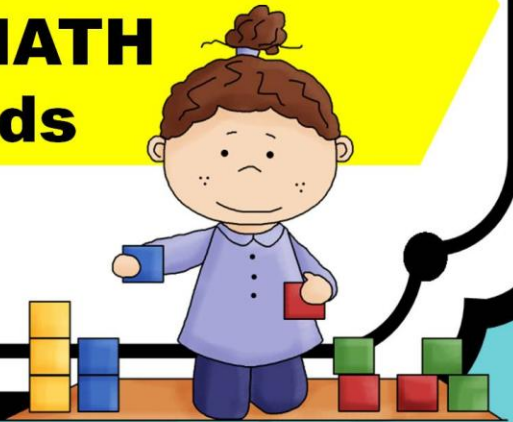


2nd
Grade

First Week

Common Core **MORNING** **WORK**

**A Daily Review of Second
Grade Common Core
ELA and MATH
Standards**



By Primary “Teach”spiration

<http://www.teacherspayteachers.com/Store/Primary-teach-spiration>

Resource Background

I originally developed a version of this resource to provide my students with a continual review of learned skills so that they would maintain that knowledge by year's end. It proved to be a successful strategy and resulted in higher test scores.

At that time, my school was using the basic Scott Foresman Reading Program. The *Daily Edit Sentences* were designed to follow the weekly phonics, spelling, and grammar skills, as well as to teach writing editing skills. The *Daily Math Review* focused on the *small chunk* math facts we were working on, as well as the math skills we were covering for Grade Level Expectations.

With the introduction and implementation of CCSS, this *Common Core Morning Work* is the redeveloped version of my original. It continues to provide *Daily Edit Sentences* focusing on phonics, spelling patterns, grammar, and editing skills centered around the newer Scott Foresman *Reading Street* Reading Program. However, it can be used very effectively with any language arts program, as it covers essential grade level common core skills.

The new *Daily Math Review* portion has been aligned to all Common Core Math Standards. It is designed to practice and spiral review these skills, while increasing in difficulty throughout the year.

This one-week Freebie is an example of Units 1–6. The Units increase in difficulty as the year progresses.

By Primary “Teach”spiration



How I Use *Common Core Morning Work*

The first week of any new year, just as you do, I introduce and practice expectations and routines with my students. Part of that includes how to do the daily *Morning Work*. I begin with it on Day 1 as part of our routine. Students will learn and know that as soon as they have “unpacked,” they are to immediately begin working on it. I have provided **Week 1 of *Common Core Morning Work*** as a Freebie to get you started.

The second week of school, we continue on with **Unit I**, which is six weeks long. There are a total of 6 Units to be used throughout the year.

The first several weeks of school, until the students seem to know how to do this independently, we do the daily paper together. I always use an overhead transparency (I copy each page onto a transparency sheet ahead of time), but you may choose any method that works for you. I begin by introducing and discussing editing and how to use the editing marks on the two sentences (see Editing Marks poster). I ask someone to read the first sentence and then tell the class what they see that is wrong with it. Together, we edit it and rewrite it correctly. We do the same with the second sentence. Later in the year, I still ask a student to read each sentence and point out the mistakes, even if we don't write them together. Even later in the year, I simply give students time to find and edit mistakes on their own; then I ask how many mistakes they found and confirm the correct answer.

For the *Daily Math Review*, I begin by calling out the facts, and they respond with the answer as we write it. For each of the four problems, we discuss and do together. Later in the year, we may only discuss and do a new concept together.

Once students are doing these on their own, I use the overhead transparency, and we check them together later in the morning. Sometimes they check their own; other times they trade to check. Usually, once a week, I collect them and give a grade. This helps with accountability.

By Primary “Teach”spiration



Editing Marks

- ≡ Capitalize a letter
- / Make a capital letter lowercase
- Delete (take out)
- ^ Insert a word or letter
- ◉ Insert a period
- Correct the spelling
- ~ Reverse letters or words
- ¶ Indent paragraph

Name _____

First Week
Day 1

Daily Edit Sentences



1. we sat on a rug

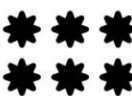

W.2.5, L.2.2






2. he is not sad

Daily Math Review

← 2.OA.2 →

1. $\begin{array}{r} 0 \\ +1 \\ \hline \end{array}$	2. $\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$	3. $\begin{array}{r} 0 \\ +9 \\ \hline \end{array}$	4. $\begin{array}{r} 6 \\ +0 \\ \hline \end{array}$	5. $\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$
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<p>6. 2.OA.2</p> <p>   </p> <p>_____ + _____ = _____</p> <p>Strategy: Count on</p>	<p>7. 2.NBT.3</p> <p>Write this number in expanded form.</p> <p style="text-align: center;">52</p> <p>_____ + _____</p>
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<p>8. 2.NBT.4</p> <p>Write each number and compare. ($<$, $>$, or $=$)</p> <p>     </p> <p>_____ ○ _____</p>	<p>9. 2.MD.7</p> <p>Write the correct time.</p> <p style="text-align: center;">  </p> <p style="text-align: center;">: _____</p>
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Name _____

First Week
Day 2

Daily Edit Sentences



1. my cat is fat

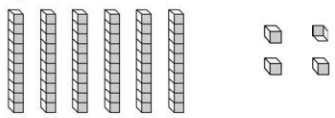
W.2.5, L.2.2

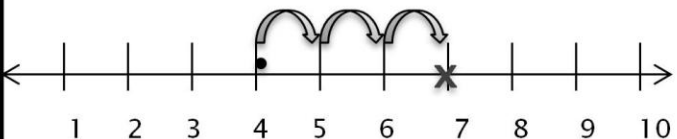
2. the dog ran away

Daily Math Review

← 2.OA.2 →

1. $\begin{array}{r} 6 \\ +0 \\ \hline \end{array}$	2. $\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$	3. $\begin{array}{r} 1 \\ +3 \\ \hline \end{array}$	4. $\begin{array}{r} 0 \\ +8 \\ \hline \end{array}$	5. $\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$
--	--	--	--	--

<p>6. 2.OA.1</p> <p>Three frogs are jumping. Three more frogs join them. How many frogs are jumping now?</p> <p>$3 \bigcirc 3 = \underline{\hspace{2cm}}$</p> <p>Add to (result unknown)</p>	<p>7. 2.NBT.1</p> <p>Write the number these blocks represent.</p> <p></p> <p>$\underline{\hspace{1cm}}$ tens $\underline{\hspace{1cm}}$ ones = $\underline{\hspace{2cm}}$</p>
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<p>8. 2.NBT.2</p> <p>Write the missing numbers in the skip counting pattern.</p> <p>5, 10, $\underline{\hspace{1cm}}$, $\underline{\hspace{1cm}}$, $\underline{\hspace{1cm}}$, $\underline{\hspace{1cm}}$</p>	<p>9. 2.MD.6</p> <p>Use the number line to complete the addition sentence.</p> <p>$4 + \underline{\hspace{1cm}} = 7$</p> <p></p>
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Name _____

First Week
Day 3

Daily Edit Sentences



1. i hit the ball

W.2.5, L.2.2

2. the bat is big

Daily Math Review

← 2.OA.2 →

1. $\begin{array}{r} 0 \\ +5 \\ \hline \end{array}$	2. $\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$	3. $\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$	4. $\begin{array}{r} 9 \\ +0 \\ \hline \end{array}$	5. $\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$
--	--	--	--	--

<p>6. 2.OA.3</p> <p>Jan had 10 boxes. She put them in 5 groups of 2. There were none left over. Is 10 an odd or even number?</p> <div style="text-align: center;"> </div> <p>Circle Odd or Even</p>	<p>7. 2.NBT.5</p> <p>8 + 0 is still _____</p> <p>0 + 9 is still _____</p> <p>6 + 0 is still _____</p> <p>0 + 5 = _____</p> <p>Strategy: Identity property of 0</p>
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<p>8. 2.NBT.8</p> <p>Write the missing numbers in the skip counting pattern.</p> <p>10, 20, _____, _____, _____, _____, _____</p>	<p>9. 2.MD.8</p> <p>How much money is shown?</p> <div style="text-align: center;"> </div> <p>_____ ¢</p>
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Name _____

First Week
Day 4

Daily Edit Sentences



1. a frog sat on a log


W.2.5, L.2.2

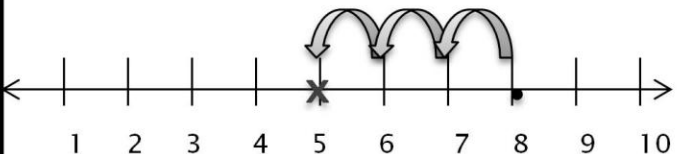
2. it jumped up

Daily Math Review

← 2.OA.2 →

1. $\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$	2. $\begin{array}{r} 7 \\ +0 \\ \hline \end{array}$	3. $\begin{array}{r} 0 \\ +8 \\ \hline \end{array}$	4. $\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$	5. $\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$
--	--	--	--	--

<p>6.  2.OA.1</p> <p>Four ice cream cones. Sue ate two. How many ice cream cones are there now?</p> <p>4 ○ 2 = _____</p> <p>Take from (result unknown)</p>	<p>7. 2.NBT.3</p> <p>Write the number for thirty-five.</p> <p>_____</p>
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<p>8. 2.NBT.2</p> <p>Write the missing numbers in the skip counting pattern.</p> <p>2, 4, 6, _____, _____, _____, _____</p>	<p>9. 2.MD.6</p> <p>Use the number line to complete the subtraction sentence.</p> <p>8 - _____ = _____</p> 
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Name _____

First Week
Day 5

Daily Edit Sentences



1. dad met me here

W.2.5, L.2.2

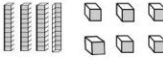


2. he was mad

Daily Math Review

← 2.OA.2 →

1. $\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$	2. $\begin{array}{r} 6 \\ +0 \\ \hline \end{array}$	3. $\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$	4. $\begin{array}{r} 0 \\ +2 \\ \hline \end{array}$	5. $\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$
--	--	--	--	--

6. Complete the fact family. 2.OA.2 $\begin{array}{l} 2 + 5 = \underline{\quad} \\ 5 + 2 = \underline{\quad} \\ 7 - \underline{\quad} = \underline{\quad} \\ 7 - \underline{\quad} = \underline{\quad} \end{array}$	7. 2.NBT.5 <p>If $2 + 9 = 11$, then, $9 + 2 = \underline{\quad}$</p> <p>Strategy: Commutative property of addition</p>
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8. 2.NBT.4 Write <, >, or = to compare. <div style="display: flex; justify-content: space-around; align-items: center;"><div> 4 6 ○ 1 1</div><div></div></div>	9. 2.MD.7 Write the correct time. <div style="text-align: center;"> : _____</div>
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Answer Key

First Week

Day 1

1. We sat on a rug.
2. He is not sad.

- 1-5. 1, 9, 9, 6, 8
6. $6 + 2 = 8$
7. $50 + 2$
8. $16 < 31$
9. 10:00

Day 4

1. A frog sat on a log.
2. It jumped up.

- 1-5. 6, 7, 8, 8, 7
6. $- 2$
7. 35
8. 8, 10, 12, 14
9. 4 4

Day 2

1. My cat is fat.
2. The dog ran away.

- 1-5. 6, 6, 4, 8, 5
6. $+ 6$
7. 6 4 64
8. 15, 20, 25, 30, 35
9. 3

Day 5

1. Dad met me here.
2. He was mad.

- 1-5. 5, 6, 4, 2, 6
6. 7
7
2 5
5 2
7. 11
8. $>$
9. 3:00

Day 3

1. I hit the ball.
2. The bat is big.

- 1-5. 5, 7, 5, 9, 9
6. Even
7. 8, 9, 6, 5
8. 30, 40, 50, 60, 70
9. 5¢

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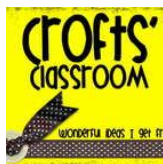
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