

# 2<sup>nd</sup> Grade- Week 1

Dear Parent/Guardian,

During Week 1, your child will review a variety of skills, including long o spelling patterns, contractions, grammar practice, synonyms, and read an informational text to practice reading comprehension.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below.

<https://classroommagazines.scholastic.com/support/learnathome.html>

<https://www.education.com>

<https://www.abcya.com>

<http://www.sheppardsoftware.com>

<https://www.funbrain.com/>

<b>Week 1 At A Glance</b>	
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Spelling Page 63 <input type="checkbox"/> Long O/Contractions Page 122
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Spelling Page 64 <input type="checkbox"/> Spelling Page 65
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "Smile! Show Off Those Pearly Whites" and answer questions
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Grammar Page 61 <input type="checkbox"/> Vocabulary Strategy Page 129
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Grammar Page 62

Name \_\_\_\_\_

told	most	float	coat	toast
grow	mow	show	Joe	toe

**A. Word Sort**

Look at the spelling words in the box. Match the spelling word with the vowel spelling pattern and write the word.

*o*

1. \_\_\_\_\_

2. \_\_\_\_\_

*oe*

3. \_\_\_\_\_

4. \_\_\_\_\_

*oa*

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

*ow*

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**B. Find the Pattern**

Read each group of words. Circle the word that does not fit the pattern.

11. mow, most, show

12. coat, toast, toe

13. grow, most, told

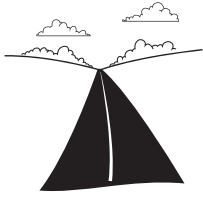
14. float, show, coat

15. Joe, toe, told

Name \_\_\_\_\_

The letters **o**, **oa**, **ow**, and **oe** can stand for the long **o** sound. Listen to the vowel sound as you say the words **so**, **road**, **low**, and **woe**.

Circle the word that names each picture.



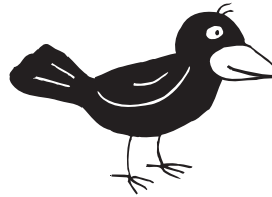
1. road rice



2. cat coat



3. fold fox



4. club crow

A **contraction** is a short way to write two words. An apostrophe takes the place of the missing letters. The contraction of **have not** is **haven't**.

**B. Read each contraction. Draw a line to the two words it stands for.**

5. won't are not

6. isn't do not

7. don't will not

8. aren't is not

Name \_\_\_\_\_

told	most	float	coat	toast
grow	mow	show	Joe	toe

**Sentences to Complete****Write a spelling word on the line to complete each sentence.**

1. I \_\_\_\_\_ my friend to wait for me.
2. Do \_\_\_\_\_ dogs bark?
3. Joan will \_\_\_\_\_ the grass today.
4. Dad made eggs and \_\_\_\_\_.
5. I have a big \_\_\_\_\_ on each foot.
6. The toy boat can \_\_\_\_\_ on the water.
7. My friend \_\_\_\_\_ swims well.
8. Wear a \_\_\_\_\_ if it is cold.
9. Rex will \_\_\_\_\_ you where the room is.
10. We will \_\_\_\_\_ beans in class.

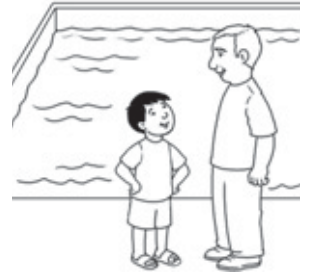


Name \_\_\_\_\_

**A. Proofread**

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines.

My Grandpa Jow is teaching me how to swim. He knows moast things about swimming. He first helped me learn to flote in the pool. He said, "Lie down on the water. Don't let even one toa touch the floor." Grandpa Joe also toeld me how he swam in a lake as a boy. He will shoew me how to swim laps next time. Grandpa is the best teacher!



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**B. Writing**

Write about something you learned to do. Use four spelling words in your paragraph.

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## Smile! Show Off Those Pearly Whites

Like people, animals have different teeth with special jobs. Some animals have sharp teeth, some have curved teeth, and some have round teeth. Open wide, and look inside to learn about different ways teeth are helpful.

### My, What Important Teeth You Have!

Teeth are important for many reasons. They help animals chew food. Many animals need their teeth for survival.

A **hippopotamus** has 42 to 44 teeth. It likes to eat plants. A hippo has round, flat back teeth to grind its food. When a hippo is angry, it opens its mouth and shows its big teeth.



Photos.com

*Gnawing on wood helps keep a beaver's teeth trimmed.*

A **beaver** has about 20 teeth. It uses its four strong, curved front teeth for gnawing trees and wood. It uses its back teeth for chewing food. A beaver's front teeth never stop growing. Gnawing on wood helps keep its teeth

trimmed.

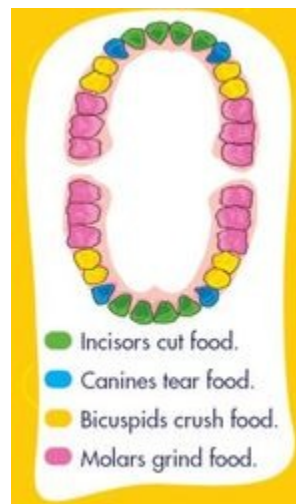
Some **sharks** have nearly 5,000 razor-sharp teeth. They lose thousands of teeth during their lifetime and grow new sets of teeth every two weeks.

A **lion** has 30 teeth, which are not made for chewing. It has four large, pointed teeth that are used to capture and hold its food. Once the lion catches its food, it tears the meat and swallows it whole.



Photos.com

## Teeth Tasks



Jeff Shake

You will have 32 teeth by the time you are an adult. There are four different types of teeth. Each has a special job.

Brushing twice a day and flossing regularly will help keep your teeth healthy. It is also important to visit a dentist twice a year. A dentist is a doctor who cares for teeth.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The author wrote this article

- A. to encourage the reader to take care of their teeth.
- B. to inform the reader about different kinds teeth and their functions.
- C. to warn the reader about the dangers of sharks, beavers and lions.
- D. all of the above.

2. The following animals use their teeth to capture animals for food:

- A. beavers and lions.
- B. lions and humans.
- C. hippopotamuses and sharks.
- D. sharks and lions.

3. Beavers gnaw on wood

- A. because they like the taste.
- B. to trim their teeth.
- C. for catching food
- D. both *b.* and *c.*

4. The author uses examples from many animals

- A. to show a large variety of teeth.
- B. to show many functions of teeth.
- C. to compare the way different animals use their teeth.
- D. all of the above.

5. Why does the author include the diagram in the article?

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Name \_\_\_\_\_

- **Past-tense verbs** tell about actions that already happened.
- Regular past-tense verbs end in **-ed**.

Last month our class cleaned the park.

**A. Circle the past-tense verb in each sentence. Write it on the line.**

1. Our class picked up trash. \_\_\_\_\_
2. We looked for litter. \_\_\_\_\_
3. We also cleaned the playground. \_\_\_\_\_
4. Tammy raked some leaves. \_\_\_\_\_
5. Bill and Jen planted flowers. \_\_\_\_\_

**B. Choose two past-tense verbs you circled above. Use them in two new sentences. Write the sentences on the lines.**

6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**Synonyms** are words that have almost the same meaning. **Big** and **large** are synonyms.

**Read each sentence. Circle the word that is a synonym for the underlined word. Write the word. Read the answer you chose.**

1. He took a solo bike trip.

alone

fun

\_\_\_\_\_

2. That's a big journey!

sound

trip

\_\_\_\_\_

3. Doug often rides with children.

friends

kids

\_\_\_\_\_

4. They weren't sure if it was safe.

certain

happy

\_\_\_\_\_

5. Children knew it was harmless.

safe

quiet

\_\_\_\_\_

Name \_\_\_\_\_

- A **future-tense verb** tells about an action that will happen in the future.
- The word **will** goes before the verb to make it the future tense.

Eric will rake the leaves tomorrow.



### A. Write the future tense of the verb to complete each sentence.

1. Ling and Mia \_\_\_\_\_ at school next week. (help)
2. They \_\_\_\_\_ in the library. (work)
3. On Monday, they \_\_\_\_\_ to the younger children. (read)
4. Ling \_\_\_\_\_ books for children. (find)
5. Mia \_\_\_\_\_ the books to the children. (show)
6. On Tuesday, they \_\_\_\_\_ some new books. (sort)

### B. Write one future-tense verb from above in a new sentence.

7. \_\_\_\_\_

# 2<sup>nd</sup> Grade- Week 2

Dear Parent/Guardian,

During Week 2, your child will review a variety of skills, including long e spelling patterns, plurals, grammar practice, antonyms, and a fictional text to practice reading comprehension.

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Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Spelling Page 68 <input type="checkbox"/> Long e/Plurals Page 132
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Spelling Page 69 <input type="checkbox"/> Spelling Page 70
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "The Two Best Cakes" and answer questions
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Grammar Page 66 <input type="checkbox"/> Grammar Page 67
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Vocabulary Strategy Page 139

Name \_\_\_\_\_

we	bee	need	queen	mean
leaf	thief	chief	pony	keys

**A. Word Sort**

Look at the spelling words in the box. Match the spelling word with the vowel pattern and write the word.

*e**y**ey*

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

*ee**ea**ie*

4. \_\_\_\_\_ 7. \_\_\_\_\_ 9. \_\_\_\_\_

5. \_\_\_\_\_ 8. \_\_\_\_\_ 10. \_\_\_\_\_

6. \_\_\_\_\_

**B. Rhyme Time**

Write a spelling word that rhymes with each word below.

11. see \_\_\_\_\_ 12. feed \_\_\_\_\_


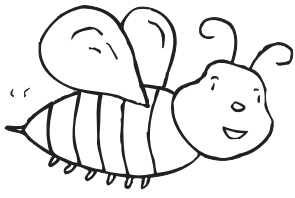
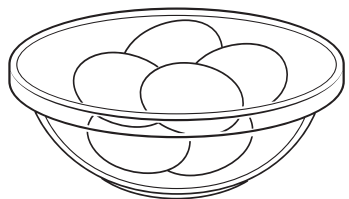
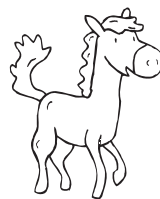
13. bony \_\_\_\_\_ 14. lean \_\_\_\_\_

15. brief \_\_\_\_\_

Name \_\_\_\_\_

The letters **e**, **ee**, **ea**, **ie**, **y**, **ey**, and **e\_e** can stand for the long **e** sound. Listen to the vowel sound as you say the words **me**, **see**, **leap**, **piece**, **happy**, **money**, and **eve**.

**A. Say each picture name. Circle three pictures in the box whose names have the long e sound.**

	chief		bee
	eggs		pony

When a word ends in **y**, change the **y** to **i** before adding **-es** to make the word mean more than one. The plural of **lady** is **ladies**.

**B. Circle the correct way to write each plural.**

1. puppy      puppys      puppies
2. fly          flys          flies
3. pony        ponies        ponys

Name \_\_\_\_\_

we	bee	need	queen	mean
leaf	thief	chief	pony	keys

**A. Word Meaning****Write the spelling word for each definition.**

1. a small horse \_\_\_\_\_
2. part of a plant \_\_\_\_\_
3. an insect \_\_\_\_\_
4. robber \_\_\_\_\_
5. must have \_\_\_\_\_

**B. Sentences to Complete****Write a spelling word on the line to complete each sentence.**

6. The \_\_\_\_\_ will unlock the doors.
7. The fire \_\_\_\_\_ is in charge of the firefighters.
8. The red signs \_\_\_\_\_ people should stop.
9. \_\_\_\_\_ work together as a team.
10. The king and \_\_\_\_\_ wore crowns.



Name \_\_\_\_\_

**A. Proofread**

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines.

The Internet is a good tool to use if you need information. You can learn how to care for a poney. You can learn why a bie sting hurts. You can find facts about a quene or a king. Do fluffy white clouds meen good weather or bad? Wea can use the Internet to find out!



1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_  
 4. \_\_\_\_\_      5. \_\_\_\_\_      6. \_\_\_\_\_

**B. Writing**

Write about another good tool for getting information. Tell what kinds of facts you can get. Use four spelling words in your paragraph.

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Name \_\_\_\_\_

- The verb ***have*** has two forms in the present tense.

- Use ***has*** when the subject is singular.

Our class has a weather station.

- When the subject is plural or *I* or *you*, use the form ***have***.

Marta and Joe have boots.

I have my umbrella.

You have a scarf.

**A. Complete each sentence with *has* or *have*.**

1. I \_\_\_\_\_ new boots.
2. Matt \_\_\_\_\_ a raincoat.
3. Lily and Jack \_\_\_\_\_ warm mittens.
4. You \_\_\_\_\_ an umbrella.
5. Sara \_\_\_\_\_ gloves.
6. I \_\_\_\_\_ a jacket with a hood.

**B. Write one sentence with *has*. Write another sentence with *have*. Write them on the lines below.**

7. \_\_\_\_\_

8. \_\_\_\_\_

Name \_\_\_\_\_

- The past tense of **have** is **had**.
- Use **had** with a singular or plural subject.

I had a yellow raincoat.

We had a bad storm last night.

**Use the word *had* to complete each sentence. Write the new sentence on the line.**

1. I \_\_\_\_\_ a book about storms.

\_\_\_\_\_

2. We \_\_\_\_\_ a plan for bad weather.

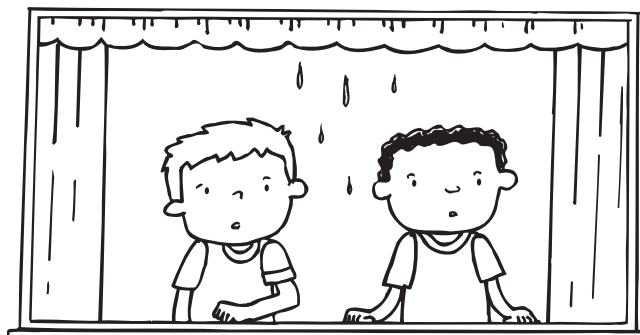
\_\_\_\_\_

3. Jim \_\_\_\_\_ a raincoat.

\_\_\_\_\_

4. Rick and Dan \_\_\_\_\_ an umbrella.

\_\_\_\_\_



Name \_\_\_\_\_

**Antonyms** are words that have opposite meanings. **Hot** and **cold** are antonyms.

**Read each sentence. Circle the word that is an antonym for the underlined word. Write the word.**

1. An ice hotel is like a big igloo.

glass            small

\_\_\_\_\_

2. They build in the winter.

forest            summer

\_\_\_\_\_

3. They use snice to keep the blocks from coming apart.

together        nearby

\_\_\_\_\_

4. The temperature inside must stay below freezing.

beside            above

\_\_\_\_\_

5. The ice hotel melts in the spring.

freezes            shines

\_\_\_\_\_

## The Two Best Cakes

Mrs. Diaz liked to bake cakes. She wanted to be the best baker in town. Mr. Jones lived next door to Mrs. Diaz. He liked to bake cakes. He also wanted to be the best baker in town.

One day Mrs. Diaz baked a cake. The cake was very tall. She decorated it with glitter icing. She stuck pinwheels on the top. The cake looked great.

Mr. Jones baked a cake on the same day. His cake was also very tall. He put green icing on his cake. He stuck lollipop trees on top. Mr. Jones liked his cake very much. "Wait until Mrs. Diaz sees this!" he said. "She will see I am the best baker."

Mrs. Diaz had the same idea. "Wait until Mr. Jones sees this!" she said. "He will see I am the best baker." Mrs. Diaz decided to carry the cake next door to show Mr. Jones. She walked down the street. It was hard to see over the pinwheels. But she didn't have far to go.

Mr. Jones decided to carry the cake next door to show Mrs. Diaz. He walked down the street. It was hard to see over the lollipops. But he didn't have far to go. Mrs. Diaz didn't see Mr. Jones coming. Mr. Jones didn't see Mrs. Diaz coming.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Both bakers want to be the best. What do you think they will do?

- A. They will open a bakery together.
- B. Each baker will try to prove that their cake is best.
- C. They will stop baking cakes.
- D. They will bake cakes for charity.

2. What will happen next?

- A. Mr. Jones will sell his cake.
- B. Mr. Jones will bring the cake to a sick friend.
- C. Mr. Jones will show his cake to Mrs. Diaz.
- D. Mr. Jones will eat his cake.

3. The theme of this story is

- A. friendship.
- B. baking.
- C. neighbors.
- D. competition.

4. What is the problem in the story?

- A. Mrs. Diaz's cake is too tall.
- B. Mr. Jones' cake does not taste good.
- C. Mr. Jones and Mrs. Diaz both think their cake is the best.
- D. Mrs. Diaz ate her cake before Mr. Jones could taste it.

5. The author does not end the story. What will happen next? How do you know?

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## 2<sup>nd</sup> Grade

### Week 1:

- Pages 25-26    **MAFS.2.NBT.2.7**
- Pages 45-46    **MAFS.2.MD.3.8a**
- Page 47        **MAFS.2.MD.3.8.b**

### Week 2:

- Page 48        **MAFS.2.MD.3.8.b**
- Pages 49-50    **MAFS.2.MD.3.8c**
- Pages 51-52    **MAFS.2.MD.3.8d**

### Week 3:

- Pages 31-32    **MAFS.2.MD.1.1**
- Pages 35-36    **MAFS.2.MD.1.3**
- Pages 39-40    **MAFS.2.MD.2.5**

### Week 4:

- Pages 41-42    **MAFS.2.MD.2.6**
- Pages 33-34    **MAFS.2.MD.1.2**
- Pages 53-54    **MAFS.2.MD.4.9**



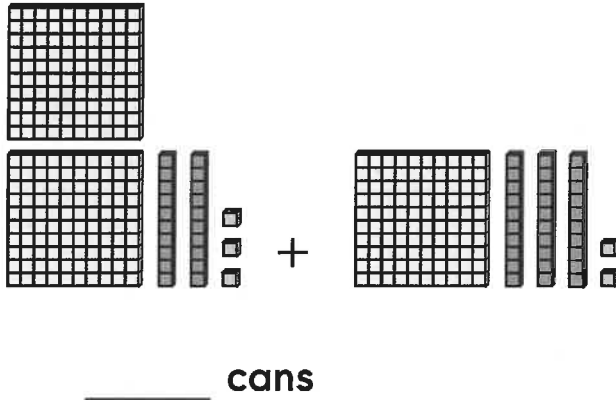


MATH

WEEK 1



- 1** Sydney's class collected 223 cans for recycling. Ramon's class collected 132 cans. How many cans did the classes collect altogether?



- 2** At the store, there are 463 rocks and shells. There are 42 rocks. How many shells are there at the store?

$$\begin{array}{r} 463 \\ - 42 \\ \hline 43 \end{array}$$

$$\begin{array}{r} 463 \\ - 42 \\ \hline 421 \end{array}$$

$$\begin{array}{r} 463 \\ - 42 \\ \hline 442 \end{array}$$

- 3** A birdwatcher counted 163 yellow birds and 185 brown birds.

$$\begin{array}{r} 163 \rightarrow 100 + 60 + 3 \\ + 185 \rightarrow +100 + 80 + 5 \end{array}$$

Which shows the number of birds the birdwatcher counted?

- 2 hundreds 4 tens 8 ones  
 3 hundreds 3 tens 7 ones  
 3 hundreds 4 tens 8 ones

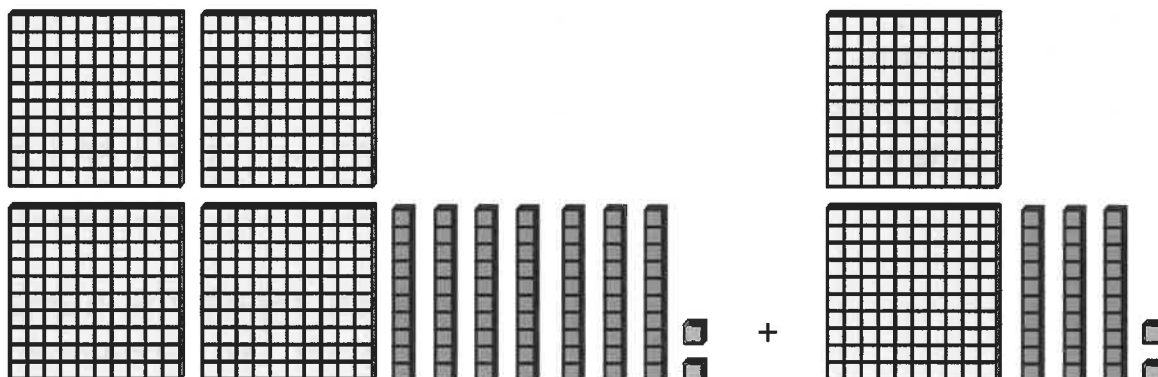
- 4** Add 231 and 248. How many hundreds, tens, and ones are in the sum?

\_\_\_\_\_ hundreds

\_\_\_\_\_ tens

\_\_\_\_\_ ones

**5** Add.



$472 + 232 = \underline{\hspace{2cm}}$

**6** A store sells 154 DVDs and 88 CDs. How many more DVDs does the store sell than CDs?

Which sentences describe steps to solve the problem?

Choose the 2 correct answers.

- Regroup 1 ten as 10 ones.
- Subtract 8 tens from 14 tens.
- Subtract 4 ones from 8 ones.
- Regroup a hundred into 10 ones.

**7** What is the sum of these numbers?

	Hundreds	Tens	Ones
	6	2	9
+	2	5	6
<hr/>			

- 865     875     885

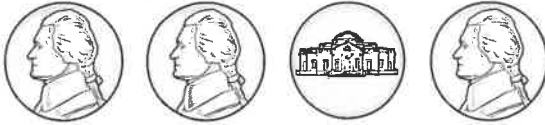
**8** What is the difference of these numbers?

	Hundreds	Tens	Ones
	4	9	7
-	2	8	8
<hr/>			

$497 - 288 = \underline{\hspace{2cm}}$

Name \_\_\_\_\_

- 1 What is the total value of the coins?



\_\_\_\_\_ cents

- 2 What is the value of this coin?



\_\_\_\_\_ ¢

- 3 What is the value of the money shown?



Fill in the blank with the correct number.

\$ \_\_\_\_\_

- 4 Draw lines from the correct value to each paper bill. You will use all the values.



\$1



\$10



\$100

- 5 What is the value of each coin?

Draw lines from the correct value to each coin. You will use all the values.



5¢



1¢



25¢



10¢

- 6** Marian wants to buy a bookmark for \$1. She has exactly the right amount of money. If Marian only has one bill, which bill does she have?



- 7** What is the value of a dime?

- 25 cents
- 10 cents
- 5 cents

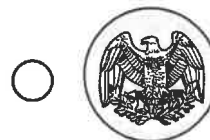
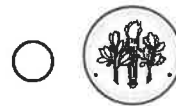
- 8** Don wants to buy a cookie for 25¢. He has exactly that much money. If Don only has one coin, which coin does he have?

- a dime
- a nickel
- a quarter

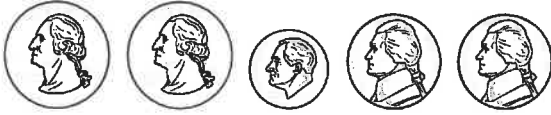
- 9** Harvey finds a penny in a drawer. How much money did Harvey find?

- 25¢
- 5¢
- 1¢

- 10** Which coin has the GREATEST value?



- 1** Antoine gave Fran these coins. How much money did Antoine give Fran?



\_\_\_\_\_ ¢

- 2** Jackie paid for a notebook with the money shown. The notebook cost exactly this amount. How much did the notebook cost?



\_\_\_\_\_ ¢

- 3** Which group of coins have a total value of 75 cents?  
Choose the 3 correct answers.

- 3 quarters
- 1 quarter, 2 dimes, and 3 nickels
- 6 dimes, 2 nickels, and 5 pennies
- 10 nickels and 25 pennies

- 4** Jose wants to buy a bottle of juice for \$0.74. Which shows the exact amount Jose needs to buy the bottle of juice?



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MATH

WEEK 2

- 5** Kevin wants to buy a muffin for \$0.68. Which shows the exact amount Kevin needs to buy the muffin?



- 6** Tim has two dimes and a nickel. He finds a quarter and a dime. How much money does he have now?

Tim has \_\_\_\_\_ cents now.

- 7** Jackie found a dime, two nickels, and a penny in a drawer. She already has two quarters and five nickels. How much money does Jackie have in all?



Jackie has \_\_\_\_\_ cents in all.

Name \_\_\_\_\_

**1** Count on to find the total value.



Total value: \$ \_\_\_\_\_

**2** Count on to find the total value.



Total value: \$ \_\_\_\_\_

**3** Count on to find the total value.



Total value: \$ \_\_\_\_\_

- 4** A computer game costs \$22. What are 2 different ways to pay for the game and not get any change back?

Choose the 2 correct answers.

- 4 five-dollar bills and 2 one-dollar bills
- 1 ten-dollar bill, 2 five-dollar bills, and 1 one-dollar bill
- 1 ten-dollar bill, 1 five-dollar bill, and 7 one-dollar bills
- 1 twenty-dollar bill and 1 one-dollar bill

- 5** A scooter costs \$40. What are 2 different ways to pay for the scooter and not get any change back?

Choose the 2 correct answers.

- 1 twenty-dollar bill, 2 ten-dollar bills, and 2 five-dollar bills
- 2 twenty-dollar bills
- 1 ten-dollar bill, 2 five-dollar bills, and 10 one-dollar bills
- 2 ten-dollar bills, 2 five-dollar bills, and 10 one-dollar bills

- 6** Two entry fees to an amusement park cost \$68. What are 2 different ways to pay for the entry fees so that you do not get any change back?

Choose the 2 correct answers.

- 2 twenty-dollar bills, 1 ten-dollar bill, 3 five-dollar bills, and 3 one-dollar bills
- 3 twenty-dollar bills and 3 one-dollar bills
- 2 twenty-dollar bills, 2 ten-dollar bills, 3 five-dollar bills, 1 one-dollar bill
- 2 twenty-dollar bills, 2 ten-dollar bills, 1 five-dollar bill, and 3 one-dollar bills

- 1** Bella wants to buy a ribbon that costs one dollar.

Which coins have a total value of one dollar?

- 100 dimes  
 100 pennies  
 10 nickels

- 2** Sam has coins that total one dollar. Which set of coins could Sam have that total one dollar?

- 20 nickels  
 20 dimes  
 4 dimes

- 3** Which picture shows the number of nickels needed to make a dime?



- 4** How many pennies are there in a nickel?

\_\_\_\_\_ pennies

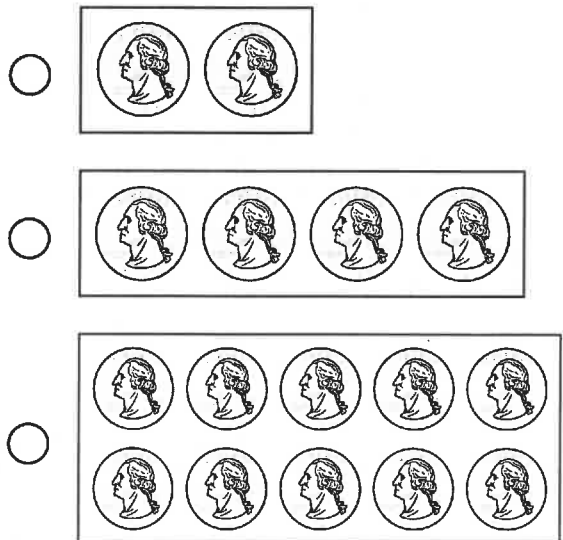
- 5** How many dimes are worth the same amount as two quarters?

\_\_\_\_\_ dimes

- 6** How many quarters are worth the same amount as 15 nickels?

\_\_\_\_\_ quarters

- 7** Which picture shows the number of quarters needed to make a dollar?



- 8** Ned has \$0.75 to buy ice cream. Which group of coins can Ned have that have a total value of \$0.75?

Choose the **2** correct answers.

- 3 quarters  
 3 dimes  
 75 dimes  
 75 pennies

- 9** Mary has the amount of money shown.



How many dimes are worth the same amount of money that Mary has?

\_\_\_\_\_ dimes

- 10** Which other coin or group of coins has the same value as the group of coins below?



Choose the correct answer.



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## 2<sup>nd</sup> Grade

### Week 1:

- ReadWorks: Our Solar System
- ReadWorks: Comparing Solids

### Week 2:

- Moving things
- Name that critter!
- Bend it! Stretch it! Squash it!

### Week 3:

- ReadWorks: April Showers
- ReadWorks: What Is a Rock?

### Week 4:

- ReadWorks: A Grand Old Canyon
- ReadWorks: Weathering and Erosion

Week

1



# Comparing Solids

by Rachelle Kreisman



Solids are a kind of matter. They are things that have their own shape. They do not flow like liquids do. You can see and touch solids. You can describe a solid by its properties. Some of those properties are color, shape, size, and texture.

Bowling balls and tennis balls are both solids. Each has its own shape. You can see and touch both of them. Are they different? Let's compare.

Most tennis balls are yellow or green, but they also come in many other colors. Most bowling balls are black, but they come in many colors, too.

Both kinds of balls are round. They do, however, have very different sizes. Tennis balls are small. You can hold a tennis ball in one hand. A bowling ball is much bigger. It is also much heavier than a tennis ball.

Bowling balls and tennis balls have different textures. A bowling ball is smooth. A tennis ball has a soft and fuzzy texture.

What can a tennis ball do that a bowling ball cannot? Bounce! Tennis balls are made to bounce. Bowling balls do not bounce.

Both bowling balls and tennis balls are solids. But they are also very different from each other!

# Solids and Liquids

by Rachelle Kreisman



What do shoes, paper, and cheese all have in common? They are all solids. Solids are things that have a shape of their own. They do not flow like liquids do. Computers, trees, and soccer balls are also solids.

Liquids do not keep their shape. A liquid can be poured into a container and will take the container's shape. Some examples of liquids are water and milk.

Solids and liquids have something in common. They are both states of *matter*. Matter is everywhere. It is anything that takes up space and has mass. Mass is a measure of how much matter is in an object. All objects are made of matter.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Use the article "Comparing Solids" to answer questions 1 to 2.**

1. What are solids?

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2. What are four properties you can use to describe solids?

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**Use the article "Solids and Liquids" to answer questions 3 to 4.**

3. What do solids and liquids have in common?

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4. What is a major difference between liquids and solids?

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**Use the articles "Comparing Solids" and "Solids and Liquids" to answer question 5**

5. What is one property that you could use to describe a solid but not a liquid? Use evidence from both texts to support your answer.

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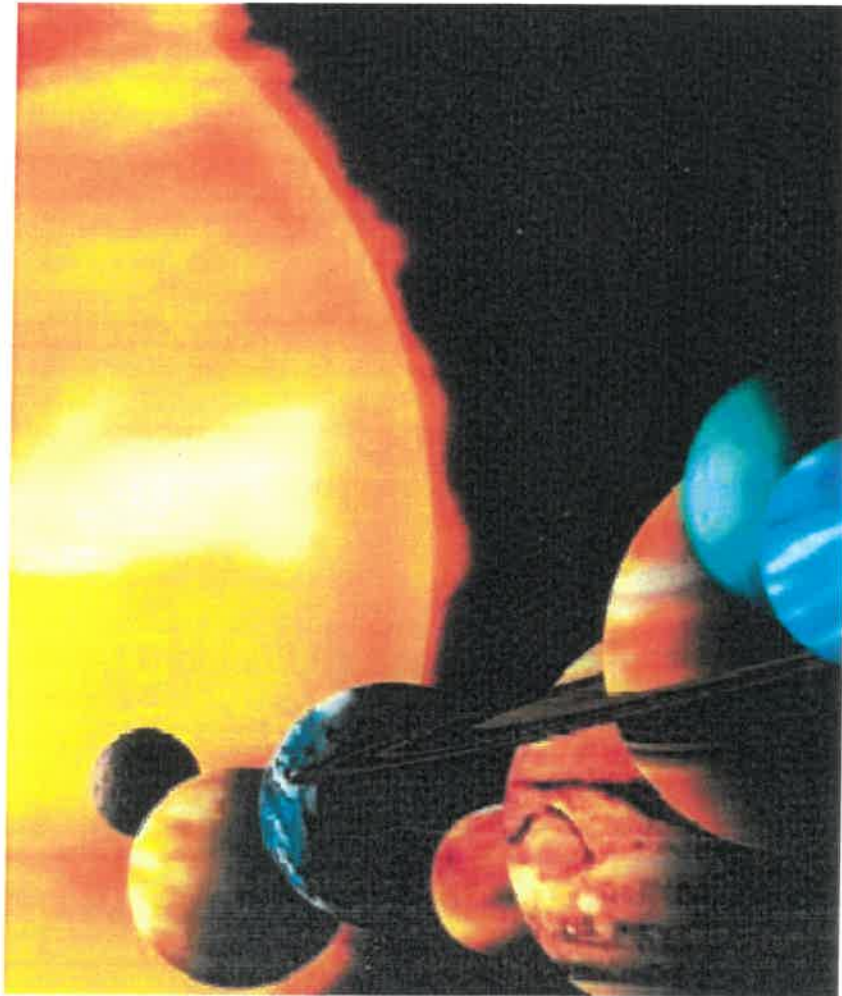
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## Explore Space

# Our Solar System

Our solar system is made up of the sun and eight **planets**. A planet is a large ball made of rock or gas. Each planet **orbits**, or travels around, the sun. The sun is at the center of the solar system.



NASA

*The planets in our solar system are all different sizes.*

The **sun** is a star. It is a ball of hot gas. It gives off light and heat. Why does the sun look different from other stars? The sun is the star closest to Earth.

**Mercury** is the closest planet to the sun. It is also the smallest. It has mountains and **craters**. Craters are holes in the ground that were made when space rocks crashed into it.

**Venus** is the hottest planet. It is hot enough to melt a rocket ship. Venus is about the same size as Earth.

**Earth** is our home. It is also the only planet with oceans. In fact, Earth is covered mostly with water. That is why it is called the Blue Planet.

**Mars** is called the Red Planet. It has reddish dirt. It also has mountains, volcanoes, ice caps, and **canyons**. A canyon is a deep, narrow valley with steep sides.

**Jupiter** is the largest planet. It is made of thick gases. Very strong winds blow on this planet.

**Saturn** is the second-largest planet. It has rings around it. The rings are made of rock, dust, and ice.

**Uranus** was the first planet to be discovered using a telescope. It is cold and windy there.

**Neptune** is the coldest planet because it is farthest from the sun. The planet is made of gases.

**canyon**

can · yon

**Advanced Definition****noun**

1. a deep, narrow chasm with steep sides, often with a stream flowing along the bottom.
- 

**These are some examples of how the word or forms of the word are used:**

1. A **canyon** is a deep, narrow valley with steep sides.
2. On August 5th, the men came into a **canyon** with very high walls. Powell named it Marble Canyon.
3. It is one mile from the top of the cliffs to the floor of the **canyon**. The Colorado River flows along the canyon floor.
4. Together, the wind and water created the **canyon** we see today. Even today, wind and water continue to change the canyon by reshaping the rocks and battering the cliffs.



**crater**                      cra · ter**Advanced Definition****noun**

1. a bowl-shaped depression with a raised rim, such as the mouth of a volcano or geyser, or the circular depressions on the surface of the moon, usu. with a mountain at their center.
2. a similar depression in the surface of the earth or other heavenly bodies caused by the impact of falling meteorites or the explosion of a mine or bomb.

**transitive verb & intransitive verb**

1. to make craters in or become filled or marked with craters.

**Spanish cognate**

*cráter*: The Spanish word *cráter* means crater.

---

**These are some examples of how the word or forms of the word are used:**

1. It has mountains and **craters**. Craters are holes in the ground that were made when space rocks crashed into it.
2. It is covered with deep holes called **craters**. The moon may look as though it gives off light, but it does not.

# orbit or bit

## Advanced Definition

### noun

1. the curved path in which a planet, satellite, or spacecraft revolves about another body.

*Earth's orbit around the sun is elliptical.*

2. one complete revolution along such a path.

*A little more than 365 days is the amount of time that the earth takes to complete one orbit around the sun.*

3. a sphere or area of experience, knowledge, control, or power.

*Such questions are really outside of my orbit.*

4. one of the two bony sockets that encase the eyeballs.

### transitive verb

1. to revolve about (another body) in a curved path.

*Several moons orbit Jupiter.*

2. to send into an orbit.

### intransitive verb

1. to travel in an orbit.

*The space station is now orbiting.*

## Spanish cognate

*órbita*: The Spanish word *órbita* means orbit.

---

## These are some examples of how the word or forms of the word are used:

1. Jeremy noticed that some of the charts showed patterns: numbers that repeated, timings separated by exactly one hour. The professor showed him that the repeating numbers were distances between planets, or between planets and their moons, or distances between stars, and showed him how the **orbits** of these planetary bodies created patterns of collective behavior.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is a planet?

- A. a large ball made of only rock
- B. a large ball made of rock or gas
- C. a ball of hot gas that gives off light

2. The author provides a list of what in the passage?

- A. planets in our solar system
- B. stars in our solar system
- C. moons in our solar system

3. The sun is at the center of our solar system. What evidence from the passage best supports this statement?

- A. The planets in our solar system orbit the sun.
- B. A star is a ball of gas that gives off heat and light.
- C. The sun is the star that is closest to Earth.

4. Read the following sentence: "**Uranus** was the first planet to be discovered using a telescope." Based on this information, what conclusion can you make about Uranus?

- A. Uranus is too far away to see with the naked eye.
- B. Uranus is blocked by Saturn so it is hard to see.
- C. Uranus is the planet that is farthest from the sun.

5. What is this passage mostly about?

- A. why the Earth is called the Blue Planet
- B. what the rings around Saturn are made of
- C. the sun and the planets in our solar system

6. Read the following sentences: "Mars is called the Red Planet. It has **reddish** dirt."

As used in this sentence, what does the word "**reddish**" mean?

- A. moist and fertile
- B. mostly brown in color
- C. slightly red in color

7. Choose the answer that best completes the sentence below.

Neptune is the farthest planet from the sun, \_\_\_\_ it is the coldest planet.

- A. but
- B. so
- C. because

8. What is at the center of our solar system?

9. Why is Earth called the Blue Planet?

10. Compare Venus and Earth by explaining how they are similar and how they are different.

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- ReadWorks: Weathering and Erosion

Week

2

# Moving things

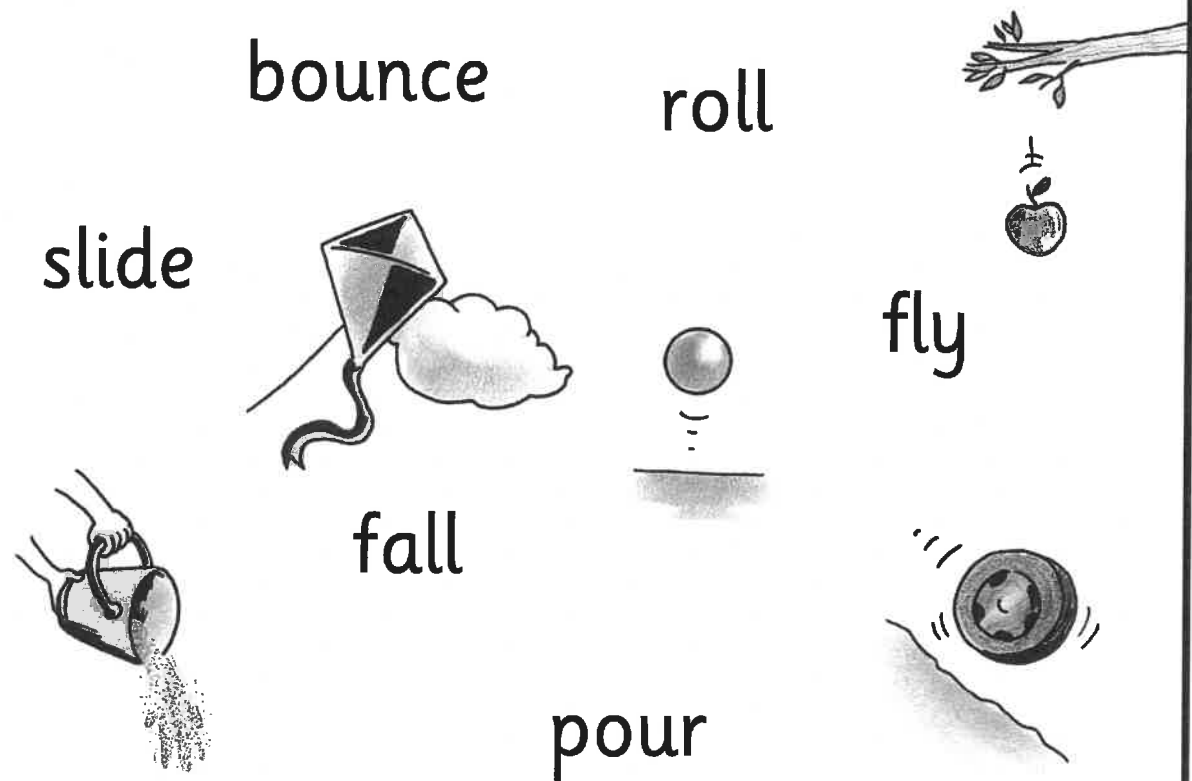


## Observations

Living things can move by themselves. Things that are not alive move in different ways. Some things fall; some things roll; some things fly; some things slide; some things bounce; and some things pour.

## Science activity

Draw a line joining each picture to the word that describes how it is moving.



### Science exploration

Observe and record how things move at a playground. Try moving in different ways. Can a ball move in some of the ways you do?



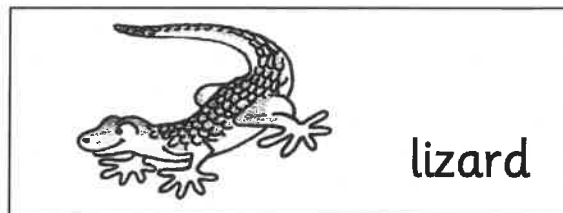
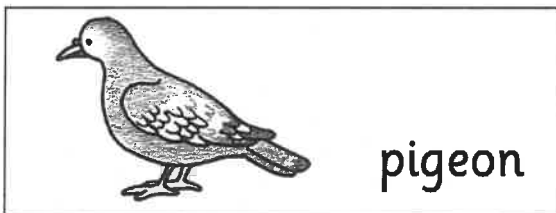
# Name that critter!

## Observations

You can recognize different animal groups by the features they have in common. For example, *mammals* have hair on their skin; *birds* have feathers; *reptiles* have scales; *amphibians* have slimy skin; and *fish* have scales and fins.

## Science activity

Write which group each animal belongs to and what feature it has that tells you so.

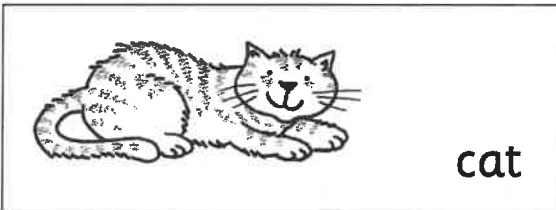


A pigeon is a .....

A lizard is a .....

I know because it has .....

I know because it has .....

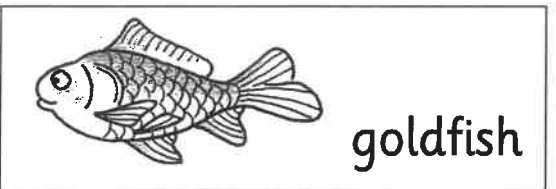


A cat is a .....

A frog is an .....

I know because it has .....

I know because it has .....



A goldfish is a .....

I know because it has .....

## Science exploration

Which animals are *warm-blooded*?



# Bend it! Stretch it! Squash it!

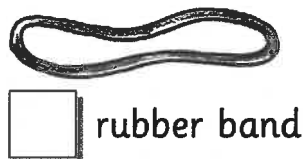
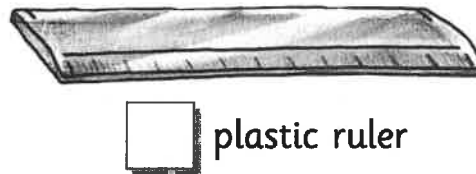
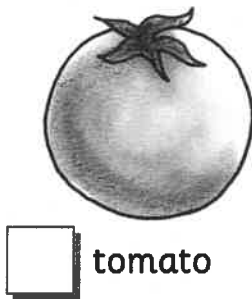
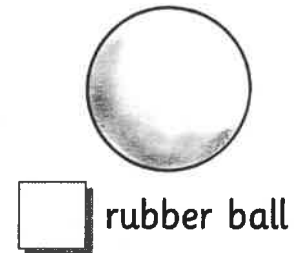
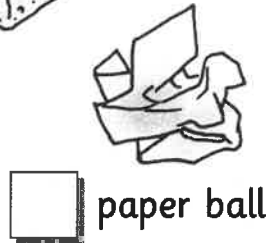
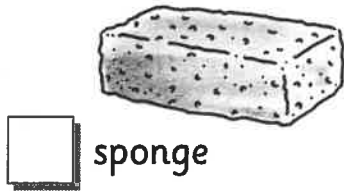


## Observations

Some things you can squash; some things you can bend; some things you can stretch; and some things you can twist. When you let them go, some things go back to their original shape.

## Science activity

Color in all things that you can bend. Place a check mark (✓) by things you can squash. Place an (✗) by things that you can stretch, but will then go back to the shape they were before.



## Science exploration

⚠ Take extra care - ask an adult to supervise you.

Describe all the properties of a rubber band.



NAME \_\_\_\_\_

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**Grade 2**  
**Geography**  
Multicultural/ Women's History Reading

**Standards:**

SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.

SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

SS.2.G.1.3 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.

SS.2.G.1.4 Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

**Florida Statutes (1003.42):**

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(q) The study of women's contributions to the United States.

Resources:  
education.com  
ReadWorks.org

# 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



# Continents



A **continent** is a large land mass, larger than an island, that is partly or completely separated from other land masses by water. There are 7 continents on Earth.

## Continental Match-up!

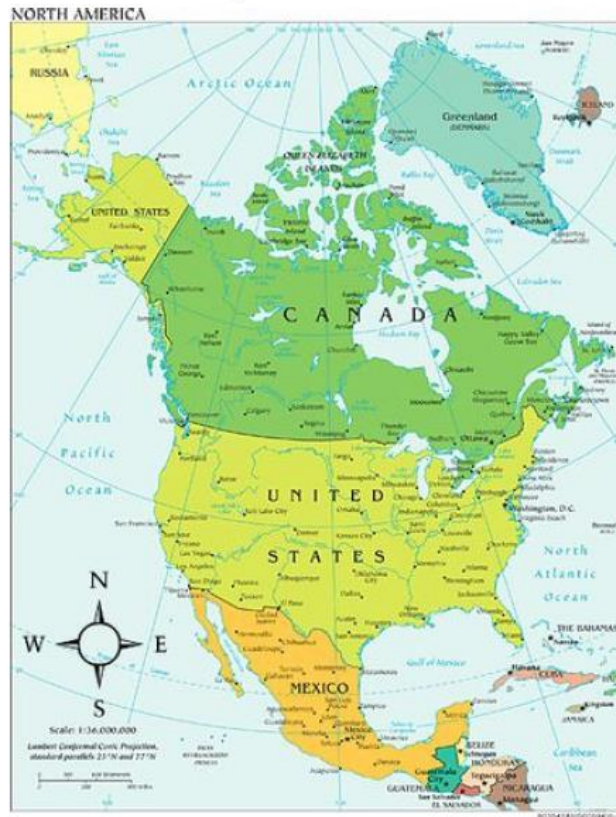
Unscramble the continents' names below. Then write the number from the map in the box next to the name.



- AASI \_ \_ \_ \_ \_
- RIAFAC \_ \_ \_ \_ \_
- ICARTACTAN \_ \_ \_ \_ \_
- TRONH REICAMA \_ \_ \_ \_ \_
- REOPEU \_ \_ \_ \_ \_
- SHOUT CERIAM \_ \_ \_ \_ \_
- STAIURALA \_ \_ \_ \_ \_

# This Is North America

by Susan LaBella



Earth is divided into seven large bodies of land called continents. The continents are Asia, Europe, Africa, North America, South America, Antarctica, and Australia.

North America is the third-largest continent in the world. Twenty-three countries are part of this continent. The largest are Canada, the United States, and Mexico. North America also includes the world's largest island, Greenland.

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

**ReadWorks®**

This Is North America

Look at a map of North America. Does the map have a compass rose? The compass rose shows where north, south, east, and west are. The Atlantic Ocean is to the east of North America. Off the west coast is the Pacific Ocean. The Arctic Ocean is north of the continent. The Gulf of Mexico and the Caribbean Sea are southeast of the continent.

North America has many rivers. One of the biggest is the Mississippi. The Mississippi River flows down the middle of the United States from north to south. Many ships travel up and down this very long river.

The highest mountaintop in North America is Mount Denali in Alaska. Imagine piling 14 Empire State Buildings on top of each other. Even if you could, you still would not be as high as the top of Mount Denali!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is the third-largest continent in the world?

- A. Europe
- B. North America
- C. Asia

2. The article lists the oceans that are next to North America. One of these oceans is the Atlantic Ocean. What are the other two oceans?

- A. the Arctic Ocean and the Caribbean Sea
- B. the Pacific Ocean and the Caribbean Sea
- C. the Pacific Ocean and the Arctic Ocean

3. Mount Denali is very high.

What information from the text supports this conclusion?

- A. "North America is the third-largest continent in the world. Twenty-three countries are part of this continent. The largest are Canada, the United States, and Mexico."
- B. "Imagine piling 14 Empire State Buildings on top of each other. Even if you could, you still would not be as high as the top of Mount Denali!"
- C. "The Mississippi River flows down the middle of the United States from north to south. Many ships travel up and down this very long river."

4. Based on the information in the article, which ocean is the Gulf of Mexico probably closest to?

- A. the Atlantic Ocean
- B. the Arctic Ocean
- C. the Pacific Ocean

5. What is the main idea of this article?

- A. A compass rose is a part of a map that shows where north, south, east, and west are.
- B. Earth is divided into seven large bodies of land, including Asia, Europe, Africa, and North America.
- C. North America is a continent with oceans on its sides, many rivers, and a high mountain.

6. Read this paragraph from the article.

"The highest mountaintop in North America is Mount Denali in Alaska. Imagine piling 14 Empire State Buildings on top of each other. Even if you could, you still would not be as high as the top of Mount Denali!"

Why might the author tell readers to imagine piling 14 Empire State Buildings on top of each other?

- A. to help readers understand how high Mount Denali is
- B. to warn readers about the danger of climbing tall mountains
- C. to persuade readers that Alaska is a great place to live

7. Choose the answer that best completes this sentence.

The Empire State Building is tall, \_\_\_\_\_ it is not as tall as Mount Denali.

- A. so
- B. because
- C. but

8. What part of a map shows you where north, south, east, and west are?

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9. According to the article, what is one of the biggest rivers in North America?

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10. Summarize the information in the article by writing a single sentence describing



NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

**ReadWorks®**

This Is North America - Comprehension Questions

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North America.

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Name \_\_\_\_\_

Date \_\_\_\_\_

## All About Katherine Johnson

Katherine Johnson was an African American physicist and mathematician. She worked to calculate the first mathematical problems to send humans into space. She is famous for her long career at NASA. In 1959, she calculated the flight path for the first American, Alan Shepard, to go into space.



She was born on August 26th, 1918, in West Virginia. She was the youngest of four children and was always curious.

She was born on August 26th, 1918, in West Virginia. She was the youngest of four children and was always curious. From a young age, her parents encouraged her to focus on her education. When she finished elementary school, she had a hard time finding a place to study. The schools near her were segregated and only accepted white students.

Katherine was a brilliant student and skipped many grades. She was able to attend the high school on the campus of the historically black West Virginia State College. She started college when she was 15. She graduated in 1937 with a degree in Math Education and French. Later, she taught math, French, and music in the public schools of black Americans.

In 1939, Katherine was selected as one of three African American students to attend graduate school at West Virginia University. By that time, the school had begun to desegregate, meaning they let whites and blacks learn together. She decided to leave school before graduating to get married and start a family.

In 1952, she applied for an open position with the West Area Computing section at the National Advisory Committee for Aeronautics (NACA). The position was at the Langley Research Center. NACA would later become NASA in 1958. There, she worked as a human computer. She solved math problems and checked data for the first space flights. In 1962, she checked the math problems by hand to make sure that John Glenn's orbit around the Earth was correct. Among her many other successes, in 1969, Katherine also calculated the flight path for Apollo 11's flight to the Moon.

When Katherine Johnson started working at NASA, women were not given credit for their work on any written report. In 1961, she became the first woman in her division to receive credit as the author of a research report. She was hired in an all-male division. She faced challenges as an African American woman in both a male-dominated and segregated work environment.

Katherine worked for NASA for 33 years and retired in 1986. Much of her work at NASA was not recognized until much later. In 2015, when she was 97 years old, President Barack Obama awarded her the Presidential Medal of Freedom. This is the highest civilian honor civilians can receive. She died at the age of 101 on February 24th, 2020.

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## All About Katherine Johnson

**Directions:** Answer the questions about the text.

1. Why is Katherine Johnson famous?

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2. What were some of the challenges Katherine faced?

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3. Where did Katherine study?

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4. What was Katherine's job at NASA?

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5. What else would you like to know about Katherine Johnson? Share your questions with a friend.

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# WEEK 2

## Grade 2 Civics and Government Constitution Reading

### Standards:

SS.2.C.1.1 Explain why people form governments.

SS.2.C.1.2 Explain the consequences of an absence of rules and laws.

SS.2.C.2.2 Define and apply the characteristics of responsible citizenship.

SS.2.C.3.1 Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.

SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States.

### Florida Statutes (1003.42):

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments...

(d) Flag education, including proper flag display and flag salute.

(s)... The character development curriculum shall stress the qualities of patriotism;

**responsibility; citizenship; kindness; respect for authority,** life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation...

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

To Whom it May Concern,

My name is King Scivic, I am the King of On Selur and I am in quite a pickle! My kingdom is having a lot of problems and I need your help. My citizens cannot get along and I am constantly having to issue out decrees to keep things civil in the kingdom.

I have sent your teacher a list of some problems that my citizens are facing. Please help me! I do not know what to do. I hope that you will write back to me and tell me what I need to do to bring order to my kingdom.

Sincerely,

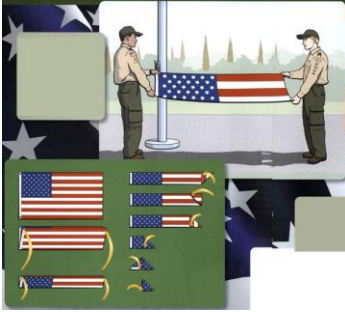
King Scivic of On Selur

# KINGDOM OF ON SELUR

PROBLEM	SOLUTION
Everyone drives how they want. They drive really fast! What should I do?	
In the schools, all the students talk at the same time. The teacher cannot hear all the students at the same time. What should I do?	
Store owners cannot make any money. People come into the store and then they take anything they want. What should I do?	
At the movies, the people cannot hear the movie because cell phones are ringing and people are talking all the time. What should I do?	
When people go to restaurants they get sick because the people who are making the food have dirty hands. What should I do?	
When my citizens want to cross the street, they cannot because the cars keep moving. What should I do?	

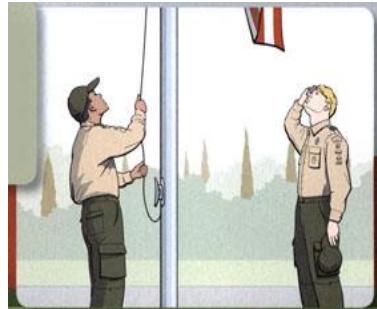
# Respecting the American Flag

## Folding



Hold the flag at waist level between yourself and a second person. Always keeping the blue field on the outside, fold the flag in half lengthwise, then fold it in half again lengthwise. Hold the flag by the blue field while the second person makes triangular folds until only the blue field is visible.

## Hoisting



One person holds a folded flag without allowing it to touch the ground. A second person attaches the flag to the flag line, then quickly raises the flag. Once the flag is high enough to fly freely without touching the ground, the first person should step back and salute.

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### **Flying**



The flag can be flown any day of the year, from sunrise to sunset. It must be properly lit in order to be flown at night. When displayed with state flags or flags of other organizations, the national flag should be flown to its own right and above the others. When displayed at equal heights, the national flag should be either out in front or farthest to its right.

### **Lowering**



With one person saluting, a second person slowly lowers the flag. When the flag is low enough for the first person to reach, he should gather it in his arms while the second person removes it from the line.

### **Flag Retirement**



Do a good turn and volunteer to help replace old flags in your community with new ones, and conduct a flag retirement ceremony for those that have been taken down. A national flag that is worn beyond repair may be burned completely to ashes.



## Reading Comprehension Questions

1. What are three big ideas that you learned about respecting the American flag?

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2. What are two flag rules?

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3. Why is respecting the American flag an example of good citizenship?

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## The United States Constitution

by Susan LaBella



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 \_\_\_\_\_

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The United States Constitution

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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.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

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?

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The United States Constitution - Comprehension Questions

9. Why did a group of Americans decide to write new rules for the government to follow?

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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.

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