

Webster County Schools

95 CLARK AVENUE – EUPORA, MS 39744

Office of Curriculum

662-258-5551, Extension 15

packets@webstercountyschools.org

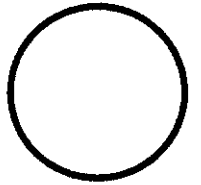
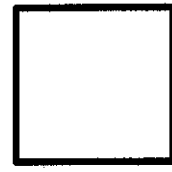
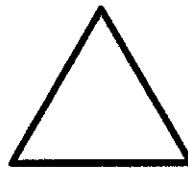
2nd Grade

Packet 4

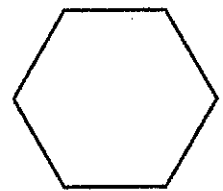
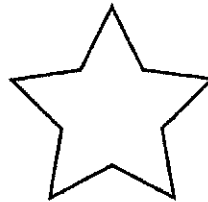
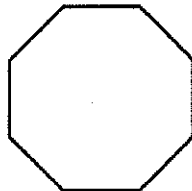
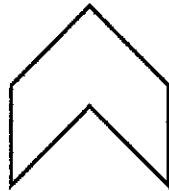
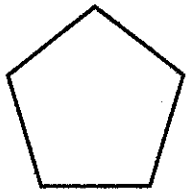
Name: _____

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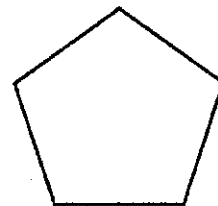
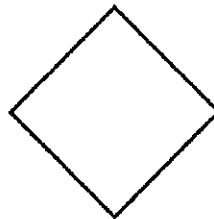
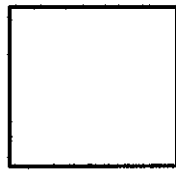
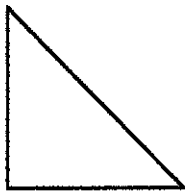
2.G.1- I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.



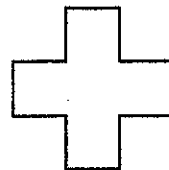
1. Ricky drew a shape with four equal sides. The shape must also have _ angles.
2. Jessica drew a polygon with 3 sides. This shape must also have _ angles.
3. Tony drew a polygon with _ sides. This shape also has 5 angles.
4. Circle the shapes or shapes below with 6 angles.



5. Circle the shape or shapes below with 3 angles.



6. Circle the shape or shapes below with 4 angles.

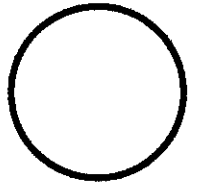
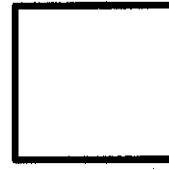
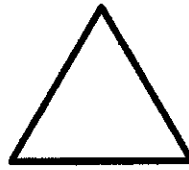


7. Terry drew a square with 4 angles and 3 sides. Is this statement correct? Yes or No (Circle One)
8. John drew a hexagon with 6 angles and 6 sides. Is this statement correct? Yes or No (Circle One)

Name: _____

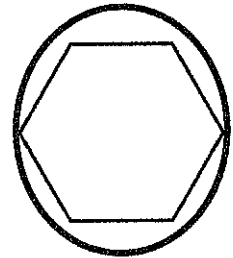
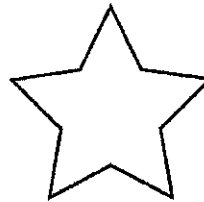
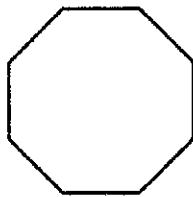
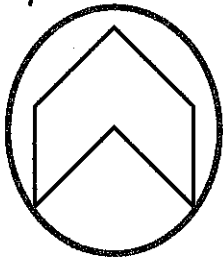
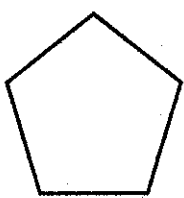
Date: _____

2.G.1- I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

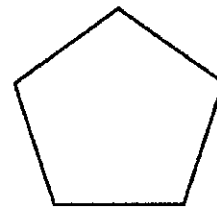
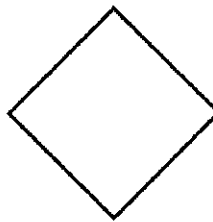
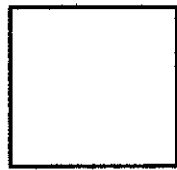
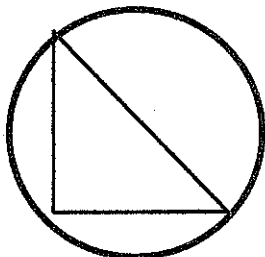


Answer Key

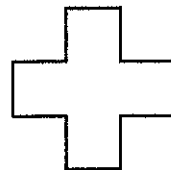
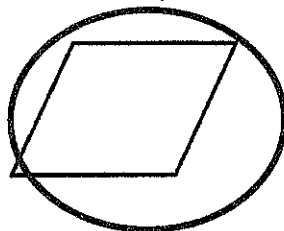
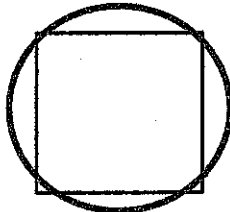
1. Ricky drew a shape with four equal sides. The shape must also have 4 angles.
2. Jessica drew a polygon with 3 sides. This shape must also have 3 angles.
3. Tony drew a polygon with 5 sides. This shape also has 5 angles.
4. Circle the shapes or shapes below with 6 angles.



5. Circle the shape or shapes below with 3 angles.



6. Circle the shape or shapes below with 4 angles.



7. Terry drew a square with 4 angles and 3 sides. Is this statement correct? Yes or **No** (Circle One)
8. John drew a hexagon with 6 angles and 6 sides. Is this statement correct? **Yes** or No (Circle One)

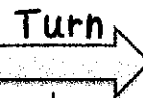
Name: _____

Date: _____

2.G.2- I can partition a rectangle into rows and columns of same size squares and count to find the total number of them.



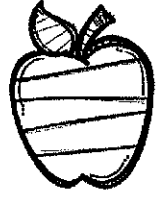
1. A rectangle that is partitioned into 20 same size squares can have how many rows and columns? Choose all that apply.
 - (A) 4 rows, 5 columns
 - (B) 5 rows, 4 columns
 - (C) 5 rows, 5 columns
 - (D) 4 rows, 4 columns
2. A rectangle that is partitioned into 9 same size squares can have how many rows and columns? Choose all that apply.
 - (A) 4 rows, 5 columns
 - (B) 3 rows, 6 columns
 - (C) 3 rows, 3 columns
 - (D) 5 rows, 4 columns
3. A rectangle with 15 same size squares can have 4 rows and 4 columns.
 - (T)
 - (F)
4. A rectangle with 10 same size squares can have 2 rows and 5 columns.
 - (T)
 - (F)
5. Columns go up and down and rows go across.
 - (T)
 - (F)



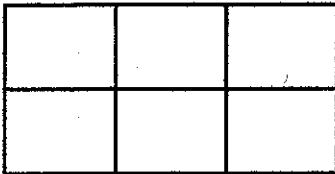
Name: _____

Date: _____

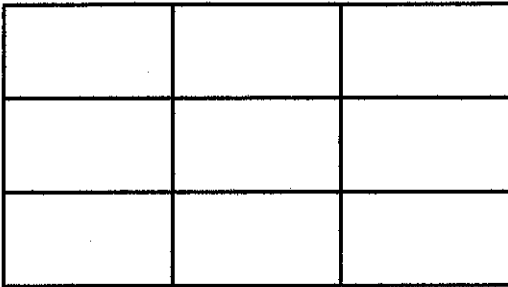
2.G.2- I can partition a rectangle into rows and columns of same size squares and count to find the total number of them.



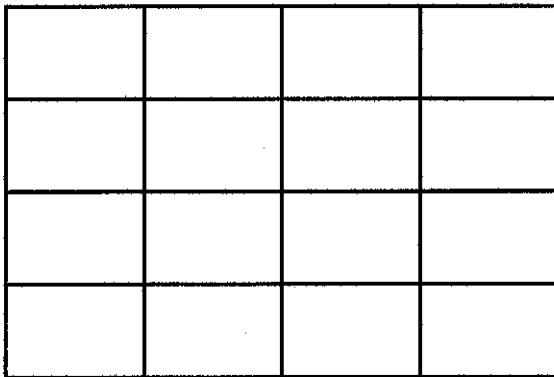
6. How many same size square are in the rectangles below? How many rows? How many columns?



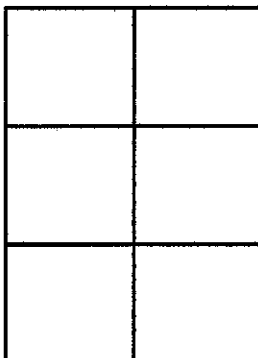
_____ Same Size Squares
_____ Rows _____ Columns



_____ Same Size Squares
_____ Rows _____ Columns



_____ Same Size Squares
_____ Rows _____ Columns

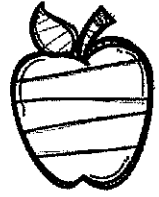


_____ Same Size Squares
_____ Rows _____ Columns

Name: _____

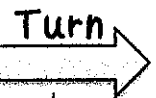
Date: _____

2.G.2- I can partition a rectangle into rows and columns of same size squares and count to find the total number of them.



ANSWER KEY

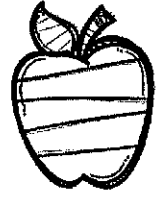
1. A rectangle that is partitioned into 20 same size squares can have how many rows and columns? Choose all that apply.
 - 4 rows, 5 columns
 - 5 rows, 4 columns
 - 5 rows, 5 columns
 - 4 rows, 4 columns
2. A rectangle that is partitioned into 9 same size squares can have how many rows and columns? Choose all that apply.
 - 4 rows, 5 columns
 - 3 rows, 6 columns
 - 3 rows, 3 columns
 - 5 rows, 4 columns
3. A rectangle with 15 same size squares can have 4 rows and 4 columns.
 - T
 -
4. A rectangle with 10 same size squares can have 2 rows and 5 columns.
 -
 - F
5. Columns go up and down and rows go across.
 -
 - F



Name: _____

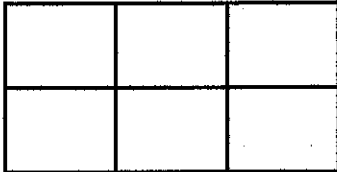
Date: _____

2.G.2- I can partition a rectangle into rows and columns of same size squares and count to find the total number of them.

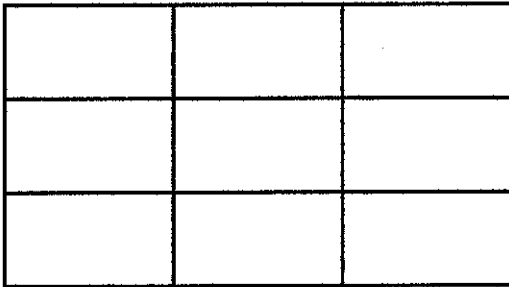


ANSWER KEY

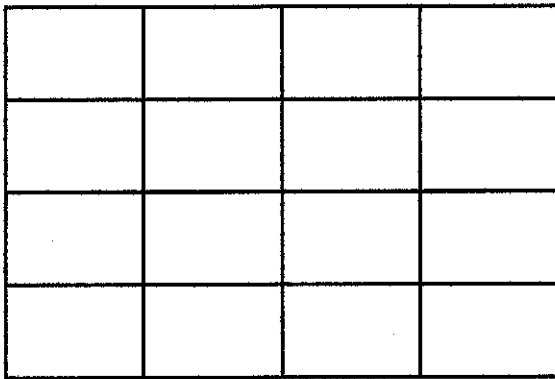
- b. How many same size square are in the rectangles below? How many rows? How many columns?



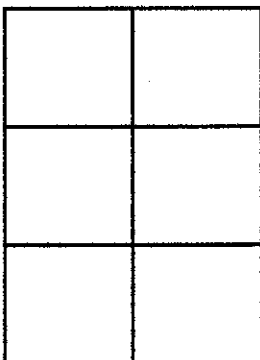
6 Same Size Squares
2 Rows 3 Columns



9 Same Size Squares
3 Rows 3 Columns



16 Same Size Squares
4 Rows 4 Columns



6 Same Size Squares
3 Rows 2 Columns

Name: _____

Date: _____

2.G.3- I can Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.



Match the shape with the correct amount of shares.

There may be more than one shape for a letter.

1.



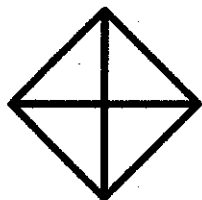
A. One equal share

2.



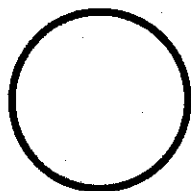
B. Three equal shares

3.



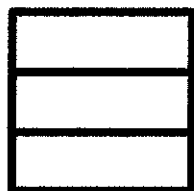
C. Two Equal Shares

4.



D. Four equal shares

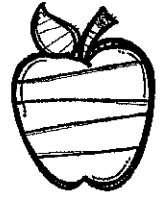
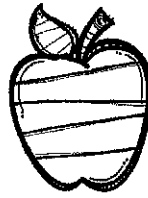
5.



Name: _____

Date: _____

2.G.3- I can Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.



6. The rectangle below has two _____.



- (A) Thirds
- (B) Fourths
- (C) Halves
- (D) Wholes

7. The rectangle below has _____ fourths.



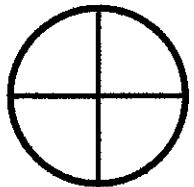
- (A) Three
- (B) Four
- (C) Two
- (D) One

8. The circle below has three _____.



- (A) Thirds
- (B) Fourths
- (C) Halves
- (D) Fifths

9. The circle below has four _____.



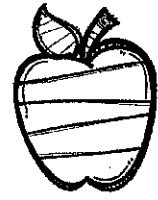
- (A) Thirds
- (B) Wholes
- (C) Fourths
- (D) Halves

10. Three equal shares is the same as three halves. (T) (F)

Name: _____

Date: _____

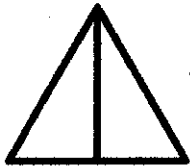
2.G.3- I can Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.



ANSWER KEY

Match the shape with the correct amount of shares.
There may be more than one shape for a letter.

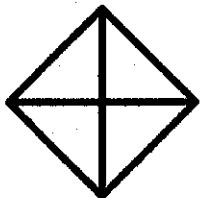
1.



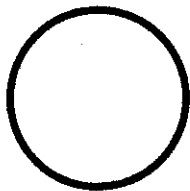
2.



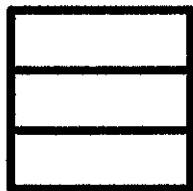
3.



4.



5.



A. One equal share

B. Three equal shares

C. Two Equal Shares

D. Four equal shares

Name: _____

Date: _____

2.G.3- I can Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.



ANSWER KEY

6. The rectangle below has two _____.



- (A) Thirds
- (B) Fourths
- (C) Halves
- (D) Wholes

7. The rectangle below has _____ fourths.



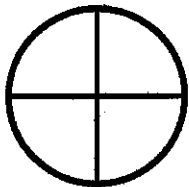
- (A) Three
- (B) Four
- (C) Two
- (D) One

8. The circle below has three _____.



- (A) Thirds
- (B) Fourths
- (C) Halves
- (D) Fifths

9. The circle below has four _____.

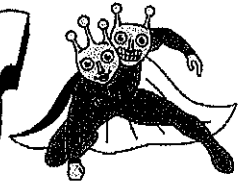


- (A) Thirds
- (B) Wholes
- (C) Fourths
- (D) Halves

10. Three equal shares is the same as three halves. (A) (B)



SUPERSHEETS

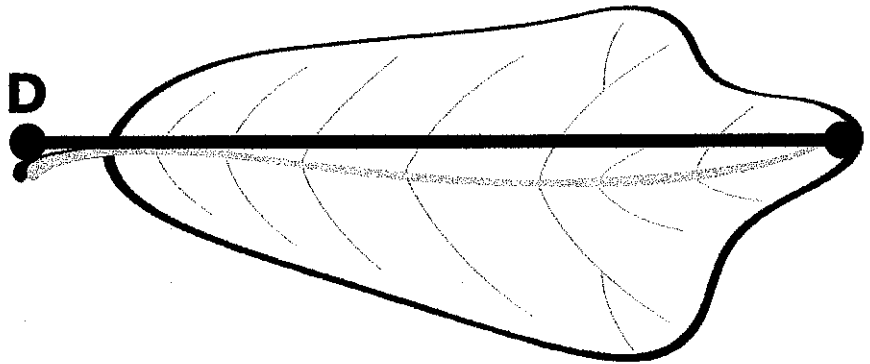
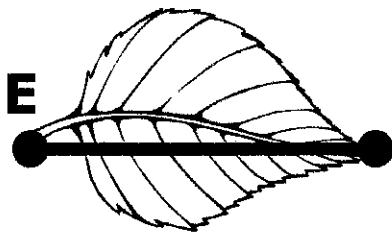
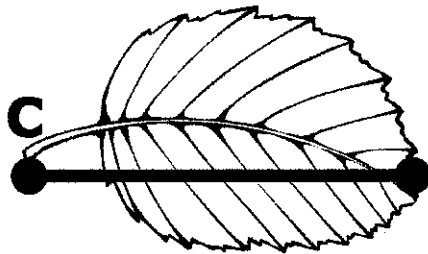
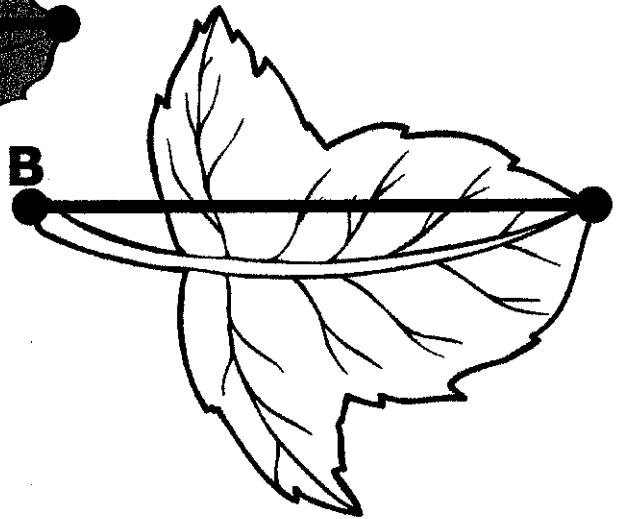
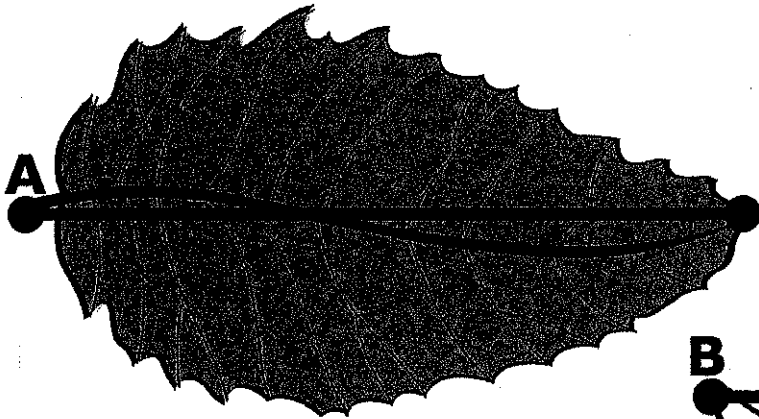


HERO: _____ **DATE:** _____

Use the lengths of the leaves to answer questions 1 and 2.

Measure the length of each leaf to the nearest inch by measuring the length of the line segment.

Leaf	A	B	C	D	E
Length (inches)					



Use the lengths of the leaves to the nearest inch to answer questions 1, 2, and 3.

1 Which table of data correctly represents the lengths of the leaves to the nearest inch?

A

Length (inches)	1	2	3	4	5
Number of Leaves	1	0	2	2	0

C

Length (inches)	1	2	3	4	5
Number of Leaves	1	1	1	1	1

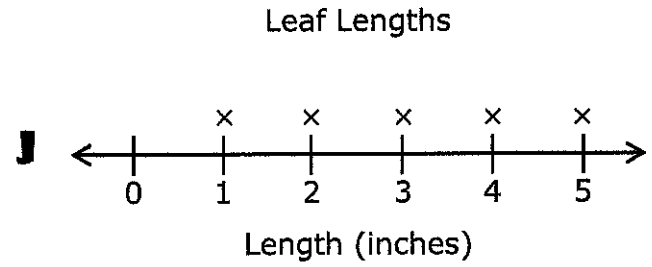
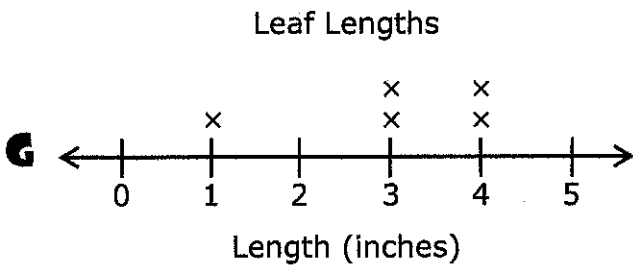
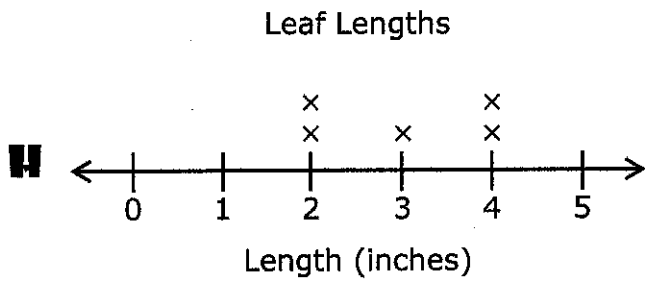
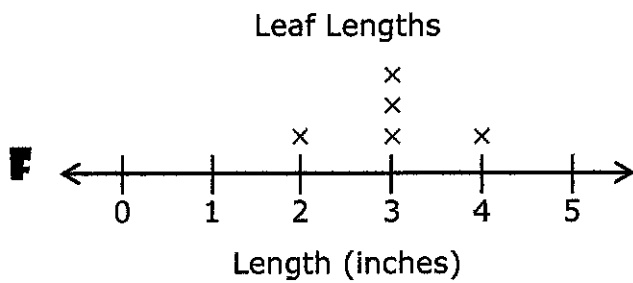
B

Length (inches)	1	2	3	4	5
Number of Leaves	0	2	1	2	0

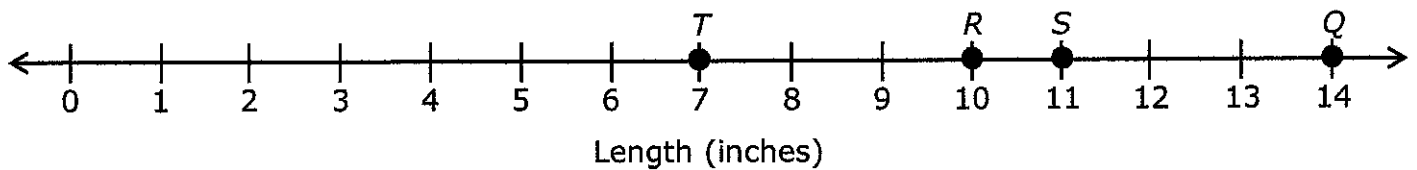
D

Length (inches)	1	2	3	4	5
Number of Leaves	0	1	3	1	0

2 Which line plot correctly represents the lengths of the leaves to the nearest inch?



3 Jake placed the 3 longest leaves in a line and measured the length of these 3 leaves altogether. Which point on the number line represents this length?



A T

B R

C Q

D S

Use the tally chart below to answer questions 4 and 5.

The tally chart shows the favorite cookies of Mrs. Kirchoff's students.

Favorite Cookies

Cookie	Number of Students
Chocolate Chip	
Peanut Butter	
Oatmeal Raisin	
Sugar	

4 Which picture graph correctly shows the data?

Favorite Cookies

Cookie	Number of Students
Chocolate Chip	☺☺☺☺☺
Peanut Butter	☺☺☺☺
Oatmeal Raisin	☺☺
Sugar	☺☺☺

F

Each ☺ = 1 student

Favorite Cookies

Cookie	Number of Students
Chocolate Chip	☺☺☺☺☺☺
Peanut Butter	☺☺☺☺☺
Oatmeal Raisin	☺☺☺
Sugar	☺☺

H

Each ☺ = 1 student

Favorite Cookies

Cookie	Number of Students
Chocolate Chip	☺☺☺☺☺☺
Peanut Butter	☺☺☺☺☺
Oatmeal Raisin	☺☺
Sugar	☺☺☺

G

Each ☺ = 1 student

Favorite Cookies

Cookie	Number of Students
Chocolate Chip	☺
Peanut Butter	☺
Oatmeal Raisin	☺
Sugar	☺

J

Each ☺ = 1 student

5 How many more students picked chocolate chip cookie than oatmeal raisin cookie as their favorite cookie?

A 8

B 1

C 4

D 3



The Tortoise and the Hare

1 There once was a speedy Hare who loved to boast about how fast he could run. Hare loved to brag to the other animals in the forest. He would dash around the forest knocking down other animals if they got in his way. Hare would chant, "I'm the fastest creature in the land! See a blur when I run by, so be careful where you stand!"

2 The forest animals grew tired of Hare's constant chanting and running. So one day, Wise Owl asked Hare to slow down and be careful of the other forest creatures. Hare laughed, "I'll only slow down if someone beats me in a race!"

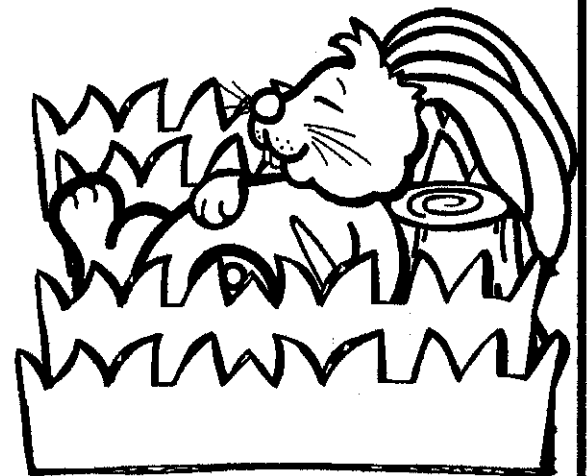
3 Word of Hare's challenge spread quickly through the forest. Who would be fast enough to beat Hare? Who would be brave enough to accept Hare's challenge? Most of the animals were too scared to run a race against the speedy Hare. But Tortoise wasn't scared. He knew that something had to be done to make Hare be more careful in the forest. An animal could get hurt. Maybe Tortoise could help. Tortoise accepted the challenge.

4 On the day of the race, all the forest animals gathered at the starting line. Hare was ready to begin the race, but where was Tortoise? Slowly, but surely, Tortoise plotted along the dirt path to the starting line. Hare smirked when he saw how slow Tortoise walked. This was another race he was sure to win.

5 At the starting line, Wise Owl explained the rules of the race. The first animal to cross the finish line was the winner. If Hare won, he would be free to run around the forest as fast as he wanted. If Tortoise won, then Hare would have to be more careful. Both racers agreed to the rules.

6 When Owl whistled for the race to start, Hare dashed down the road. Tortoise began his slow trek down the path. Tortoise knew he wasn't fast, but he had to try. All the other forest animals were counting on him!

7 After a while, Hare looked back. He was getting tired from running so quickly. Tortoise was no where in sight. On the side of the path was a soft patch of grass with lots of wildflowers.



Hare dozed in the soft grass.

Hare stretched himself out in the field. "There is plenty of time to relax", thought Hare. Then he fell asleep.

8 As Hare dozed, Tortoise kept on walking. Slow and steady, he marched up the race path. Suddenly, he saw the finish line up ahead! He was sure he would see Hare already standing there waiting for him, but to his surprise, he only saw the other forest animals.

9 The forest animals cheered loudly when they saw Tortoise coming up the path first. They cheered so loud, that it woke Hare up from his nap. Hare stood up. Tortoise was about to cross the finish line! Hare raced towards the finish line, but he wasn't fast enough. Tortoise had won the race! Hare hung his head. Maybe being fast wasn't so good after all.

10 From then on, Hare had to be careful when he ran around the forest. Wise Owl was always there to remind him that slow and steady wins the race.

Directions- Use the fable, "The Tortoise and the Hare" to answer the following questions.

1. Who is not careful when running in the forest?
 - a. the Tortoise
 - b. Wise Owl
 - c. the Hare
 - d. the forest animals
2. According to the illustration and caption, where does Hare lay down to take a nap?
 - a. The forest
 - b. On a rock
 - c. On the soft grass
 - d. By a stream

Part A

3. Read this sentence from the text.

There once was a speedy hare who loved to **boast** about how fast he could run. Hare loved to brag to the other animals in the forest.

What does the word, **boast** mean in this sentence?

- a. to yell
- b. to brag
- c. to sing
- d. to tell

Part B

4. Which words from the sentence help you understand the meaning of boast?
- a. loved to brag
 - b. was a speedy
 - c. how fast he
 - d. the other animals

5. What does the word wildflowers mean as it is used in this sentence?

On the side of the path was a soft patch of grass with lots of wildflowers.

- a. flowers that were planted in a garden
 - b. yellow flowers
 - c. flowers that grow in the wild
 - d. blue flowers
6. Choose a word that would best complete the shades of meaning chart below:

?
hurried
dashed
sprinted

- a. walked
 - b. strolled
 - c. jumped
 - d. ran
7. What happens after Hare stops to take a rest on the side of the path?
- a. Hare challenges the forest animals to a race
 - b. Tortoise accepts Hare's challenge to a race
 - c. Wise Owl asks Hare to be more careful when he's running
 - d. Tortoise marches passed the sleeping Hare.
8. What is the central message or theme of the story?
- a. forest animals like races.
 - b. stand up for what you believe in.
 - c. If you fall asleep, a tortoise will win a race.
 - d. slow and steady wins the race.

The Tortoise and the Hare

1 There once was a speedy Hare who loved to boast about how fast he could run. Hare loved to brag to the other animals in the forest. He would dash around the forest knocking down other animals if they got in his way. Hare would chant, "I'm the fastest creature in the land! See a blur when I run by, so be careful where you stand!"

2 The forest animals grew tired of Hare's constant chanting and running. So one day, Wise Owl asked Hare to slow down and be careful of the other forest creatures. Hare laughed. "I'll only slow down if someone beats me in a race!"

3 Word of Hare's challenge spread quickly through the forest. Who would be fast enough to beat Hare? Who would be brave enough to accept Hare's challenge? Most of the animals were too scared to run a race against the speedy Hare. But Tortoise wasn't scared. He knew that something had to be done to make Hare be more careful in the forest. An animal could get hurt. Maybe Tortoise could help? Tortoise accepted the challenge.

4 On the day of the race, all the forest animals gathered at the starting line. Hare was ready to begin the race, but where was Tortoise? Slowly but surely, Tortoise plotted along the dirt path to the starting line. Hare smirked when he saw how slow Tortoise walked. This was another race he was sure to win.

5 At the starting line, Wise Owl explained the rules of the race. The first animal to cross the finish line was the winner. If Hare won, he would be free to run around the forest as fast as he wanted. If Tortoise won, then Hare would have to be more careful. Both racers agreed to the rules.

6 When Owl whistled for the race to start, Hare dashed down the road. Tortoise began his slow trek down the path. Tortoise knew he wasn't fast, but he had to try. All the other forest animals were counting on him!



7 After a while, Hare looked back. He was getting tired from running so quickly. Tortoise was no where in sight. On the side of the path was a soft patch of grass with lots of wildflowers.

Hare stretched himself out in the field. "There is plenty of time to relax", thought Hare. Then he fell asleep.

8 But, as Hare dozed, Tortoise kept on walking. Slow and steady, he marched up the race path. Suddenly, he saw the finish line up ahead! He was sure he would see Hare already standing there waiting for him, but to his surprise, he only saw the other forest animals.

9 The forest animals cheered loudly when they saw Tortoise coming up the path first. They cheered so loud, that it woke Hare up from his nap. Hare stood up. Tortoise was about to cross the finish line! Hare raced towards the finish line, but he wasn't fast enough. Tortoise had won the race! Hare hung his head. Maybe being fast wasn't so good after all?

10 From then on, Hare had to be careful when he ran around the forest. Wise Owl was always there to remind him that slow and steady will win the race.

Directions- Use the fable, "The Tortoise and the Hare" to answer the following questions.

1. Which animal is not careful when running in the forest?
 - a. the Tortoise
 - b. Wise Owl
 - c. the Hare**
 - d. the forest animals
2. According to the illustration, where does Hare lay down to take a nap?
 - a. The forest
 - b. On a rock
 - c. On the soft grass**
 - d. By a stream

Part A

3. Read this sentence from the text.

There once was a speedy hare who loved to **boast** about how fast he could run. Hare loved to brag to the other animals in the forest.

What does the word, **boast** mean in this sentence?

- a. to yell
- b. to brag**
- c. to sing
- d. to tell

Part B

4. Which words from the sentence help you understand the meaning of boast?
- a. loved to brag
 - b. was a speedy
 - c. how fast he
 - d. the other animals

5. What does the word wildflowers mean as it is used in this sentence?

On the side of the path was a soft patch of grass with lots of wildflowers.

- a. flowers that were planted in a garden
- b. yellow flowers
- c. flowers that grow free
- d. blue flowers

6. Choose a word that would best complete the shades of meaning chart below:

?
hurried
dashed
sprinted

- a. walked
- b. strolled
- c. jumped
- d. ran

7. What happens after Hare stops to take a rest on the side of the path?

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8. What is the central message or theme of the story?

- a. forest animals like races.
- b. stand up for what you believe in.
- c. If you fall asleep, a tortoise will win a race.
- d. slow and steady wins the race.

9. Read the chart.

Speedy Hare wasn't careful as he ran and sometimes would knock down other forest animals as he went by.
Hare challenged the forest animals to a race. Only Tortoise accepted the challenge.
Tortoise won the race

Choose the sentence that would best complete the chart above.

a. Hare took a nap in the field

b. Wise Owl asked Hare to be more careful

c. all the forest animals cheered for Tortoise as he crossed the finish line.

d. Tortoise ran very slow in the race.

10. Fables are often told and retold to help the reader understand a lesson. What lesson is the author of, "The Tortoise and the Hare" trying to teach the reader? How do you know? Use 2 pieces of evidence from the text to support your answer. Suggested answer. Answer will vary.

The lesson the author is trying to teach the reader is that slow and steady will win the race. I know this because in paragraph 7, Hare stops to take a rest because he is tired from running so fast. In paragraph 9, the author tells us that while Hare is sleeping, Tortoise is able to pass Hare and win the race. Even though he was going slow the whole time.

Suggested grading:

1 Point for stating the moral or central message of the story or a lesser moral of the story.

2 Points for stating the moral of the story as well as citing evidence from the text.

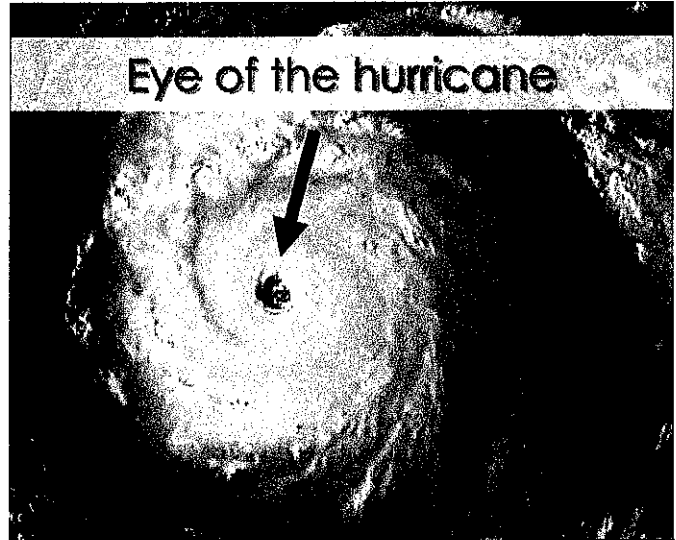
Wild Weather!

1 Weather is constantly changing. Some days it may be sunny. Other days it might rain all day. But, sometimes the weather outside can be severe. This kind of weather is unsafe. Here are two types of wild weather.

Hurricanes

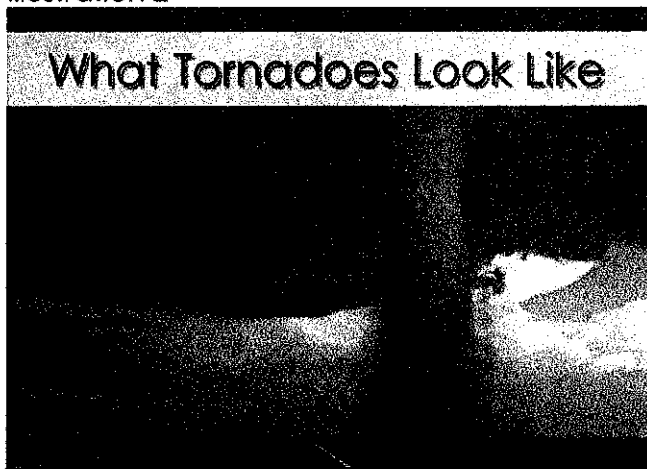
2 A hurricane is a huge storm. It can be up to 600 miles across. It has strong winds spinning in and up that can be as fast as 200 miles per hour. That's faster than a speeding car! Hurricanes can only form over warm ocean water. They can last for up to a week. Hurricanes lose strength as they move over land. At the center of the storm is a clear spot with no clouds. This is called the "eye" of the storm. The winds around the eye are usually the strongest. To help keep track of hurricanes, a meteorologist, or weather scientist, will name the storm.

Illustration 1



The eye of a hurricane is very calm. Some of the strongest and most powerful winds are located around it.

Illustration 2



Most tornadoes have a smoky look to them. Others may have multiple vortexes which are small, individual tornadoes rotating around a common center. Some are even invisible!

Tornadoes

3 Tornadoes are another type of wild weather. A tornado is a fast spinning tube of air that touches both the ground and the clouds above. They form during a thunderstorm when warm and cool air mix together. Tornadoes can cause tremendous damage. Their winds can reach up to speeds of 300 miles per hour. These strong winds can uproot trees and destroy buildings. A tornado that forms over water is called a waterspout. These can stay over water or move to land.

4 Wild weather like tornadoes and hurricanes can be dangerous. It's important to stay inside when one of these storms have been spotted. Scientists and storm chasers are researching and studying these giant storms. The more we learn, the more prepared we can be when one of these storms strikes.

Directions- Use the nonfiction text, "Wild Weather" to answer the following questions.

1. Which types of wild weather does this article give information on?
 - a. tornadoes and snowstorms
 - b. thunderstorms and hailstorms
 - c. thunderstorms and hurricanes
 - d. hurricanes and tornadoes

2. According to illustration 1, what is the weather at the center of the hurricane like?
 - a. windy and dark
 - b. cloudy and raining
 - c. very calm
 - d. cloudy with lightning

Part A

3. Read this sentence from the text.

To help keep track of hurricanes, meteorologist, or weather scientist, will name the storm.

In this sentence the word, meteorologist refers to... ?

- a. teachers
- b. weather scientist
- c. news anchor
- d. person who chases storms

Part B

4. Which words from the sentence help you understand the meaning of meteorologist?
 - a. will name
 - b. keep track
 - c. a weather scientist
 - d. track of hurricanes

5. What does the word waterspout mean as used in this article?

- a. dripping water
- b. a tornado that forms over water
- c. a pipe a spider can climb up
- d. a tube where water pours out

6. In the text, the author uses the strong word tremendous to describe the damage a tornado can cause. Using this information, fill in the missing word in the shades of meaning box below.

?
huge
immense
<u>tremendous</u>

- a. great
- b. small
- c. slight
- d. wonderful

7. What is the main idea of the second paragraph?

- a. Thunderstorms can be dangerous.
- b. Wild weather can be dangerous.
- c. A hurricane is a large dangerous storm.
- d. Tornadoes are spiral shaped clouds.

8. What information can you gather from the caption and picture found in illustration 2?

- a. The eye of a hurricane is located in the middle of the storm and is calm.
- b. Tornadoes can be smoky in color.
- c. Hurricanes can be up to 600 miles wide.
- d. Tornadoes can have winds up to 200 miles per hour.

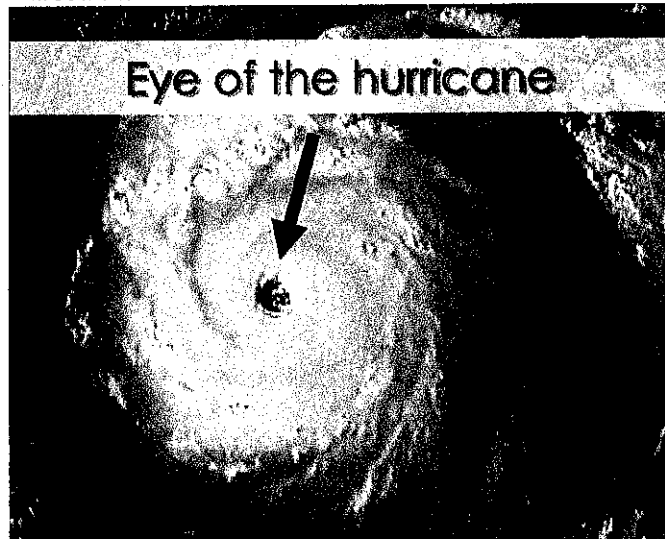
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1 Weather is constantly changing. Some days it may be sunny. Other days it might rain all day. But, sometimes the weather outside can be severe. This kind of weather is unsafe. Here are two types of wild weather.

Hurricanes

2 A hurricane is a huge storm. It can be up to 600 miles across. It has strong winds spinning in and up that can be as fast as 200 miles per hour. That's faster than a speeding car! Hurricanes can only form over warm ocean water. They can last for up to a week. Hurricanes lose strength as they move over land. At the center of the storm is a clear spot with no clouds. This is called the "eye" of the storm. The winds around the eye are usually the strongest. To help keep track of hurricanes, a meteorologist, or weather scientist, will name the storm.

Illustration 1



The eye of a hurricane is very calm. Some of the strongest and most powerful winds are located around it.

Illustration 2

What Tornadoes Look Like



Most tornadoes have a smoky look to them. Others may have multiple vortexes which are small, individual tornadoes rotating around a common center. Some are even invisible!

Tornadoes

3 Tornadoes are another type of wild weather. A tornado is a fast spinning tube of air that touches both the ground and the clouds above. They form during a thunderstorm when warm and cool air mix together. Tornadoes can cause tremendous damage. Their winds can reach up to speeds of 300 miles per hour. These strong winds can uproot trees and destroy buildings. A tornado that forms over water is called a waterspout. These can stay over water or move to land.

4 Wild weather like tornadoes and hurricanes can be dangerous. It's important to stay inside when one of these storms have been spotted. Scientists and storm chasers are researching and studying these giant storms. The more we learn, the more prepared we can be when one of these storms strikes.

Directions- Use the nonfiction text, "Wild Weather" to answer the following questions.

1. Which types of wild weather does this article give information on?
 - a. tornadoes and snowstorms
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 - d. hurricanes and tornadoes**

2. According to illustration 1, what is the weather at the center of the hurricane like?
 - a. windy and dark
 - b. cloudy and raining
 - c. very calm**
 - d. cloudy with lightning

Part A

3. Read this sentence from the text.

To help keep track of hurricanes, meteorologist, or weather scientist, will name the storm.

In this sentence the word, meteorologist refers to... ?

- a. teachers
- b. weather scientist**
- c. news anchor
- d. person who chases storms

Part B

4. Which words from the sentence help you understand the meaning of meteorologist?
 - a. will name
 - b. keep track
 - c. a weather scientist**
 - d. track of hurricanes

5. What does the word waterspout mean as used in this article?

- a. dripping water
- b. a tornado that forms over water**
- c. a pipe a spider can climb up
- d. a tube where water pours out

6. In the text, the author uses the strong word tremendous to describe the damage a tornado can cause. Using this information, fill in the missing word in the shades of meaning box below.

?
huge
immense
<u>tremendous</u>

- a. great**
- b. small
- c. slight
- d. wonderful

7. What is the main idea of the second paragraph?

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- b. Wild weather can be dangerous.
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- d. Tornadoes are spiral shaped clouds.

8. What information can you gather from the caption and picture found in illustration 2?

- a. The eye of a hurricane is located in the middle of the storm and is calm.
- b. Tornadoes can be smoky in color.**
- c. Hurricanes can be up to 600 miles wide.
- d. Tornadoes can have winds up to 200 miles per hour.

9. Read the chart.

Hurricanes can be up to 600 miles wide.

It has strong winds spinning in and up that can be as fast as 200 miles per hour.

Tornadoes are another type of wild weather.

These strong winds can uproot trees and destroy buildings.

Using the information above, which statement do you think the author would most likely agree?

a. Wild weather can be dangerous.

b. Tornadoes are the deadliest types of storms.

c. We don't know enough about tornadoes and hurricanes

d. Hurricanes can produce deadly storm surges.

10. Authors write for many reasons. Think about the article, "Wild Weather". Why do you think the author wrote this article? Use 2 pieces of evidence to support your answer. Suggested answer. Answer will vary.

The author's purpose for writing this article is to inform the reader about how dangerous hurricanes and tornadoes can be. In paragraph two, the author states that hurricanes have winds that can reach up to 200 miles per hour. In paragraph three, the author states that a tornado's winds can uproot a tree or destroy a building. These are both things that make a storm dangerous.

Suggested grading:

1 Point for stating the moral or central message of the story or a lesser moral of the story.

2 Points for stating the moral of the story as well as citing evidence from the text.

Name: _____

Adjectives

6 Directions: Circle the adjective that best describes the underlined noun.

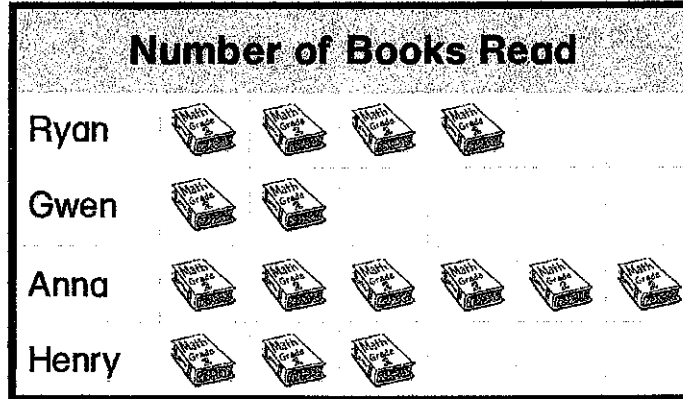
1. A (big tasty) dog was chewing on a bone.
2. Isaac rode to school in a (tiny yellow) bus.
3. It was a very (cold dented) day.
4. Ann asked a (blue strong) man to open her bottle.
5. Brooke left her (warm purple) jump rope on the playground.
6. Jaysa hurt her mouth on a (hot sticky) piece of pizza.
7. Deagen had to fix his (slippery broken) glasses.
8. Autumn was excited to see the (cold huge) elephant at the zoo.
9. Noah was shy around the (beautiful left) girl.
10. The Empire State Building is a very (flat tall) building.

_____ I double-checked my work.

Name _____

Read Picture Graphs

Use the picture graph to answer the questions.

Key: Each  stands for 1 book.

- How many books in all did Henry and Anna read? _____ books

- How many more books did Ryan read than Gwen? _____ more books

- How many fewer books did Gwen read than Anna? _____ fewer books

- How many books did the four children read in all? _____ books

PROBLEM SOLVING 

Use the picture graph above. Write or draw to explain.

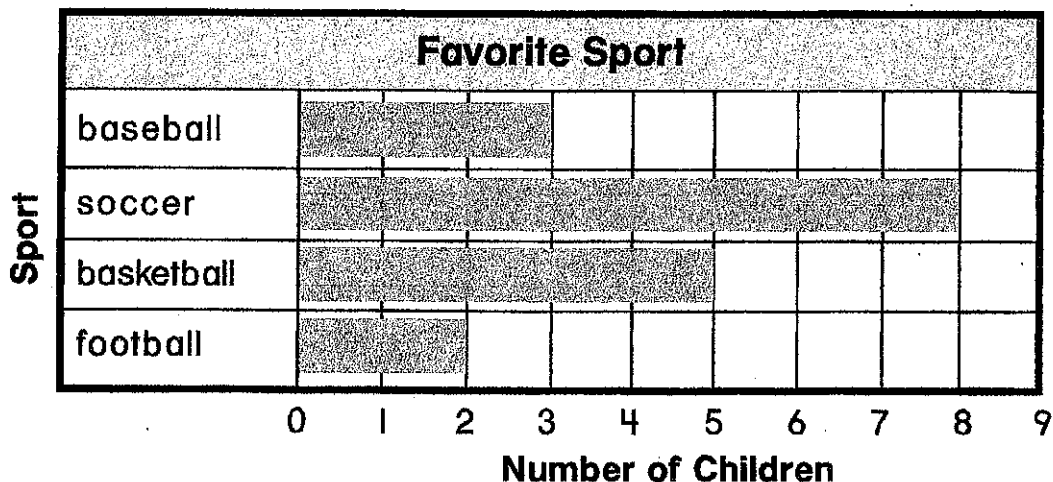
- Carlos read 4 books. How many children read fewer books than Carlos?

_____ children

Name _____

Read Bar Graphs

Use the bar graph.



1. How many children chose basketball? _____ children

2. Which sport did the most children choose? _____

3. How many more children chose basketball than baseball? _____ more children

4. Which sport did the fewest children choose? _____

5. How many children chose a sport that was not soccer? _____ children

PROBLEM SOLVING REAL WORLD

6. How many children chose baseball or basketball? _____ children

Name _____

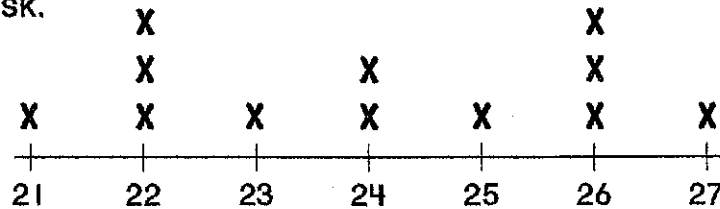
Describe Measurement Data

Essential Question What measurement data can a line plot show?

Model and Draw

A line plot shows data on a number line.

Each X on this line plot stands for the length of 1 desk.



Lengths of Our Desks in Inches

12 desks were measured.

Two desks are 26 inches long.

The longest desk is 27 inches long.

The shortest desk is 21 inches long.

Share and Show



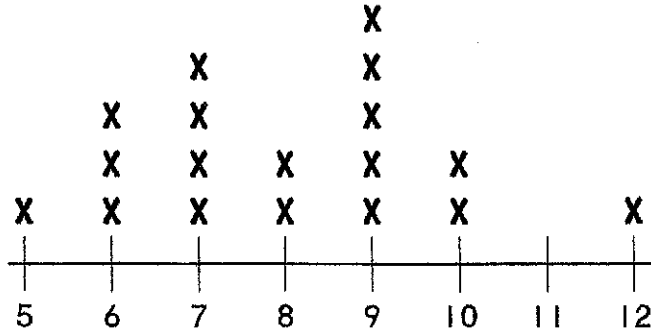
Write 3 more sentences to describe what the line plot above shows.

- _____
- _____
- _____



Math Talk Suppose you measured another desk. If the desk was 23 inches long, how could you show this on the line plot above?

On Your Own



Lengths of Our Classroom Books in Inches

Use the line plot to answer the questions.

4. How many books are 9 and 10 inches in length?

_____ books

5. What is the difference in length between the shortest and longest book?

_____ inches

Write another question you can answer by looking at the line plot. Answer your question.

6. Question _____

Answer _____

PROBLEM SOLVING



7. Look at the table to the right. It shows Tom's books and their lengths. Add the data for the books to the line plot at the top of the page.

Book	Length
Reading	11 inches
Math	12 inches
Spelling	9 inches



TAKE HOME ACTIVITY • Ask your child to explain how to read the line plot on this page.

Lesson 9

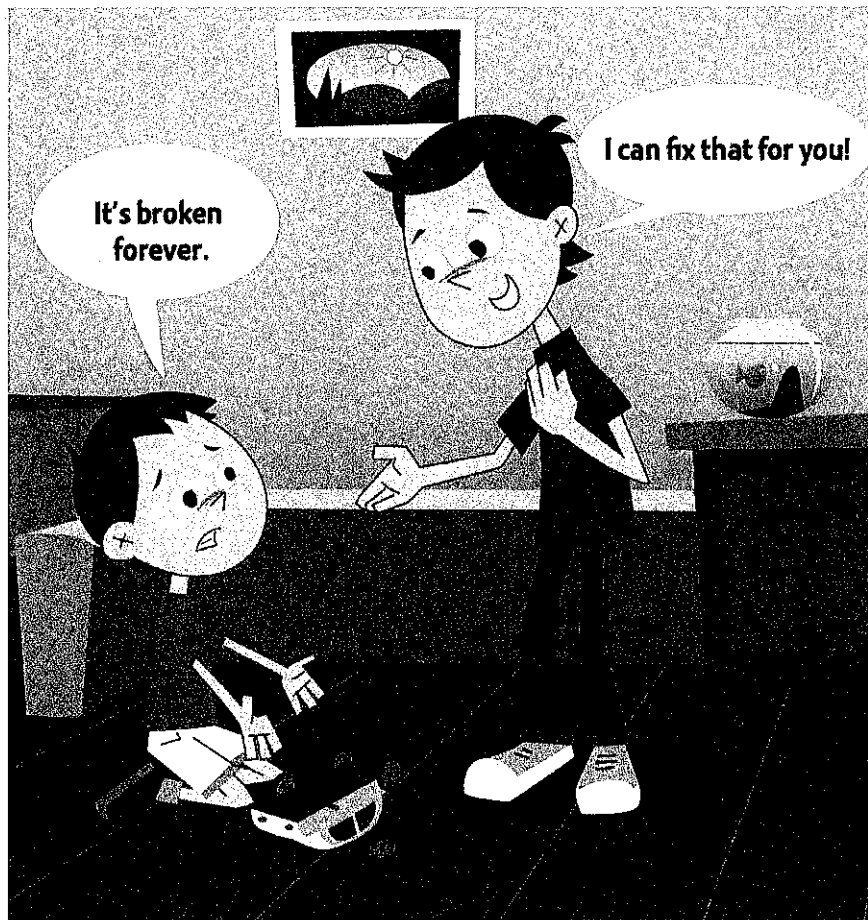
Describing How Characters Act

Learning Target

Describing how characters in a story respond to important events and challenges will help you understand how and why they act the way they do.

- **Read** **Characters** are the people or animals in a story that face a **challenge**. A challenge is a problem that needs to be solved. Describing how characters **respond** to challenges will help you get to know them better.

Look at the picture. What is the challenge? How does each character respond? Think about why each boy acts that way.



- **Think** Complete the chart. Tell what the challenge is. Then tell how each character responds to it.

What the Challenge Is	How the Characters Respond
	<ul style="list-style-type: none">• Little boy • Older boy

- **Talk** What will make the little boy happy? Use what you see in the picture to answer.



Academic Talk

Use these words to talk about the text.

- **characters** • **respond** • **challenge**

A Puppy for Oscar

by Jane Lawrence



1 Oscar wanted a puppy more than anything in the world. But his mom kept saying they could not have a dog in their apartment.

2 “We do not have a yard,” she said. “And a dog needs space to run.”

3 Oscar had an idea. There was a city park very close to their apartment. The park was really big. Maybe part of it could be turned into a park for dogs. Then Oscar’s puppy would have a place to run!

4 Now Oscar needed to turn his idea into a plan. Oscar worked very hard. He wrote letters to newspapers. He wrote to the mayor about his idea for a dog park. He talked to people about his idea. Then he got many of them to sign their names to a letter saying they wanted a dog park, too.

5 It took over a year, but Oscar finally got his dog park. And then he got what he really wanted—a new puppy!

Close Reader Habits

Circle a sentence that tells what Oscar’s challenge is.

Underline a sentence that tells how he responds to the challenge.

Explore

What is the challenge in this story, and how does Oscar respond to it?



Think

- 1** Complete the chart to help you understand Oscar’s challenge and how he responds to the challenge.

Rereading the story will help you figure out how Oscar responds to his challenge.

Oscar’s Challenge

How Oscar Responds to the Challenge

Oscar’s Challenge	How Oscar Responds to the Challenge

Talk

- 2** What is the main thing Oscar does to respond to his challenge? Describe an event from the story to explain your answer.

Write

- 3 Short Response** What do Oscar’s actions tell you about him? Use an event from the story to explain your answer. Write your answer in the space on page 140.

HINT What does Oscar do? Make a list of the things he does in the story.



Write Use the space below to write your answer to the question on page 137.

A Puppy for Oscar

3 Short Response What do Oscar's actions tell you about him? Use an event from the story to explain your answer.

HINT What does Oscar do? Make a list of the things he does in the story.



Don't forget to check your writing.

Tools for Instruction

Understand Characters

Understanding characters is central to understanding a literary text. Students need to know why characters are in the story and how their words, actions, and choices affect the development of the plot. However, the leap from describing characters to making inferences about them can be challenging for students who may not think about characters as relatable people. To help students take this important step toward thinking critically about characters, teach them to use what characters say, do, and think as a bridge to inferring judgments about them.

Step by Step 20–30 minutes

1 Introduce and explain understanding characters.

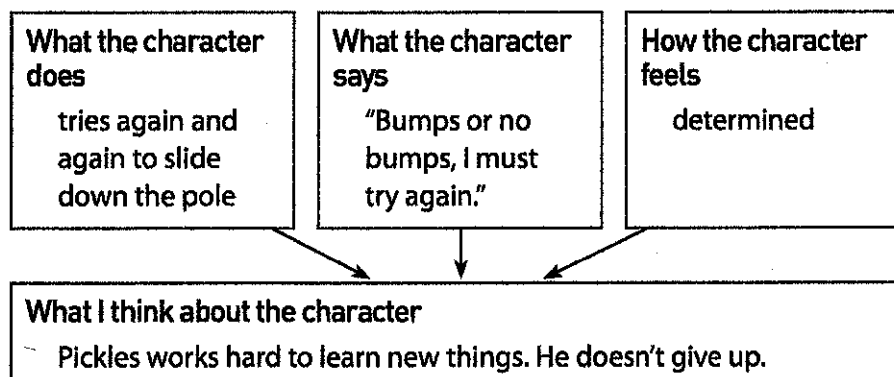
- Ask, *If you hear someone say “please” and “thank you,” and you see him share his toys with others, what is something you can tell about him?* (He has good manners.)
- Say, *Even if no one tells us that this boy has good manners, we can decide for ourselves that he does by thinking about what we see him say and do. This is also true for characters that we read about. Just like with people in real life, one of the ways we understand characters is by listening to what they say and watching what they do.*
- Use familiar stories or films to illustrate this point. For example, say, *In Beauty and the Beast, we see Belle offer to take her father’s place in the dungeon so that he can go free. We also hear her say that she loves him. These things tell us that Belle is a kind and loving person.*
- Invite students to share additional observations about characters in the same story.

2 Teach and model understanding characters.

- Select an on-level read aloud such as *The Fire Cat*, by Esther Averill, and display **Character Chart** (page 3).
- Say, *Good readers make sure they understand the characters they read about. As I read this story, I will stop from time to time to think about what certain characters say and do. This chart will help me organize my thoughts.*
- As you read aloud, pause to think about what a character says or does, and model how to make an inference based on those details.

Pickles tries to slide down the pole like the firemen, but it’s not easy. When Pickles says, “Bumps or no bumps, I must try again,” it reminds me of how hard it can be to learn something new. But Pickles doesn’t give up! I think this shows that he is a determined cat. He wants to learn everything he can about living in the firehouse.

- Record the details on the character chart.



- Then think aloud about why it is important to understand this about the character. Say, *It is important to know that Pickles doesn't give up. This information helps us understand that Pickles will do whatever it takes to become the Fire Cat, which is his main goal in the story.*

3 Provide guided practice with understanding characters.

- Choose another character from the text, and select an event in which that character appears. Have students use the prompts in the chart to share their observations, and record them on the class chart.
- Guide students to make an inference about the character, based on their observations. Help them point to text or illustrations that support their observations.
- Then guide a brief discussion on how understanding the character in this way helps readers to better understand the story.
- Repeat for the remaining number of characters in the story.

Connect to Writing Distribute a copy of the character chart to each student. Have them complete the chart in their own words as you complete it with the group.

7 Provide independent practice with understanding characters.

- Have small groups of students practice understanding characters in a different story. Choose a story that is familiar, and provide the following questions to guide students in thinking about a character's words and actions. You might wish to assign one group member to be in charge of asking the question prompts.

Why do you think [character] did _____?

Why do you think [character] said _____?

If you were [character], how would you feel when _____ happened?

How would you describe [character] to someone who has not read this story? Why?

- Listen in on group discussions and provide support as needed.

Check for Understanding

If you observe...	Then try...
difficulty seeing characters, especially animals, as relatable people	taking a picture walk, using a story in which the characters are animals. Take turns with students pointing out details that make a character seem like a real person, such as wearing clothes or doing chores.
difficulty using details to support inferences about characters	rereading a passage and stating an inference based on a character's words or actions. Have the student point to details in the text that support the inference.

Name _____

Character Chart

What the character does	What the character says	How the character feels
What I think about the character		

What the character does	What the character says	How the character feels
What I think about the character		

The Snowstorm

by Annika Pedersen

1 The wind blew hard, shaking the barn. Outside, the falling snow whipped this way and that. Inside, Greta and her mother counted the sheep they had just brought down from the mountain. One of the sheep was missing, but which one? They saw that Lizzie, one of the new lambs, had been left behind.

2 Greta and her mother started back up the mountain to look for her, but there wasn't much time. Already, they could hardly see a thing in the heavy, blowing snow. "Lizzie! Lizzie!" they called out.

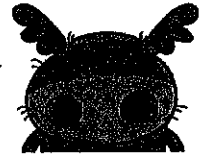
3 At last, they heard her crying back *baa-aa-aa!* They had found Lizzie, but now they were lost. How would they find their way home? Their whole world had gone white!

4 Then Greta saw a stream nearby. The blinding snow was still melting in it! She and her mother could follow the stream's twisting dark line down the mountain. It would lead them back to the gate near their barn.

5 Greta held the little lamb tight. Soon, everyone would be safe at home.

Close Reader Habits

What problem do Greta and her mom have *after* they find Lizzie? **Underline** two sentences that tell you what challenge they face.



Rereading the story will help you figure out how the characters face a challenge.

► Think

- 1 Why is finding the lost lamb a challenge for Greta and her mother?
 - A They are not really sure the lamb is still missing.
 - B They know they will be in great danger from the storm.
 - C They have already climbed the mountain once and are worn out.
 - D They are afraid to leave the sheep alone in the barn.

- 2 Which **best** tells about the challenge that Greta and her mother must face after they find Lizzie?
 - A They can't get Lizzie to stop crying *baa-aa-aa*.
 - B They are getting very cold from the wind and snow.
 - C They have to make sure there aren't any other lost sheep.
 - D They can't see how to get back home in the snowstorm.

► Talk

- 3 What do Greta and her mom do to respond to the challenge of finding the lost sheep? Tell your partner.

► Write

- 4 **Short Response** Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home. Write your answer in the space on page 141.

HINT Think about how Greta responds to the new challenge they face.



Write Use the space below to write your answer to the question on page 139.

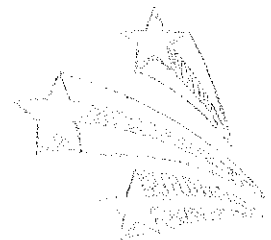
The Snowstorm

Short Response Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home.

HINT Think about how Greta responds to the new challenge they face.


Check Your Writing

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?



Lesson 26

Using Adjectives and Adverbs to Describe

 **Introduction** When you write, choose **adjectives** and **adverbs** that make your ideas clear and interesting.

- Use the best adjective you know to tell about a noun. An **adjective** can tell how something looks, smells, tastes, sounds, or feels.

Sue heard a squeaky noise.

She smelled sweet muffins baking.

Bright light came through the window.

- Use the best adverb you know to tell about a verb. An **adverb** can tell about how, where, or when something happens.

Sue woke up late.

She dressed quickly.

She ran downstairs.

Guided Practice

Choose the adjective or adverb in parentheses () that best completes each sentence. Write the word on the line.

HINT Try each answer choice in the sentence. Does the sentence make sense?

- 1 Sue hears a _____ horn.
(loud happy)
- 2 The bus came _____!
(tomorrow early)
- 3 Sue grabs her _____ backpack.
(warm heavy)
- 4 Dad says, "We have to run _____!"
(quickly slowly)



Independent Practice

Choose the correct word to complete each sentence.

1 The _____ school bus stops.

- A hungry
- B yellow
- C round
- D sleepy

2 Sue climbs _____.

- A inside
- B after
- C down
- D outside

3 She finds an _____ seat.

- A excited
- B angry
- C unhappy
- D empty

4 She smiles and waves _____ to her dad.

- A meanly
- B noisily
- C happily
- D badly

MONTH	50 FITNESS ACTIVITIES HEART RAISERS ON THE SPOT
May	

36. R-P-S (ROCK-PAPER-SCISSORS)

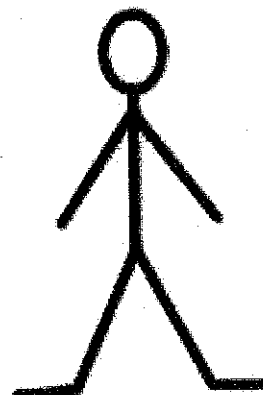
ROCK



PAPER



SCISSOR



The following are descriptions for three movement activities for R-P-S: Rock = Crouch low into a ball, touching hands to knees. Paper = Stand straight, with your feet together and hands at your sides. Scissors = Legs straddle shoulder width apart and arms move away from your sides. Add a jump into each movement. For example, two foot jump into the 'Rock' activity, then jump to 'Paper', and then jump to 'Scissors'. Key Phrase: "Jump-Rock, jump-Paper, jump-Scissors". Repeat R-P-S sequence. As a variation, find a partner and play active R-P-S. Partners start by facing one another. Both partners jump twice then on the third jump show either rock, paper, or scissor. Play best of three rounds then find a new partner. Key Phrase: "Jump, jump, show".

KIDS 7 MINUTE HIIT WORK OUT FOR SELF-REGULATION

Set an interval timer and complete each animal movement for 45 seconds, with 15 seconds of rest in between. Do as many as you can!



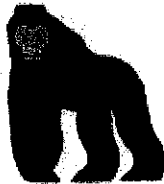
FROG JUMPS

Hop, hop, back and forth like a frog



BEAR WALK

Hands & feet on the floor, hips high - walk left and right



GORILLA SHUFFLE

Sink into a low sumo squat, with hands on the floor, shuffle around the room.



STARFISH JUMPS

Jumping jacks as fast as you can, with arms and legs spread wide.



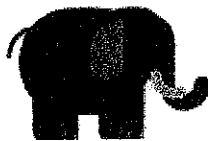
CHEETAH RUN

Run in place, as FAST as you can! Just like the fastest animal in the Sahara.



CRAB CRAWL

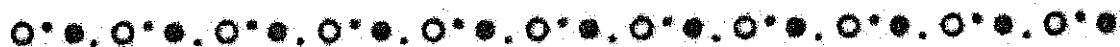
Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.



ELEPHANT STOMPS

March in place lifting your knees as high as you can and stomping the ground as hard as you can!

Daily Fitness Challenge for Kids



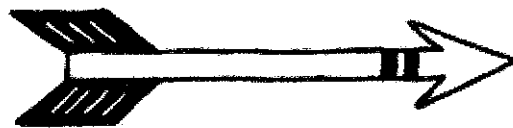
- | | |
|------------------------------|------------------------|
| A: 10 Jumping Jacks | N: 4 Lunges |
| B: 30 Second Plank | O: 3 Burpees |
| C: Crab Walk | P: 10 Second Butterfly |
| D: 10 Push Ups | Q: Run in Place 1 Min |
| E: 10 Sit Ups | R: 7 Jumping Jacks |
| F: 5 Cartwheels | S: 4 Leg Kicks |
| G: Headstand | T: 5 Sit Ups |
| H: 4 Somersaults | U: 15 Second Plank |
| I: Duck Walk | V: 3 Cartwheels |
| J: Jump In Air 5 Times | W: Crab Walk |
| K: Touch Toes 6 Times | X: 2 Somersaults |
| L: Spin Around 3 Times | Y: 5 Lunges |
| M: 10 Leg Kicks | Z: Duck Walk |

Spell each day of the week for a daily workout!



OUTDOOR ADVENTURE HUNT

- { } Something colorful.
- { } A pinecone.
- { } An acorn.
- { } Something smooth.
- { } Something rough.
- { } Two kinds of leaves.
- { } Two kinds of sticks.
- { } Something bumpy.
- { } A flat rock.
- { } Something fuzzy.
- { } Something pretty.
- { } A chewed leaf.
- { } A flower or petal.
- { } A piece of litter.
- { } Something you think is a treasure.



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SHAPE

Packet 4

Purses and Dances

THE STORY

Three rabbits named Mary, Millie and Mavis carried purses, but none of the purses were the same color. The purses were yellow, orange and gold. Mary, Millie and Mavis also had a different favorite dance. Their favorite dances were the bunny hop, polka and tango. Based on the clues, match the rabbits with their purse colors and their favorite dances.

THE CLUES

1. The rabbit with the gold purse did not like the polka.
2. The rabbit with the yellow purse did not like either the bunny hop or the polka.
3. Millie's purse was orange, and Mavis did not own a yellow purse.

Mary	Millie	Mavis
yellow	yellow	yellow
orange	orange	orange
gold	gold	gold
bunny hop	bunny hop	bunny hop
polka	polka	polka
tango	tango	tango

Shirts, Shorts and Nicknames

THE STORY

Three rabbits named Mary, Millie and Mavis decided to go for a walk together. They all agreed to wear a T-shirt and a pair of shorts. They also agreed that they would only wear red, yellow or gray T-shirts, and red, yellow or gray shorts. They did not tell each other what they were going to wear, but they were sure that at least two of them would wear the same combination of colors. As it turned out, none of them wore the same combination of colors! The rabbits were such good friends that they had given each other different nicknames. Their nicknames were Dewdrop, Punkin and Clover. Based on the clues, match the rabbits with the colors of their T-shirts and shorts, and their nicknames.

THE CLUES

1. None of the rabbits wore the same color for both their T-shirts and their shorts.
2. Mavis was not nicknamed Dewdrop, and she did not wear either a red or a yellow T-shirt.
3. Mary did not wear a red T-shirt or gray shorts.
4. The rabbit in red shorts was nicknamed Punkin.

Mary	Millie	Mavis
red T-shirt yellow T-shirt gray T-shirt	red T-shirt yellow T-shirt gray T-shirt	red T-shirt yellow T-shirt gray T-shirt
red shorts yellow shorts gray shorts	red shorts yellow shorts gray shorts	red shorts yellow shorts gray shorts
Dewdrop Punkin Clover	Dewdrop Punkin Clover	Dewdrop Punkin Clover

Lesson 26: Opposite Words

When two words are opposites, they are called antonyms.



Key to Solving

Which words below are antonyms?

warm hot cold chilly

You can make word pairs of antonyms:

warm—chilly, hot—cold.



Directions: Write the letter of the correct antonym from the right side next to each word on the left.

_____ 1. slow

a. short

_____ 2. work

b. melt

_____ 3. tall

c. play

_____ 4. freeze

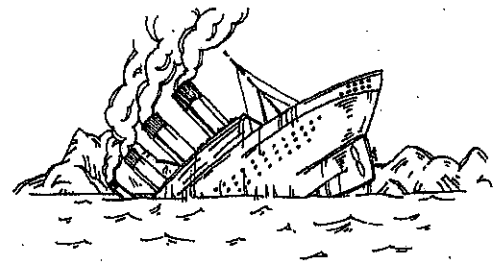
d. quiet

_____ 5. noisy

e. float

_____ 6. sink

f. fast



Think of another antonym for each word on the left side.

Lesson 27: Picking Antonyms

Analogies can be used to compare pairs of antonyms.



Key to Solving

How can you compare two word pairs of antonyms?

tiny, huge small, large

You can make an analogy to compare word pairs.

Tiny is to huge as small is to large.

Directions: Darken the circle for the word that best completes each analogy.

1. Quiet is to loud as hard is to _____.
 (A) soft (B) still (C) noisy

2. Up is to down as left is to _____.
 (A) right (B) above (C) behind

3. Day is to night as morning is to _____.
 (A) sunrise (B) evening (C) breakfast

4. Thick is to thin as broad is to _____.
 (A) narrow (B) wide (C) big

5. Sick is to well as ill is to _____.
 (A) pale (B) hospital (C) healthy



**Create your own antonym word pairs.
 Trade with a partner and think of a
 different antonym to go in each pair.**

Answers

1. Turtles Wearing Hats

Mike	Max	Mark
green	red	gold
seaweed	grass	worms

2. Turtles in Shoes

Mike	Max	Mark
blue	pink	yellow
snapping	mud	3-toed box

3. Turtles Wearing Scarves

Mike	Max	Mark
gray	purple	brown
Zoomer	Speedy	Zippy

4. A Shell of a Different Color

Mike	Max	Mark
orange	violet	yellow
Parsons	Carson	Larson

5. Wigs and Sports

Mike	Max	Mark
tan	lime green	silver
football	hockey	basketball

6. Sock It To Me!

Mike	Max	Mark
navy blue	lemon yellow	turtle green
heavy metal	country	rock

7. Did You See Turtle Glove?

Mike	Max	Mark
teal blue	lavender	gold
science	arithmetic	history

8. Racing Turtles

Mike	Max	Mark
apricot	olive green	maroon
3rd	1st	2nd

9. Wild Rabbits!

Mary	Millie	Mavis
fuchsia	royal purple	peach
Spike	Bogart	Bugsy

10. A Tale of Tails

Mary	Millie	Mavis
violet	purple	rose
carrots	cabbage	French fries

11. On With the Shoe!

Mary	Millie	Mavis
green	blue	red
Harris	Rabbits	Hopper

12. Hats and Dislikes

Mary	Millie	Mavis
aqua	umber	plum
lucky charms	rubber carrots	fur coats

13. Shirts and Songs

Mary	Millie	Mavis
jungle green	forest green	olive green
"Rockin' Rabbit"	"Old Gray Hare"	"Bunny Love"

14. Purses and Dances

Mary	Millie	Mavis
yellow	orange	gold
tango	polka	bunny hop

15. Shirts, Shorts and Nicknames

Mary	Millie	Mavis
yellow shirt	red shirt	gray shirt
red shorts	gray shorts	yellow shorts
Punkin	Dewdrop	Clover

16. Belts, Expressions and a Race

Mary	Millie	Mavis
lavender	rose	orange
"Hop to it"	"What's up, Doc?"	"Whoa, Nellie"
1st	2nd	3rd

17. Dogs and Food

Rex	Rona	Ralph
black	red	brown
pizza	kibbles	caviar

18. Dog Collar Color

Rex	Rona	Ralph
lime green	royal purple	lemon yellow
sniffing	barking	sleeping

19. Boot Training

Rex	Rona	Ralph
violet	maroon	purple
terrier	poodle	beagle

Grade 2 Analogies Key

page 28

1. C (user/object)
2. A (similar things)
3. B (parts of a whole)
4. C (similar things)
5. A (parts of a whole)
6. C (user/object)
7. B (user/object)
8. A (similar things)

page 29

1. town, city
2. street, road
3. go, leave
4. begin, start
5. ill, sick
6. right, correct

page 30

1. boat, ship
2. car, auto
3. seat, chair
4. chicken, hen
5. boy, lad
6. gift, present

page 31

1. c
2. f
3. a
4. b
5. d
6. e

page 32

1. C
2. B
3. A
4. C
5. B

page 33

1. dark
2. neat
3. calm
4. nasty
5. simple
6. silky

page 34

1. C (parts of a whole)
2. B (user/object)
3. A (synonyms)
4. B (synonyms)
5. A (user/object)
6. C (synonyms)
7. A (parts of a whole)
8. C (user/object)

page 35

1. a
2. d
3. e
4. c
5. b

page 36

1. large, small
2. open, close
3. back, front
4. wet, dry
5. upstairs, downstairs
6. laugh, cry

page 37

1. f
2. c
3. a
4. b
5. d
6. e

page 38

1. A
2. A
3. B
4. A
5. C

page 39

1. take
2. stranger
3. poor
4. winter
5. front
6. wonderful

page 40

1. A (synonyms)
2. C (parts of a whole)
3. A (antonyms)
4. A (parts of a whole)
5. A (user/object)
6. B (antonyms)
7. A (synonyms)
8. C (antonyms)

page 41

1. hot
2. icy
3. slow
4. sharp
5. yellow
6. fast

page 42

1. d, e
2. a, f
3. b, c

page 43

1. c
2. e
3. a
4. f
5. b
6. d

page 44

1. B
2. C
3. B
4. A
5. C

page 45

1. low
2. sour
3. tiny
4. yellow
5. hard

page 46

1. C (synonyms)
2. C (user/object)
3. A (name/description)
4. C (parts of a whole)
5. B (antonyms)
6. A (synonyms)
7. B (user/object)
8. C (name/description)