HANFORD ELEMENTARY SCHOOL DISTRICT

Learn from Home Recommended Daily Schedule Grades TK-2   Week #2

(Additional Resources and Educational Programming can be found at https://valleypbs.org/at-home-learning/ or on your Valley PBS Television Station.)
The schedule and resources listed below and in the following packet are encouraged but not required.

Before 8:00 a.m.	**Wake-up & get your day started:** ***Wash hands with soap and water.** Eat Breakfast & and Clean up Make Bed Hygiene Routine & Get dressed for the day
8:00-8:20	**With parent permission and supervision, take a morning walk outside or do stretches inside your house.** ***Wash hands with soap and water.**
8:20-9:00	**Read a Book:** These stories can be read multiple times with a focus on retell during the first listening, and then considering details, such as what characters did and why on Day 2 or 3 when listening again. **TK-2** — **Read and retell:** What happened? Where did the story take place? Was there a problem? What was it? How did the problem get solved? What was your favorite part? / **Read and retell:** What happened? Where did the story take place? Was there a problem? What was it? How did the problem get solved? What was your favorite part? • Enjoy your book! ***Wash hands with soap and water**
9:00-9:30	**With parent permission and supervision, play outside:** Stay Active. No Electronics! ***Wash hands with soap and water**
K-1 9:30-9:45	**Sight Words** ***Wash hands with soap and water**
K-1 9:45-10:30 2nd 9:30-10:30	**Writing:** **K-2** Make sure you have paper and pencil handy so you can get to work on your opinion writing. • **Day 1 with the book:** What was the story about? • **Day 2 with the book:** What was your favorite part? Why did you like that part? What was that part about? Share your writing piece with your family! ***Wash hands with soap and water**

10:30-11:00	Chores: • Go room by room and put things away. Your parents will love this! • If your parents say it is okay, sweep or vacuum a room in your house. • If your parents say it is okay, help your parents wipe counter tops, light switches, and door knobs throughout your house. *Wash your hands with soap and water.
11:00-12:00	Lunch: Eat lunch/clean up With parent permission and supervision, play outside: Work to be active! No electronics! *Wash your hands with soap and water.
12:15-1:15	Math Work *Wash your hands with soap and water.
1:15-2:00	Creative Time: Drawing or Crafting Wash your hands with soap and water.
K-1 2:00-2:15	Sight Words *Wash hands with soap and water
2nd 2:00-2:30	History or Science Watch an educational show on Valley PBS, Channel 18 *Wash hands with soap and water

Horario Recomendado Para El Aprendizaje Diario en Casa Para Grados TK-2 Semana #2

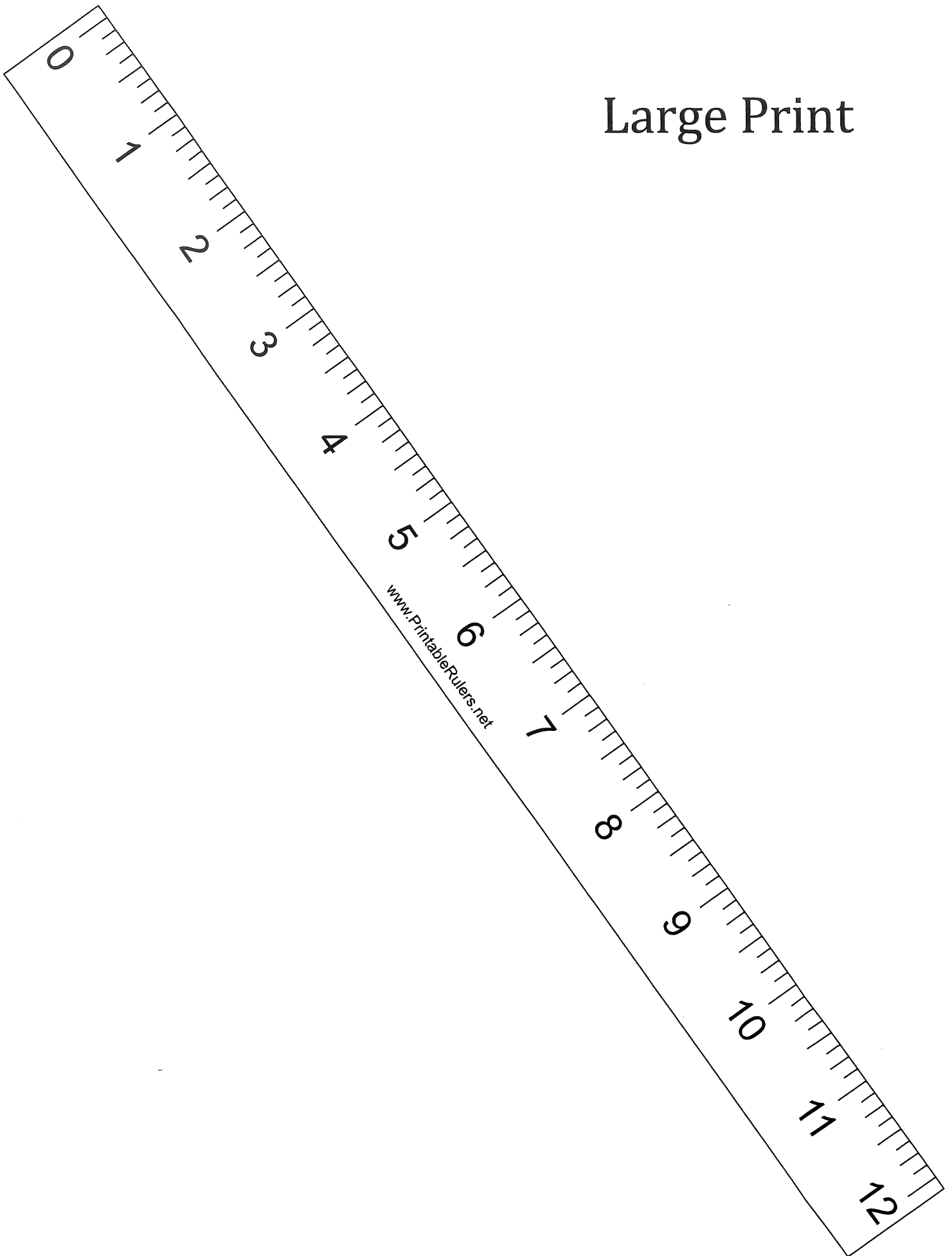(Recursos adicionales y Programación Educativa está disponible en https://valleypbs.org/at-home-learning/ o su estación local de Valley PBS.)

El siguiente horario y los recursos son solo una recomendación y no son requeridos.
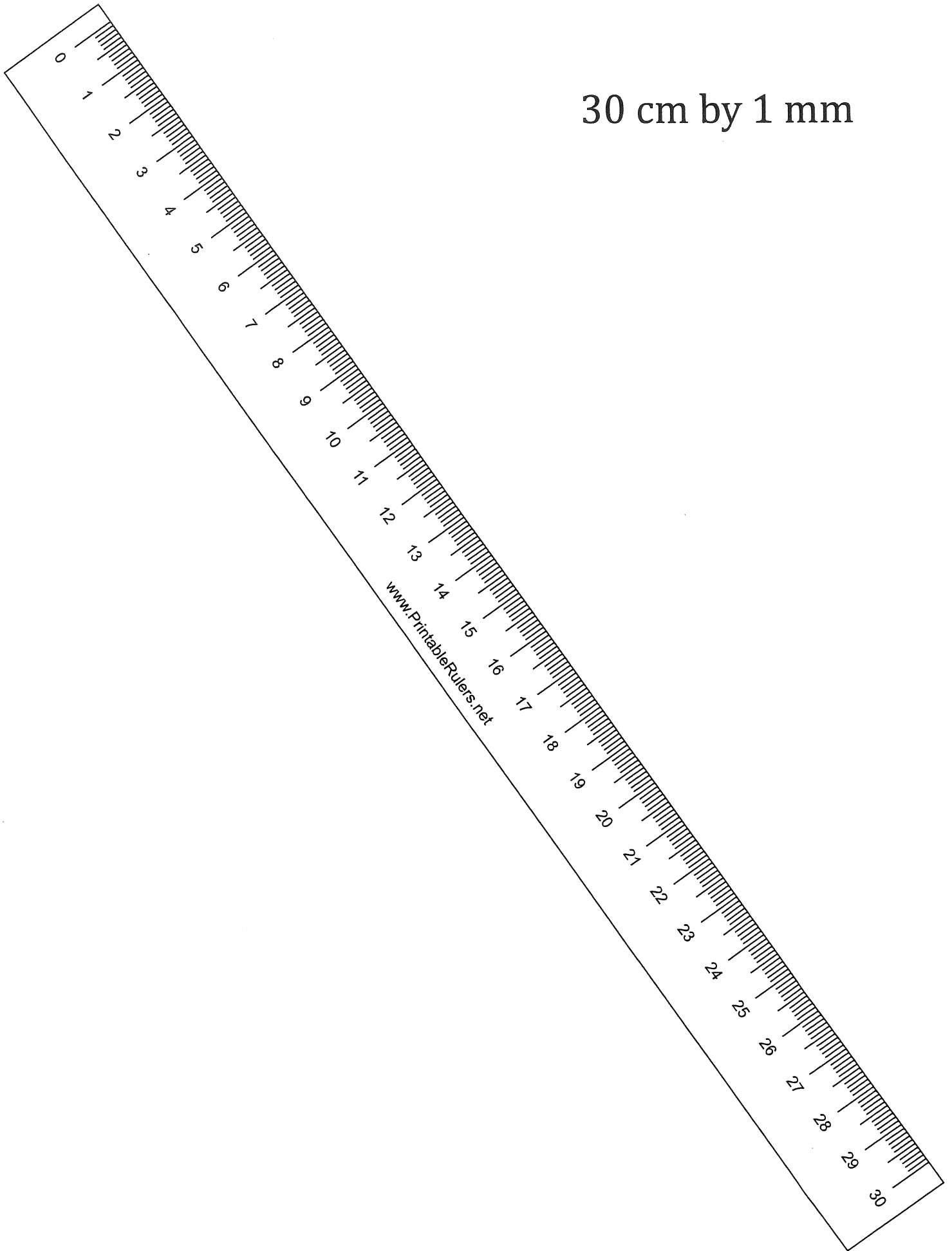
Antes 8:00 a.m.	**Despierta y comienza tu día:** ***Lavarse las manos con jabón y agua.** Come desayuno y limpia tu área. Tiende tu cama. Rutina de higiene y vestirse para el día.
8:00-8:20	**Si tus padres te dan permiso sal y camina bajo la supervisión de un adulto o puedes hacer estiramientos en tu casa.** ***Lavarse las manos con jabón y agua.**
8:20-9:00	Leer un Libro: Si no tienes un libro de "copia impresa", aquí tienes una opción vía el internet para escuchar cuentos leídos en voz alta y tener una discusión sobre el cuento (Grados K-2do). Estas historias/cuentos puedes ser repetidas varias veces con un enfoque diferente. Al escuchar/escuchar el libro la primera vez puede hacer un recuento, y para el segundo y tercer día pueden discutir los detalles, o los personajes. **TK-2** — **Read and retell:** What happened? Where did the story take place? Was there a problem? What was it? How did the problem get solved? What was your favorite part? — **Leer y Recontar:** ¿Qúe sucedió? ¿En dónde ocurrió el cuento? ¿Hubo algún problema? ¿Cúal fue el problema? ¿Cómo fue resuelto el problema? ¿Cúal fue tu parte favorita? • ¡Disfruta tu libro! ***Lavarse las manos con jabón y agua.**
9:00-9:30	**Pide permiso a tus padres y juega un rato afuera bajo la supervisión de un adulto:** Mantenerse Activo. ¡No Electronicós! ***Lavarse las manos con jabón y agua.**
K-1 9:30-9:45	**Palabras de Alta Frecuencia** ***Lavarse las manos con jabón y agua.**
K-1 9:45-10:30 **2nd** 9:30-10:30	**Escritura** **Grados K-2do** Asegurarse de tener suficiente papel y lápices para trabajar en tu escritura de opinión. • **Día 1 con un libro:** ¿De que se trato el libro? • **Día 1 con un libro:** ¿Cúal fue tu parte favorita? ¿Por qué te gusto esa parte? ¿De que se trato esa parte? ¡Comparte tu escritura con tu familia! ***Lavarse las manos con jabón y agua.**

10:30-11:00	**Quehaceres:** • Ve cuarto por cuarto y aguarda las cosas. ¡Tus padres estarán muy agradecidos! • Si tus padres están de acuerdo, barre o aspira una área de tu casa. • Si tus padres están de acuerdo, ayúdales a limpiar los mostradores, interruptores de luz, y manijas de las puertas a través de tu casa. *Lavarse las manos con jabón y agua.
11:00-12:00	**Almuerzo: Comer el almuerzo/y limpiar** Pide permiso a tus padres y juega un rato afuera bajo la supervisión de un adulto: ¡Intenta mantenerte activo! No electrónicos! *Lavarse las manos con jabón y agua.
12:15-1:15	**Matemáticas** *Lavarse las manos con jabón y agua.
1:15-2:00	**Tiempo Creativo:** **Aquí hay algunas ideas** Dijubar & Artesanias (Crafting) Limpia tu área de trabajo y aguarda los materiales. *Lavarse las manos con jabón y agua.
K-1 2:00-2:15	**Palabras de Alta Frecuencia** *Lavarse las manos con jabón y agua.
2nd 2:00-2:30	**Historia/Ciencias** Vea un programa educativo en Valley PBS, canal 18 *Lavarse las manos con jabón y agua.

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2nd Grade 10 Day Routine

Preparing for your child to read independently	Preparándose para que su hijo lea de forma independiente
Day 1 with a story: Have your child read the story. Help your child with words that are hard to read.	Día 1 con un cuento: Su hijo va a leer el cuento. Ayuda a su hijo a leer palabras que están difíciles a leer.
Day 2 with the same story: Read the story again. Discuss the questions.	Día 2 con el mismo cuento: Lee el cuento de nuevo. Discute las preguntas
Children can collect the texts and read them again and again.	Los niños pueden colectar todos los textos y leerlos una y otra vez.

Learning How Words Work- how many words can you make with the letters in each row? Can you make one long word with all the letters? (e.g., mother)			Aprendiendo Como Funciona Palabras		
e	h	m	o	r	t
a	c	k	r	t	s
a	m	p	s	t	s
i	s	p	r	t	
a	m	c	r	e	s

Learning How Words Work- What 2-syllable words can you make with the syllables below		Aprendiendo Como Funciona Palabras	
1st syllable	2nd syllable	1st syllable	2nd syllable
win	set	pan	der
sun	ple	pud	side
pur	nic	thun	cake
pic	dow	out	dle

Reading Comprehension Routine	Rutina de comprensión de la lectura
Read or listen to a story with your child. Read the title aloud. Ask your children to discuss what they see on the cover. Describe the cover using details about what you see in the picture, such as trees, a park, people sitting, etc. On each page, talk about what the words say, and also talk about what is in the pictures. Authors often add details in the pictures that are not in the words. Ask questions that focus on overall comprehension and ask students to think about the story. Use questions: What happened? Where are they? Who…? What is the problem How did they solve the problem? Would you want that character to be your friend? Why or why not?	Lee o escuche a un cuento con tu hijo. Lee el título en voz alta. Pídale a sus hijos que discutan lo que ven en la tapa del libro. Describe lo que ve utilizando detalles sobre lo que ve en el dibujo, como árboles, un parque, personas sentadas, etc. En cada página, hable sobre lo que dicen las palabras y también sobre lo que ve en los dibujos. Los autores a menudo agregan detalles en los dibujos que no están en las palabras. Haga preguntas que se enfoquen en la comprensión general y pida a sus hijos a pensar en el cuento. Use preguntas: ¿Qué pasó? ¿Dónde están? ¿Quién? ¿Cuál es el problema? ¿Cómo resolvieron el problema? ¿Quieres que ese personaje sea tu amigo? ¿Por qué o por qué no?

Main Idea/Idea Principal:

Detail/Detalle:

Detail/Detalle:

Summary/Resumen:

Write	Escribir
Every day: Write a story or write what the text was about. Be sure to tell about your favorite part and tell why you liked that part.	Cada día: Escribe un cuento o escribe de qué se trata el texto. Incluye tu parte favorite y por qué te gusto esta parte.

Phonemic Awareness Routine		Rutina de Conciencia Fonémica	
This routine is used to ensure that students have many opportunities to develop phonemic awareness skills necessary for emergent readers. Practice daily		Esta rutina se usa para asegurar que los alumnus la desarrollen conciencia fonémica necesaria para lectores emergentes. Practique estos ejercicios diario.	
1	**Phoneme Substitution** Adult: Say "sag." Child: sag Adult: Say "sag." Child: sag Adult: Change the /s/ to a /b/ What is the new word? Child: /bag/ Repeat with other words, such as man-fan-fin-fit, bag-bug-beg-big-bit, fit-fin-fun, ham-hum-hug, just-rust-rest-rent, etc. (do 3-5 words a day)	1	**Sustitución fonema** Adulto: Diga "los." Repite Niño: los Adulto: Diga "los." Repite Niño: los Adulto: Cambia /l/ a /n/ ¿Qué es la palabra nueva? Niño: /nos/ Repetir con otras palabras, tales como las-les-los, vez- mes-mas, con-son-pon, amo-humo, hada-nada, oso-ojo-hoja, mesa-masa, pasa-pesa, etc. (3-5 palabras cada día)
2	**Phoneme Segmentation-If students have trouble spelling short words…** Adult: Say "sag" Child: sag Adult: Say "sag" Child: sag Adult: Say the sounds in "sag." Child: /s /, /a /, /g/ (not the name of the letter but the sound it makes) Repeat with other 3 letter words	2	**Segmentación fonema** Adulto: Diga "los." Repite Niño: los Adulto: Diga "los." Repite Niño: los Adulto: Diga los sonidos en "los." Niño: /l /, /o /, /s /. (debe decir el sonido en vez del nombre de la letra) Repetir con otras palabras de 3 sonidos y con silabas
3	**Phoneme Blending-If students have trouble sounding out short words** Adult: Listen and repeat. /s /, /a/, /g/ Child: /s /, /a/, /g/ Adult: Repeat again (2 more times). /s /, /a/, /g/ Child: /s /, /a/, /g/ Adult: Say the word. Child: sag Repeat with other 3 letter words	3	**Combinación de fonemas** Adult: **Escuche y repita /l /, /o /, /s /.** Child: /l /, /o /, /s /. Adult: Repita la serie de fonemas otras 2 veces /l /, /o /, /s /. Child: /l /, /o /, /s /. Adult: Diga toda la palabra combinada. Child: los Repetir con otras palabras de 3 sonidos (y con silabas para formar palabras)

High-Frequency Words		Palabras de alta frecuencia	
Practice reading these words 3 times a day. Practice writing 3-5 words daily from memory.		Practique leyendo estas palabras 3 veces al día. Practique escribir 3-5 palabras diarias de memoria.	
1st	all, away, back, care, come, down, eat, father, for, going, have, help, hide, I'm, into, make, mother, out, play, said, say, she, shout, some, take, then, too, went, where, with, you, about, after, boy, bring, can't, cry, does, friend, from, give, good, hello, home, I'll, inside, jump, little, must, new, now, oh, our, please, put, saw, stay, thank, very, want, way, week, what, when, who, will, yes, again, around, ask, ball, because, before, better, climb, could, didn't, every, find, first, flower, found, great, house, know, made, many, more, night, old, open, other, outside, over, please, pretty, quick, right, school, slow, small, something, soon, talk, their, them, there, under, was, which, why, window, color words	1st	ellos, pan, está, bebé, cuando, niño, parque, estoy, baño, perogana, lápiz, libro, aquí, para, este, soy, gusta, dijo, vez, siempre, hace, hoy, luna, regla, donde, hoja, dice, quién, corre, que, hay, quiero, también, llama, noche, jugar, colores

My Bean Plant
by Rachelle Kreisman

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

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

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and I added some water.

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

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

Name: _____ Date: _____

1. What did Grandpa give to the main character?

    A. some green beans

    B. green bean seeds

    C. a fully-grown bean plant

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

    A. The soil got dry right away.

    B. A tiny stem grew after some time.

    C. The seeds quickly turned into green beans.

3. Read these sentences from the text.

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

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

What conclusion can you draw from this evidence?

    A. The main character has taken care of many different plants in the past.

    B. The main character is doing a good job of taking care of the bean plant.

    C. The main character doesn't really care about the bean plant.

4. Read these sentences from the text.

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

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

    A. because the main character normally hates the taste of green beans

    B. because the main character is way better at growing plants than Grandpa

    C. because the main character put work into taking care of the beans

5. What is the main idea of this story?

    A. The main character takes care of a green bean seed and helps it start growing into a plant.

    B. The main character's grandfather loves to grow vegetables, and he takes great care of all his plants.

    C. The main character is excited to eat green beans because they are a tasty vegetable.

6. Read these sentences from the text.

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

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

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

 A. need

 B. like

 C. change

7. Read these sentences from the text.

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

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

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

 A. so

 B. because

 C. but

8. What do plants need so they can grow?

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

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

How Not to Save a Sand Castle

by Linda Ruggieri
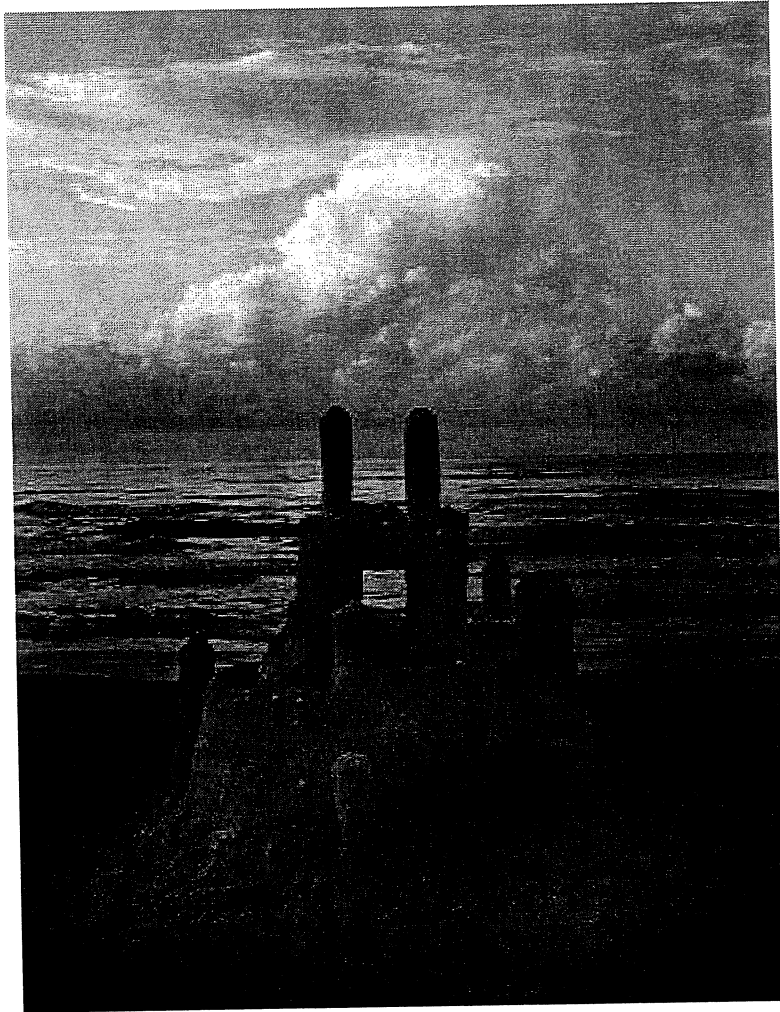
Gavin and Lily were working hard on their sand castle. They decorated it with shells. They built towers and doors. Their castle was gigantic!

Lily built a high wall to protect the sand castle from the wind. Gavin said he thought the wall would stop people from accidentally stepping on the castle and smashing it.

People walked by and said nice things about the sand castle. Lily and Gavin's mom took a photograph of it. Then she said it was time for lunch.

Lily and Gavin ran with their mom to the snack bar. "We will finish our castle when we get back," they said.

After lunch, the children went back to the beach. But where was the sand castle? Did the wind blow it down? Did someone step on it?

Lily and Gavin's mom explained what had happened. The ocean waves had moved up the beach. The rise and fall of the big waves had pushed water farther up onto the shore and the sand. The water must have washed away their castle.

"Some of our shells are scattered around here," said Lily. "We should build another sand castle."

"Okay," Gavin agreed. "Let's get started!"

Name: _____ Date: _____

1. What are Gavin and Lily doing at the beginning of the story?

    A. They are swimming in the ocean.

    B. They are taking a photograph.

    C. They are working on a sand castle.

2. Where does this story take place?

    A. at the beach

    B. at a park

    C. at a skating rink

3. Read this sentence from the story.

"Gavin and Lily were working hard on their sand castle."

What evidence from the story supports the idea that Gavin and Lily were working hard?

    A. They could not find their sand castle when they came back after lunch.

    B. Their sand castle was gigantic.

    C. Their sand castle was washed away by the ocean waves.

4. How do Gavin and Lily feel when they learn that their sand castle has been washed away?

    A. Gavin and Lily are upset and never want to build a sand castle again.

    B. Gavin and Lily are eager to build another sand castle.

    C. Gavin and Lily are surprised that the ocean was strong enough to wash away their sand castle.

5. What is the main idea of this story?

    A. Gavin and Lily build a big sandcastle, but the waves wash it away.

    B. Lily, Gavin, and their mom go to a snack bar for lunch.

    C. The people who walk by Gavin and Lily's sand castle say nice things about it.

6. Read this paragraph from the story.

"After lunch, the children went back to the beach. But where was the sand castle? Did the wind blow it down? Did someone step on it?"

Why does the author start writing questions in this paragraph?

    A. to show that none of the characters know what has happened to the castle

    B. to show readers what the children are thinking

    C. to show that even authors sometimes do not know what is happening in a story

7. Choose the answer that best completes this sentence.

The big ocean waves moved up the beach, _____ they washed away the sand castle.

    A. so

    B. because

    C. but

8. Why does Lily build a wall?

9. What does Gavin think the wall that Lily builds will stop people from doing?

10. Do Lily and Gavin do a good job of protecting their sand castle? Why or why not? Support your answer with evidence from the story.

The Paper Airplane Contest
by ReadWorks
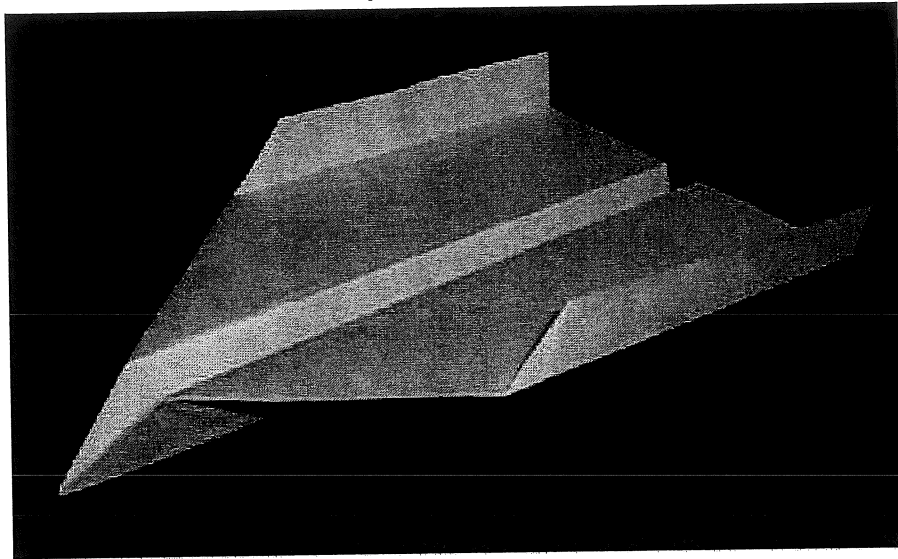
One time, the teachers at a school wanted to teach the students about airplanes. While all airplanes can fly, some are able to fly farther than others. This is because not all airplanes are built the same. For example, a fighter plane looks very different from a plane that people fly in when they want to go on a holiday. The teachers wondered how they could make students understand this.

Then, the science teacher, Mr. Moose, decided that the school should have a paper airplane contest. Every student would design a paper airplane. They would stand in a line in the playground behind the school. The students would take turns throwing their airplanes. The student whose airplane went the farthest would win.

When Mr. Moose announced the paper airplane contest to the students, they were very excited. A student named Paul, who was on the wrestling team, bragged to everyone else that his airplane would win. "I am the strongest," Paul said. "So I will be able to throw my airplane the farthest."

However, while Paul was saying this, another student, Brian, was thinking how *he* could win. Brian did not play any sports and was not very strong. But he loved airplanes and really wanted to win the contest.

Brian realized what he had to do. He went to the store and bought a big stack of paper. When he got home, he took the paper into his backyard. He took a piece of paper and folded an airplane. It didn't go very far, so Brian took another sheet and folded another airplane and threw it. This airplane went a little farther. Brian kept folding different kinds of airplanes and throwing them. Some went very far and some did not. Finally, when Brian had used all the paper, he walked up to the airplane that had flown the farthest and picked it up.

The next day was the contest. All the students lined up. Everyone took turns. After a while, everyone had

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thrown except Paul and Brian. Paul went first. With a mighty yell, he launched the airplane into the sky. It went farther than every other airplane. Everyone clapped.

Finally, it was Brian's turn. Brian took the airplane that he had picked up the day before. He walked up to the line and, with all his strength, he threw the plane. It went flying, farther and farther, until finally it landed - 10 feet past Paul's plane! The whole school cheered. Brian was the winner. Mr. Moose gave him a prize: a toy airplane.

Brian won because he tried out many solutions to the problem of how to make an airplane fly very far. He did this by testing out many different designs and comparing the results. When he found the design that worked best - the paper airplane that flew the farthest - he used it. Because Brian tried a lot of designs, he was able to make up for his lack of strength and beat Paul.

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Name: _____ Date: _____

1. What is the paper airplane contest?

    A. a contest to see which student is the strongest

    B. a contest to see which paper airplane flies the farthest

    C. a contest to see which student can build a fighter plane

2. A problem in this passage is how to make a paper airplane that flies far. What is Brian's solution to this problem?

    A. testing different paper airplane designs to figure out which one works best

    B. letting out a mighty yell as he walks up to the line and launches his paper airplane

    C. asking his science teacher for help before he starts building his paper airplane

3. Paul is stronger than Brian, but his paper airplane does not fly as far Brian's airplane.

What can be concluded from this information?

    A. Paul built a paper airplane with a better design than Brian's airplane.

    B. If Paul had thrown his paper airplane earlier in the contest, it would have flown farther.

    C. How far a paper airplane flies depends on more than just strength.

4. Based on the events of the story, what has a big effect on how far a paper airplane flies?

    A. the design of a paper airplane

    B. the color of a paper airplane

    C. the kind of paper the airplane is made out of

5. What is a theme of the story?

    A. the importance of building strength through sports like wrestling

    B. the importance of trying different ways to solve a problem

    C. the importance of always paying attention in science class

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6. Read these sentences: "Brian won because he tried out many solutions to the problem of how to make an airplane fly very far. He did this by testing out many different designs and comparing the results. When he found the **design** that worked best - the paper airplane that flew the farthest - he used it."

What does the word **design** mean above?

    A. the way something has been built

    B. the distance that something can travel

    C. the amount of time it takes to do something

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

Brian wins the paper airplane contest _____ he tried out different kinds of planes.

    A. because

    B. before

    C. so

8. Who expects to win the paper airplane contest because he is strong?

9. What do the teachers want to make students understand about airplanes?

10. Does the paper airplane contest teach students anything about how real airplanes fly? Explain why or why not, using evidence from the story.

Grandpa and Me

by Rachelle Kreisman

I am seven years old. I am in second grade, and I live with my parents and my little sister. My grandpa Robert lives nearby. When I visit him, my grandpa likes to talk about the past. His favorite stories are about his life when he was my age.

Grandpa grew up in a city. When he was a boy, he lived in an apartment building on the third floor. His dad owned a clothing store. Grandpa walked to and from school alone. After school, his friends often played baseball on the streets nearby. "We never played with computers," he told me, "because nobody had a computer at home." At night, his mom cooked dinner for just the two of them. His dad did not come home till very late.

My life is much different from Grandpa's life as a boy. I live in a house in a small town. My dad is a teacher, and my mom is a scientist. I take the bus to and from school. Dad is already home when I get there after school. I do homework and sometimes play on our computer. My dad cooks dinner. When mom comes home from work, the three of us eat together.

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Name: _____ Date: _____

1. Where did Grandpa grow up?

    A. in a city

    B. in a small town

    C. on a farm

2. A narrator is a character in a story who is also telling the story. Who is the narrator in "Grandpa and Me"?

    A. Grandpa

    B. Grandpa's mom

    C. a young person who lives in a small town

3. The life of the narrator is different from the life of the narrator's grandpa.

What evidence in the story best supports this statement?

    A. The name of the narrator's grandpa is Robert, but the author does not tell readers what the name of the narrator is.

    B. The narrator's dad is a teacher, but the dad of the narrator's grandpa owned a clothing store.

    C. The narrator sometimes plays on a computer after school, but Grandpa never played on a computer after school.

4. What is a similarity between the narrator and the narrator's grandpa?

    A. They both took a bus to get to school.

    B. They both played sports with their friends after school.

    C. They lived with both their parents while growing up.

5. What is the theme of this story?

    A. People can use the past to predict what the future will be.

    B. The past and the present can be very similar.

    C. The past and the present can be very different.

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6. Read these sentences from the text.

"My dad cooks dinner. When mom comes home from work, the three of us eat together."

Whom does the pronoun "us" refer to?

     A. the narrator, the narrator's mom, and the narrator's dad

     B. the narrator and the narrator's mom ONLY

     C. the narrator's mom and dad ONLY

7. Choose the answer that best completes this sentence.

The narrator takes a bus to school, _____ the narrator's grandfather walked to school.

     A. so

     B. because

     C. but

8. What does Grandpa Robert like to talk about?

9. Who did Grandpa eat dinner with as a boy and who does the narrator eat dinner with?

10. "My life is much different from Grandpa's life as a boy."

What is the biggest difference between the life of the narrator and the life of the narrator's grandpa? Support your answer with evidence from the story.

ReadWorks®

Tea with Grandma

by A.P. Raj

Ravi loved to talk to his grandma, who lived in India. Grandma had grown up in a small village called Tambaram and had lived there her whole life. Sometimes Ravi got to visit her with his mom and dad and his sisters. Grandma would make him tea and tell him stories about when she was growing up.

Ravi grew up in Texas, so Grandma's stories were very interesting to him. She lived in a different world. Grandma went to the temple. Ravi went to the church. Ravi was frightened by insects, but Grandma was not even scared of snakes. When he went on walks with her, Ravi was not afraid either.

When Ravi was younger, Grandma would often come to visit him in Texas. But now it was harder for her to travel, so she stayed at home. He missed her visits. Sometimes she would call on the phone. Grandma always called late at night. Dad explained to Ravi that when it was nighttime in Texas, it was daytime in India. Ravi loved hearing her voice on the phone. He would always ask Grandma if she would make him a cup of tea. She would always

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laugh and say, "Ravi, sweetheart, I can send you my voice, but not my tea."

One night, Ravi's grandmother didn't call. His mom and dad called him into the living room. They were sitting in front of a laptop, and asked him to come sit with them and look at the screen. Grandma was there, and she was drinking a cup of tea. She smiled at Ravi.

"Hello, dear!" she said to him.

Ravi's dad got up and went into the kitchen. Grandma asked Ravi a lot of questions, like she always did. She asked how he was doing in school. She asked how his friends were. She asked what he liked to do for fun. Ravi answered her questions and asked some of his own. He asked if Grandma still liked to go for walks to the temple. She said she did. Then he smiled and asked, "Grandma, can I have a sip of your tea?"

Ravi felt a tap on his shoulder, and his dad set down a steaming cup in front of him.

"We know how much you love to have tea with Grandma," his dad said. "Just be careful not to spill it." His dad smiled.

Ravi laughed and drank his tea with Grandma. His mom took a picture of him and the computer. The picture made Ravi happy, and he put it on his wall. Later, his mom showed him how to email the picture to Grandma and to his friends. Ravi was glad he could send pictures and words and voices. But he still hoped Grandma could send him some tea one day.

Name: _____   **Date:** _____

1. Where did Ravi's Grandma live?

     A. in Texas

     B. in India

     C. in China

2. What problem do Ravi and his Grandma face?

     A. Ravi and his Grandma are not able to speak to each other.

     B. Ravi and his Grandma live far away from each other.

     C. Ravi and his Grandma are not able to visit one another.

3. Ravi was able to visit his Grandma in India. Grandma often visited Ravi in Texas. Sometimes Grandma would call Ravi on the phone.

What does this evidence show?

     A. Ravi was able to keep in touch with his Grandma who lives far away in India.

     B. Ravi lost touch with his Grandma because she lived far away in India.

     C. Ravi and his Grandma did not make an effort to stay in touch with one another.

4. How does Ravi most likely feel about the time he has spent with his Grandma?

     A. Ravi most likely feels that the time he has spent with his Grandma is difficult.

     B. Ravi most likely feels that the time he has spent with his Grandma is a waste of time.

     C. Ravi most likely feels that the time he has spent with his Grandma is special.

5. What is this story mostly about?

     A. the difference between Texas and India

     B. why tea is important to Ravi

     C. how Ravi and his Grandma keep in touch

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6. Read the following sentences: "Ravi grew up in Texas, so Grandma's stories were very interesting to him. She lived in **a different world**. Grandma went to the temple. Ravi went to the church. Ravi was frightened by insects, but Grandma was not even scared of snakes."

What does the author mean when he writes Grandma lived in "**a different world**"?

    A. The place where Grandma lived in India was not like any other place on Earth.

    B. The place where Grandma lived in India was very different from where Ravi lived in Texas.

    C. Grandma lived in a country that was a lot like Texas.

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

Ravi's Grandma lived in India _____ Ravi was still able to communicate with her.

    A. so

    B. because

    C. but

8. What drink did Ravi's Grandma make for Ravi when he visited her in India?

9. How was Ravi able to have tea with Grandma when he was in Texas and she was in India?

10. Explain whether Ravi and his Grandma were able to keep a close personal relationship even though his Grandma lived far away. Use evidence from the text to support your answer.

Skip count by twos. Color in the numbers that match the numbers you say.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Measure lengths in inches and centimeters

Grade 2 Measurement Worksheet

Measure the height of each picture below in both inches and centimeters.

Height (round to the nearest inch or centimeter)		
Paper cup	Coffee Cup	Glass
_____ inches	_____ inches	_____ inches
_____ centimeters	_____ centimeters	_____ centimeters

Name:_____

Addition Within 100-No Regrouping

👓 Directions: Find the sums.

1.	57 + 10	2.	31 + 14
3.	49 + 20	4.	23 + 76
5.	56 + 22	6.	13 + 14
7.	16 + 41	8.	62 + 27
9.	52 + _3	10.	46 + 10

____ I double checked my work.

Skip count by fives. Color in the numbers that match the numbers you say.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Measure lengths in inches and centimeters

Grade 2 Measurement Worksheet

Measure the height of each picture below in both inches and centimeters.

Height (round to the nearest inch or centimeter)		
Flag	Rocket	Astronaut
_____ inches	_____ inches	_____ inches
_____ centimeters	_____ centimeters	_____ centimeters

Name:_____

Addition Within 100-No Regrouping

Directions: Find the sums.

1.	31 + 63	2.	64 + 20
3.	73 + 13	4.	36 + 52
5.	60 + 10	6.	39 + 30
7.	71 + 22	8.	78 + 11
9.	16 + 10	10.	72 + 17

____ I double checked my work.

2

Skip count by tens. Color in the numbers that match the numbers you say.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Differences in length (inches)

Grade 2 Measurement Worksheet

Measure the height of the pictures using an inch ruler.

Pine tree	Maple tree
Height: _____ inches	Height: _____ inches

Which one is taller? _____

By how much? _____

Name:_____

Addition Within 100-No Regrouping

60 Directions: Find the sums.

1.	62 + 20	2.	60 + 18
3.	43 + 43	4.	65 + 24
5.	54 + 3	6.	75 + 23
7.	21 + 15	8.	54 + 25
9.	32 + 43	10.	77 + 20

_____ I double checked my work.

Skip count by fives and color them blue.

Skip count by tens and color them red.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Differences in length (centimeters)

Grade 2 Measurement Worksheet

Measure the height of the pictures using a centimeter ruler.

Cupcake   Wedding cake

Height: _____ centimeters   Height: _____ centimeters

Which one is taller? _____

By how much? _____

Name:_____

Subtraction Within 100-No Regrouping

Directions: Find the sums.

1.	61 - 31	2.	48 - 22
3.	47 - 26	4.	80 - 70
5.	23 - 13	6.	74 - 32
7.	97 - 51	8.	49 - 30
9.	87 - 74	10.	30 - 20

____ I double checked my work.

Skip count by twos. Color in the numbers that match the numbers you say.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Differences in length (centimeters)

Grade 2 Measurement Worksheet

Measure the height of the pictures using a centimeter ruler.

Length of screwdriver: _____ centimeters
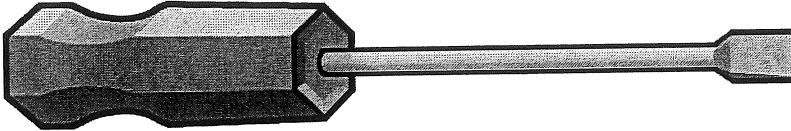
Length of hammer: _____ centimeters
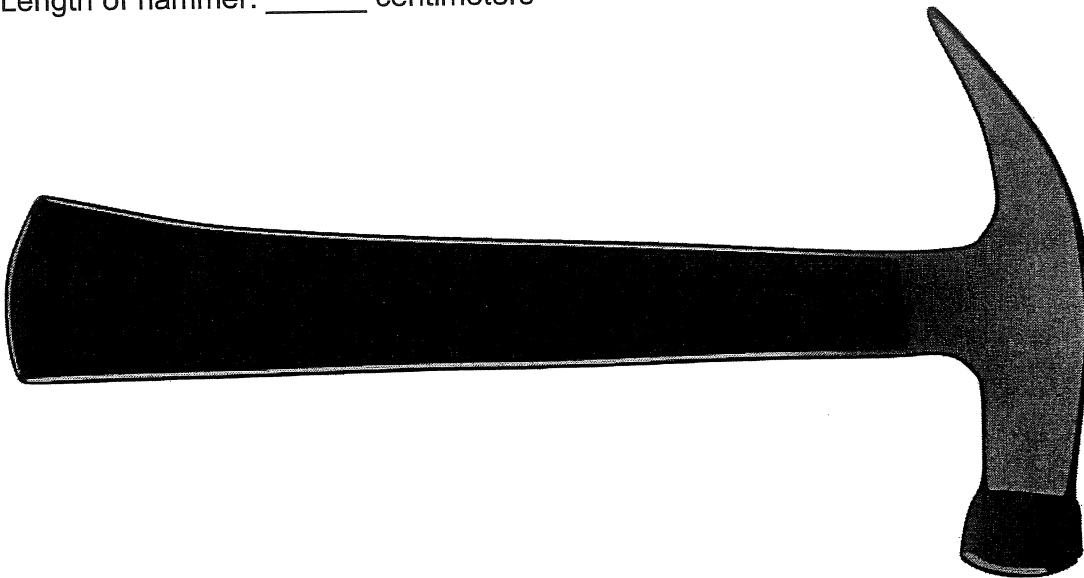
Which one is longer? _____

By how much? _____

Name:_____

Subtraction Within 100-No Regrouping

👓 Directions: Find the sums.

1.	82 - 60	2.	49 - 36
3.	16 - 6	4.	34 - 20
5.	64 - 10	6.	70 - 20
7.	63 - 23	8.	27 - 10
9.	23 - 13	10.	73 - 61

____ I double checked my work.

Skip count by fives. Color in the numbers that match the numbers you say.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Name: _____

1 Use a ruler to measure the length of the piece of tape in inches.
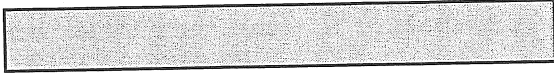
What is the length of the tape? _____ inches

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.
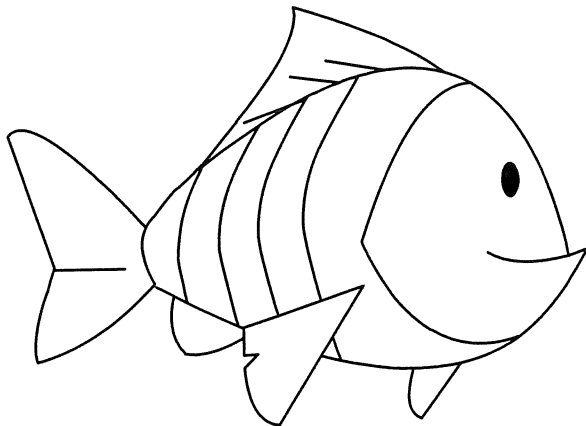
What is the length of the fish? _____ centimeters

Name:
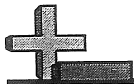
Solve each problem.

62	83	61	54
95	80	93	88
75	100	80	72
100	97	14	53

1. _____

2. _____

3. _____

1)   85
    + 8

2)   73
    + 22

3)   45
    + 38

4)   97
    + 3

4. _____

5. _____

6. _____

7. _____

5)   49
    + 31

6)   54
    + 21

7)   10
    + 4

8)   52
    + 2

8. _____

9. _____

10. _____

11. _____

9)   46
    + 34

10)   49
    + 13

11)   27
    + 26

12)   57
    + 15

12. _____

13. _____

14. _____

15. _____

13)   45
    + 16

14)   65
    + 35

15)   84
    + 4

16)   56
    + 41

16. _____

Skip count by tens. Color in the numbers that match the numbers you say.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

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?
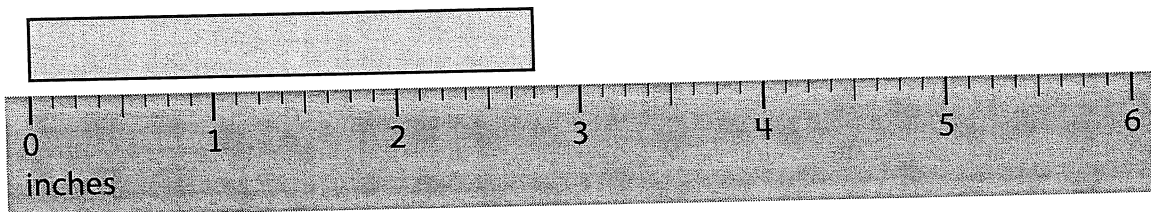
The rectangle is about _____ inches long.

i-Ready

Solve each problem.

Name:

1) 60
  + 18

2) 21
  + 9

3) 74
  + 8

4) 52
  + 41

5) 74
  + 13

6) 80
  + 2

7) 95
  + 3

8) 11
  + 4

9) 22
  + 10

10) 79
   + 15

11) 88
   + 1

12) 19
   + 5

13) 78
   + 4

14) 81
   + 17

15) 66
   + 27

16) 74
   + 12

17) 23
   + 18

18) 60
   + 16

19) 86
   + 11

20) 55
   + 45

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Starting at ten, skip count by tens and fill in the missing numbers.

	20			
			90	100
110				150
			190	200
		330	340	
				500

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?
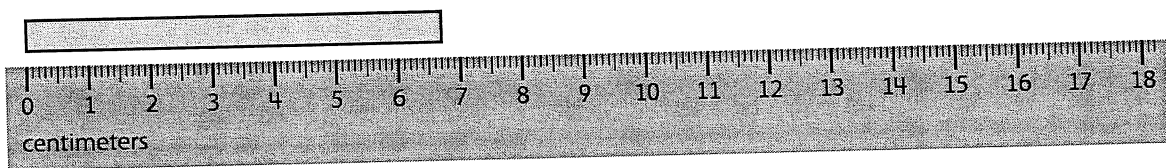
The tape is about _____ centimeters long.

i-Ready

30

Name:

Solve each problem.

15	94	32	24
30	86	98	89
93	78	93	82
98	82	87	82

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

1)   60
   + 18

2)   21
   + 9

3)   74
   + 8

4)   52
   + 41

5)   74
   + 13

6)   80
   + 2

7)   95
   + 3

8)   11
   + 4

9)   22
   + 10

10)   79
   + 15

11)   88
   + 1

12)   19
   + 5

13)   78
   + 4

14)   81
   + 17

15)   66
   + 27

16)   74
   + 12

Starting at five, skip count by fives and fill in the missing numbers.

5		15	20						
					80				
			170						
				275					
		315						340	
	360					385			
		415							
455					480				500

Units of length (inches and feet)

Grade 2 Measurement Worksheet

Fill in the proper unit (inches or feet) for each of the measurements below.
Hint: 1 foot = 12 inch

Height of a sundae: 7 _____	Length of a hammer: 15 _____
Height of a boy: 4 _____	Length of a key: 2 _____
Length of a paintbrush: 8 _____	Length of a picture frame: 2 _____
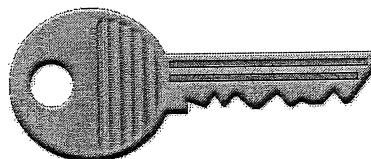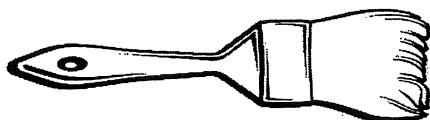
Name:_____

Subtraction Within 100-Regrouping

Directions: Find the sums.

1.	44 - 38	2.	75 - 18
3.	26 - 17	4.	58 - 39
5.	75 - 36	6.	88 - 59
7.	92 - 88	8.	90 - 68
9.	68 - 49	10.	21 - 6

____ I double checked my work.

Starting at 100, skip count by hundreds and fill in the missing numbers.

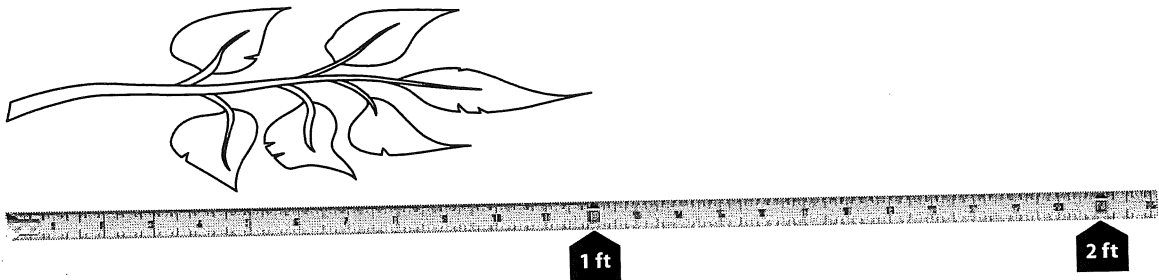|		
100	200	300
		600
700		

Name: _____

What is the length of the baseball bat to the nearest foot?
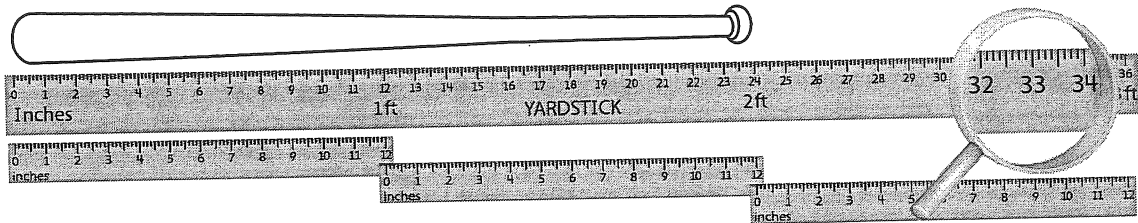
The baseball bat is about _____ feet long.

What is the length of the branch to the nearest foot?

The branch is about _____ foot long.

i-Ready

29

Name:_____

Subtraction Within 100-Regrouping

Directions: Find the sums.

1.	28 - 19	2.	26 - 18
3.	32 - 26	4.	46 - 7
5.	54 - 38	6.	55 - 29
7.	88 - 19	8.	60 - 11
9.	42 - 14	10.	64 - 16

____ I double checked my work.