

Name_____ Second Grade

AMI Day Work

Day #8

1911-12

1911-12

1912

1913

1914

1915

Walnut Ridge Elementary

Alternative Method of Instruction Verification Form

Day 6 _____ **Day 7** _____ **Day 8** ☒ **Day 9** _____ **Day 10** _____

This form certifies that your child completed work for the designated day. This will allow your child to receive attendance credit for this day. In the event it is not completed, your child will receive an unexcused absence.

My child, _____ completed all work assigned for Day _____.

My child also worked on the following website:

_____.

Parent's Signature _____ **Date** _____

Vowel Digraphs

Directions: Write each word under the correct picture. Then circle the vowel digraph in each word.

RULE

In a **vowel digraph**, two vowels together can make a long or a short vowel sound, or have a special sound all their own. The vowel digraphs **aw** and **au** stand for the vowel sound in *saw* and *haul*. The vowel digraph **ei** can have the long **a** sound as in *eight*.

straw

reindeer

eighteen

August

yawn

sleigh

1.



2.



3.



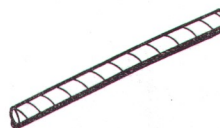
4.



5.

18

6.



Directions: Choose a word to complete a sentence. Write it on the line.

saw awesome caught eight August neighbors

7. I have a favorite memory from last _____.

8. I _____ a baseball game with my dad.

9. Our next door _____ came with us.

10. We sat in row _____.

11. I _____ a ball!

12. I had an _____ day!

Vowel Digraphs

Directions: Write each word under the correct picture. Then circle the vowel digraph in each word.

RULE

In a **vowel digraph**, two vowels together can make a long or a short vowel sound, or have a special sound all their own. The vowel digraph **oo** stands for the vowel sound in *look* or *cool*. The vowel digraph **ea** can stand for the short **e** sound you hear in *head*.

books

bloom

tooth

head

moose

bread

cook

weather

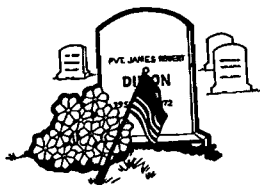
hood

dead

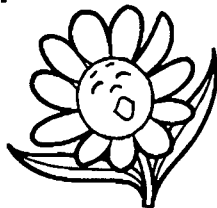
pool

wood

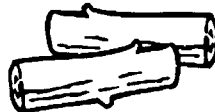
1.



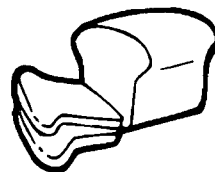
2.



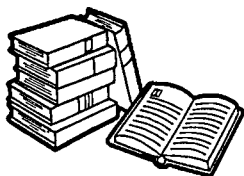
3.



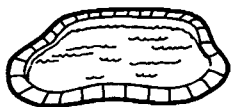
4.



5.



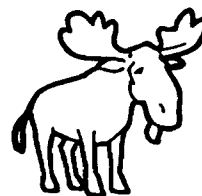
6.



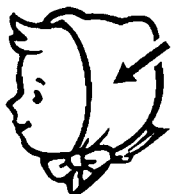
7.



8.



9.



10.



11.



12.



Seeing



Sight is one of your five senses. It helps you learn about the world around you.

You see things with your eyes. When you see something, light is bouncing off that thing and into your eyes. Your eyes take in lots of information from that light. They take in information about color, shape, and movement. Then they send that information to your brain. Your brain can tell you what you're looking at!

Eyes are very important. They help you spot danger so you can stay safe. They help you spot the things around you so you can move through the world. And they help you spot your friend on the school bus, too!

Name: _____ Date: _____

1. Which of your five senses is this text about?

- A. hearing
- B. sight
- C. touch

2. This text explains how you see things with your eyes. What happens after light bounces off something.

- A. the light goes into your eyes
- B. the light goes to your brain
- C. the light disappears

3. Read this sentence about sight:

Your eyes take in information from light and send it to your brain, which tells you what you are looking at.

What body part actually tells you what you are looking at?

- A. Your eyes tell you what you are looking at.
- B. Your brain tells you what you are looking at.
- C. Your brain and eyes tell you what you are looking at.

4. What is "Seeing" mostly about?

- A. what we can see
- B. how sight helps you learn
- C. how we see

5. What kind of information does your eye take in?

Our eyes take in information about _____.

6. What did you learn from "Seeing"?

7. Class Discussion Question: Why are your eyes

important? Use information from the text to support your answer.

8. Draw a picture of light going into your eye. Be sure to draw a line to show the path the light is taking.

Day 8

Name _____



edHelper.com

Date _____

Addition and Subtraction

Write the sum or difference.

1. $\begin{array}{r} 17 \\ - 10 \\ \hline \end{array}$	2. $\begin{array}{r} 77 \\ - 18 \\ \hline \end{array}$	3. $\begin{array}{r} 29 \\ + 51 \\ \hline \end{array}$	4. $\begin{array}{r} 56 \\ + 4 \\ \hline \end{array}$	5. $\begin{array}{r} 62 \\ - 45 \\ \hline \end{array}$
6. $\begin{array}{r} 86 \\ - 69 \\ \hline \end{array}$	7. $\begin{array}{r} 12 \\ + 73 \\ \hline \end{array}$	8. $\begin{array}{r} 31 \\ + 49 \\ \hline \end{array}$	9. $\begin{array}{r} 91 \\ - 10 \\ \hline \end{array}$	10. $\begin{array}{r} 44 \\ + 16 \\ \hline \end{array}$
11. $\begin{array}{r} 70 \\ - 29 \\ \hline \end{array}$	12. $\begin{array}{r} 36 \\ + 29 \\ \hline \end{array}$	13. $\begin{array}{r} 40 \\ + 43 \\ \hline \end{array}$	14. $\begin{array}{r} 91 \\ - 36 \\ \hline \end{array}$	15. $\begin{array}{r} 86 \\ - 48 \\ \hline \end{array}$
16. $\begin{array}{r} 48 \\ + 46 \\ \hline \end{array}$	17. $\begin{array}{r} 74 \\ - 56 \\ \hline \end{array}$	18. $\begin{array}{r} 47 \\ + 22 \\ \hline \end{array}$	19. $\begin{array}{r} 95 \\ - 88 \\ \hline \end{array}$	20. $\begin{array}{r} 17 \\ + 45 \\ \hline \end{array}$
21. $\begin{array}{r} 92 \\ - 89 \\ \hline \end{array}$	22. $\begin{array}{r} 72 \\ - 31 \\ \hline \end{array}$	23. $\begin{array}{r} 83 \\ - 33 \\ \hline \end{array}$	24. $\begin{array}{r} 47 \\ + 46 \\ \hline \end{array}$	25. $\begin{array}{r} 25 \\ + 45 \\ \hline \end{array}$

THE HISTORY OF THE

REPUBLIC OF THE UNITED STATES

OF AMERICA

FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME

BY

JOHN F. JOHNSON

NEW YORK

1850