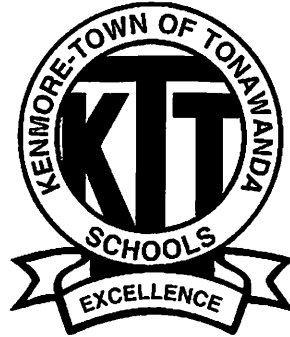


## Kenmore-Town of Tonawanda U.F.S.D



### Grade 2

**Purpose:** In the event of a school closure, we have prepared materials that can be used to reinforce skills and strategies previously taught. Again, this work is only being sent home as a precautionary measure in the event school is closed for an extended period of time. We ask that you store these packets in a safe place and set aside. Should we ask our parents to begin to use these packets, families will receive a communication by the District to do so. In the event we do not close, please feel free to use as you wish to reinforce your child's skills.

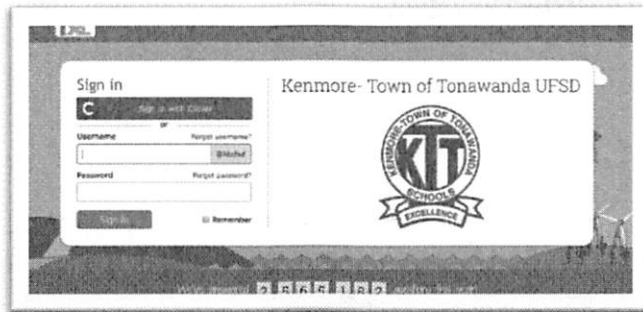
The Ken-Ton School District's highest priority is the health and safety of our students and staff, and we will continue to monitor this rapidly developing situation and keep the community informed. Updates will continue to be communicated to families and staff and will be posted to the district's homepage and on our [ktufsd.org/covid19](http://ktufsd.org/covid19) page.

**Attach IXL Student  
Username and Password  
Card Here**

## Accessing IXL from Home Website Access

Using any internet browser, enter the website below to access the district Sign in page.  
**Your child must sign in to IXL or work will NOT be recorded.**

**<https://www.ixl.com/signin/KTUFSD>**







Your child will enter his or her district username and password. Note that @ktufsd is preloaded and does not need to be entered as part of the username

## Mobile Apps

**Mobile devices supported**

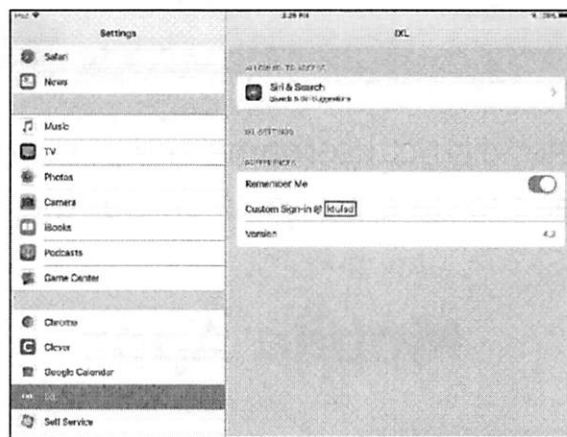
iPad & iPhone	All models, iOS 9.0 or higher
Android tablets & phones	Android 5.0 or higher
Kindle Fire	7-inch screen or larger, Fire OS 5 or higher
Chromebooks	All models

To start practicing on IXL, please download one of our custom apps. IXL may also be accessed from any browser on your mobile device.

# IXL App for iPhone or iPad

- Step 1:** Go the App Store.  
Search for IXL.  
Download the free IXL app for use on the iPhone or iPad.
- Step 2:** Go to *Settings* on the iPad.  
Scroll down to "IXL" on the left and select.  
Enter "ktufsd" at the "Custom Sign-in @" setting.
- Step 3:** Open the App.  
Select Sign in.
- Step 4:** Your child will enter his or her district username and password and select Sign in.  
*Please note that your child does not need to type @ktufsd in the username field.*

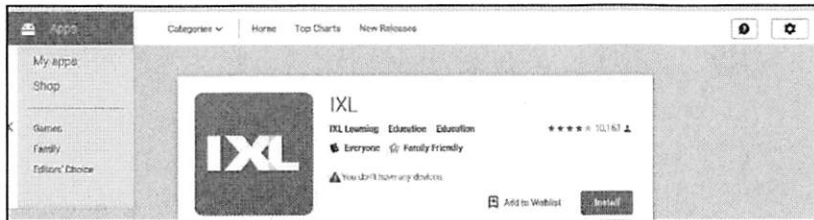


# IXL App for Android Tablet and Phones

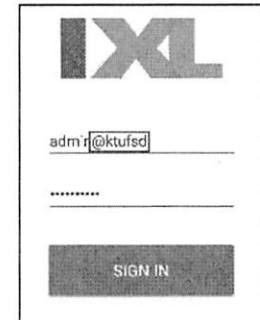
**Step 1:** Go to Google Play.  
Download the free IXL app for Android devices.

**Step 2:** Your child will enter his or her district username and password and select Sign in.

## *Step 1*



## *Step 2*

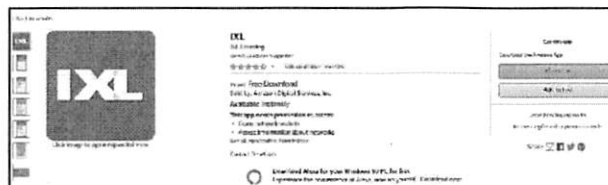


# IXL App for Kindle

**Step 1:** Go to Amazon Apps and Games.  
Download the free IXL app for Kindle devices.

**Step 2:** Your child will enter his or her district username and password and select Sign in.

## *Step 1*



## *Step 2*





# Grade 2 Mathematics

## Student At-Home Activity Packet

This At-Home Activity Packet includes 22 sets of practice problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes one page of practice problems each day.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade 2 Math  
concepts covered in  
this packet!



# Grade 2 Math concepts covered in this packet

Concept	Practice	Fluency and Skills Practice
Understanding Addition and Subtraction Strategies	1	Adding by Counting On and Making a Ten..... 3
	2	Using Doubles and Doubles Plus 1 ..... 4
	3	Counting On and Making a Ten to Subtract ..... 5
Understanding Addition and Subtraction Word Problems	4	Solving Take-Apart Word Problems ..... 6
	5	Solving Comparison Word Problems ..... 8
	6	Ways to Solve Two-Step Problems ..... 9
	7	Ways to Model Word Problems ..... 10
Understanding Addition and Subtraction of Multi-Digit Numbers	8	Different Ways to Show Addition..... 11
	9	Subtracting by Adding Up ..... 12
	10	Subtracting by Regrouping ..... 14
	11	Strategies to Find a Missing Addend..... 15
Understanding Place Value Concepts and Regrouping	12	Finding the Value of Three-Digit Numbers ..... 17
	13	Writing Three-Digit Numbers..... 18
	14	Ways to Compare Three-Digit Numbers ..... 20
	15	Adding and Regrouping Ones..... 21
	16	Adding and Regrouping Tens ..... 22
	17	Regrouping Tens to Ones ..... 23
	18	Regrouping Hundreds to Tens..... 24
	19	Adding Four Two-Digit Numbers ..... 25
Understanding Length	20	Measuring in Inches and Centimeters..... 26
	21	Measuring in Inches and Feet ..... 28
	22	Measuring in Centimeters and Meters..... 30

## Adding by Counting On and Making a Ten

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

**Add.**

**1**  $8 + 2 =$  \_\_\_\_\_

**2**  $8 + 3 =$  \_\_\_\_\_

**3**  $6 + 4 =$  \_\_\_\_\_

**4**  $6 + 8 =$  \_\_\_\_\_

**5**  $7 + 3 =$  \_\_\_\_\_

**6**  $7 + 5 =$  \_\_\_\_\_

**7**  $9 + 1 =$  \_\_\_\_\_

**8**  $9 + 6 =$  \_\_\_\_\_

**9**  $5 + 5 =$  \_\_\_\_\_

**10**  $5 + 8 =$  \_\_\_\_\_

**11**  $9 + 2 =$  \_\_\_\_\_

**12**  $2 + 9 =$  \_\_\_\_\_

**13**  $8 + 4 =$  \_\_\_\_\_

**14**  $4 + 8 =$  \_\_\_\_\_

**15**  $6 + 9 =$  \_\_\_\_\_

**16**  $6 + 7 =$  \_\_\_\_\_

**17** Which strategy did you use to solve problem 11? Explain.

## Using Doubles and Doubles Plus 1

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

**Add.**

**1**  $4 + 4 =$  \_\_\_\_\_

**2**  $4 + 5 =$  \_\_\_\_\_

**3**  $6 + 6 =$  \_\_\_\_\_

**4**  $5 + 6 =$  \_\_\_\_\_

**5**  $7 + 7 =$  \_\_\_\_\_

**6**  $8 + 7 =$  \_\_\_\_\_

**7**  $9 + 9 =$  \_\_\_\_\_

**8**  $8 + 9 =$  \_\_\_\_\_

**9**  $5 + 5 =$  \_\_\_\_\_

**10**  $6 + 5 =$  \_\_\_\_\_

**11**  $8 + 8 =$  \_\_\_\_\_

**12**  $7 + 8 =$  \_\_\_\_\_

**13** Which strategy did you use to solve problem 12? Explain why.

## Counting On and Making a Ten to Subtract

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

**Complete each set of equations.**

**1**  $12 - 3 = \square$

$3 + \square = 12$

**2**  $14 - 5 = \square$

$5 + \square = 14$

**3**  $11 - 3 = \square$

$3 + \square = 11$

**4**  $15 - 7 = \square$

$7 + \square = 15$

**5**  $12 - \square = 10$

$12 - 4 = \square$

**6**  $13 - \square = 10$

$13 - 6 = \square$

**7**  $16 - \square = 10$

$16 - 9 = \square$

**8**  $15 - \square = 10$

$15 - 9 = \square$

- 9** In problem 6, how did you use your first answer to find your second answer?

## Solving Take-Apart Word Problems

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

### Solve problems 1–6.

- 1** Hailey buys 9 potatoes. 4 potatoes are white. The rest are red. How many red potatoes are there? Show your work.

**Solution** \_\_\_\_\_ potatoes are red.

- 2** Levi has 17 pet fish. 7 of the fish are goldfish. The rest are mollies. How many fish are mollies? Show your work.

**Solution** \_\_\_\_\_ fish are mollies.

- 3** Ada wants to read 12 books over the summer. 5 books are stories about cats. The rest are stories about horses. How many books are stories about horses? Show your work.

**Solution** \_\_\_\_\_ books are stories about horses.

- 4** There are 16 chairs at a table. 7 students sit down. The rest of the chairs are empty. How many chairs are empty? Show your work.

**Solution** \_\_\_\_\_ chairs are empty.

- 5** Luis sees 14 dogs at the dog park. 6 of the dogs are small dogs. The rest of the dogs are big dogs. How many dogs are big? Show your work.

**Solution** \_\_\_\_\_ dogs are big.

- 6** Sadie has 20 crayons. She finds 8 crayons in her desk. The rest of the crayons are in her crayon box. How many crayons are in Sadie's crayon box? Show your work.

**Solution** \_\_\_\_\_ crayons are in the crayon box.

- 7** Which strategy did you use to solve problem 6? Explain why.

## Solving Comparison Word Problems

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

### Solve problems 1–6. Show your work.

- 1** There are 4 fewer cats than dogs. There are 2 cats. How many dogs are there?

\_\_\_\_\_ dogs

- 2** Trevor sees 8 red birds. He sees 5 more red birds than blue birds. How many blue birds does Trevor see?

Trevor sees \_\_\_\_\_ blue birds.

- 3** Anna has 7 baskets and some flowers. She has 5 fewer baskets than flowers. How many flowers does Anna have?

Anna has \_\_\_\_\_ flowers.

- 4** There are 14 coats and some hats. There are 6 more coats than hats. How many hats are there?

\_\_\_\_\_ hats

- 5** There are 9 apples. There are 6 fewer apples than oranges. How many oranges are there?

\_\_\_\_\_ oranges

- 6** Brynne has 13 books. She has 8 more books than games. How many games does Brynne have?

Brynne has \_\_\_\_\_ games.

## Ways to Solve Two-Step Problems

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

### Solve problems 1–6. Show your work.

- 1** Jack has 9 flowers to plant. He plants 2 flowers before lunch. Then he plants 3 more after lunch. How many flowers does Jack have left to plant?

Jack has \_\_\_\_\_ flowers left to plant.

- 2** There are 8 girls at the park. First, 5 girls go home. Then 6 more girls come to the park. How many girls are at the park now?

There are \_\_\_\_\_ girls at the park.

- 3** Bella paints 6 pictures on Monday and 8 pictures on Wednesday. Then she paints 3 more pictures on Friday. How many pictures does Bella paint this week?

Bella paints \_\_\_\_\_ pictures this week.

- 4** Ali puts 12 books in a box. She takes 4 books out of the box. Then she puts 6 books in the box. How many books are in the box now?

There are \_\_\_\_\_ books in the box.

- 5** Lucas has 5 crayons. His sister gives him 6 more. Then he gives 4 to a friend. How many crayons does Lucas have now?

Lucas has \_\_\_\_\_ crayons.

- 6** Miss Brady puts 15 pencils in her desk. Then she takes out 9 pencils. After school she puts 5 pencils back in her desk. How many pencils are in Miss Brady's desk now?

There are \_\_\_\_\_ pencils in the desk.

### Solve problems 1–6. Show your work.

- 1** Tony has 37 building blocks. Then he buys more blocks. Now he has 51 blocks. How many blocks does Tony buy?

Tony buys \_\_\_\_\_ blocks.

- 2** There are some chairs in the art room. Mrs. Lopez brings in 16 more chairs. Now there are 42 chairs. How many chairs were in the room at the start?

There were \_\_\_\_\_ chairs in the room at the start.

- 3** Jen has some buttons. She gets 23 more buttons from her mom. Now she has 65 buttons. How many buttons did Jen have to begin with?

Jen had \_\_\_\_\_ buttons to begin with.

- 4** Colby packs 31 boxes in one day. He packs 12 boxes in the morning and some boxes after lunch. How many boxes does Colby pack after lunch?

Colby packs \_\_\_\_\_ boxes after lunch.

- 5** Ayanna reads 26 pages of her book at school. Later she reads more pages at home. Now she has read 54 pages. How many pages does Ayanna read at home?

Ayanna reads \_\_\_\_\_ pages at home.

- 6** The camp has some tents. Campers set up 42 more tents. Now the camp has 60 tents. How many tents did the camp have to begin with?

The camp had \_\_\_\_\_ tents to begin with.

## Different Ways to Show Addition

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

**Find the sums and missing addends.**

**1**  $30 + 7 + 50 + 3 = \underline{90}$

**2**  $37 + 53 = \underline{\hspace{2cm}}$

**3**  $20 + 8 + 40 + 2 = \underline{\hspace{2cm}}$

**4**  $28 + 42 = \underline{\hspace{2cm}}$

**5**  $60 + 6 + 10 + 4 = \underline{\hspace{2cm}}$

**6**  $66 + 14 = \underline{\hspace{2cm}}$

**7**  $40 + 5 + 40 + 5 = \underline{\hspace{2cm}}$

**8**  $45 + \underline{\hspace{2cm}} = 90$

**9**  $30 + 9 + 20 + 1 = \underline{\hspace{2cm}}$

**10**  $\underline{\hspace{2cm}} + 21 = 60$

**11**  $20 + 4 + 60 + 6 = \underline{\hspace{2cm}}$

**12**  $24 + \underline{\hspace{2cm}} = 90$

**13**  $40 + 3 + 30 + 7 = \underline{\hspace{2cm}}$

**14**  $\underline{\hspace{2cm}} + 37 = 80$

**15** How does the information in problem 9 help you solve problem 10?

## Subtracting by Adding Up

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

### Subtract.

**1**  $50 - 29 = ?$

$$\underline{29 + 20} = \underline{49}$$

$$\underline{49 + 1} = \underline{50}$$

$$\underline{20 + 1} = \underline{21}$$

$$50 - 29 = \underline{21}$$

**2**  $71 - 45 = ?$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$71 - 45 = \underline{\quad}$$

**3**  $80 - 41 = ?$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$80 - 41 = \underline{\quad}$$

**4**  $63 - 28 = ?$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$63 - 28 = \underline{\quad}$$

**5**  $43 - 28 = ?$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$43 - 28 = \underline{\quad}$$

**6**  $95 - 65 = ?$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$95 - 65 = \underline{\quad}$$

**Subtracting by Adding Up** *continued*

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

**7**  $65 - 39 = ?$

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

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

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

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

$65 - 39 =$  \_\_\_\_\_

**8**  $47 - 15 = ?$

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

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

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

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

$47 - 15 =$  \_\_\_\_\_

**9**  $75 - 28 = ?$

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

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

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

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

$75 - 28 =$  \_\_\_\_\_

**10**  $54 - 12 = ?$

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

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

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

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

$54 - 12 =$  \_\_\_\_\_

**13** How did you decide what to add first? Then how did you get the answer?

## Subtracting by Regrouping

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

**Circle all the problems where you can regroup a ten to help subtract. Then solve the circled problems.**

**1** 
$$\begin{array}{r} 32 \\ - 16 \\ \hline 16 \end{array}$$

**2** 
$$\begin{array}{r} 48 \\ - 15 \\ \hline \end{array}$$

**3** 
$$\begin{array}{r} 57 \\ - 25 \\ \hline \end{array}$$

**4** 
$$\begin{array}{r} 63 \\ - 39 \\ \hline \end{array}$$

**5** 
$$\begin{array}{r} 76 \\ - 26 \\ \hline \end{array}$$

**6** 
$$\begin{array}{r} 82 \\ - 37 \\ \hline \end{array}$$

**7** 
$$\begin{array}{r} 38 \\ - 28 \\ \hline \end{array}$$

**8** 
$$\begin{array}{r} 53 \\ - 44 \\ \hline \end{array}$$

**9** 
$$\begin{array}{r} 42 \\ - 25 \\ \hline \end{array}$$

**10** 
$$\begin{array}{r} 96 \\ - 40 \\ \hline \end{array}$$

**11** 
$$\begin{array}{r} 92 \\ - 56 \\ \hline \end{array}$$

**12** 
$$\begin{array}{r} 65 \\ - 23 \\ \hline \end{array}$$

**13** 
$$\begin{array}{r} 86 \\ - 19 \\ \hline \end{array}$$

**14** 
$$\begin{array}{r} 59 \\ - 33 \\ \hline \end{array}$$

**15** 
$$\begin{array}{r} 77 \\ - 48 \\ \hline \end{array}$$

**16** 
$$\begin{array}{r} 62 \\ - 27 \\ \hline \end{array}$$

**17** How did you know which problems to circle?

**18** Check one of your answers by solving it using a different strategy. Show your work.

## Strategies to Find a Missing Addend

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

**Solve.**

**1**  $35 + \underline{10} = 45$   
 $35 + \underline{20} = 55$   
 $35 + \underline{25} = 60$

**2**  $24 + \underline{\quad\quad\quad} = 34$   
 $24 + \underline{\quad\quad\quad} = 64$   
 $24 + \underline{\quad\quad\quad} = 68$

**3**  $42 + \underline{\quad\quad\quad} = 52$   
 $42 + \underline{\quad\quad\quad} = 82$   
 $42 + \underline{\quad\quad\quad} = 87$

**4**  $51 + \underline{\quad\quad\quad} = 61$   
 $51 + \underline{\quad\quad\quad} = 71$   
 $51 + \underline{\quad\quad\quad} = 76$

**5**  $26 + \underline{\quad\quad\quad} = 36$   
 $26 + \underline{\quad\quad\quad} = 66$   
 $26 + \underline{\quad\quad\quad} = 69$

**6**  $58 + \underline{\quad\quad\quad} = 60$   
 $58 + \underline{\quad\quad\quad} = 70$   
 $58 + \underline{\quad\quad\quad} = 71$

**7**  $39 + \underline{\quad\quad\quad} = 40$   
 $39 + \underline{\quad\quad\quad} = 70$   
 $39 + \underline{\quad\quad\quad} = 75$

**8**  $27 + \underline{\quad\quad\quad} = 30$   
 $27 + \underline{\quad\quad\quad} = 60$   
 $27 + \underline{\quad\quad\quad} = 65$

**9**  $44 + \underline{\quad\quad\quad} = 54$   
 $44 + \underline{\quad\quad\quad} = 64$   
 $44 + \underline{\quad\quad\quad} = 67$

**10**  $69 + \underline{\quad\quad\quad} = 70$   
 $69 + \underline{\quad\quad\quad} = 90$   
 $69 + \underline{\quad\quad\quad} = 93$

## Strategies to Find a Missing Addend *continued*

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

**11**  $33 + \underline{\hspace{2cm}} = 43$

$33 + \underline{\hspace{2cm}} = 73$

$33 + \underline{\hspace{2cm}} = 76$

**12**  $48 + \underline{\hspace{2cm}} = 50$

$48 + \underline{\hspace{2cm}} = 80$

$48 + \underline{\hspace{2cm}} = 85$

**13**  $26 + \underline{\hspace{2cm}} = 70$

$32 + \underline{\hspace{2cm}} = 61$

$49 + \underline{\hspace{2cm}} = 95$

**14**  $57 + \underline{\hspace{2cm}} = 83$

$34 + \underline{\hspace{2cm}} = 67$

$28 + \underline{\hspace{2cm}} = 53$

**15**  $62 + \underline{\hspace{2cm}} = 85$

$41 + \underline{\hspace{2cm}} = 96$

$53 + \underline{\hspace{2cm}} = 77$

**16**  $19 + \underline{\hspace{2cm}} = 75$

$43 + \underline{\hspace{2cm}} = 87$

$68 + \underline{\hspace{2cm}} = 99$

**17** Explain how the strategy to solve problem 5 is different from the strategy used to solve problem 6.

**18** Explain the strategy you used to solve the first part of problem 14.

## Finding the Value of Three-Digit Numbers

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

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $300 + 50 + 1 =$  \_\_\_\_\_

2  $2 \text{ hundreds} + 6 \text{ tens} + 7 \text{ ones} =$   
\_\_\_\_\_

3  $400 + 20 + 6 =$  \_\_\_\_\_

4  $400 + 60 + 2 =$  \_\_\_\_\_

5  $600 + 40 + 2 =$  \_\_\_\_\_

6  $5 \text{ hundreds} + 1 \text{ ten} + 3 \text{ ones} =$   
\_\_\_\_\_

7  $3 \text{ hundreds} + 7 \text{ tens} + 5 \text{ ones} =$   
\_\_\_\_\_

8  $500 + 20 + 6 =$  \_\_\_\_\_

9  $200 + 8 =$  \_\_\_\_\_

10  $2 \text{ hundreds} + 8 \text{ tens} + 0 \text{ ones} =$   
\_\_\_\_\_

11  $600 + 70 + 1 =$  \_\_\_\_\_

12  $6 \text{ hundreds} + 0 \text{ tens} + 7 \text{ ones} =$   
\_\_\_\_\_

13  $400 + 70 + 6 =$  \_\_\_\_\_

14  $2 \text{ hundreds} + 3 \text{ tens} + 3 \text{ ones} =$   
\_\_\_\_\_

15  $3 \text{ hundreds} + 2 \text{ tens} + 3 \text{ ones} =$   
\_\_\_\_\_

16  $3 \text{ hundreds} + 3 \text{ tens} + 2 \text{ ones} =$   
\_\_\_\_\_

### Answers:

233

607

476

323

267

671

426

513

526

208

642

462

332

375

280

351

## Writing Three-Digit Numbers

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

**Write the number using only digits.**

**1** one hundred sixty-four

\_\_\_\_\_

**2** six hundred fifty-two

\_\_\_\_\_

**3** three hundred twelve

\_\_\_\_\_

**4** two hundred sixty-one

\_\_\_\_\_

**5** two hundred five

\_\_\_\_\_

**6** five hundred nineteen

\_\_\_\_\_

**Write the number using only digits.**

**7**  $100 + 10 + 6$

\_\_\_\_\_

**8**  $500 + 4$

\_\_\_\_\_

**9**  $300 + 40 + 5$

\_\_\_\_\_

**10**  $300 + 50 + 4$

\_\_\_\_\_

**11**  $400 + 60$

\_\_\_\_\_

**12**  $500 + 40$

\_\_\_\_\_

**Write the number as a sum of hundreds, tens, and ones.  
Then write the number using words.**

**13** 522     \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

**14** 435     \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

**15** 218     \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

**16** 310     \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

**17** Explain how problem 8 is the same and different from problem 12.

## Ways to Compare Three-Digit Numbers

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

**Compare the numbers in each problem two different ways.**

- 1** Compare 250 and 200.

\_\_\_\_\_ < \_\_\_\_\_ and  
\_\_\_\_\_ > \_\_\_\_\_

- 2** Compare 170 and 180.

\_\_\_\_\_ < \_\_\_\_\_ and  
\_\_\_\_\_ > \_\_\_\_\_

- 3** Compare 346 and 325.

\_\_\_\_\_ < \_\_\_\_\_ and  
\_\_\_\_\_ > \_\_\_\_\_

- 4** Compare 235 and 261.

\_\_\_\_\_ < \_\_\_\_\_ and  
\_\_\_\_\_ > \_\_\_\_\_

- 5** Compare 424 and 453.

\_\_\_\_\_ < \_\_\_\_\_ and  
\_\_\_\_\_ > \_\_\_\_\_

- 6** Compare 833 and 824.

\_\_\_\_\_ < \_\_\_\_\_ and  
\_\_\_\_\_ > \_\_\_\_\_

- 7** Compare 637 and 682.

\_\_\_\_\_ < \_\_\_\_\_ and  
\_\_\_\_\_ > \_\_\_\_\_

- 8** Compare 362 and 326.

\_\_\_\_\_ < \_\_\_\_\_ and  
\_\_\_\_\_ > \_\_\_\_\_

- 9** Compare 531 and 513.

\_\_\_\_\_ < \_\_\_\_\_ and  
\_\_\_\_\_ > \_\_\_\_\_

- 10** Compare 714 and 741.

\_\_\_\_\_ < \_\_\_\_\_ and  
\_\_\_\_\_ > \_\_\_\_\_

- 11** Compare 468 and 486.

\_\_\_\_\_ < \_\_\_\_\_ and  
\_\_\_\_\_ > \_\_\_\_\_

- 12** Compare 967 and 959.

\_\_\_\_\_ < \_\_\_\_\_ and  
\_\_\_\_\_ > \_\_\_\_\_

- 13** What strategies did you use to compare the numbers?

## Adding and Regrouping Ones

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

The answers are mixed up at the bottom of the page.  
Cross out the answers as you complete the problems.

$$\begin{array}{r} 1 \quad 635 \\ + 321 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 439 \\ + 154 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 336 \\ + 123 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 825 \\ + 166 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 512 \\ + 336 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 246 \\ + 348 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 772 \\ + 109 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 347 \\ + 314 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 483 \\ + 208 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 225 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 548 \\ + 406 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 475 \\ + 515 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 273 \\ + 211 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 728 \\ + 253 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 627 \\ + 263 \\ \hline \end{array}$$

**Answers:**

449

594

881

956

691

484

661

890

991

593

954

848

990

459

981

## Adding and Regrouping Tens

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

Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

1

$$\begin{array}{r} 435 \\ + 283 \\ \hline 718 \end{array}$$

2

$$\begin{array}{r} 205 \\ + 113 \\ \hline \end{array}$$

3

$$\begin{array}{r} 586 \\ + 130 \\ \hline \end{array}$$

4

$$\begin{array}{r} 378 \\ + 343 \\ \hline \end{array}$$

5

$$\begin{array}{r} 186 \\ + 175 \\ \hline \end{array}$$

6

$$\begin{array}{r} 476 \\ + 234 \\ \hline \end{array}$$

7

$$\begin{array}{r} 152 \\ + 169 \\ \hline \end{array}$$

8

$$\begin{array}{r} 214 \\ + 225 \\ \hline \end{array}$$

9

$$\begin{array}{r} 362 \\ + 556 \\ \hline \end{array}$$

10

$$\begin{array}{r} 481 \\ + 262 \\ \hline \end{array}$$

11

$$\begin{array}{r} 145 \\ + 239 \\ \hline \end{array}$$

12

$$\begin{array}{r} 347 \\ + 133 \\ \hline \end{array}$$

13

$$\begin{array}{r} 286 \\ + 644 \\ \hline \end{array}$$

14

$$\begin{array}{r} 267 \\ + 174 \\ \hline \end{array}$$

15

$$\begin{array}{r} 383 \\ + 319 \\ \hline \end{array}$$

- 16 How do you know that  $361 + 283$  is greater than 500 without finding the sum?

## Regrouping Tens to Ones

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

**Circle all the problems where you must regroup a ten to subtract the ones. Then find the differences of only the problems you circled.**

**1** 
$$\begin{array}{r} 875 \\ - 646 \\ \hline 229 \end{array}$$

**2** 
$$\begin{array}{r} 478 \\ - 226 \\ \hline \end{array}$$

**3** 
$$\begin{array}{r} 692 \\ - 437 \\ \hline \end{array}$$

**4** 
$$\begin{array}{r} 345 \\ - 224 \\ \hline \end{array}$$

**5** 
$$\begin{array}{r} 761 \\ - 338 \\ \hline \end{array}$$

**6** 
$$\begin{array}{r} 514 \\ - 402 \\ \hline \end{array}$$

**7** 
$$\begin{array}{r} 953 \\ - 821 \\ \hline \end{array}$$

**8** 
$$\begin{array}{r} 474 \\ - 156 \\ \hline \end{array}$$

**9** 
$$\begin{array}{r} 320 \\ - 210 \\ \hline \end{array}$$

**10** 
$$\begin{array}{r} 663 \\ - 425 \\ \hline \end{array}$$

**11** 
$$\begin{array}{r} 619 \\ - 308 \\ \hline \end{array}$$

**12** 
$$\begin{array}{r} 847 \\ - 628 \\ \hline \end{array}$$

**13** 
$$\begin{array}{r} 736 \\ - 517 \\ \hline \end{array}$$

**14** 
$$\begin{array}{r} 563 \\ - 249 \\ \hline \end{array}$$

**15** 
$$\begin{array}{r} 375 \\ - 163 \\ \hline \end{array}$$

- 16** How can you tell by looking at the problem if you need to regroup a ten to subtract the ones?

## Regrouping Hundreds to Tens

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

The answers are mixed up at the bottom of the page.  
Cross out the answers as you complete the problems.

$$\begin{array}{r} 1 \quad 816 \\ - 432 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 927 \\ - 563 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 506 \\ - 315 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 448 \\ - 160 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 743 \\ - 471 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 476 \\ - 293 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 628 \\ - 236 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 961 \\ - 470 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 527 \\ - 256 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 347 \\ - 154 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 835 \\ - 285 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 624 \\ - 382 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 329 \\ - 170 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 465 \\ - 195 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 519 \\ - 378 \\ \hline \end{array}$$

**Answers:**

193

242

191

384

272

364

271

491

288

392

183

141

550

159

270

## Adding Four Two-Digit Numbers

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

Find the sum. Show your work.

**1**  $29 + 34 + 21 + 36$

$50 + 70$

\_\_\_\_\_

**2**  $45 + 38 + 62 + 15$

\_\_\_\_\_

**3**  $17 + 36 + 43 + 74$

\_\_\_\_\_

**4**  $55 + 49 + 71 + 15$

\_\_\_\_\_

**5**  $32 + 24 + 68 + 46$

\_\_\_\_\_

**6**  $27 + 19 + 33 + 81$

\_\_\_\_\_

**7**  $32 + 13 + 29 + 35$

\_\_\_\_\_

**8**  $53 + 74 + 13 + 44$

\_\_\_\_\_

**9**  $24 + 12 + 74 + 68$

\_\_\_\_\_

**10**  $92 + 37 + 71 + 14$

\_\_\_\_\_

**11** Explain how you found the answer to problem 8.

## Measuring in Inches and Centimeters

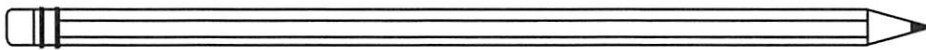
Name: \_\_\_\_\_

- 1** Use a ruler to measure the length of the piece of tape in inches.



What is the length of the tape? \_\_\_\_\_ inches

- 2** Use a ruler to measure the length of the pencil in inches.



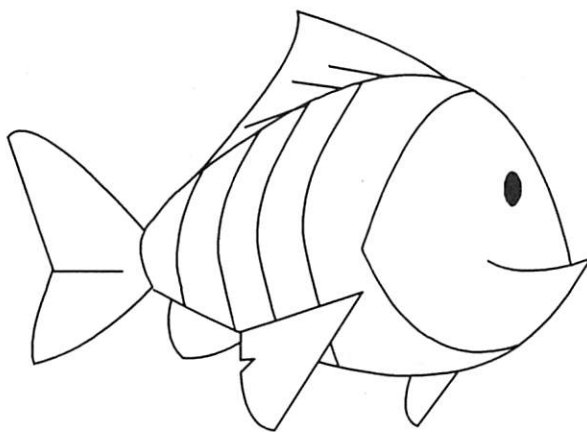
What is the length of the pencil? \_\_\_\_\_ inches

- 3** Use a ruler to measure the length of the shoe in centimeters.



What is the length of the shoe? \_\_\_\_\_ centimeters

- 4** Use a ruler to measure the length of the fish in centimeters.



What is the length of the fish? \_\_\_\_\_ centimeters

## Measuring in Inches and Centimeters *continued*

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

- 5** Use a ruler to measure the length of the string in both inches and centimeters.

\_\_\_\_\_

What is the length of the string in inches? \_\_\_\_\_ inches

What is the length of the string in centimeters? \_\_\_\_\_ centimeters

- 6** Use a ruler to measure the length of the rectangle in both inches and centimeters.



What is the length of the rectangle in inches? \_\_\_\_\_ inches

What is the length of the rectangle in centimeters? \_\_\_\_\_ centimeters

- 7** For problem 6, did you write different numbers for the length in inches and the length in centimeters? Explain.

## Measuring in Inches and Feet

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

- 1** Circle the objects that are easier to measure with an inch ruler.  
Underline the objects that are easier to measure with a yardstick.

a bike

a leaf

a table

a book

a sticker

- 2** Circle the objects that are easier to measure with an inch ruler.  
Underline the objects that are easier to measure with a yardstick.

a window

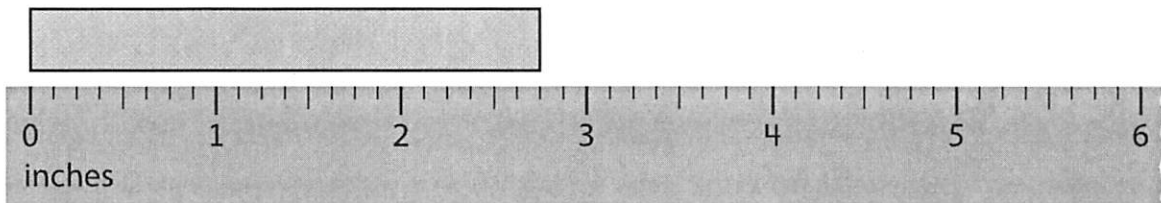
a cracker

a tent

a marker

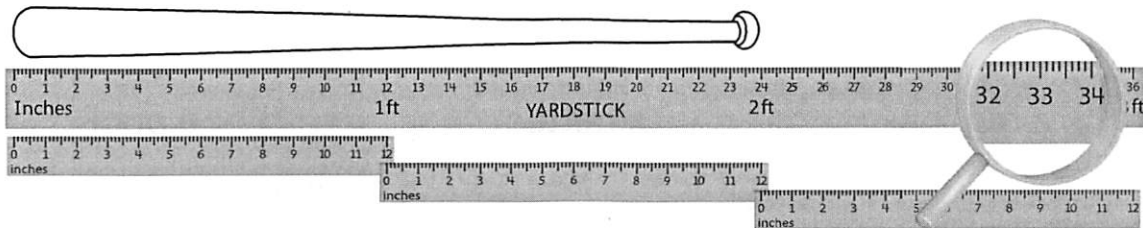
a blanket

- 3** What is the length of the rectangle to the nearest inch?



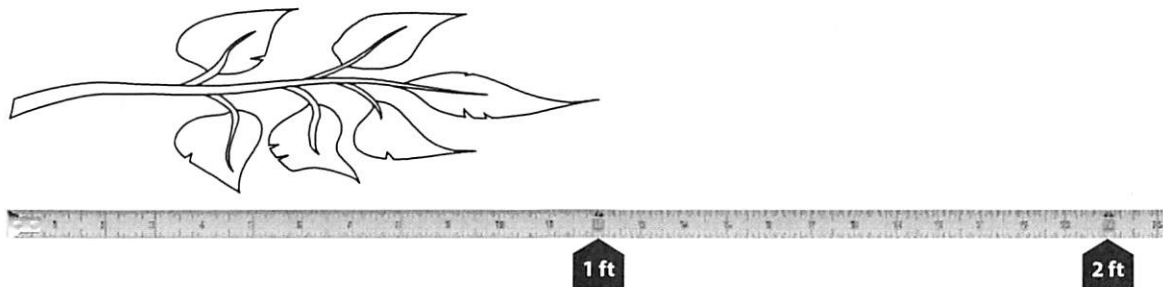
The rectangle is about \_\_\_\_\_ inches long.

- 4** What is the length of the baseball bat to the nearest foot?



The baseball bat is about \_\_\_\_\_ feet long.

- 5** What is the length of the branch to the nearest foot?



The branch is about \_\_\_\_\_ foot long.

## Measuring in Centimeters and Meters

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

- 1** Circle the objects that are easier to measure with a centimeter ruler.  
Underline the objects that are easier to measure with a meter stick.

a rug

a mitten

a pool

a bee

a shell

- 2** Circle the objects that are easier to measure with a centimeter ruler.  
Underline the objects that are easier to measure with a meter stick.

a porch

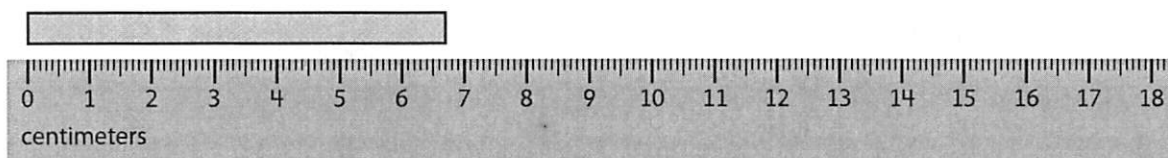
a spoon

a watch

a bus

a lunch bag

- 3** What is the length of the tape to the nearest centimeter?

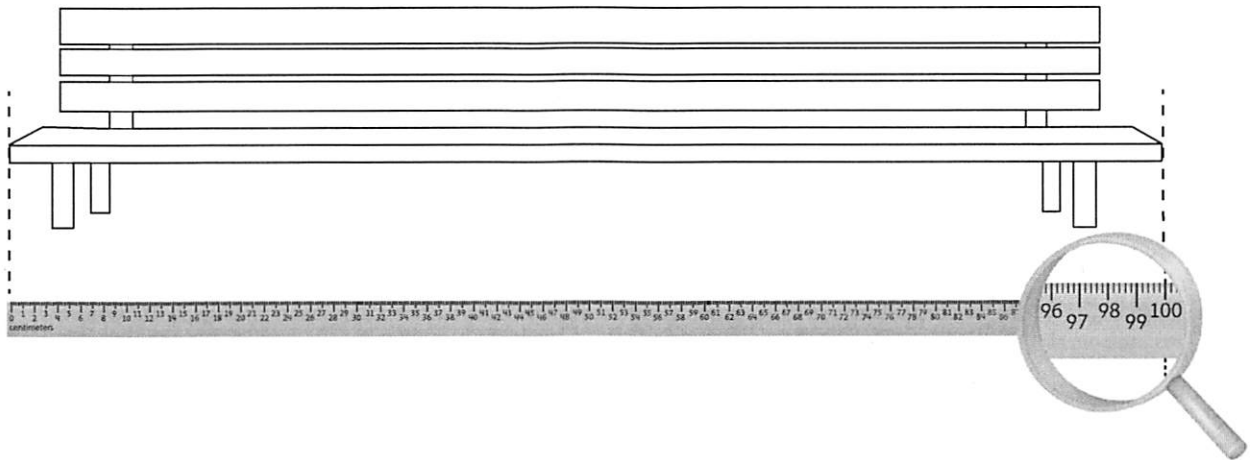


The tape is about \_\_\_\_\_ centimeters long.

## Measuring in Centimeters and Meters *continued*

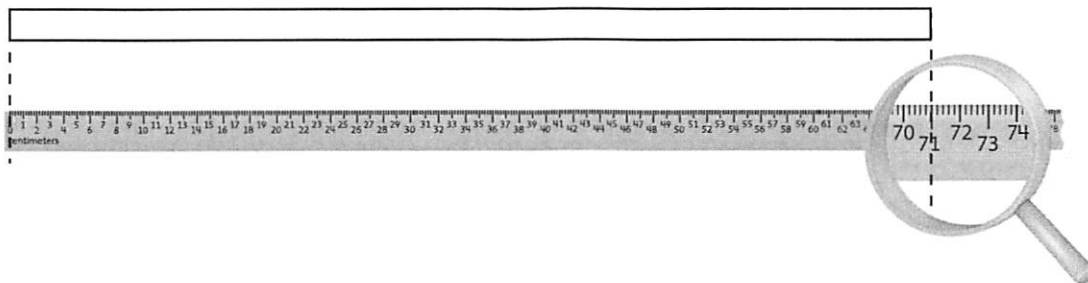
Name: \_\_\_\_\_

- 4** What is the length of the bench to the nearest meter?



The bench is about \_\_\_\_\_ meter long.

- 5** What is the length of the rectangle to the nearest centimeter?



The rectangle is about \_\_\_\_\_ centimeters long.

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

## 2nd Grade-Literacy Board Activities

<b>Word Hunt Long a</b>  Write the list of words you found.	<b>Independent Writing</b>  Draw and write about a topic you know a lot about.	<b>Making Words</b>  <b>Long a</b> Make words with <b>a_e, -ay, -ai,</b> Write the list of words you made.	<b>Independent Reading</b>  	<b>Listen to Stories</b>  <a href="http://www.storylineonline.net">www.storylineonline.net</a>
<b>Making Words</b>  <b>Long e</b> Make words with <b>-ee, -ea,</b> Write the list of words you made.	<b>Independent Reading</b>  	<b>Word Hunt Long i</b>  Write the list of words you found.	<b>Independent Writing</b>  Draw and write about something you love to do.	<b>Making Words</b>  <b>Long i</b> Make words with <b>-i_e</b> example bike Write the list of words you made.
<b>Listen to Stories</b>  <a href="http://www.storylineonline.net">www.storylineonline.net</a>	<b>Word Hunt Short i</b>  Write the list of words you found	<b>Independent Reading</b>  	<b>Making Words</b>  <b>Long o</b> Make words with <b>o_e, -oa,</b> Write the list of words you made.	<b>Independent Writing</b>  Draw or write about something you do in the summer.
<b>Making Words</b>  <b>Long u</b> Make words with <b>u_e</b> Write the list of words you made.	<b>Independent Reading</b>  	<b>Independent Writing</b>  Draw and write about something you like or dislike and tell why you feel that way.	<b>Word Hunt Short u</b>  Write the list of words you found	<b>Listen to Stories</b>  <a href="http://www.storylineonline.net">www.storylineonline.net</a>

**Make words-** cut out letters for the word games.

**Word Hunt-**search for words. You can look in independent reading books.

# NEED A CHALLENGE?

<b>Word Hunt Endings</b> <b>-ed, -tion, -ly, -es</b>  Write the list of words you found.	<b>Independent Writing</b>  Draw a timeline of your life. Use first, next, then, and finally to write about it.	<b>Mystery Word</b>  Unscramble to find the mystery word. How many words can you make using these letters? <b>o s s e r p n e b i l</b>	<b>Independent Reading</b>  	<b>Listen to Stories</b>  <a href="http://www.storylineonline.net">www.storylineonline.net</a>
<b>Mystery Word</b>  Unscramble to find the mystery word. How many words can you make using these letters? <b>p e l a e t s n h</b>	<b>Independent Reading</b>  	<b>Word Hunt</b>  Make a T-chart and look for words that have a soft c and a hard c sound. <b>cake center</b>	<b>Independent Writing</b>  Hide objects around your home, write clues to help someone find them.	<b>Mystery Word</b>  Unscramble to find the mystery word. How many words can you make using these letters? <b>e n n t u d r s a d</b>
<b>Listen to Stories</b>  <a href="http://www.storylineonline.net">www.storylineonline.net</a>	<b>Word Hunt Sounds of ch</b>  Look for words that have ch. Sort them by the sound ch makes.	<b>Independent Reading</b>  	<b>Mystery Word</b>  Unscramble to find the mystery word. How many words can you make using these letters? <b>r h p c a e t s</b>	<b>Independent Writing</b>  Write a letter to a friend telling them why they would like a book you've read.
<b>Independent Reading</b>  	<b>Mystery Word</b>  Unscramble to find the mystery word. How many words can you make using these letters? <b>e n l e v b a b u e i l</b>	<b>Independent Writing</b>  If you could be the main character from your favorite book, who would you be. Write about an adventure you might have.	<b>Word Hunt</b>  Write the list of words you found	<b>Listen to Stories</b>  <a href="http://www.storylineonline.net">www.storylineonline.net</a>

**Word Hunt-** search for words. You can look in independent reading books.

**Mystery Word-** use scrap paper and make letter cards if you need them to help solve the mystery word

## Looking for MORE Learning Options at Home?

**Continue to encourage daily reading!** And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!



Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

**Don't worry about right/wrong answers when you talk about text**—the important thing is that you and your student share a reading experience and have fun!

## How About Exciting Learning Options Online?



Scholastic has created a *Learn at Home Website*! This **FREE** resource provides your children with 20 days of exciting articles and stories, videos, and fun learning challenges. The site will be updated weekly. Children can complete them anytime, in any order. They can work on their own or together with you and your family.

This site is available on any device and will provide your child with up to three hours' worth of exciting learning experiences per day. They can go on virtual field trips, meet best-selling authors, or dig deep into a topic they love!

[www.scholastic.com/learnathome](http://www.scholastic.com/learnathome)

**You might also like these fun, free, high-quality material for kids:**

[www.starfall.com](http://www.starfall.com)

[www.storyplace.org](http://www.storyplace.org)

[www.uniteforliteracy.com](http://www.uniteforliteracy.com)

[www.storynory.com](http://www.storynory.com)

[www.freekidsbooks.org](http://www.freekidsbooks.org)

[en.childrenslibrary.org](http://en.childrenslibrary.org)

# Good Writing Ideas for Students

Write about an unforgettable experience in your life

Write about your best school day EVER! Explain in detail what happened on that day.

Write about teaching someone something you are good at doing.

Write a story about your favorite pair of shoes.

Write about an embarrassing event that happened to you.

Write about a trip or a vacation you have taken or you want to take.

Write about your favorite summer vacation memory.

Write about Sundays and how you spend them?

Write about a thing that you are scared of and why it frightens you.

Write all about your best friend.

What qualities do you look for in your friends and why?

If you could travel anywhere in the world, where would you go and why?

What would you do if you were the President of your country?

You found a pot of gold in your backyard... What would you do for the day if you could do anything in the whole wide world?

Describe what you would do if you got the chance to live on the moon for a whole year!

You wake up and find a purple giant living in your home...

## Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

**1. Say the Word or Phrase Aloud.**

Circle the word or phrase that you find confusing. Read the sentence aloud.

**2. Look Inside the Word or Phrase.**

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

**3. Look Around the Word or Phrase.**

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

**4. Look Beyond the Word or Phrase.**

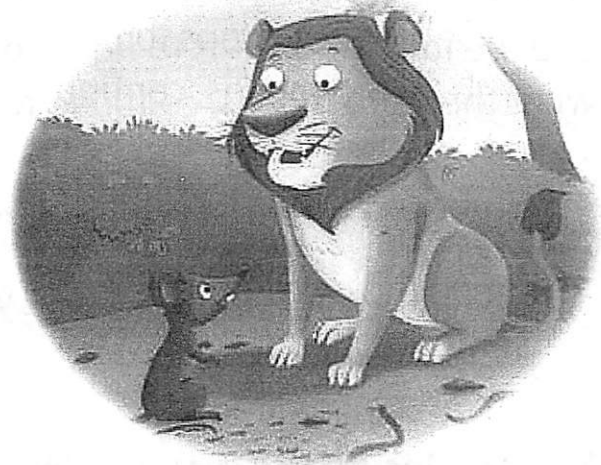
Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

**5. Check the Meaning.**

Ask yourself, "Does this meaning make sense in the sentence?"

# The Lion and the Mouse

an Aesop fable



1 A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a small hill of warm, soft grass. He had really crawled up onto a sleeping lion!

2 The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, “Forgive me! I didn’t mean to wake you. If you let me go, I’ll do something to help you someday.”

3 The lion laughed at the idea that the little mouse could ever help him. “What could a tiny thing like you ever do for me?” the lion said. But he let the mouse go.

4 The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.

5 The lion couldn’t move. Just then, the little mouse appeared. “Don’t worry, my friend,” he said. “I’ll help you!” The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, “You were right, little one! Already you have helped me and have saved the King of the Beasts!”

## Close Reader Habits

**Underline** sentences that tell important events. As you reread, think how you would retell those events in your own words.

## Explore

What important events should you include when you recount the story "The Lion and the Mouse"?



As you recount a story, be sure to tell what the important events make the characters do.

### Think

- 1 Complete the chart by writing the important events in order.

### What Happens in the Story?

Beginning	
Middle	
End	

### Talk

- 2 Recount the whole story to your partner in your own words.



### Write

- 3 **Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart to help you write your answer. Write your answer in the space on page 112.

**HINT** What important event happens just before the lion says this?



**Write** Use the space below to write your answer to the question on page 109.

## *The Lion and the Mouse*

- 3 Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart you filled out on page 109 to help you write your answer.

**HINT** What important event happens just before the lion says this?

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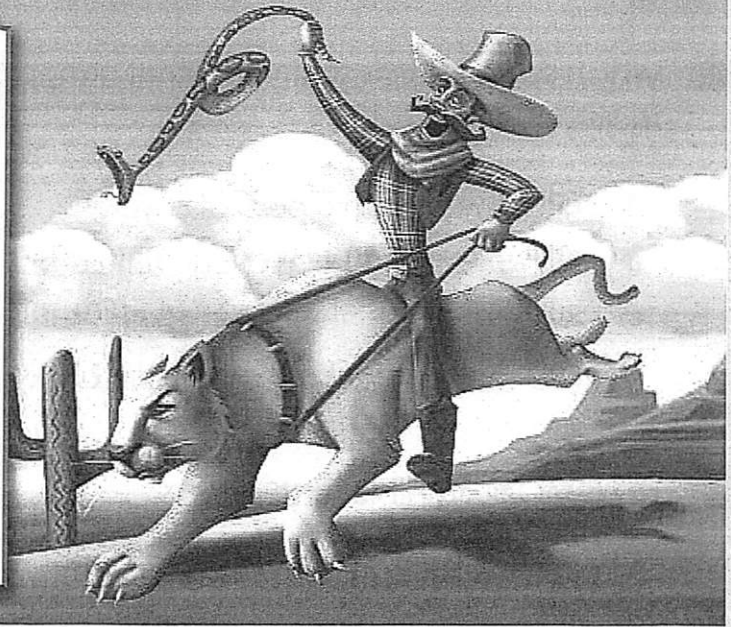


Don't forget to check your writing.

# PECOS BILL

## and the Mountain Lion

a tall tale of the Old West



- 1 Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.
- 2 Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn't just ride horses. He could ride anything that came along.
- 3 One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.
- 4 Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.

### Close Reader Habits

What important events happen in the beginning, middle, and end of the story? As you reread, **underline** those important events.

► Think

1 Which sentence tells something that happens in the middle of the story?

- A Bill grew up with a pack of coyotes.
- B Bill was born in Texas a long time ago.
- C Bill sends Flash home to keep him safe.
- D Bill rides the giant mountain lion back home.

2 Why does Bill grab the rattlesnake?

- A to use it like a rope to catch the mountain lion
- B to save it from being hurt by the mountain lion
- C to stop it from scaring his horse, Flash
- D to try to scare away the mountain lion with it

► Talk

3 What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.

► Write

4 **Short Response** Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 113.



The mountain lion is important to this story. I'm going to reread what happens when Pecos Bill first meets the mountain lion.

**HINT** Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.



**Write** Use the space below to write your answer to the question on page 111.

## PECOS BILL and the Mountain Lion

- 4 Short Response** Recount the end of the story. Tell the most important events in order, using your own words.

**HINT** Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.

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### 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 18

# Using Context Clues


 **Introduction** When you see a word you don't know, look at the other words in the sentence. They can give you **clues** about what the word means.

- Sometimes other words in a sentence tell the **definition**, or meaning, of the word.

The tops of trees in rain forests form a canopy, or **definition**  
**covering of leaves**.

- Sometimes other words in a sentence give an **example** that helps explain what the word means.

The forest canopy is like a **example**  
**really big sun hat**.

 **Guided Practice** Look at the underlined word in each sentence. Circle the other words that help you understand what the word means.

**HINT** Look for the words *or*, *like*, and *such as*. They often come before clues that help you figure out what a word means.

- 1 Many creatures, or animals, live in the rain forest.
- 2 Big flocks, or groups, of birds dive through the sky.
- 3 Mammals, like tigers and monkeys, climb on high branches.
- 4 Bright blue butterflies flutter, or fly, between tall trees.
- 5 Tiny amphibians such as frogs hide in the leaves.
- 6 Enormous snakes can be 30 feet long.



## Independent Practice

**Read the sentence below. Then answer the questions.**

Big and small nocturnal animals only come out at night.

- 1** What do nocturnal animals do?
- A** stay asleep all the time
  - B** come out when it gets dark
  - C** stay inside all the time
  - D** come out only during the day
- 2** Which words help you know what nocturnal means?
- A** animals only
  - B** Big and small
  - C** only come out at night
  - D** small nocturnal

**Read the sentence below. Then answer the questions.**

Wild cats hunt for prey, or food, after dark.

- 3** What does the word “prey” mean?
- A** where wild cats live
  - B** when wild cats sleep
  - C** what wild cats look like
  - D** what wild cats eat
- 4** Which word helps you know what the word “prey” means?
- A** cats
  - B** food
  - C** dark
  - D** Wild

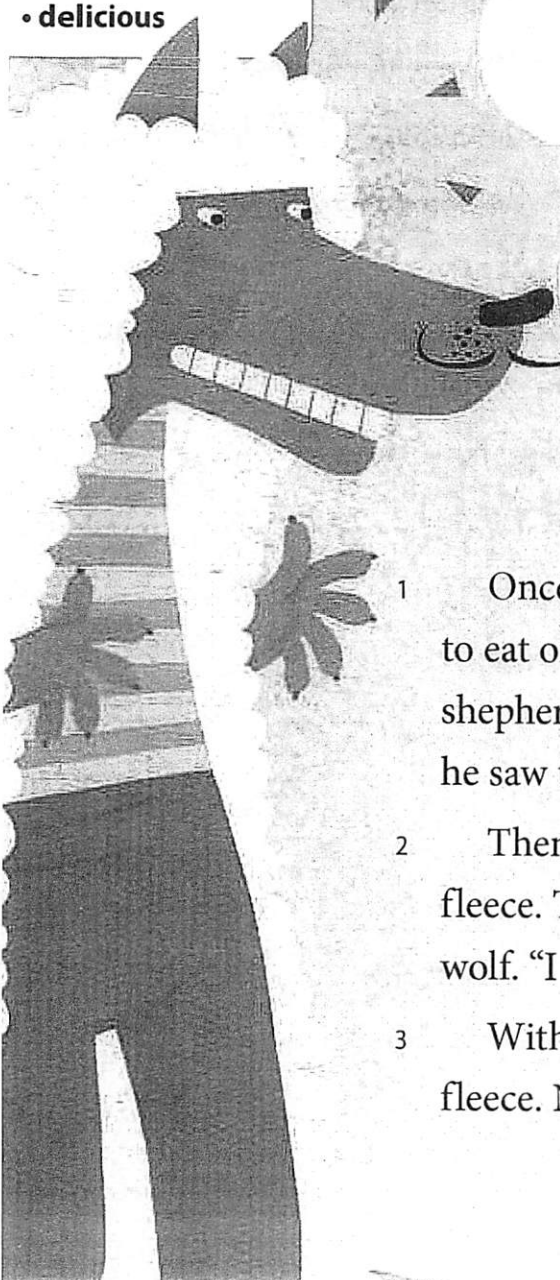
**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

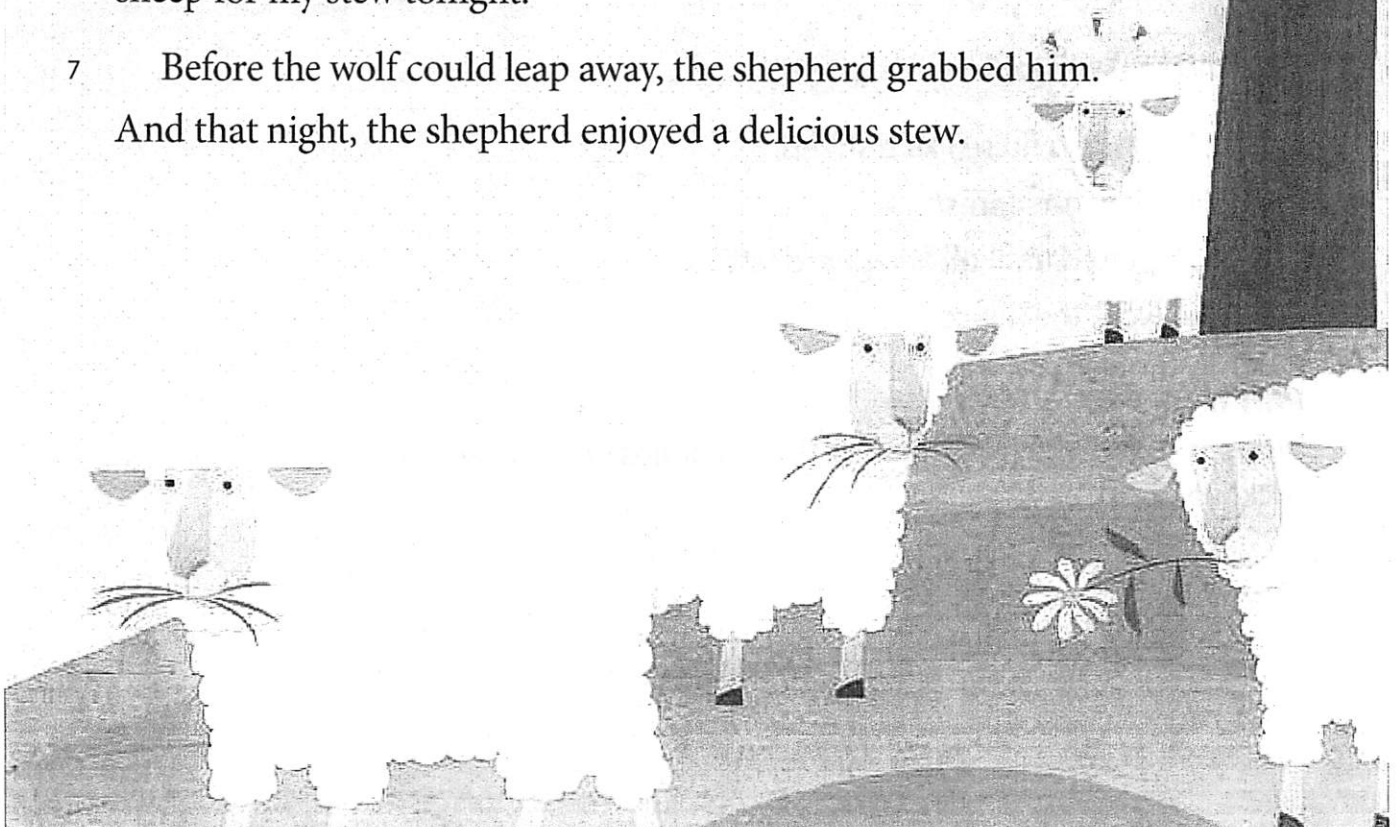
- fleece
- delicious


# The Wolf in Sheep's Clothing

an Aesop fable

- 
- 1 Once there was a wolf who wanted nothing more than to eat one of the sheep that lived in the meadow. But the shepherd kept a close watch over the sheep. Every time he saw the wolf, he chased him back into the forest.
  - 2 Then one night, the wolf found a sheep's fluffy, white fleece. The shepherd had forgotten it. "Aha!" cried the wolf. "I think this fleece might solve my problem."
  - 3 With a tug and a pull, the wolf dressed himself in the fleece. Now he looked just like a sheep.

- 4 The wolf trotted into the meadow wearing the fleece. He walked among the sheep. And this time, the shepherd didn't chase him away.
- 5 That very night, the wolf carried off a large sheep to have for his dinner.
- 6 The next day, the wolf wore the fleece again and strolled freely among the sheep. But this time, the shepherd did notice the wolf. He said to himself, "That looks like a fine sheep for my stew tonight."
- 7 Before the wolf could leap away, the shepherd grabbed him. And that night, the shepherd enjoyed a delicious stew.



 **Think** Use what you learned by reading “The Wolf in Sheep’s Clothing” to respond to the following questions.

**1** Read this sentence from the story.

**Every time he saw the wolf, he chased him back into the forest.**

Why is this event important to the beginning of the story?

- A** It tells why the wolf can’t get near the sheep.
- B** It tells why the sheep are not afraid of the wolf.
- C** It tells why the wolf wanted to eat the sheep.
- D** It tells why the shepherd forgot the fleece.

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

**Part A**

How did the wolf fool the shepherd?

- A** He made a noise like a sheep.
- B** He hid in the forest.
- C** He waited until the shepherd left.
- D** He wore the fleece of a sheep.

**Part B**

Write the sentence from the text that explains why the wolf’s trick worked.

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- 3 Look at the chart. It tells the order of some of the events in the story.

1	2	3
<i>The wolf puts on a sheep's fluffy, white fleece.</i>		<i>The wolf carries off a sheep for his dinner.</i>

Which sentence belongs in the empty box?

- A The shepherd chases the wolf into the forest.
  - B The wolf walks into the herd of sheep.
  - C The shepherd notices the wolf.
  - D The shepherd cooks a delicious stew.
- 4 Which choice **best** shows what "strolled" means in the following sentence?

**The next day, the wolf wore the fleece again and strolled freely among the sheep.**

- A He ran through the herd of sheep.
- B He walked slowly among the sheep.
- C He stayed away from the sheep.
- D He chased the sheep in the meadow.



**Write** What happens in this story?

- 5 Plan Your Response** List important events from the beginning, middle, and end of the story.

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- 6 Short Response** Recount the whole story. Be sure to use your own words. Tell what happens at the beginning, middle, and end of the story. Use the events from your list.

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## Learning Target

**Now you know how to recount a story. Why is it important to tell the important events in order?**

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Read the two passages. Then answer the questions that follow them.

# Cinderella

*a Brothers Grimm fairy tale*

*retold by Annika Pedersen*

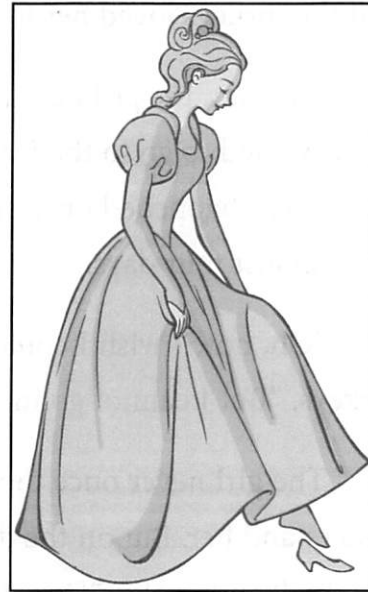
- 1 Cinderella missed her real mother. Her new stepmother made Cinderella work day and night. She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing. At night, Cinderella slept in the cold ashes by the fireplace. The ashes and cinders made her face and clothes look dirty. That is how she came to be called “Cinderella.”
- 2 One day her father was going to town. His new wife and stepdaughters told him to bring back fine dresses and jewels. He asked Cinderella what he might get for her.
- 3 “Bring back the first branch that strikes your hat on the way home,” she said.
- 4 Her father found this strange. But he brought her what she had asked for.
- 5 Cinderella planted the branch on her mother’s grave. Then she cried and cried. Her many tears watered the twig. It grew at once into a beautiful hazel tree. A white bird sat in it. The bird told Cinderella it would grant any wish.
- 6 At that time, the king made plans for a great party. His son, the prince, would choose a bride at the party.

**Go On**

7 Cinderella wanted to go. But her stepmother and stepsisters just laughed at her. “You do not even have a nice dress or shoes!” they said.

8 Cinderella went to the hazel tree and made a wish. The white bird gave her a gold dress with gold slippers. Cinderella put them on and ran to the party.

9 No one knew her in her beautiful new dress. But the prince liked her so much, he would dance with no one else! And she liked him. As soon as the party ended, though, Cinderella ran away. But one of her gold slippers stuck to some mud and came off.



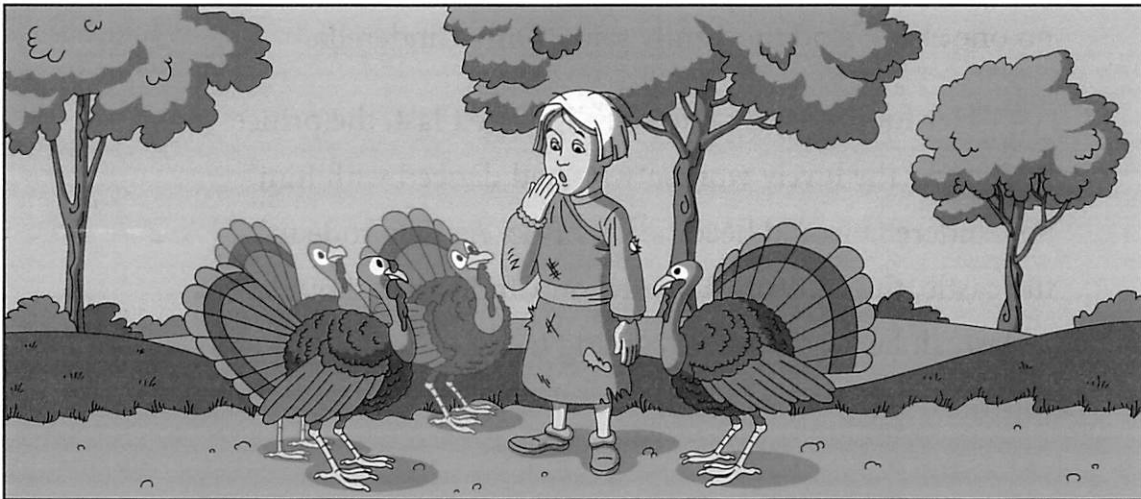
10 The next day, the prince and his men searched for the owner of the gold slipper. But the slipper did not fit anyone, not even the stepsisters. The prince sadly asked, “Is there no one else?” And the family said, “Only Cinderella.”

11 Her foot fit easily into the slipper. At last, the prince had found the lovely woman who had danced with him. So Cinderella would become his bride. As they rode to the castle, the white bird landed on Cinderella’s shoulder. At last, all her wishes were coming true.

# The Turkey Girl

*a Zuni folktale*

- 1 Long ago, there lived a poor girl who herded turkeys for a living. Every morning, she drove them out to the fields. And every evening, she drove them back to the safety of their cages. She treated them with great kindness, and the turkeys loved her for this.
- 2 One day, the girl heard some people in town talking. They wanted to go to the Dance of the Sacred Bird. This great event happened only once a year. And it was to take place in just four days.
- 3 “Oh, how I wish I could go!” the girl said to the turkeys. “But I cannot go in such old, ugly clothes.”
- 4 The girl never once thought the turkeys could understand her. But on the day of the dance, one turkey stood tall and spoke. “Dear friend,” he said. “We will help you go to the dance. You shall laugh and be merry. You have earned some fun!”



**Go On**

- 5        At first, the girl was shocked. Then somehow it felt right that the turkeys—her only friends—should speak.
- 6        “We only ask that you come back before sunset,” said the turkey. “You are the one who keeps us safe.” The turkeys then danced around the girl. They turned her old, ragged clothes into a beautiful white dress.
- 7        The girl thanked the turkeys again and again. She promised them she would return before sunset. Then she turned and ran down the path toward town.
- 8        At the dance, no one knew the girl in her new dress. Everyone praised her beauty. And all the young men wanted to dance with her. She was having so much fun that she forgot all about her friends the turkeys.
- 9        Finally, the sun set. The turkeys wondered why the girl had not returned. “She has forgotten us,” one of them said. “For that reason, we will give her no more help! Come, let us move up into the hills. Our keeper is not as kind as we had once hoped.”
- 10       When at last the dance ended, the girl ran back to the fields. She looked for the turkeys everywhere. But they were gone. As she stood there, sad and alone, her dress turned back into rags. She was the poor turkey girl once more.

**22** What challenge does Cinderella face because of her new stepmother?

- A** She must find a way to leave for town with her father.
- B** She must keep her two stepsisters from getting new dresses.
- C** She must learn to love her stepmother as much as her real mother.
- D** She must do all the hard work while her stepsisters do nothing.

**23** Read these sentences from paragraph 1 of "Cinderella."

She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing.

Which **best** explains why the author repeats the words "cleaned" and "cooked"?

- A** to show that Cinderella wanted to please her new stepmother
- B** to show that Cinderella had so much work that she could never stop
- C** to show that Cinderella was very good at both cooking and cleaning
- D** to show that Cinderella liked to keep busy to make her stepsisters happy

**24** What do the stepsisters think about Cinderella wanting to go to the dance?

- A** They would let her go if she had better shoes.
- B** They are surprised she even knows how to dance.
- C** They feel she is foolish for thinking she could go.
- D** They are worried the prince will like her the best.

***Go On***

**25**

What do we learn about Turkey Girl at the beginning of the story?

- A** She is a good dancer who has a lot of friends.
- B** She is very poor but takes good care of the turkeys.
- C** She is tired of taking care of turkeys and wants to dance.
- D** She is sometimes late because she forgets what time it is.

**26**

Which sentence **best** tells what happens soon after Turkey Girl wishes she could go to the special dance?

- A** The girl hears some people in town talking about a dance.
- B** The turkeys turn the girl's old clothes into a beautiful dress.
- C** The girl runs back to the fields, but the turkeys are gone.
- D** The girl's beautiful white dress turns back into old rags.

**27**

Which sentence **best** tells the lesson to be learned from "The Turkey Girl"?

- A** Don't worry about others.
- B** Be happy with what you have.
- C** Enjoy your life.
- D** Keep your promises.

**28**

What is one way both Cinderella and Turkey Girl are **alike**?

- A** Both sleep by a fireplace at night.
- B** Both have stepsisters who laugh at them.
- C** Both are kind to the animals they herd.
- D** Both have to spend all day working.

**29**

Which story event is the **same** in "Cinderella" and "The Turkey Girl"?

- A** The girls are given new dresses so they can go to the dance.
- B** The girls plant twigs that quickly grow into pretty hazel trees.
- C** The girls need to fit their feet into slippers only they can wear.
- D** The girls almost forget to go back to the birds who helped them.

***Go On***

# 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.



## 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.

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

## 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**

- 4 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.

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## **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

# WORDS TO KNOW

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

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

# Stone Soup

by Elsa Southern

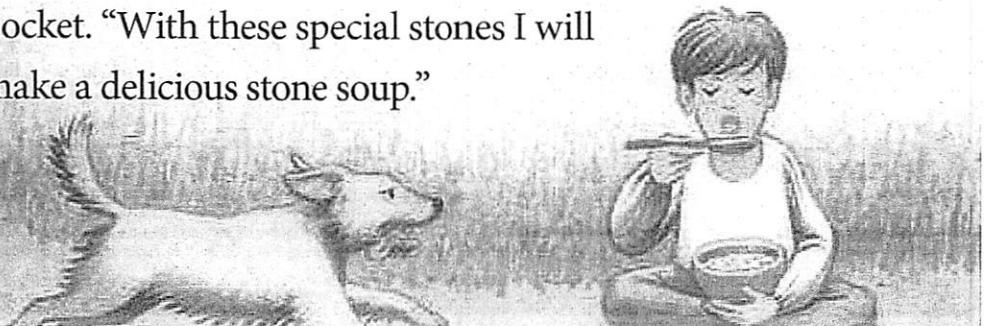
1 A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

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.

 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.

 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.

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

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## Learning Target

**How does describing how characters respond to important events and challenges help you understand how and why they act the way they do?**

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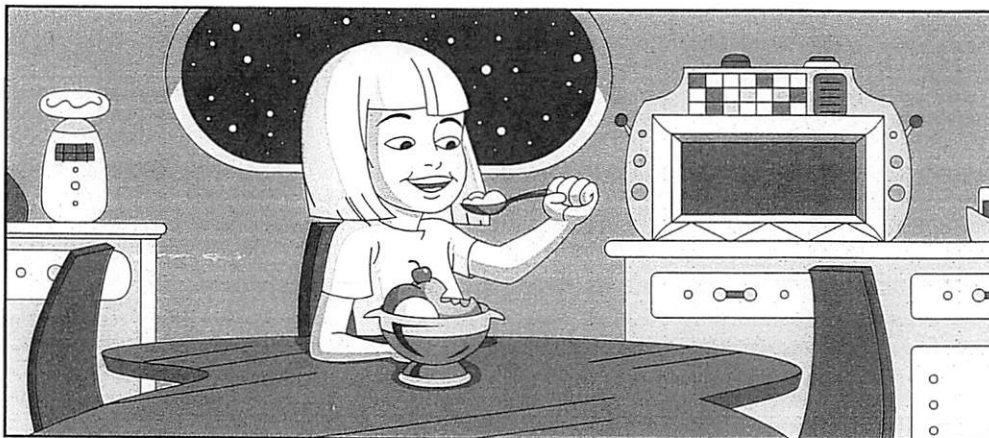
## SESSION 1

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.

a	<u>b</u>	c	<u>d</u>	e
f	g	h	i	j
k	l	m	<u>n</u>	o
p	q	r	s	t
<u>u</u>	v	w	x	y
z	a	e	i	o
<u>u</u>	t	p	<u>n</u>	s
<u>b</u>	l	r	c	<u>d</u>

# SOCIAL STUDIES



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

### **Social Studies Packet**

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

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

## **Social Studies**

### **My Community and Other U.S. Communities**

“My Community and Other Communities” is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems.

Students study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their effects are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities.

Name

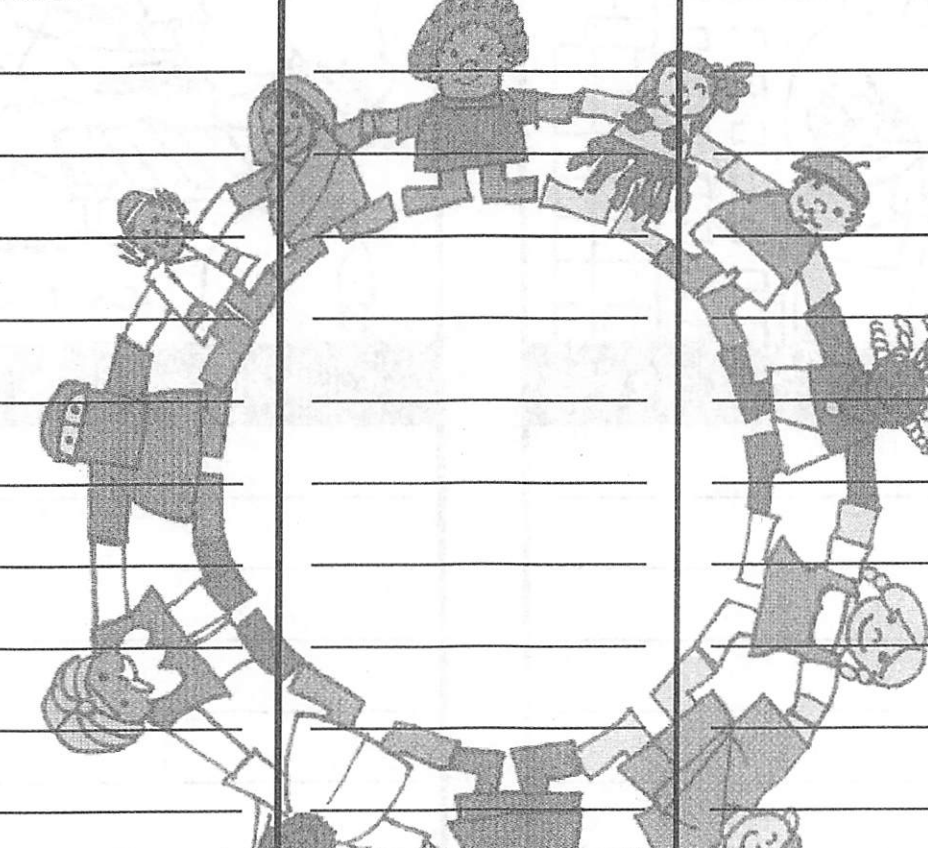
Date \_\_\_\_\_

## WHAT MAKES US ALIKE & DIFFERENT

Our world is made up of many different people from many different backgrounds. Our clothes, language, likes and dislikes help us connect and learn from each other. A few things we all have in common is that we all eat, sleep, drink and want to feel safe and happy.

In the space below, compare yourself to a friend or family member. What makes you alike? What makes you different?

What makes you different?	How you are alike	What makes your friend different?
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A black and white line drawing of a group of diverse children holding hands in a large circle. The children are of various ethnicities and are wearing different styles of clothing, including hats, sweaters, and dresses. They are all smiling and looking towards the center of the circle. The illustration is positioned at the bottom of the worksheet, spanning across the three columns.

Name \_\_\_\_\_

Date \_\_\_\_\_

## COMPARING COMMUNITIES

People live in all sorts of different communities. Their lives depend on the people and environment that they call home.

Look at the pictures of the kids below in their communities. Write a story about what life is like for each kid.



City

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Fishing Village

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# Your Community

Your community is filled with people and places that help you every day.  
For one week, write down the names of each person or place you've visited  
that has helped you or your family.



- |          |           |
|----------|-----------|
| 1. _____ | 8. _____  |
| 2. _____ | 9. _____  |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

School

Mayor

Library

Veterinarian

Grocery Store

Church

Park

Fire Fighter

Restaurant

Dentist

Postal Carrier

Hospital

Doctor

Bus Driver



Baker

Gardener

Teacher

## Word Search

Find these community workers or places.  
Words may be forward, backward, diagonal or vertical.

E	N	O	H	R	R	A	R	O	I	T	F	B
R	A	A	E	C	O	L	E	F	D	E	B	A
O	I	E	T	E	A	C	H	E	R	I	E	K
T	R	E	T	H	G	I	F	E	R	I	F	E
S	A	H	O	N	D	E	N	T	I	S	T	R
Y	N	I	O	T	A	E	E	L	R	H	T	S
R	I	B	U	S	D	R	I	V	E	R	C	E
E	R	E	U	R	P	B	U	R	F	H	C	D
C	E	P	A	R	R	I	O	A	O	I	O	R
O	T	G	A	A	Y	T	O	T	C	A	I	
R	E	I	R	R	A	C	L	A	T	S	O	P
G	V	Y	I	M	K	L	S	O	L	N	E	E
E	A	O	E	R	H	C	R	U	H	C	S	R

# Librarian



The library is a wonderful place to visit! It is filled with books, magazines, audio tapes and movies that you can take home. Your librarian will help you find everything you need.

Find out the following information about your nearest library.

Name of Library: \_\_\_\_\_

Address \_\_\_\_\_

Phone number : \_\_\_\_\_

Name three reasons you would visit your local library: \_\_\_\_\_

## Word Search

Words may be forward, backward, vertical or diagonal.

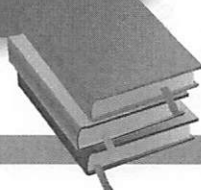
Librarian	Research
Books	Helpful
Magazines	Read
Information	Study
Library Card	Free
Movies	Audio Tapes

S	S	R	R	R	N	D	R	P	A	E
K	T	K	E	E	F	R	B	D	G	R
O	U	N	A	I	R	A	R	B	I	L
O	D	A	D	L	E	C	E	U	E	S
B	Y	C	S	A	E	Y	S	C	E	E
N	O	I	T	A	M	R	O	F	N	I
A	U	D	I	O	T	A	P	E	S	V
M	R	E	S	E	A	R	C	H	R	O
O	O	S	M	M	P	B	Y	A	E	M
S	M	A	G	A	Z	I	N	E	S	F
O	V	L	U	F	P	L	E	H	U	A

## Joke of the Day

Why did the librarian slip and fall on the floor?

Because she was in the non-friction section!



## Match Up!

Draw a line from a situation to the community service or person.

It's a three-day weekend and you don't have anything to read.

It's time to go to school.

Your sink is backed up and flooding.

It's a special occasion and your family is going out for dinner.

Plumber

Restaurant

Library

School Bus

# Police Officer



Police officers work hard to keep you, your family, and your neighborhood safe.

They are a very important part of your community.

Find out the following information about your nearest police station.

Address \_\_\_\_\_

Phone number ( NOT an emergency): \_\_\_\_\_

Phone number (emergency): \_\_\_\_\_

Situation in which you'd call the police department: \_\_\_\_\_

## Word Search

Words may be forward, backward, vertical or diagonal.

Officer	Jail
Uniform	Law
Brave	Sergeant
Police Car	Detective
Siren	Criminals
Safety	

A N T T B V E L T R E  
V F F S E R G E A N T  
M N O C V N A C O W C  
E I E M M S E V I C E  
T E V I T C E T E D O  
C R I M I N A L S F S  
E E I L I L I A F A I  
M R O F I N U I F C R  
I P E A C R C E A F E  
E R J I B E T T F G N  
O E E T R Y T S F W C

## Joke of the Day

What did the  
policeman say  
to his stomach?

You're under a VEST!

## Match Up!

Draw a line from a situation to the community service or person.

You fall from a tree and hurt your ankle.

A stranger tries to steal your car.

You have a tooth ache.

It's Saturday and you want to play.

Your kitchen is empty and you need food.

Police Officer

Hospital

Grocery Store

Dentist

Park

# Firefighter

Firefighters are an important part of your community. Firefighters risk their lives to save people, pets, homes and businesses in your neighborhood. They're your local heros!

Find out the following information about your nearest fire station.



Address \_\_\_\_\_

Phone number (NOT an emergency): \_\_\_\_\_

Phone number (emergency): \_\_\_\_\_

Situation in which you'd call the fire department: \_\_\_\_\_

## Word Search

Words may be forward, backward, vertical or diagonal.

Fire	Pole
Smoke	Emergency
First Aid	Truck
Ladder	Safety
Hose	Helmet
Hydrant	Extinguish

```
M H S Y T N A R D Y H
I U E H R E L E S C Y
I N O D K R F N L N E
H S I U G N I T X E S
E L A D D E R Y U G I
L Y T E F A S F R R R
M Y P H E M T I E E S
E E O D O I A R P M T
T L L K I P I T U E I
E E E O E F D E T C N
G P Y T M I Y F T E K
```

## Joke of the Day

What do firefighters  
put in their soup?

Firecrackers!

## Match Up!

Draw a line from a situation to the community service or person.

You need to research volcanoes.	Postal Carrier
Your dog won't eat or get out of his bed.	Veterinarian
You see smoke coming from a house across the street.	Library
You want to send your grandmother a thank you note.	Fire Station



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

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

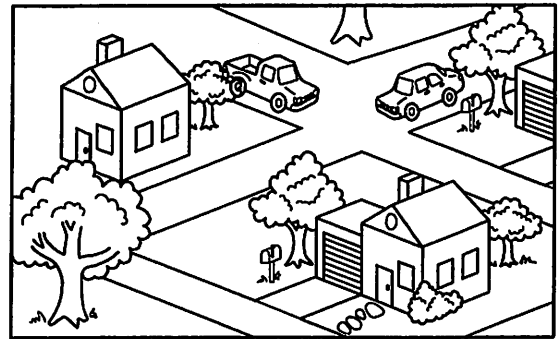
## Three Types of Communities

*Directions: Use the word bank to complete the sentences.*

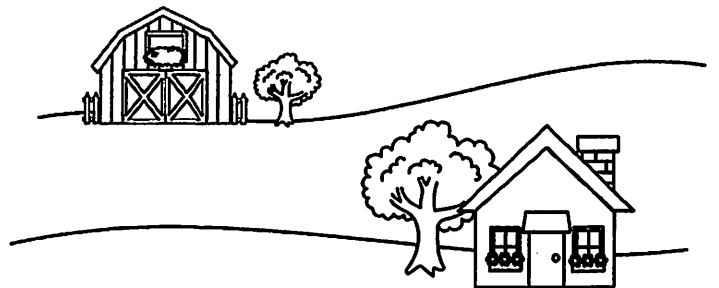
An \_\_\_\_\_  
community is filled with people,  
\_\_\_\_\_, and  
different types of transportation.



A \_\_\_\_\_  
community is a smaller  
town near a larger  
\_\_\_\_\_.



A \_\_\_\_\_  
community has open space  
and few homes in the  
\_\_\_\_\_.



### Word Bank

suburban    city    urban    buildings    rural    country



# Local Government: Municipality

In the United States, government is in three main levels: federal, state and local. One type of local government is a municipality. A municipality may be a city, town or village.

Municipalities are usually led by city council, which is a group of elected officers. The head of the city council is the mayor. Many municipalities also have a city manager, who is in charge of the daily operations of the city.

Municipalities provide services to the citizens, such as police protection, fire protection, and street management. The center of the municipal government is called city hall, which may be one building, or in large cities, many different buildings.

## Q&A

Who is the head of the city council?

What is the center of municipal government?

What does economic development encourage?

What are the levels of government in the U.S.?

### Typical Municipal Services:

**Police**

**Fire**

**Emergency Services,**  
such as  
ambulances

**Emergency Management,**  
for hurricanes and  
earthquakes

**Planning and Zoning,**  
which decides how and where the city  
will grow

**Transportation,** such as buses and  
subways

**Parks and Recreation**

**Utilities,** such as electricity and water

**Municipal Court,** which decides cases  
based on the laws of the city

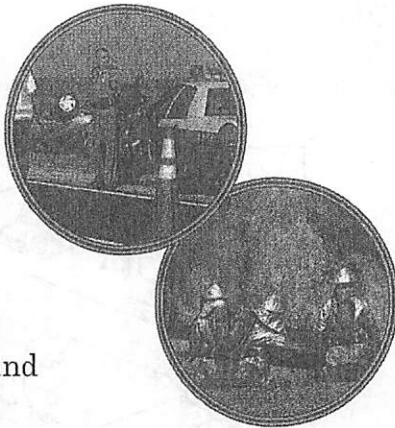
**Public Works,** which takes care streets  
and sewers, and collects trash

**Economic Development,** which  
encourages tourism and business

**Tax Collection**

**Library**

**Housing**



### For Fun: Municipal Word Search

Circle each of the words on the list in the puzzle.  
Words can go up, down, backwards or diagonally.

```

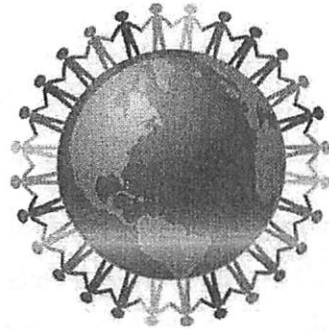
N F W R D U Q C C T U Z H V Y
P A R K S V T O D B Y T E R V
X L I Z G G U I O N A A C M O
Z A S I M N H T L S A D I K E
M U N I C I P A L I T K L U M
H Q D I P C V Z D O T K O R E
E W L Z T G S X J N B I P I R
G G F O D D U C E Y U B E Y G
R T A X D S C M L R S Q U S E
T O F L V I N I O D P L E Q N
A W N I L R F Y T J N M S Q C
U N S L E I A K A Y U A I K Y
J J I V O M V O Y R A R B I L
W R O B V C K Z Y I D V N R Z
Q G J N R L M Q C X A J A D T
  
```

municipal  
mayor  
council  
police

library  
parks  
government  
utilities

emergency  
city  
town  
village

# Community Service



## What is community service?

Community service is volunteering to help those in your community. It might be something that is done once or on a regular basis. Community service is often referred to as 'giving back to your community'. It can be done by an individual or an organization. Community service is giving your time without being paid, whether it is to help the less fortunate or to help clean up your community.

## Types of Community Service

- \* Soup kitchen
- \* Homeless shelter
- \* Animal shelter
- \* Mentoring
- \* Tutoring
- \* Food pantry
- \* Visiting the elderly



## Think About It...

Why do you think community service is important?

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What other types of community service are there?

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## VOLUNTEER WORD SCRAMBLE

PHFLULE \_\_\_\_\_

TERAH \_\_\_\_\_

GICRAN \_\_\_\_\_

GGIINV \_\_\_\_\_

TBFIEEN \_\_\_\_\_

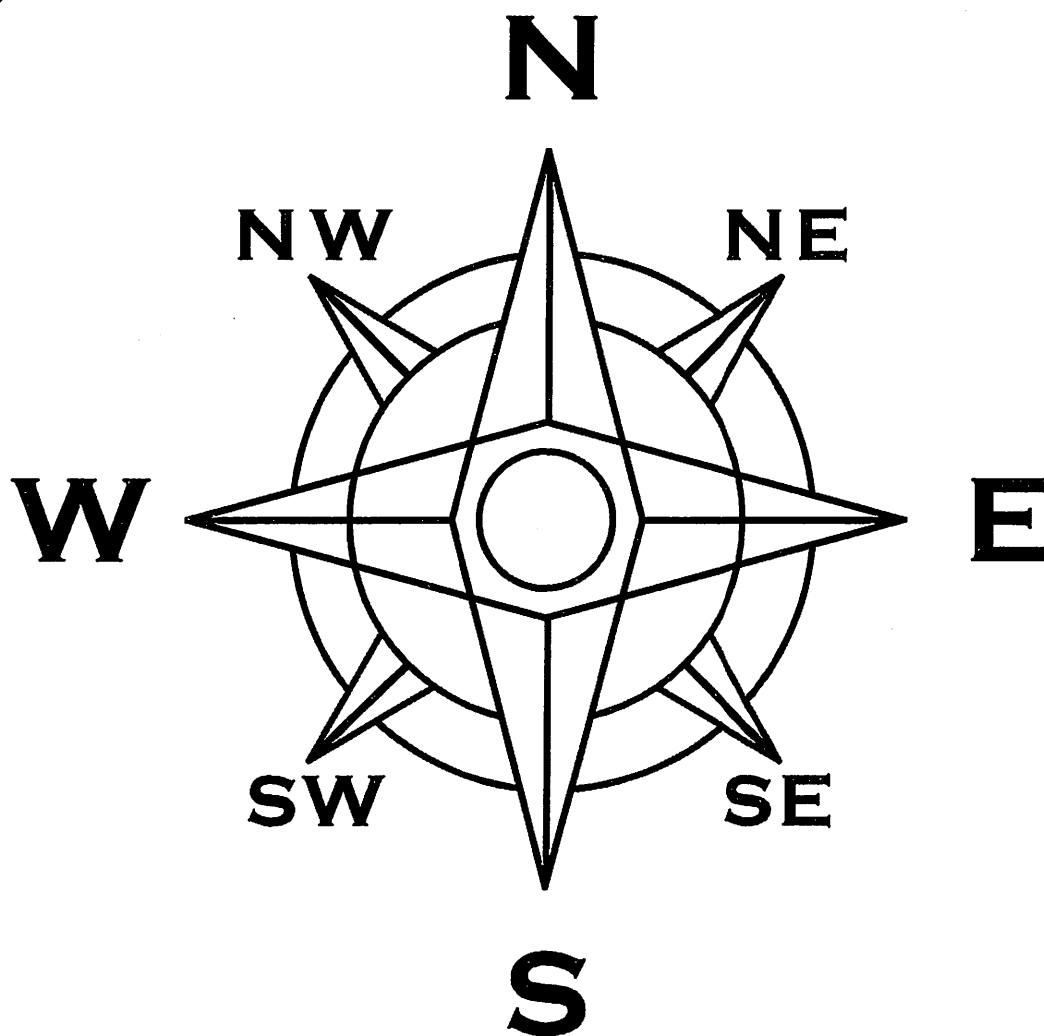
TSOPVEII \_\_\_\_\_

OCHREI \_\_\_\_\_

# Compass Rose

A compass rose is a figure on a map, chart, or compass that displays the directions. Most show points for the "cardinal directions": North, South, East, and West. Some, like the one below, also have points for Northeast, Northwest, Southeast, and Southwest.

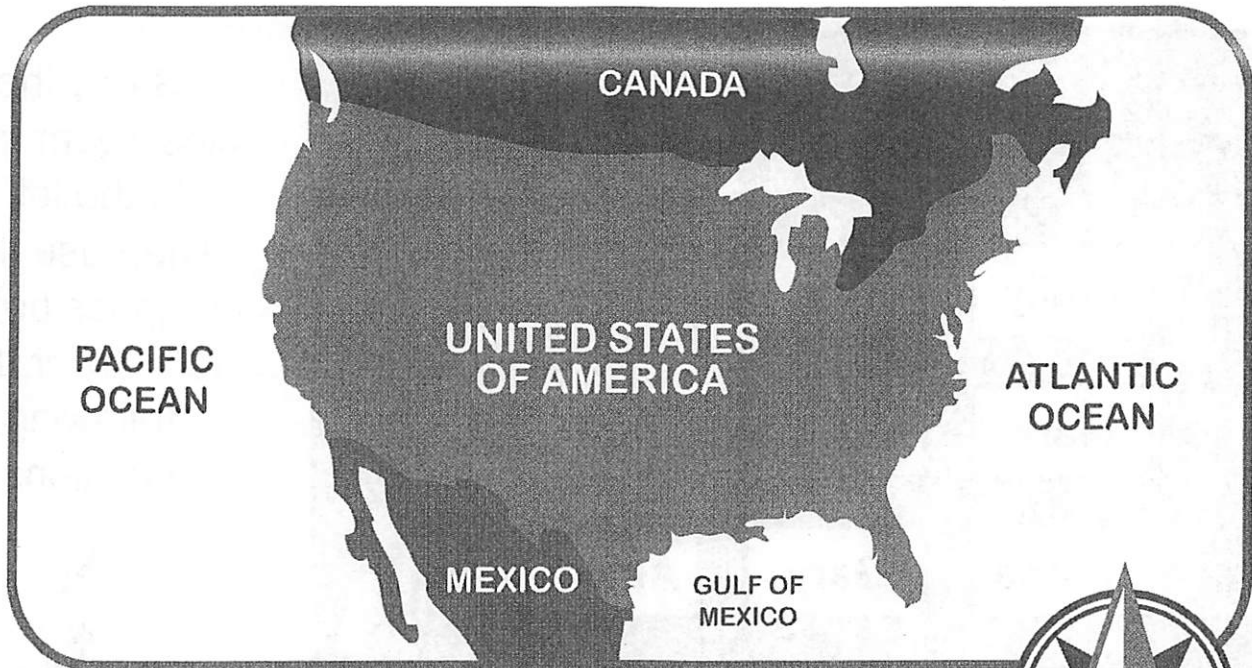
Answer the questions below to practice using the compass rose.  
Then, color it in!



1. If you walked North, then made a left turn, what would be your new direction? \_\_\_\_\_
2. If you were walking in the Northwest direction, then turned to walk the opposite way, what would be your new direction? \_\_\_\_\_

Answers: 1) WEST 2) SOUTHEAST

# CARDINAL DIRECTIONS



**LABEL the compass rose with NORTH, EAST, SOUTH, WEST.**  
**Use the compass to answer the questions below.**

1. What Ocean is to the WEST of MEXICO?

2. MEXICO is in what direction of the UNITED STATES OF AMERICA?

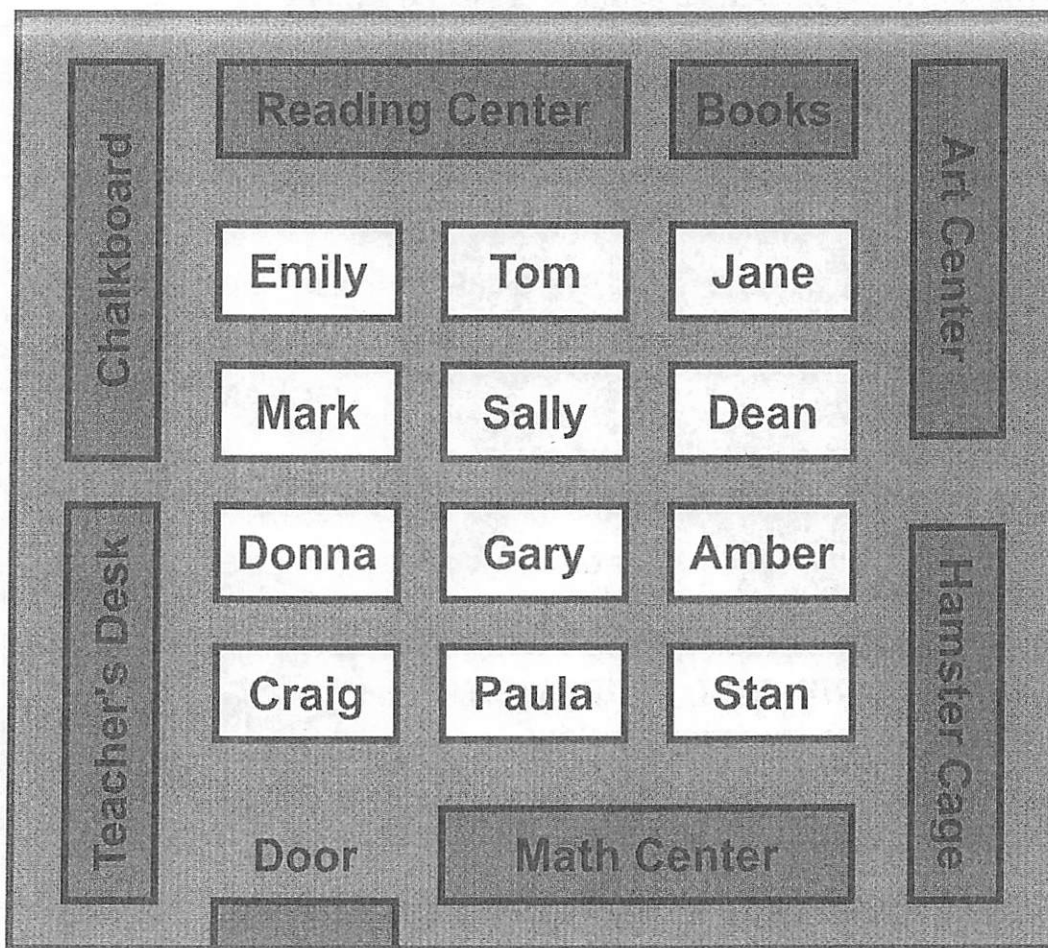
3. What country is NORTH of the UNITED STATES OF AMERICA?

4. What Ocean is WEST of the UNITED STATES OF AMERICA?

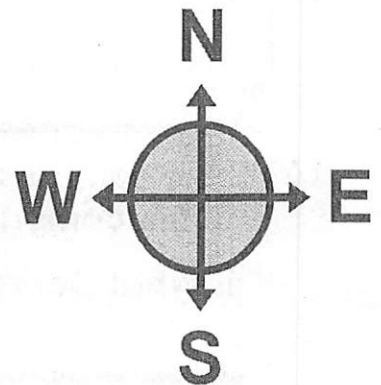
5. MEXICO is in what direction of CANADA?

6. What is the body of water SOUTH of the UNITED STATES OF AMERICA?

# CLASSROOM COMPASS #1

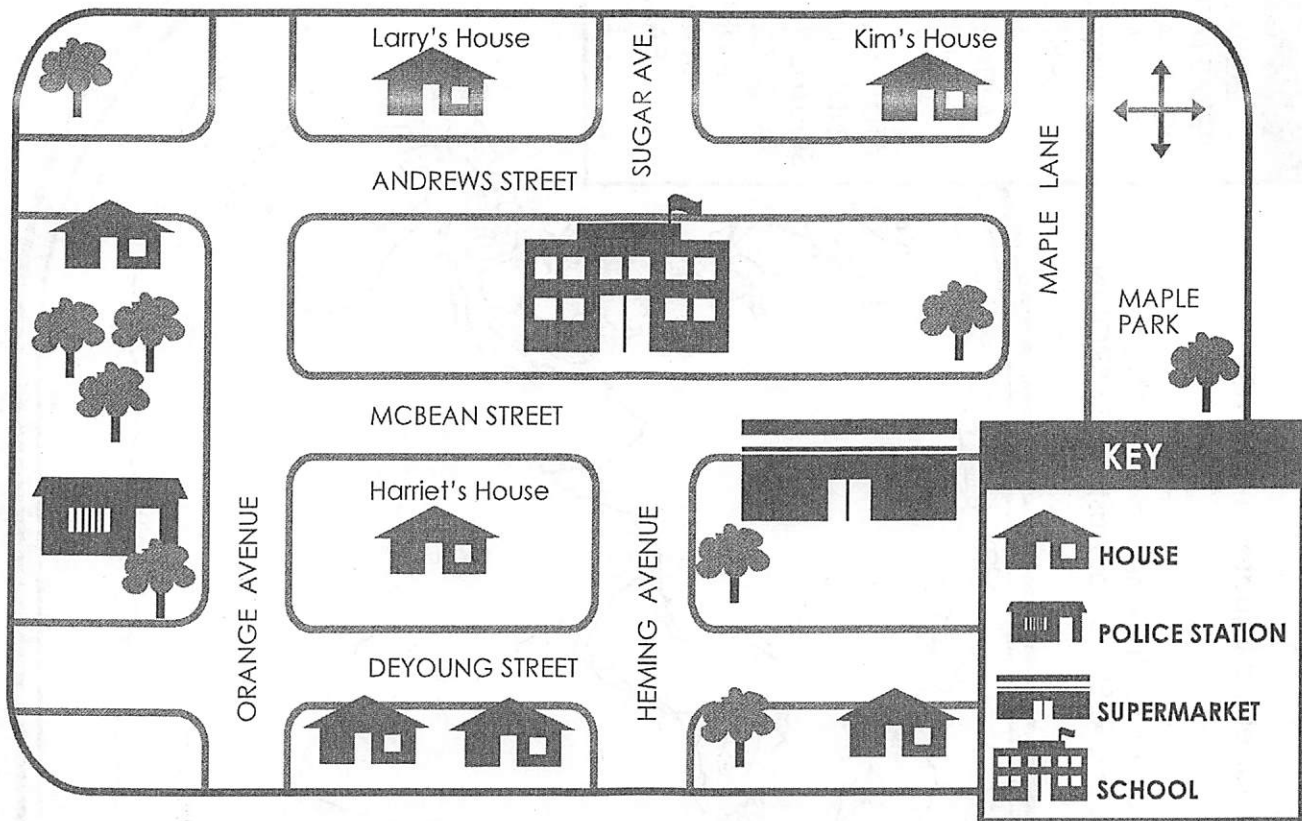


Study the classroom map to the left. Then use the compass below to answer the following questions.



1. Dean's desk is to the \_\_\_\_\_ of Mark's desk.
2. Jane's desk is to the \_\_\_\_\_ of Stan's desk.
3. To write on the chalkboard, Gary must leave his desk and walk \_\_\_\_\_ and \_\_\_\_\_.
4. To feed the hamster, Sally must leave her desk and walk \_\_\_\_\_ and \_\_\_\_\_.
5. The door is to the \_\_\_\_\_ of Donna's desk.

# TOWN MAP



**LABEL** the compass rose with N, S, E, W.

**Write NORTH, SOUTH, EAST OR WEST to complete each sentence.**

1. Harriet heads \_\_\_\_\_ to go to school.
2. Larry goes \_\_\_\_\_ to go to Harriet's house.
3. Kim heads \_\_\_\_\_ to go to the supermarket.
4. A police officer would go \_\_\_\_\_ to the supermarket.
5. Kids at school head \_\_\_\_\_ to play at the park.
6. Harriet's dad is a police officer. He heads \_\_\_\_\_ to go to work.
7. Larry heads \_\_\_\_\_ to go to school.
8. Kim heads \_\_\_\_\_ to visit Larry.

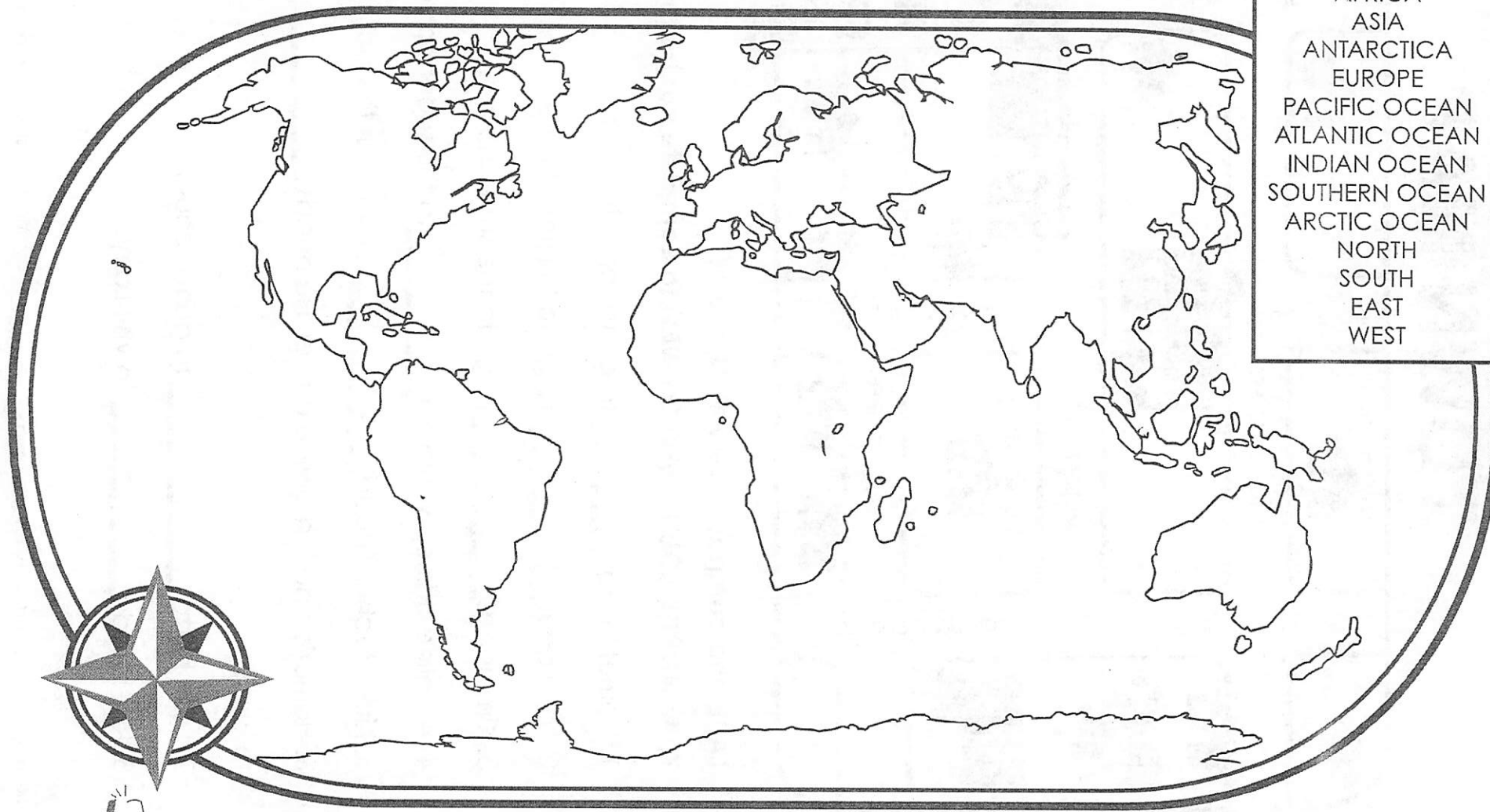
# WORLD MAP

## DIRECTIONS:

1. Draw and label the Prime Meridian in PURPLE. Draw and label the Equator in ORANGE.
2. Fill in the compass rose with the cardinal directions.
3. Color the oceans in BLUE and label all five oceans.
4. Color & label the continents. Color North America RED. Color South America in ORANGE. Color Europe in PURPLE. Color Africa in YELLOW. Color Asia in GREEN. Color Australia in BROWN. Color Antarctica in GREY.

## WORD BOX

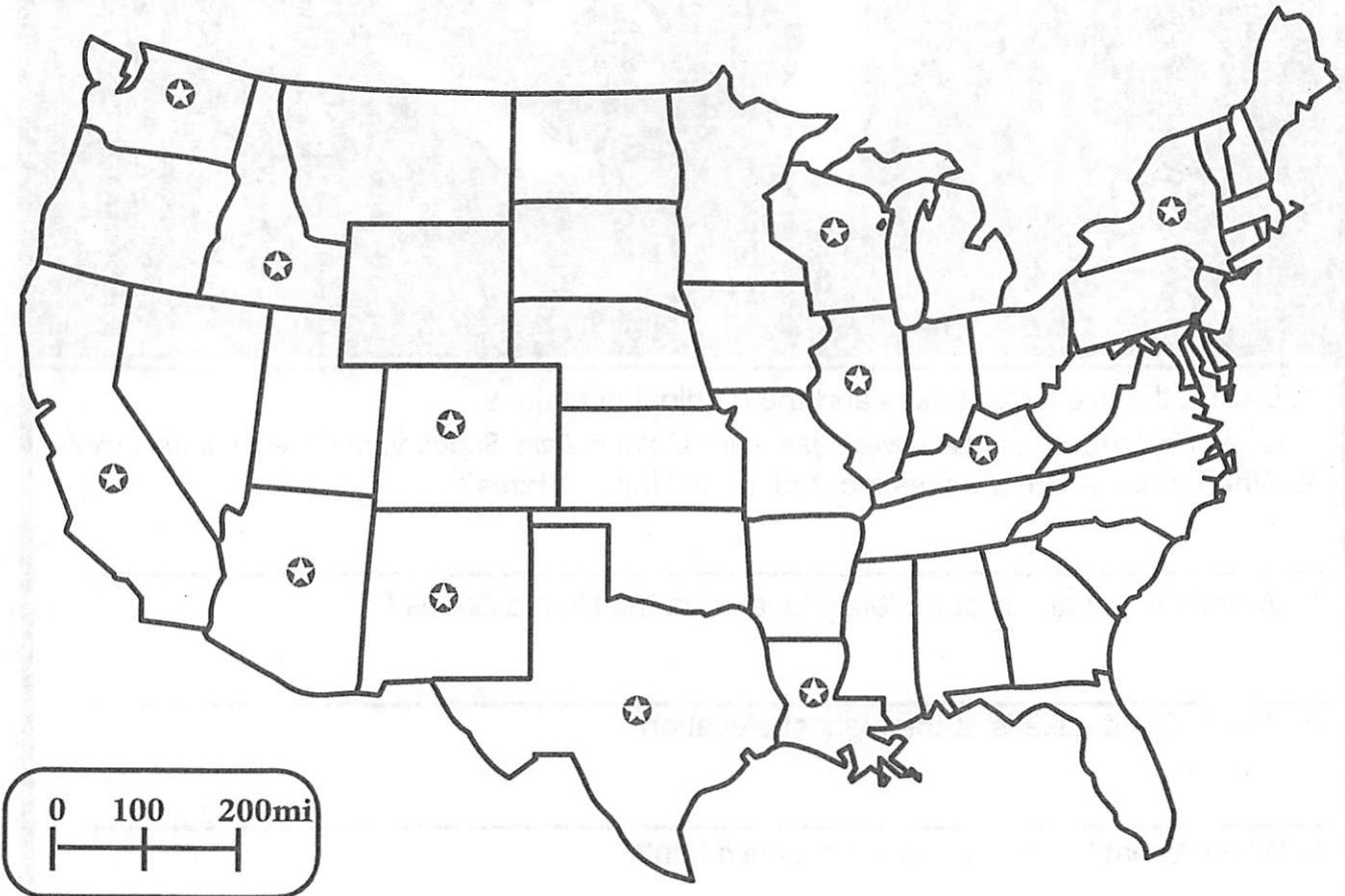
EQUATOR  
PRIME MERIDIAN  
NORTH AMERICA  
SOUTH AMERICA  
AUSTRALIA  
AFRICA  
ASIA  
ANTARCTICA  
EUROPE  
PACIFIC OCEAN  
ATLANTIC OCEAN  
INDIAN OCEAN  
SOUTHERN OCEAN  
ARCTIC OCEAN  
NORTH  
SOUTH  
EAST  
WEST



# Exploring Maps

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

Use your map skills to locate the following states and the distance between them. Use the scale below and the stars to help you. Make sure you measure from one star to the next.



Scale the following distances. Write your answers below.

1. From Texas to New Mexico. \_\_\_\_\_
2. From California to Washington. \_\_\_\_\_
3. From New York to Idaho. \_\_\_\_\_
4. From Colorado to Louisiana. \_\_\_\_\_
5. From Illinois to Arizona. \_\_\_\_\_
6. From Kentucky to Wisconsin. \_\_\_\_\_

# THE GREAT LAKES



1. LABEL the five Great Lakes and the cardinal directions.

*Lake Erie, Lake Huron, Lake Michigan, Lake Ontario, Lake Superior. north, east, south, west*

2. Where are the Great Lakes located in the United States?

---

3. Which Great Lake is completely located in the United States?

---

4. Which Great Lake is at the highest elevation?

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5. Which Great Lake is at the lowest elevation?

---

6. Which river is the primary outlet for the Great Lakes?

---

7. Lake Superior is the largest Great Lake. What U.S. States border Lake Superior?

---

# Technology Tools

## Language Arts



### **American Reading Bookshelf**

**Choose books to read independently!**

.Access through their Clever account.

Grades: K-4



### **Storyline Online**

**Listen to and watch a famous person read a story!**

**Website:** <https://www.storylineonline.net/>

No login required

Grades: K-4



### **Sora by Overdrive**

Sign library books out of the Kenton Schools library. Limit of 3.

Access through Clever on an iPad or a computer.

Grades 2-4

## Math



**IXL**

Practice math skills related to classroom content.

Use directions sent home to access.

Grades K-4



**Math Playground**

Practice math skills through games.

Website: [www.mathplayground.com](http://www.mathplayground.com)

No login required

Grades K-4

**GregTangMath**



**GregTangMath**

Practice math skills through games.

Website: [gregtangmath.com](http://gregtangmath.com)

No login required

Grades K-4

## Miscellaneous



### Typing Club

Practice typing skills.

Access through Clever

**Grades 3 and 4 ONLY. Accounts are already set up.**



### Scratch, Jr.

Create stories in a different way through coding with Scratch, Jr.!

Free app in iTunes and Google Play.

Only available on iPad or Android Device via app.

No login required

Grades K-4



### Swift Playgrounds

Solve puzzles using critical thinking and problem solving skills with Swift Playgrounds!

Free app in iTunes for iPad or Mac

No login required

Grades 2-4

## Accessing Clever

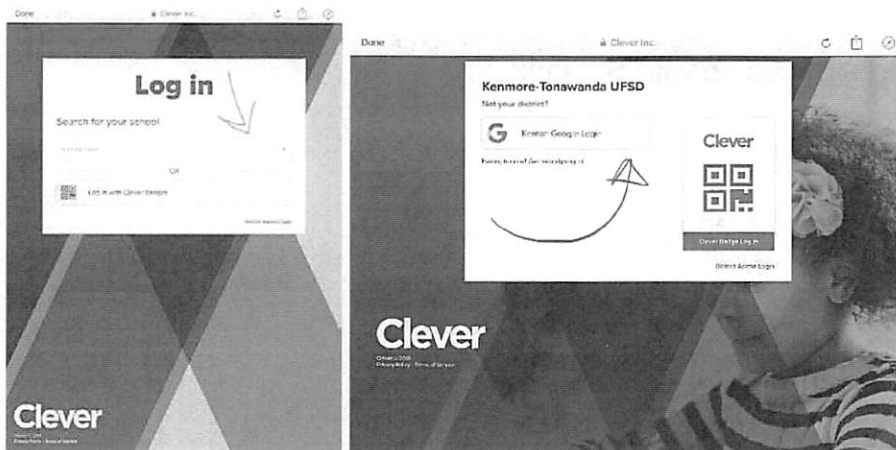
### iPad:

**Follow the steps below to access Clever with student badge for iPad:**

1. Download the [Clever app](#) from the app store.
2. Click "Allow to Access Camera"
3. Tap on Clever Badge login and scan badge using iPad camera.
4. Use badge sent home with student to log into Clever.

**Follow the steps below to access Clever with student logins.**

1. Download the [Clever app](#) from the app store.
2. Add your school/student's school or Kenton in the Search for your School Window.



3. Student adds district login credentials.

Example:

- [murphyja29@studnet.ktufsd.org](mailto:murphyja29@studnet.ktufsd.org)
- Password that begins with Ktt

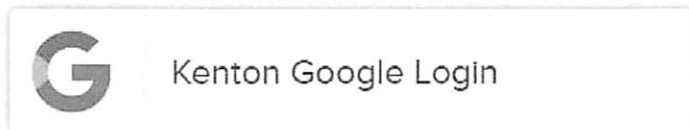
## Logging into Clever through a Laptop/Desktop

1. Log into Google Chrome using student credentials.
  - o In a Chrome Browser, type in <http://www.ktufsd.org/clever>
2. If the laptop or desktop has a camera, student can scan with a badge.



3. If you do not have a camera on your laptop/desktop and your student does not have a badge:

### **Select Kenton Login**



### **Email sample:**

- [murphyja29@studnet.ktufsd.org](mailto:murphyja29@studnet.ktufsd.org)
- Password that begins with Ktt