Tucson International Academy

Academia International de Tucson

图森国际学院

Homework Packet 2nd Grade, Week 11

Name _____

Week begins _____ Due on _____

Each week, you are to complete your entire homework packet and turn it in the day your teacher assigns. You and your parent/guardian must also sign below, confirming you have completed and finished your homework to the best of your ability.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

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www.tucsoninternationalacademy.com

UNIT 11

Consonant Digraphs

WEEK 11

- branch
- crash
- fresh
- lunch
- quench
- shelf
- shrimp
- splash
- throne
- thumb

Focus

This week's focus is one-syllable words that contain consonant digraphs *(ch, sh, th)* at the beginning or end of the word.

Helpful Hint

This is the first time students have practiced consonant digraph blends such as *shr* and *thr (shrimp, throne)*. Help them stretch out each sound by tapping it on their fingers or on the tabletop: *sh-r-i-m-p*. Students might also need help listening for the */n/* sound in words such as *branch* and *lunch*. Tap this word out too: *l-u-n-ch*. Notice that consonant digraphs *(ch, sh, th)* are never pulled apart.



Spelling word practice

In the space provided write each of your 10 spelling words 5 times, focus on writing legibly and spelling correctly.

Name: _____ **Date:** _____

Directions: Use a word from the Word Bank to complete each sentence.

Word Bank				
branch	crash	fresh	lunch	quench
shelf	shrimp	splash	throne	thumb

1. When I jumped off the diving board, I made a big _____ in the water.
2. We hung our tire swing from a _____ of the oak tree.
3. I got a blister on my _____ when I climbed up the rope.
4. Put the soup on the top _____ of the pantry.
5. We are going outside for recess after _____ .
6. This cold glass of ice water will _____ your thirst!
7. You will find _____ on the menu at most seafood restaurants.
8. Strawberries taste so _____ and delicious when you pick them yourself!
9. The king sat on his _____ and gave orders to his knights.
10. If you pile too many heavy books on the shelf, it will _____ to the floor.

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Name: _____ **Date:** _____

Directions: Use a word from the Word Bank for each section.

Word Bank				
branch	crash	fresh	lunch	quench
shelf	shrimp	splash	throne	thumb

Write a synonym for each word.

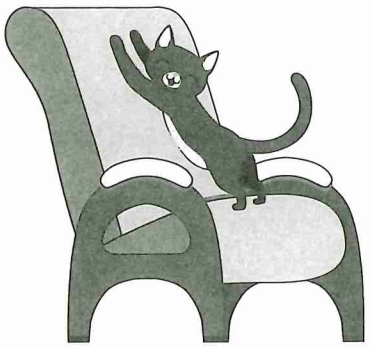
1. splatter _____
2. tree limb _____
3. ledge _____
4. midday meal _____

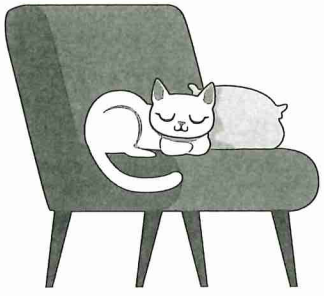
Write an antonym for each word.

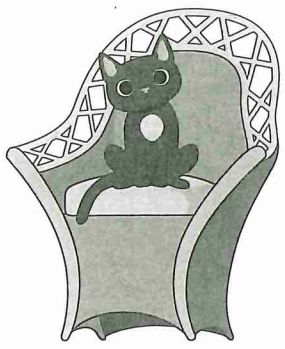
5. stale _____
6. be thirsty _____
7. swerve _____

Write a word that fits each category.

8. chair, stool, seat, _____
9. clams, lobster, scallops, _____
10. pinkie, ring finger, middle finger, _____







Name: _____ **Date:** _____

Directions: *Plural* means more than one. If a word ends with *ch* or *sh*, add *–es* to the word to make it plural. Add *–es* to each word.

Singular Noun	Plural Noun (Add *–es*)
bench	
brush	
lunch	
flash	
punch	

Directions: Change each word to a plural noun.

Singular Noun	Plural Noun (Change the *f* to *v* and add *–es*)
shelf	
elf	
half	
calf	
wife	



When a word ends with the */f/* sound, make it plural by changing the *f* to a *v* and adding *–es*.

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Name: _____ **Date:** _____

Directions: Study how the words change when you add new endings. Add the same endings to each word to create new words.

1.	**mash**	mashes	mashing	mashed
	splash	_____	_____	_____
2.	**munch**	munches	munching	munched
	crunch	_____	_____	_____
3.	**drench**	drenches	drenching	drenched
	quench	_____	_____	_____

Directions: Find three words in the Word Bank that are related to each of the spelling words. Write the words on the correct lines.

Word Bank

fresher	lunches	thumbtack	thumbnail	freshly
lunchroom	thumbs	lunchtime	freshness	

4.	thumb	_____	_____	_____
5.	lunch	_____	_____	_____
6.	fresh	_____	_____	_____

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Sentence writing using spelling words

Write a complete sentence for each of your 10 spelling words.

Underline or **highlight** the spelling word used in each sentence. Focus on proper grammar for each sentence, this includes capitalization, ending punctuation, spelling and a complete thought.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

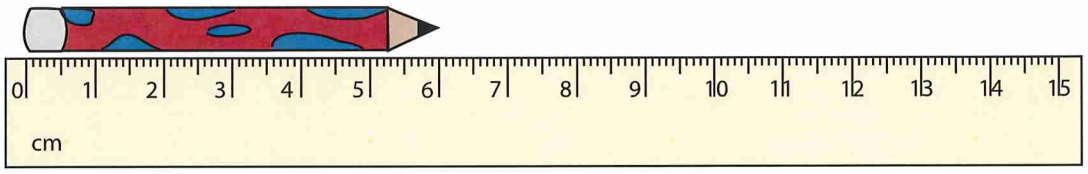
Name : _____ Score : _____

Measuring Objects

Whole centimeter: S1

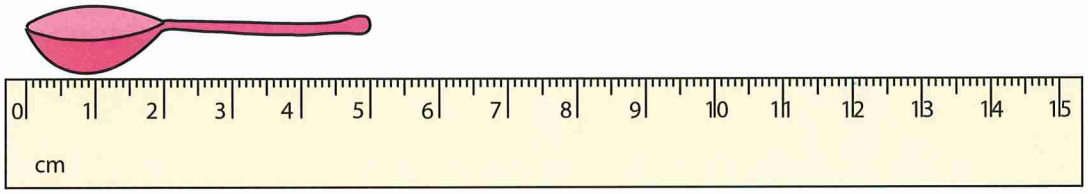
Measure each object to the nearest centimeter.

1)



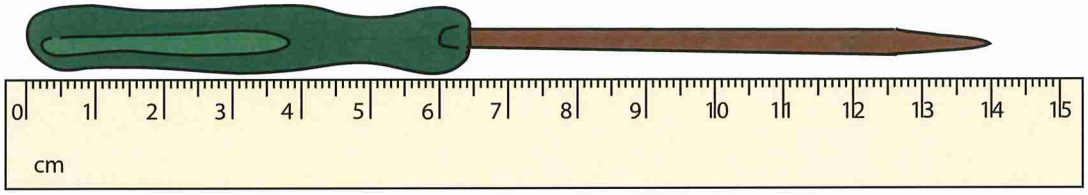
_____

2)



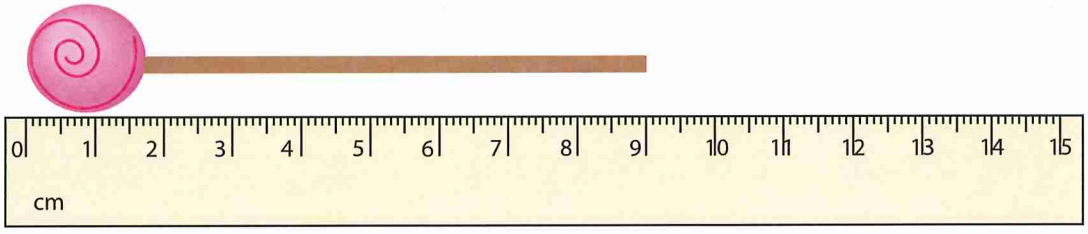
_____

3)



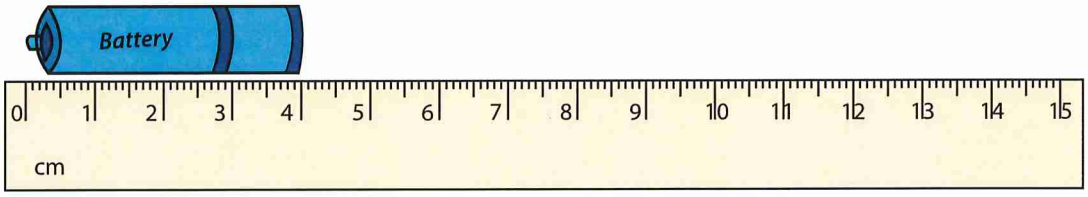
_____

4)



_____

5)



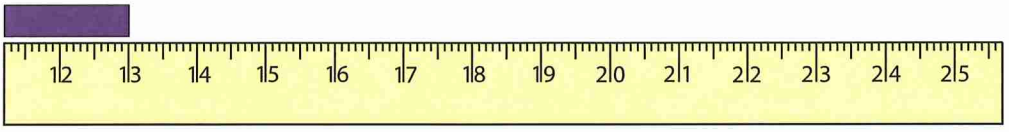
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Name :_____ Score :_____

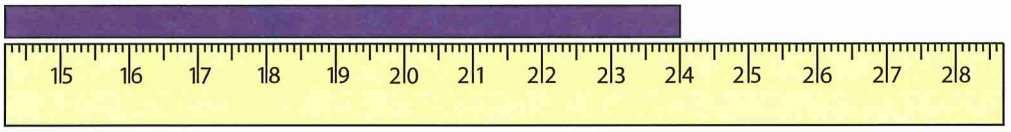
Reading Tapes

Whole Centimeter: S1

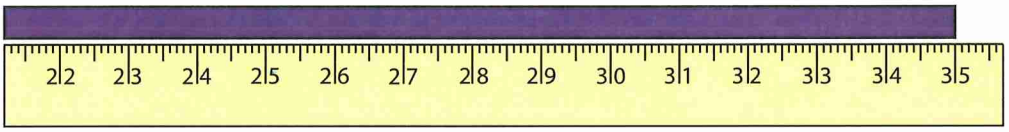
Measure the length of each bar.

Ex: 

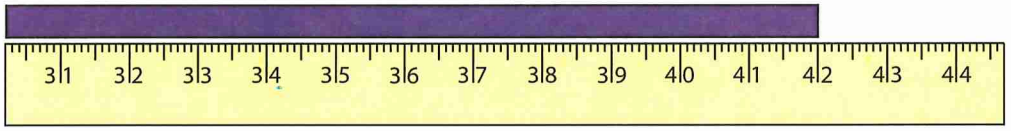
13 cm

1) 

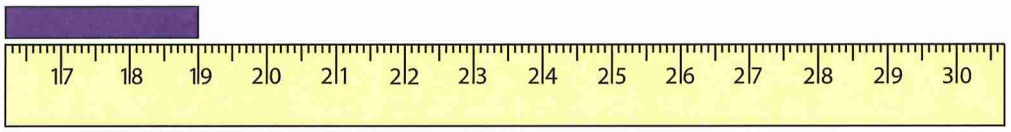
_____ cm

2) 

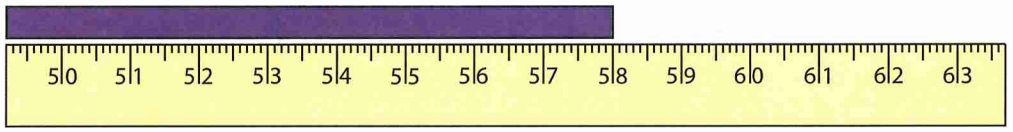
_____ cm

3) 

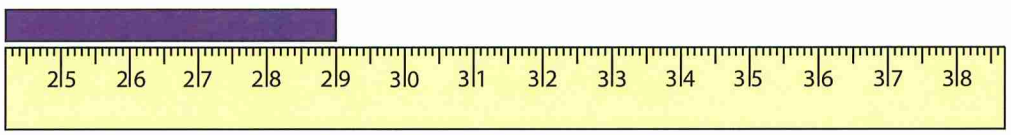
_____ cm

4) 

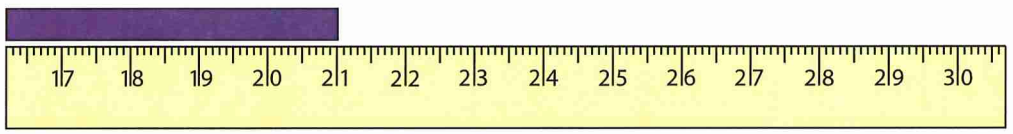
_____ cm

5) 

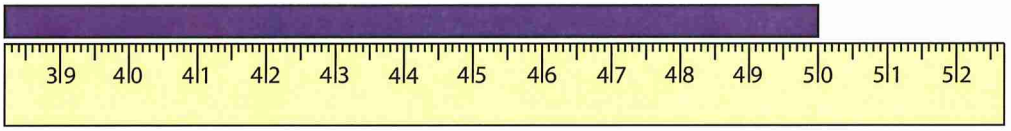
_____ cm

6) 

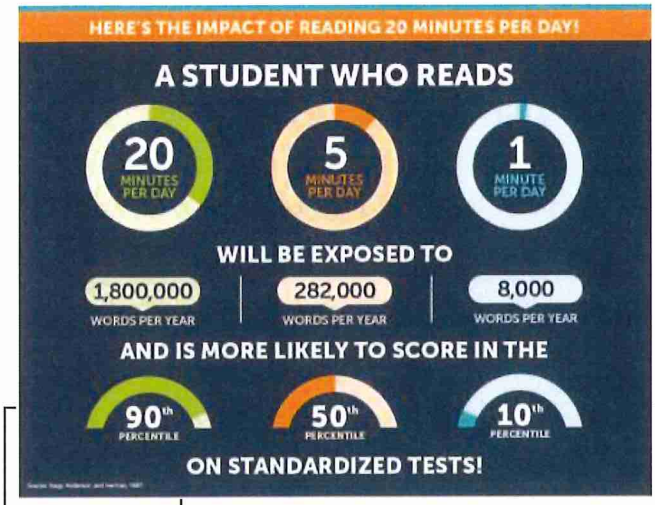
_____ cm

7) 

_____ cm

8) 

_____ cm



Part of the homework includes reading 20 minutes a day. Weekend reading is encouraged and students can get credit for reading on Friday, Saturday and or Sunday. Reading each day is very important to help you become a better reader. Complete the log below each day you read.

Days I read:	What I read including book's title(s), chapter(s), or page number(s):	Amount of time I read: (Minutes)	Write a complete sentence explaining what you enjoyed, learned or read about.
Weekend			_____ _____
Monday			_____ _____
Tuesday			_____ _____
Wednesday			_____ _____
Thursday			_____ _____
Total amount of time I read.		_____ Minutes	