At Home Learning Opportunities

Second Grade

April 1-9, 2020
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Overview

The value of learning remotely is that learning can and should occur based on a family’s need and during times that are most convenient for them. Our goal is to keep students engaged in continuous learning throughout the day. When considering a schedule that works for your family, keep in mind that the time spent on learning matters more than the time of day in which that learning occurs.

The suggested daily minutes per subject in the chart below can be used to help guide families in determining a schedule that will best suit their needs that reflects approximately 3 hours of learning time. A daily schedule can be created by families with the assumption that if a student is engaged in a particular task that takes longer than the given time on a daily schedule, flexibility is reasonable so long as by the end of the week there is evidence that students have put forth their best effort to meet the weekly requirements.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Consideration and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional Learning</td>
<td>10 minutes per day</td>
</tr>
<tr>
<td></td>
<td>Choose from activities for the classroom resources: Gratitude, Compassion, Empathy</td>
</tr>
<tr>
<td></td>
<td>(while designed for an entire classroom, activities can still be done at home)</td>
</tr>
<tr>
<td>English Language Arts (Reading</td>
<td>60 minutes per day</td>
</tr>
<tr>
<td>and Writing)</td>
<td>Complete one I-Ready lesson every 1-2 days, additional time can be spent doing independent reading of a book and journal writing (see prompt ideas attached)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>45 minutes per day</td>
</tr>
<tr>
<td></td>
<td>Choose at least one I-Ready lesson to complete daily. Additional time can be spent doing a “Would You Rather” math task (see attached)</td>
</tr>
<tr>
<td>Science/Social Studies</td>
<td>20 minutes per day</td>
</tr>
<tr>
<td></td>
<td>Science: Reading articles and responding through Writing (done across 7 days)</td>
</tr>
<tr>
<td></td>
<td>Social Studies: Read Works articles and questions (done across 7 days)</td>
</tr>
<tr>
<td>Brain Breaks</td>
<td>5-10 minutes as needed between subjects (see Brain Break suggestions attached)</td>
</tr>
<tr>
<td>Special Courses</td>
<td>30 minutes per day</td>
</tr>
<tr>
<td></td>
<td>Free Play Activities (Physical Activities, Drawing/Art Project, Play a Musical Instrument)</td>
</tr>
</tbody>
</table>
Brain Breaks

Complete at least one of the activities on the Brain Break chart below each day. Consider setting a goal for completing a certain number of activities in various categories (e.g. art, music, physical activity, etc.) each week.  

30 At-Home Brain Breaks

<table>
<thead>
<tr>
<th>5-minute break</th>
<th>15-minute break</th>
<th>30-minute break</th>
</tr>
</thead>
<tbody>
<tr>
<td>View GoNoodle Videos on YouTube</td>
<td>Sidewalk Chalk</td>
<td>Play Outside</td>
</tr>
<tr>
<td>Jump Rope</td>
<td>Watercolor Painting</td>
<td>Bake a Special Sweet Treat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(with an Adult)</td>
</tr>
<tr>
<td>Play-Doh Sculptures</td>
<td>Play Outside</td>
<td>Play with Your Favorite Toys</td>
</tr>
<tr>
<td>Color a Picture</td>
<td>Ride a Bike</td>
<td>Make a Fort out of Sheets and Pillows</td>
</tr>
<tr>
<td>Dance Party to your Favorite Song</td>
<td>Play Hide and Seek with Your Sibling</td>
<td>Play a Card Game (Go Fish/ Old Maid, etc.)</td>
</tr>
<tr>
<td>Sing your Favorite Song and Make up Silly Dance Moves</td>
<td>Build a LEGO Sculpture</td>
<td>Play a Board Game with Your Sibling(s) or parent(s)</td>
</tr>
<tr>
<td>Kid's Yoga YouTube Video</td>
<td>Read your Favorite Book</td>
<td>Create and Complete a Nature Scavenger Hunt</td>
</tr>
<tr>
<td>Do 5 Different Exercises for One-Minute Each</td>
<td>Strength Challenge: Planks, Push-ups, Sit-ups, etc</td>
<td>Make a Craft from Recycled Materials</td>
</tr>
<tr>
<td>Build a Paper Airplane and Fly It Down the Hall or Outside</td>
<td>Take Pictures of Nature In Your Front and Back Yard</td>
<td>Make an Obstacle Course with Simple Toys and Complete It</td>
</tr>
<tr>
<td>Look at Your Favorite Picture Book</td>
<td>Take Turns Telling Silly Jokes with Your Sibling(s) or Parent(s)</td>
<td>Play Dress Up</td>
</tr>
</tbody>
</table>
Section 1

Social Emotional Learning
Gratitude

Create a gratitude journal.
Spend time each day, a minute or two, writing things for which they are grateful. After 10 days, invite the class to share or do a writing/illustration inviting them to notice what it feels like to practice gratitude and if anything has changed in their lives as a result.

Make a gratitude bulletin board.
Invite students to draw pictures or write/illustrate on the board what they are grateful for. Invite another classroom to join in and share their thoughts on gratitude.

Share notes of gratitude.
Divide students up into groups of four and give each student 3 index cards. Tell the students to write something they are grateful for about each person in their group, each on a separate card. Share within the group or the class. Consider incorporating the notes into artwork and hang on the wall.

If you have any questions about the program, contact us at info@innerexplorer.org
Compassion

Have a conversation about people in need in your community.
Talk about how students can help make the world a better place, and how the idea of helping makes them feel. Consider sponsoring a helpful activity.

Draw kindness.
Have students draw themselves being kind. Then draw themselves being unkind. Notice the difference in the pictures and the different emotions that were felt when drawing. Notice your posture. Write about your experience.

Make a classroom compassion jar.
Define and discuss what compassion is and how compassion looks (peer to peer and peer to teacher). Set out a bowl of beans and an empty jar. Explain that each time you see students showing compassion you will add a bean to the jar. When the jar is full, replace the beans with jellybeans for you and the students to enjoy.

If you have any questions about the program, contact us at info@innerexplorer.org
Empathy

Sponsor a random act of kindness day for your classroom.

Have students report what they did that day that they don't normally do. Have students write/illustrate their activity and how others felt before and after their act of kindness.

Explain empathy.

Ask students to think of a time when they felt empathy towards someone, meaning they felt happy or sad because that is what the other person was feeling. Write/illustrate this situation and how you comforted this person.

Thank those who go unnoticed.

Encourage students to notice people throughout their day that impact them (janitor, cafeteria staff, etc) and brainstorm things to say to these helpers to let them know they are appreciated.

If you have any questions about the program, contact us at info@innerexplorer.org
Section 2

English Language Arts
# Writing at Home

Write in a personal journal for 15 minutes per day. Use the prompts below or write about personal stories, what you have read, or write about daily experiences.

<table>
<thead>
<tr>
<th>Respond to Reading</th>
<th>Personal Narrative</th>
<th>Opinion/Expository</th>
</tr>
</thead>
<tbody>
<tr>
<td>This character reminds me of my self...</td>
<td>Write about something funny that happened to you.</td>
<td>Think of a person you consider to be a hero. Explain why other people should admire this person.</td>
</tr>
<tr>
<td>This character reminds me of someone I know...</td>
<td>Write about the day you got your first pet.</td>
<td>Think about a famous person you would like to meet. Explain why you would like to meet him/her.</td>
</tr>
<tr>
<td>I think the setting is important because</td>
<td>Write about your most exciting day of school.</td>
<td>Explain why it is important to eat healthy foods.</td>
</tr>
<tr>
<td>I like/dislike this authors’ writing because...</td>
<td>Write about your most exciting moment.</td>
<td>Think about what you want to be when you grow up. Explain why you think it would be the best job.</td>
</tr>
<tr>
<td>As I read, I felt...</td>
<td>Write about a difficult decision you had to make.</td>
<td>Explain what your favorite thing to do after school is.</td>
</tr>
<tr>
<td>Questions I have after reading are...</td>
<td>Write about your best friend and what you have in common.</td>
<td>What should be a reasonable bedtime for someone your age?</td>
</tr>
<tr>
<td>The character I most admire is _____ because.</td>
<td>Write about a time you completed a random act of kindness.</td>
<td>Persuade others on why you should be allowed to have a certain pet.</td>
</tr>
<tr>
<td>I wonder why...</td>
<td>Write about your favorite vacation.</td>
<td>Should children be allowed to eat whatever they want?</td>
</tr>
<tr>
<td>The most important thing I learned about _____ is _____.</td>
<td>Write about something embarrassing that happened to you.</td>
<td>Is it better to have siblings or be an only child?</td>
</tr>
<tr>
<td>If I could be one of the characters in the story it would be _____ because _____</td>
<td>Write about a time you had to deal with change.</td>
<td>Would you rather receive a gift or give a gift?</td>
</tr>
</tbody>
</table>
Grade 2 Reading
Student At-Home Activity Packet

This At-Home Activity packet includes two parts, Section 1 and Section 2, each with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don’t worry! Just skip those lessons.

Encourage your student to just do the best they can with this content—the most important thing is that they continue to work on their reading!

Flip to see the Grade 2 Reading activities included in this packet!
# Grade 2 Reading Activities in Section 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Answer Key</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Grade 2, Ready Reading Word Learning Routine</td>
<td>• Read the Word Learning Routine together. Keep it handy—you’ll need it later!</td>
<td>N/A</td>
<td>10</td>
</tr>
</tbody>
</table>
| 1      | Grade 2, Ready Reading Lesson 7, Part 1 | • Read the introduction.  
• Fill in the chart to tell what happens in the story. | Answers:  
Beginning: The crocodile bit the nose of the elephant.  
Middle: The elephant pulls away, and the nose gets longer.  
End: The elephant can do new things with his long nose | 11–12 |
| 2      | Grade 2, Ready Reading Lesson 7, Part 2 | • Read *The Lion and the Mouse*.  
• Complete the chart by writing the important events in order.  
• Complete the writing activity. | Answers may vary. | 13–15 |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Answer Key</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Grade 2, Ready Reading Lesson 7, Retell Details and Events</td>
<td><strong>Parent/Guardian:</strong> Read the instructions and guide the child through the exercise. When the activity requires a text, choose one of the texts the students read in previous lessons.</td>
<td>N/A</td>
<td>16–17</td>
</tr>
</tbody>
</table>
| 4      | Grade 2, Ready Reading Lesson 7, Part 3 | • Read “Pecos Bill and the Mountain Lion.”  
• Answer the multiple choice questions. | Answers:  
1. C  
2. A. | 18–19 |
| 5      | Grade 2, Ready Reading Lesson 7, Part 4 | • Reread “Pecos Bill and the Mountain Lion.”  
• Complete the writing activity. | Answers will vary. | 18, 20 |
### Grade 2 Reading Activities in Section 1 (Cont.)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Answer Key</th>
<th>Page(s)</th>
</tr>
</thead>
</table>
| 6      | Grade 2 Ready Language Handbook Lesson 18, Using Context Clues | • Read the Introduction.  
• Answer the multiple choice questions. | Answers:  
1. B  
2. C  
3. D  
4. B | 21–22    |
| 7      | Grade 2, Ready Reading Lesson 7, Part 5                      | • Read *The Wolf in Sheep's Clothing*.  
• Answer the questions. | Answers:  
1. A  
2. Part A: D  
2. Part B: “Now he looked just like a sheep.”  
3. B  
4. B | 23–26    |
| 8      | Grade 2, Ready Reading Lesson 7, Part 6                      | • Reread *The Wolf in Sheep's Clothing*.  
• Complete the Writing activities. | Answers will vary. | 23–24, 27–28 |
### Grade 2 Reading Activities in Section 1 (Cont.)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Answer Key</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Assessment 1:</td>
<td>- Read <em>Cinderella.</em></td>
<td>Answers:</td>
<td>29–35</td>
</tr>
<tr>
<td></td>
<td><em>Cinderella</em></td>
<td>- Then read <em>Turkey Girl.</em></td>
<td>22.D</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Turkey Girl</em></td>
<td>- Answer the questions.</td>
<td>23.B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>24.C</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25.B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26.B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>27.D</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>28.D</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>29.A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30. Answers will vary.</td>
<td></td>
</tr>
</tbody>
</table>
Independent Reading!

Use the questions/prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn’t just about the books on the shelves—it’s about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? Grab some sticky notes, and label household objects, or make up new, silly names for things! Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don’t worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com
www.storyplace.org
www.unite4literacy.com
www.storynory.com
www.freekidsbooks.org
en.childrenslibrary.org
Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. **Say the Word or Phrase Aloud.**
   
   Circle the word or phrase that you find confusing. Read the sentence aloud.

2. **Look Inside the Word or Phrase.**
   
   Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. **Look Around the Word or Phrase.**
   
   Look for clues in the words or sentences around the word you don’t know and the context of the paragraph or selection.

4. **Look Beyond the Word or Phrase.**
   
   Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. **Check the Meaning.**
   
   Ask yourself, “Does this meaning make sense in the sentence?”
Lesson 7
Recounting Stories

Learning Target
Retelling stories will help you understand the order of events and how these events happen.

Read Good storytellers take care to retell, or recount, the important events of the story in the order they happen. You can recount a story by telling the important events from the beginning, middle, and end.

Read this story. Think about what happens at the beginning, in the middle, and at the end.

How the Elephant Got Its Long Nose

A long time ago, elephants had short noses. But one day, a crocodile bit a young elephant on the nose.

The elephant tried to pull away. As he pulled and pulled, his nose got longer and longer.

When he pulled free, his nose was five feet long! He didn't like it at first. Then he found new things to do with his long nose. He reached into the trees to grab leaves to eat. Best of all, it was fun to take baths!
Think Fill in the chart to tell the important story events in the order they happen.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
</table>

Talk Retell the story “How the Elephant Got Its Long Nose” to your partner. Use the events from your chart to help you.

Academic Talk Use these words to talk about the text.
- recount
- event
- order
The Lion and the Mouse
an Aesop fable

A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a small hill of warm, soft grass. He had really crawled up onto a sleeping lion!

The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, “Forgive me! I didn’t mean to wake you. If you let me go, I’ll do something to help you someday.”

The lion laughed at the idea that the little mouse could ever help him. “What could a tiny thing like you ever do for me?” the lion said. But he let the mouse go.

The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.

The lion couldn’t move. Just then, the little mouse appeared. “Don’t worry, my friend,” he said. “I’ll help you!” The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, “You were right, little one! Already you have helped me and have saved the King of the Beasts!”

Close Reader Habits

Underline sentences that tell important events. As you reread, think how you would retell those events in your own words.
What important events should you include when you recount the story "The Lion and the Mouse"?

**Think**

1. Complete the chart by writing the important events in order.

**What Happens in the Story?**

<table>
<thead>
<tr>
<th>Beginning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle</td>
<td></td>
</tr>
<tr>
<td>End</td>
<td></td>
</tr>
</tbody>
</table>

**Talk**

2. Recount the whole story to your partner in your own words.

**Write**

2. **Short Response** Why does the lion tell the mouse, "You were right, little one"? Use the chart to help you write your answer. Write your answer in the space on page 112.

**HINT** What important event happens just before the lion says this?
Write  Use the space below to write your answer to the question on page 109.

The Lion and the Mouse

Short Response  Why does the lion tell the mouse, “You were right, little one!”? Use the chart you filled out on page 109 to help you write your answer.

Don’t forget to check your writing.
Retell Details and Events

When students retell text, they repeat orally what they remember after they read. To retell the text successfully, students must recall and organize the most important information in a logical sequence. However, students often struggle with identifying which information to omit. Retelling is useful during and after reading as a way to monitor comprehension. It also paves the way for summarizing, which is a closely related but more complex strategy. The activities below will build students’ understanding of what constitutes a successful retelling.

Step by Step  30–45 minutes

1. Introduce retelling.
   - Connect retelling informational text with retelling events in students’ lives.
   - Say, When you retell something that happened to you, you tell the most important events and details so someone else can understand what happened.
   - Give students a prompt about their everyday lives, such as Retell what happened to you on a really good day.
   - Then ask questions such as these, and have students jot down a few notes about their answers.
     - What was your really good day?
     - What were the most important things that happened on that day? Write three or four events.
     - Write two details that tell more about each event.
   - Have students review their notes. Then tell them that they will each have three minutes to tell a partner orally what happened on their really good day. Time each retelling.
   - Come back together as a whole group. Invite a few volunteers to share retellings.
   - Ask, Did you tell every single thing that happened? (no) What did you tell? (the most important things that happened)

2. Model retelling informational text.
   - Explain how retelling informational text is similar to the previous exercise. Say, Readers can retell the most important events in informational text, just as they retell what happened on a very good day.
   - Select a brief informational passage, and read it aloud.
   - Think aloud as you determine which details to omit, and which to include in your retelling.
     Abraham Lincoln didn’t have very much education growing up, but he did like to read. I think this is an important detail because he was a president, so I want to find out how he learned. I see a list of the titles of books he liked to read, but those details are too specific for my retelling. They are interesting to know, but I will leave them out.
   - Complete your retelling from start to finish.
Provide guided practice with retelling.

- Select an informational text with rich visuals—photographs, diagrams, maps, and so on. Read the text together.
- Make one-sided copies of the pictures, so that the back of each copy is blank.
- On the back of each copy, work with students to write short descriptions of what each picture shows. Then put the copies of the pictures aside.
- Show the cover of the book, and reread the title. Ask, *What is this book about?* Work with students to brainstorm a list of the important facts or ideas that the author wants to tell readers about the topic. Then work together to reduce the list to three or four facts or ideas.
- Bring out the copies of the pictures again. Refer back to your list of the most important facts or ideas. Work with students to eliminate some of the pictures.
- When you have reduced the pictures to those that show the most important ideas, put them in order. Say, *Now we are going to retell the text, using these pictures.* Have volunteers stand in a line, displaying each picture. Have them read the information on the back.

**Connect to Writing** Have students write their retelling of the informational text, using the picture cards that they created.

Provide independent practice with retelling.

- Provide repeated opportunities for students to practice retelling the important information in other informational texts.

### Check for Understanding

<table>
<thead>
<tr>
<th>If you observe...</th>
<th>Then try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>confusion about which details to omit</td>
<td>writing the main idea of the text, and then having students list the details they think are most important. Review each detail, and ask <em>Is this detail directly related to [main idea]?</em> If it is not, list it under the heading &quot;Interesting information.&quot; Gradually decrease the amount of support to allow students to engage in this thought process independently.</td>
</tr>
</tbody>
</table>
Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.

Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn’t just ride horses. He could ride anything that came along.

One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.

Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.
Think

1. Which sentence tells something that happens in the middle of the story?
   A. Bill grew up with a pack of coyotes.
   B. Bill was born in Texas a long time ago.
   C. Bill sends Flash home to keep him safe.
   D. Bill rides the giant mountain lion back home.

2. Why does Bill grab the rattlesnake?
   A. to use it like a rope to catch the mountain lion
   B. to save it from being hurt by the mountain lion
   C. to stop it from scaring his horse, Flash
   D. to try to scare away the mountain lion with it

Talk

3. What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.

Write

4. Short Response Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 113.

HINT Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.
**Write** Use the space below to write your answer to the question on page 111.

**PECOS BILL**

and the **Mountain Lion**

4 **Short Response** Recount the end of the story. Tell the most important events in order, using your own words.

| HINT Reread paragraph 4 to find out what Pecos Bill does with the mountain lion. |

---

**Check Your Writing**

☐ Did you read the question carefully?

☐ Can you say the question in your own words?

☐ Did you use proof from the text in your answer?

☐ Are your ideas in a good, clear order?

☐ Did you answer in full sentences?

☐ Did you check your spelling, capital letters, and periods?
Introduction: When you see a word you don't know, look at the other words in the sentence. They can give you clues about what the word means.

- Sometimes other words in a sentence tell the definition, or meaning, of the word.
  The tops of trees in rain forests form a canopy, or covering of leaves.

- Sometimes other words in a sentence give an example that helps explain what the word means.
  The forest canopy is like a really big sun hat.

Guided Practice: Look at the underlined word in each sentence. Circle the other words that help you understand what the word means.

1. Many creatures, or animals, live in the rain forest.
2. Big flocks, or groups, of birds dive through the sky.
3. Mammals, like tigers and monkeys, climb on high branches.
4. Bright blue butterflies flutter, or fly, between tall trees.
5. Tiny amphibians, such as frogs, hide in the leaves.
6. Enormous snakes can be 30 feet long.
Read the sentence below. Then answer the questions.

Big and small nocturnal animals only come out at night.

What do nocturnal animals do?
A. stay asleep all the time
B. come out when it gets dark
C. stay inside all the time
D. come out only during the day

What does the word “prey” mean?
A. where wild cats live
B. when wild cats sleep
C. what wild cats look like
D. what wild cats eat

Which words help you know what nocturnal means?
A. animals only
B. Big and small
C. only come out at night
D. small nocturnal

Which word helps you know what the word “prey” means?
A. cats
B. food
C. dark
D. Wild
The Wolf in Sheep’s Clothing

an Aesop fable

1. Once there was a wolf who wanted nothing more than to eat one of the sheep that lived in the meadow. But the shepherd kept a close watch over the sheep. Every time he saw the wolf, he chased him back into the forest.

2. Then one night, the wolf found a sheep’s fluffy, white fleece. The shepherd had forgotten it. “Aha!” cried the wolf. “I think this fleece might solve my problem.”

3. With a tug and a pull, the wolf dressed himself in the fleece. Now he looked just like a sheep.
4 The wolf trotted into the meadow wearing the fleece. He walked among the sheep. And this time, the shepherd didn't chase him away.

5 That very night, the wolf carried off a large sheep to have for his dinner.

6 The next day, the wolf wore the fleece again and strolled freely among the sheep. But this time, the shepherd did notice the wolf. He said to himself, "That looks like a fine sheep for my stew tonight."

7 Before the wolf could leap away, the shepherd grabbed him. And that night, the shepherd enjoyed a delicious stew.
Think  Use what you learned by reading “The Wolf in Sheep’s Clothing” to respond to the following questions.

1. Read this sentence from the story.

   Every time he saw the wolf, he chased him back into the forest.

   Why is this event important to the beginning of the story?
   
   A  It tells why the wolf can’t get near the sheep.
   B  It tells why the sheep are not afraid of the wolf.
   C  It tells why the wolf wanted to eat the sheep.
   D  It tells why the shepherd forgot the fleece.

2. This question has two parts. First, answer Part A. Then answer Part B.

   Part A
   How did the wolf fool the shepherd?
   
   A  He made a noise like a sheep.
   B  He hid in the forest.
   C  He waited until the shepherd left.
   D  He wore the fleece of a sheep.

   Part B
   Write the sentence from the text that explains why the wolf’s trick worked.
Look at the chart. It tells the order of some of the events in the story.

1. The wolf puts on a sheep’s fluffy, white fleece.
2. The wolf carries off a sheep for his dinner.

Which sentence belongs in the empty box?

A. The shepherd chases the wolf into the forest.
B. The wolf walks into the herd of sheep.
C. The shepherd notices the wolf.
D. The shepherd cooks a delicious stew.

Which choice best shows what “strolled” means in the following sentence?

The next day, the wolf wore the fleece again and strolled freely among the sheep.

A. He ran through the herd of sheep.
B. He walked slowly among the sheep.
C. He stayed away from the sheep.
D. He chased the sheep in the meadow.
Write What happens in this story?

Plan Your Response List important events from the beginning, middle, and end of the story.

Short Response Recount the whole story. Be sure to use your own words. Tell what happens at the beginning, middle, and end of the story. Use the events from your list.
Learning Target

Now you know how to recount a story. Why is it important to tell the important events in order?
Read the two passages. Then answer the questions that follow them.

Cinderella

*a Brothers Grimm fairy tale*

*retold by Annika Pedersen*

1 Cinderella missed her real mother. Her new stepmother made Cinderella work day and night. She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing. At night, Cinderella slept in the cold ashes by the fireplace. The ashes and cinders made her face and clothes look dirty. That is how she came to be called “Cinderella.”

2 One day her father was going to town. His new wife and stepdaughters told him to bring back fine dresses and jewels. He asked Cinderella what he might get for her.

3 “Bring back the first branch that strikes your hat on the way home,” she said.

4 Her father found this strange. But he brought her what she had asked for.

5 Cinderella planted the branch on her mother’s grave. Then she cried and cried. Her many tears watered the twig. It grew at once into a beautiful hazel tree. A white bird sat in it. The bird told Cinderella it would grant any wish.

6 At that time, the king made plans for a great party. His son, the prince, would choose a bride at the party.
Cinderella wanted to go. But her stepmother and stepsisters just laughed at her. "You do not even have a nice dress or shoes!" they said.

Cinderella went to the hazel tree and made a wish. The white bird gave her a gold dress with gold slippers. Cinderella put them on and ran to the party.

No one knew her in her beautiful new dress. But the prince liked her so much, he would dance with no one else! And she liked him. As soon as the party ended, though, Cinderella ran away. But one of her gold slippers stuck to some mud and came off.

The next day, the prince and his men searched for the owner of the gold slipper. But the slipper did not fit anyone, not even the stepsisters. The prince sadly asked, "Is there no one else?" And the family said, "Only Cinderella."

Her foot fit easily into the slipper. At last, the prince had found the lovely woman who had danced with him. So Cinderella would become his bride. As they rode to the castle, the white bird landed on Cinderella's shoulder. At last, all her wishes were coming true.
The Turkey Girl
*a Zuni folktale*

1 Long ago, there lived a poor girl who herded turkeys for a living. Every morning, she drove them out to the fields. And every evening, she drove them back to the safety of their cages. She treated them with great kindness, and the turkeys loved her for this.

2 One day, the girl heard some people in town talking. They wanted to go to the Dance of the Sacred Bird. This great event happened only once a year. And it was to take place in just four days.

3 "Oh, how I wish I could go!" the girl said to the turkeys. "But I cannot go in such old, ugly clothes."

4 The girl never once thought the turkeys could understand her. But on the day of the dance, one turkey stood tall and spoke. "Dear friend," he said. "We will help you go to the dance. You shall laugh and be merry. You have earned some fun!"

*Go On*
5 At first, the girl was shocked. Then somehow it felt right that the turkeys—her only friends—should speak.

6 “We only ask that you come back before sunset,” said the turkey. “You are the one who keeps us safe.” The turkeys then danced around the girl. They turned her old, ragged clothes into a beautiful white dress.

7 The girl thanked the turkeys again and again. She promised them she would return before sunset. Then she turned and ran down the path toward town.

8 At the dance, no one knew the girl in her new dress. Everyone praised her beauty. And all the young men wanted to dance with her. She was having so much fun that she forgot all about her friends the turkeys.

9 Finally, the sun set. The turkeys wondered why the girl had not returned. “She has forgotten us,” one of them said. “For that reason, we will give her no more help! Come, let us move up into the hills. Our keeper is not as kind as we had once hoped.”

10 When at last the dance ended, the girl ran back to the fields. She looked for the turkeys everywhere. But they were gone. As she stood there, sad and alone, her dress turned back into rags. She was the poor turkey girl once more.
What challenge does Cinderella face because of her new stepmother?

A. She must find a way to leave for town with her father.
B. She must keep her two stepsisters from getting new dresses.
C. She must learn to love her stepmother as much as her real mother.
D. She must do all the hard work while her stepsisters do nothing.

Read these sentences from paragraph 1 of “Cinderella.”

She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing.

Which best explains why the author repeats the words “cleaned” and “cooked”?

A. to show that Cinderella wanted to please her new stepmother
B. to show that Cinderella had so much work that she could never stop
C. to show that Cinderella was very good at both cooking and cleaning
D. to show that Cinderella liked to keep busy to make her stepsisters happy

What do the stepsisters think about Cinderella wanting to go to the dance?

A. They would let her go if she had better shoes.
B. They are surprised she even knows how to dance.
C. They feel she is foolish for thinking she could go.
D. They are worried the prince will like her the best.
What do we learn about Turkey Girl at the beginning of the story?
A. She is a good dancer who has a lot of friends.
B. She is very poor but takes good care of the turkeys.
C. She is tired of taking care of turkeys and wants to dance.
D. She is sometimes late because she forgets what time it is.

Which sentence best tells what happens soon after Turkey Girl wishes she could go to the special dance?
A. The girl hears some people in town talking about a dance.
B. The turkeys turn the girl's old clothes into a beautiful dress.
C. The girl runs back to the fields, but the turkeys are gone.
D. The girl's beautiful white dress turns back into old rags.

Which sentence best tells the lesson to be learned from “The Turkey Girl”?
A. Don’t worry about others.
B. Be happy with what you have.
C. Enjoy your life.
D. Keep your promises.
What is one way both Cinderella and Turkey Girl are alike?

A  Both sleep by a fireplace at night.
B  Both have stepsisters who laugh at them.
C  Both are kind to the animals they herd.
D  Both have to spend all day working.

Which story event is the same in "Cinderella" and "The Turkey Girl"?

A  The girls are given new dresses so they can go to the dance.
B  The girls plant twigs that quickly grow into pretty hazel trees.
C  The girls need to fit their feet into slippers only they can wear.
D  The girls almost forget to go back to the birds who helped them.
Reading Discourse Cards

- How does a character change in the story?
  - First, the character ____
  - Then, the character ____

- If the story were told by a different character, which details might be different?

- How do the illustrations help you understand the characters, setting, or events in the story?

- What is the main topic of this text? How do you know?

- What does this text help you understand?
  - Now I know ____

- What does this part of the text make you want to learn more about?
  - The text makes me want to know ____

- What do you already know about this topic? Where have you learned about this topic?
  - I already know ____ from _____

- What were you surprised to learn from the text?

- I'm curious about ____

- Can you tell me more about ____?
Tarjetas de discusión

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.

Luego, el personaje _____.

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

¿Cuál es el tema principal de este texto? ¿Cómo lo sabes?

¿Qué te ayuda a entender este texto?

Ahora sé _____.

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

¿Qué sabes ya sobre este tema? ¿Dónde has aprendido sobre este tema?

Ya sé ____________

Lo aprendí ____________.

¿Qué aprendiste en el texto que te haya sorprendido?

¿Siento curiosidad por ________?

¿Puedes decírmelo algo más sobre ________?
Section 3

Mathematics
Would You Rather Math Tasks

Directions: Whichever option you choose, justify your reasoning with mathematics.

A. Have 10 minutes of free time at 9:00 a.m. and 35 minutes of free time at 10:00 a.m.

B. Have a half-hour of free time

...have a stack of pennies from Option A or Option B?

3 tens + 2 ones

2 tens + 3 ones

A

B

You and a friend want to share a treat equally. Would you rather share Plate A or Plate B?

The bowl of grapes on the left or the bowl of grapes on the right?

A stack of
14 pennies
7 nickels
2 dimes
1 quarter

B

A stack of
2 pennies
4 nickels
2 dimes
2 quarters

8 quarters OR 2 $1 bills?

Have 364 jellybeans and give 188 to friends OR have 281 jellybeans and give 137 to friends?
Would You Rather?

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Grade 2 Mathematics
Student At-Home Activity Packet

This At-Home Activity Packet includes 22 sets of practice problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes one page of practice problems each day.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade 2 Math concepts covered in this packet!
## Grade 2 Math concepts covered in this packet

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Adding by Counting On and Making a Ten

Add.

1. $8 + 2 = \underline{\hspace{2cm}}$
2. $8 + 3 = \underline{\hspace{2cm}}$
3. $6 + 4 = \underline{\hspace{2cm}}$
4. $6 + 8 = \underline{\hspace{2cm}}$
5. $7 + 3 = \underline{\hspace{2cm}}$
6. $7 + 5 = \underline{\hspace{2cm}}$
7. $9 + 1 = \underline{\hspace{2cm}}$
8. $9 + 6 = \underline{\hspace{2cm}}$
9. $5 + 5 = \underline{\hspace{2cm}}$
10. $5 + 8 = \underline{\hspace{2cm}}$
11. $9 + 2 = \underline{\hspace{2cm}}$
12. $2 + 9 = \underline{\hspace{2cm}}$
13. $8 + 4 = \underline{\hspace{2cm}}$
14. $4 + 8 = \underline{\hspace{2cm}}$
15. $6 + 9 = \underline{\hspace{2cm}}$
16. $6 + 7 = \underline{\hspace{2cm}}$
17. Which strategy did you use to solve problem 11? Explain.
Using Doubles and Doubles Plus 1

Add.

1. $4 + 4 = \underline{______}$
2. $4 + 5 = \underline{______}$
3. $6 + 6 = \underline{______}$
4. $5 + 6 = \underline{______}$
5. $7 + 7 = \underline{______}$
6. $8 + 7 = \underline{______}$
7. $9 + 9 = \underline{______}$
8. $8 + 9 = \underline{______}$
9. $5 + 5 = \underline{______}$
10. $6 + 5 = \underline{______}$
11. $8 + 8 = \underline{______}$
12. $7 + 8 = \underline{______}$

Counting On and Making a Ten to Subtract

Complete each set of equations.

1. 12 − 3 = □
   3 + □ = 12

2. 14 − 5 = □
   5 + □ = 14

3. 11 − 3 = □
   3 + □ = 11

4. 15 − 7 = □
   7 + □ = 15

5. 12 − □ = 10
   12 − 4 = □

6. 13 − □ = 10
   13 − 6 = □

7. 16 − □ = 10
   16 − 9 = □

8. 15 − □ = 10

9. In problem 6, how did you use your first answer to find your second answer?
Solve problems 1–6.

1. Hailey buys 9 potatoes. 4 potatoes are white. The rest are red. How many red potatoes are there? Show your work.

Solution _______ potatoes are red.

2. Levi has 17 pet fish. 7 of the fish are goldfish. The rest are mollies. How many fish are mollies? Show your work.

Solution _______ fish are mollies.

3. Ada wants to read 12 books over the summer. 5 books are stories about cats. The rest are stories about horses. How many books are stories about horses? Show your work.

Solution _______ books are stories about horses.

4. There are 16 chairs at a table. 7 students sit down. The rest of the chairs are empty. How many chairs are empty? Show your work.

Solution _______ chairs are empty.
5. Luis sees 14 dogs at the dog park. 6 of the dogs are small dogs. The rest of the dogs are big dogs. How many dogs are big? Show your work.

Solution _______ dogs are big.

6. Sadie has 20 crayons. She finds 8 crayons in her desk. The rest of the crayons are in her crayon box. How many crayons are in Sadie’s crayon box? Show your work.

Solution _______ crayons are in the crayon box.

7. Which strategy did you use to solve problem 6? Explain why.
Solve problems 1–6. Show your work.

1. There are 4 fewer cats than dogs. There are 2 cats. How many dogs are there?

   _______ dogs

2. Trevor sees 8 red birds. He sees 5 more red birds than blue birds. How many blue birds does Trevor see?

   Trevor sees _______ blue birds.

3. Anna has 7 baskets and some flowers. She has 5 fewer baskets than flowers. How many flowers does Anna have?

   Anna has _______ flowers.

4. There are 14 coats and some hats. There are 6 more coats than hats. How many hats are there?

   _______ hats

5. There are 9 apples. There are 6 fewer apples than oranges. How many oranges are there?

   _______ oranges

6. Brynne has 13 books. She has 8 more books than games. How many games does Brynne have?

   Brynne has _______ games.
Solve problems 1–6. Show your work.

1. Jack has 9 flowers to plant. He plants 2 flowers before lunch. Then he plants 3 more after lunch. How many flowers does Jack have left to plant?

   Jack has _________ flowers left to plant.

2. There are 8 girls at the park. First, 5 girls go home. Then 6 more girls come to the park. How many girls are at the park now?

   There are _________ girls at the park.

3. Bella paints 6 pictures on Monday and 8 pictures on Wednesday. Then she paints 3 more pictures on Friday. How many pictures does Bella paint this week?

   Bella paints _________ pictures this week.

4. Ali puts 12 books in a box. She takes 4 books out of the box. Then she puts 6 books in the box. How many books are in the box now?

   There are _________ books in the box.

5. Lucas has 5 crayons. His sister gives him 6 more. Then he gives 4 to a friend. How many crayons does Lucas have now?

   Lucas has _________ crayons.

6. Miss Brady puts 15 pencils in her desk. Then she takes out 9 pencils. After school she puts 5 pencils back in her desk. How many pencils are in Miss Brady’s desk now?

   There are _________ pencils in the desk.
Solve problems 1–6. Show your work.

1. Tony has 37 building blocks. Then he buys more blocks. Now he has 51 blocks. How many blocks does Tony buy?

Tony buys _______ blocks.

2. There are some chairs in the art room. Mrs. Lopez brings in 16 more chairs. Now there are 42 chairs. How many chairs were in the room at the start?

There were _______ chairs in the room at the start.

3. Jen has some buttons. She gets 23 more buttons from her mom. Now she has 65 buttons. How many buttons did Jen have to begin with?

Jen had _______ buttons to begin with.

4. Colby packs 31 boxes in one day. He packs 12 boxes in the morning and some boxes after lunch. How many boxes does Colby pack after lunch?

Colby packs _______ boxes after lunch.

5. Ayanna reads 26 pages of her book at school. Later she reads more pages at home. Now she has read 54 pages. How many pages does Ayanna read at home?

Ayanna reads _______ pages at home.

6. The camp has some tents. Campers set up 42 more tents. Now the camp has 60 tents. How many tents did the camp have to begin with?

The camp had _______ tents to begin with.
Different Ways to Show Addition

Find the sums and missing addends.

1. 30 + 7 + 50 + 3 = __90__
2. 37 + 53 = ______
3. 20 + 8 + 40 + 2 = ______
4. 28 + 42 = ______
5. 60 + 6 + 10 + 4 = ______
6. 66 + 14 = ______
7. 40 + 5 + 40 + 5 = ______
8. 45 + ______ = 90
9. 30 + 9 + 20 + 1 = ______
10. ______ + 21 = 60
11. 20 + 4 + 60 + 6 = ______
12. 24 + ______ = 90
13. 40 + 3 + 30 + 7 = ______
14. ______ + 37 = 80
15. How does the information in problem 9 help you solve problem 10?
Subtracting by Adding Up

Subtract.

1. \(50 - 29 = ?\)
   \[
   \begin{align*}
   \underline{29 + 20} &= \underline{49} \\
   \underline{49 + 1} &= \underline{50} \\
   \underline{20 + 1} &= \underline{21} \\
   \end{align*}
   \]
   \[50 - 29 = 21\]

2. \(71 - 45 = ?\)
   \[
   \begin{align*}
   \underline{\text{_____} + \text{_____} = \text{_____}} \\
   \underline{\text{_____} + \text{_____} = \text{_____}} \\
   \underline{\text{_____} + \text{_____} = \text{_____}} \\
   \end{align*}
   \]
   \[71 - 45 = \text{_____}\]

3. \(80 - 41 = ?\)
   \[
   \begin{align*}
   \underline{\text{_____} + \text{_____} = \text{_____}} \\
   \underline{\text{_____} + \text{_____} = \text{_____}} \\
   \underline{\text{_____} + \text{_____} = \text{_____}} \\
   \end{align*}
   \]
   \[80 - 41 = \text{______}\]

4. \(63 - 28 = ?\)
   \[
   \begin{align*}
   \underline{\text{_____} + \text{_____} = \text{_____}} \\
   \underline{\text{_____} + \text{_____} = \text{_____}} \\
   \underline{\text{_____} + \text{_____} = \text{_____}} \\
   \underline{\text{_____} + \text{_____} + \text{_____} = \text{_____}} \\
   \end{align*}
   \]
   \[63 - 28 = \text{_____}\]

5. \(43 - 28 = ?\)
   \[
   \begin{align*}
   \underline{\text{_____} + \text{_____} = \text{_____}} \\
   \underline{\text{_____} + \text{_____} = \text{_____}} \\
   \underline{\text{_____} + \text{_____} = \text{_____}} \\
   \underline{\text{_____} + \text{_____} + \text{_____} = \text{_____}} \\
   \end{align*}
   \]
   \[43 - 28 = \text{______}\]

6. \(95 - 65 = ?\)
   \[
   \begin{align*}
   \underline{\text{_____} + \text{_____} = \text{_____}} \\
   \end{align*}
   \]
   \[95 - 65 = \text{_____}\]
7 65 − 39 = ?
   _____ + _____ = _____
   _____ + _____ = _____
   _____ + _____ = _____
   _____ + _____ + _____ = _____
   65 − 39 = _____

8 47 − 15 = ?
   _____ + _____ = _____
   _____ + _____ = _____
   _____ + _____ = _____
   _____ + _____ + _____ = _____
   47 − 15 = _____

9 75 − 28 = ?
   _____ + _____ = _____
   _____ + _____ = _____
   _____ + _____ = _____
   _____ + _____ + _____ = _____
   75 − 28 = _____

10 54 − 12 = ?
   _____ + _____ = _____
   _____ + _____ = _____
   _____ + _____ = _____
   _____ + _____ + _____ = _____
   54 − 12 = _____

13 How did you decide what to add first? Then how did you get the answer?
Subtracting by Regrouping

Circle all the problems where you can regroup a ten to help subtract. Then solve the circled problems.

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17 How did you know which problems to circle?

18 Check one of your answers by solving it using a different strategy. Show your work.
Solve.

1. $35 + \underline{\hspace{1cm}} 10 = 45$
   $35 + \underline{\hspace{1cm}} 20 = 55$
   $35 + \underline{\hspace{1cm}} 25 = 60$

2. $24 + \underline{\hspace{1cm}} = 34$
   $24 + \underline{\hspace{1cm}} = 64$
   $24 + \underline{\hspace{1cm}} = 68$

3. $42 + \underline{\hspace{1cm}} = 52$
   $42 + \underline{\hspace{1cm}} = 82$
   $42 + \underline{\hspace{1cm}} = 87$

4. $51 + \underline{\hspace{1cm}} = 61$
   $51 + \underline{\hspace{1cm}} = 71$
   $51 + \underline{\hspace{1cm}} = 76$

5. $26 + \underline{\hspace{1cm}} = 36$
   $26 + \underline{\hspace{1cm}} = 66$
   $26 + \underline{\hspace{1cm}} = 69$

6. $58 + \underline{\hspace{1cm}} = 60$
   $58 + \underline{\hspace{1cm}} = 70$
   $58 + \underline{\hspace{1cm}} = 71$

7. $39 + \underline{\hspace{1cm}} = 40$
   $39 + \underline{\hspace{1cm}} = 70$
   $39 + \underline{\hspace{1cm}} = 75$

8. $27 + \underline{\hspace{1cm}} = 30$
   $27 + \underline{\hspace{1cm}} = 60$
   $27 + \underline{\hspace{1cm}} = 65$

9. $44 + \underline{\hspace{1cm}} = 54$
   $44 + \underline{\hspace{1cm}} = 64$
   $44 + \underline{\hspace{1cm}} = 67$

10. $69 + \underline{\hspace{1cm}} = 70$
    $69 + \underline{\hspace{1cm}} = 90$
    $69 + \underline{\hspace{1cm}} = 93$
11 33 + ________ = 43
    33 + ________ = 73
    33 + ________ = 76

12 48 + ________ = 50
    48 + ________ = 80
    48 + ________ = 85

13 26 + ________ = 70
    32 + ________ = 61
    49 + ________ = 95

14 57 + ________ = 83
    34 + ________ = 67
    28 + ________ = 53

15 62 + ________ = 85
    41 + ________ = 96
    53 + ________ = 77

16 19 + ________ = 75
    43 + ________ = 87
    68 + ________ = 99

17 Explain how the strategy to solve problem 5 is different from the strategy used to solve problem 6.

18 Explain the strategy you used to solve the first part of problem 14.
Finding the Value of Three-Digit Numbers

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. $300 + 50 + 1 = \underline{\quad}$
2. $2$ hundreds + $6$ tens + $7$ ones = 

3. $400 + 20 + 6 = \underline{\quad}$
4. $400 + 60 + 2 = \underline{\quad}$

5. $600 + 40 + 2 = \underline{\quad}$
6. $5$ hundreds + $1$ ten + $3$ ones = 

7. $3$ hundreds + $7$ tens + $5$ ones = 
8. $500 + 20 + 6 = \underline{\quad}$

9. $200 + 8 = \underline{\quad}$
10. $2$ hundreds + $8$ tens + $0$ ones = 

11. $600 + 70 + 1 = \underline{\quad}$
12. $6$ hundreds + $0$ tens + $7$ ones = 

13. $400 + 70 + 6 = \underline{\quad}$
14. $2$ hundreds + $3$ tens + $3$ ones = 

15. $3$ hundreds + $2$ tens + $3$ ones = 
16. $3$ hundreds + $3$ tens + $2$ ones =

Answers:

233  607  476  323  267  671
426  513  526  208  642  462
332  375  280  351
Writing Three-Digit Numbers

Write the number using only digits.

1. one hundred sixty-four
   
2. six hundred fifty-two
   
3. three hundred twelve
   
4. two hundred sixty-one
   
5. two hundred five
   
6. five hundred nineteen

Write the number using only digits.

7. $100 + 10 + 6$
   
8. $500 + 4$
   
9. $300 + 40 + 5$
   
10. $300 + 50 + 4$
    
11. $400 + 60$
    
12. $500 + 40$
Write the number as a sum of hundreds, tens, and ones. Then write the number using words.

13  522  

   _____ + _____ + _____

14  435  

   _____ + _____ + _____

15  218  

   _____ + _____ + _____

16  310  

   _____ + _____

17  Explain how problem 8 is the same and different from problem 12.
Ways to Compare Three-Digit Numbers

Compare the numbers in each problem two different ways.

   \[
   \underline{250} < \underline{200} \quad \text{and} \quad \underline{250} > \underline{200}
   \]

2. Compare 170 and 180.
   \[
   \underline{170} < \underline{180} \quad \text{and} \quad \underline{170} > \underline{180}
   \]

3. Compare 346 and 325.
   \[
   \underline{346} < \underline{325} \quad \text{and} \quad \underline{346} > \underline{325}
   \]

   \[
   \underline{235} < \underline{261} \quad \text{and} \quad \underline{235} > \underline{261}
   \]

5. Compare 424 and 453.
   \[
   \underline{424} < \underline{453} \quad \text{and} \quad \underline{424} > \underline{453}
   \]

6. Compare 833 and 824.
   \[
   \underline{833} < \underline{824} \quad \text{and} \quad \underline{833} > \underline{824}
   \]

7. Compare 637 and 682.
   \[
   \underline{637} < \underline{682} \quad \text{and} \quad \underline{637} > \underline{682}
   \]

8. Compare 362 and 326.
   \[
   \underline{362} < \underline{326} \quad \text{and} \quad \underline{362} > \underline{326}
   \]

9. Compare 531 and 513.
   \[
   \underline{531} < \underline{513} \quad \text{and} \quad \underline{531} > \underline{513}
   \]

    \[
    \underline{714} < \underline{741} \quad \text{and} \quad \underline{714} > \underline{741}
    \]

11. Compare 468 and 486.
    \[
    \underline{468} < \underline{486} \quad \text{and} \quad \underline{468} > \underline{486}
    \]

12. Compare 967 and 959.
    \[
    \underline{967} < \underline{959} \quad \text{and} \quad \underline{967} > \underline{959}
    \]

13. What strategies did you use to compare the numbers?
Adding and Regrouping Ones

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. 635 + 321
   \[ \underline{956} \]

2. 439 + 154
   \[ \underline{593} \]

3. 336 + 123
   \[ \underline{459} \]

4. 825 + 166
   \[ \underline{991} \]

5. 512 + 336
   \[ \underline{848} \]

6. 246 + 348
   \[ \underline{627} \]

7. 772 + 109
   \[ \underline{881} \]

8. 347 + 314
   \[ \underline{954} \]

9. 483 + 208
   \[ \underline{691} \]

10. 225 + 224
   \[ \underline{449} \]

11. 548 + 406
   \[ \underline{990} \]

12. 475 + 515
   \[ \underline{981} \]

13. 273 + 211
   \[ \underline{484} \]

14. 728 + 253
   \[ \underline{661} \]

Answers:

449 594 881 956 691
484 661 890 991 593
954 848 990 459 981
Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

1. 435
   + 283
   \[ \text{718} \]

2. 205
   + 113

3. 586
   + 130

4. 378
   + 343

5. 186
   + 175

6. 476
   + 234

7. 152
   + 169

8. 214
   + 225

9. 362
   + 556

10. 481
    + 262

11. 145
    + 239

12. 347
    + 133

13. 286
    + 644

14. 267
    + 174

15. 383
    + 319

16. How do you know that 361 + 283 is greater than 500 without finding the sum?
Circle all the problems where you must regroup a ten to subtract the ones. Then find the differences of only the problems you circled.

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16 How can you tell by looking at the problem if you need to regroup a ten to subtract the ones?
The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. 816 - 432
2. 927 - 563
3. 506 - 315
4. 448 - 160
5. 743 - 471
6. 476 - 293
7. 628 - 236
8. 961 - 470
9. 527 - 256
10. 347 - 154
11. 835 - 285
12. 624 - 382
13. 329 - 170
14. 465 - 195
15. 519 - 378

Answers:

193 242 191 384 272
364 271 491 288 392
183 141 550 159 270

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Adding Four Two-Digit Numbers

Find the sum. Show your work.

1. \(29 + 34 + 21 + 36\)
   \(\underline{50 + 70}\)

2. \(45 + 38 + 62 + 15\)

3. \(17 + 36 + 43 + 74\)

4. \(55 + 49 + 71 + 15\)

5. \(32 + 24 + 68 + 46\)

6. \(27 + 19 + 33 + 81\)

7. \(32 + 13 + 29 + 35\)

8. \(53 + 74 + 13 + 44\)

9. \(24 + 12 + 74 + 68\)

10. \(92 + 37 + 71 + 14\)

11. Explain how you found the answer to problem 8.
Measuring in Inches and Centimeters

1. Use a ruler to measure the length of the piece of tape in inches.

What is the length of the tape? ______ inches

2. Use a ruler to measure the length of the pencil in inches.

What is the length of the pencil? ______ inches

3. Use a ruler to measure the length of the shoe in centimeters.

What is the length of the shoe? ______ centimeters

4. Use a ruler to measure the length of the fish in centimeters.

What is the length of the fish? ______ centimeters
5. Use a ruler to measure the length of the string in both inches and centimeters.

What is the length of the string in inches? ________ inches
What is the length of the string in centimeters? ________ centimeters

6. Use a ruler to measure the length of the rectangle in both inches and centimeters.

What is the length of the rectangle in inches? ________ inches
What is the length of the rectangle in centimeters? ________ centimeters

7. For problem 6, did you write different numbers for the length in inches and the length in centimeters? Explain.
Measuring in Inches and Feet

1. Circle the objects that are easier to measure with an inch ruler. Underline the objects that are easier to measure with a yardstick.

   a bike           a leaf           a table
   a book           a sticker

2. Circle the objects that are easier to measure with an inch ruler. Underline the objects that are easier to measure with a yardstick.

   a window         a cracker        a tent
   a marker         a blanket

3. What is the length of the rectangle to the nearest inch?

   ![Ruler Image]

   The rectangle is about ________ inches long.
4 What is the length of the baseball bat to the nearest foot?

The baseball bat is about ________ feet long.

5 What is the length of the branch to the nearest foot?

The branch is about ________ foot long.
Measuring in Centimeters and Meters

1. Circle the objects that are easier to measure with a centimeter ruler. Underline the objects that are easier to measure with a meter stick.

   a rug          a mitten          a pool
   a bee          a shell

2. Circle the objects that are easier to measure with a centimeter ruler. Underline the objects that are easier to measure with a meter stick.

   a porch        a spoon
   a watch        a bus        a lunch bag

3. What is the length of the tape to the nearest centimeter?

   The tape is about ________ centimeters long.
4 What is the length of the bench to the nearest meter?

The bench is about _______ meter long.

5 What is the length of the rectangle to the nearest centimeter?

The rectangle is about _______ centimeters long.
Section 4

Science & Writing
Read the two articles titled, “Bare Bones: What You Need to Know to Protect Your Skeleton” and “Where Does Food Go?”

Directions: Based on the articles read, explain how the body parts help keep humans alive. Use facts and details from the text to support your answer.
Bare Bones

What You Need to Know to Protect Your Skeleton

Make no bones about it! Without your skeleton, you'd be as floppy as a wet noodle. Your skeleton doesn't just hold you up; it also protects your organs and works with your muscles so you can move around.

Your ribs are shaped like a cage. They protect your heart and lungs.

Your cranium (KRAY-nee-uhm), or skull, protects your brain.

Radius
(RAY-dee-us)

Humerus
(HYOO-muh-rus)

Ulna

The longest bone in your body is the femur (FEE-muhr).

Your legs are attached to a group of bones called the pelvis.

The kneecap is called the patella.

Fibula
(FIH-byuh-uh)

Tibia
(TIH-bee-uh)

Children's bones grow and change. Recent studies have found that exercise can help kids grow healthy bones. The studies also show that kids who exercise have stronger bones as adults. "The exercise will help their bones now and in later life," says researcher Miryoung Lee.

Did You Know?

More than half of the bones in the human body are in the hands and feet. Each hand has 27 bones; each foot has 26 bones.
Where Does Food Go?

What happens after you bite into a piece of food? First you chew the food, and then it travels through your body's digestive system. That system breaks down the food into small pieces so that it can be used as energy for your body. Open up, and follow the path of food.

Look at the Digestive System

Food travels to several places as it is digested, or broken down. Follow the trip food takes from the mouth to the intestines.

Breaking Down Your Food

When you take a bite out of an apple and start to chew, the apple mixes with the liquid in your mouth called saliva. Your saliva helps break down food.
Sending Food to Your Stomach

When you swallow food, it travels down a tube called the esophagus. That tube leads to your stomach.

Turning Food Into Liquid

The stomach is made up of muscles that squeeze the food and mix it with special juices. That turns the food into liquid.

Carrying Nutrients to Your Body

The liquid moves to the intestines, where it is broken down again. The healthy parts of food that your body needs, called nutrients, are sent to other parts of your body. The unhealthy parts are pushed out of your body.

Your Body Burns Calories

A calorie is a unit of energy. Your digestive system works to break down food, and your body burns the calories from food. Look at how many calories you can burn doing some everyday activities.

Activity, Time, and Calories Burned
Watch television

- 30 minutes
- 16 calories

Walk the dog

- 30 minutes
- 66 calories

Pick up litter

- 30 minutes
- 76 calories
Play soccer

- 30 minutes
- 104 calories

Swim

- 30 minutes
- 202 calories
The United States Constitution is the highest law in the nation. It is the set of rules that Americans live by.

In 1787, a group of Americans did not like how their new country's government worked. They sat down to write new rules for the government. Among those men were Ben Franklin and George Washington.

The men met at Independence Hall in Philadelphia, Pennsylvania, during a hot summer. Sometimes they had disagreements. They had to work hard to solve those disagreements. When they finished, they had written the country's Constitution. Next, the Constitution had to be approved by the states. After a few years, the states voted in favor of the Constitution. It was now the law of the land.
According to the Constitution, an election for president must be held every four years. The Constitution also says that the United States must have a Congress and a Supreme Court. Congress makes laws. The Supreme Court decides if laws are correctly written and followed.

The Constitution promises important rights to the American people. These include the right to believe what you wish and the right to say what you believe. These promises are listed in the part of the Constitution known as the Bill of Rights.
1. What is the United States Constitution?
   A. the set of rules that Americans live by
   B. a list of problems with the American government
   C. a list of promises about Americans' rights

2. Part of the text describes the sequence of events that ended with the Constitution becoming the law of the land. After men met at Independence Hall and wrote the Constitution, what happened next?
   A. The Constitution became the law of the land.
   B. The states voted to approve the Constitution.
   C. The men solved their disagreements.

3. Read these sentences from the text.

"The men met at Independence Hall in Philadelphia, Pennsylvania, during a hot summer. Sometimes they had disagreements. They had to work hard to solve those disagreements. When they finished, they had written the country's Constitution. Next, the Constitution had to be approved by the states. After a few years, the states voted in favor of the Constitution. It was now the law of the land."

What can you conclude based on this evidence?
   A. It took a lot of effort to create the new rules for the government and to put them in place.
   B. It was not very difficult for people to agree on the new rules for the government.
   C. The states liked the old government more than the new one described by the Constitution.

4. The states had to vote for the Constitution to become the law of the land. The Constitution says that people must vote for a president every four years.

What can you infer based on this evidence?
   A. The government that existed before the Constitution was based on voting.
   B. Most Americans at the time did not think voting was very useful.
   C. Americans at the time felt that voting was an important part of a good government.
5. What is the main idea of this article?

A. The U.S. Constitution is the law of the land, and it lays out rules for the government and rights for the American people.

B. The U.S. Constitution says that the country must have a Congress, a Supreme Court, and a president.

C. The U.S. Constitution was written by a group of men that included Ben Franklin and George Washington.

6. Read these sentences from the text.

"The Constitution promises important rights to the American people. These include the right to believe what you wish and the right to say what you believe. These promises are listed in the part of the Constitution known as the Bill of Rights."

What does the word "rights" mean in this paragraph?

A. things that people should always be able to do

B. things that people should never be allowed to do

C. gifts for people who follow the rules

7. Choose the answer that best completes this sentence.

The Constitution is the highest law in the nation, ____ Americans and the U.S. government have to live and work by its rules.

A. so

B. because

C. but

8. What is the Bill of Rights?
9. Why did a group of Americans decide to write new rules for the government to follow?

10. Why might the people who wrote the Constitution have included a Bill of Rights for the American people? Use evidence from the text to support your answer.