Webster County Schools

2nd Grade

Packet 6

BAILEY
EDUCATION GROUP, LLC

2nd Grade ELA

To Proficiency and Beyond!

Table of Contents

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

10 Free Learning Websites

- **Sitcheroo Zoo**
  - www.switcheroonzoo.com
  - Watch, listen, and play games to learn all about amazing animals!

- **Nat Geo for Kids**
  - www.kids.nationalgeographic.com
  - Learn all about geography and fascinating animals!

- **Into the Book**
  - www.reading.ecb.org
  - Go "into the book" to play games that practice reading strategies!

- **Suessville**
  - www.seussville.com
  - Read, play games, and hang out with Dr. Seuss and his friends!

- **ABC YA**
  - www.abcya.com
  - Practice math and reading skills all while playing fun games!

- **Fun Brain**
  - www.funbrain.com
  - Play games while practicing math and reading skills!

- **PBS Kids**
  - www.pbs.org
  - Hang out with your favorite characters all while learning!

- **Star Fall**
  - www.starfall.com
  - Practice your phonics skills with these read-along stories!

- **Storyline Online**
  - www.storylineonline.com
  - Have some of your favorite stories read to you by movie stars!

- **Highlights Kids**
  - www.highlightskids.com
  - Read, play games, and conduct cool science experiments!

Objective
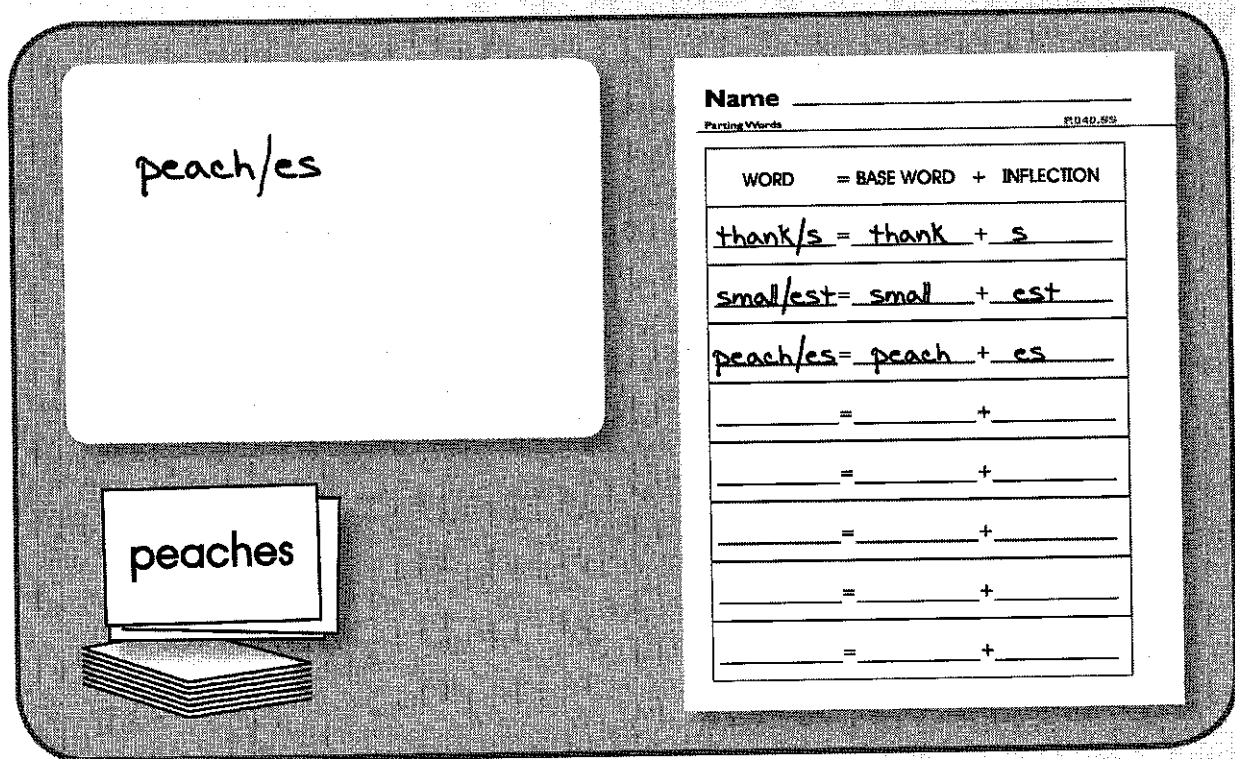The student will identify base words and inflections.

Materials
▶ Word cards (Activity Master P.040.AM1a - P.040.AM1b)
▶ Whiteboards
▶ Vis-à-Vis® markers
▶ 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.

protecting	appearing
connecting	peaches
curtains	thanks
reflected	lined

stacked	smallest
longest	funniest
smarter	happier
taller	wanted

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.
5. Circles the affixes.
6. Records whether affixes are prefixes, suffixes, or both.
7. Teacher evaluation

recall

defrost

unspok

forehead

safely

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.

recall	undo
defrost	nonsense
safely	careful
defective	foolish

preheats	disappear
impressive	forehead
returned	unspoken
disrespectful	disagreement

Name _____

Word	Prefix or Suffix or Both	Word	Prefix or Suffix or Both

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

| ment |

A in	vest		

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 Trivia

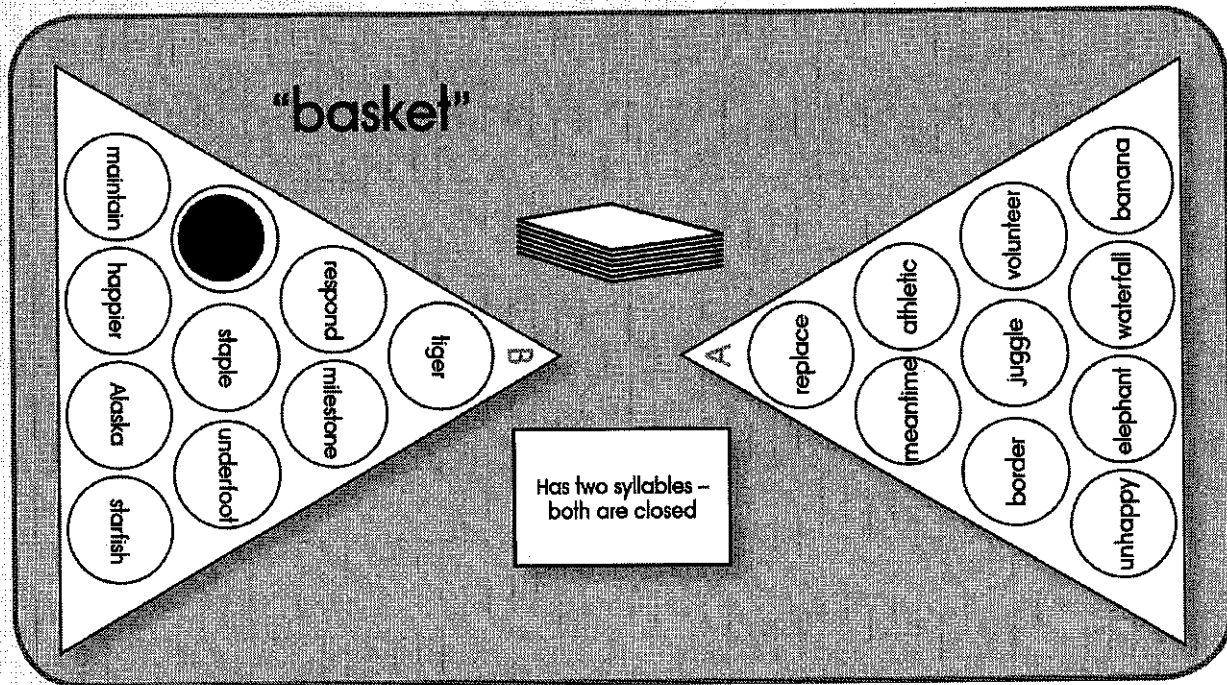### ✐ Objective

The student will identify syllables in words.

✐ Materials

▶ Syllable Trivia triangles (Activity Master P.035.AM1a - P.035.AM1b)
▶ Trivia cards (Activity Master P.035.AM2a - P.035.AM2c)
▶ Answer key (Activity Master P.035.AM3a - P.035.AM3b)
An answer key is provided.
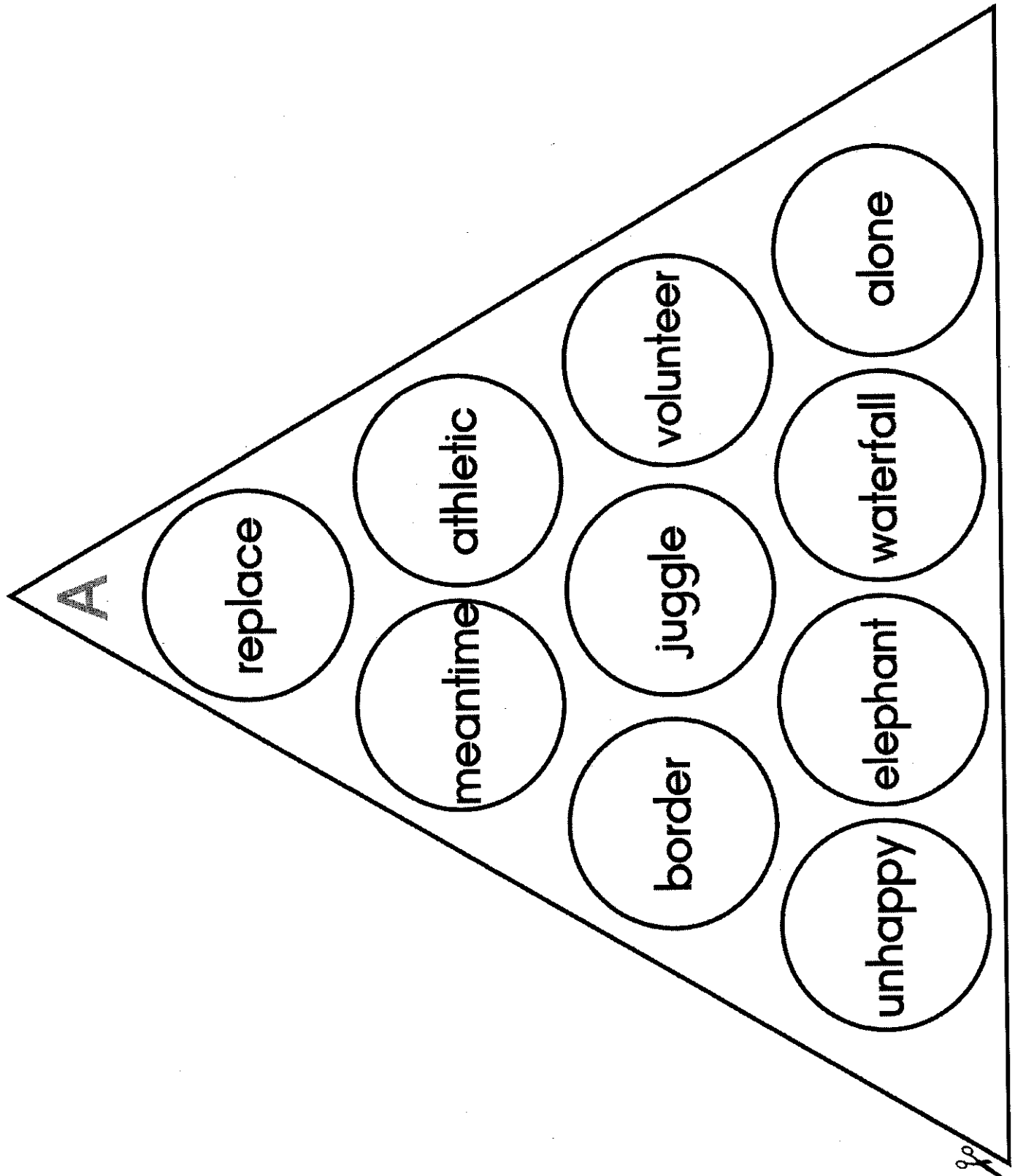▶ Game pieces (e.g., counters)

✐ Activity

Students identify syllable patterns by playing a game.

1. Place trivia cards face down in a stack at the center. Provide each student
   with a different Syllable Trivia triangle and game pieces.
2. Taking turns, students select the top card from the stack and read it (e.g., Has two
   syllables - both are closed).
3. Look for word on triangle that fits description (e.g., basket). Read word and place game
   piece on that spot. Place trivia card in a discard pile.
4. If no word is found which matches description, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
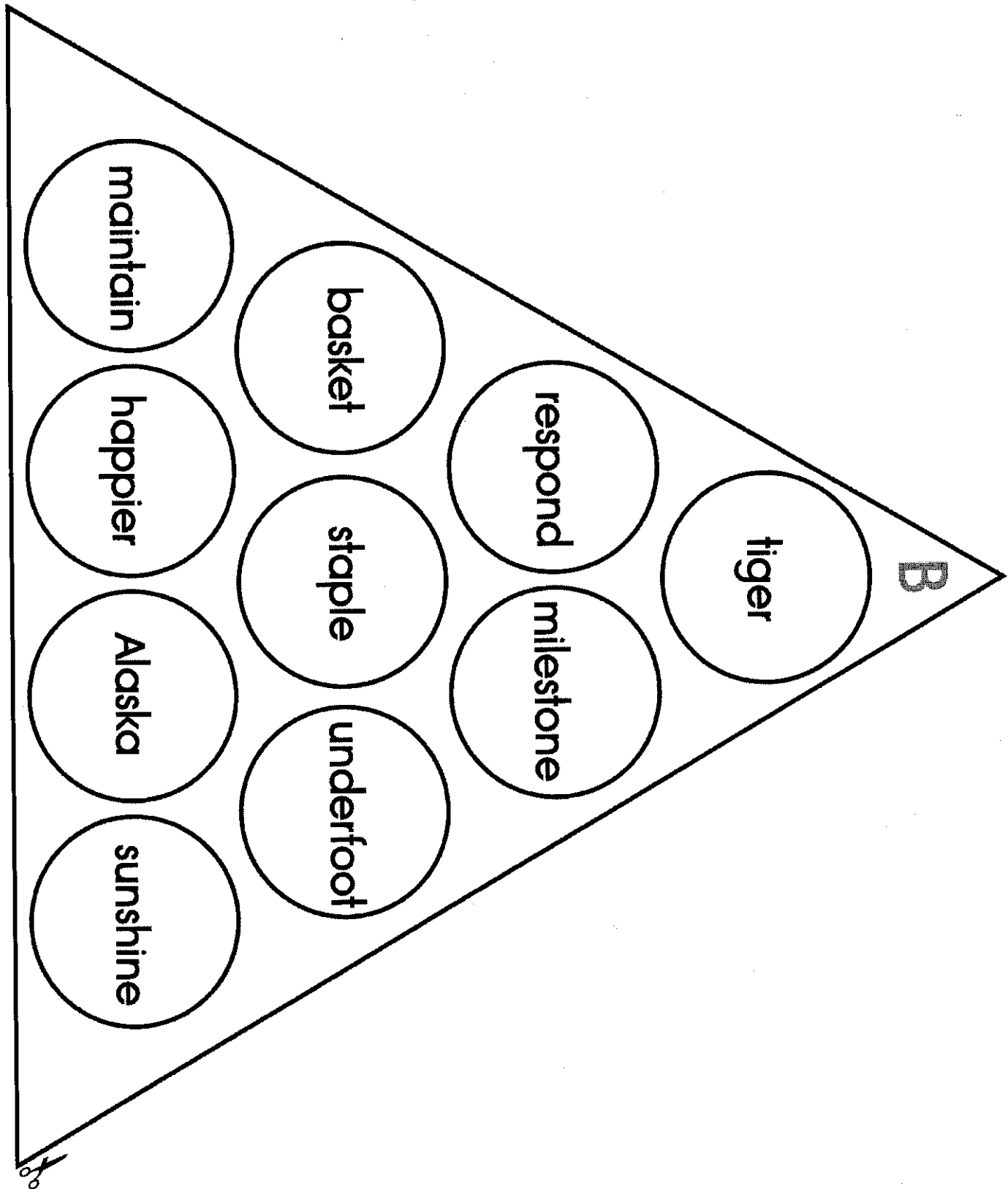6. Peer evaluation

✐ Extensions and Adaptations

▶ Make other descriptions and word cards.

A

replace

athletic

meantime

volunteer

juggle

border

alone

waterfall

elephant

unhappy

maintain

basket

happier

respond

staple

tiger

Alaska

milestone

underfoot

sunshine

B

Has two syllables – both are VCE	Has two syllables – the first is open and the second is consonant-le
Has two syllables – the first is open and the second is closed	Has two syllables – both are closed
Animal with two syllables in name	Has three syllables – one closed, one r-controlled, and one vowel pair
Has two syllables – both are vowel pairs	Has three syllables – begins and ends with a schwa

Has three syllables – all are closed	Has two syllables – the first is closed and the second is consonant-le
Has two syllables – the first is open and the second is VCE	Has two syllables – the first is a vowel pair and the second is VCE
Animal with three syllables in name	Has three syllables – two are closed, and one is a vowel pair
Has two syllables – both are r-controlled	Has two syllables – the first is a schwa and the second VCE

Three syllable compound word	Three syllable word with prefix
Two syllable compound word	Three syllable word with suffix

Answer Key A

Has three syllables – all are closed	athletic
Has two syllables – the first is a vowel pair and the second is VCE	meantime
Has three syllables – two are closed and one is a vowel pair	volunteer
Has two syllables – both are r-controlled	border
Has two syllables – the first is a schwa and the second is VCE	alone
Animal with three syllables in name	elephant
Three syllable word with a prefix	unhappy
Has two syllables – the first is open and second is VCE	replace
Has two syllables – the first is closed and second is consonant-le	juggle
Three syllable compound word	waterfall

Answer Key B

Animal with two syllables in name	tiger
Has two syllables – both are closed	basket
Has two syllables – the first is open and the second is consonant-le	staple
Has two syllables – the first is open and the second closed	respond
Has two syllables – both are VCE	milestone
Has three syllables – one closed, one r-controlled, and one vowel pair	underfoot
Has two syllables – both are vowel pairs	maintain
Has three syllables – begins and ends with a schwa	Alaska
Two syllable compound word	sunshine
Three syllable word with a suffix	happier

Fry's Second 100 Words

101. over	121. name	141. boy
102. new	122. good	142. following
103. sound	123. sentence	143. came
104. take	124. man	144. want
105. only	125. think	145. show
106. little	126. say	146. also
107. work	127. great	147. around
108. know	128. where	148. farm
109. place	129. help	149. three
110. years	130. through	150. small
111. live	131. much	151. set
112. me	132. before	152. put
113. back	133. line	153. end
114. give	134. right	154. does
115. most	135. too	155. another
116. very	136. means	156. well
117. after	137. old	157. large
118. thing	138. any	158. must
119. our	139. same	159. big
120. just	140. tell	160. even

161. such	181. change
162. because	182. off
163. turn	183. play
164. here	184. spell
165. why	185. air
166. asked	186. away
167. went	187. animals
168. men	188. house
169. read	189. point
170. need	190. page
171. land	191. letters
172. different	192. mother
173. home	193. answer
174. us	194. found
175. move	195. study
176. try	196. still
177. kind	197. learn
178. hand	198. should
179. picture	199. America
180. again	200. world

Fry's Second 100 Words

Name: _____ Date: _____ Score: _____/100

#	word	#	word	#	word	#	word
101.	___over	121.	___name	141.	___boy	161.	___such
102.	___new	122.	___good	142.	___following	162.	___because
103.	___sound	123.	___sentence	143.	___came	163.	___turn
104.	___take	124.	___man	144.	___want	164.	___here
105.	___only	125.	___think	145.	___show	165.	___why
106.	___little	126.	___say	146.	___also	166.	___asked
107.	___work	127.	___great	147.	___around	167.	___went
108.	___know	128.	___where	148.	___farm	168.	___men
109.	___place	129.	___help	149.	___three	169.	___read
110.	___years	130.	___through	150.	___small	170.	___need
111.	___live	131.	___much	151.	___set	171.	___land
112.	___me	132.	___before	152.	___put	172.	___different
113.	___back	133.	___line	153.	___end	173.	___home
114.	___give	134.	___right	154.	___does	174.	___us
115.	___most	135.	___too	155.	___another	175.	___move
116.	___very	136.	___means	156.	___well	176.	___try
117.	___after	137.	___old	157.	___large	177.	___kind
118.	___thing	138.	___any	158.	___must	178.	___hand
119.	___our	139.	___same	159.	___big	179.	___picture
120.	___just	140.	___tell	160.	___even	180.	___again

#	word
181.	___change
182.	___off
183.	___play
184.	___spell
185.	___air
186.	___away
187.	___animals
188.	___house
189.	___point
190.	___page
191.	___letters
192.	___mother
193.	___answer
194.	___found
195.	___study
196.	___still
197.	___learn
198.	___should
199.	___America
200.	___world

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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	List 2C	List 2E	List 2G	List 2I
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

List 2B	List 1D	List 2F	List 2H	List 2J
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

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 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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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.

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

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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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

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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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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
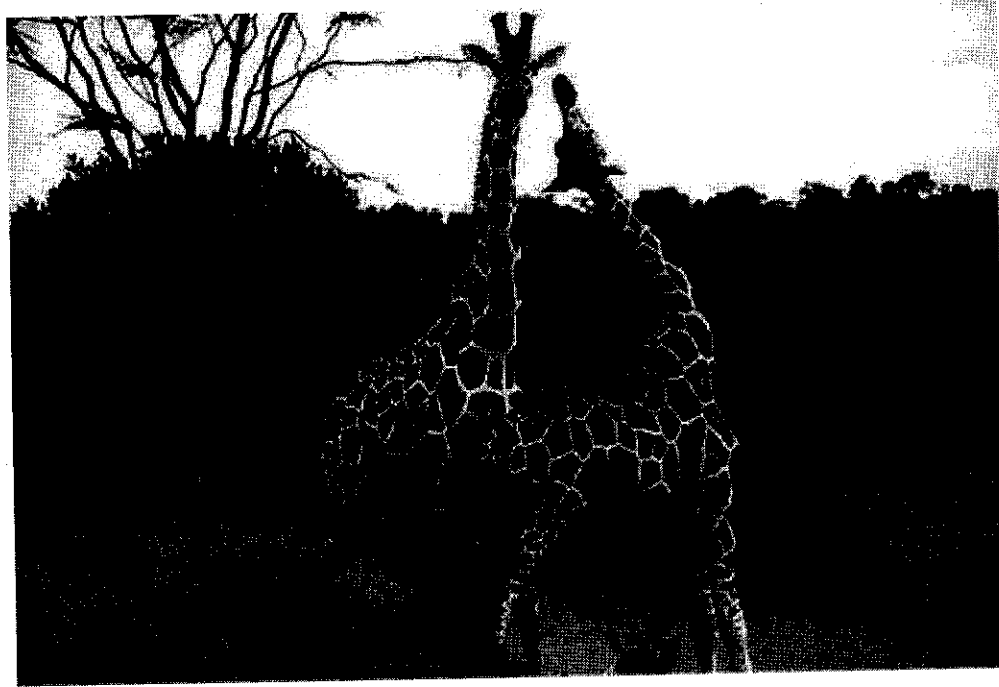
It was late at night, but Kevin lay awake in bed. He could not sleep because he was very scared. His bed was inside a giant camping tent, and just outside the tent were the fields of Africa, filled with wild animals. Kevin looked at his parents, who slept soundly in another bed across from him. He wondered 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 tent. What is going on?

"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.

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 the 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   5
   With quiet eyes,
Watch the wind bow down the grass,
   And the grass rise.

And when lights begin to show
   Up from the town,   10
I will mark which must be mine,
   And then start down!

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.

ReadWorks®

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.

"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.

ReadWorks

Big Waves!

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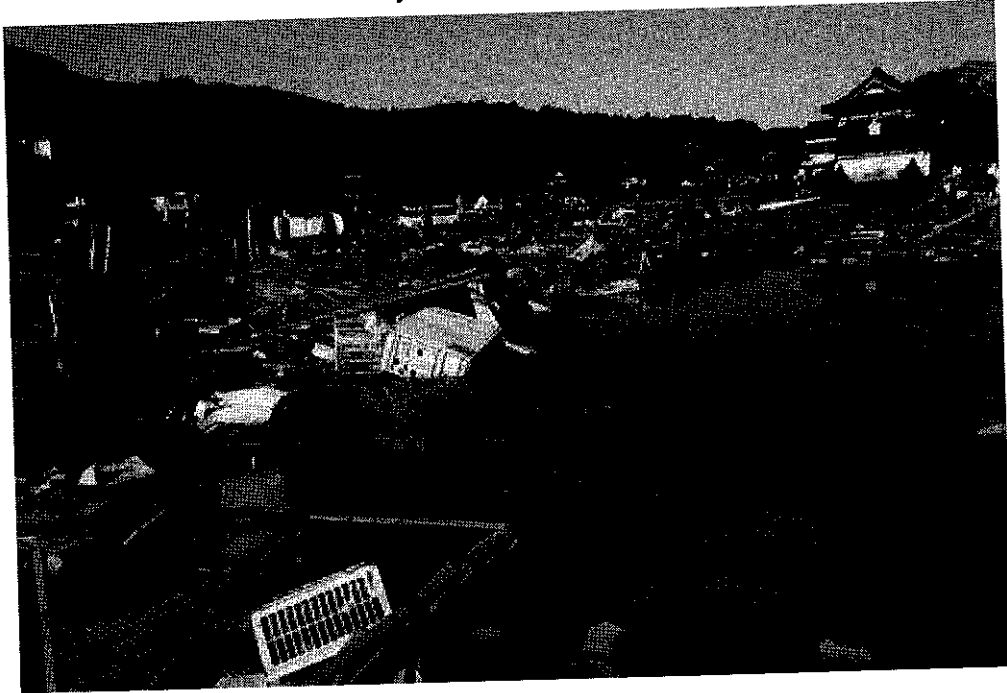
Take a look at a world map. Can you find the Pacific Ocean? Japan is a country made up of many islands in that ocean. Most people in Japan live close to the waters of the Pacific.

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 ... ... 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.

ReadWorks®

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.

"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?

ReadWorks®

Bobby Gets a Doggy

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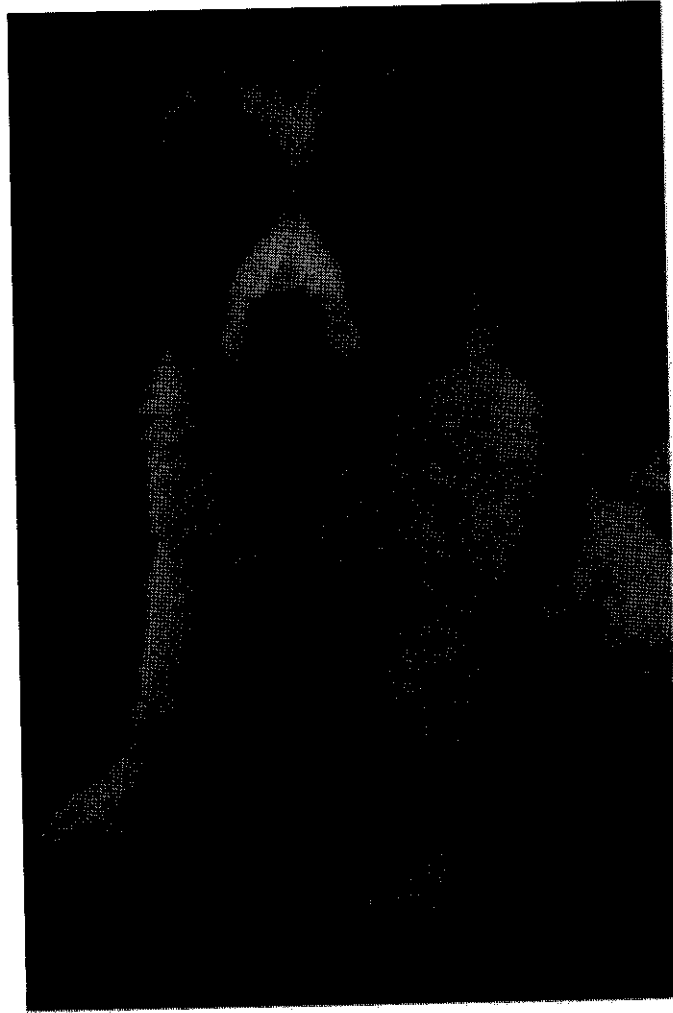
Bobby loves doggies. He loves big doggies and small doggies. He loves doggies that are soft and even doggies that aren't so soft. Bobby loves all doggies, except for mean doggies that bite people, because really, nobody likes mean doggies that bite people.

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.

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.

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.

ReadWorks

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.

ReadWorks

What Is a Budget?

by Susan LaBella
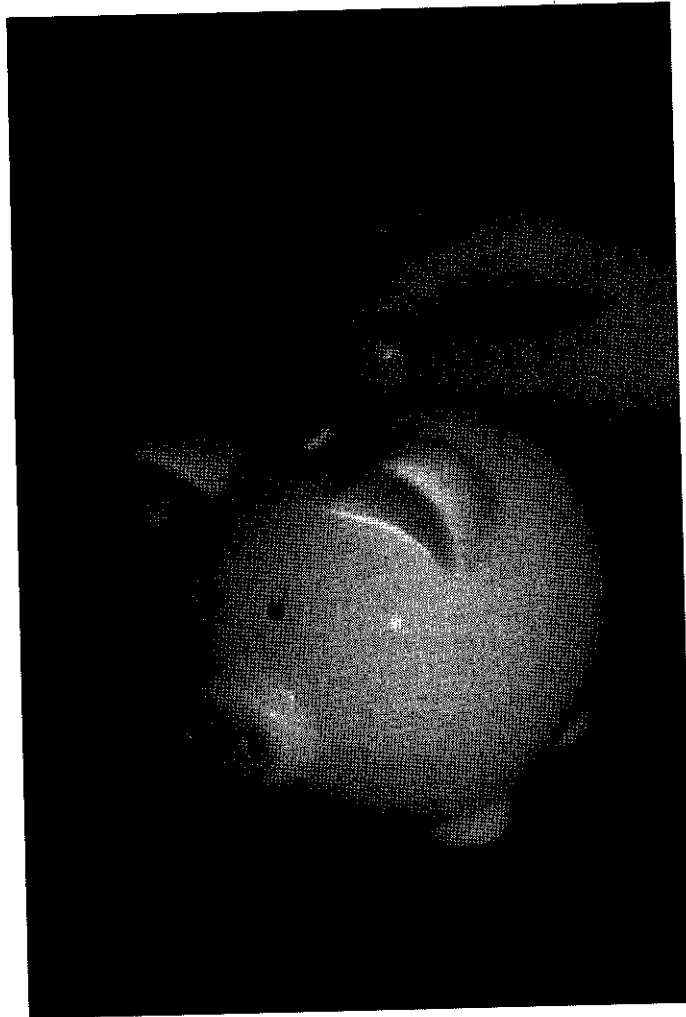
How much does your favorite snack cost? How many dollars do you spend each week? Can you spend less money to save some?

Making a budget is a good way to answer those questions.

A budget is a plan for how to spend and save money.

Companies and countries have budgets to manage their spending.

allowance? That is a regular amount of money you might receive to pay for things such as snacks, games, and toys. What would happen to a boy who got his allowance on Monday and spent it all by Wednesday? He would not have any money to spend for the rest of the week!

You can avoid that problem by following a budget. First, figure out how much you have to spend. Include money you earn, gifts you receive, and money you have already saved. Next, write down what you spend money on each week.

Maybe you will find you are spending a lot on snacks. Cutting down would help you save some money every week. You could then use your savings for something special. That is the benefit of a budget!

1. What is a plan for how to spend and save money?

    A. a gift

    B. a budget

    C. a company

2. The article lists a sequence of steps you can take to follow a budget. What is the first step?

    A. figuring out how much you have to spend

    B. cutting down on spending to help save money every week

    C. writing down what you spend money on each week

3. The author believes that saving money is better than spending all your money at once.

What evidence from the article best supports this conclusion?

    A. "Maybe you will find you are spending a lot on snacks. Cutting down would help you save some money every week. You could then use your savings for something special. That is the benefit of a budget!"

    B. "Do you get a weekly allowance? That is a regular amount of money you might receive to pay for things such as snacks, games, and toys. What would happen to a boy who got his allowance on Monday and spent it all by Wednesday?"

    C. "How much does your favorite snack cost? How many dollars do you spend each week? Can you spend less money to save some?"

4. Based on the information in the article, why might a person want to save money?

    A. to buy something special

    B. to answer questions about spending

    C. to receive an allowance

5. What is the main idea of this article?

    A. One way to save money is to buy fewer snacks.

    B. Putting together a budget can help you save money.

    C. A boy who gets his allowance on Monday and spends it all by Wednesday will not have any money for the rest of the week.

6. Read this paragraph from the article.

"Maybe you will find you are spending a lot on snacks. Cutting down would help you save some money every week. You could then use your savings for something special. That is the benefit of a budget!"

What does the phrase "cutting down" mean here?

    A. chopping off

    B. spending more

    C. spending less

7. Choose the answer that best completes this sentence.

A boy may not have any savings_____he has spent all his money on snacks.

    A. so

    B. because

    C. but

8. What do budgets help companies manage?

9. Based on the information in the article, what is one benefit of a budget?

10. Is saving money better than spending money? Support your answer with evidence from the article.

ReadWorks®

Building Blocks
by Rachelle Kreisman
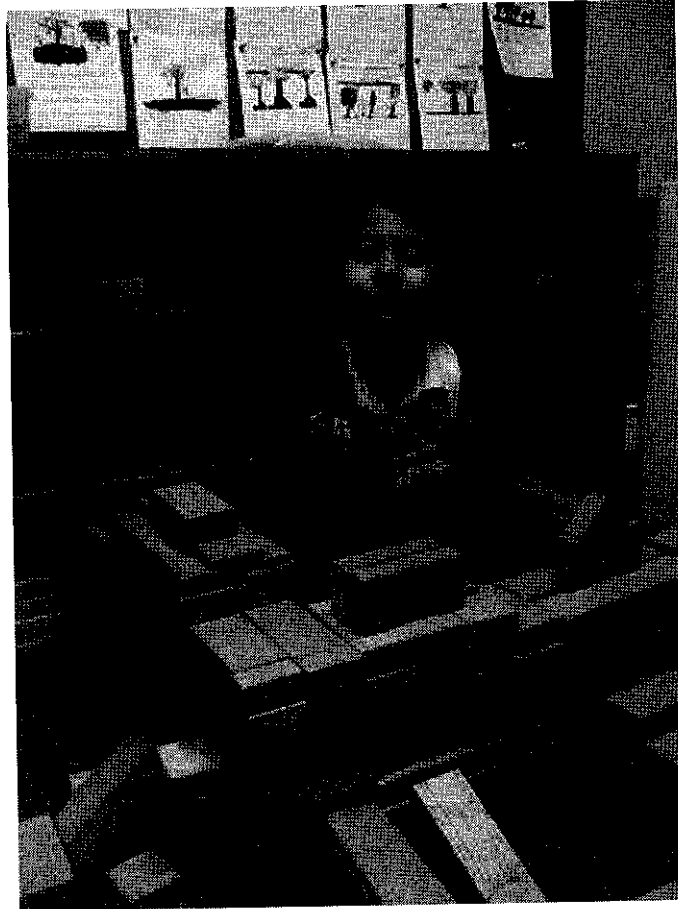
My class learned about solids today. Solids are things that have their own shape. My building blocks are examples of solids. I can build so many different things with my blocks.

Yesterday, I built a school out of blocks. When I was done playing with my block school, I took it apart and put the blocks away. I keep all my blocks in a cardboard box.

Today, I dumped out the blocks and started building a house. My brother Asante walked into the room while I was making my house. He asked me if he could play, too. I said okay, if he would build something different from what I was making. So, my brother made a doghouse and a supermarket.

When we finished our projects, we played with them for a while. Then we knocked the blocks down and built a train. All aboard!

1. Which of the following describes the building blocks?

    A. They can only be used to make one thing.

    B. They are shaped like houses.

    C. They are examples of solids.

2. What happened today, before the main character started building with blocks?

    A. The main character learned about solids in class.

    B. The main character learned about blocks in class.

    C. Asante learned about solids in class.

3. Read this sentence from the text.

"I can build so many different things with my blocks."

What evidence from the text supports this statement?

    A. Building blocks are examples of solids.

    B. The main character keeps all the blocks in a cardboard box.

    C. Asante builds something different from what the main character makes.

4. Yesterday, the main character built a school out of blocks. Today, the main character built a house and a train with the blocks.

What conclusion can you draw from this evidence?

    A. The main character has blocks that can change shape.

    B. The school and the house that the main character built are exactly the same.

    C. The same pieces can be put together in different ways to make different things.

5. What is the main idea of this text?

    A. A kid builds a school out of building blocks.

    B. Two kids make many different things out of building blocks.

    C. Building blocks are examples of solids.

ReadWorks®

6. Read these sentences from the text.

"Yesterday, I built a school out of blocks. When I was done playing with my block school, I took it apart and put the blocks away."

What does the phrase "took it apart" mean in these sentences?

    A. took the block school to another place

    B. broke each block into pieces

    C. broke the block school into separate blocks

7. Choose the answer that best completes this sentence.

The main character and Asante played with the things they built_____knocking them down and building something else.

    A. while

    B. after

    C. before

8. What did the main character build yesterday with the blocks?

9. What things did the main character and Asante build today with the blocks?

10. Could the main character and Asante have built anything else with the blocks? Why or why not? Use evidence from the text to support your answer.

ReadWorks®

Making Butter, Long Ago and Today

by Susan LaBella
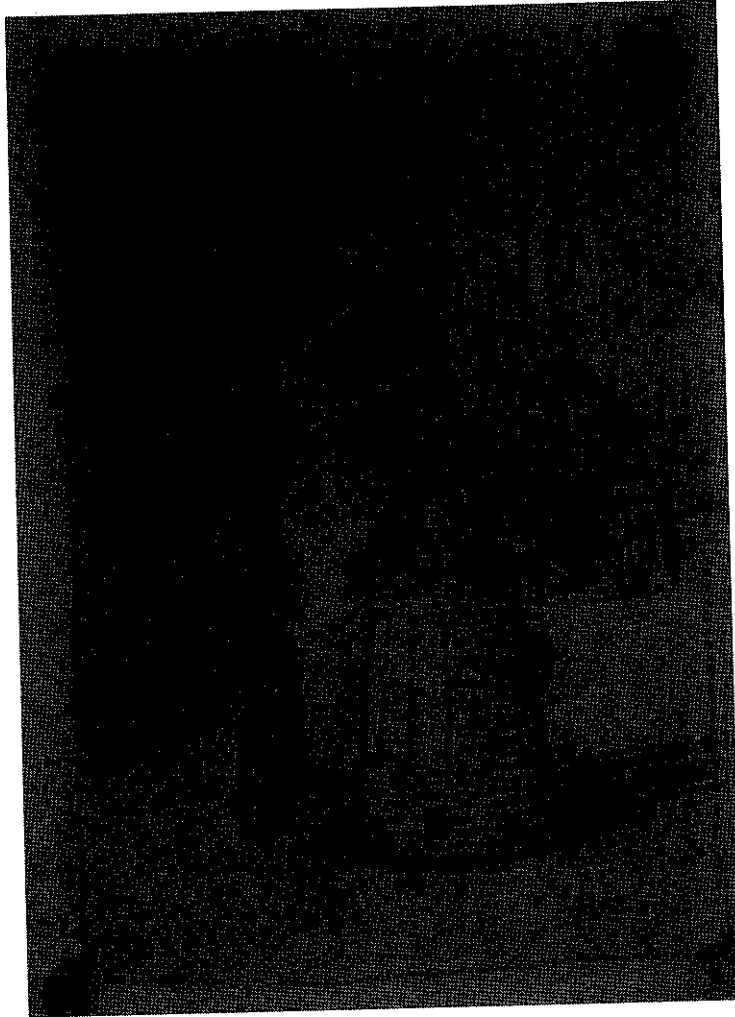
People have been eating butter for a long time. How was it made in the past? Do we produce it differently today?

Long ago, working women called milkmaids poured cow's milk into pans. The milkmaids knew that when milk got warm, part of it turned into cream. They waited till cream rose to the top of the milk. Then they removed it and let it get sour. That gave the cream flavor.

These workers poured the sour cream into wooden tubs called *churns*.

turned cream into butter! The butter was rinsed with cold water. Finally, salt was added to keep the butter from spoiling.

Today, we produce butter a little differently. First, cow's milk goes into big cans that spin the milk. Cream moves to the top. The cream is heated to kill germs. The cooled cream goes into a metal churn that spins like a clothes dryer. The churn tumbles the cream. Soon, butter forms. Salt is added, and the butter is churned again.

That butter is sent to a packager. It is shaped into sticks, wrapped, and sold to grocery stores. Then people buy it and take it home!

1. According to the article, what have people been eating for a long time?

    A. butter

    B. meat

    C. eggs

2. What does this article describe?

    A. the reasons that butter is produced in a different way now than it was long ago

    B. how butter used to be produced and how it is produced now

    C. how much butter people used to eat and how much people eat now

3. Butter was produced differently long ago than it is today.

What evidence in the article supports this statement?

    A. Long ago butter had to be churned by people, but now machines can churn butter on their own.

    B. After butter is sent to a packager, it is shaped into sticks, wrapped, and sold to grocery stores.

    C. Long ago milkmaids removed the cream that rose to the top of milk and let it go sour.

4. What is one similarity between the way butter was produced long ago and the way it is produced now?

    A. the use of salt

    B. the use of heat to kill germs

    C. the importance of milkmaids

5. What is the main idea of this article?

    A. When milk gets warm, part of it turns to cream.

    B. People have been eating butter for a long time.

    C. The way butter is produced has changed.

ReadWorks

6. Reread the first paragraph of the article.

Why might the author have asked the two questions in that paragraph?

    A. to help readers imagine what it was like to be a milkmaid who made butter

    B. to let readers know that no one is sure what the answers to those questions are

    C. to introduce ideas that will be discussed later in the article

7. Milk turns into cream_____it turns into butter.

    A. after

    B. when

    C. before

8. Describe churns.

9. Why is cream now heated before it is turned into butter?

10. What is the biggest difference between the way butter was produced long ago and the way butter is produced today? Support your answer with evidence from the article.

ReadWorks®

Cindy Goes to Salvador

by ReadWorks

■ North America
☐ May be included in either N. or S. America
▨ South America

Joanna said, "Cindy is going to Brazil next Friday." Mona and Lydia had come to her house for a play date. Her big sister, Beth, was with them too. Cindy hadn't come yet. Her mother wanted her to get started on packing. They were going to Salvador on the northeast coast of Brazil. Cindy's father had been talking about it for six months. But the girls thought it wouldn't happen. And now she was going. They could not stop her. Cindy was very sad when she came.

She said she didn't want to go. She didn't even know where Salvador was. But she knew it was very far and she wouldn't see her friends every day. How would she get there? How would she take all her books and toys, and clothes? And she could not take her house. Or her dog Biscuit. Where would she live? Cindy wanted to hide in Joanna's house, so her parents couldn't take her away. But wouldn't they find her sometime? How would Cindy find out more about what it would be like?

"It's easy. There are a number of ways to solve problems like this. We can use designs, sketches, or physical models to figure it out," said Beth.

Joanna took the atlas out. It was a book with many maps. Beth helped them find Salvador: "See Cindy! Here we are-in North America. And Salvador is in Brazil; in South America."

"It's not so far," Cindy said, looking at the map.

"No, it isn't," Mona added. "And look here, São Paulo is in Brazil too! They have a pancake festival there every year in the summer."

Cindy was excited now. "I love pancakes!"

Draw a Sketch

Lydia took out a sketch pad and some pencils and gave them to Cindy. "Now imagine," she said to her. "You will be living in a new house. Isn't that wonderful?"

Joanna said, "Let's see how we want your new home to be."

The girls started drawing. "Well, that's what people do before they build a new house!" said Beth.

They drew many rooms: for Cindy's books, her clothes, and her new dog (who would also be called Biscuit). Cindy looked at the drawing. She decided to take it home for her parents. They needn't worry about the new house now. She had a plan!

Design a Model

"But how will I get there? And will I be able to take all my things?"

The girls knew she would be going in an airplane. But none of them had ever traveled in one. Does a plane have wings? How does it fly? Will it carry all of Cindy's things too?

Now Beth gave them each a colored origami paper. They made their own airplanes! As they were doing that, Beth explained to them how airplanes worked: where the engine was, where the pilot sat, and where Cindy's books and toys would be kept. They saw the wings-just like a bird's! They flew them all around the room. Cindy would be flying too! All the way to Salvador.

"Now wouldn't that be fun?" Lydia asked.

Cindy could imagine São Paulo, the pancakes, the plane, and another Biscuit. She was finally excited!

Just then, Joanna's mother walked in with the phone. Cindy's father wanted to know when he could pick her up.

"Now!" she said.

ReadWorks®

Name:_____ Date: _____

1. To where is Cindy moving?

    A. North America

    B. Salvador, Brazil

    C. São Paulo, Brazil

2. What does Cindy learn about throughout the story?

    A. the geography of Brazil and how airplanes work

    B. the weather in Brazil

    C. how to build a new house

3. Read the following sentences: "How would Cindy find out more about what [the move] would be like? 'It's easy. There are a number of ways to solve problems like this. We can use designs, sketches, or physical models to figure it out,' said Beth."

What conclusion can be made about Beth?

    A. Beth does not like Cindy

    B. Beth is not very smart.

    C. Beth wants to help Cindy learn about her move.

4. Why are sketches and models useful?

    A. because they can help us imagine and learn new things

    B. because they are mathematical tools

    C. because they are confusing to most people

5. What is the story mostly about?

    A. Beth teaching the girls about the pancake festival

    B. the girls playing with Cindy's dog Biscuit

    C. Cindy learning more about her move to Brazil

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6. Read the following sentences: "'Now **imagine**,' she said to her. 'You will be living in a new house. Isn't that wonderful?'"

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

    A. pretend

    B. take a picture of

    C. listen carefully

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

Cindy wanted to hide in Joanna's house_____she wouldn't have to move to Brazil.

    A. but

    B. because

    C. so

8. At the beginning of the story, how does Cindy feel about her move to Brazil?

9. How does Joanna's sister Beth help Cindy learn more about her upcoming move?

10. How does Cindy's attitude towards her move to Brazil change over the course of the story? What caused this change?

The Highest Court in the Land

by Susan LaBella
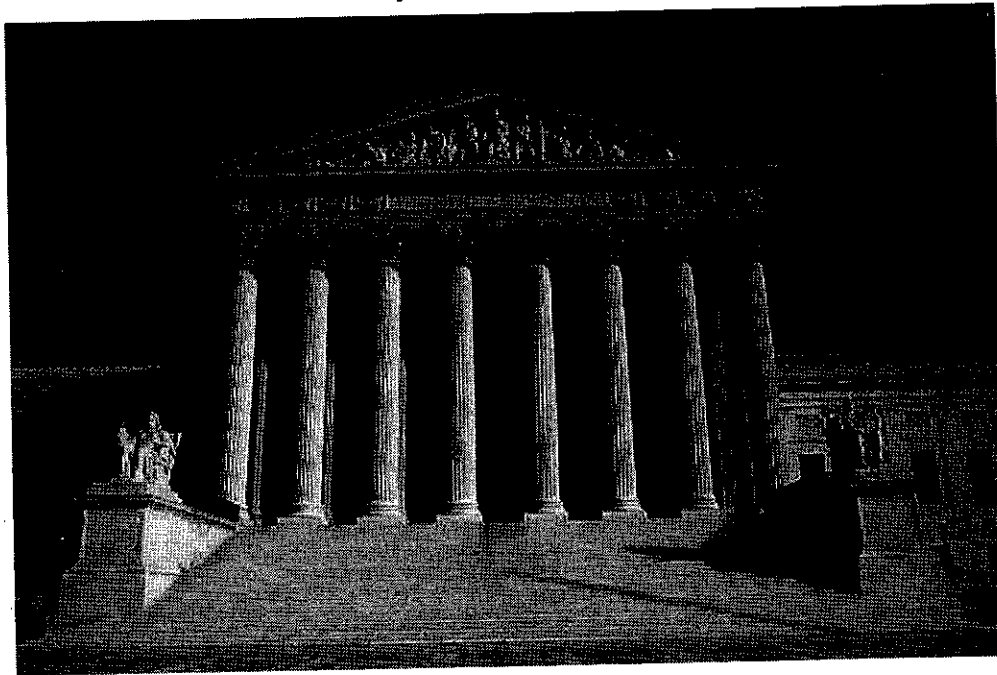
The United States Constitution divides the American government into three branches, or parts. The legislative branch writes the country's laws. The executive branch, led by the president, carries out the laws.

The third branch settles disagreements about laws. That branch is called the judiciary. The judicial branch includes many courts. The U.S. Supreme Court is the most powerful of these courts. (Supreme means "the top.")

The Supreme Court is made up of nine judges. The chief justice is the head judge. The eight other judges are called associate justices. The Supreme Court meets in Washington, D.C. It can decide if a law Congress passed is allowed by the Constitution. The court also may decide if something the president did is allowed according to the Constitution.

Cases come to the Supreme Court only after they have been heard in other

U.S. courtrooms. People who disagree with any court decision may ask, or appeal to, a "higher" court. A court is considered higher if it can change the decision that another court made.

The Supreme Court is the highest court in the land. It is the last place an appeal can be heard. And after the Supreme Court decides a case, all other American courts must follow the rules it sets. In these ways, the Supreme Court really is supreme!

ReadWorks®

Name: _____ **Date:** _____

1. What is the U.S. Supreme Court?

 A. the part of the U.S. government that writes laws

 B. a court that is led by the president of the U.S.

 C. the most powerful court in the U.S. government

2. The article starts by describing the three branches of the American government. Which branch is the U.S. Supreme Court part of?

 A. judicial

 B. executive

 C. legislative

3. The Supreme Court can decide if a law Congress passed is allowed by the Constitution. The court also may decide if something the president did is allowed according to the Constitution.

What can you conclude based on this evidence?

 A. The Supreme Court doesn't need to follow the Constitution closely.

 B. The Supreme Court has some power over the other branches of government.

 C. Congress and the president usually do not follow the Constitution.

4. The Supreme Court is the highest court in the land. Based on this text, what is the highest LAW in the land?

 A. the laws that Congress writes

 B. the president's actions

 C. the Constitution

5. What is the main idea of this text?

 A. The judicial branch of the government includes many courts.

 B. The head judge of the Supreme Court is called the chief justice.

 C. The Supreme Court is the most powerful court in the United States.

ReadWorks

6. Read these sentences from the text.

"The judicial branch includes many courts. The U.S. Supreme Court is the most powerful of these courts. (Supreme means 'the top.')"

Why might the author have included the definition of "supreme?"

    A. to tell the reader that another name for the Supreme Court is The Top Court

    B. to make it clear that the Supreme Court is the most powerful court

    C. to show that the Supreme Court was not named correctly

7. Choose the answer that best completes this sentence.

The Supreme Court can change other courts' decisions, _____ other courts cannot change the Supreme Court's decisions.

    A. but

    B. because

    C. so

8. When do cases come to the Supreme Court?

9. What happens after the Supreme Court makes a decision on a case?

10. What makes the Supreme Court more powerful than other U.S. courts? Use evidence from the text to support your answer.

Understanding Elevators

by Linda Ruggieri
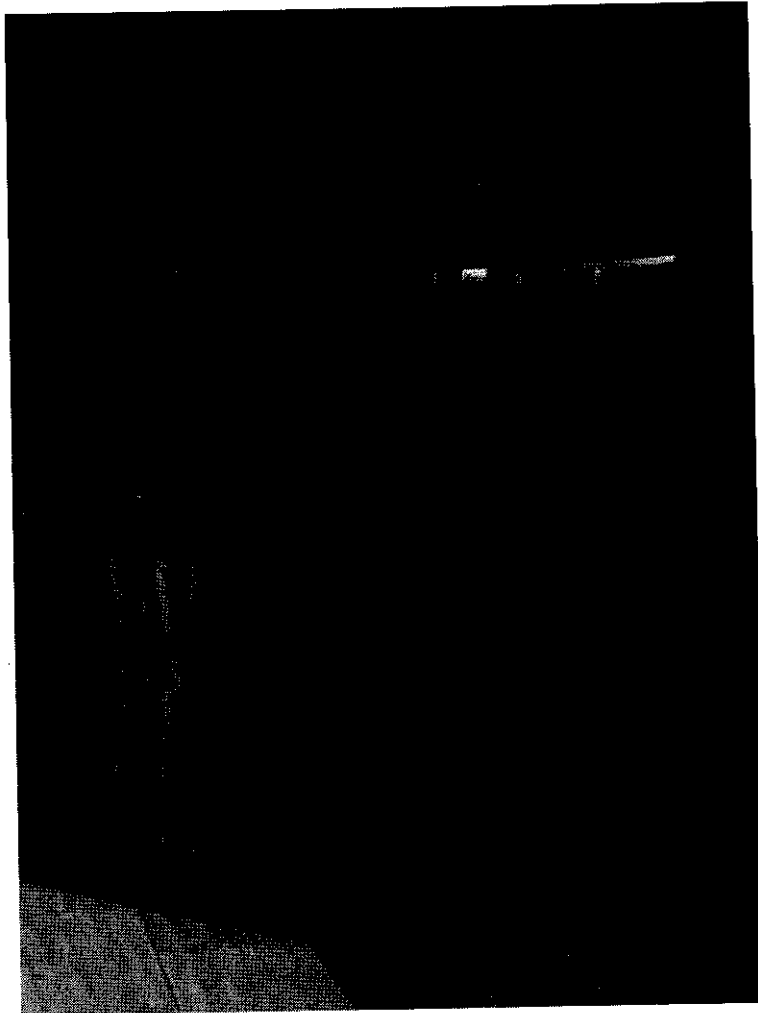
Danisha stepped into the elevator and pushed the button for the twelfth floor. It was her first visit to her dad's office.

As the elevator went up, Danisha began wondering: *What makes elevators move? How could people work or live in tall buildings without elevators?*

Danisha sat at a desk while her father worked. She decided to use the computer to learn more about elevators. She discovered that elevator cars ride up and down in a space called a shaft. Strong cables lift and lower the

elevator.

Danisha read about the history of elevators. She found out that even the builders of the ancient pyramids used lifting devices to pick up huge stones.

Modern elevators were designed through a process, or a series of steps, Danisha read. Over the years, people worked to make elevators better.

One of those people, Elisha Otis, invented the first safety elevator. His elevator would not fall even if the cables broke. Elisha Otis started his own elevator company in the United States.

Danisha had learned a lot about elevators. Now she was hungry. Her dad was taking her out for lunch. As Danisha rode down the elevator, she noticed a sign on the elevator wall. It said *Otis Elevator Company*!

ReadWorks

Name: _____ **Date:** _____

1. What does Danisha step into and ride up to get to her dad's office?

    A. an ancient lifting device

    B. a pyramid

    C. an elevator

2. What does this text describe?

    A. how Elisha Otis invented the first safety elevator

    B. what life was like for the people who built the ancient pyramids

    C. how elevators work

3. Read this sentence from the text.

"Danisha had learned a lot about elevators."

What evidence from the text supports this statement?

    A. "Elisha Otis started his own elevator company in the United States."

    B. "She discovered that elevator cars ride up and down in a space called a shaft."

    C. "Danisha stepped into the elevator and pushed the button for the twelfth floor."

4. Before the first safety elevator, what probably happened to elevators when their cables broke?

    A. They went up.

    B. They stayed in the same place.

    C. They fell.

5. What is the main idea of this text?

    A. A girl learns about elevators and their history.

    B. Modern elevators were designed through a series of steps.

    C. The builders of the ancient pyramids used lifting devices to pick up huge stones.

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6. Reread the last two paragraphs of the text.

Why might the author have ended the last sentence with an exclamation point?

    A. to compare the elevator Danisha was riding in with ancient lifting devices

    B. to explain why Danisha was hungry

    C. to show Danisha's excitement and surprise

7. Choose the answer that best completes this sentence.

Danisha wonders what makes elevators move _____ the elevator she is riding in goes up.

    A. then

    B. when

    C. before

8. What did Elisha Otis invent?

9. What does the sign on the elevator wall say?

10. Is there any connection between Elisha Otis and the Otis Elevator Company? Support your answer with evidence from the text.

When Will We Have Flying Cars?

by Linda Ruggieri
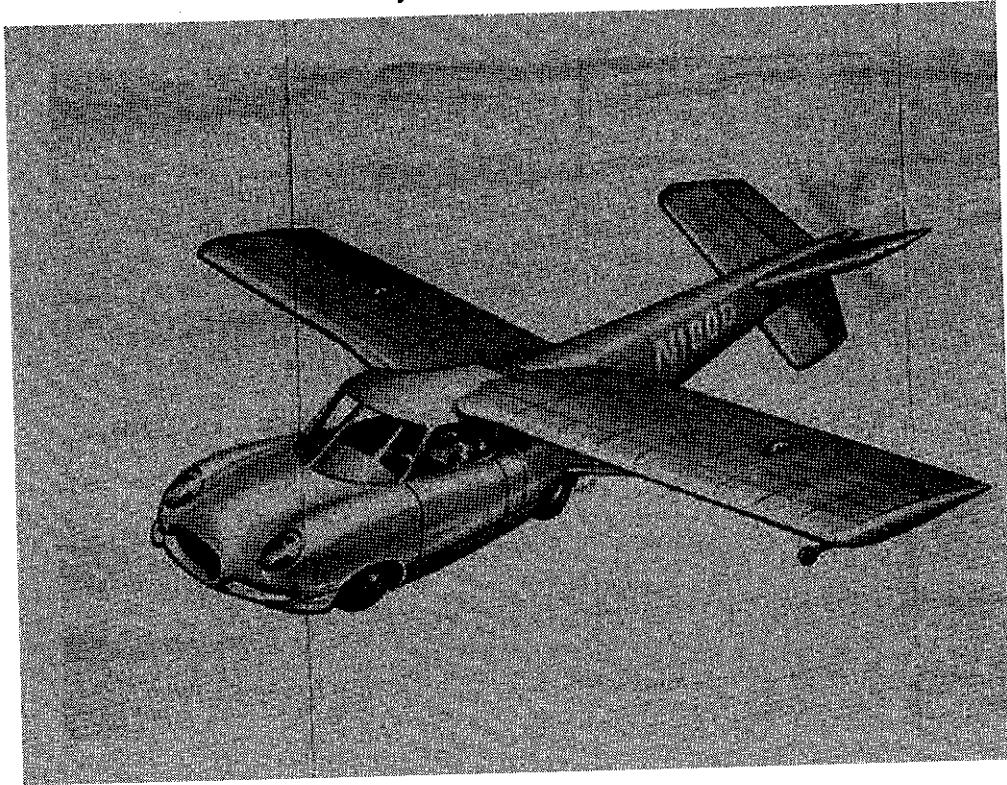
People have been trying to build a flying car for a long time. So far, no one has been able to get a car off the ground safely. But engineers keep trying!

One problem is that flying cars need wings. The wings must be designed so they will not stick out into other lanes of the road. Engineers are looking for solutions to that problem.

Two kinds of flying cars are being developed that may solve the problem. One type is called *the Transition.* It has rotating blades that spin and lift the car. Those blades fold flat against the sides when the car is on the ground.

Another kind is named the *Skycar.* It has large propellers. These propeller

wings fold up and can be packed in the car.

Flying cars will not just fly up from the road. They will have to take off from an airport runway. Still, some people are eager to have one of their own. Nobody is sure when flying cars will be available, but one company already has a hundred customers waiting for one.

So fasten your seat belts, and get ready for takeoff. Someday, cars may be on the road *and* in the air!

Name: _____ **Date:** _____

1. Which people are trying to build flying cars?

    A. engineers

    B. airplane pilots

    C. racecar drivers

2. What is a main problem engineers are trying to solve to make flying cars?

    A. Flying cars need wings that will not stick out into other lanes of the road.

    B. Flying cars need to have a special kind of gas to be able to fly.

    C. Flying cars need to be able to fly up into the air straight from the road.

3. It is difficult to make a flying car that can be used safely.

What evidence from the text supports this conclusion?

    A. Two kinds of flying cars are being developed that may solve the problem.

    B. One company already has a hundred customers waiting for a flying car.

    C. So far, no one has been able to get a car off the ground safely.

4. Read these sentences from the text.

"People have been trying to build a flying car for a long time. [...] Nobody is sure when flying cars will be available, but one company already has a hundred customers waiting for one."

What can you conclude based on this evidence?

    A. Engineers are very close to inventing a flying car.

    B. Many people are excited about flying cars.

    C. People are not interested in cars that can fly.

5. What is the main idea of this article?

    A. Flying cars will need to take off from an airport runway, instead of just flying up from the road.

    B. Engineers are trying to make flying cars, but first they have to solve the problems of flying cars by finding different solutions.

    C. Engineers are developing a flying car called the Skycar, which has wings that can fold up and fit in the car's trunk.

6. Read these sentences from the text.

"One problem is that flying cars need wings. The wings must be designed so they will not stick out into other lanes of the road. Engineers are looking for solutions to that problem."

What does the word "designed" mean here?

    A. thrown away

    B. planned and built

    C. forgotten

7. Read this sentence from the text.

"Nobody is sure when flying cars will be available, but one company already has a hundred customers waiting for one."

Choose the answer that best completes the sentence below without changing the meaning of the sentence from the text.

_____ nobody is sure when flying cars will be available, one company already has a hundred customers waiting for one.

    A. So

    B. Because

    C. Even though

8. Why are wings a problem for engineers trying to design flying cars?

9. What are the two solutions engineers have found to the flying cars' wings problem?

10. Which kind of flying car is the better solution to the problem of needing wings? Why? Support your argument with evidence from the text.

A Grand Old Canyon

by Linda Ruggieri

Canyons are deep valleys surrounded by rocky cliffs. One of the most famous canyons in the world is in the Arizona desert in the United States. It is called the Grand Canyon.

The Grand Canyon stretches for 277 miles. That is a long distance! If you were in a car traveling at highway speed, it would take you about five hours to go that far.

The cliffs of the Grand Canyon are made of brown, red, and yellow rocks and sand. It is one mile from the top of the cliffs to the floor of the canyon. The Colorado River flows along the canyon floor.

Nature has shaped the Grand Canyon. For millions of years, scientists say, wind and water hit the canyon's rocks and sand. Strong winds blew on the cliffs. Rain and river water wore down the rocks. 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. The change is very slow, but it never stops. A million years from now, the Grand Canyon will look very different.

ReadWorks®

Name: _____ **Date:** _____

1. What are canyons?

    A. rushing water that flows between rocky cliffs

    B. cliffs made of brown, red, and yellow rocks and sand

    C. deep valleys surrounded by rocky cliffs

2. What does the article explain?

    A. how to get from the top of the Grand Canyon to the bottom

    B. how scientists have gathered information about the Grand Canyon

    C. how the Grand Canyon we see today was created

3. "A million years from now, the Grand Canyon will look very different."

What evidence from the article supports this statement?

    A. "Even today, wind and water continue to change the canyon by reshaping the rocks and battering the cliffs."

    B. "For millions of years, scientists say, wind and water hit the canyon's rocks and sand."

    C. "The cliffs of the Grand Canyon are made of brown, red, and yellow rocks and sand."

4. Why might the Grand Canyon be one of the most famous canyons in the world?

    A. It stretches over a long distance.

    B. It was made by nature.

    C. It will look very different a million years from now.

5. What is the main idea of the article?

    A. Canyons are deep valleys surrounded by rocky cliffs that can be made of brown, red, and yellow rocks.

    B. It is one mile from the top of the Grand Canyon to the bottom, where the Colorado River flows.

    C. The Grand Canyon is a long, famous canyon that was shaped by nature over millions of years.

ReadWorks

6. Read this paragraph from the article.

"The Grand Canyon stretches for 277 miles. That is a long distance! If you were in a car traveling at highway speed, it would take you about five hours to go that far."

Why does the author tell readers how long it would take to go 277 miles by car?

    A. to help readers understand how long the Grand Canyon is

    B. to convince readers that driving is a better way to get somewhere than walking

    C. to encourage readers to drive to the Grand Canyon and see it for themselves

7. The Grand Canyon is 277 miles long and one mile tall, _____ it is longer than it is tall.

    A. so

    B. because

    C. but

8. What are the cliffs of the Grand Canyon made of?

9. Explain how wind and water shaped the Grand Canyon we see today. Support your answer with evidence from the article.

10. "A million years from now, the Grand Canyon will look very different."

What might the Grand Canyon look like a million years from now? Support your answer with evidence from the article.

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2nd Grade Math
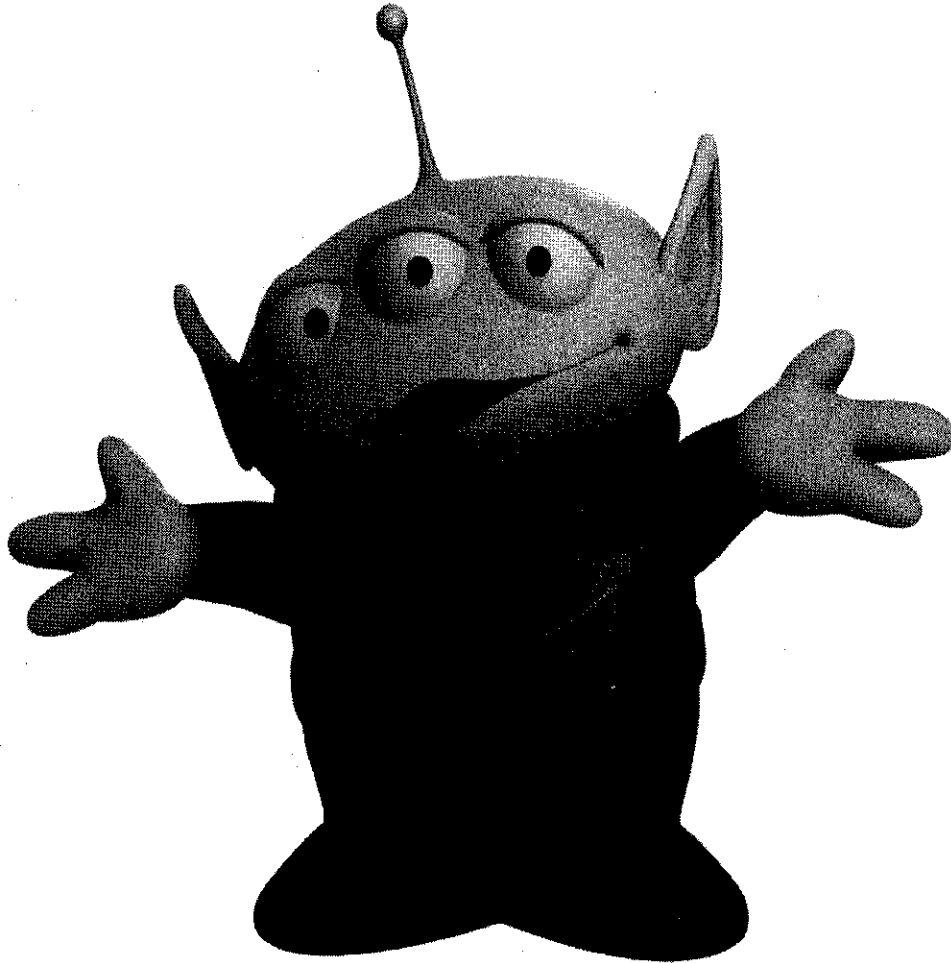
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10 Free Math Learning Websites

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  - www.abcya.com
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  - 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
  - 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.

What 3-digit number is being represented? Sticks are 10's and dots are 1's.

▢

| | | . . . . . .

_____

▢

▢

| | | | . . . .

_____

Use flats, sticks and dots to represent the following numbers.

362

251

Name: _____   Date: _____

Grade 2 Mathematics Homework • Decomposing and comparing 3-digit numbers

Complete the expanded form below. What could you write in the blank to make the expression true?.

300 + _____ + __7__ > 300 + _____ + _____

Which expression represents 552 in expanded form by place value?
  A. 499 + 1 + 50 + 2
  B. 500 + 50 + 2
  C. 300 + 200 + 25 + 25 + 2
  A. None of the Above

Use what you know to make a list of three numbers that could be represented by the expanded form below.

600 + _____ + 3

_____

_____

_____

Of the numbers that you listed above, which one is greater? Use expanded form to show how you know.

Grade 2 Mathematics Homework • Represent Numbers to 100 on a Number Line

Place 15 on each of the number lines below.

10   20

            20   25

5   10
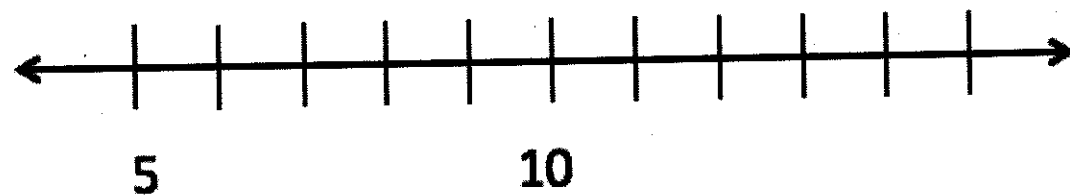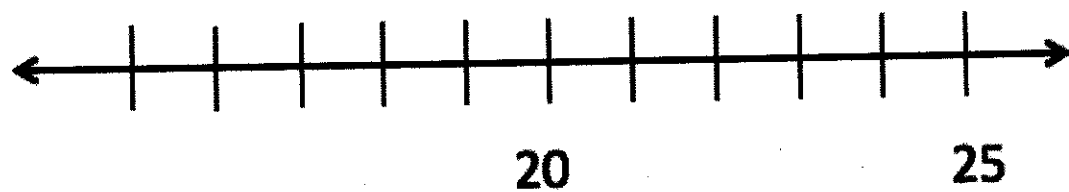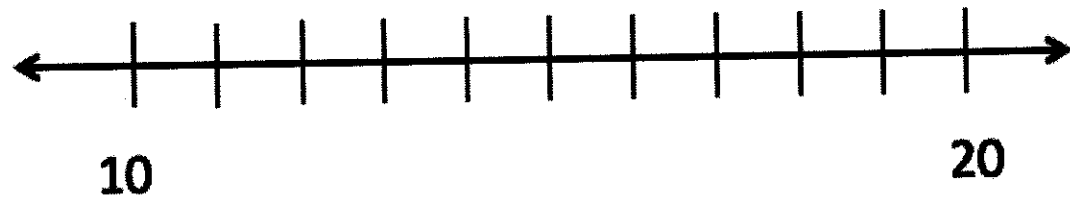
Create your own number line below and place 15 on it. Label the endpoints.

Name: _____   Date: _____

Grade 2 Mathematics Homework • Compare two three-digit numbers

How many more **hundreds** does 600 have than 200?   _____

How many more **tens** does 78 have than 58?   _____

The number represented below is 143. How can you change this representation to show 251?   Show your new number inside the box.

```
 _____
|  ____                          |
| |    |                         |
| |____|                         |
|                                |
| | | | |                        |
|                                |
| . . .                          |
|_____|
```
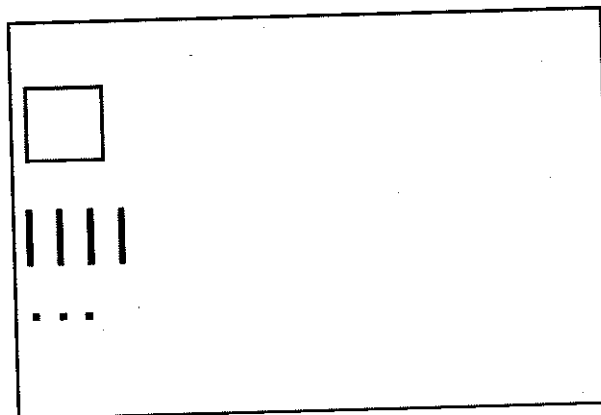
The number represented below is 105. How can you change this representation to show 236?   Show your new number inside the box.

```
 _____
|  ____                          |
| |    |                         |
| |____|                         |
|                                |
|                                |
| . . . . .                      |
|_____|
```
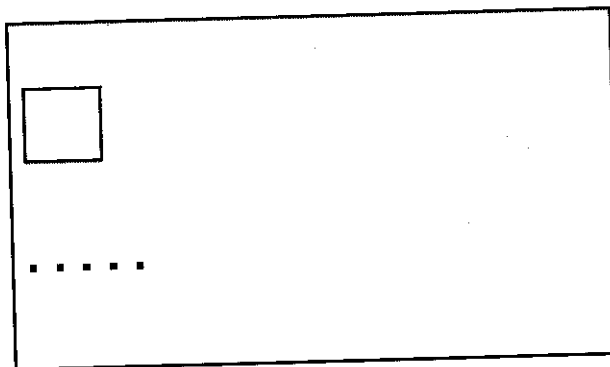
Name: _____

Grade 2 Mathematics Homework • Decomposing and comparing 3-digit numbers

Decompose 408 in 4 different ways.
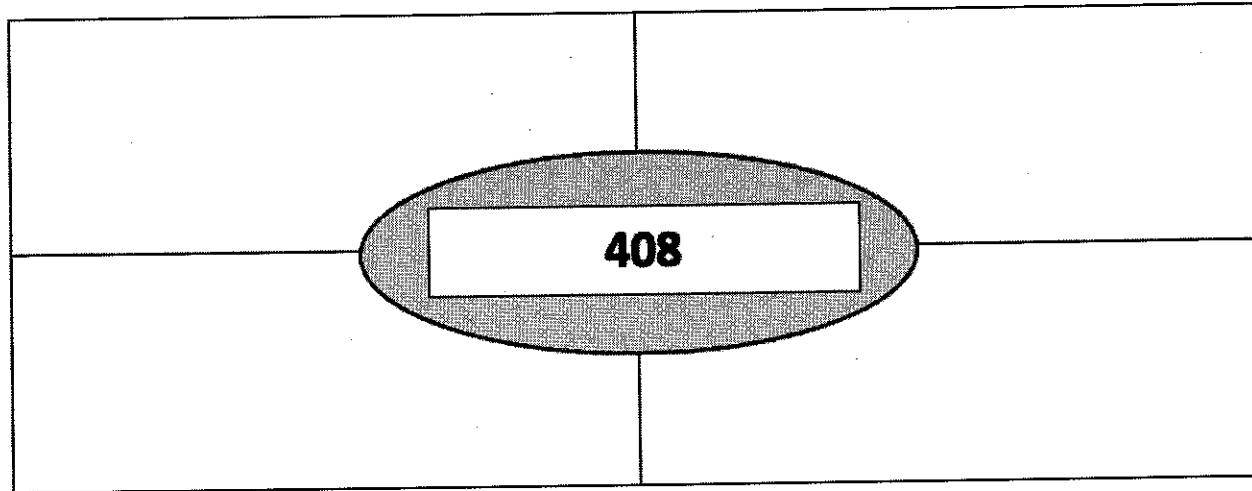
Which expression represents 378?

    A. 370 + 4 + 2 + 2

    B. 200 + 100 + 60 + 10 + 8

    C. 300 + 70 + 8

    D. All of the Above

How would you decompose 378 in order to compare it to 408? Show your work below.

Which number is greater 378 or 408? Use your model above to explain your answer.

Place 30 on each of the number lines below.

0   100

0   60

0   40
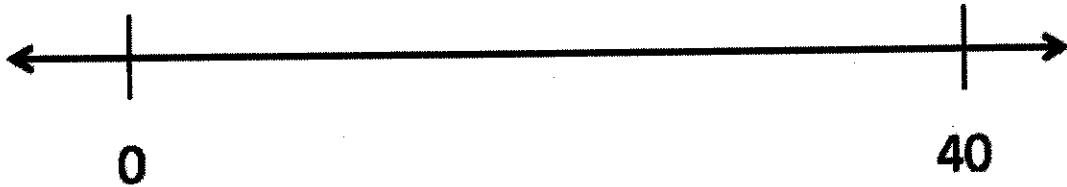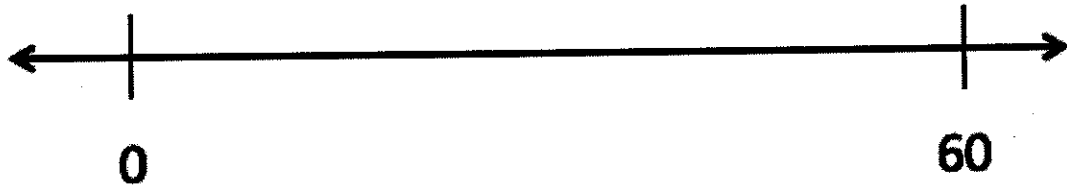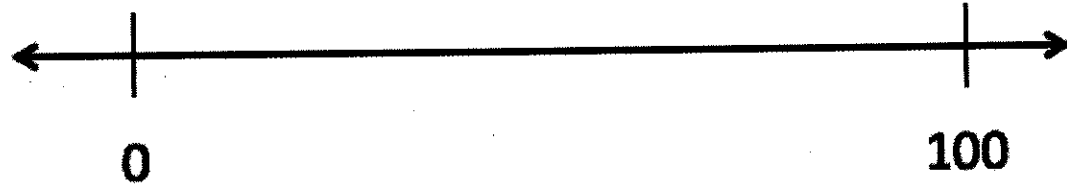
Did you place 30 on the same spot on each number line? Explain.

Grade 2 Mathematics Homework
Skip Counting by Different Intervals on a Hundred Chart

Start with 0. Skip count by 2.
Start with 0. Skip count by 5. Put a triangle around each number.
Start with 0. Skip count by 10. Put a circle around each number.

0	1	2	3	4	5	6	7	8	9

Name: _____   Date: _____

Grade 2 Mathematics Homework • Skip Counting by Different Intervals

Complete the skip counts.
You can use a hundred chart or a calculator to help if needed.

Start with 0. Skip count by 5.

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____
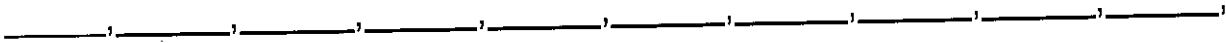
Start with 0. Skip count by 10.

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____
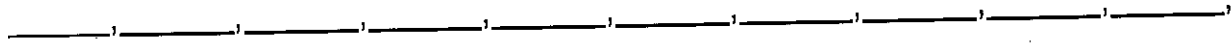
Start with 0. Skip count by 100.

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____
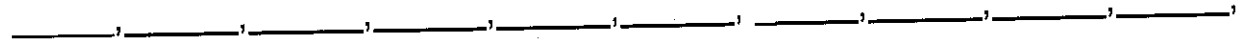
Rico starts with 0 and skip counts by 2. What are some numbers we will say?

Hundred Chart

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

Grade 2 Mathematics Homework • Skip Count with Like Coins to $1.00

Find the amount of money each person has. Use skip counting or the coins to help if needed.

(25¢) (1) (5¢) (1¢)
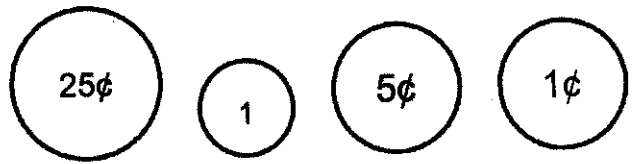
Connie has **18 pennies**. How much money does she have?

Connie has **4 quarters**. How much money does she have?

Connie has **9 dimes**. How much money does she have?

Connie has **16 nickels**. How much money does she have?

Grade 2 Mathematics Homework - Skip Counting by Different Intervals on a Hundred Chart

Start with 7. Skip count by 5s.

Start with 28. Skip count by 10.

Start with 44. Skip count by 2 to 70. Put a circle around each number.

0	1	2	3	4	5	6	7	8	9

1. Mrs. Hope's class saw 38 butterflies in the garden. Some of the butterflies flew away. Now there are 19 butterflies in the garden. How many butterflies flew away?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

2. At recess 30 children lined up to jump rope. 9 children joined them. 4 children left to get a drink of water. How many children were left in the line?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

3. Allen has cats and dogs. He has 16 pets. If he has at least 10 cats, how many cats and dogs could he have?

Find two different possible combinations.
Use words, numbers or pictures to explain your reasoning.
Write a number sentence for each combination.

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

Combination 2

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

4. At the park Jun saw 32 animals. She saw 12 dogs, 15 squirrels, and some frogs. How many frogs did Jun see?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

5. Tara's mother wanted to make a blackberry pie. On Monday morning Tara picked some blackberries from the bush. In the afternoon she picked 40 more blackberries and then she had 76 blackberries in all. How many blackberries did Tara pick in the morning?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

6. Sam has 43 crayons. Nate has 71 crayons. George has 76 crayons. How many fewer crayons does Sam have than Nate? How many fewer crayons does George have than Nate?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

Complete the following: (1 point each)

7. _____ + 6 = 9

8. _____ + 6 = 11

9. _____ + 6 = 13

10. _____ + 6 = 15

11. What pattern do you notice with the above problems?

_____

12. Mona Elementary School is collecting Box Tops for Education to purchase new P.E. equipment. The school had a contest to see which grade could collect the most Box Tops in one week. You have been asked to find out which grade is the winner of the contest. Below you will find the amount of Box Tops that each class in each grade collected. (6 points)

Grade	Class A Number of Box Tops	Class B Number of Box Tops	Grade Total
Kindergarten	15	25	
1	36	41	
2	47	22	
3	21	37	
4	52	60	
5	19	35	

Bonus Question: How many box tops did the entire school collect all together?

Show your work:

13. Recycling and Bottle Collection: The 2nd grade at Salem Elementary collected plastic bottles for the recycling program. During the first week, they collected 63 bottles and 22 newspapers. During the second week they collected 49 bottles and during the third week they collected 32 bottles and 15 newspapers. How many bottles did the 2nd grade collect during the first 2 weeks?

Write an equation that represents this problem. Use a symbol for the unknown number.

Solve the problem.
Use words, numbers or pictures to explain your reasoning.

1 +4	9 +9	7 +3	10 +8	4 +6	6 +6
5 +4	6 +2	4 +3	9 +5	3 +7	7 +9
2 +5	8 +0	9 +9	10 +6	5 +3	5 +6
2 +9	9 +7	5 +5	1 +7	8 +5	3 +3
8 +8	7 +8	3 +7	8 +2	4 +4	4 +6

5 − 4	18 − 9	10 − 3	18 − 8	10 − 6	12 − 6
9 − 5	8 − 6	7 − 3	14 − 5	10 − 7	16 − 9
7 − 2	8 − 0	9 − 9	16 − 10	8 − 5	11 − 5
11 − 9	15 − 7	10 − 5	8 − 7	13 − 5	6 − 3
16 − 8	17 − 8	10 − 7	10 − 2	8 − 4	13 − 6

1. **Which number is 10 less than 704?**

   A   604

   B   694

   C   714

   D   794

2. **How many hundreds, tens, and ones are in 571?**

   A   5 hundreds, 1 ten, 7 ones

   B   5 hundreds, 7 tens, 0 ones

   C   5 hundreds, 7 tens, 1 one

   D   5 hundreds, 71 tens, 0 ones

3. **A gym opens in the morning at the time shown on the clock.**
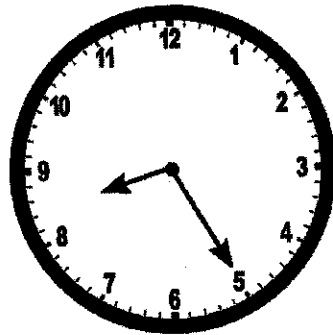
   What time does the gym open?

   A   8:25 p.m.

   B   8:25 a.m.

   C   5:40 p.m.

   D   5:40 a.m.

4. Claire, Jalen, and Lisa are playing a game. Claire scores 26 points, Jalen scores 22 points, and Lisa scores 17 points.

Which number sentence shows how many points Claire, Jalen, and Lisa score altogether?

A $26 + 22 + 17 = 65$

B $26 + 22 + 17 = 55$

C $26 + 22 - 17 = 31$

D $26 - 22 + 17 = 21$

5. Which shape is a cube?
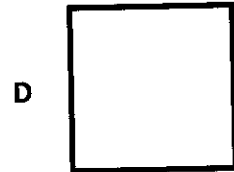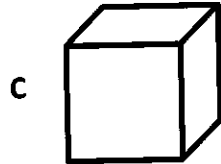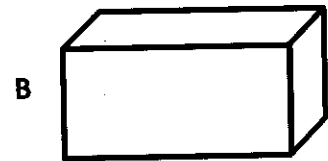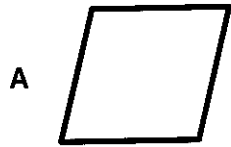
6. Which group has an odd number of erasers?
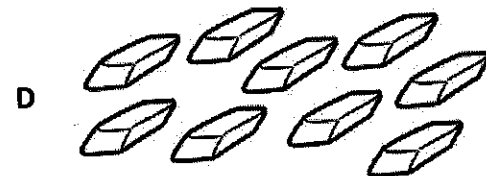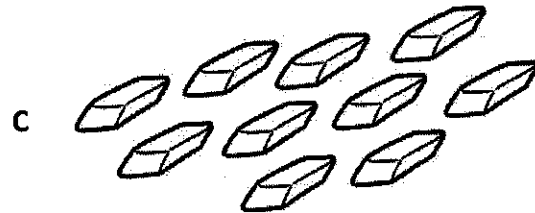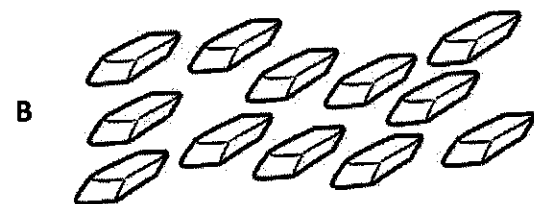
7. Nancy has 65 crayons. She gives 26 crayons to Cedric.

   How many crayons does Nancy have now?

   A   31 crayons

   B   39 crayons

   C   41 crayons

   D   49 crayons

8. Which statement is correct, and why?

   A   685 < 699 because 8 ones is less than 9 ones.

   B   685 < 699 because 5 ones is less than 9 ones.

   C   369 > 355 because 9 tens is greater than 5 tens.

   D   369 > 355 because 6 tens is greater than 5 tens.

9. Amy and Marco are at an ice cream shop. Marco has 5 coins to buy his ice cream, as shown.


   Marco orders a waffle cone that costs 80¢. Does Marco have enough money to buy the waffle cone, and why?

   A No. Marco does not have enough to buy the waffle cone because he has only 70¢.

   B No. Marco does not have enough to buy the waffle cone because he has only 75¢.

   C Yes. Marco has enough to buy the waffle cone because he has 80¢.

   D   Yes. Marco has enough to buy the waffle cone because he has 85¢.

10. What is $91 - 26$?

    A 65

    B 67

    C 75

    D 77

11. Which shape is a hexagon?
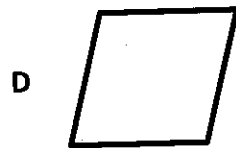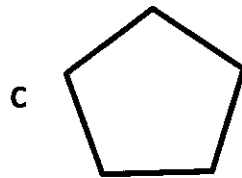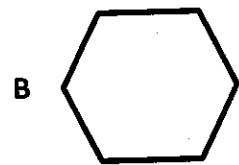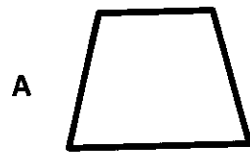
12. A student is adding $9 + 7$. First, the student changes the 9 into 10.

What should the student do next to find the answer?

    A   Add 6 to 10.

    B   Add 7 to 10.

    C   Subtract 6 from 10.

    D   Subtract 7 from 10.

13. Which expression has a sum of 81?

A $18 + 32 + 16 + 25$

B $21 + 16 + 30 + 24$

C $26 + 15 + 22 + 18$

D $31 + 18 + 14 + 19$

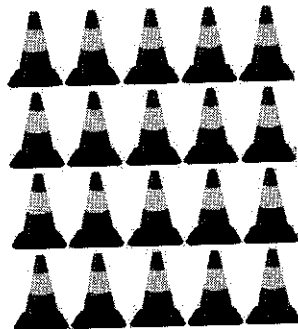**14.** Which number sentence can be used to find $254 + 458$?

A   6 hundreds $+$ 10 tens $+$ 12 ones $= 712$

B   6 hundreds $+$ 10 tens $+$ 12 ones $= 702$

C   6 hundreds $+$ 10 tens $+$ 2 ones $= 712$

D   6 hundreds $+$ 10 tens $+$ 2 ones $= 702$

15. The picture shows an arrangement of cones.

Which equation can be used to find the total number of cones?
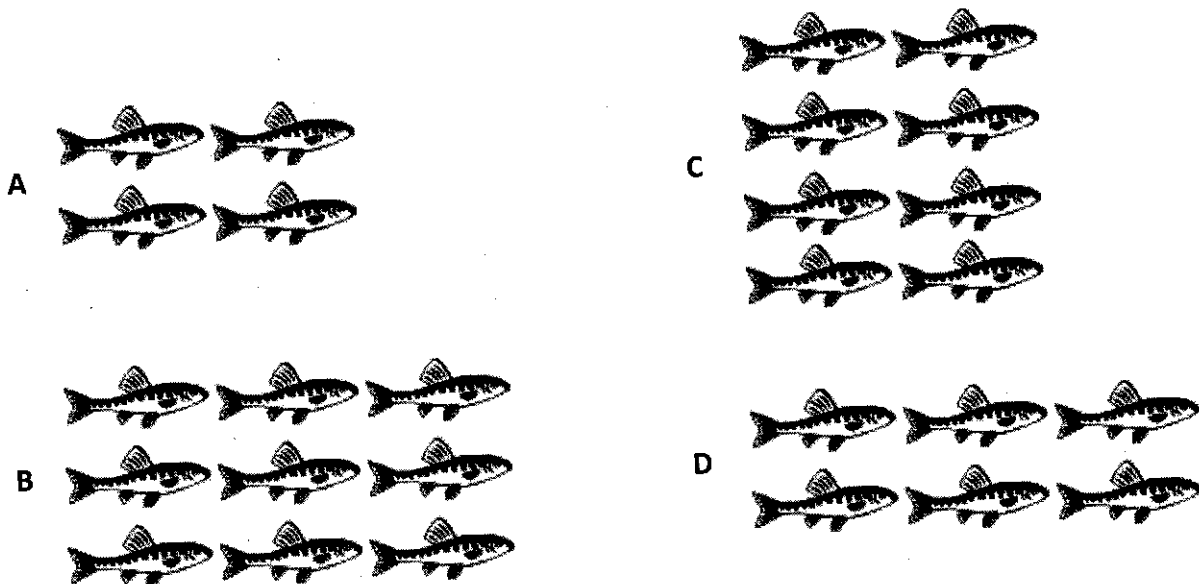
A $4 + 5 = 20$

B $4 + 4 + 4 + 4 = 20$

C $5 + 5 + 5 + 5 = 20$

D $5 + 5 + 5 + 5 + 5 = 20$

16. A pencil costs 77¢. Which set of coins is *exactly* enough to buy the pencil?

A

B

C

D

17. Which group of fish can be represented as $2 + 2 + 2$?

A

B

C

D

18. The calendar shows a full year.

January	February	March	April
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1	1	1 2 3 4 5
5 6 7 8 9 10 11	2 3 4 5 6 7 8	2 3 4 5 6 7 8	6 7 8 9 10 11 12
12 13 14 15 16 17 18	9 10 11 12 13 14 15	9 10 11 12 13 14 15	13 14 15 16 17 18 19
19 20 21 22 23 24 25	16 17 18 19 20 21 22	16 17 18 19 20 21 22	20 21 22 23 24 25 26
26 27 28 29 30 31	23 24 25 26 27 28	23 24 25 26 27 28 29	27 28 29 30
		30 31	

May	June	July	August
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4 5	1 2
4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9
11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16
18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23
25 26 27 28 29 30 31	29 30	27 28 29 30 31	24 25 26 27 28 29 30
			31

September	October	November	December
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3 4	1	1 2 3 4 5 6
7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29	28 29 30 31
		30	

Which month comes *directly* before May?

A   April

B   January

C   June

D   September
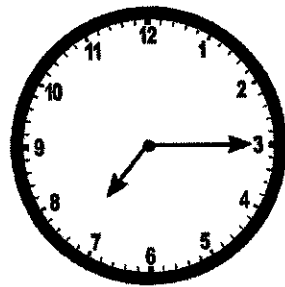
19. What is $42 + 38$?

A   70

B   76

C   80

D   86

20. **Which statement is correct?**

    A   10 is an even number because $10 = 5 + 5$.

    B   11 is an even number because $11 = 6 + 5$.

    C   14 is an odd number because $14 = 7 + 7$.

    D   17 is an odd number because $17 = 9 + 9$.
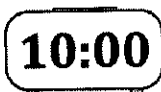
Use the information given to answer questions 21-22.

A football game starts at the time shown on the clock.

21. **What time does the football game start?**

    A   3:00

    B   3:35

    C   7:15

    D   7:30

22. **The clock shows the time of night that the football game ends.**

10:00

What time of night does the football game end?

    A   one o'clock a.m.

    B   one o'clock p.m.

    C   ten o'clock a.m.

    D   ten o'clock p.m.

23. The table shows the number of students in three 2nd grade classes.

Teacher	Number of Students
Ms. Jones	24
Mr. Adams	19
Mrs. Smith	18

How many students are in all three classes?

A   71 students

B   61 students

C   51 students

D   41 students

24. Which number is 100 more than 515?

A   415

B   505

C   525

D   615

25. Which set of numbers skip counts by 10s?

A   473, 484, 495

B   520, 525, 530

C   688, 698, 708

D   763, 863, 963

26. Which model shows $476 - 234$?

A

B

C

D
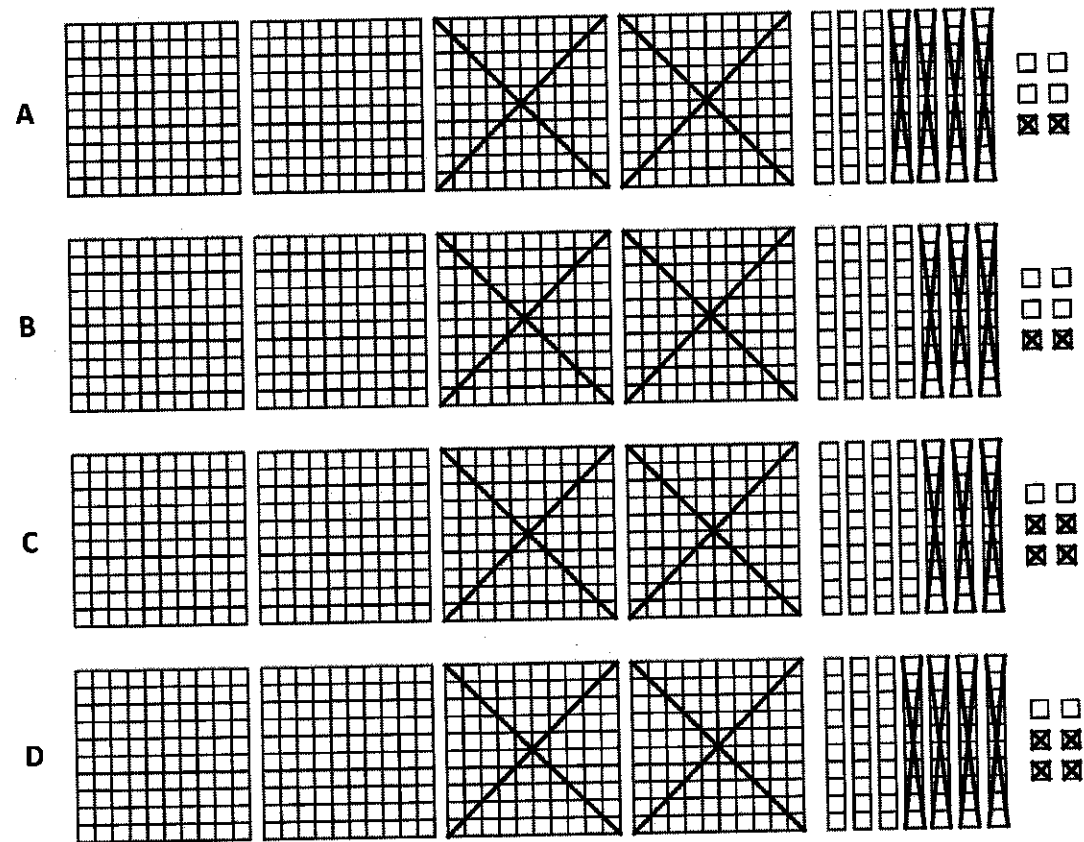
27. Which comparison is correct?

A $344 > 411$

B $479 < 492$

C $650 = 605$

D $851 < 799$

28. If 10 is added to the number 490, which sentence will be true?

A The digit in the hundreds place will become a 3.

B The digit in the ones place will become a 1.

C The digit in the tens place will become a 0.

D The digit in the tens place will become a 1.

29. John has 22 toy cars. Nina has 7 more cars than John. Chuck has 2 fewer cars than Nina.

$$22 + 7 - 2 = \triangle$$

How many toy cars, $\triangle$, does Chuck have?

A 17 toy cars

B 27 toy cars

C 29 toy cars

D 31 toy cars

Use the information given to answer questions 30-31.

Ashley, Carl, Maya, and Jordan are taking a math test. They are asked to write the number 746 in word form. The table shows what each student writes.

Ashley	seven hundred forty-six
Carl	seven hundred forty sixty
Maya	seventy-four hundred six
Jordan	seventy hundred forty-six

30. Which student writes 746 in word form *correctly*?

A Ashley

B Carl

C Maya

D Jordan

31. What is 746 in expanded form?

A $7 + 4 + 6$

B $70 + 40 + 6$

C $700 + 4 + 6$

D $700 + 40 + 6$

32. A student is using the chart to solve $578 - 243$.

100s	10s	1s
500 -200	70 -☐	☐ -3

What is the answer to the subtraction problem?

A   335

B   345

C   367

D   373

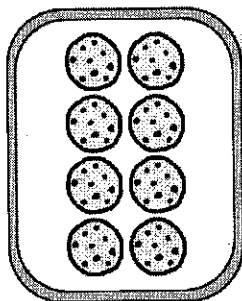**33.** Which shape always has four equal sides and four equal angles?

A   hexagon

B   pentagon

C   rectangle

D   square

34. A student is asked to find the sum of $297 + 613$. Which expression can the student use to find the answer?

A $800 + 10$

B $800 + 10 + 10$

C $800 + 100$

D $800 + 100 + 10$

35. The total number of cookies on a tray can be found by using the equation $2 + 2 + 2 + 2 = 8$.

Which is another way to arrange the same number of cookies on the tray?

A   Arrange the cookies into 2 rows with 2 cookies in each row.

B   Arrange the cookies into 2 rows with 4 cookies in each row.

C   Arrange the cookies into 3 rows with 5 cookies in each row.

D   Arrange the cookies into 4 rows with 4 cookies in each row.