

Grade 2 Work Packet
(week 4)

Paquete del Grado 2

Reading Log

Registro de Libros

<i>Date/ Fecha</i>	<i>Title of Book Read/ Titulo de libro leído</i>	<i>Time Reading/ Tiempo Leyendo</i>	<i>Family Signature/ Firma de familia</i>
4/6/20			
4/7/20			
4/8/20			
4/9/20			

Name: _____

Fill in the Blanks

paw	taught	awful	lawn	caught
daughter	hawk	faucet	saw	yawn

1. Miss Smith _____ us to add and subtract numbers.
2. I baited the hook, cast the rod, and _____ a fish.
3. Karen is her parents' _____.
4. That was an _____ storm.
5. Can you cut the grass on the _____?
6. The sink _____ in the kitchen is dripping.
7. I saw you _____ and then I yawned, too.
8. Did you see the _____ chase the mouse?
9. The dog cut his _____.
10. Dad used a _____ to cut the wood.



Name: _____

CCSS 2.OA.2 Fluently add and subtract within 20....

Sums of 10

Directions: Find the sums.

$__+8=10$

$__+9=10$

$3+__=10$

$__+6=10$

$4+__=10$

$__+5=10$

$7+__=10$

$1+__=10$

$2+__=10$

$0+__=10$

$2+__=10$

$4+__=10$

$2+__=10$

$3+__=10$

$7+__=10$

$__+9=10$

$3+__=10$

$__+5=10$

$__+6=10$

$1+__=10$

$__+5=10$

$2+__=10$

$__+8=10$

$__+6=10$

$0+__=10$

$7+__=10$

$4+__=10$

$__+8=10$

$__+5=10$

$__+6=10$

$__+9=10$

$__+9=10$

$0+__=10$

$__+9=10$

$7+__=10$

$1+__=10$

$3+__=10$

$__+8=10$

$0+__=10$

$0+__=10$

$__+6=10$

$__+9=10$

$1+__=10$

$4+__=10$

$__+8=10$

$4+__=10$

$2+__=10$

$__+5=10$

$3+__=10$

$1+__=10$

Name _____

I can determine the unknown number in addition problems & part-part-whole relationships.



What's Missing?

Whole 10	
Part 3	Part

Whole 13	
Part 9	Part

Whole 12	
Part	Part 3

Whole 15	
Part 10	Part

Whole 9	
Part	Part 1

Whole 18	
Part 5	Part

Whole 16	
Part 2	Part

Whole 14	
Part	Part 2

Whole 20	
Part	Part 2

Whole 10	
Part 3	Part

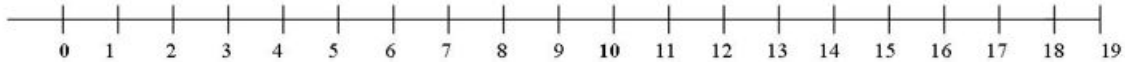
Whole 9	
Part 2	Part

Whole 17	
Part	Part 6

Name: _____ Date: _____

Mixed Subtraction Review

Directions: Use the number line to count back to subtract.



Subtract to find the difference.

$13 - 4 = \underline{\quad}$	$9 - 5 = \underline{\quad}$	$14 - 8 = \underline{\quad}$	$17 - 7 = \underline{\quad}$
$11 - 6 = \underline{\quad}$	$12 - 7 = \underline{\quad}$	$8 - 6 = \underline{\quad}$	$15 - 4 = \underline{\quad}$

Use double facts to help you subtract.

$5 - 0 = \underline{\quad}$	$5 - 5 = \underline{\quad}$	$7 - 0 = \underline{\quad}$	$7 - 7 = \underline{\quad}$
$9 - 0 = \underline{\quad}$	$9 - 9 = \underline{\quad}$	$3 - 0 = \underline{\quad}$	$3 - 3 = \underline{\quad}$
$8 - 0 = \underline{\quad}$	$8 - 8 = \underline{\quad}$	$6 - 0 = \underline{\quad}$	$6 - 6 = \underline{\quad}$

$9 + \underline{\quad} = 18$	$18 - 9 = \underline{\quad}$	$8 + 8 = \underline{\quad}$	$16 - 8 = \underline{\quad}$
$4 + 4 = \underline{\quad}$	$8 - 4 = \underline{\quad}$	$\underline{\quad} + 7 = 14$	$14 - 7 = \underline{\quad}$

Score: /
www.2ndgradeworksheets.net

Name: _____

Read the words in the box aloud. Then circle the letter that stands for the /i/ sound in each word. Then write the words with the /i/ sound spelled 'i' under *skin* and the words with the /i/ sound spelled 'y' under *system*.

kick	gym	gift	hill	myth	lip
syllable	milk	antonym	synonym	acting	did

'i' like *skin*

kick

'y' like *system*

 Name: _____

CCSS 2.NBT.1 Understand place value
Primer, Prerequisite

Place Value

Directions: Write the value of the underlined digit.

54

50

47

7

83

80

35

89

33

74

25

44

51

37

62

55

42

18

39

16

38

40

89

99

70

28

48



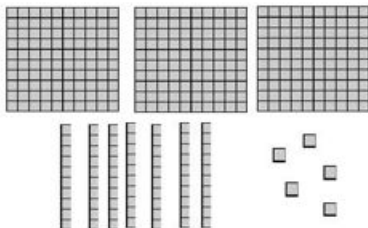
Name: _____

CCSS 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Place Value Blocks

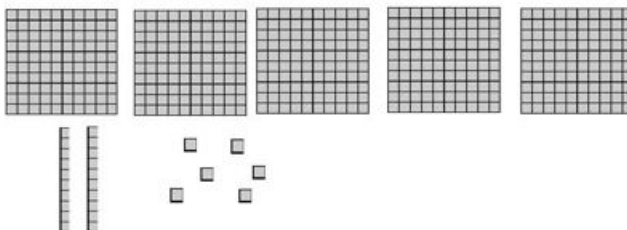
Directions: Write the number shown by the blocks using digits.

1.

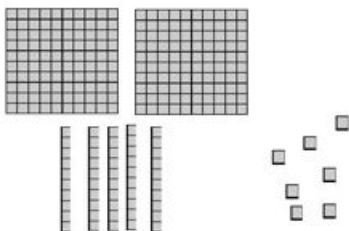


375

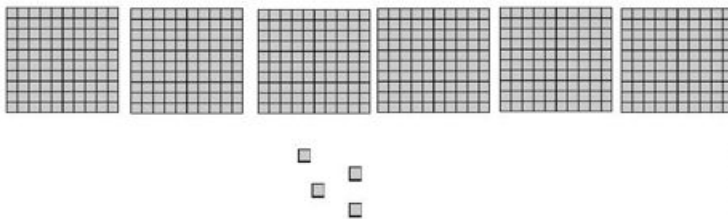
2.



3.



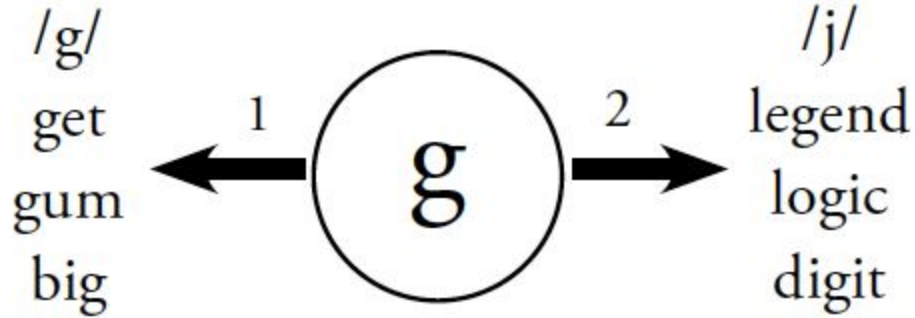
4.



____ I double checked my work.

Name: _____

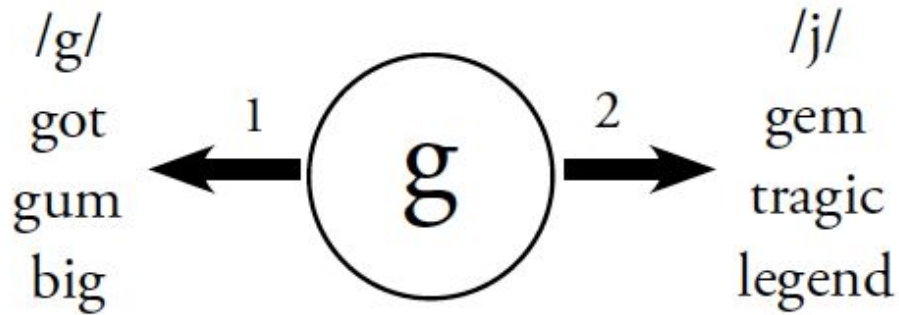
Circle the 'g' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 'g' under the heading *get* if the tricky spelling is pronounced /g/ or *legend* if it is pronounced /j/.



	/g/ get	/j/ legend
1. Was it a trick, or was it magic?		magic
2. Drink from a glass.		
3. In the pond, there was a frog.		
4. I can't bend this branch, it's rigid.		
5. Beth had a stick of gum.		
6. Dad got Mom a gift.		
7. My dad went to two colleges.		

Name: _____

Circle the 'g' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 'g' under the heading *got* if the tricky spelling is pronounced /g/ or *gem* if it is pronounced /j/.



	/g/ got	/j/ gem
1. He did a magic trick.		magic
2. This fish has gills.		
3. Dad is the best at golf.		
4. The cat is in a cage.		
5. Brr! That pond was frigid!		
6. A present is a gift.		
7. Mom had a stick of gum.		



Name: _____

CCSS 2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results

Comparing Three Digit Numbers

Directions: Compare the numbers using $>$, $<$, and $=$ to record the results.

295 _____ 335	703 _____ 533
108 _____ 108	134 _____ 185
488 _____ 488	810 _____ 106
469 _____ 504	854 _____ 760
328 _____ 818	296 _____ 606
639 _____ 937	879 _____ 764
191 _____ 906	722 _____ 891

____ I double checked my work.

Name _____

Balance each equation. Make the sum on the right side of each addition problem **equal** the sum on the left side. Use the scale and dot cards to help you.

$3 + 2 = 1 + \underline{\quad}$	$2 + 4 = 1 + \underline{\quad}$
$4 + 6 = \underline{\quad} + 8$	$6 + 2 = 5 + \underline{\quad}$
$7 + 2 = 5 + \underline{\quad}$	$5 + 2 = \underline{\quad} + 6$
$0 + 5 = 3 + \underline{\quad}$	$3 + 4 = 2 + \underline{\quad}$
$3 + 7 = \underline{\quad} + 1$	$6 + 3 = 7 + \underline{\quad}$
$3 + 2 = 1 + \underline{\quad}$	$2 + 6 = 7 + \underline{\quad}$

Name: _____

Parent/Teacher Instructions: Have the student write the words with the tricky spelling 'c' pronounced /k/ under *can* and the words with the tricky spelling 'c' pronounced /s/ under *cent*.

process	cram	clap
panic	dances	camp
credit	cell	cot
scan	princess	cab

/k/
can

/s/
cent

process

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

Name: _____

CCSS 2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones..

Place Value

✎ Directions: Write the digits in the correct place to form a number.

5 tens, 6 hundreds, 4 ones

654

3 ones, 1 ten, 1 hundred

2 hundreds, 8 tens, 7 ones

9 tens, 9 ones, 8 hundreds

4 ones, 8 hundreds, 1 ten

6 hundreds, 6 ones, 7 tens

4 tens, 5 ones

3 hundreds, 8 tens, 4 ones

Name _____

It's a place value mystery



Help Detective Jones find out who stole all 10 of the ones blocks.

Fill out the code below and be a place value detective!

109

20

37

86

If there is a 7 in the ones place write an "N" on the line.	If there is a 2 in the tens place write a "E" on the line.
If there is a 1 in the hundreds place write a "T" on the line.	If there is a 8 in the tens place write an "S" on the line.