

Webster County Schools

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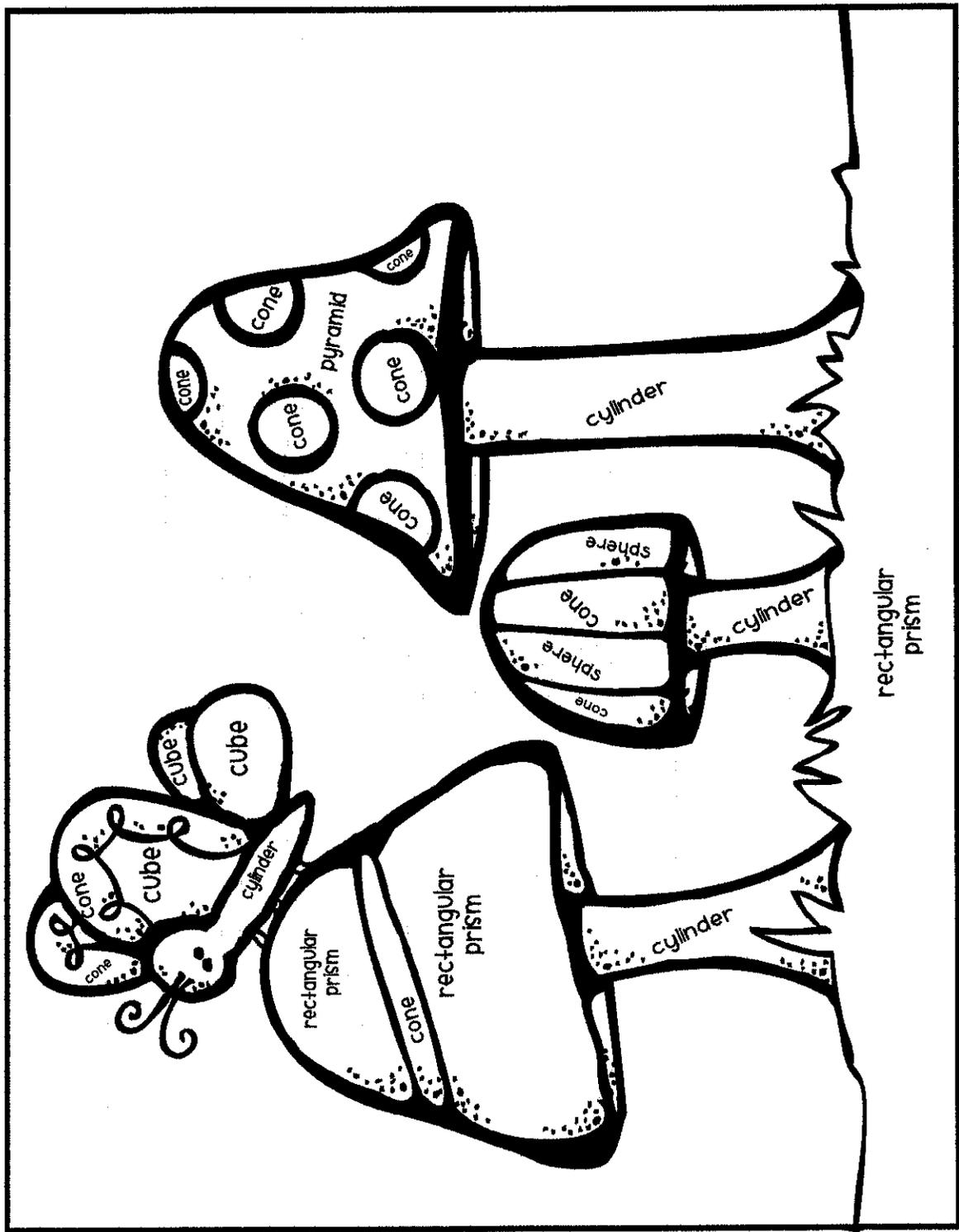
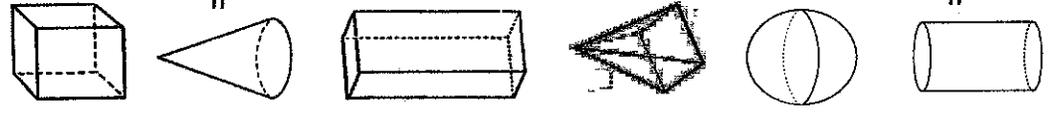
2nd Grade

Packet 5

NAME: _____

color BY shapes

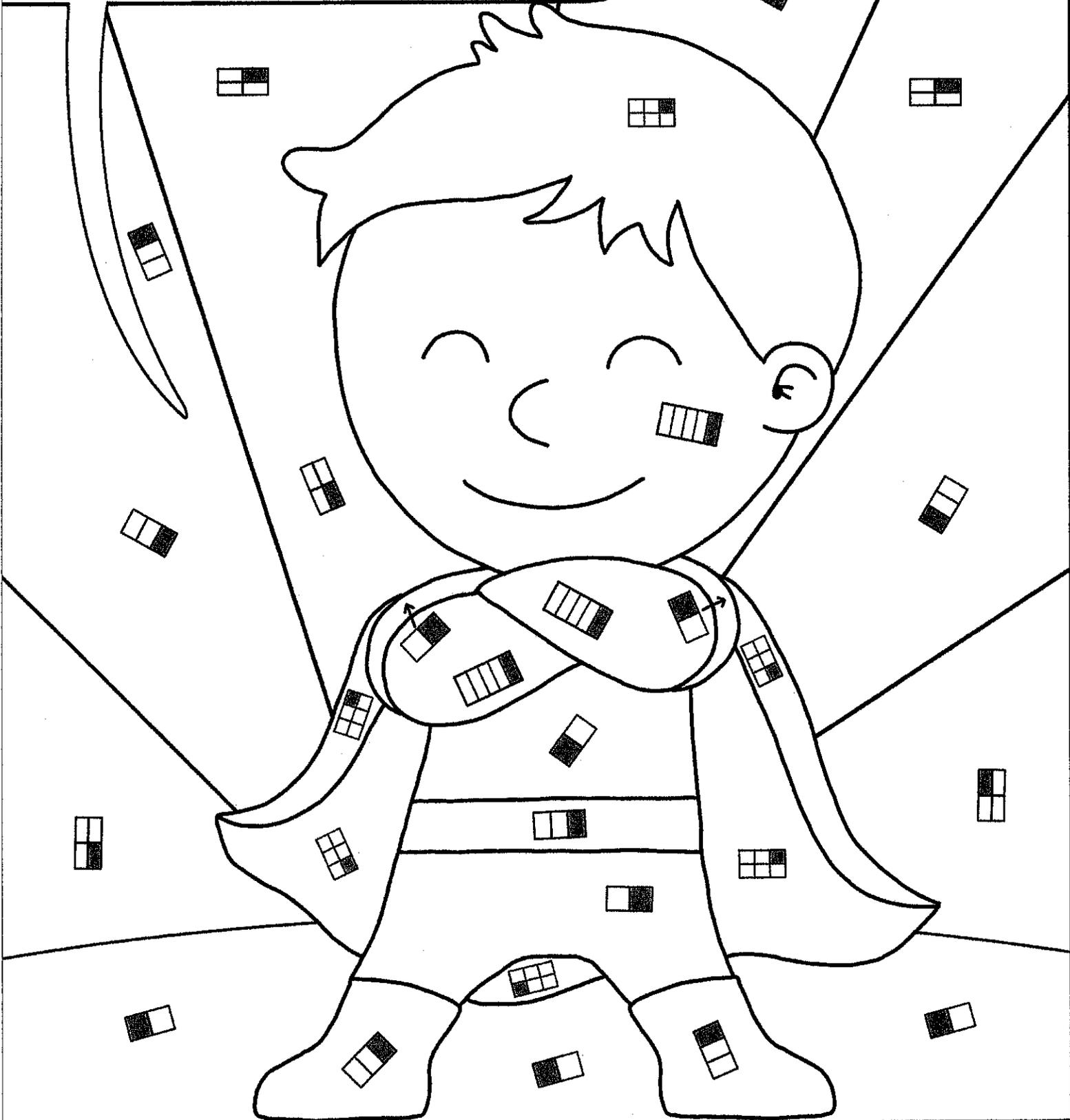
= pink = yellow = light green = purple = orange = tan or brown



Student: _____ Date: _____

**MATH AND
COLORS!**

Look at the shapes and color by code!



$\frac{1}{2}$ = Blue

$\frac{1}{3}$ = Yellow

$\frac{1}{4}$ = Orange

$\frac{1}{5}$ = Tan

$\frac{1}{6}$ = Red

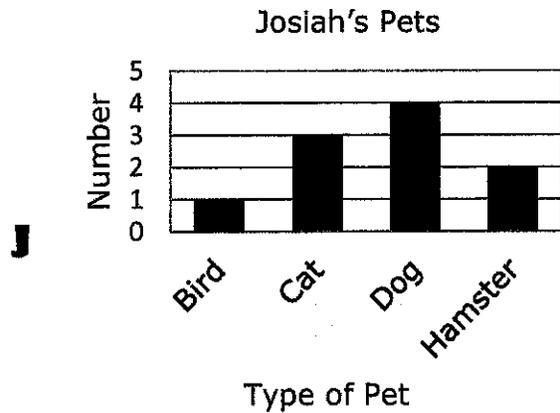
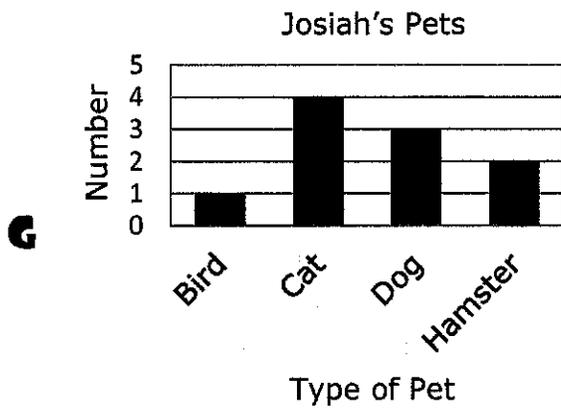
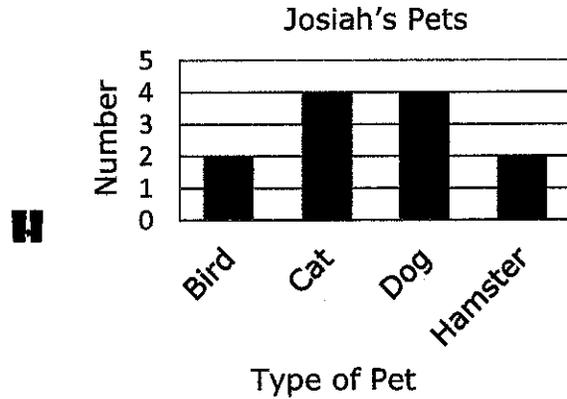
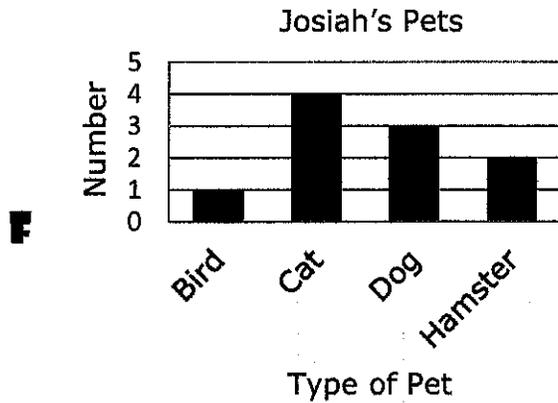
Use the data in the table to answer questions 6 and 7.

The table shows the number of different pets that Josiah has.

Josiah's Pets

Type of Pet	Number of Pets
Bird	1
Cat	3
Dog	4
Hamster	2

6 Which bar graph correctly represents the Josiah's pets?



7 How many pets does Josiah have?

A 4

B 10

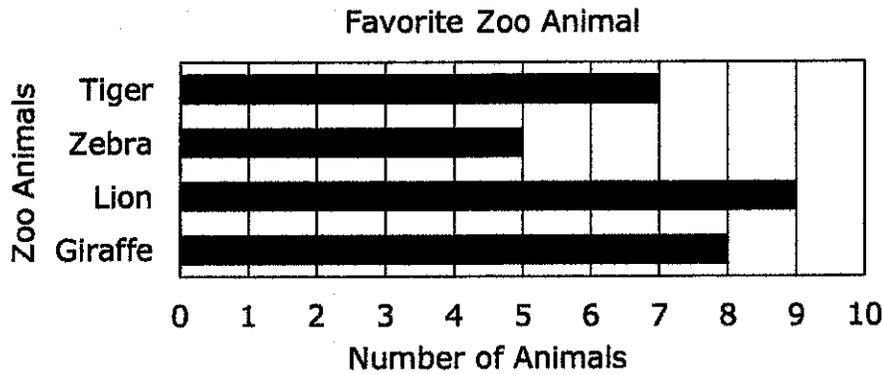
C 9

D 11



Use the data in the bar graph to answer questions 8 and 9.

After a field trip to the zoo, Mrs. Witherspoon asked her students what their favorite zoo animal was. The data is in the bar graph.



8 How many students chose the tiger or lion as their favorite zoo animal?

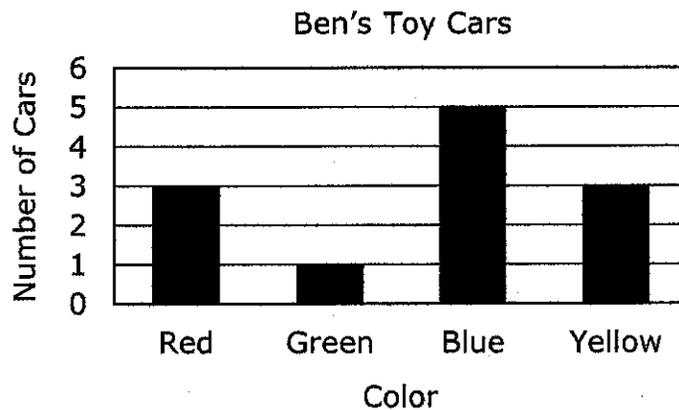
- F** 16 **G** 2 **H** 17 **J** 12

9 How many more students chose a giraffe than a zebra as their favorite zoo animal?

- A** 2 **B** 4 **C** 3 **D** 13

Use the data in the bar graph to answer questions 10 and 11.

The bar graph shows the number of each color of Ben's toy cars.



10 How many more blue cars than red cars does Ben have?

- F** 8 **G** 4 **H** 5 **J** 2

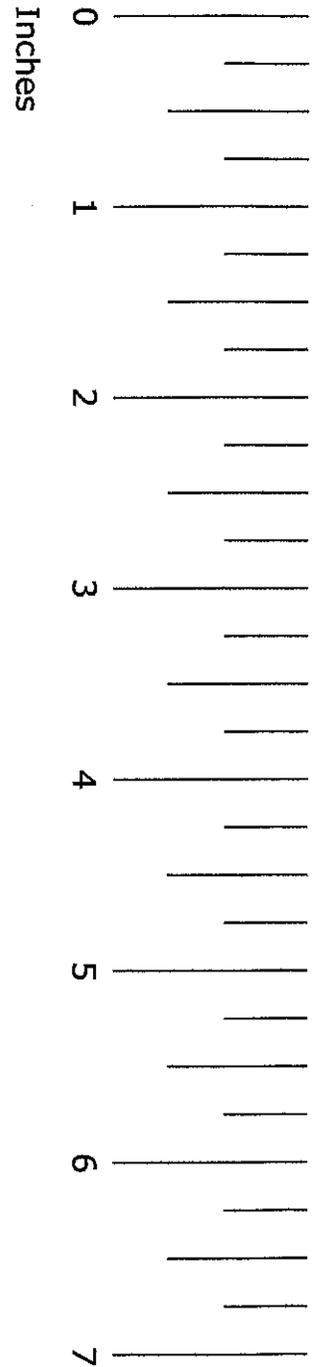
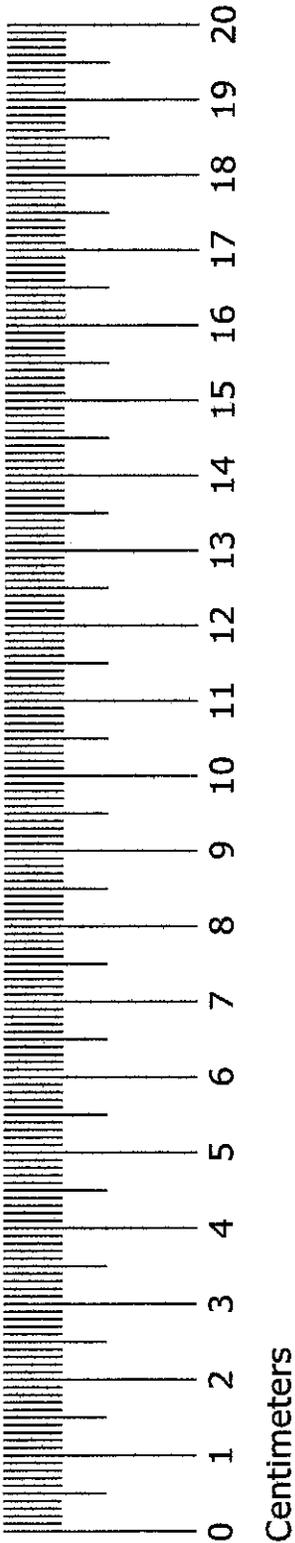
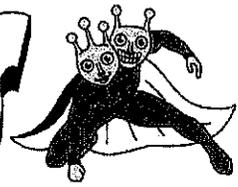
11 How many green or yellow cars does Ben have?

- A** 2 **B** 4 **C** 12 **D** 8





SUPERSHEETS



Grade 2 Reference Materials

Name: _____

First Airplane Trip

by Sara Matson

Jake is going on a trip. He and Mom take a taxi to the airport.

"It's my first plane trip," he tells the taxi driver.

"That's great!" the taxi driver says.

Jake rolls his suitcase onto the plane.

"It's my first plane trip," he tells the pilot.

"Welcome aboard," the pilot says.

Jake finds his seat and buckles his seatbelt. The plane's engines rumble and roar. Jake opens his backpack and pulls out Panda.

"It's my first plane trip," he whispers. He holds Panda's paw.

The plane moves faster and faster. Then—Whoosh! On the ground, cars and houses look like toys.

Jake smiles. "Guess what, Panda?" he says. "Flying is fun!"



Name: _____

First Plane Trip

by Sara Matson



1. How do Jake and his mom travel to the airport?
- a. in a plane
 - b. in their car
 - c. in a taxi
 - d. in a bus

2. What does a pilot do?
- _____

3. What does the pilot say to Jake?
- _____

4. Who is Panda?
- a. Jake's brother
 - b. a large animal
 - c. Jake's pet
 - d. a stuffed animal

5. What does Jake whisper to Panda?
- _____

6. Read this sentence from the story:

On the ground, the cars and houses look like toys.

What does this mean?

- a. The cars and houses looked very big.
- b. The cars and houses looked very small.
- c. The cars and houses did not move.
- d. Jake could not see the cars and houses.

First Plane Trip

by Sara Matson

1. How do Jake and his mom travel to the airport? c
- a. in a plane
 - b. in their car
 - c. in a taxi
 - d. in a bus

2. What does a pilot do?

He or she flies a plane.

3. What does the pilot say to Jake?

"Welcome aboard."

4. Who is Panda? d
- a. Jake's brother
 - b. a large animal
 - c. Jake's pet
 - d. a stuffed animal

5. What does Jake whisper to Panda?

"It's my first plane trip."

6. Read this sentence from the story:

On the ground, the cars and houses look like toys.

What does this mean? b

- a. The cars and houses looked very big.
- b. The cars and houses looked very small.
- c. The cars and houses did not move.
- d. Jake could not see the cars and houses.



Name: _____

Superhero Joey

by Katherine Rollins

Joey put on his mask.
He flapped his cape in front of the mirror.
This is the best costume, he thought.
I'm sure to win the contest.



Joey skipped downstairs.

"Here I come to rescue you!" Joey shouted.

"Nice costume," said Joey's dad.

"I'm a superhero," said Joey.

"Joey," said Mom, "I need you to watch Mindy at the party."

Joey looked at his little sister. "But Mom, superheroes don't have kid sisters."

"Well this superhero has a sister," said Mom.

"What will Mindy's costume be?" asked Dad.

"I'm not sure," said Mom.

Joey got an idea. "I know!"

Joey took Mindy upstairs to his room.

He dug through his closets.

Joey found his baby blanket.

He put it around Mindy's shoulders.

At the party, Superhero Joey and his sidekick Supergirl Mindy won first prize!

Name: _____

Superhero Joey

by Katherine Rollins



1. Why was Joey dressed like a superhero?

2. What was Joey supposed to do at the party?

a. fly in the air

b. help make the food

c. watch his little sister

d. clean up

3. Name all four characters in this story.

4. When does this story take place?

a. at the party

b. before the party

c. after the party

d. at Joey's house

5. What did Joey put on Mindy when he dressed her up as Supergirl?

Something extra:

On the back of this paper, draw a picture of Super Joey and his sidekick Supergirl Mindy.

ANSWER KEY

Superhero Joey

by Katherine Rollins



1. Why was Joey dressed like a superhero?

Because he was going to a party.

Also accept: He was going to enter a costume contest.

2. What was Joey supposed to do at the party? c

- a. fly in the air b. help make the food
c. watch his little sister d. clean up

3. Name all four characters in this story.

Joey, Joey's mom, Joey's dad, and his little sister (Mindy)

4. When does this story take place? b

- a. at the party b. before the party
c. after the party d. at Joey's house

5. What did Joey put on Mindy when he dressed her up as Supergirl?

He put his old baby blanket around Mindy as a cape.

Something extra: On the back of this paper, draw a picture of Super Joey and his sidekick Supergirl Mindy.

Name: _____

Antonym or Synonym



Directions: Circle the bubble if it contains synonyms. Put an X through the bubble to pop it if it contains antonyms.

handsome
cute

enormous
tiny

loud
noisy

correct
wrong

messy
dirty

asleep
awake

light
dark

easy
difficult

awful
terrible

buddy
pal

friend
enemy

quick
slow

dull
boring

angry
mad

happy
glad

love
hate

tiny
little

strong
powerful

correct
right

up
down

Name _____

Equal Groups of 2

Essential Question: How can you find the total number in equal groups of 2?

Model and Draw

The pet store has 3 fishbowls in the window. There are 2 goldfish in each bowl. How many goldfish are there in all?

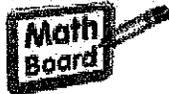
I can count the equal groups by twos—2, 4, 6—to find how many in all.

Make 3 groups of 2 counters.



3 groups of 2 is 6 in all.

Share and Show



Complete the sentence to show how many in all.

1.



_____ groups of _____ is _____ in all.

2.



_____ groups of _____ is _____ in all.

3.



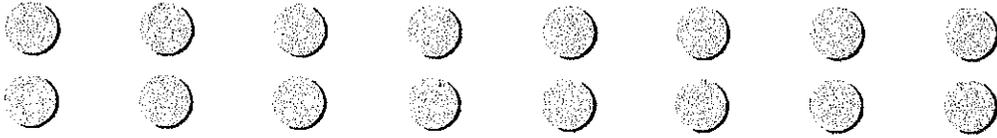
_____ groups of _____ is _____ in all.



Math Talk How can you use counters to find $2 + 2 + 2 + 2 + 2$?

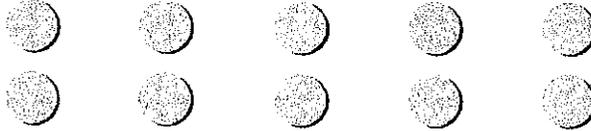
Complete the sentence to show how many in all.

4.



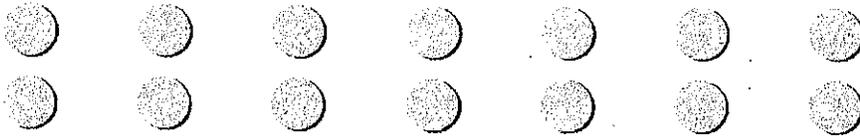
_____ groups of _____ is _____ in all.

5.



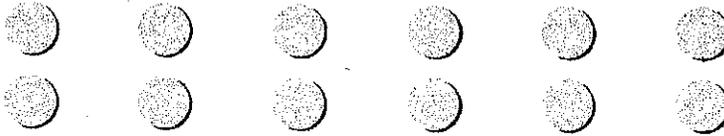
_____ groups of _____ is _____ in all.

6.



_____ groups of _____ is _____ in all.

7.



_____ groups of _____ is _____ in all.

PROBLEM SOLVING



Solve. Write or draw to explain.

8. Coach Baker keeps 2 basketballs in each bin. There are 5 bins. How many basketballs are stored in the bins?

_____ basketballs



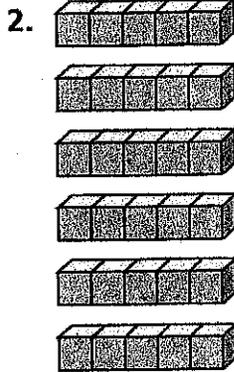
TAKE HOME ACTIVITY • Have your child draw groups of two Xs and tell you how to find how many there are in all.

Concepts and Skills

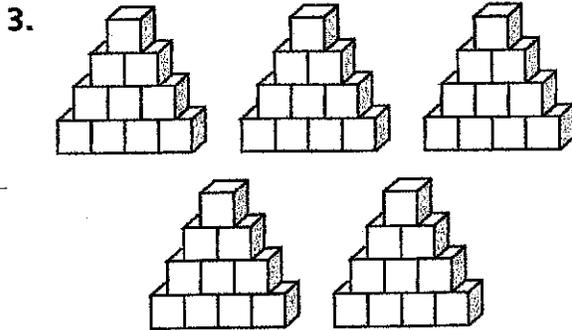
Complete the sentence to show how many in all.



_____ groups of _____ is _____ in all.



_____ groups of _____ is _____ in all.



_____ groups of _____ is _____ in all.

Name _____

Concepts and Skills

Write the time shown on the clock. Then write the time 1 hour before and 1 hour after.

1.



1 hour before _____

1 hour after _____

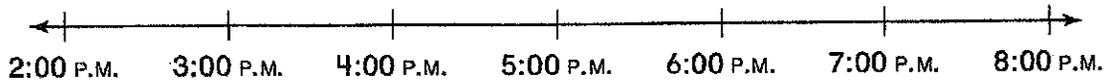
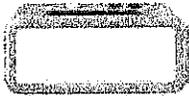


2.



1 hour before _____

1 hour after _____



Use the time line above. Solve.

3. A movie begins at 2:00 P.M. It is over at 5:00 P.M.
How long is the movie?

_____ hours

4. Madison arrives at a friend's house at 3:00 P.M.
She leaves at 7:00 P.M. How long does she stay?

_____ hours

Stone Soup

by Elsa Southern

WORDS TO KNOW

As you read, look inside, around, and beyond this word and phrase to figure out what they mean.

- **barely**
- **town square**

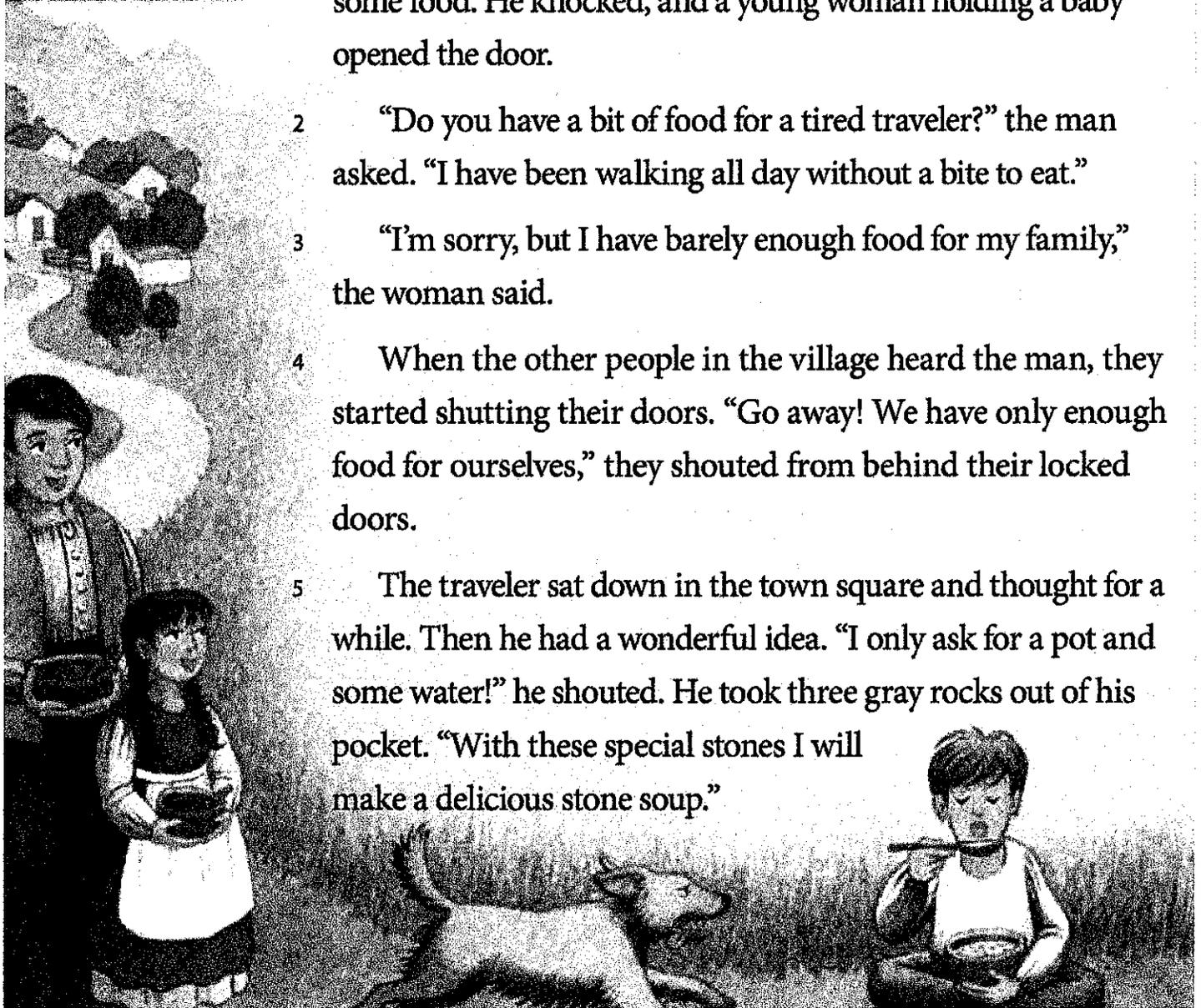
1 A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

2 “Do you have a bit of food for a tired traveler?” the man asked. “I have been walking all day without a bite to eat.”

3 “I’m sorry, but I have barely enough food for my family,” the woman said.

4 When the other people in the village heard the man, they started shutting their doors. “Go away! We have only enough food for ourselves,” they shouted from behind their locked doors.

5 The traveler sat down in the town square and thought for a while. Then he had a wonderful idea. “I only ask for a pot and some water!” he shouted. He took three gray rocks out of his pocket. “With these special stones I will make a delicious stone soup.”



6 “Who has ever heard of stone soup?” the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

7 The traveler started a fire under the large pot of water. When it began to boil, he slowly added the three stones. After a while, he put his nose over the pot and breathed in. “Ah,” he said with a twinkle in his eye. “This is almost perfect. If only we had some onions.”

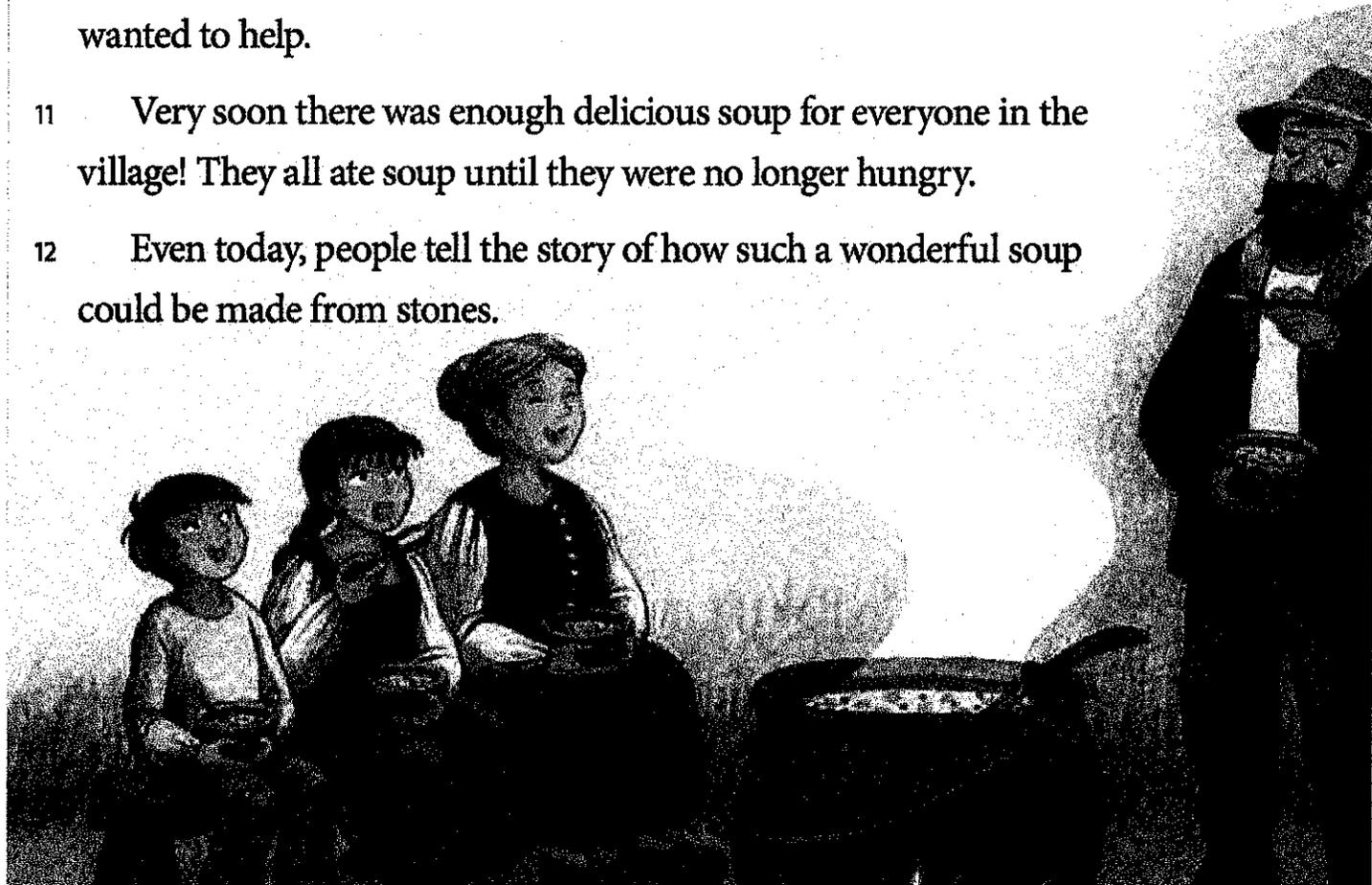
8 A villager quickly grabbed a bag of onions and passed it to the traveler, who added them to the pot.

9 “Oh!” sighed the traveler, breathing in again with his nose over the pot. “This is almost perfect! If only we had some potatoes.”

10 The villagers ran to their homes. They came back carrying not only potatoes, but carrots and peas and beans and corn. Everyone wanted to help.

11 Very soon there was enough delicious soup for everyone in the village! They all ate soup until they were no longer hungry.

12 Even today, people tell the story of how such a wonderful soup could be made from stones.



► **Think** Use what you learned from reading “Stone Soup” to answer the following questions.

- 1** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What challenge does the traveler face when he first comes to the town?

- A** He is tired and needs a place to spend the night.
- B** He knocks on a door and a young woman holding a baby answers.
- C** He is hungry and hopes someone will give him food.
- D** He wants to fix a dinner but doesn’t have a pot.

Part B

Underline a sentence from paragraph 1 below that **best** tells about the answer in Part A.

A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

- 2** What is the challenge the traveler faces when no one will help him?
- A** He has to find wood so that he can build a fire to keep warm.
 - B** He needs to learn how to make friends with everyone in town first.
 - C** He has to walk to another town where people might be kinder to him.
 - D** He must find a new way to get people to share their food with him.

- 3** Why does the traveler keep putting his nose over the pot and breathing in?
- A** to make the people think he is cooking something tasty
 - B** to make the people want to make their own soup
 - C** to make the people angry that they won't get any soup
 - D** to make the people sad that they didn't help him
- 4** What do you learn about the traveler from the way he faces his challenge?
- A** He is clever because he gets people to choose to help him.
 - B** He is lazy because he has other people do his work for him.
 - C** He is unhappy because he is too poor to buy his own food.
 - D** He is proud because he knows more about cooking than others.
- 5** Read the sentence from the passage.

The villagers ran to their homes.

The word "village" means "a small town." What is the **best** meaning of the word "villagers"?

- A** people who eat soup in a small town
- B** people who work in a small town
- C** people who live in a small town
- D** people who help others in a small town

6 Read paragraph 6 from the story.

“Who has ever heard of stone soup?” the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

Underline the sentence in paragraph 6 that **best** explains why the people bring the traveler a pot filled with water.



Write How does the traveler respond to the challenge of getting food?

7 Plan Your Response Review the challenge the traveler has. Write three things he says in the story that help him get what he wants.

8 Write an Extended Response How does the traveler respond to the challenge of getting food? Use details from the story in your answer.

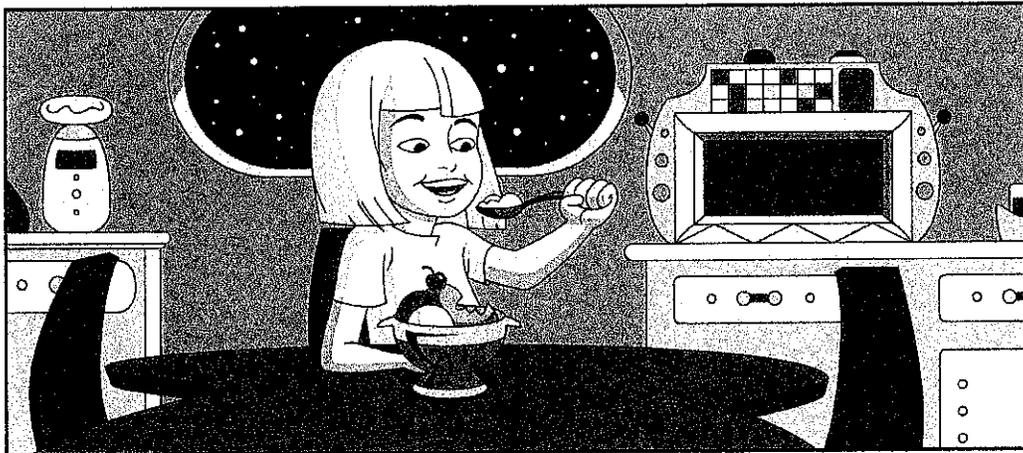
SESSION 1

Read the story. Then answer the questions that follow it.

Too Much of a Good Thing

by Sybil Parrish

- 1 Zelda pressed the button on the spaceship's food maker. Normally, a food maker could make anything you wanted. All you had to do was say *pizza*, *popcorn*, or whatever and press a button. Then it would make whatever you had asked for instantly. But the food maker on the spaceship had been broken for days. Now it would only make ice cream. And the ship was still over a week away from her grandparents' planet.
- 2 "Yum! This is great," said Zelda, grinning. She sat down at the table with a heaping bowl of chocolate ice cream.



- 3 “Well, I for one am getting tired of ice cream,” grumbled Zelda’s dad. “A bowl of soup would taste great about now!”
- 4 Zelda’s sister Anka piped up. “How can anyone get tired of ice cream? This is like a dream come true!”
- 5 Zelda’s dad sighed. “We wouldn’t even have this problem if we had lived two hundred years ago.”
- 6 “I know,” replied Zelda. “People used to fix their own food. They grew it or shopped at places called grocery stores. They never knew how great a broken food maker could be!”
- 7 But after two more days, even Zelda and her sister were tired of ice cream. Zelda just wanted something—anything—that wasn’t cold and sweet.
- 8 Suddenly, Zelda smiled and said, “I have an idea! Let’s fix some food for ourselves, like in the old days. We could ask to pick some vegetables from the ship’s garden. It might even be *fun* to make our own meal.”
- 9 “Make a meal? How will we know if we’re picking beans or beets or broccoli?” Anka blurted out, shaking her head. “And, and . . . just how *do* we fix a potato?”
- 10 “That’s easy!” laughed Zelda. “The ship’s computer can help us. C’mon, let’s get started!”

11 All the grown-ups thought the girls had a great idea, even the ship's captain. She'd had her fill of ice cream, too. "Just be sure to make me a big bowl of hot green beans. And add a side order of mashed potatoes!" the captain joked.

12 Zelda was so excited—they were going to be human food makers! She tried to remember the word once used for people who fixed meals. Then it came to her. They were called "cooks."

1 Read the sentence from the story.

But the food maker on the spaceship had been broken for days.

What question does this sentence answer?

- A How do food makers work on a spaceship?
- B What kinds of food does the food maker make?
- C Why does the food maker make only ice cream?
- D What does a food maker look like?

2 What can you tell about the setting from the picture and the story?

- A It takes place outside a restaurant.
- B It takes place on another planet.
- C It takes place inside a spaceship.
- D It takes place next to an ice cream shop.

3 Read these sentences from the story.

"How can anyone get tired of ice cream?" Zelda's sister Anka piped up.
"This is like a dream come true!"

What kind of speaking voice could you use to show Anka's point of view in these sentences?

- A an excited voice
- B a quiet voice
- C a mean voice
- D a surprised voice

4 How does Zelda meet the challenge of having a broken food maker?

- A She makes the best of having to eat so much ice cream.
- B She remembers that people who fix meals are called "cooks."
- C She thinks about planting a vegetable garden on the spaceship.
- D She comes up with the idea of cooking a meal themselves.

5 Read the central message of this story.

Even good things are best in small amounts.

Which detail from the story supports this central message?

- A The food maker stops working the way it should.
- B People in Zelda's time no longer shop at grocery stores.
- C Zelda and Anka get tired of eating ice cream every day.
- D Zelda thinks it might be fun to be a human food maker.

6

In the first part of the story, Zelda and her dad have different points of view about the broken food maker. Read their points of view below.

Zelda is happy about the broken food maker. Her dad doesn't like that it is broken.

Write one detail from the story that supports the sentence about Zelda and one detail that supports the sentence about her dad.

Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____.
Then, the character _____.

i-Ready Reading ©Curriculum Associates, LLC 5

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

i-Ready Reading ©Curriculum Associates, LLC 11

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

i-Ready Reading ©Curriculum Associates, LLC 14

UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

i-Ready Reading ©Curriculum Associates, LLC 16

KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

i-Ready Reading ©Curriculum Associates, LLC 32

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

i-Ready Reading ©Curriculum Associates, LLC 33

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

i-Ready Reading ©Curriculum Associates, LLC 37

KNOWLEDGE BUILDING

What were you surprised to learn from the text?

i-Ready Reading ©Curriculum Associates, LLC 40

ACADEMIC TALK 66 99

I'm curious about _____.

i-Ready Reading ©Curriculum Associates, LLC 70

ACADEMIC TALK 66 99

Can you tell me more about _____?

i-Ready Reading ©Curriculum Associates, LLC 77

Tarjetas de discusión

TEXTOS LITERARIOS

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.
Luego, el personaje _____.

i-Ready Reading Curriculum Associates, LLC 5

TEXTOS LITERARIOS

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

i-Ready Reading Curriculum Associates, LLC 11

TEXTOS LITERARIOS

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

i-Ready Reading Curriculum Associates, LLC 14

TEXTOS INFORMATIVOS

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

i-Ready Reading Curriculum Associates, LLC 16

ASIMILAR CONOCIMIENTOS

¿Qué te ayuda a entender este texto?

Ahora sé _____.

i-Ready Reading Curriculum Associates, LLC 32

ASIMILAR CONOCIMIENTOS

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

i-Ready Reading Curriculum Associates, LLC 33

ASIMILAR CONOCIMIENTOS

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____
Lo aprendí _____.

i-Ready Reading Curriculum Associates, LLC 37

ASIMILAR CONOCIMIENTOS

¿Qué aprendiste en el texto que te haya sorprendido?

i-Ready Reading Curriculum Associates, LLC 40

LENGUAJE ACADÉMICO

Siento curiosidad por _____.

i-Ready Reading Curriculum Associates, LLC 70

LENGUAJE ACADÉMICO

¿Puedes decirme algo más sobre _____?

i-Ready Reading Curriculum Associates, LLC 77

Webster County Schools

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SHAPE

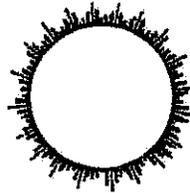
Packet 5

NAME _____

More Practice in June

Fluency

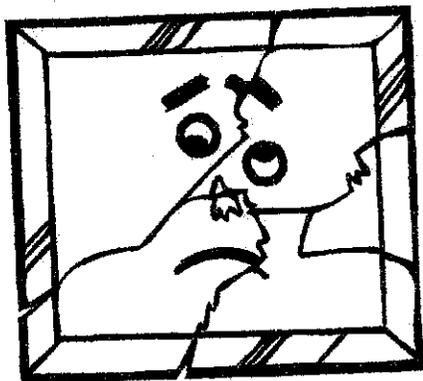
List ways to stay cool on a hot day.



	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	

Flexibility

What if there were no mirrors around? What else could you use to see your reflection?



_____	_____
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NAME _____

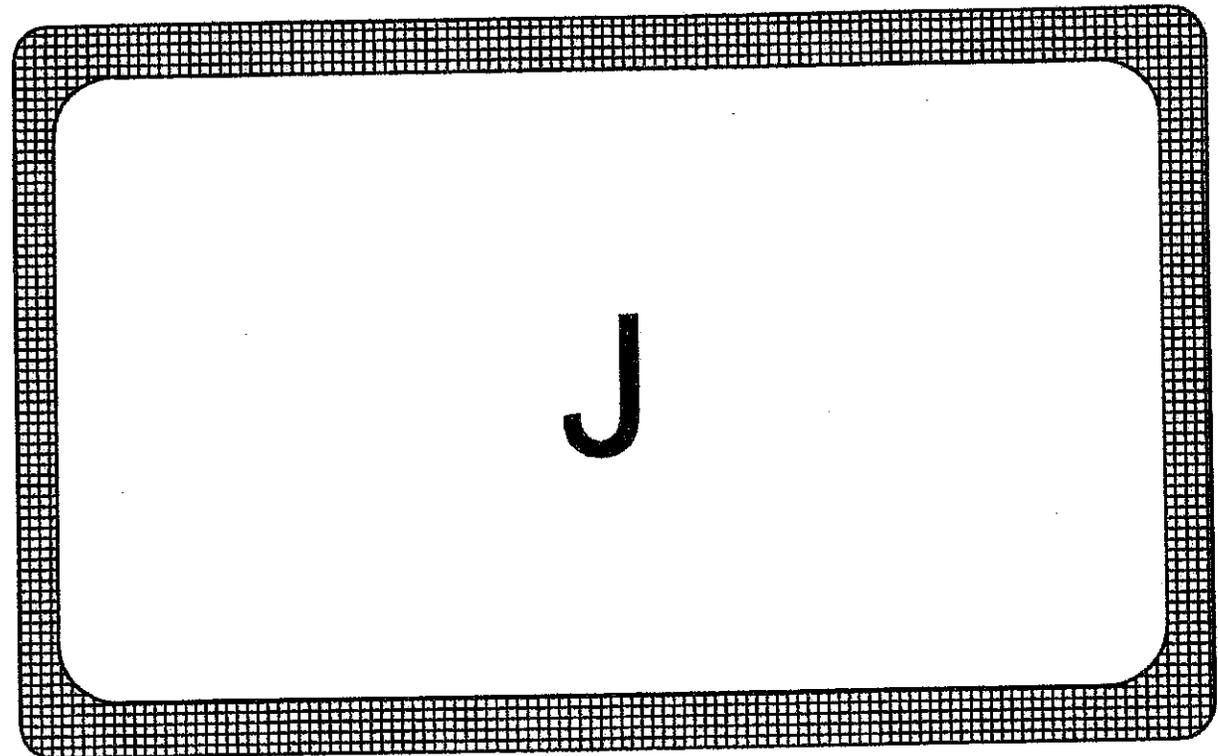
Originality

Think about lunchtime. What would the perfect lunchbox be like? Describe below the perfect lunchbox, including any new additions or special adaptations it may have. You may draw a diagram of it on the back. Give your new idea a catchy name.



Elaboration

Make a picture out of the J below. Turn the page in any direction. Add a creative title.



NAME _____

July

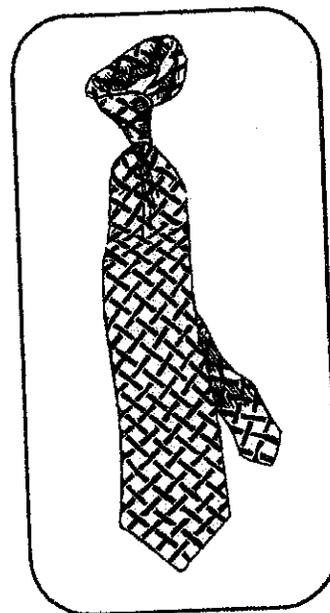
Fluency

List games that you play outside, but would never play inside.



Flexibility

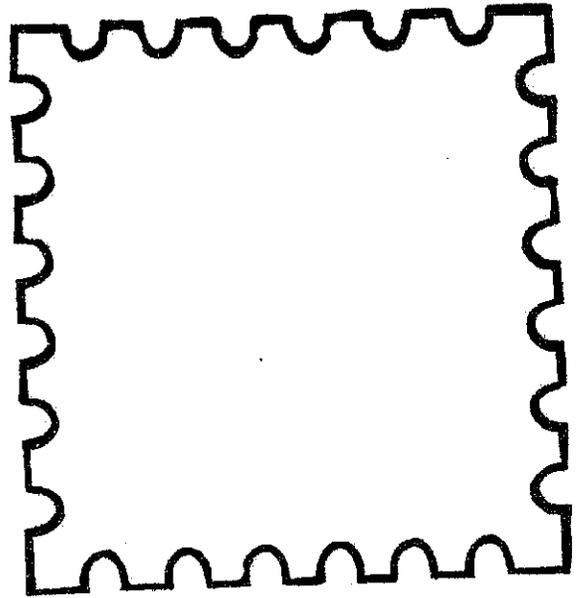
Fathers often get neckties as gifts. If Dad has extra ties, what else could he do with them?



NAME _____

Originality

The United States Postal Service creates new stamp designs every year. Some designs are patriotic; some are of famous people or places. What design would you like to see on a stamp? Draw it below and explain your reasons for choosing it.



Elaboration

Add details to the open lines below. Give your picture a creative title.

A large rectangular box for drawing and writing. It contains two vertical lines on the left side and two horizontal lines on the right side, providing a space for a drawing and a title.