Second Grade (2)

English Language Arts

Math

Social Studies

Science

Independent Reading!

What is the main topic of this text? How do you know?
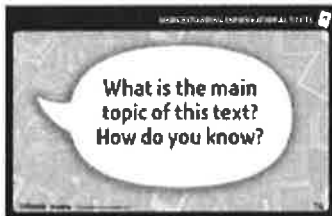
Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

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

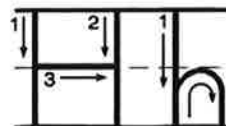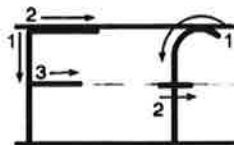www.storyplace.org

www.uniteforliteracy.com
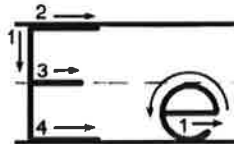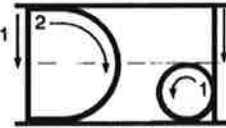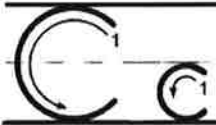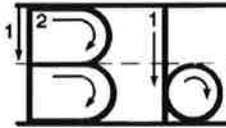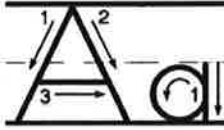
www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Handwriting Practice: Alphabet

Handwriting Practice: Alphabet (continued)
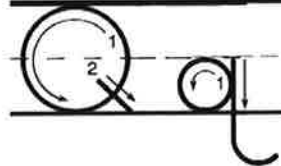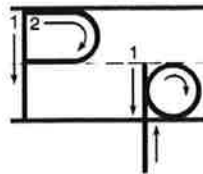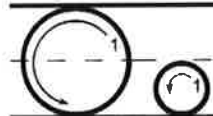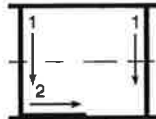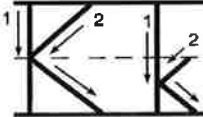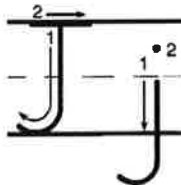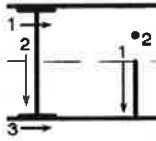
Handwriting Practice: Alphabet (continued)

R r

S s

T t

U u

V v

W w

X x

Y y

Z z

Handwriting Practice: Numerals

0

1

2

3

4

5

6

7

8

9

Collective Nouns

A collective noun names a group of people, places, or things.

A group of . . .	is called a . . .
students	class
mountains	range
birds	flock

Underline the collective noun in each sentence.

1. I see a herd of cows.

2. Is that a swarm of bees?

3. The colony of ants makes a hill.

Replace each noun in ( ) with a collective noun from the box that best completes the sentence. Write the collective noun on the line.

crowd	band	team

4. The (musician) plays a tune. _____

5. The (person) cheers. _____

6. Our favorite (player) wins. _____

Open and Closed Syllables

she	napkin	we	silent	go
hi	open	dentist	no	problem

Write the correct spelling words.

Spelling words with one open syllable

1. _____

2. _____

3. _____

4. _____

5. _____

Spelling words with one open and one closed syllable

6. _____

7. _____

Spelling words with two closed syllables

8. _____

9. _____

10. _____

Write the spelling word that is the opposite of the bold word.

11. come _____

12. noisy _____

Short Vowels

wet	jump	this	box	him
stand	chest	flag	run	shop

Write the spelling word for each clue.

1. It starts like **red** and ends like **fun**. _____

2. It starts like **jet** and ends like **bump**. _____

3. It starts like **ham** and ends like **dim**. _____

4. It starts like **bed** and ends like **fox**. _____

5. It starts like **win** and ends like **pet**. _____

6. It starts like **shed** and ends like **top**. _____

7. It starts like **chin** and ends like **best**. _____

Write a spelling word to complete each sentence.

8. I like _____ book.

9. I _____ and read aloud in class.

10. We raised the _____ to the top of the pole.

The Lion and the Mouse

an Aesop fable

1   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!

2   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."

3   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.

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

5   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"?

As you recount a story, be sure to tell what the important events make the characters do.

▶ Think

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

What Happens in the Story?

Beginning	
Middle	
End	

▶ Talk

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

▶ Write

3 **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?

The Lion and the Mouse

3 **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.

HINT What important event happens just before the lion says this?

_____

_____

_____

_____

_____

_____

_____

Don't forget to check your writing.

15

PECOS BILL

and the
Mountain Lion

a tall tale of the Old West
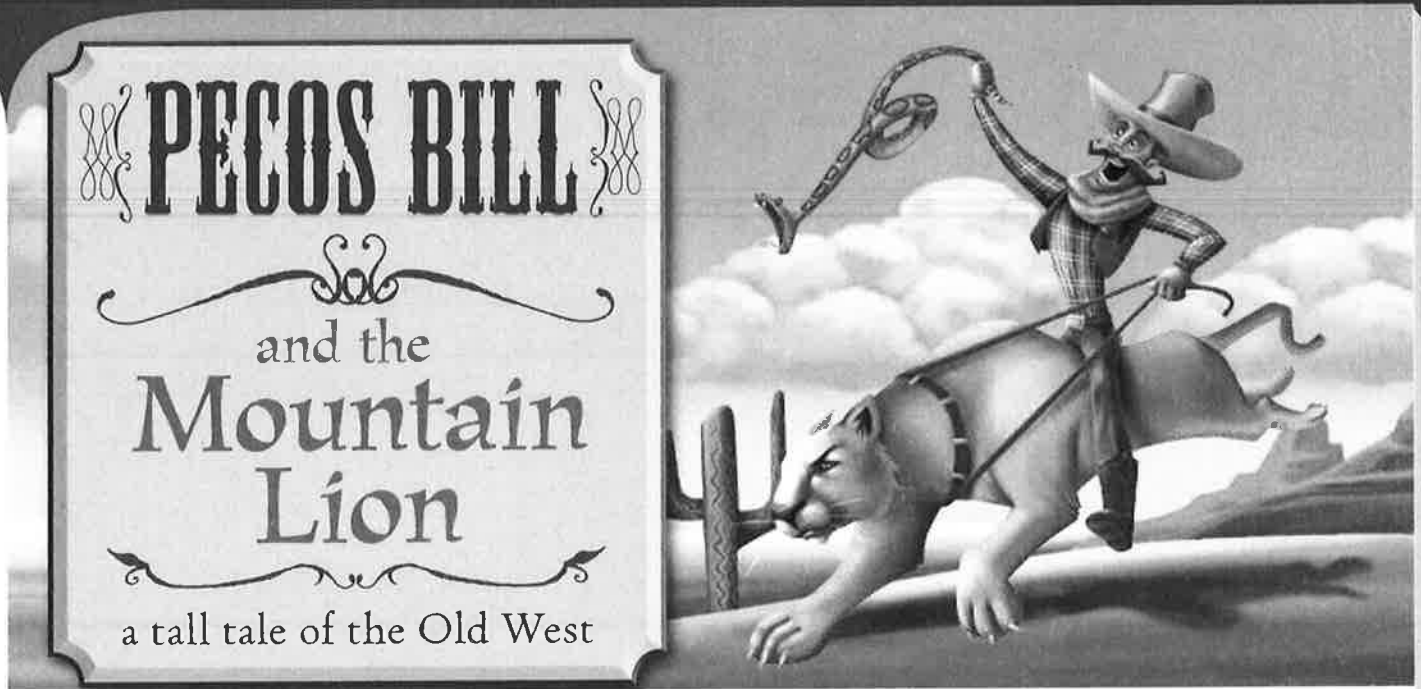
1   Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.

2   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.

3   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.

4   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.

Close Reader Habits

What important events happen in the beginning, middle, and end of the story? As you reread, **underline** those important events.

► 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.

The mountain lion is important to this story. I'm going to reread what happens when Pecos Bill first meets the mountain lion.

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.

PECOS BILL
and the Mountain Lion

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

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

_____

_____

_____

_____

_____

_____

_____

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?

Lesson 18
Using Context Clues

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.

  definition
  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.

  example
  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.**

HINT Look for the words *or, like,* and *such as.* They often come before clues that help you figure out what a 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 <u>nocturnal</u> animals only come out at night.

1 What do <u>nocturnal</u> 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

2 Which words help you know what <u>nocturnal</u> means?

   A animals only

   B Big and small

   C only come out at night

   D small nocturnal

Read the sentence below. Then answer the questions.

Wild cats hunt for <u>prey</u>, or food, after dark.

3 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

4 Which word helps you know what the word "prey" means?

   A cats

   B food

   C dark

   D Wild

Adding by Counting On and Making a Ten

Name: _____

Add.

1 8 + 2 = _____

2 8 + 3 = _____

3 6 + 4 = _____

4 6 + 8 = _____

5 7 + 3 = _____

6 7 + 5 = _____

7 9 + 1 = _____

8 9 + 6 = _____

9 5 + 5 = _____

10 5 + 8 = _____

11 9 + 2 = _____

12 2 + 9 = _____

13 8 + 4 = _____

14 4 + 8 = _____

15 6 + 9 = _____

16 6 + 7 = _____

17 Which strategy did you use to solve problem 11? Explain.

Using Doubles and Doubles Plus 1

Name: _____

Add.

1 $4 + 4 =$ _____

2 $4 + 5 =$ _____

3 $6 + 6 =$ _____

4 $5 + 6 =$ _____

5 $7 + 7 =$ _____

6 $8 + 7 =$ _____

7 $9 + 9 =$ _____

8 $8 + 9 =$ _____

9 $5 + 5 =$ _____

10 $6 + 5 =$ _____

11 $8 + 8 =$ _____

12 $7 + 8 =$ _____

13 Which strategy did you use to solve problem 12? Explain why.

Name: _____

Complete each set of equations.

1 $12 - 3 = \boxed{}$

$3 + \boxed{} = 12$

2 $14 - 5 = \boxed{}$

$5 + \boxed{} = 14$

3 $11 - 3 = \boxed{}$

$3 + \boxed{} = 11$

4 $15 - 7 = \boxed{}$

$7 + \boxed{} = 15$

5 $12 - \boxed{} = 10$

$12 - 4 = \boxed{}$

6 $13 - \boxed{} = 10$

$13 - 6 = \boxed{}$

7 $16 - \boxed{} = 10$

$16 - 9 = \boxed{}$

8 $15 - \boxed{} = 10$

$15 - 9 = \boxed{}$

9 In problem 6, how did you use your first answer to find your second answer?

Name: _____

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.

Name: _____

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.

i-Ready

Solving Comparison Word Problems

Name: _____

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.

Ways to Solve Two-Step Problems

Name: _____

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.

Name: _____

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

Name: _____

Find the sums and missing addends.

1 $30 + 7 + 50 + 3 = \underline{\quad 90 \quad}$

2 $37 + 53 = \underline{\qquad}$

3 $20 + 8 + 40 + 2 = \underline{\qquad}$

4 $28 + 42 = \underline{\qquad}$

5 $60 + 6 + 10 + 4 = \underline{\qquad}$

6 $66 + 14 = \underline{\qquad}$

7 $40 + 5 + 40 + 5 = \underline{\qquad}$

8 $45 + \underline{\qquad} = 90$

9 $30 + 9 + 20 + 1 = \underline{\qquad}$

10 $\underline{\qquad} + 21 = 60$

11 $20 + 4 + 60 + 6 = \underline{\qquad}$

12 $24 + \underline{\qquad} = 90$

13 $40 + 3 + 30 + 7 = \underline{\qquad}$

14 $\underline{\qquad} + 37 = 80$

15 How does the information in problem 9 help you solve problem 10?

Subtracting by Adding Up

Name: _____

Subtract.

1 $50 - 29 = ?$

$$\underline{\quad 29 + 20 \quad} = \underline{\quad 49 \quad}$$
$$\underline{\quad 49 + 1 \quad} = \underline{\quad 50 \quad}$$
$$\underline{\quad 20 + 1 \quad} = \underline{\quad 21 \quad}$$

$50 - 29 = \underline{\quad 21 \quad}$

2 $71 - 45 = ?$

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

$71 - 45 = \underline{\quad}$

3 $80 - 41 = ?$

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

$80 - 41 = \underline{\quad}$

4 $63 - 28 = ?$

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

$63 - 28 = \underline{\quad}$

5 $43 - 28 = ?$

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

$43 - 28 = \underline{\quad}$

6 $95 - 65 = ?$

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

$95 - 65 = \underline{\quad}$

Name: _____

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?

Name: _____

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

(1) 32
− 16
16

2 48
− 15

3 57
− 25

4 63
− 39

5 76
− 26

6 82
− 37

7 38
− 28

8 53
− 44

9 42
− 25

10 96
− 40

11 92
− 56

12 65
− 23

13 86
− 19

**14** 59
− 33

15 77
− 48

16 62
− 27

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.

Compass Rose

A compass rose is a figure on a map, chart, or compass that displays the directions. Most show points for the "cardinal directions": North, South, East, and West. Some, like the one below, also have points for Northeast, Northwest, Southeast, and Southwest.

Answer the questions below to practice using the compass rose. Then, color it in!

N

NW   **NE**

W   **E**

SW   **SE**

S
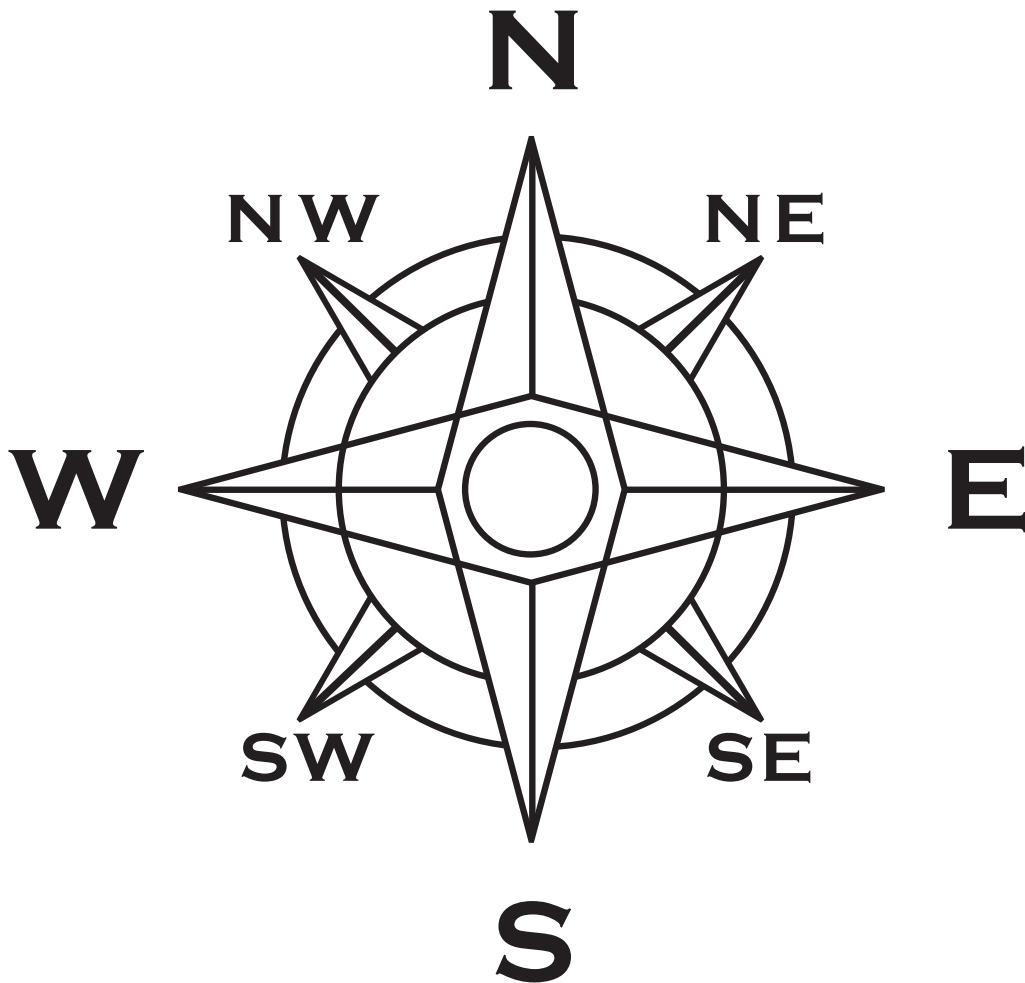
1. If you walked North, then made a left turn, what would be your new direction? _____

2. If you were walking in the Northwest direction, then turned to walk the opposite way, what would be your new direction? _____
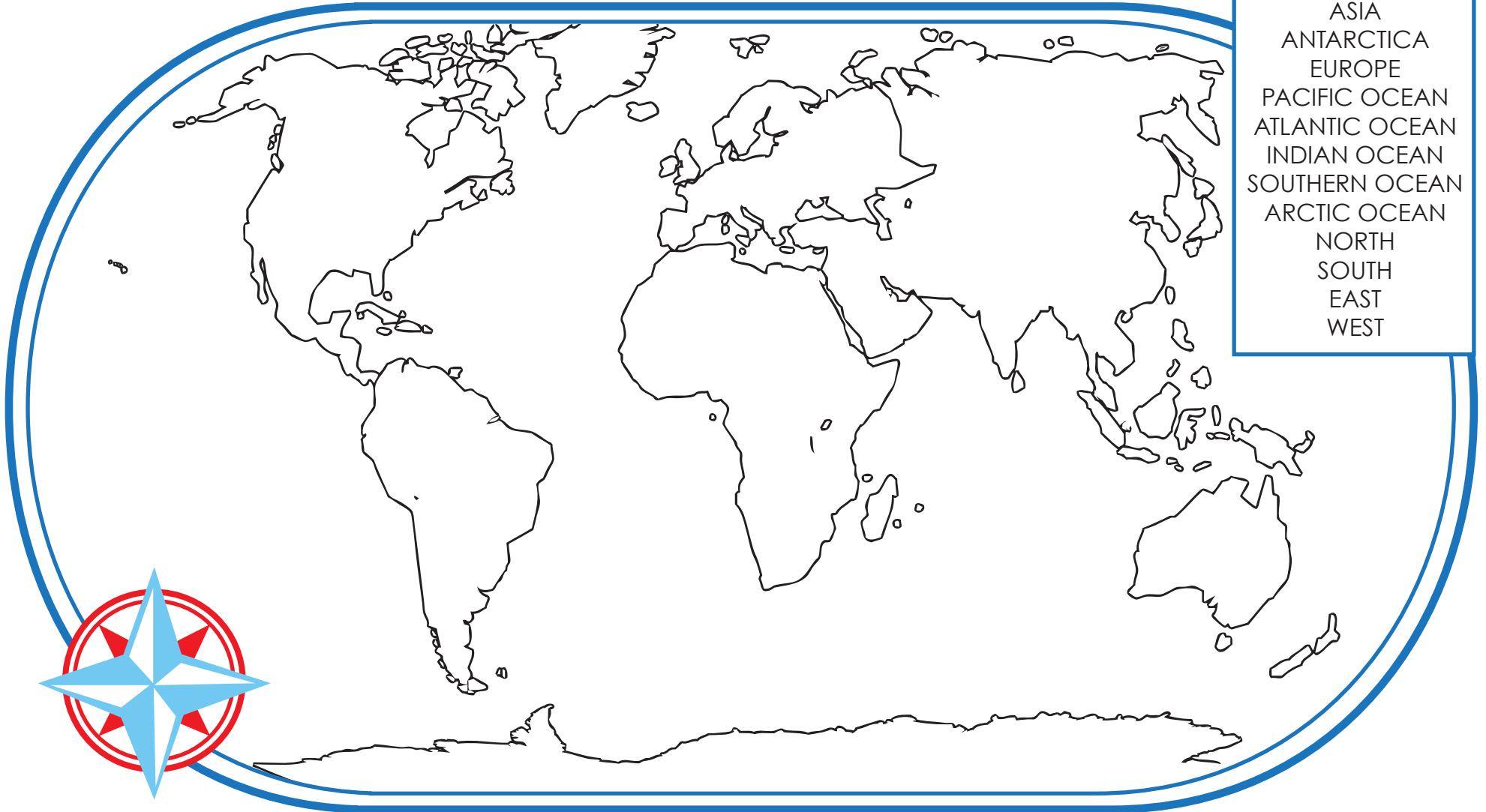
WORLD MAP

DIRECTIONS:
1. Draw and label the Prime Meridian in PURPLE. Draw and label the Equator in ORANGE.
2. Fill in the compass rose with the cardinal directions.
3. Color the oceans in BLUE and label all five oceans.
4. Color & label the continents. Color North America RED. Color South America in ORANGE.
Color Europe in PURPLE. Color Africa in YELLOW. Color Asia in GREEN. Color Australia in BROWN.
Color Antarctica in GREY.

WORD BOX

EQUATOR
PRIME MERIDIAN
NORTH AMERICA
SOUTH AMERICA
AUSTRALIA
AFRICA
ASIA
ANTARCTICA
EUROPE
PACIFIC OCEAN
ATLANTIC OCEAN
INDIAN OCEAN
SOUTHERN OCEAN
ARCTIC OCEAN
NORTH
SOUTH
EAST
WEST

TOWN MAP

Larry's House

SUGAR AVE.

Kim's House

ANDREWS STREET

MAPLE LANE

MAPLE PARK

MCBEAN STREET

ORANGE AVENUE

Harriet's House

HEMING AVENUE

DEYOUNG STREET

KEY

🏠 **HOUSE**

🏢 **POLICE STATION**

🏪 **SUPERMARKET**
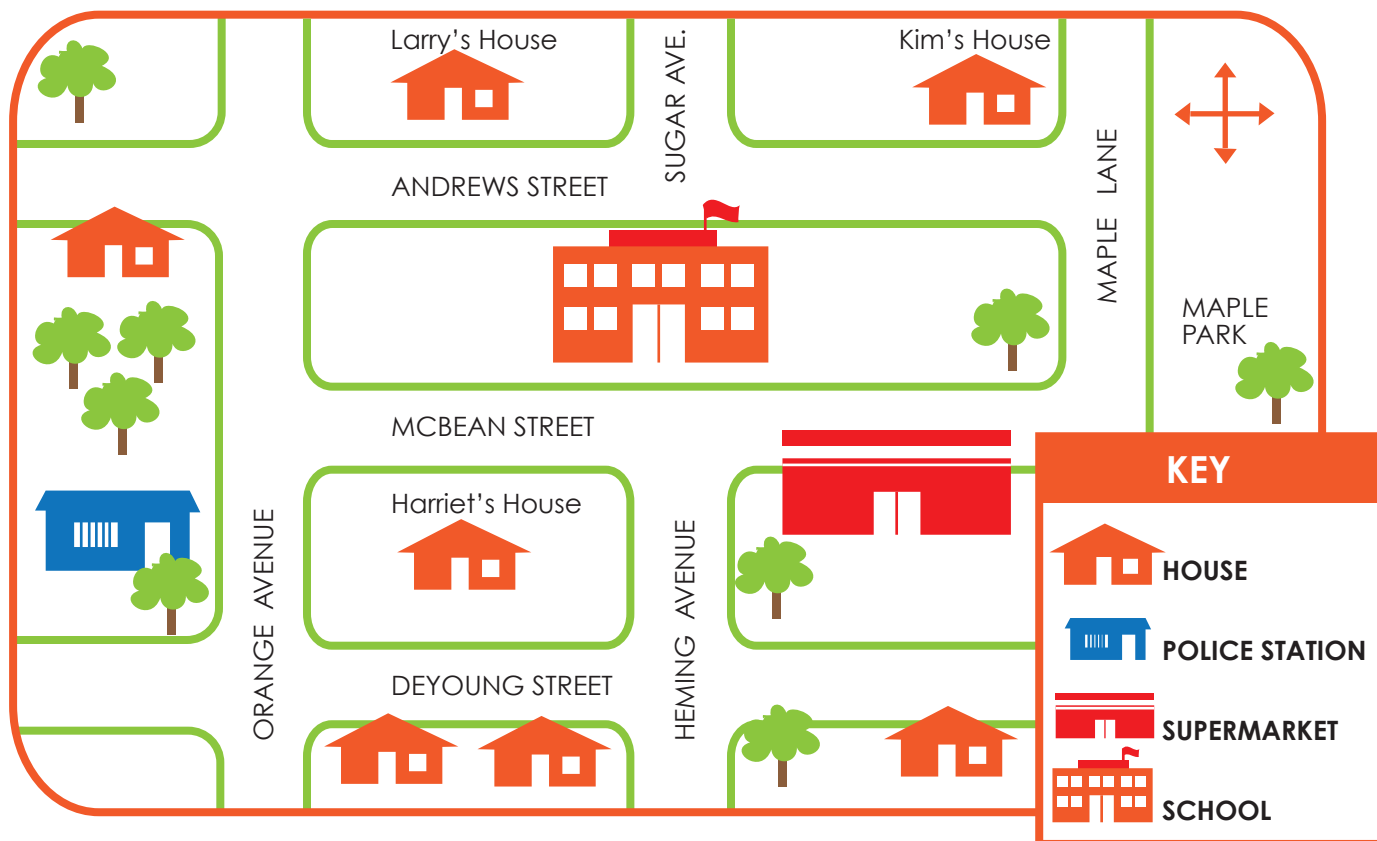
🏫 **SCHOOL**

LABEL the compass rose with N, S, E, W.

Write NORTH, SOUTH, EAST OR WEST to complete each sentence.

1. Harriet heads _____ to go to school.

2. Larry goes _____ to go to Harriet's house.

3. Kim heads _____ to go to the supermarket.

4. A police officer would go _____ to the supermarket.

5. Kids at school head _____ to play at the park.

6. Harriet's dad is a police officer. He heads _____ to work.

7. Larry heads _____ to go to school.

8. Kim heads _____ to visit Larry.
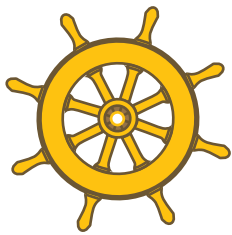
Find Your Way Around a Map!

LEGEND

△ Mountain

○ Pop. 20,000

◎ Pop. 10,000

● Pop. 5000

☆ Capital

🌲 Forest

Stone Island

Bear Island

Orca Ocean

Nature Island

N
W — E
S

50 Miles
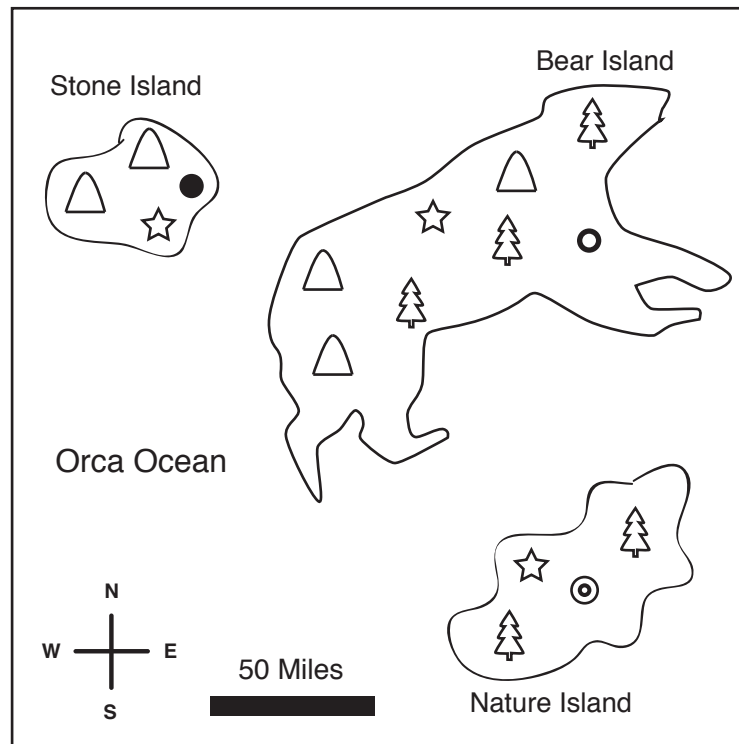
Color it in!

Color the mountains purple.   Color the capitals yellow.
Color the water blue.   Color the forests green.

Use the map and legend to answer the questions below.

1. What is the population of Bear Island?

2. What is the population of Stone Island?

3. Use the compass on the map to find out which direction you would travel to go to Bear Island from Nature Island.

4. Use the distance meter on the map to find out how many miles you have to travel to go from the capital of Bear Island to the capital of Nature Island.

5. How many more mountains are there on Bear Island than Stone Island?

6. Are there more forests on Bear Island or Nature Island?

Science: Second Grade

Please complete at least one investigation using the provided worksheets.

Name _____ Date _____

HOME/SCHOOL CONNECTION
INVESTIGATION 1: THE FIRST STRAW

Dear Parents,

This activity deals with the need for standard units of measure. Work with your child to make a list of five objects to measure. Then both of you measure each object using some part of a hand. For example, you might use a thumb-to-pinkie unit to measure the length of a table.
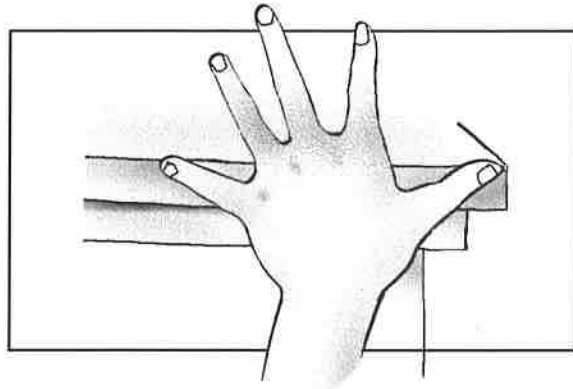
Have your child fill in the chart below, then answer the question at the bottom of the page. Be sure to write names in the column headings.

OBJECT	UNIT	(STUDENT)	(HOME PARTNER)

Look at the chart above. Do you think it's a good idea to use parts of your hand as a measuring unit? Why or why not?

_____

_____

_____

_____

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248

Investigation 1: The First Straw
No. 22—Teacher Sheet