport
5. zoo animal
6. toy
7. nursery rhyme
8. snack
9. flower
10. type of car
11. farm animal
12. vacation spot



25 Read aloud each pair of sentences below. Do not complete the second sentence. Ask your child to finish the second sentence so it will mean the opposite of the first sentence.

1. He is clean. He is _____. (dirty)
2. She is asleep. She is _____. (awake)
3. The gum is hard. The gum is _____. (soft)
4. I was first. I was _____. (last)
5. It is hot. It is _____. (cold)
6. Jan was right. Jan was _____. (wrong)
7. My book is old. My book is _____. (new)
8. Are you happy? Are you _____? (sad)

26 Read aloud each series of four words below. Ask your child to tell you which two words in each series best go together. Ask him to explain why he chose the two words.

1. sheep—pig—lamb—chicken
2. bathtub—chair—stove—sink
3. scribble—print—write—color
4. soccer—tennis ball—gym—racket
5. Friday—winter—July—Monday
6. rug—quilt—lid—blanket
7. purse—glove—wallet—boots
8. ruler—clock—watch—thermometer

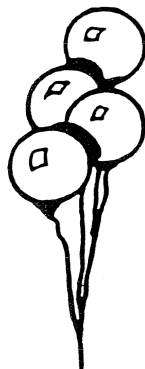
27 Tell your child that the two of you are going to play a "Fix It" game. Read each of the items in the list below and tell him that they are broken. Ask him to tell you how he would fix each one.

1. a shoe lace
2. the point of a pencil
3. a string of beads
4. a vase
5. a bicycle chain
6. a kite
7. a crayon
8. a page in a book



28 Read each group of three words below. Ask your child to tell you which word is different from the other two words in the group.

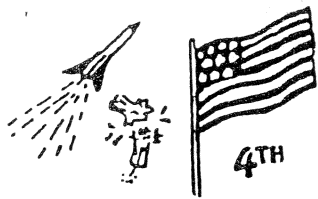
1. blush—blush—plush
2. char—charm—char
3. nice—mice—nice
4. chess—chest—chest
5. shoe—show—shoe
6. peach—teach—teach
7. part—part—port
8. rear—rare—rear
9. bail—bowl—bowl
10. pint—pant—pant



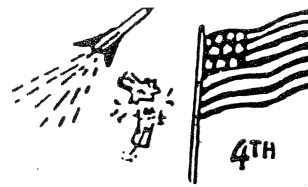
29 Ask your child to choose the correct ending for each of the incomplete sentences listed below. Read the beginning of each sentence and give him a choice of two words to end the sentence. After he chooses the correct word, ask him to say the completed sentence.

1. A dog can — bark or park.
2. We live in a — mouse or house.
3. I go to — school or tool.
4. I can count to — free or three.
5. I eat — rice or mice.
6. He sings — thongs or songs.





JULY



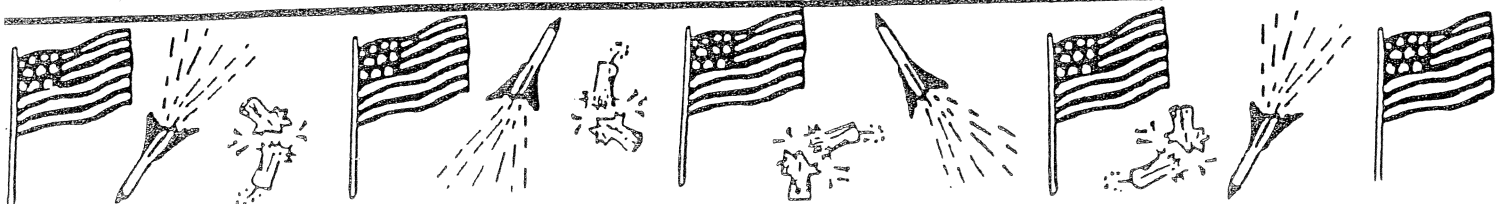
10 Ask your child to change each statement into a question. For example, "You want an ice cream cone" can be changed to "May I have an ice cream cone?"

1. You want to know if anyone saw Mary. (did)
2. You want to know the reason dinosaurs died. (why)
3. You want to find your socks. (where)
4. You want to know if your sister jumps rope. (does)
5. You want to know the person that broke your window. (who)
6. You want to know the cost of a video game. (how)

31

Explain to your child that the color-by-number picture below will reveal something familiar to him. Ask him to color carefully and stay within the lines.

- Color code:
- 2—pink
 - 3—blue
 - 4—red
 - 6—gray
 - 7—green
 - 9—brown

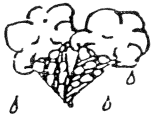


PROGRESS NOTES

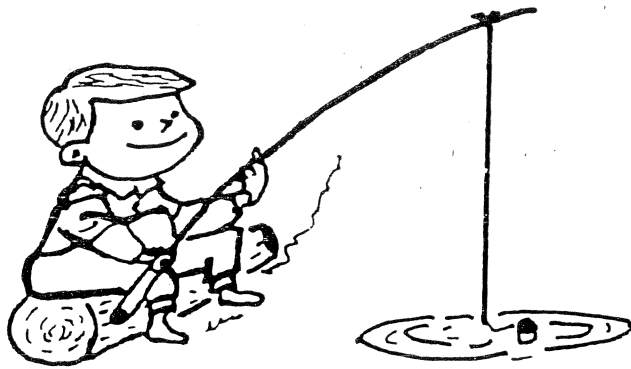
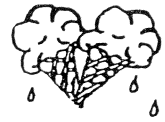
Please describe briefly under the appropriate dates any difficulties your child had with the activities. After you return the Progress Notes at the end of the month, I will be more aware of difficult areas and will be able to work on them at school. Please feel free to also write your suggestions and concerns on the calendar.

JULY

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	Additional comments:			



AUGUST



1 Read aloud the following statements. Ask your child to say either "true" or "false." If he says "false," ask him to explain why the statement is false.

1. Nights are always warm.
2. Apples are always red.
3. A cat has fur.
4. The South Pole is warm.
5. Many books are in a library.
6. Fathers are always men.
7. Fast food restaurants are quick.
8. Green beans and green grapes are vegetables.
9. All cars have engines.
10. Mothers are always happy.

2 Ask your child to pretend he is each of the three objects below. For each object, ask the first four questions. Then ask the fifth question listed for each object.

- a. earring
- b. anchor
- c. can opener

1. Where would you live?
2. What would you do?
3. What would you be made of?
4. Who would use you?
5. (a) What would you say to an ear?
(b) What would you say to a boat?
(c) What would you say to a can of peas?

3 Read each of the eight words listed below. Ask your child to tell you other words that mean something like the word you read. For example, responses to the word "milk" could be "juice," "pop," "lemonade," or anything that can be drunk.

1. airplane (helicopter, jet, glider, rocket)
2. bee (hornet, wasp, mosquito)
3. river (creek, brook, lake, pond, ocean)
4. tricycle (bicycle, motorcycle, scooter)
5. sun (star, moon, planet)
6. car (automobile, hot rod, van, truck)
7. sand (dirt, gravel, dust, grit)
8. soap (shampoo, detergent, suds, lather)

4

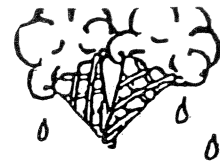
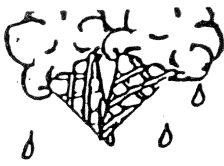
Choose the name of an item of clothing and describe it in one sentence (for example, "It is something you wear in cold weather"). If your child does not guess the item, continue giving him more clues (such as, "It is worn on your hands"). After he has guessed mittens, ask him to choose an item of clothing for you to guess. Allow your child the opportunity to give a number of clues. Continue by taking turns.

5

Tell your child that you are going to pretend you are doing something. Ask him to guess what you are doing. You may want to take turns with your child acting out the action while you guess. Following are some suggested actions:

1. washing your face
2. jumping rope
3. brushing your teeth
4. putting on shoes
5. writing a letter
6. flying a kite





6 Read the following idioms to your child. After each idiom, discuss the meaning.

1. He's a pain in the neck.
2. He's red as a beet.
3. She's light as a feather.
4. They're packed in like sardines.
5. My lips are sealed.
6. I'm out on a limb.
7. She had a ball.
8. I'm all ears.



7

Read aloud each situation listed below. Following each situation, ask your child to tell you in complete sentences what might have caused it and what should be done about it.

1. There is milk all over the kitchen floor.
2. After it rained, the rug was wet in front of the window.
3. You pick up the telephone and there is no dial tone.
4. Your bedroom is dark even after you turn on the light switch.
5. After putting the trash out at night, you find it scattered over the lawn in the morning.

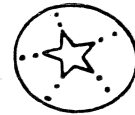
8 Read aloud the following statements. Ask your child to say either "true" or "false." If he says "false," ask him to explain why the statement is false.

1. An owl hoots.
2. Cats have puppies.
3. Florida is a nice country.
4. Snakes hiss.
5. A block is round.
6. Friday comes after Saturday.
7. Your ankle is below your knee.
8. A refrigerator keeps food cold.
9. A fan makes you feel warm.
10. A colt is a horse.

9

Read the following idioms to your child. After each idiom, discuss the meaning.

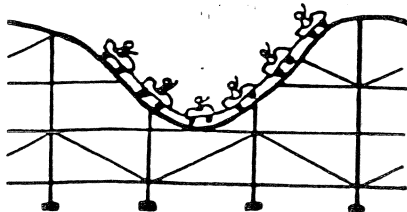
1. It's for the birds.
2. Save your breath.
3. Shake a leg.
4. I'm feeling blue.
5. It went in one ear and out the other.
6. He twisted my arm.
7. Have a heart.
8. She's pulling your leg.



10

Read each of the words listed below. Ask your child to say a word that ends with the same sound as each of the words you read.

1. house
2. bath
3. rose
4. bear
5. nice
6. more
7. tooth
8. yes
9. cheese
10. tall

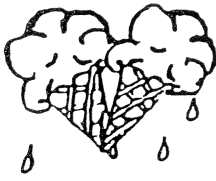


11

Make up situational sentences. Ask your child to tell you what he would not do in each particular situation. Suggested situations:

1. You were walking home and saw a house on fire.
2. You were in a large city and became lost.
3. You saw a puppy sitting in the middle of the street.
4. You knew your little sister/brother broke your favorite toy.





12

Read aloud each group of three words listed below. Within each group, one word is different from the other two words. Ask your child to tell you which word is different. Have him use that word in a complete sentence.

- 1. sand—land—land
- 2. jump—ring—jump
- 3. hat—hat—rat
- 4. zipper—flipper—flipper
- 5. rink—think—rink
- 6. log—log—hog
- 7. habit—rabbit—habit
- 8. thistle—think—think

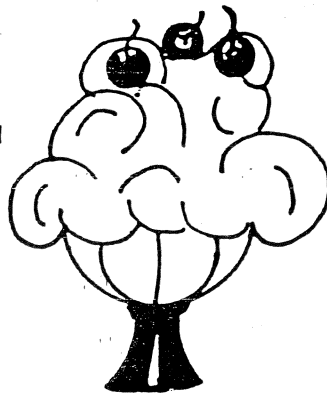
13

Ask your child to describe how various objects in the house and yard would look to him if he were an ant.



14 Read aloud the pairs of words below. Ask your child to tell you if each pair is alike or different.

- 1. cruel—kind
- 2. buy—purchase
- 3. deep—shallow
- 4. forward—backward
- 5. modern—new
- 6. tiny—small
- 7. lead—follow
- 8. parent—mother
- 9. length—width
- 10. look—see



15

Read aloud each of the words below. Ask your child to tell you whether each object has corners.

- | | |
|-----------|------------|
| 1. marble | 9. cube |
| 2. block | 10. stamp |
| 3. TV | 11. ring |
| 4. circle | 12. bowl |
| 5. ruler | 13. M&M |
| 6. ball | 14. book |
| 7. box | 15. tire |
| 8. coin | 16. window |

16 Read the phrases below. Ask your child to give you the answer to both parts of each phrase.

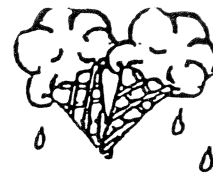
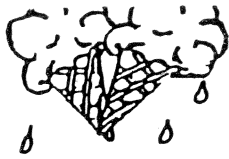
- 1. an animal that is (a) big (b) small
- 2. a fruit that is (a) sour (b) sweet
- 3. a letter that is (a) before "H" (b) after "P"
- 4. an insect that (a) crawls (b) flies
- 5. an animal that is (a) fast (b) slow
- 6. a vegetable that is (a) yellow (b) green
- 7. a person who is (a) tall (b) short
- 8. a beverage that is (a) hot (b) cold
- 9. an object that is (a) heavy (b) light
- 10. a tool used by a (a) plumber (b) painter

17

Ask your child to name as many things as possible that can be found:

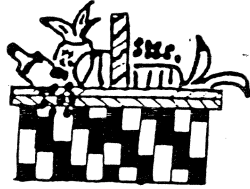
- 1. in a medicine cabinet
- 2. in a restaurant
- 3. at a birthday party
- 4. on a playground
- 5. on Halloween night
- 6. under water
- 7. in a schoolroom
- 8. by the seashore





8 Read the list of words below. Ask your child to tell you a word that is the opposite of the word you read.

1. always (never)
2. beautiful (ugly)
3. before (after)
4. best (worst)
5. man (woman)
6. fat (skinny/thin)
7. hard (soft/easy)
8. high (low)
9. morning (night)
10. noisy (quiet)
11. in (out)
12. top (bottom)



19 Ask the following questions. Ask your child to respond with a complete sentence.

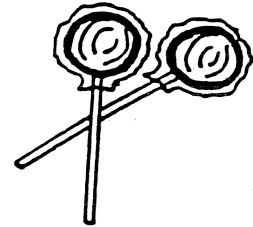
1. What color is an egg?
2. What color are your eyes?
3. What colors are autumn leaves?
4. What color is a lemon?
5. What color is popcorn?
6. What color is seaweed?
7. What color is a grasshopper?
8. What color is a strawberry?
9. What color is the sky?
10. What color is a shamrock?

20 Draw nine squares on a sheet of paper three per line) and number them 1 through 9. Give your child the following directions:

1. Draw a square in box number 5.
2. Write the number 2 in the box under box 4.
3. Draw a star in the box to the right of box 8.
4. Draw a circle in the box to the left of box 3.
5. Write a "J" in the box under box 1.
6. Draw a triangle in the box above box 9.
7. Draw a straight line in the box that is first.
8. Draw an "X" in the box above box 6.
9. Draw a half circle in the box below box 5.

21 Read the list of occupations below. Ask your child to tell you in a complete sentence what each person does in his job. If he mispronounces any words in the answers, ask him to repeat them correctly.

1. secretary
2. student
3. housewife
5. baker
5. surgeon
6. carpenter
7. police officer
8. astronaut



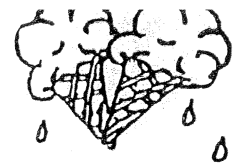
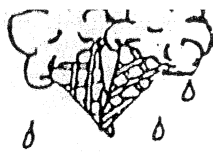
22 Read each series of four words below. Ask your child to tell you which two words in each series best go together. Ask him to explain why he chose the two words.

1. hammer—rake—nail—brush
2. dress—mitten—glove—hat
3. snail—rabbit—dog—turtle
4. eat—swim—dive—run
5. car—ship—airplane—van
6. ink—eraser—finger—toe
7. refrigerator—TV—desk—stove
8. lion—shark—snake—whale

23 Read aloud the sentences below, emphasizing the underlined word in each sentence. The underlined word sounds the same as another word that has a different meaning. Ask your child to tell you a sentence using a word that sounds like the underlined word but has a different meaning. Example: I read a fairy tale. (The dog wagged his tail.)

1. I will not go. (knot)
2. She broke her right hand. (write)
3. I saw the jail cell. (sell)
4. He ate one beet for supper. (beat)
5. Mother will be late. (bee)
6. Jane has a new son. (sun)





24

Ask your child to name as many things as possible that fit the categories below.

- | | |
|----------|------------|
| 1. small | 7. big |
| 2. sweet | 8. dry |
| 3. funny | 9. round |
| 4. sad | 10. smelly |
| 5. hard | 11. sour |
| 6. fat | 12. easy |



25

Ask your child to choose the correct end for each of the incomplete sentences list below. Read the beginning of each sentence and give him a choice of two words to end the sentence. After he chooses the correct word ask him to say the completed sentence.

1. He has a fishing — rod or wad.
2. Animals live in the — two or zoo.
3. Our faucet has a — leak or weak.
4. Mother has — wings or rings.
5. The boat — sank or thank.
6. I hurt my — thumb or some.

26

Read each group of words below. Ask your child to tell you what the words in each group have in common.

1. cup—hammer—broom (handle)
2. chair—table—person (legs)
3. potato—needle—person (eyes)
4. dog—person—yardstick (feet)
5. turtle—lobster—egg (shell)
6. flag—tiger—zebra (stripes)
7. cow—person—dime (head)
8. comb—rake—person (teeth)

27

Read aloud the pairs of words below. Ask your child to tell you if each pair is alike or different.

1. question—answer
2. large—big
3. sharp—dull
4. angry—mad
5. lower—raise
6. guilty—innocent
7. laugh—giggle
8. shut—close
9. often—seldom
10. scream—yell



28

Ask your child to change each statement into a question. For example, "You want a pet" can be changed to "May I have a pet?"

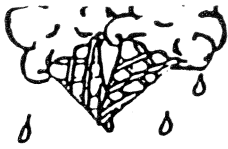
1. You want to know if your dog has fleas. (does)
2. You want to know if you are going to school today. (am)
3. You want to know your weight. (how)
4. You want to know the person that opened your locker. (who)
5. You want to know the reason you can't watch TV. (why)
6. You want a drink of water. (may)
7. You want to find your marbles. (where)

29

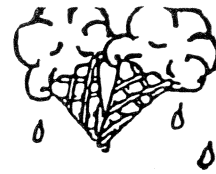
Read aloud each pair of sentences below. Do not complete the second sentence. Ask your child to finish the second sentence so it will mean the opposite of the first sentence.

1. Brian laughed. Brian _____ (cried)
2. The light is off. The light is _____. (on)
3. I like the country. I like the _____. (city)
4. The door is open. The door is _____ (closed)
5. Suzanne is old. Suzanne is _____ (young)
6. My hat is black. My hat is _____. (white)
7. The glass is empty. The glass is _____ (full)
8. The test was hard. The test was _____ (easy)





AUGUST

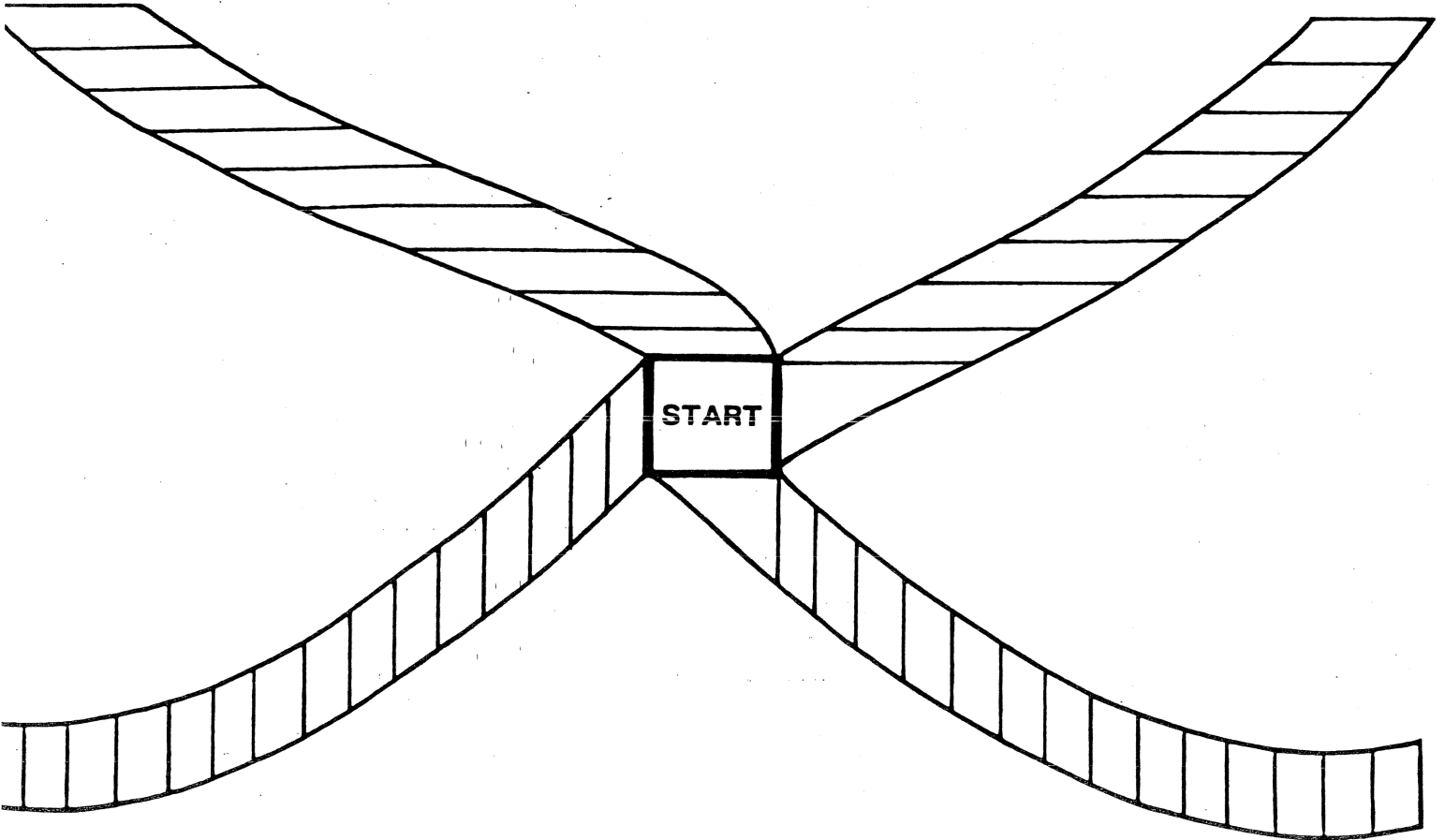


30

Place several objects on a table. Ask your child to look at the objects for a reasonable amount of time. Then ask him to go into another room while you remove one of the objects from the table. When he returns, have him tell you which object is missing. Gradually increase the number of objects you remove.

31

Explain to your child that the two of you are going to play a game. The first player writes an "X" in the first, second, or third box along one of the courses. The second player proceeds by writing an "O" in one of the boxes along the same course. No player can move more than three boxes at a time and all moves must be forward. Continue until one of you has landed in the last box. Do this on all four courses. A more difficult variation is to play along all four courses at the same time.



PROGRESS NOTES

Please describe briefly under the appropriate dates any difficulties your child had with the activities. After you return the Progress Notes at the end of the month, I will be more aware of difficult areas and will be able to work on them at school. Please feel free to also write your suggestions and concerns on the calendar.

AUGUST

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	Additional comments:			

Categories

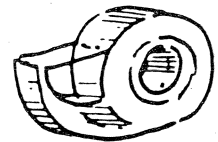
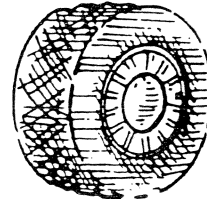
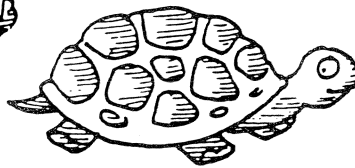
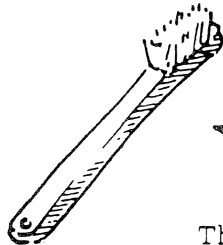
This is a good "dinner-table game." Select one category. Take turns naming things that belong to that category. Let the youngest child answer first. Give the children clues. The parent should name unusual or unfamiliar items so the children can learn new vocabulary and concepts.

Easy

colors
round things
storybook characters
parts of a house
kinds of meat
things used for cleaning
animals
vegetables
soft things
things made of paper
things in a kitchen
vehicles
things that are cold
words that rhyme with "hot"
kinds of jobs
kinds of furniture
sports
things you wear on your feet
things you see at Christmas
names of TV shows
kinds of weather
kinds of stores

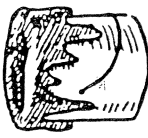

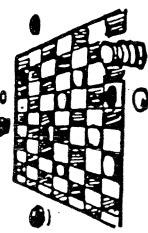
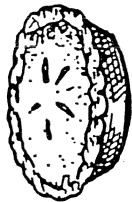


Hard

musical instruments
tools
kinds of animal noises
things that measure
places to keep money
liquids
things a magician uses
fishing equipment
things in a parade
parts of a bicycle
parts of a castle
things that use electricity
cereals
things you do with your fingers
things you sit on
ways you feel
things that bounce
states
things you push
kinds of precipitation
animals with horns or tusks



Things that begin with T.

FAMILY FAVORITES

Name	 COLOR	 T.V.SHOW	 GAME	 DESSERT	 SEASON	 ANIMAL

1. Color the squares as you find the words from the list.

At the Beach

S	S	E	A	S	O	T	WAVES
A	W	B	R	H	C	W	CASTLE
F	A	A	I	E	E	A	SWIM
S	V	L	S	L	A	T	WATER
A	E	L	H	L	N	E	SAND
N	S	S	W	I	M	R	OCEAN
D	C	A	S	T	L	E	SEA
							SHELL
							BALL

2. Find all of the extra letters and put them together in the spaces below to find out what the mystery word is.

_____.

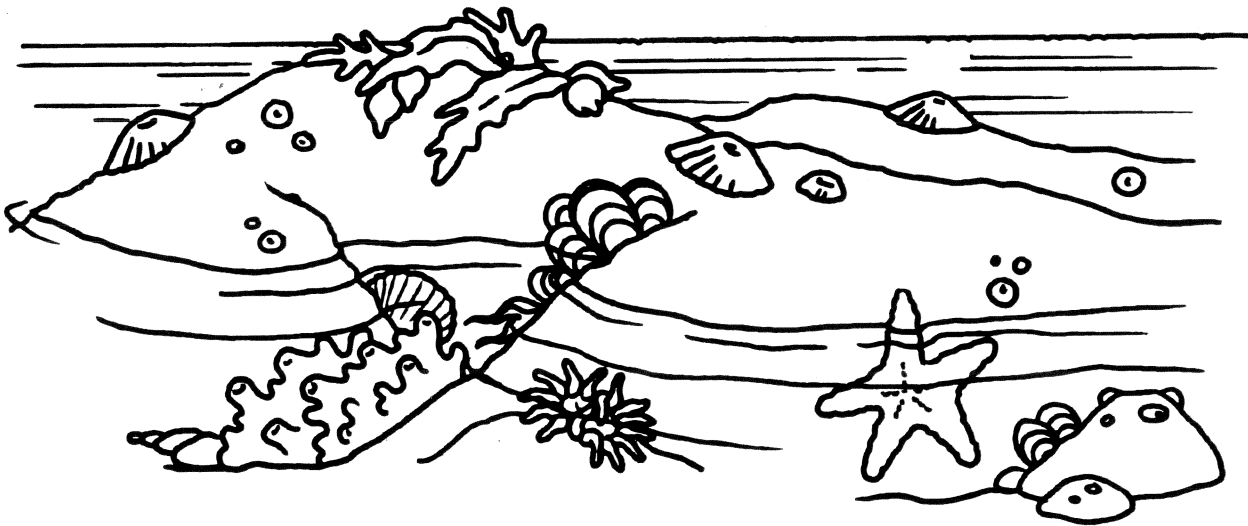
Name _____

Tide Pools

Each day the level of the ocean rises and falls. Some of the water collects in the **depressions** between rocks near the shoreline. These tide pools are **vibrant** with animal and plant life.

The rocks may be **coated** with algae. Sea anenomes, urchins, barnacles, and mussels may **cling** to rocks feeding on tiny **particles** of plant and animal matter floating in the water. Larger scavengers such as crabs, starfish, and even **marine** birds look for anything **edible** in and around the shallow pools.

A tide pool may look like just a puddle of water left by the ocean, but it is home to a wide variety of living things.



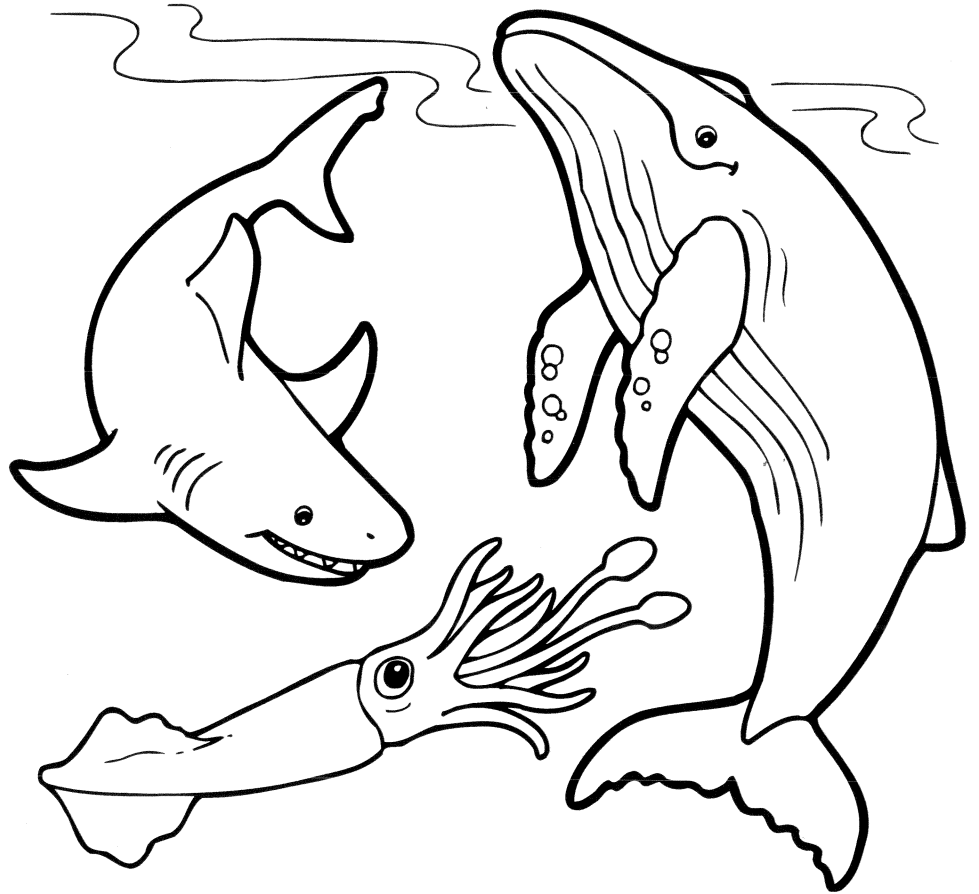
Choose the best meaning for each word:

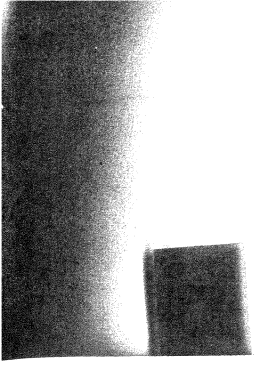
1. **depressions** low places used up old spots
2. **vibrant** moving colored alive
3. **coated** covered dressed filled
4. **cling** squeeze stick lump
5. **particles** delicious shells bits and pieces
6. **marine** member of military of the sea flying
7. **edible** able to be eaten excellent able to swim

Name _____

Ocean Animals

The ocean is full of animals. Sharks, squids, and whales are ocean animals. Did you know that sharks lose their teeth and grow new ones? Did you know that a giant squid's eye is as big as your head? Did you know that the whale is the biggest ocean animal?





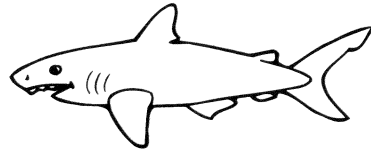
Name _____

Ocean Animals (continued)

Solve the riddles. Draw lines to the correct pictures.

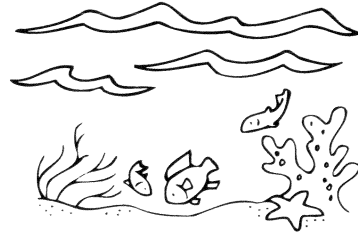
Write the words

1. I am full of animals. I am made of water. What am I?



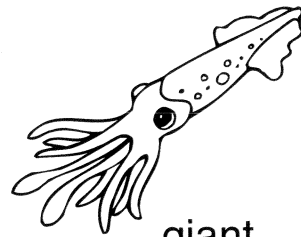
shark

2. I lose my teeth and grow new ones. What am I?



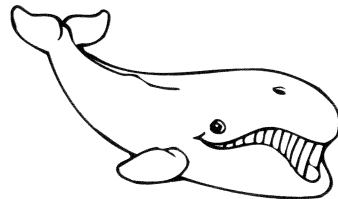
ocean

3. I am the biggest ocean animal. What am I?



giant
squid

4. Your head is as big as one of my eyes! What am I?



whale

Temperature

degree

a unit used to measure temperature. The symbol for degree is a small circle at the top right corner of a number.

Fahrenheit

a temperature scale where water boils at 212°F and freezes at 32°F

Celsius

a temperature scale where water boils at 100°C and freezes at 0°C

thermometer

a tool that measures temperature

temperature

a measurement of how hot something is



WORD WALL

Water Cycle

precipitation

water that falls to the earth from the sky

condense

to change from a gas to a liquid

evaporate

to change from a liquid to a gas

water cycle

the movement of water on, above, and below the surface of the Earth

atmosphere

the air surrounding a planet



WORD WALL

Changing States of Matter

evaporate

to change from a liquid to a gas

condense

to change from a gas to a liquid

melt

to change from a solid to a liquid

water vapor

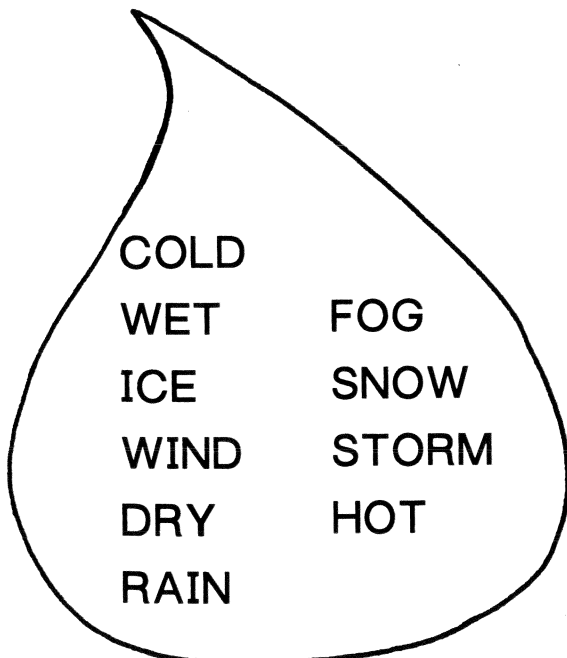
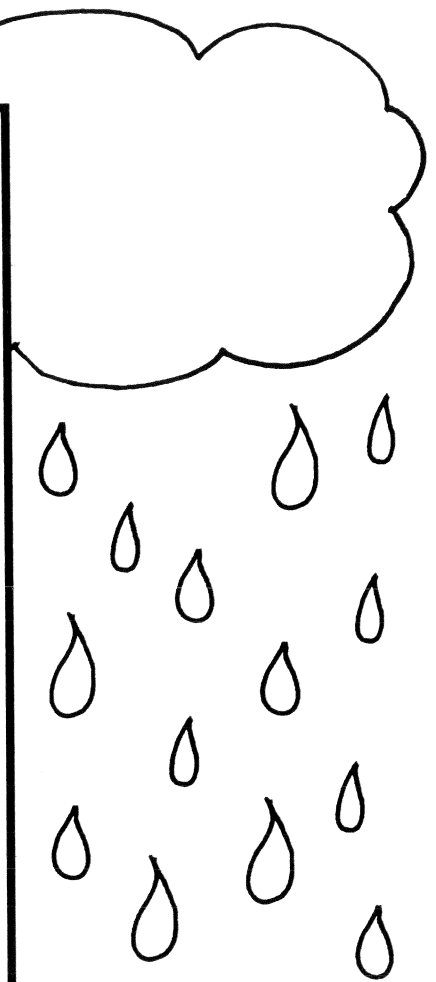
the gas state of water

freeze

to change from liquid to solid

Weather words

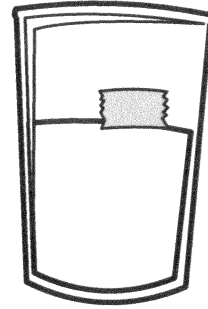
C	O	L	D	B	S	D	W
Q	V	G	Y	I	C	E	I
E	W	E	T	J	H	I	N
R	M	L	P	D	R	Y	D
T	J	R	R	A	I	N	I
F	O	G	J	M	C	Z	P
Y	U	I	S	N	O	W	A
S	T	O	R	M	H	O	T



Name: _____

Disappearing Water Experiment

- You'll need:
A clear cup
A ruler
Water
Tape



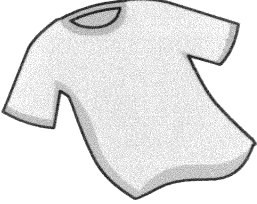
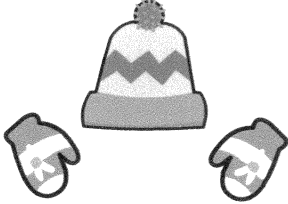







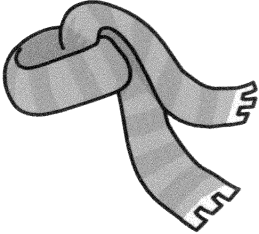
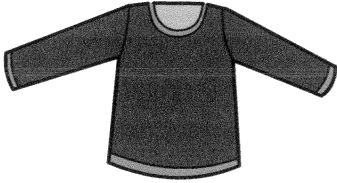

1. Fill the cup with some water.
2. Mark where the water comes up to with a piece of tape.
3. Place the glass in a sunny spot where it will not be bothered.
4. Measure and record how high the water is each day.

What did you observe?

What do you think happened to the water?

Look at each temperature. What might you wear when that's the temperature outside? Circle your answer.

Name: _____

<p>30°F</p>		
<p>30°C</p>		
<p>72°F</p>		
<p>4°C</p>		
<p>90°F</p>		
<p>15°C</p>		



Where do you think water for rain comes from? Do this experiment to find out!

You'll need:

- a medium zip top plastic bag
- a cup
- water
- sand or dirt

Name: _____

1. Fill the cup half way with sand or dirt.
2. Add half a cup of water to the cup.
3. Seal the cup in the plastic bag and put it in a sunny place.

1. What do you think will happen? Make a prediction.

2. After a few hours, observe what happened. Write or draw your observations.

before	after

3. Write a conclusion about what you observed.

Name: _____

Celery Experiment

You'll need:
a clear cup
water
food coloring
a celery stalk with leaves



1. Fill the cup halfway with water.
Add a few drops of food coloring.
2. Have an adult trim the bottom of the stalk.
Stick the stalk in the cup.
3. Leave the celery stalk in the cup overnight.

Observe the celery the next day.
How do the stem and leaves look?

Remove the celery and dry it off.
Look closely at the root end.
What do you see?

Have an adult slice a few pieces
of the celery. What do you see?

What do you think would happen if you put a white flower in the cup?

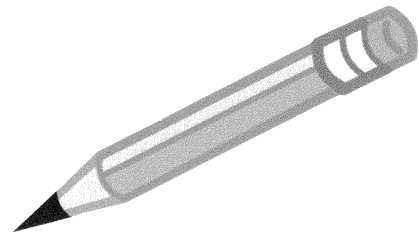
What do roots and stems do?

Water Cycle Easy Quiz

DIRECTIONS: Circle the best answer.

Name _____

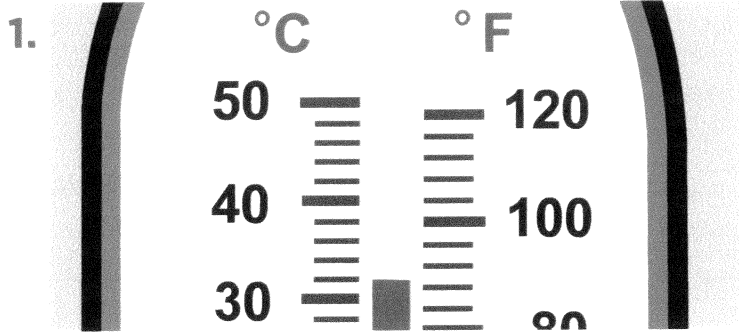
1. What happens when water evaporates?
 - A. It changes from a solid to a liquid.
 - B. It changes from a gas to a solid.
 - C. It changes from a liquid to a gas.
 - D. It changes from a gas to a liquid.
2. What might happen if it rains in a polluted area?
 - A. Animals will come to the area and clean it.
 - B. The area will stop being polluted by people.
 - C. Pollution will keep the area from flooding.
 - D. Rain might carry pollution into rivers.
3. What powers the water cycle?
 - A. plants
 - B. the Sun
 - C. wind
 - D. animals
4. What happens when there is more water than the air can hold?
 - A. The water turns into water vapor and rises up.
 - B. The water falls to the ground as precipitation.
 - C. The water evaporates and turns into clouds.
 - D. The water condenses and turns into a gas.
5. Where can you find most of the Earth's water?
 - A. in the oceans
 - B. in the clouds
 - C. frozen in ice caps
 - D. under the ground



Temperature Easy Quiz

DIRECTIONS: Circle the best answer.

Name _____



What is the temperature in degrees Celsius?

- A. 34°C
- B. 32°C
- C. 31°C
- D. 30°C

2.

Monday	Tuesday	Wednesday	Thursday	Friday
10°C	16°C	19°C	23°C	20°C

Moby recorded the temperature during the week. How much warmer was it on Friday than on Tuesday?

- A. 8°C
- B. 6°C
- C. 4°C
- D. 3°C

3. At what temperature does water freeze?

- A. 100°F
- B. 100°C
- C. 0°F
- D. 0°C

4. Mia is building a snow fort. What do you think the temperature is outside?

- A. 90°F
- B. 70°F
- C. 45°F
- D. 28°F

5. The temperature outside changes throughout the day. When do you think the temperature is usually the highest?

- A. middle of the night
- B. late in the evening
- C. during the afternoon
- D. early in the morning

germinate

to start to grow from a seed

life cycle

how a living thing grows and changes

seedling

a young plant with only a few leaves and no flowers

adult plant

a plant that can make flowers and fruit

seed

part of a plant that can grow into a new plant

roots

the part that holds the plant into the soil and takes in water and nutrients

stem

the part that supports the plant and carries water and nutrients to the rest of the plant

leaves

the part of the plant that takes in sunlight to make food and helps the plant take air in and out

seed

part of a plant that can grow into a new plant

flowers

the parts of the plant that make seeds and turn into fruit

Name _____

skill: sequencing

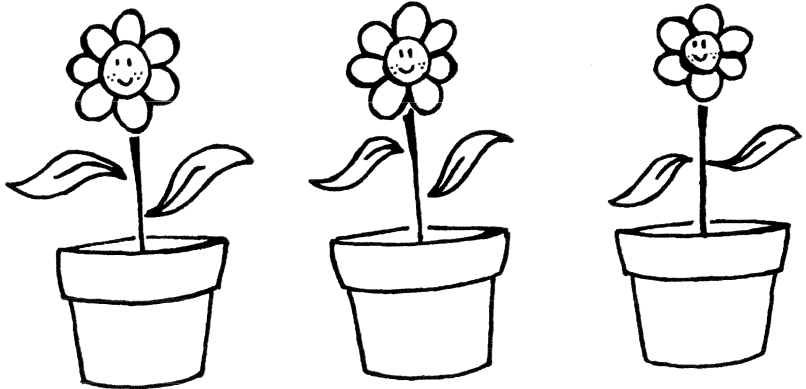
1. Read the story.

Growing Flowers

Growing potted flowers is fun. Fill a pot with dirt. Plant seeds. Water them every day. Soon the stems and leaves will grow. Pull any weeds that come up. Buds will pop out in a few weeks.

2. Read the sentences below. Write them in order as they happened in the story.

- Water the seeds.
- Buds grow on the stems.
- Put dirt in a pot.
- Pull the weeds.
- Plant the flower seeds.



1.

2.

3.

4.

5.

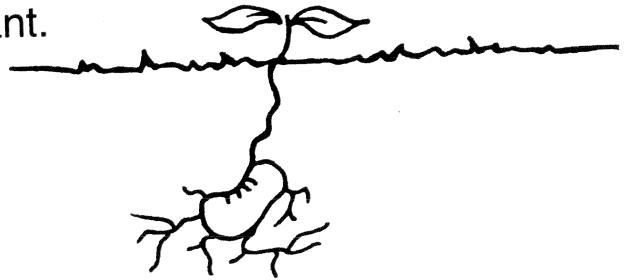
3. Draw a line under the best ending for this story.

- Give the pot away.
- Put the pot outside in the sun.
- Flowers will bloom.

How Seeds Grow

A new plant grows from a seed. The seed has a tough, or hard, outside part called the seed coat. Inside the seed coat is the new plant. There is also food for the new plant stored inside the seed coat. As the new plant eats the stored food and begins to grow, the seed coat splits so the plant can come out. A tiny new plant is called a seedling. It looks like its parent plant, but is much smaller. When it uses up all the stored food, the seedling will make its own food. Seedlings make their food from water, air, and light.

1. **What is the main idea of this story?**
 - a. New plants look like the parent plant.
 - b. The seed coat protects the new plant.
 - c. Seeds grow into seedlings.
2. **A word that means hard is:**
 - a. split
 - b. stored
 - c. tough
3. **What is a seed coat?**



-
4. **A new plant is called a:**
 - a. seed coat
 - b. seedling
 - c. split
 5. **What is inside a seed coat?**
-
6. **What do seedlings need to make their own food?**
-

Think about it: Open an apple or orange seed. Find the seed coat, stored food, and new plant inside.

Plants

Plants are living things. They can grow and reproduce. Most plants grow from seeds. When the plant gets big it makes new seeds. It is called a parent plant. A nut is a seed. A flower makes seeds. A seed needs three things to grow. It needs water, air, and a warm place to grow. Most seeds are planted in the spring. It is warm in the spring, and there is more water in the soil.



1. **What is the main idea of this story?**
 - a. Plants are living things.
 - b. A flower makes seeds.
 - c. It is warm in the spring.
2. **How do new plants start?**

3. **What is a parent plant?**

4. **What is a seed?**

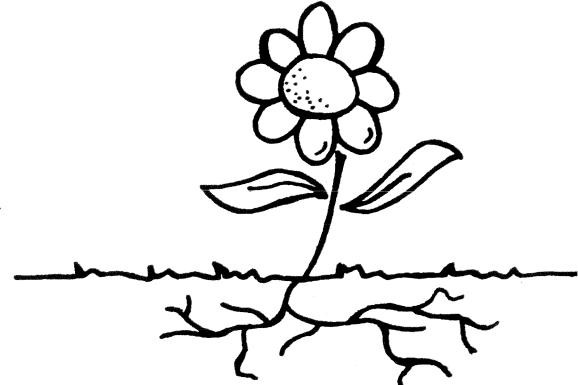
5. **What three things do seeds need to begin growing?**

6. **When are most seeds planted?**

Think about it: Name three things that have seeds.

Parts of a Plant

Most plants have roots, stems, and leaves. Each part helps the plant in a special way. Roots are under the soil. They hold the plant so it can grow. Roots get water from the soil and give it to the plant. Stems are the body of the plant. They can be tall or short, hard or soft. Stems hold the leaves up to get light. They carry water from the roots to the leaves. Leaves make the food for the plant. They use air and light to make food. All three parts are important to plants.



1. **What is the main idea of this story?**

- a. Plants have three parts.
- b. Leaves make food for the plant.
- c. Roots hold the plant up.

2. **What do roots do?**

3. **Which part of a plant holds up the leaves?**

- a. roots
- b. stem
- c. leaves

4. **What does the stem do?**

5. **What do the leaves do?**

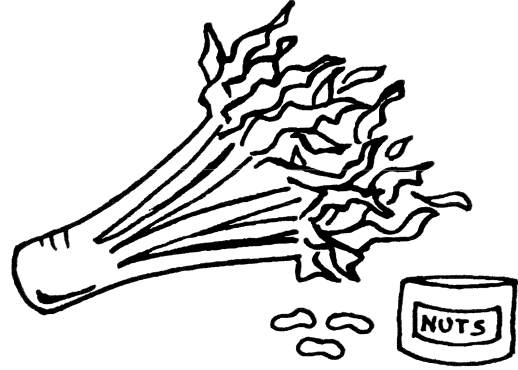
6. **Why does a plant need all three parts?**

Think about it: Draw a picture of a plant. Label the roots, stem, and leaves.

How We Use Plants

People need plants. Trees give us wood that we use to build things. Trees also give us shade and help us stay cool in warm weather. People eat many kinds of plants. We eat some roots. Onions, beets, and carrots are plant roots. We eat stems. Celery is a plant stem. We eat leaves. Spinach and lettuce are plant leaves. We also eat seeds. Nuts and berries are plant seeds. When we eat these plant parts, we are getting the food the plant has stored for itself.

1. **What is the main idea of this story?**
 - a. Trees help us in many ways.
 - b. Plant parts taste good.
 - c. People use plants in many ways.
2. **How do trees help us?**



3. **What parts of plants do we eat?**

4. **Name three roots that we eat.**

5. **Name two kinds of leaves that we eat.**

6. **What do we get when we eat plants?**

Think about it: Make a list of foods we get from plant roots, stems, leaves, and seeds.




Name _____

What Makes Seeds Grow?

Read the story. Then answer the questions.

 helped  and  plant .

The children put dirt in a . Then they made a

hole in the dirt. They put three  in the hole.

They covered the  with dirt. They  the

seeds. They put the  in a sunny .

How seeds are cared for effects how they grow. Will Freda and Mike's seeds grow if:

1. Mike forgets to water his pot for a week? **yes** **no**

2. Freda waters her plant a little every day? **yes** **no**

3. Freda puts her pot in a dark closet? **yes** **no**

4. Mike puts his plant in a window in his room? **yes** **no**

5. Freda leaves her plant outside in cold weather? **yes** **no**

6. Circle the words that tell what seeds need to grow.

sunlight cold air water dirt darkness



Parts of a Plant Easy Quiz

DIRECTIONS: Circle the best answer.

Name _____

1.



What would happen if you put a plant in a dark room?

- A. The plant would grow bigger.
- B. The plant's leaves would make more food.
- C. The plant would lose some leaves or die.
- D. The plant would grow more flowers.

2.



Which part takes in water and nutrients from the soil?

- A. seed
- B. stem
- C. roots
- D. leaves

3. What part is the trunk of a tree?

- A. flower
- B. leaves
- C. stem
- D. seed

4. Which part of the plant is a carrot?

- A. a leaf
- B. a stem
- C. a flower
- D. a root

5. A KERNEL of corn can grow into a new plant. What is a KERNEL?

- A. a seed
- B. a leaf
- C. pollen
- D. soil



Plant Life Cycle Easy Quiz

DIRECTIONS: Circle the best answer.

Name _____

1. Which of these happens FIRST in the life of a plant?

- A. A seedling begins to grow.
- B. A seed sprouts.
- C. Flowers bloom on an adult plant.
- D. A seedling grows into a young adult plant.

2. Why are seeds important?

- A. because they can grow into new plants
- B. because they are all the same size
- C. because they always stay in one place
- D. because they hold up the plant

3. A seed needs soil and water to grow. What else does it need?

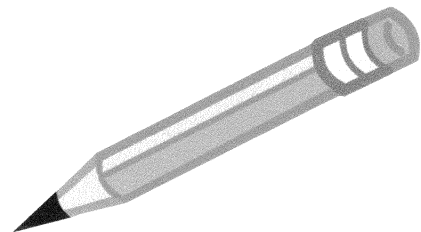
- A. money
- B. the right temperature
- C. snow
- D. exercise

4. Why do you think dandelion seeds can float in the wind?

- A. so you can make a wish
- B. so they can have fun
- C. so the seeds can reach new places to grow
- D. so the seeds can all grow in the same place

5. How can flowers attract birds, bees, and other animals?

- A. They can sing.
- B. They can have bright colors.
- C. They can dance.
- D. They can hide.



STORY RESPONSE

Title: - - - - -

Characters: - - - - -

In the story...

First, - - - - -

Then, - - - - -

Next, - - - - -

Last, - - - - -

- - - - -

My favorite part was - - - - -

- - - - -

My favorite character was - - - - -

because - - - - -

- - - - -

If I could change the ending, I would - - -

- - - - -

- - - - -

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Title: - - - - -

Characters: - - - - -

- - - - -

In the story...

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- - - - -

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- - - - -

- - - - -