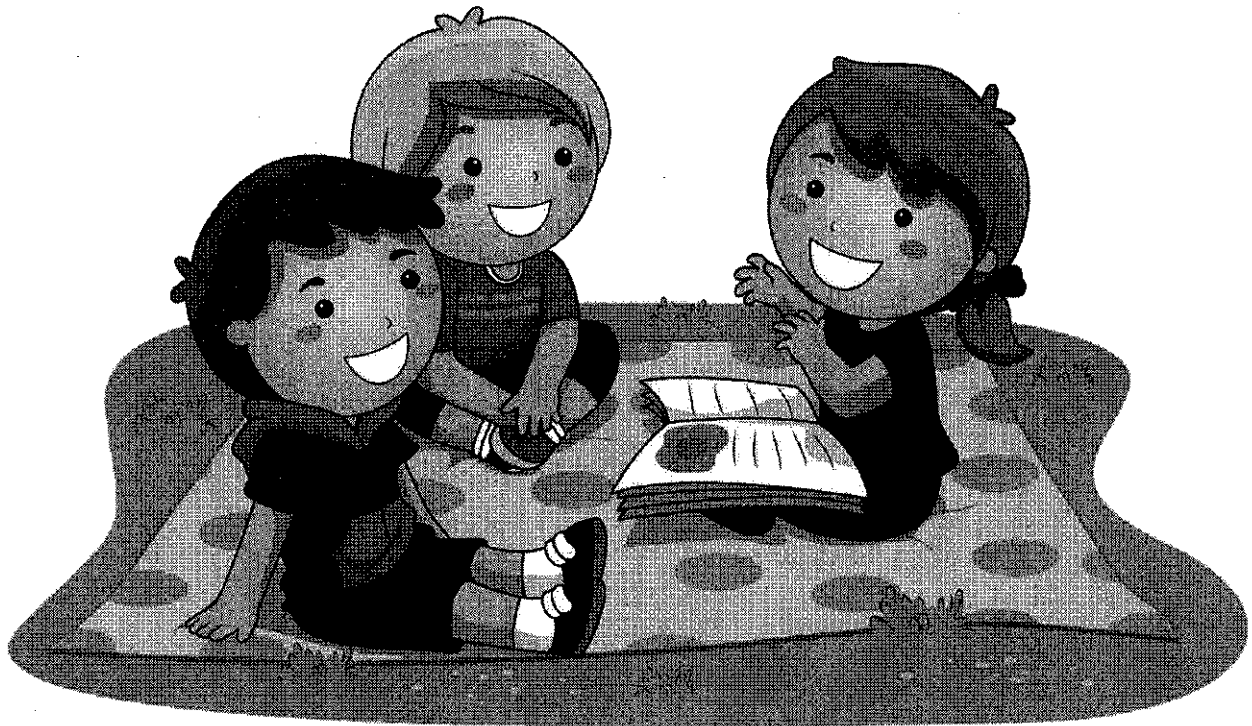


Webster County School District

2<sup>nd</sup> Grade ELA



At Home Learning  
Packet

# Table of Contents

- Phonics
- Fluency
- Vocabulary
- Comprehension
- Recommended Resource List

# 10 Free Learning Websites

- **Sitcheroo Zoo**
  - [www.switcheroozoo.com](http://www.switcheroozoo.com)
  - Watch, listen, and play games to learn all about amazing animals!
- **Nat Geo for Kids**
  - [www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)
  - Learn all about geography and fascinating animals!
- **Into the Book**
  - [www.reading.ecb.org](http://www.reading.ecb.org)
  - Go “into the book” to play games that practice reading strategies!
- **Suessville**
  - [www.seussville.com](http://www.seussville.com)
  - Read, play games, and hang out with Dr. Seuss and his friends!
- **ABC YA**
  - [www.abcya.com](http://www.abcya.com)
  - Practice math and reading skills all while playing fun games!
- **Fun Brain**
  - [www.funbrain.com](http://www.funbrain.com)
  - Play games while practicing math and reading skills!
- **PBS Kids**
  - [www.pbs.org](http://www.pbs.org)
  - Hang out with your favorite characters all while learning!
- **Star Fall**
  - [www.starfall.com](http://www.starfall.com)
  - Practice your phonics skills with these read-along stories!
- **Storyline Online**
  - [www.storylineonline.com](http://www.storylineonline.com)
  - Have some of your favorite stories read to you by movie stars!
- **Highlights Kids**
  - [www.highlightskids.com](http://www.highlightskids.com)
  - Read, play games, and conduct cool science experiments!



### Objective

The student will identify base words and inflections.

### Materials

- ▶ Word cards (Activity Master P.040.AM1a - P.040.AM1b)
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers Parents: you can use paper and pencil instead of a white board and markers
- ▶ Student sheet (Activity Master P.040.SS)
- ▶ Pencils

### Activity

Students analyze words by identifying the base word and inflections.

1. Place word cards face down in a stack at the center. Provide each student with a whiteboard, marker, and student sheet.
2. Taking turns, students select the top card from the stack and read it.
3. Write the word on their whiteboards.
4. Determine the base word and the inflection. Put a line between the base word and inflection.
5. Record on student sheet.
6. ~~Teacher evaluation~~

peach/es

peaches

Name \_\_\_\_\_

Parting Words P.040.SS

WORD	=	BASE WORD	+	INFLECTION
thank/s	=	thank	+	s
small/est	=	small	+	est
peach/es	=	peach	+	es
_____	=	_____	+	_____
_____	=	_____	+	_____
_____	=	_____	+	_____
_____	=	_____	+	_____
_____	=	_____	+	_____

### Extensions and Adaptations

- ▶ Use target base words and inflections.
- ▶ Sort word cards by inflections.
- ▶ Add different inflections to the base words to make new words.

# Phonics

Parting Words

P.040.AM1a

protecting

appearing

connecting

peaches

curtains

thanks

reflected

lined



stacked

smallest

longest

funniest

smarter

happier

taller

wanted



# Phonics

Parting Words

P.040.SS

WORD = BASE WORD + INFLECTION

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_



### Objective

The student will identify base words and affixes.

### Materials

- ▶ Word cards (Activity Master P.041.AM1a - P.041.AM1b)
- ▶ Student sheet (Activity Master P.041.SS)
- ▶ Pencil

### Activity

Students segment words into base words and affixes.

1. Place word cards face up at the center. Provide the student with a student sheet.
2. Student selects one word card at a time and reads it.
3. Writes word on student sheet.
4. Underlines the base word. **Parents: Just a reminder prefixes come before the root word and suffixes come at the end of the root word**
5. Circles the affixes.
6. Records whether affixes are prefixes, suffixes, or both.

~~7. Teacher evaluation~~

Name \_\_\_\_\_

Affix Hunt P.041.SS

Word	Prefix or Suffix or Both	Word	Prefix or Suffix or Both
safely	suffix		
defrost	prefix		

### Extensions and Adaptations

- ▶ Underline the vowel sounds.
- ▶ Sort words by number of syllables.



# Phonics

Affix Hunt

P.041.AM1a

recall

undo

defrost

nonsense

safely

careful

defective

foolish



preheats

disappear

impressive

forehead

returned

unspoken

disrespectful

disagreement



Name \_\_\_\_\_

Affix Hunt

P.041.SS

<b>Word</b>	<b>Prefix or Suffix or Both</b>	<b>Word</b>	<b>Prefix or Suffix or Both</b>



#### Objective

The student will segment syllables in words.

#### Materials

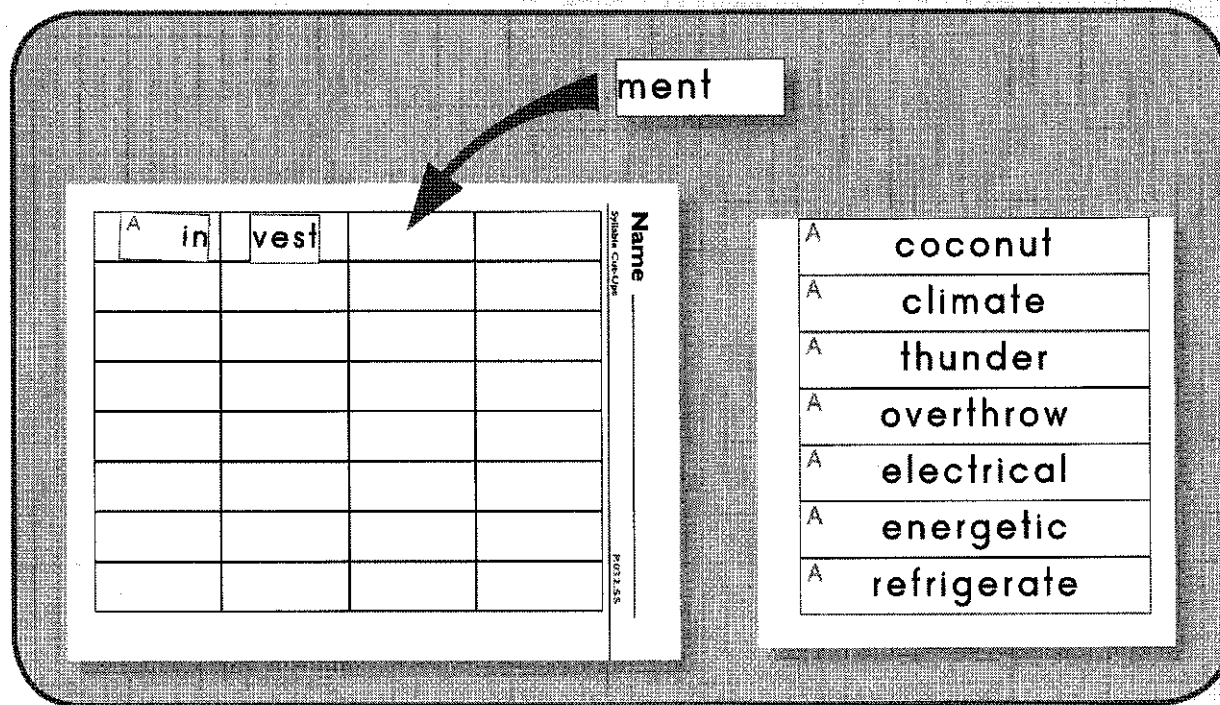
- ▶ Word sheets (Activity Master P.032.AM1a - P.032.AM1b)  
*One is marked "A" and one is marked "B"*
- ▶ Student sheet (Activity Master P.032.SS)  
*Student will turn sheet horizontally to glue syllables.*
- ▶ Scissors
- ▶ Glue

#### Activity

Students segment and cut words into syllables.

1. Place scissors and glue at center. Provide one student with word sheet "A" and the other student with word sheet "B." Provide each student with a student sheet.
2. Taking turns, students read their words to each other.
3. Cut one word at a time into syllables and glue separately in boxes on student sheet.
4. Exchange sheets, read each syllable on a line, and then blend together to form word.
5. Continue until all words are read.

#### ~~6. Teacher evaluation~~



A	ment
A	coconut
A	climate
A	thunder
A	overthrow
A	electrical
A	energetic
A	refrigerate

#### Extensions and Adaptations

- ▶ Name syllable types of each word.
- ▶ Write more words to cut into syllables.

A investment

A coconut

A climate

A thunder

A overthrow

A electrical

A energetic

A refrigerate

B

consider

B

common

B

honest

B

celebration

B

enjoyment

B

underneath

B

disrespectful

B

constructiveness

# Name \_\_\_\_\_

Syllable Cut-Ups

P.032.SS


## Fry's Second 100 Words

101. over	121. name	141. boy	161. such	181. change
102. new	122. good	142. following	162. because	182. off
103. sound	123. sentence	143. came	163. turn	183. play
104. take	124. man	144. want	164. here	184. spell
105. only	125. think	145. show	165. why	185. air
106. little	126. say	146. also	166. asked	186. away
107. work	127. great	147. around	167. went	187. animals
108. know	128. where	148. farm	168. men	188. house
109. place	129. help	149. three	169. read	189. point
110. years	130. through	150. small	170. need	190. page
111. live	131. much	151. set	171. land	191. letters
112. me	132. before	152. put	172. different	192. mother
113. back	133. line	153. end	173. home	193. answer
114. give	134. right	154. does	174. us	194. found
115. most	135. too	155. another	175. move	195. study
116. very	136. means	156. well	176. try	196. still
117. after	137. old	157. large	177. kind	197. learn
118. thing	138. any	158. must	178. hand	198. should
119. our	139. same	159. big	179. picture	199. America
120. just	140. tell	160. even	180. again	200. world



# Fry's Second 100 Words

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

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

Score: \_\_\_\_\_

/100

- |               |                 |                  |                  |                |
|---------------|-----------------|------------------|------------------|----------------|
| 101. __over   | 121. __name     | 141. __boy       | 161. __such      | 181. __change  |
| 102. __new    | 122. __good     | 142. __following | 162. __because   | 182. __off     |
| 103. __sound  | 123. __sentence | 143. __came      | 163. __turn      | 183. __play    |
| 104. __take   | 124. __man      | 144. __want      | 164. __here      | 184. __spell   |
| 105. __only   | 125. __think    | 145. __show      | 165. __why       | 185. __air     |
| 106. __little | 126. __say      | 146. __also      | 166. __asked     | 186. __away    |
| 107. __work   | 127. __great    | 147. __around    | 167. __went      | 187. __animals |
| 108. __know   | 128. __where    | 148. __farm      | 168. __men       | 188. __house   |
| 109. __place  | 129. __help     | 149. __three     | 169. __read      | 189. __point   |
| 110. __years  | 130. __through  | 150. __small     | 170. __need      | 190. __page    |
| 111. __live   | 131. __much     | 151. __set       | 171. __land      | 191. __letters |
| 112. __me     | 132. __before   | 152. __put       | 172. __different | 192. __mother  |
| 113. __back   | 133. __line     | 153. __end       | 173. __home      | 193. __answer  |
| 114. __give   | 134. __right    | 154. __does      | 174. __us        | 194. __found   |
| 115. __most   | 135. __too      | 155. __another   | 175. __move      | 195. __study   |
| 116. __very   | 136. __means    | 156. __well      | 176. __try       | 196. __still   |
| 117. __after  | 137. __old      | 157. __large     | 177. __kind      | 197. __learn   |
| 118. __thing  | 138. __any      | 158. __must      | 178. __hand      | 198. __should  |
| 119. __our    | 139. __same     | 159. __big       | 179. __picture   | 199. __America |
| 120. __just   | 140. __tell     | 160. __even      | 180. __again     | 200. __world   |

# Fry's Second 100 Words

List 2A	List 2B	List 2C	List 2D	List 2F
over	name	boy	such	change
new	good	following	because	off
sound	sentence	came	turn	play
take	man	want	here	spell
only	think	show	why	air
little	say	also	asked	away
work	great	around	went	animals
know	where	farm	men	house
place	help	three	read	point
years	through	small	need	page
live	much	set	land	letters
me	before	put	different	mother
back	line	end	home	answer
give	right	does	us	found
most	too	another	move	study
very	means	well	try	still
after	old	large	kind	learn
thing	any	must	hand	should
our	same	big	picture	America
just	tell	even	again	world

# Fry's Second 100 Words

## List 2A

over  
new  
sound  
take  
only  
little  
work  
know  
place  
years

## List 2C

name  
good  
sentence  
man  
think  
say  
great  
where  
help  
through

## List 2E

boy  
following  
came  
want  
show  
also  
around  
farm  
three  
small

## List 2G

such  
because  
turn  
here  
why  
asked  
went  
men  
read  
need

## List 2I

change  
off  
play  
spell  
air  
away  
animals  
house  
point  
page

## List 2B

live  
me  
back  
give  
most  
very  
after  
thing  
our  
just

## List 1D

much  
before  
line  
right  
too  
means  
old  
any  
same  
tell

## List 2F

set  
put  
end  
does  
another  
well  
large  
must  
big  
even

## List 2H

land  
different  
home  
us  
move  
try  
kind  
hand  
picture  
again

## List 2J

letters  
mother  
answer  
found  
study  
still  
learn  
should  
America  
world

## Reading Group

“Good, Andrew. I’m glad to hear that. Now will you please pick up your chair and join your reading group? We’re all waiting for you.”

Andrew stood up in a hurry. His reading group giggled. Especially Sharon. He couldn’t stand that Sharon. She thought she knew everything! He picked up his chair and carried it to the corner where his reading group sat.

“You may begin, Andrew,” Miss Kelly said. “Page sixty-four.”

Andrew turned the pages in his book. Sixty-four ... sixty-four. He couldn’t find it. The pages stuck together. Why did Miss Kelly have to pick him? Everybody else already had their books open to the right page.

Sharon kept giggling. She covered her mouth to keep in the noise, but Andrew knew what was going on. He finally found page sixty-four. Right where it was supposed to be ... between pages sixty-three and sixty-five. If he had his own freckles he wouldn’t have to count Nicky Lane’s. Then he’d hear Miss Kelly when she called reading groups. And nobody would laugh at him.

## Getting the Recipe

Sharon was already at her desk when Andrew arrived. He went right over to her.

“Did you bring it?” he asked.

“Bring what?” Sharon opened her eyes real wide.

“You know what! The secret recipe for freckle juice.”

“Oh that! I have it – right here.” Sharon patted her pocket.

“Well, let’s see it.”

“Do you have the fifty cents?” Sharon asked.

“Sure – right here.” Andrew patted *his* pocket.

“I’m not going to show it to you until you pay,” Sharon said.

Andrew shook his head. “Oh no! First I want to see it.”

“Sorry, Andrew. A deal’s a deal!” Sharon opened a book and pretended to read.

“Andrew Marcus!” Miss Kelly said. “Will you please sit down? The second bell just rang. This morning we’ll begin with arithmetic. Nicky, please pass out the yellow paper. When you get your paper begin working on the problems on the board.”

Andrew went to his seat. Then he took the tissue with the five dimes out of his pocket. He held it near the floor and aimed it toward Sharon. She sat in the next row. Sharon stuck her foot out and stepped on the tissue.

## The Secret Formula

Andrew didn't answer him. He sat in class all day with his blue freckles. A couple of times Miss Kelly looked at him kind of funny but she didn't say anything. Then at two o'clock she called him to her desk.

"Andrew," Miss Kelly said. "How would you like to use my secret formula for removing freckles?" Her voice was low, but not so low that the class couldn't hear.

"For free?" Andrew asked.

"Oh, yes," Miss Kelly said. "For free."

Andrew scratched his head and thought it over.

Miss Kelly took a small package out of her desk. She handed it to Andrew. "Now, don't open this until you get to the Boy's Room. Remember, it's a secret formula. Okay?"

"Okay," Andrew said.

He wanted to run to the Boy's Room, but he knew the rules. No running in the halls. So he walked as fast as he could. He couldn't wait to see what was in the package. Could there really be such a thing as freckle remover?

As soon as he was inside the Boy's Room he unwrapped the package. There was a note. Andrew read it. It said:

TURN ON WATER. WET MAGIC FRECKLE REMOVER AND RUB INTO FACE.

## Making Pudding

It was hot by the stove. My father loosened his collar and pushed at his sleeves. The stuff in the pan was getting thicker and thicker. He held the beater up high in the air.

“Just right,” he said, and sniffed in the smell of the pudding. He whipped the egg whites and mixed them into the pudding. The pudding looked softer and lighter than air.

“Done!” he said. He washed all the pots, splashing water on the floor, and wiped the counter so fast his hair made circles around his head.

“Perfect!” he said. “Now I am going to take a nap. If something important happens, bother me. If nothing important happens, don’t bother me. And – the pudding is for your mother. Leave the pudding alone!”

He went to the living room and was asleep in a minute, sitting straight up in his chair. Huey and I guarded the pudding.

“Oh, it’s a wonderful pudding,” Huey said.

“With waves on the top like the ocean,” I said.

## Traffic Light

“But we have to be careful getting out of here. Come this way.”

They ran out of the burrow onto a low wall. Suddenly Adam stopped.

“What is it?” said Amanda. “What’s wrong?”

“Look! Up there! Look at that great red jewel in the sky!”

“Adam,” Amanda said gently. “That’s a traffic light.” The red jewel disappeared. Now a bright emerald seemed to be hanging in the air.

“It’s beautiful!” Adam whispered. “Why does it change its color?”

“It keeps changing from red to green,” Amanda explained. “When the light is red, people and cars have to stop. When the light turns green, they can go.”

“What a clever idea!” Adam marveled. “Who ever thought of that?”

He would have stood rooted there watching the changing light, but Amanda hurried him on.

“It’s not safe here,” she told him. “We lost a dear friend here last week.”

Adam shivered, even as he admired the steadiness of Amanda’s voice.

“I live across the street, but we don’t have to wait for the traffic light,” she said with a laugh.



## Apples

“Amanda,” said Adam, “do you know where apples come from?”

“Why, yes,” she replied. “In boxes. I’ve seen them.”

“They may end up in boxes,” Adam told her. “But they grow on trees.”

He thought of the young tree he so loved to sit under.

“In the spring,” he went on, “the apple tree is covered with the nicest pink and white flowers. I don’t think there’s anything that can make you feel as happy as an apple tree in blossom.”

“What’s the bee buzz?” Amanda wanted to know.

“The bees love the sweet-tasting blossoms. Sometimes there are so many bees in the apple tree that it sound as if the tree is singing. Later, the blossoms fall off and the apples begin to grow.”

“—and end up in boxes in the fall.” Amanda laughed.

Then she said thoughtfully, “You know a lot of important things, Adam.”

Adam pondered that. “In the country,” he said, “you get to know about roots – about where things come from.”

## The Bathing Suit

“I am sorry, Toad,” he said. “Everyone wants to see how you will look.”

“Then I will stay right here until they go away,” said Toad.

The turtles and the lizards and the snake and the dragonflies and the field mouse all sat on the riverbank. They waited for Toad to come out of the water.

“Please,” cried Frog, “please go away!”

But no one went away.

Toad was getting colder and colder. He was beginning to shiver and sneeze.

“I will have to come out of the water,” said Toad. “I am catching a cold.” Toad climbed out of the river. The water dripped out of his bathing suit and down onto his feet.

The turtle laughed. The lizards laughed. The snake laughed. The field mouse laughed, and Frog laughed.

“What are you laughing at, Frog?” said Toad.

“I am laughing at you, Toad,” said Frog, “because you do look funny in your bathing suit.”

“Of course I do,” said Toad. Then he picked up his clothes and went home.

## The Tea Set

“If I buy yours, I will have a tea set,” said Frances.

“You said you didn’t want it,” said Thelma. “And anyhow, I don’t want to sell it now.”

“Why not?” said Frances.

“Well,” said Thelma, “It is a very good tea set. It is plastic that does not break. It has pretty red flowers on it. It has all the cups and saucers. It has the sugar bowl and the cream pitcher and the teapot. It is almost new, and I think it cost a lot of money.”

“I have two dollars and seventeen cents,” said Frances. “That’s a lot of money.”

“I don’t know,” said Thelma. “If I sell my tea set, then I won’t have one anymore.”

“We can have tea parties at my house then,” said Frances. “And you can use the money for a new doll.”

“Well, maybe,” said Thelma. “Do you have your money with you?”

“I’ll run home for it,” said Frances.

## The Thing

“What are you making, Charley?” asked Mr. Sizemore.

“A Thing,” said Charley as he rolled another piece.

“You come with me,” Mr. Sizemore said. “Bring your clay.”

Mr. Sizemore led the way to the room where the blocks were kept. The other children went on painting.

“Since the Thing is so long, why don’t you work in here by yourself?” asked Mr. Sizemore. “We’ll spread a newspaper on the floor, and you can make your Thing on the paper.”

“It’ll have to be a long newspaper, Mr. Sizemore,” Charley told him. “Because this sure is a long Thing I’m making.”

Together Mr. Sizemore and Charley spread the newspaper on the floor from the middle of the room up to the door. Then Mr. Sizemore went back into the classroom where the other boys and girls were painting.

Alone in the room, Charley looked at the row of jars of clay standing on the shelf. He took down the jar containing the pink clay and went to work, rolling and rolling and rolling, each piece a little thicker than the one before, and pinching the ends together.

## The Lost Present

This must be where she lost my present and was looking for it. Sludge sniffed the snow. I looked in the snow for a package or the snow print of a package. But the snow next to the sled marks was unbroken. I, Nate the Great, was puzzled. How could something drop off the sled and not be in the snow or leave a mark in the snow? There were no footprints either.

So I, Nate the Great, knew that no one had come along and taken the birthday present. But how did the present get off the sled, and where was it?

“This is a tough, ice-cold case,” I said to Sludge.

Sludge shivered. We trudged on. We saw Annie and her dog Fang. Sludge shivered some more. He was afraid of Fang. I, Nate the Great, was afraid of Fang. Fang ran toward us. Sludge leaped over a big pile of snow. I had never seen Sludge leap that high.

“Fang is so friendly,” Annie said. She was making a snow dog. It looked just like Fang. It had icicles for teeth.

## Finding the Present

Did Sludge know something I didn't know? I thought about footprints and sled marks in the snow and snow that had no marks in it, and six cartons of milk and other chilly things.

The milk was for Rosamond's four cats. But she bought six cartons. Who or what needed the two extra cartons of milk? And what would Rosamond think was the most beautiful present ever? Suddenly I, Nate the Great, knew what my present was, and where it was, and how it got there.

I said to Sludge, "I know what is heavy, strange, and ugly and can get off a sled without landing in the snow. The case is solved, and you were a big help. But we must go out into the cold world again."

Sludge and I went back to the place where Rosamond had lost the present. This time I did not look down at the snow. I looked up at the tree. There was my birthday present sitting high up in the tree! It was heavy and strange and ugly, all right.

## A Lightning Storm

Thomas thought Grandfather answered, but he couldn't hear, as just then a bolt of lightning cracked into the big beech tree. It ripped off a mighty bough, which crashed to the ground. This was too much for Ringo. He leaped onto Thomas's lap and shivered there.

"Poor boy," said Thomas. "He's frightened."

"I had a dog when I was a boy," said Grandfather. "He was so scared of storms that I had to hide under the bed with him when one came. He was afraid even to be frightened alone."

"I'm not afraid of anything," Thomas said, holding his cat close.

"Not many people can say that," said Grandfather. Then he added, "Well, I suppose anybody could say it."

"I'm not afraid of thunderstorms, like Ringo and your dog. What was his name?"

"Melvin."

"That's not a good name for a dog," Thomas said.

"I thought it was," Grandfather said calmly. "He was my dog."

"I like cats," said Thomas. "I want to own a tiger!"

"Not while you're living with me," said Grandfather.

## The Snow Storm

When Anna woke up she thought it was still night. No light came through the skylight. She turned on her side in bed and looked through the doorway into the kitchen. Tony was at the table eating his oatmeal. Grandpa was pouring a bucket of coal into the big stove.

Anna jumped out of bed and ran into the kitchen to get dressed. Mama came in from the parlor.

“What time is it, Mama?” Anna asked, warming her hands over the hot stove.

“Almost seven thirty,” Mama said. “Go to the front window and see what is happening outside.”

Anna looked out of the window. It was snowing so hard, she could scarcely see the houses across the street.

“Don’t worry, it won’t last,” Grandpa said. “After all, it’s almost the middle of March.”

Mama put a bowl of hot oatmeal on the table for Anna. “Maybe you should stay home from school today,” she said.

“I can’t, Mama. Today is the last day of the spelling bee. If I win, I’ll be in the City Finals.”



## Acting Strange

“What are you doing, Huey?” I said.

“None of your business!” Huey said.

I closed the door again.

When he came to dinner, he didn't look at me.

My mother brought out the food.

“Huey,” my mother said, “you have to have some broccoli. It's good for you. It will make you strong.”

“All right,” Huey said.

He ate three helpings! I couldn't believe it. Usually Huey only pretends to eat broccoli. Usually he stores it in his pants pockets and gets rid of it later.

“May I be excused?” Huey said.

He went upstairs to our room and closed the door again.

My father looked at Huey's empty chair. “Seems like something strange is going on around here,” my father said. He had those dangerous yellow lights in his eyes. “Seems like I haven't seen you and Huey talk to each other for three days. Did you two have a fight?”

“Oh no,” I said.

“No?” my father repeated.

“Really,” I said.

And just then there was a huge crash like a tree falling above us.

## A New Job

“You want me to shine shoes on Grand Avenue?”

“If that’s what you want to do.”

Sarah Ida was quiet for a while. Things weren’t working out the way she’d planned. She’d never thought Aunt Claudia would let her work in the shoeshine stand, and Aunt Claudia didn’t seem to care!

Unless – Sarah Ida had another thought. Maybe Aunt Claudia didn’t believe she’d go through with it. Maybe she was thinking, *That child is playing another game.*

Sarah Ida said, “You really want me to go tell Al Winkler I’ll work for him?”

“If it’s what you want to do,” said Aunt Claudia.

Sarah Ida started down the steps. Aunt Claudia didn’t call her back. There was nothing for her to do but go.

She found Al sitting in one of his chairs.

“What did she say?” he asked.

“She said yes.”

“You want to start now?”

“I don’t care,” she said.

He opened a drawer under the platform and took out an old piece of cloth.

## Tier II Vocabulary Second Grade

Tier 2 vocabulary words are high frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print.

Amaze	Escape	Peeking
Amusing	Estimate	Plan
Analyze	Exercise	Poke
Annoy	Expect	Predict
Arranged	Famous	Prefer
Avoid	Flock	Process
Cause	Friendly	Publish
Classify	Frighten	Records
Community	Frown	Revise
Conclusion	Gasp	Separate
Connection	Gather	Steaming
Continue	Gust	Shivered
Cooperation	Helpful	Similar
Curious	Include	Sum
Cycle	Insist	Suppose
Data	Investigate	Sway
Describe	Label	Stormy
Detail	Leaned	Swoop
Diagram	Living	Treasure
Difference	March	Vanish
Different	Matter	Volunteer
Discover	Moist	
Drowsy	Necessary	
Edit	Non-living	
Effect	Noticed	
Energy	Observe	
Enormous	Opinion	

## Context Clues

### Second Grade Vocabulary Worksheet

Read each sentence and work out the meaning of the bolded word using cross sentence clues. Fill in the circle next to the correct answer.

The swimmer kept **afloat** by laying on her back in the water.

- to fall or drop slowly
- to rest on the surface of the water

The boy **claimed** that someone else broke the window, but all the other children said it was him.

- a sentence that asks for a reply
- to state or demand as one's right

I **shared** the cake with my friends.

- to divide and give out to others while keeping a portion for oneself
- to put or store

The telephone was **invented** by Alexander Graham Bell.

- to think of, come up with, or create something new
- to ruin completely

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We **arrived** at the bus depot just in time to see our bus leaving without us.

- to leave; go away
- to reach a certain place

He only wears a suit on **special** occasions.

- out of the ordinary; better or more important than the usual
- usual or normal

The champion was welcomed by a large **crowd** of fans.

- a large number of people gathered together
- only a small number of

In her **haste** to catch her bus, she forgot her homework at home.

- a state of relaxation
- speed or hurry

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## Context Clues

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### Second Grade Vocabulary Worksheet

Read each sentence and work out the meaning of the bolded word using cross sentence clues. Fill in the circle next to the correct answer.

Studying for the test wasn't easy, but it was worth the **effort**.

- slow to move or react
- a hard try; attempt

Swimming is one thing I **enjoy**.

- to find pleasure or joy in
- feeling restless because of having to do something that is not interesting

She watched the sun set behind the **mountains**.

- a long area of low land
- a land mass with great height and steep sides that is higher than a hill

Air, like food, is a **basic** human need.

- to wish for
- essential



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## Context Clues

### Second Grade Vocabulary Worksheet

Read each sentence and work out the meaning of the bolded word using cross sentence clues. Fill in the circle next to the correct answer.

Listen! She is going to **explain** that rule again.

- to make clear in speech or writing; show in detail
- a rough piece of writing that needs more work

My uncle **offered** to help paint the house.

- to carry away; remove
- to show a desire to do or give something

She learned the **craft** of knitting from her grandmother.

- a device with a system of parts that work together to perform a task
- skill or talent in making things by hand or in the arts

She opened the door and felt a cold **blast**.

- a small, flowing body of water
- powerful and sudden gust of air

## Context Clues

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## Context Clues

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### Second Grade Vocabulary Worksheet

Read each sentence and work out the meaning of the **bolded** word using cross sentence clues. Fill in the circle next to the correct answer.

She cut some **branches** off the apple tree.

- the small parts of a flowering plant that grow into new plants
- woody parts of a tree or bush that grow out from the trunk

A huge **flock** of geese flew over us, honking loudly.

- apart from everyone or everything else
- a group of animals or birds of one kind that stay together

She wore a **plain** white dress.

- to make more beautiful by adding decorations or designs
- not complicated or fancy

The mother **braided** her daughter's hair.

- to remove the knots from, arrange, or smooth with a comb
- to weave together three or more pieces of material or strands of hair

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## Context Clues

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### Second Grade Vocabulary Worksheet

Read each sentence and work out the meaning of the bolded word using cross sentence clues. Fill in the circle next to the correct answer.

When I finish my practice, I put my violin in its **case**.

- a container for holding, carrying, or keeping safe
- a pocketbook that is small and flat that is used to hold money and cards

Mark fell off his bike and **bumped** his knee.

- even in movement; without trouble
- to knock against or hit

Keep a **record** of how much you spend.

- to put in writing
- the act of speaking

Chocolate is my favorite **treat**.

- to be without
- anything considered as a source of enjoyment

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# An Adventure in Africa

by ReadWorks



It was late at night, but Kevin lay awake in bed. He could not sleep because he was very scared. His bed was inside a giant camping tent, and just outside the tent were the fields of Africa, filled with wild animals. Kevin looked at his parents, who slept soundly in another bed across from him. He wondered how they could be so calm. What if a lion came into their tent to attack them? It took a long time before Kevin finally fell asleep.

When the sun came up, he felt his mother's hand on his head. "Good morning, Kevin!" she said. She looked happy and excited. "Time to wake up and go on the safari."

"I'm scared," said Kevin. Before they left America on the airplane, his parents had explained to him that a safari was a long drive through nature, usually in Africa. During a safari you can see lions and zebras living free,



instead of cooped up in a zoo. "What if we get close to a lion?" he asked.

"Oh, darling," she said. "Like I told you, nothing will happen to us if we listen to what our guide says."

Kevin rubbed his eyes and slowly put on his clothes. He listened to the birds singing outside and began to feel less afraid. He walked out of the tent into bright sunlight and ate his eggs quickly at the table outside. Then he got into a big green jeep with his mother and father. The driver was a kind-looking man with a bushy gray beard. His name was Jim, and he was their guide.

The jeep took off along a dirt road. After a little while Kevin saw something move out of the corner of his eye. "Wait!" he said. "I see something!"

Jim stopped the car and told them all to get out. Kevin and his parents waited in the tall grass while Jim walked ahead of them and looked around. After a minute Jim raised his hands in the air. "Shhh," he whispered. "It's nothing dangerous. If we speak loudly, we'll scare it away!" Kevin and his parents walked up to where Jim stood, and soon Kevin saw an animal come very close to them. It was a beautiful golden creature with dark brown spots and a very, very long neck. It had come to eat the leaves of a tall tree. "The giraffe is the only animal around here tall enough to reach these leaves," whispered Jim. "That's why it always has food to eat."

"Wow," whispered Kevin. He could not believe how close he was to the giraffe. All his fears vanished, and he began to get excited about the day to come.

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

1. Where are Kevin and his parents?

- A. in Australia
- B. in Africa
- C. in America

2. What event made Kevin less afraid of being close to wild animals?

- A. Kevin's mom told him that nothing would happen to them if they listen to their guide, so Kevin was not afraid.
- B. Jim, the guide, came to pick up Kevin and his parents to take them on the safari.
- C. A giraffe came very close to Kevin while he was on the safari and Kevin was not afraid.

3. Kevin was scared when he was in the giant camping tent late at night in Africa. Which evidence from the story does NOT support this statement?

- A. It took a long time before Kevin could fall asleep.
- B. Kevin's parents slept soundly in another bed across from Kevin.
- C. Kevin thought about a lion coming into their tent to attack them.

4. How did Kevin's parents most likely feel during the trip to Africa?

- A. Kevin's parents were bored during the trip to Africa.
- B. Kevin's parents were afraid during the trip to Africa.
- C. Kevin's parents were not afraid during the trip to Africa.

5. What is the story mostly about?

- A. a boy named Kevin who goes on a safari in Africa with his parents
- B. a boy named Kevin who was excited to see many wild animals close up
- C. a family that went to Africa to see giraffes

6. Read the following sentences: "During a safari you can see lions and zebras living free, instead of **cooped up** in a zoo."

What does the phrase "**cooped up**" most nearly mean?

- A. yelled at
- B. released in the wild
- C. kept in a closed space

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

Kevin saw something move \_\_\_\_\_ the guide stopped the car.

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

8. Which animal came to eat the leaves of a tall tree that was near Kevin?

9. Explain how Kevin's feelings about being close to wild animals change from the beginning to the end of the story. Use evidence from the text to support your answer.

10. How would Kevin react if he saw a lion up close on the safari? Use evidence from the story to support your answer.

# Afternoon on a Hill

by Edna St. Vincent Millay

I will be the gladdest thing

Under the sun!

I will touch a hundred flowers

And not pick one.

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

5

And when lights begin to show

Up from the town,

I will mark which must be mine,

And then start down!

10

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

1. What does the speaker look at in this poem?

- A. the sun and moon
- B. cliffs and clouds
- C. bugs in the grass

2. Which of these phrases from the poem describes part of the setting?

- A. "which must be mine"
- B. "with quiet eyes"
- C. "a hundred flowers"

3. The speaker of the poem wants to enjoy nature without hurting it in any way.

Which evidence from the poem best supports this conclusion?

- A. I will touch a hundred flowers / And not pick one.
- B. I will mark which must be mine, / And then start down!
- C. I will be the gladdest thing / Under the sun!

4. Where is the speaker of the poem spending an afternoon?

- A. on a hill
- B. in a forest
- C. in a town

5. What is this poem mostly about?

- A. enjoying nature without leaving a mark on it
- B. the effects of wind on grass, cliffs, and clouds
- C. travelling from a hill down to a town

6. Read these lines from the poem:

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

Why might the poet have described the speaker's eyes as "quiet" in the second line of the stanza?

- A. to hint that the speaker cannot hear or speak at all
- B. to show that the speaker was not making any noise
- C. to suggest that the speaker's mouth was not staying quiet

7. Read this stanza from the poem:

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

Which of these lines means the same thing as the last line in this stanza?

- A. And the grass rises quietly.
- B. And the grass might rise.
- C. And watch the grass rise.

8. What are three things the speaker will see during the afternoon on the hill?

9. What are two things the speaker will do while spending time on the hill?

10. Based on this poem, how does the speaker feel about spending time in nature? Use evidence from the poem to support your answer.

# My Bean Plant

by Rachelle Kreisman



My grandfather loves to grow plants. He raises vegetables and fruits, and he takes great care of all of them. Last week, Grandpa gave me some green bean seeds. Now I can grow my own green bean plant.

I brought my seeds home and showed my mom. She helped me get my green bean project ready. First, we put some soil in a pot. Then we planted a few seeds. I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window,

and I added some water.

I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing! Over the next few weeks, more stems and leaves will grow. Then flowers will grow, too.

What am I most excited about? I cannot wait to eat the beans! I think they will taste even better because I grew them myself.



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

1. What did Grandpa give to the main character?

- A. some green beans
- B. green bean seeds
- C. a fully-grown bean plant

2. The main character planted the seeds, put the pot in a sunny spot, and added water. What was the effect of these actions?

- A. The soil got dry right away.
- B. A tiny stem grew after some time.
- C. The seeds quickly turned into green beans.

3. Read these sentences from the text.

"I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

What conclusion can you draw from this evidence?

- A. The main character has taken care of many different plants in the past.
- B. The main character is doing a good job of taking care of the bean plant.
- C. The main character doesn't really care about the bean plant.

4. Read these sentences from the text.

"I cannot wait to eat the beans! I think they will taste even better because I grew them myself."

Why might the main character think the beans will taste even better because he or she grew them?

- A. because the main character normally hates the taste of green beans
- B. because the main character is way better at growing plants than Grandpa
- C. because the main character put work into taking care of the beans

5. What is the main idea of this story?

- A. The main character takes care of a green bean seed and helps it start growing into a plant.
- B. The main character's grandfather loves to grow vegetables, and he takes great care of all his plants.
- C. The main character is excited to eat green beans because they are a tasty vegetable.

6. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So, I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

Based on this text, what does the phrase "depend on" most closely mean?

- A. need
- B. like
- C. change

7. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So, I put the pot in a sunny spot by the window, and I added some water."

Now read this sentence about the same information. Then, choose the answer that completes the sentence without changing the meaning from the story.

I put the pot in a sunny spot by the window, and I added some water \_\_\_\_\_ Grandpa told me that plants depend on water and sunlight to grow.

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

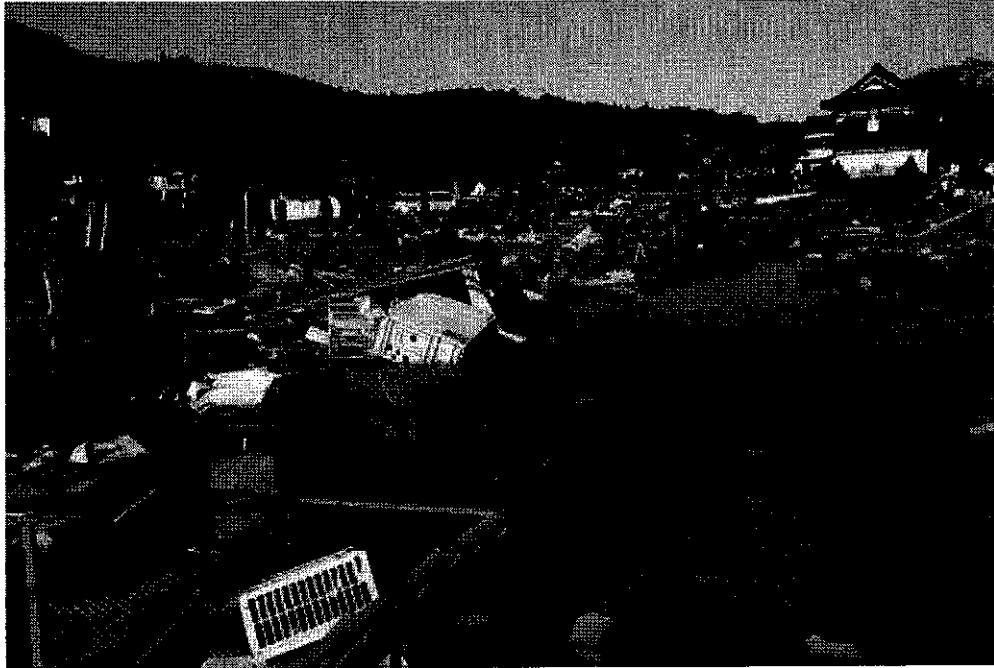
8. What do plants need so they can grow?

9. What are two things the main character did to the bean plant to help it grow?

10. What would happen to the bean plant if the main character forgot to give it water? Use evidence from the text to support your answer.

# Big Waves!

by Linda Ruggieri



Take a look at a world map. Can you find the Pacific Ocean? Japan is a country made up of many islands in that ocean. Most people in Japan live close to the waters of the Pacific.

A few years ago, people living in the Tohoku region of Japan saw something strange. Giant ocean waves were coming toward them. When the waves reached the beach, they did not stop. Streets and homes were flooded.

Giant waves like those are known as tsunamis (*soo-NAH-meess*). *Tsunami* is a Japanese word that means "harbor wave."

What causes a tsunami? An earthquake occurs in the ocean. The land below the water shakes. That causes water to swell into giant waves. The waves travel quickly across the ocean.

The tsunami that hit Tohoku started as an earthquake in the ocean eighty miles away. The quake was very strong. The tsunami waves it created kept coming for hours. The waves destroyed ships, cars, and many buildings.

Scientists are studying the events of the Tohoku tsunami. The scientists hope to learn things that will make people safer the next time a tsunami happens.

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

1. Which country was hit by a tsunami a few years ago?

- A. the United States
- B. Japan
- C. England

2. The article describes how earthquakes in the ocean can cause tsunamis. First, the land below the water shakes. What is the effect of this shaking?

- A. The earthquake gets bigger and bigger.
- B. The water swells into giant waves.
- C. The shaking land gets weaker.

3. The tsunami that hit Tohoku was very powerful.

What evidence best supports this conclusion?

- A. Tsunamis are caused by earthquakes in the ocean.
- B. The Tohoku tsunami started as an earthquake in the ocean eighty miles away.
- C. The tsunami waves destroyed ships, cars, and many buildings.

4. Most people in Japan live near the ocean. When the tsunami hit Japan, it damaged houses, ships, cars, and buildings.

Based on this evidence, what can you infer?

- A. The Tohoku tsunami was the worst tsunami to ever hit Japan.
- B. People in Japan have figured out a way to deal with tsunamis.
- C. The Tohoku tsunami probably affected a lot of people.

5. What is the main idea of this article?

- A. Earthquakes are a big problem for people in Japan.
- B. A few years ago, a tsunami hit Japan and caused lots of damage.
- C. Scientists hope to learn a lot more about tsunamis.

6. Read these sentences from the text.

"What causes a tsunami? An earthquake occurs in the ocean. The land below the water shakes. That causes water to swell into giant waves. The waves travel quickly across the ocean."

Why does the author ask a question at the beginning of this paragraph?

- A. to show that the author does not know the answer to this question
- B. to let readers know that the next sentences will answer the question
- C. to let readers know about a question that scientists are trying to learn more about

7. Choose the answer that best completes this sentence.

The tsunami waves were giant and kept coming for hours, \_\_\_\_\_ they destroyed many buildings.

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

8. What event causes a tsunami?

9. What were two effects that the tsunamis had on Tohoku, Japan?

10. Scientists are studying the events of the Tohoku tsunami to find ways to keep people safe from the next tsunami. Would it also be useful for scientists to study earthquakes to keep people safe from tsunamis? Why or why not?

# Bobby Gets a Doggy

by Vinnie Rotondaro



Bobby loves doggies. He loves big doggies and small doggies. He loves doggies that are soft and even doggies that aren't so soft. Bobby loves all doggies, except for mean doggies that bite people, because really, nobody likes mean doggies that bite people.

But Bobby doesn't have his own doggy. He can only look at other people's doggies and wish he had one for himself, and sometimes at night, after his parents tuck him into his bed and turn off the light, he sighs and thinks to

himself about how badly he wants one.

Bobby is a good little boy. He doesn't complain, and he never whines about how he doesn't have a doggy. But Bobby's mom and dad know how happy a doggy would make him.

One day, Bobby's parents drive over to the pet store and look at the different doggies for sale. All the doggies are small and young. They are puppies. One puppy has fuzzy white hair with a brown patch over its eye and floppy ears. Another has tall pointy ears and a coat of hair that is red and black. Another still has long, wispy hair that is all white.

Bobby's parents look at each of the puppies. They pick them up and pet them and let them lick their faces. There is one puppy that they haven't seen, though. This puppy has grey hair with some white in it, and little black eyes. It is in the corner of the puppy pen with its head down, and it is looking out at Bobby's parents with a cute look on its face.

"What is that puppy's name?" Bobby's father asks.

"That puppy's name is Lucy," says the pet store man.

Bobby's father picks up Lucy. She is very, very soft, and very, very nice. Bobby's father and mother know that this is the dog for Bobby. They pay for her and take her home with them and hide her in the bathroom.

Bobby comes home from school, takes off his backpack, and sits down on a couch in the living room.

"Bobby," his mother says. "How was your day at school?"

"Oh, it was fine," he says. But Bobby's mother knows that he is secretly wishing he had a doggy.



Bobby's dad quietly opens the bathroom door and scoops Lucy into his arms. He sneaks up behind Bobby and very quietly lowers Lucy onto his lap.

Bobby yelps with joy!

"What is her name?!" he asks his parents.

"Her name is Lucy," they say. "And she is all yours."

And that's how Bobby meets his best friend.

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

1. What does Bobby love?

- A. kitties
- B. doggies
- C. snakes

2. When do Bobby's parents give him a doggy?

- A. at the beginning of the story
- B. in the middle of the story
- C. at the end of the story

3. Bobby loves doggies that are soft. The doggy that Bobby's parents give him is soft.

What can be concluded from this information?

- A. Bobby will forget to feed the doggy that his parents give him.
- B. Bobby will not like the doggy that his parents give him.
- C. Bobby will love the doggy that his parents give him.

4. Why do Bobby's parents get a doggy for him?

- A. Bobby's parents want to make Bobby happy.
- B. Bobby's parents want to make Bobby a better student.
- C. Bobby's parents want to make Bobby better at sports.

5. What is the main idea of this story?

- A. A boy gets mad at his parents because he does not have a dog.
- B. A good boy who loves dogs is given a dog.
- C. A bad boy who hates dogs is given a cat.

6. Read this sentence from the passage: "Bobby loves all **doggies**, except for mean **doggies** that bite people, because really, nobody likes mean **doggies** that bite people."

What does the word "**doggies**" mean?

- A. dogs
- B. parents
- C. children

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

At first Bobby does not have a doggy, \_\_\_\_\_ later his parents give him one.

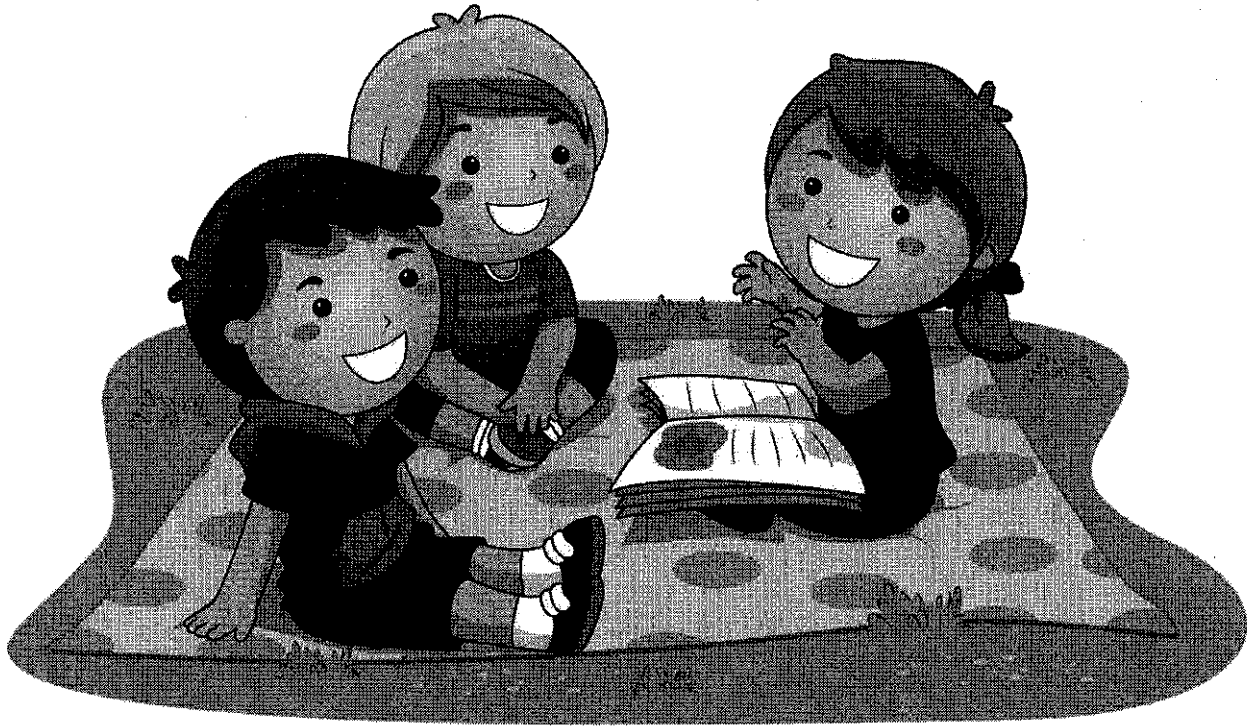
- A. after
- B. because
- C. but

8. What is the name of Bobby's dog?

9. Describe Lucy.

10. Why do Bobby's parents choose Lucy out of all the puppies at the pet store?  
Support your answer with information from the story.

Webster County School District  
2<sup>nd</sup> Grade Math



At Home Learning  
Packet

# 10 Free Math Learning Websites

- **ABC YA**
  - [www.abcya.com](http://www.abcya.com)
  - Practice math and reading skills all while playing fun games!
- **IXL**
  - <https://www.ixl.com/inspiration/family-learning>
  - Math practice on each and every math skill.
- **Khan Academy**
  - <https://www.khanacademy.org/signup?isparent=1>
  - Math practice and interactive videos to help your child learn math.
- **Eureka Math**
  - <https://gm.greatminds.org/en-us/knowledgeonthego>
  - Content videos and student practice on math skills.
- **Fun Brain**
  - [www.funbrain.com](http://www.funbrain.com)
  - Play games while practicing math and reading skills!
- **Star Fall**
  - <https://teach.starfall.com/lv/>
  - Math practice and interactive games to keep you child learning while having fun!
- **Cool Math**
  - <https://www.coolmathgames.com/>
  - Cool math games for learning!
- **Hooda Math**
  - <https://www.hoodamath.com/>
  - Math games by grade level for math learning fun!
- **Splash Learn**
  - <https://www.splashlearn.com/>
  - Math games for kids that make learning fun.
- **Cool Math 4 Kids**
  - <https://www.coolmath4kids.com/>
  - Math games with learning.

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

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

Math by Myself

1. Mike has 34 puppies and his sister gives him 4 more puppies. How many puppies does Mike have now?

\_\_\_\_\_ Puppies

3. At Universal Studios twenty seven children got on the Back to the Future ride. How many children are still on the ride if sixteen children got off when it stopped?

\_\_\_\_\_ Children

3. Jonathan has 7 insects in his collection. He found 43 insects on a camping trip. How many insects does he still have if 9 insects flew away?

\_\_\_\_\_ Insects

4. Jude and Evan count 54 campfires and 13 marshmallows at the camp ground. They count half as many chocolate bars as campfires and marshmallows combined. How many items do Jude and Evan count in the camp ground?

\_\_\_\_\_ Camping Items

5. There are 78 arcade games to play at Chuck E. Cheese. Fun Spot has 24 arcade games. How many arcade games are there if Adventure Land has 9 arcade games?

\_\_\_\_\_ Games

6. Carly is trying to decide how many lollipops she needs for her birthday party's goody bags. The lollipops are sold in groups of 2. She wants each bag to have 3 lollipop. If she invited 81 kids to her party, how many lollipops does she need? How many will she have left over?

\_\_\_\_\_ Lollipops

Create your plans to solve the problem in the boxes below.

1.

2.

3.

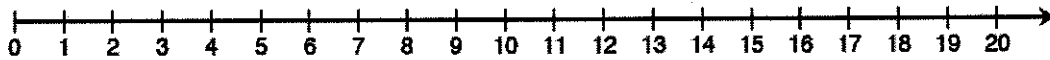
4.

5.

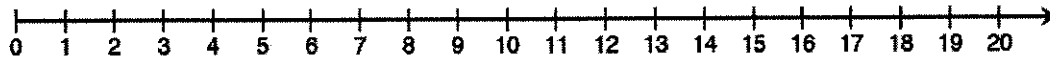
6.

Use the number lines to help you solve the problems. Show your work on the number line.

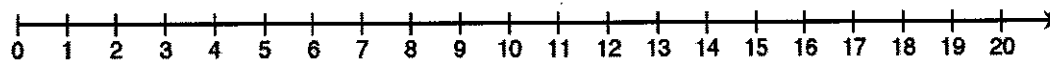
1.  $5 + 7 =$



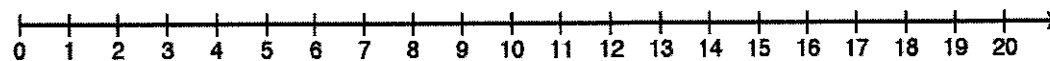
2.  $17 - 8 =$



3.  $12 + 6 =$

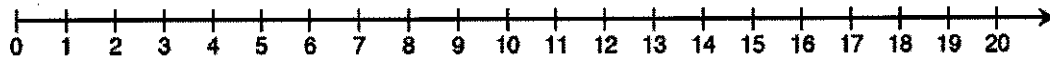


4.  $20 - 9 =$

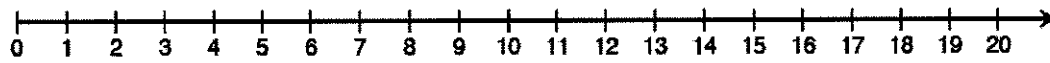




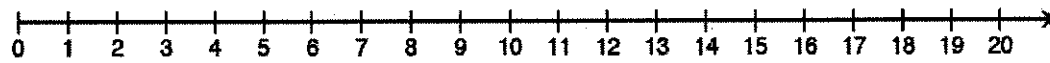
5.  $9 + 9 =$



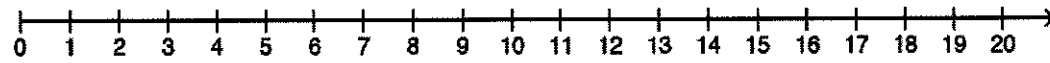
6.  $13 + 5 =$



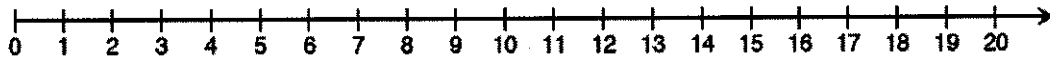
7.  $8 + 9 =$



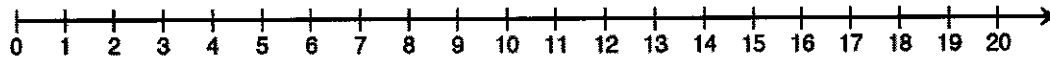
8.  $3 + 3 + 3 =$



9.  $19 - 11 =$



10.  $14 - 11 =$



**\*\*Read each word problem below and solve. Draw a picture on a separate sheet of paper to help you solve the problem.**

The local food bank was receiving donations from the community.

1. During the first week, they received 12 boxes of canned soup and 36 boxes of crackers. During the second week, they received 25 boxes of canned soup and 24 boxes of crackers. How many boxes of crackers did they receive in total? \_\_\_\_\_

2. They had 40 boxes of pasta sauce in storage and received 47 more boxes last month. How many boxes of pasta sauce are there? \_\_\_\_\_

3. In the storage room, there are 16 boxes of corn flakes. There were 19 more boxes of cheerios than corn flakes. How many boxes of cereal are there? \_\_\_\_\_

4. The food bank expected to recruit 60 volunteers. 34 men and 45 women signed up. How many volunteers were recruited? \_\_\_\_\_

5. The local food bank opened 18 days in January and 21 days in February. If it will be opened for 15 days in March, how many days is it open in these three months? \_\_\_\_\_

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

2.OA.2 Add and Subtract within 20 (single digit sums from memory)

Addition:

$0+0=$	$2+0=$	$4+0=$	$6+0=$	$8+0=$
$0+1=$	$2+1=$	$4+1=$	$6+1=$	$8+1=$
$0+2=$	$2+2=$	$4+2=$	$6+2=$	$8+2=$
$0+3=$	$2+3=$	$4+3=$	$6+3=$	$8+3=$
$0+4=$	$2+4=$	$4+4=$	$6+4=$	$8+4=$
$0+5=$	$2+5=$	$4+5=$	$6+5=$	$8+5=$
$0+6=$	$2+6=$	$4+6=$	$6+6=$	$8+6=$
$0+7=$	$2+7=$	$4+7=$	$6+7=$	$8+7=$
$0+8=$	$2+8=$	$4+8=$	$6+8=$	$8+8=$
$0+9=$	$2+9=$	$4+9=$	$6+9=$	$8+9=$
$1+0=$	$3+0=$	$5+0=$	$7+0=$	$9+0=$
$1+1=$	$3+1=$	$5+1=$	$7+1=$	$9+1=$
$1+2=$	$3+2=$	$5+2=$	$7+2=$	$9+2=$
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$1+4=$	$3+4=$	$5+4=$	$7+4=$	$9+4=$
$1+5=$	$3+5=$	$5+5=$	$7+5=$	$9+5=$
$1+6=$	$3+6=$	$5+6=$	$7+6=$	$9+6=$
$1+7=$	$3+7=$	$5+7=$	$7+7=$	$9+7=$
$1+8=$	$3+8=$	$5+8=$	$7+8=$	$9+8=$
$1+9=1$	$3+9=$	$5+9=$	$7+9=$	$9+9=$

**Addition Key:**

$0 + 0 = 0$	$2 + 0 = 2$	$4 + 0 = 4$	$6 + 0 = 6$	$8 + 0 = 8$
$0 + 1 = 1$	$2 + 1 = 3$	$4 + 1 = 5$	$6 + 1 = 7$	$8 + 1 = 9$
$0 + 2 = 2$	$2 + 2 = 4$	$4 + 2 = 6$	$6 + 2 = 8$	$8 + 2 = 10$
$0 + 3 = 3$	$2 + 3 = 5$	$4 + 3 = 7$	$6 + 3 = 9$	$8 + 3 = 11$
$0 + 4 = 4$	$2 + 4 = 6$	$4 + 4 = 8$	$6 + 4 = 10$	$8 + 4 = 12$
$0 + 5 = 5$	$2 + 5 = 7$	$4 + 5 = 9$	$6 + 5 = 11$	$8 + 5 = 13$
$0 + 6 = 6$	$2 + 6 = 8$	$4 + 6 = 10$	$6 + 6 = 12$	$8 + 6 = 14$
$0 + 7 = 7$	$2 + 7 = 9$	$4 + 7 = 11$	$6 + 7 = 13$	$8 + 7 = 15$
$0 + 8 = 8$	$2 + 8 = 10$	$4 + 8 = 12$	$6 + 8 = 14$	$8 + 8 = 16$
$0 + 9 = 9$	$2 + 9 = 11$	$4 + 9 = 13$	$6 + 9 = 15$	$8 + 9 = 17$
$1 + 0 = 1$	$3 + 0 = 3$	$5 + 0 = 5$	$7 + 0 = 7$	$9 + 0 = 9$
$1 + 1 = 2$	$3 + 1 = 4$	$5 + 1 = 6$	$7 + 1 = 8$	$9 + 1 = 10$
$1 + 2 = 3$	$3 + 2 = 5$	$5 + 2 = 7$	$7 + 2 = 9$	$9 + 2 = 11$
$1 + 3 = 4$	$3 + 3 = 6$	$5 + 3 = 8$	$7 + 3 = 10$	$9 + 3 = 12$
$1 + 4 = 5$	$3 + 4 = 7$	$5 + 4 = 9$	$7 + 4 = 11$	$9 + 4 = 13$
$1 + 5 = 6$	$3 + 5 = 8$	$5 + 5 = 10$	$7 + 5 = 12$	$9 + 5 = 14$
$1 + 6 = 7$	$3 + 6 = 9$	$5 + 6 = 11$	$7 + 6 = 13$	$9 + 6 = 15$
$1 + 7 = 8$	$3 + 7 = 10$	$5 + 7 = 12$	$7 + 7 = 14$	$9 + 7 = 16$
$1 + 8 = 9$	$3 + 8 = 11$	$5 + 8 = 13$	$7 + 8 = 15$	$9 + 8 = 17$
$1 + 9 = 10$	$3 + 9 = 12$	$5 + 9 = 14$	$7 + 9 = 16$	$9 + 9 = 18$

**ADDITION - ASSESSMENT FLASH CARDS**

$0 + 0$

$2 + 0$

$4 + 0$

$6 + 0$

$8 + 0$

$0 + 1$

$2 + 1$

$4 + 1$

$6 + 1$

$8 + 1$

$0 + 2$

$2 + 2$

$4 + 2$

$6 + 2$

$8 + 2$

$0 + 3$

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$4 + 9$

$6 + 9$

$8 + 9$

$1 + 0$

$3 + 0$

$5 + 0$

$7 + 0$

$9 + 0$

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$9 + 8$

$1 + 9$

$3 + 9$

$5 + 9$

$7 + 9$

$9 + 9$

**Subtraction:**

$0 - 0 =$	$2 - 0 =$	$4 - 0 =$	$6 - 0 =$	$8 - 0 =$
$1 - 1 =$	$3 - 1 =$	$5 - 1 =$	$7 - 1 =$	$9 - 1 =$
$2 - 2 =$	$4 - 2 =$	$6 - 2 =$	$8 - 2 =$	$10 - 2 =$
$3 - 3 =$	$5 - 3 =$	$7 - 3 =$	$9 - 3 =$	$11 - 3 =$
$4 - 4 =$	$6 - 4 =$	$8 - 4 =$	$10 - 4 =$	$12 - 4 =$
$5 - 5 =$	$7 - 5 =$	$9 - 5 =$	$11 - 5 =$	$13 - 5 =$
$6 - 6 =$	$8 - 6 =$	$10 - 6 =$	$12 - 6 =$	$14 - 6 =$
$7 - 7 =$	$9 - 7 =$	$11 - 7 =$	$13 - 7 =$	$15 - 7 =$
$8 - 8 =$	$10 - 8 =$	$12 - 8 =$	$14 - 8 =$	$16 - 8 =$
$9 - 9 =$	$11 - 9 =$	$13 - 9 =$	$15 - 9 =$	$17 - 9 =$
$1 - 0 =$	$3 - 0 =$	$5 - 0 =$	$7 - 0 =$	$9 - 0 =$
$2 - 1 =$	$4 - 1 =$	$6 - 1 =$	$8 - 1 =$	$10 - 1 =$
$3 - 2 =$	$5 - 2 =$	$7 - 2 =$	$9 - 2 =$	$11 - 2 =$
$4 - 3 =$	$6 - 3 =$	$8 - 3 =$	$10 - 3 =$	$12 - 3 =$
$5 - 4 =$	$7 - 4 =$	$9 - 4 =$	$11 - 4 =$	$13 - 4 =$
$6 - 5 =$	$8 - 5 =$	$10 - 5 =$	$12 - 5 =$	$14 - 5 =$
$7 - 6 =$	$9 - 6 =$	$11 - 6 =$	$13 - 6 =$	$15 - 6 =$
$8 - 7 =$	$10 - 7 =$	$12 - 7 =$	$14 - 7 =$	$16 - 7 =$
$9 - 8 =$	$11 - 8 =$	$13 - 8 =$	$15 - 8 =$	$17 - 8 =$
$10 - 9 =$	$12 - 9 =$	$14 - 9 =$	$16 - 9 =$	$18 - 9 =$

## Subtraction Key:

$0 - 0 = 0$	$2 - 0 = 2$	$4 - 0 = 4$	$6 - 0 = 6$	$8 - 0 = 8$
$1 - 1 = 0$	$3 - 1 = 2$	$5 - 1 = 4$	$7 - 1 = 6$	$9 - 1 = 8$
$2 - 2 = 0$	$4 - 2 = 2$	$6 - 2 = 4$	$8 - 2 = 6$	$10 - 2 = 8$
$3 - 3 = 0$	$5 - 3 = 2$	$7 - 3 = 4$	$9 - 3 = 6$	$11 - 3 = 8$
$4 - 4 = 0$	$6 - 4 = 2$	$8 - 4 = 4$	$10 - 4 = 6$	$12 - 4 = 8$
$5 - 5 = 0$	$7 - 5 = 2$	$9 - 5 = 4$	$11 - 5 = 6$	$13 - 5 = 8$
$6 - 6 = 0$	$8 - 6 = 2$	$10 - 6 = 4$	$12 - 6 = 6$	$14 - 6 = 8$
$7 - 7 = 0$	$9 - 7 = 2$	$11 - 7 = 4$	$13 - 7 = 6$	$15 - 7 = 8$
$8 - 8 = 0$	$10 - 8 = 2$	$12 - 8 = 4$	$14 - 8 = 6$	$16 - 8 = 8$
$9 - 9 = 0$	$11 - 9 = 2$	$13 - 9 = 4$	$15 - 9 = 6$	$17 - 9 = 8$
$1 - 0 = 1$	$3 - 0 = 3$	$5 - 0 = 5$	$7 - 0 = 7$	$9 - 0 = 9$
$2 - 1 = 1$	$4 - 1 = 3$	$6 - 1 = 5$	$8 - 1 = 7$	$10 - 1 = 9$
$3 - 2 = 1$	$5 - 2 = 3$	$7 - 2 = 5$	$9 - 2 = 7$	$11 - 2 = 9$
$4 - 3 = 1$	$6 - 3 = 3$	$8 - 3 = 5$	$10 - 3 = 7$	$12 - 3 = 9$
$5 - 4 = 1$	$7 - 4 = 3$	$9 - 4 = 5$	$11 - 4 = 7$	$13 - 4 = 9$
$6 - 5 = 1$	$8 - 5 = 3$	$10 - 5 = 5$	$12 - 5 = 7$	$14 - 5 = 9$
$7 - 6 = 1$	$9 - 6 = 3$	$11 - 6 = 5$	$13 - 6 = 7$	$15 - 6 = 9$
$8 - 7 = 1$	$10 - 7 = 3$	$12 - 7 = 5$	$14 - 7 = 7$	$16 - 7 = 9$
$9 - 8 = 1$	$11 - 8 = 3$	$13 - 8 = 5$	$15 - 8 = 7$	$17 - 8 = 9$
$10 - 9 = 1$	$12 - 9 = 3$	$14 - 9 = 5$	$16 - 9 = 7$	$18 - 9 = 9$

0-0

2-0

4-0

6-0

8-0

1-1

3-1

5-1

7-1

9-1

2-2

4-2

6-2

8-2

10-2

3 - 3

5 - 3

7 - 3

9 - 3

11 - 3

4 - 4

6 - 4

8 - 4

10 - 4

12 - 4

5 - 5

7 - 5

9 - 5

11 - 5

13 - 5



6 - 6

8 - 6

10 - 6

12 - 6

14 - 6

7 - 7

9 - 7

11 - 7

13 - 7

15 - 7

8 - 8

10 - 8

12 - 8

14 - 8

16 - 8

9 - 9

11 - 9

13 - 9

15 - 9

17 - 9

1 - 0

3 - 0

5 - 0

7 - 0

9 - 0

2 - 1

4 - 1

6 - 1

8 - 1

10 - 1

3 - 2

5 - 2

7 - 2

9 - 2

11 - 2

4 - 3

6 - 3

8 - 3

10 - 3

12 - 3

5 - 4

7 - 4

9 - 4

11 - 4

13 - 4

6 - 5

8 - 5

10 - 5

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14 - 5

7 - 6

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11 - 6

13 - 6

15 - 6

8 - 7

10 - 7

12 - 7

14 - 7

16 - 7

9 - 8

11 - 8

13 - 8

15 - 8

17 - 8

10 - 9

12 - 9

14 - 9

16 - 9

18 - 9

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

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

Word Problem Diagnostic

1. Mike has 27 cookies and his sister gives him 4 more cookies. How many cookies does Mike have now?

\_\_\_\_\_ Cookies

3. At the County Fair fourteen children got on the Ferris Wheel. How many children are still on the Ferris Wheel if nine children got off when it stopped?

\_\_\_\_\_ Children

3. Sara poured 5 glasses of chocolate milk for her friends. She poured 2 more glasses of chocolate milk for her little brothers. How many children still have their glass of chocolate milk if 3 glasses were spilled?

\_\_\_\_\_ Children

4. Brian and Emily buy 1 puppy and 3 kittens and as many fish as puppies and kittens combined. How many pets did Brian and Emily buy?

\_\_\_\_\_ Pets

5. There are 7 slides at school. The 3rd—5th grade playground has 3 slides. How many slides does the K-2nd grade play ground have if the Pre-K playground has 1 slide?

\_\_\_\_\_ Slides

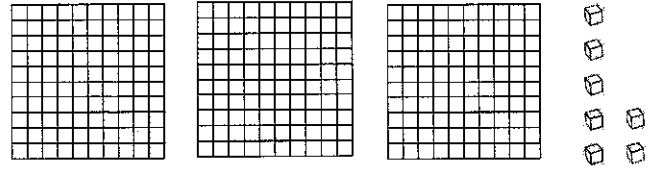
4. What number comes next in the pattern?

251, 351, 451, 551, \_\_\_\_\_

651       561

552       751

5. Which is a way to write the number 307?



$700 + 30 + 0$

$300 + 0 + 7$

$30 + 70 + 0$

$0 + 3 + 7$

6. Which group of numbers shows counting by tens?

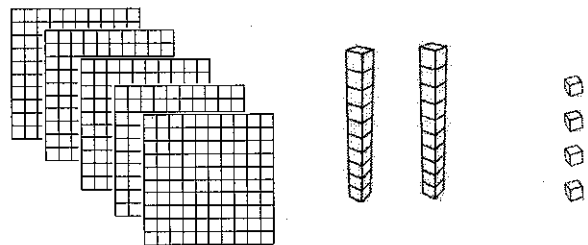
410, 510, 610, 710

376, 386, 396, 406

371, 371, 373, 374

410, 415, 420, 425

7. Write how many hundreds tens and ones.



Hundreds	Tens	Ones

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_  
 \_\_\_\_\_

8. Which of the following is true?

- $409 < 451$
  - $623 < 517$
  - $675 = 657$
  - $730 > 874$
- 

9. Use numbers or pictures to solve.

Emily's team won the basketball game. The final score was a three digit number. There was number 5 in the ones place. A number 9 in the tens place and a 2 in the hundreds place. What was the final score?

Final Score \_\_\_\_\_



10. What's the value?






243

Circle *all* the true statements about this number and explain your thinking.

2 tens and 43 ones	243 ones
2 hundreds 403 ones	24 tens and 3 ones
2 hundreds and 43 ones	1 hundred and 143 ones



**ANSWER KEY:** Answers are given in inches. Inch-wide units are provided at the bottom of the page for students to cut for measuring. If inches are not used, answer key will not be valid, and the correct answer may not appear in the choices.

Student	Line	Length
Jay		3 inches
Betty		4 inches
Mark		1 inch
Kam		5 inches
Tavon		2 inches

<p>1. What is the length of the longest line?</p> <p>A. 7 units  <b>B. 5 units</b>            C. 6 units</p>	<p>2. Which is TRUE?</p> <p>A. Mark drew the longest line.            B. Tavon drew the shortest line.  <b>C. Jay's line is 3 units long.</b></p>	<p>3. Which is TRUE?</p> <p><b>A. Jay's line is longer than Mark's line.</b>            B. Mark's line is longer than Kam's line.            C. Betty's line is longer than Kam's line.</p>
<p>4. My line is shorter than Jay's line. It is longer than Mark's line. Who am I?</p> <p>A. Betty            B. Kam  <b>C. Tavon</b></p>	<p>5. What is the length of the shortest line?</p> <p>A. 4 units  <b>B. 1 unit</b>            C. 2 units</p>	<p>6. Sam drew a line that was longer than Kam's line! How long might his line be?</p> <p><b><u>any number greater than 5</u></b></p>

