

# Alexander 2-108

## March Homework Checklist

**Due Date: Monday, March 31st, 2025**

**\*\*Please know it's 20 minutes of reading and 20 minutes of math i-Ready per week (not per day)\*\***

**\*\*Reading should be done *every day*.\*\***

**\*\*For studying basic math facts, this includes the attached flashcards and worksheets. This can also include the optional math worksheets from the Weekly Updates.\*\***

|                       |                                                                                                                                                                                                                                                                                                                  |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week of:<br>3/3-3/7   | <input type="checkbox"/> Review snap words<br><input type="checkbox"/> At least 20 minutes i-Ready Reading<br><input type="checkbox"/> At least 20 minutes i-Ready Math<br><input type="checkbox"/> Read (independently, with a parent/sibling, to a stuffie)<br><input type="checkbox"/> Study basic math facts |
| Week of:<br>3/10-3/14 | <input type="checkbox"/> Review snap words<br><input type="checkbox"/> At least 20 minutes i-Ready Reading<br><input type="checkbox"/> At least 20 minutes i-Ready Math<br><input type="checkbox"/> Read (independently, with a parent/sibling, to a stuffie)<br><input type="checkbox"/> Study basic math facts |
| Week of:<br>3/17-3/21 | <input type="checkbox"/> Review snap words<br><input type="checkbox"/> At least 20 minutes i-Ready Reading<br><input type="checkbox"/> At least 20 minutes i-Ready Math<br><input type="checkbox"/> Read (independently, with a parent/sibling, to a stuffie)<br><input type="checkbox"/> Study basic math facts |
| Week of:<br>3/24-3/28 | <input type="checkbox"/> Review snap words<br><input type="checkbox"/> At least 20 minutes i-Ready Reading<br><input type="checkbox"/> At least 20 minutes i-Ready Math<br><input type="checkbox"/> Read (independently, with a parent/sibling, to a stuffie)<br><input type="checkbox"/> Study basic math facts |

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

Parent Signature: \_\_\_\_\_

**\*\*\* HOMEWORK UPDATE \*\*\***

- Homework Packet Important Information:
  - We are using the **honors system**, so if your child completed a task, check it off. If they did not complete a task, please do not check it and leave it blank. At the end of the month, we ask that a **parent or guardian sign off** at the bottom of the HW Checklist to verify that your child completed their work.
    - Since we are using the honors system, we do **not** need any HW to be brought back to school, just your signature at the end of the month.
  - The HW listed on the next page is for the whole week. For example, 20 minutes of i-Ready is supposed to be completed each *week*, *not* 20 minutes each day.
    - The only thing that should be done every day is **reading**.
- What's Included in the HW Packet:
  - **Snap Word list**
    - A **reading assessment** on these words will be given on 4/4/25.
    - The Rainbow Write (multi-sensory learning) is attached to this for your use at home. Please make copies at home so that you can reuse it. If you don't have access to a printer and would like another copy, please reach out to me so that I can print it for you.
      - "Rainbow writing refers to repeatedly tracing letters using multiple crayons or color pencils to create a fun rainbow effect while writing. It makes the writing process more fun and engaging for kids, as they repeat writing the words and practice spelling them."
    - Phonics anchor charts are also attached to support your child's decoding and fluency.
  - **Math Rainbow 10** is also attached for optional "make 10" practice. The worksheet can be copied so students can practice multiple times.
  - **Flash cards** are attached to this for practicing math facts. They need to be cut out and can be put into a baggie.

- Math worksheets for the flashcards are to be used *after* studying the flash cards.
- **Writing paper** is also attached for your child to practice writing. On Google Classroom, I have many writing activities for home for students to choose from.
- Google Classroom has many **FREE** books.
- I will be using **Google Classroom** to post important information and resources for all of our subjects (phonics, reading, writing, math, science, social studies). I will be adding resources throughout the year as we learn new things! The resources I add can be used as optional practice/studying at home. To access **Google Classroom**, sign-in directions are on my teacher webpage and below:
  - Google Login:
    - Student Email: [firstname.lastname@k12.wcsdny.org](mailto:firstname.lastname@k12.wcsdny.org)
    - Student Password: on the inside of your child's home folder
  - Then click the "waffle" in the upper right corner and click the Google Classroom icon. Then click "Miss Alexander 24-25" classroom, then click the "Classwork" tab.
- If you have any questions, please do not hesitate to reach out!

Best,

Miss Alexander



Our Google Classroom has resources/materials for all of our subjects (phonics, reading, writing, math, science, and social studies). I will be adding more resources as the year progresses and as we learn new topics.

**Google Login:**

Student Username/Email: `firstname.lastname@k12.wcsdny.org`

Example: `jane.smith@k12.wcsdny.org`

Student Password: available on Parent Portal (your child's password is written on the inside of their home folder)

Once you are logged into Google, click the "waffle" in the upper right corner and click the Google Classroom icon.

If you need more support with logging into Google, please view this link.

**Clever Login:**

1. Sign into Google
2. Go to: <https://clever.com/in/wappingers>

After logging into Clever, your child will automatically be logged into i-Ready!

**i-Ready Login:**

1. Log into Google using your WCSD student Google account.
2. Go into Clever and click "sign in with Google".
3. Once you are in Clever, click on i-Ready.

**For Tang Math online educational games, use this link:**

**<https://tangmath.com/games>**

**For Tang Math online manipulatives, use my access code: ale068**

**Fun Learning for Kids: <https://funlearningforkids.com/>**

**This is a FREE website that has print outs and Google Slides for foundational reading and math skills.**

**Toy Theater: <https://toytheater.com/>**

**This is a FREE website with educational online games. Click on Math or Reading to access activities.**

### Third Quarter Second Grade Snap Words

(Please keep it in a folder and use it for homework choice board assignments.)

The students will need to read the following words below. Please take time to go over new words and review the first grade ones.

\*The quarterly assessment will be on Friday, April 4th.  
Please be sure your child knows all the words.\*

#### 3rd quarter

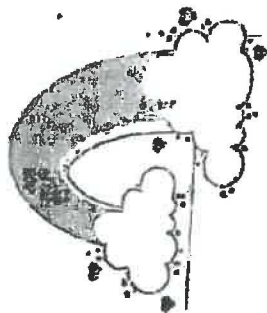
|            |       |        |          |          |
|------------|-------|--------|----------|----------|
| themselves | maybe | really | favorite | together |
| several    | begin | before | great    | either   |
| excited    | while | old    | usually  | again    |
| against    | being | ready  |          |          |

#### 1st Grade Review Words

|       |         |        |
|-------|---------|--------|
| few   | because | high   |
| might | over    | under  |
| want  | were    | family |

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

## Rainbow Writing



1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

# Make it a SNAP word!

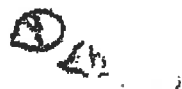
1. Say it and use it.



2. Listen for each sound.



3. Study the spelling for each sound



4. Write it.



5. Use it.



## A Routine for Teaching High Frequency Words

|                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| <p><b>Sound</b></p> <p>Say the word and segment it. Identify each phoneme in the word. Then, use elbow boxes to connect each sound to the letters that correspond to each sound. Even when spellings are irregular, it's important to connect them to the sounds they represent.</p> | <p>Talk about the spelling for each sound. Comment on whether we can use our phonics knowledge to read a part, or if it is a part we need to learn by heart. Say each sound and blend the word. "You can use your phonics knowledge to read the beginning and end of this word. The middle, where a is standing the sound /w/, is a part we need to learn by heart."</p> <table><tr><td>W</td><td>a</td><td>S</td></tr></table> <p>/w/ /a/ /z/</p> | W | a | S |
| W                                                                                                                                                                                                                                                                                    | a                                                                                                                                                                                                                                                                                                                                                                                                                                                  | S |   |   |
| <p><b>Write</b></p> <p>Ask students to write the word multiple times as they say each sound aloud. This can be done in the air, on dry erase boards, or on paper.</p>                                                                                                                | <div><div>was was was</div><div>was was was</div></div>                                                                                                                                                                                                                                                                                                                                                                                            |   |   |   |
| <p><b>Read</b></p> <p>Write the word in a context sentence and underline the word. Read aloud the sentence, then point to the target underlined word and read it aloud.</p>                                                                                                          | <div>I <u>was</u> at the store last night.</div>                                                                                                                                                                                                                                                                                                                                                                                                   |   |   |   |
| <p><b>Use</b></p> <p>Ask students to generate oral sentences using the word. Have them work with a partner, and provide sentence frames as support, if needed. Then have students write their oral sentence.</p>                                                                     | <div>"I was..."</div> <div>"She was..."</div> <div>"The dog was..."</div> <div>"School was..."</div> <div>My mom was mad!</div> <div>I was late for school.</div>                                                                                                                                                                                                                                                                                  |   |   |   |

Does that  
LOOK  
right?

Read it  
part by part.

Read Read Read

Use a word you  
know.

make  
known  
bakery  
shakes

Try it many ways.

weak  
eye  
best  
feed  
egg  
age

Crash the parts  
together.

shock  
work  
work  
work

check if it's a  
snap word.

check  
check  
check  
check

Do a  
s-l-o-w check!

forest  
check

Does that  
make  
SENSE?

Think about what's  
happening.

think  
happening

Check the picture.

check  
picture

Does that  
SOUND  
right?

Think what kind of  
word would fit.

think  
word  
fit

Get a running  
start.

start  
running

Tools for  
Solving and  
Checking  
Hard words

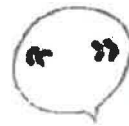
# \* Ways to \* Sound Like a \* \* Reading Star! \*



\* scoop up lots of words



\* look out for clues  
like dialogue tags " " said Ivy.



\* change your voice to sound  
like the characters

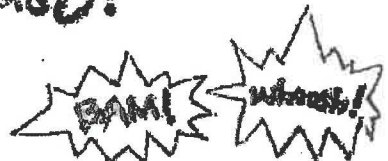


\* show feelings



\* read some parts s...l...o...w...  
and some parts fast!

\* add sound effects



\* read LOUD and clear



## Subtracting Seven

8

-7

9

-7

10

-7

11

-7

12

-7

13

-7

14

-7

15

-7

16

-7

## Answers for Subtracting Seven

3

2

1

6

5

4

9

8

7

## Subtracting Eight

9

-8

10

-8

11

-8

12

-8

13

-8

14

-8

15

-8

16

-8

17

-8

## Answers for Subtracting Eight

3

2

1

6

5

4

9

8

7

## Subtracting Nine

10

-9

11

-9

12

-9

13

-9

14

-9

15

-9

16

-9

17

-9

18

-9

## Answers for Subtracting Nine

3

2

1

6

5

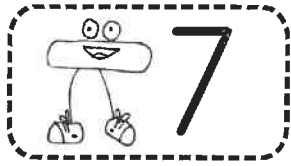
4

9

8

7

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



$7 - 3 =$

$7 - 7 =$

$7 - 5 =$

$9 - 7 =$

$7 - 1 =$

$8 - 7 =$

$3 - 0 =$

$4 - 2 =$

$7 - 4 =$

$7 - 2 =$

$9 - 7 =$

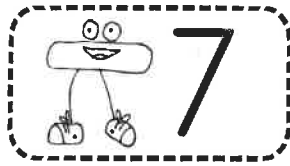
$7 - 0 =$

$7 - 3 =$

$8 - 7 =$

$5 - 2 =$

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



$7 - 3 =$

$7 - 7 =$

$7 - 5 =$

$9 - 7 =$

$7 - 1 =$

$8 - 7 =$

$3 - 0 =$

$4 - 2 =$

$7 - 4 =$

$7 - 2 =$

$9 - 7 =$

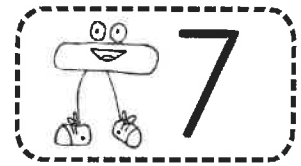
$7 - 0 =$

$7 - 3 =$

$8 - 7 =$

$5 - 2 =$

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



$7 - 3 =$

$7 - 7 =$

$7 - 5 =$

$9 - 7 =$

$7 - 1 =$

$8 - 7 =$

$3 - 0 =$

$4 - 2 =$

$7 - 4 =$

$7 - 2 =$

$9 - 7 =$

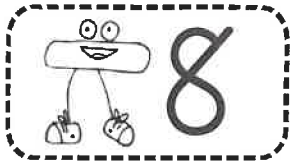
$7 - 0 =$

$7 - 3 =$

$8 - 7 =$

$5 - 2 =$

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



$8 - 5 =$

$8 - 3 =$

$9 - 8 =$

$8 - 8 =$

$8 - 2 =$

$3 - 2 =$

$9 - 8 =$

$8 - 4 =$

$8 - 5 =$

$8 - 3 =$

$8 - 7 =$

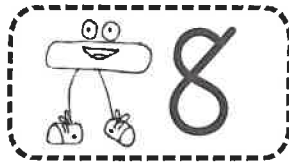
$7 - 4 =$

$8 - 0 =$

$8 - 1 =$

$6 - 3 =$

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



$8 - 5 =$

$8 - 3 =$

$9 - 8 =$

$8 - 8 =$

$8 - 2 =$

$3 - 2 =$

$9 - 8 =$

$8 - 4 =$

$8 - 5 =$

$8 - 3 =$

$8 - 7 =$

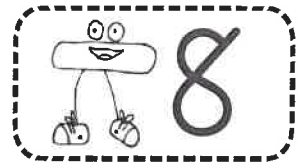
$7 - 4 =$

$8 - 0 =$

$8 - 1 =$

$6 - 3 =$

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



$8 - 5 =$

$8 - 3 =$

$9 - 8 =$

$8 - 8 =$

$8 - 2 =$

$3 - 2 =$

$9 - 8 =$

$8 - 4 =$

$8 - 5 =$

$8 - 3 =$

$8 - 7 =$

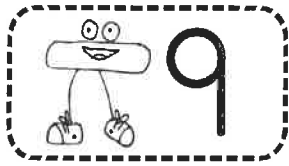
$7 - 4 =$

$8 - 0 =$

$8 - 1 =$

$6 - 3 =$

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



$9 - 1 =$

$9 - 5 =$

$9 - 9 =$

$9 - 4 =$

$8 - 3 =$

$9 - 7 =$

$9 - 0 =$

$9 - 6 =$

$5 - 2 =$

$9 - 8 =$

$9 - 2 =$

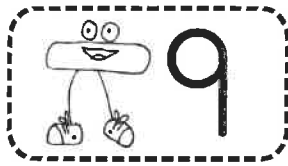
$7 - 5 =$

$9 - 5 =$

$9 - 7 =$

$6 - 4 =$

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



$9 - 1 =$

$9 - 5 =$

$9 - 9 =$

$9 - 4 =$

$8 - 3 =$

$9 - 7 =$

$9 - 0 =$

$9 - 6 =$

$5 - 2 =$

$9 - 8 =$

$9 - 2 =$

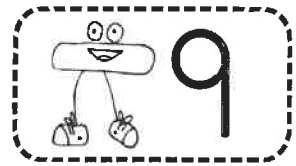
$7 - 5 =$

$9 - 5 =$

$9 - 7 =$

$6 - 4 =$

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



$9 - 1 =$

$9 - 5 =$

$9 - 9 =$

$9 - 4 =$

$8 - 3 =$

$9 - 7 =$

$9 - 0 =$

$9 - 6 =$

$5 - 2 =$

$9 - 8 =$

$9 - 2 =$

$7 - 5 =$

$9 - 5 =$

$9 - 7 =$

$6 - 4 =$

# ADDITION FACTS DOUBLES CARDS

Please cut apart and store with your other  
Math Fact cards for home.

$1+1$

$2+2$

$3+3$

$4+4$

$5+5$

$6+6$

$7+7$

$8+8$

$9+9$

6

4

2

12

10

8

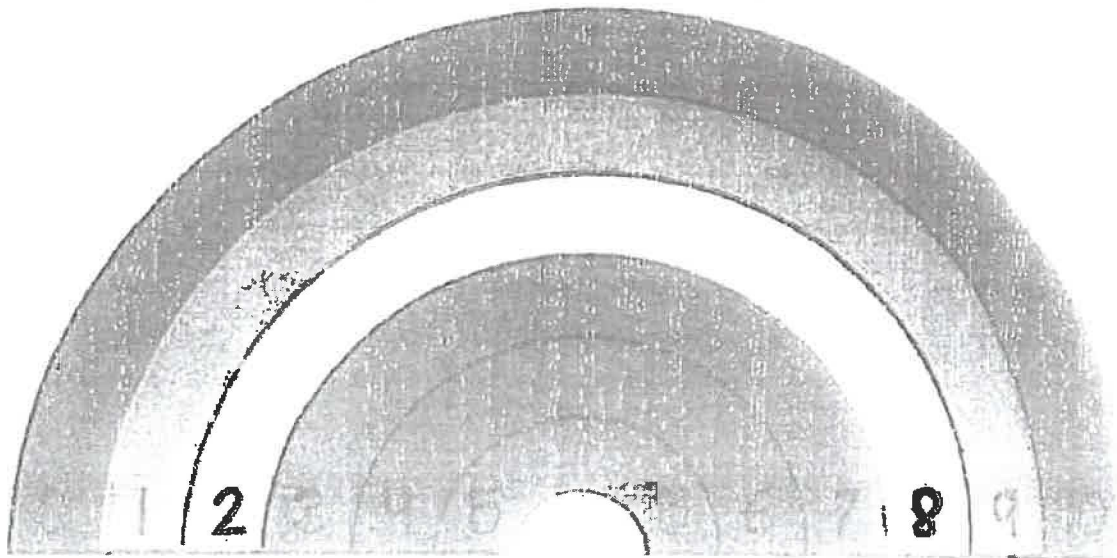
18

16

14

# RAINBOW to 10

How many ways can you make 10?



$$0 + 10 = 10$$

$$10 + 0 = 10$$

$$1 + 9 = 10$$

$$9 + 1 = 10$$

$$3 + 7 = 10$$

$$7 + 3 = 10$$

$$4 + 6 = 10$$

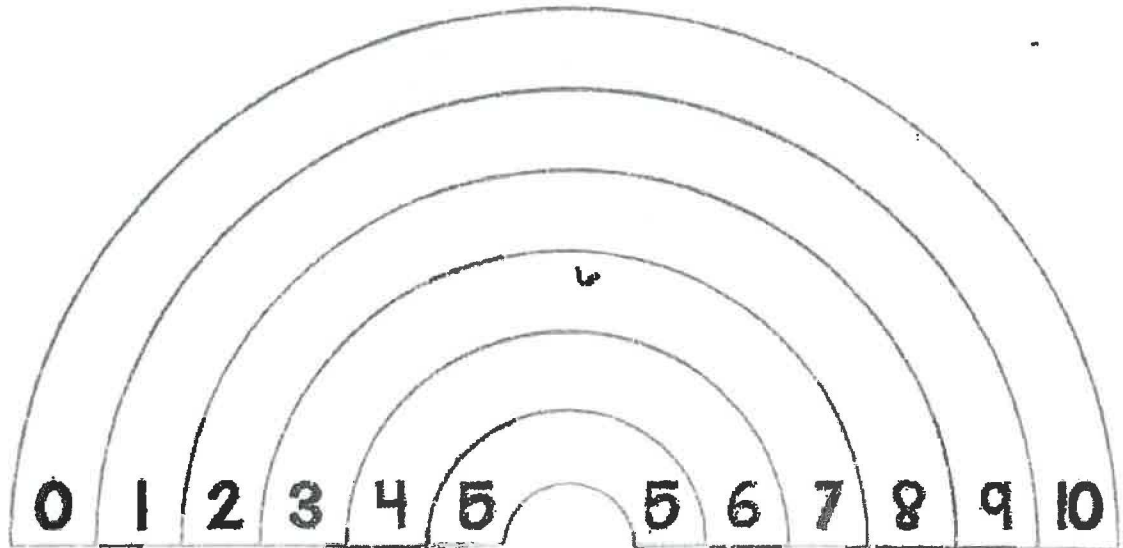
$$6 + 4 = 10$$

$$5 + 5 = 10$$

$$5 + 5 = 10$$

# RAINBOW to 10

How many ways can you make 10?



$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

$$\underline{\quad} + \underline{\quad} = 10$$

