

# Distance Learning Packet

## Week 2

Name:

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(First and Last Name)

Teacher: \_\_\_\_\_

**2<sup>ND</sup> GRADE**

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Week # 2 Due: Friday, May 8, 2020  
Brown/Delucchi & Bailey 2<sup>nd</sup> Grade

Name \_\_\_\_\_

Reading

Use the log below to write in the title of your book. We are asking you to read for 20 minutes each day.

Reading Log: Please have your child read, or you read to your child for 20 minutes daily.

Title (if more than one, choose one to list)

	Minutes Read
Tuesday:	
Wednesday:	
Thursday:	
Friday:	
Saturday:	
Sunday:	
Monday:	

Spelling Words (practice daily please)

1. ball	9. walk
2. small	10. sought
3. paw	
4. jaw	
5. pause	
6. sauce	
7. taught	
8. chalk	

Practice by verbally spelling long /a/ vowel variant spelling words with your child. Please create flashcards and use them to study with daily. Use lined paper you have at home to take a practice test on Wednesday. If you misspell the word write each word three times. Take a spelling test on Friday! Email us if you get all 10 correct!!!



Language Arts

- Monday-Friday Daily Writing-Please use graphic organizer and write for 15 minutes by selecting from the 25 Opinion Writing prompts sheet. Use the Opinion Writing instructions sheet to help you.
- Please complete Language Art Pages 231-235, 237, 238, & 240. Remember to time yourself on page 233 & 234 and check for fluency. Use lined paper at home and write a story that tells how the problem is solved. Use an animal as the character and include how the character feels, and the steps the character took to solve the problem. Your story must have a beginning, middle, end, feelings, a problem, and a solution. Draw an illustration to match your story. We would love to hear you read your story during our zoom call!
- 



Math Zone

- Complete one 1/4 sheet Warm-Up each day (Week 7 Day 1)
- Please complete the Pre-tests for Chapters 9, 10, and 11. These skills review Unit 4 Measurement including graphing, telling time, and measuring in inches and centimeters. We provided a template of a ruler if you do not have one at home.
- Then complete the Chapter Tests for 9, 10 and 11.
- Fluency page should be a quick review of facts. These pages should not take a lot of time.
- Math game if extra time: Addition War. See attached page for directions.



# 25 Opinion Writing

- favorite ice cream flavor
- favorite book
- favorite sport
- favorite TV show
- favorite movie
- favorite celebrity
- favorite food
- favorite dessert
- favorite school subject
- favorite recess activity
- favorite teacher
- favorite place to visit
- favorite toy
- favorite candy
- favorite video game
- favorite team
- favorite restaurant
- favorite board game
- favorite animal
- should kids have more or less recess
- should kids have more or less homework
- should kids have more or less technology time
- should kids have more or less chores
- the worst vegetable
- should kids go to school in the summer



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

## Opinion Writing

Opinion

\_\_\_\_\_

Reason 1

One reason is

\_\_\_\_\_

\_\_\_\_\_

Reason 2

Also,

\_\_\_\_\_

\_\_\_\_\_

Reason 3

Lastly,

\_\_\_\_\_

\_\_\_\_\_

Glosing  
Sentence

\_\_\_\_\_

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

# Opinion Writing

Opinion

\_\_\_\_\_

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One reason is

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Also,

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Lastly,

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\_\_\_\_\_

Closing  
Sentence

\_\_\_\_\_

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

## Opinion Writing

Opinion

\_\_\_\_\_

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One reason is

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Also,

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Reason 3

Lastly,

\_\_\_\_\_

\_\_\_\_\_

Glosing  
Sentence

\_\_\_\_\_



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

## Opinion Writing

Opinion

\_\_\_\_\_

Reason 1

One reason is

\_\_\_\_\_

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Reason 2

Also,

\_\_\_\_\_

\_\_\_\_\_

Reason 3

Lastly,

\_\_\_\_\_

\_\_\_\_\_

Glosing

Sentence

\_\_\_\_\_

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

# Opinion Writing

Opinion

\_\_\_\_\_

Reason 1

One reason is

\_\_\_\_\_  
\_\_\_\_\_

Reason 2

Also,

\_\_\_\_\_  
\_\_\_\_\_

Reason 3

Lastly,

\_\_\_\_\_  
\_\_\_\_\_

Closing

Sentence

\_\_\_\_\_

Name \_\_\_\_\_

curious	distance	Earth resources	enormous
gently	proudly	rarely	supply

**Read the story. Choose words from the box to complete the sentences. Then write the answers on the lines.**

Sam was eager to learn, or \_\_\_\_\_ about coal. He traveled quite a \_\_\_\_\_ to the library. There he found an \_\_\_\_\_ book. It was about \_\_\_\_\_.

The book was \_\_\_\_\_ used, so it looked new. Sam did not want to rip the pages, so he turned them \_\_\_\_\_.

He learned that there is a \_\_\_\_\_ of coal underground. Sam \_\_\_\_\_ reported all he had learned about coal to his class.

Name \_\_\_\_\_

The letters *a*, *aw*, *au*, *augh*, *al*, and *ough* can stand for the vowel sound you hear in *call*, *dawn*, *sauce*, *caught*, *salt*, and *thought*.

**A. Read each word. Circle the word that has the same vowel sound as the first word. Write it on the line. Underline the letters that spell the vowel sound.**

1. yawn      bank      fault      \_\_\_\_\_

2. cause      hawk      rail      \_\_\_\_\_

3. hall      fought      last      \_\_\_\_\_

4. walk      sale      tall      \_\_\_\_\_

5. taught      day      chalk      \_\_\_\_\_

In a long word, the letters that make up a vowel team stay together in the same syllable.

**B. Draw a line to divide each word into syllables. Circle the vowel team.**

6. yellow

7. awful

8. pointer

9. caution

Name \_\_\_\_\_

Read the passage. Use the make predictions strategy to tell what you think might happen next.

## The Recycling Contest

00 Ms. Hines was the principal at Grover School. Each  
09 day, she saw that students threw away sheets and sheets  
19 of paper. She called a meeting to talk about recycling.

29 Ms. Hines explained why recycling was important.  
36 She ended her speech this way, "Let's help save the  
46 Earth. If we all pitch in, we can make a difference."

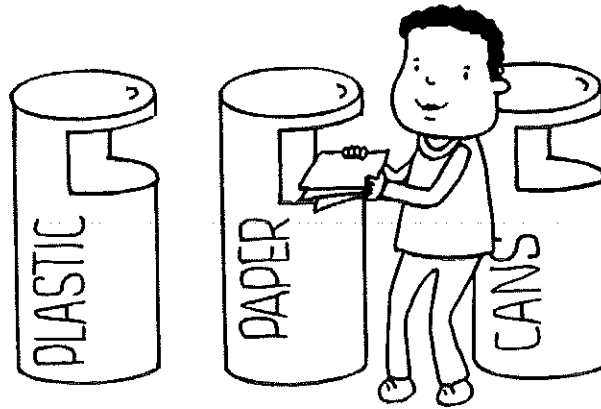
57 The students cheered and went back to their rooms.  
66 The next few days, Ms. Hines watched the students.  
75 They were not recycling! Ms. Hines decided to try  
84 another plan.

86 "Grover School is having a contest," she told the  
95 students. "The class that recycles the most paper in one  
105 week will win a prize. The contest begins tomorrow."

114 "Our class can win," said Eric. He was in second  
124 grade.

125 His teacher, Mrs. Park, said, "Let's try our best."

Name \_\_\_\_\_



134 Ms. Hines gave each class a recycling bin. She made a  
145 big wall chart. Each time a class filled a bin with paper,  
157 they emptied it into a giant container. Ms. Hines kept  
167 track of the paper on her chart.

174 Eric reminded all his classmates to recycle. If he saw  
184 someone throwing away some paper, Eric called, "Put  
192 that paper in the bin." He never forgot to recycle.

202 At the end of the week, Ms. Hines called another  
212 meeting. She held up the recycling chart. Eric's class had  
222 won the contest!

225 "This is your prize," she said. "You get an extra ten  
236 minutes outside at recess for one week. You can enjoy  
246 the Earth that you are helping to save!"

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What is the problem in the passage?

\_\_\_\_\_

\_\_\_\_\_

2. What is one step that Ms. Hines takes to solve the problem?

\_\_\_\_\_

\_\_\_\_\_

3. What is the solution to the problem?

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to how you raise and lower your voice. Stop after one minute. Fill out the chart.**

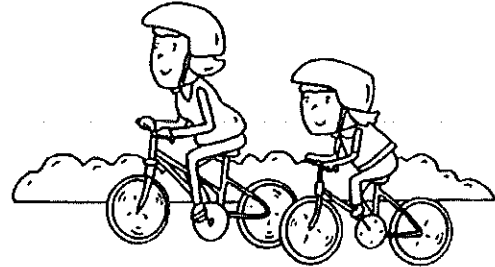
	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

## Let's Ride!

"Let's drive to the park,"  
said Mom.

Joan said, "Driving  
cars can harm the Earth.  
Let's ride our bikes there  
instead."



Mom liked Joan's plan for protecting the Earth.

**Answer the questions about the text.**

1. How do you know this text is fiction?

---

---

2. What is Mom's dialogue in the story?

---

---

3. What is the problem?

---

4. What is the solution?

---



Name \_\_\_\_\_

**Homophones** are words that sound the same but have different spellings and meanings.

Read each sentence. Choose the definition that fits the homophone in bold print. Write it on the line.

1. Each day, she saw that students **threw** away sheets and sheets of paper.

went from one side to another      tossed

\_\_\_\_\_

2. The students cheered and went back **to** their rooms.

in the direction of      the number after one

\_\_\_\_\_

3. The class that recycles the most paper in one **week** will win a prize.

seven days      not strong

\_\_\_\_\_

4. She **made** a big wall chart.

helper      created

\_\_\_\_\_

Name \_\_\_\_\_

Hannah used text evidence to answer the prompt: *Add a scene to The Woodcutter's Gift where the community needs to decide whether to fix the town's community center or to build a new one.*

"This community center is falling apart," said the house painter.  
"We need a new one."

"Yes," agreed the gardener. "Let's tear it down and build a new, beautiful center for our community."

"Wait!" said Marta, a little girl who was playing with her friends on the zoo in the town center near where the men were talking.

"Don't you remember what Tomás told us about the mesquite tree? He reminded us that the beauty of the tree wasn't on the outside, but it was on the inside."

"Yeah," said her friend Julio. "We need to reuse the things we have so we can protect our resources for the future."

"She's right," said the painter. "We should work together to fix up the building."


All at once, they said, "Let's get started

Reread the scene. Follow the directions below.

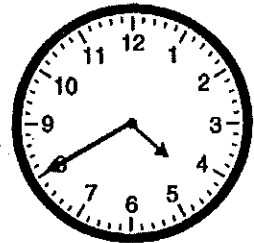
1. Circle a detail from *The Woodcutter's Gift* that tells you where the scene takes place.
2. Draw a box around a linking word.
3. Underline the text evidence that tells why reusing things is a good idea.
4. Write a contraction Hannah used on the line.

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

<p>Complete the number sentence.</p> $\begin{array}{r} 25 \\ +37 \\ \hline \end{array}$ $\begin{array}{r} 44 \\ +32 \\ \hline \end{array}$	<p style="text-align: right;"><b>Week 7 Day 1</b></p> <p>Is 17 even or odd?</p> <p>○○○○○○○○○○○○○○</p> <hr/> <p>○○○○○○○○○○○○○○</p> <p>_____</p>
--	--

<p>What is 10 more than?</p> <p>78 _____</p> <p>32 _____</p> <p>46 _____</p>	<p>Use the commutative property to complete the number sentence.</p> $5 + 6 = \_ + 5$ $3 + 7 = 7 + \_$	<p>Write the time.</p>  <p>□ : □</p>
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<p>Add</p> $5 + 5 + 4 + 6 = \_$ $3 + 4 + 3 + 6 = \_$	<p style="text-align: right;"><b>Week 7 Day 2</b></p> <p>Skip count by 10 starting with 22.</p> <p>22, _____, _____, _____, _____</p>
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<p>Circle the greatest number.</p> <p>a) <math>600 + 50 + 7</math></p> <p>b) <math>300 + 70 + 8</math></p> <p>c) <math>600 + 50 + 9</math></p> <p>d) <math>600 + 80</math></p>	<p>Write the number in standard form.</p> $700 + 50$ <p>_____</p>	<p>Write the time.</p>  <p>□ : □</p>
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Name: \_\_\_\_\_

Complete the number sentence.

$___ + 6 = 13$

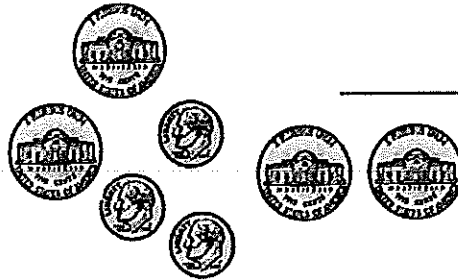
$9 + ___ = 15$

$15 - ___ = 6$

$___ - 8 = 9$

Week 7 Day 3

How much money?



What is the biggest number you can make with the numbers below?

8      9      4

\_\_\_\_\_

Circle the group of numbers that are from least to greatest.

a) 16, 26, 52, 35

b) 16, 52, 35, 26

c) 16, 26, 35, 52

How many sides and vertices?



\_\_\_\_\_ sides      \_\_\_\_\_ vertices

Complete the number sentence.

$___ + 5 = 11$

$9 + ___ = 14$

$14 - ___ = 7$

$___ - 6 = 7$

Week 7 Day 4

Skip count by 5 starting with 40.

40, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

How many hundreds, tens and ones?

498

\_\_\_\_\_ hundreds

\_\_\_\_\_ tens

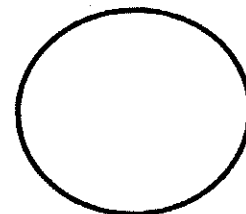
\_\_\_\_\_ ones

Write the number in expanded form.

816

\_\_\_\_\_

Partition (divide) the circle into 2 equal parts.



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

Complete the number sentence.

$$\begin{array}{r} 48 \\ +50 \\ \hline \end{array}$$
$$\begin{array}{r} 39 \\ +44 \\ \hline \end{array}$$

**Week 7 Day 5**

Write the numbers in order from least to greatest.

34, 89, 45, 94, 21

\_\_\_\_\_

Write the value of the underlined digit.

407 \_\_\_\_\_

407 \_\_\_\_\_

407 \_\_\_\_\_

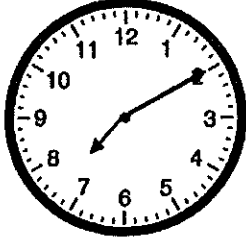
Write the number in word form.

483

\_\_\_\_\_

\_\_\_\_\_

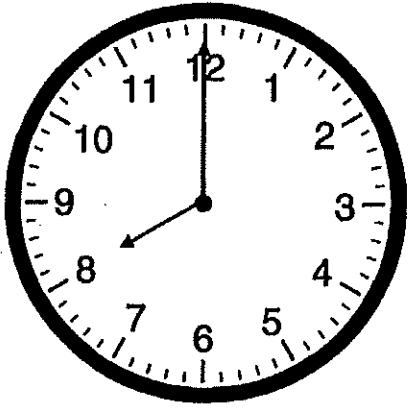
Write the time.



\_\_\_\_\_ : \_\_\_\_\_

**Week 7 WP**

Braelynn went to a movie at the time shown on the clock. The movie lasted 3 hours. What time did the movie end?



\_\_\_\_\_

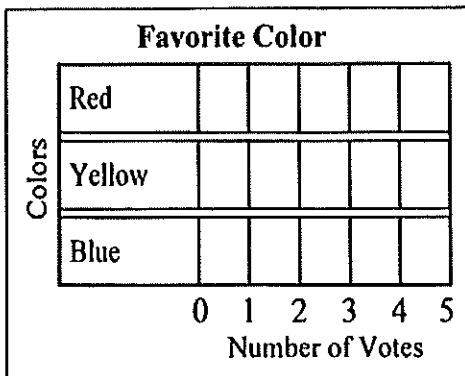
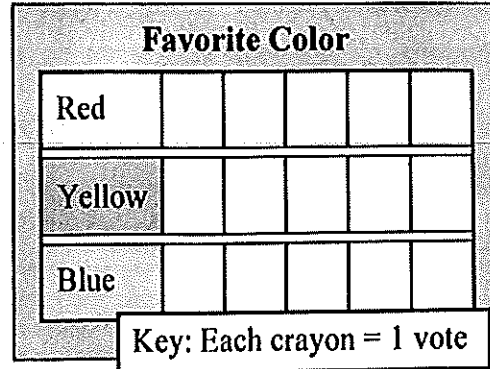
Name \_\_\_\_\_

## Chapter 9 Pretest

Use the tally chart to make a picture graph and a bar graph.

1.

Favorite Color	Tally	Total
Red		4
Yellow		2
Blue		3



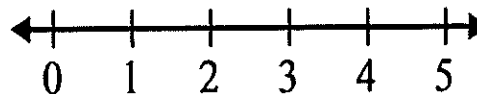
Use the data from the graphs to answer the questions.

- Which color is the favorite? \_\_\_\_\_
- How many votes did red and yellow get? \_\_\_\_\_

Use the tally chart to make a line plot. Use the data from the line plot to answer the questions.

4.

Number of Pets	Tally
0	
1	
2	
3	



- How many pets do most students have? \_\_\_\_\_
- How many students have more than 1 pet? \_\_\_\_\_

Name \_\_\_\_\_

## Chapter 10 Pretest

Read the time shown for each activity.

Write the time. Circle A.M. or P.M.

1.



A.M.

We flew a toy airplane in the park. \_\_\_\_\_

P.M.

2.



A.M.

We worked in the garden. \_\_\_\_\_

P.M.

Read the time. Then draw the minute hand.

3.



4.



5.



Tell what time is shown. Write the time.

6.



7.



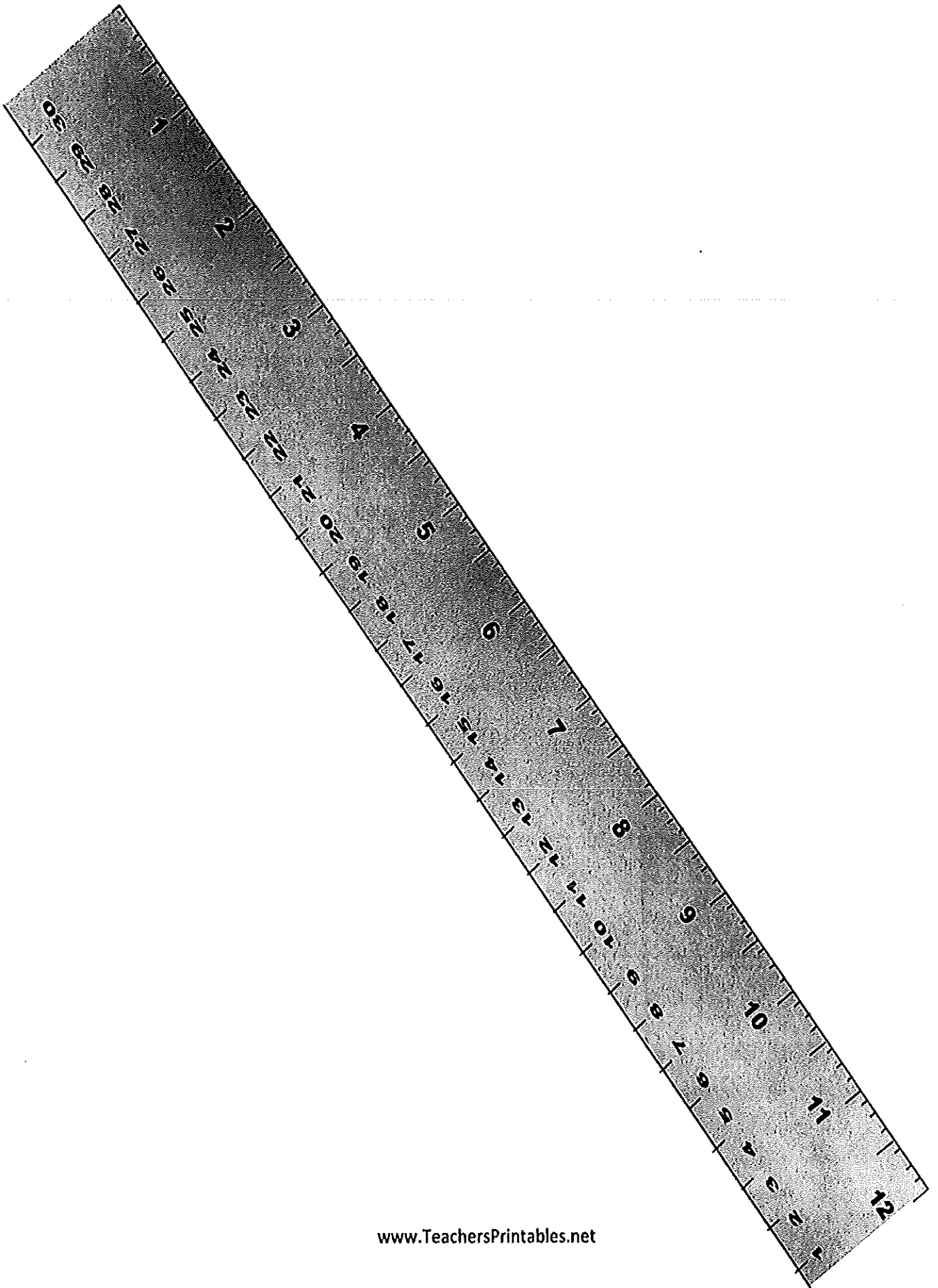
8.



9.



10. On Katie's watch, the hour hand is pointing to the 4 and the minute hand is pointing to the 8. What time is it? \_\_\_\_\_

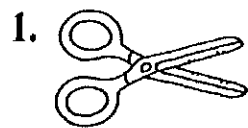




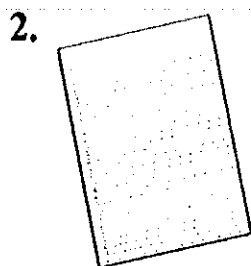
Name \_\_\_\_\_

## Chapter 11 Pretest

Find the object. Measure each object in inches.



about \_\_\_\_\_ inches

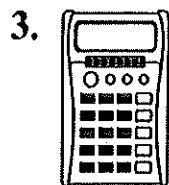


about \_\_\_\_\_ inches

The piece of paper is \_\_\_\_\_ inches longer.

---

Find the object. Measure each object in centimeters.



about \_\_\_\_\_ centimeters



about \_\_\_\_\_ centimeters

The book is \_\_\_\_\_ centimeters longer.

5. Ethan is going to measure the length of his backyard. Should he use an inch ruler, a yardstick, or measuring tape? \_\_\_\_\_

6. A slide is 400 centimeters long. How many meters long is it? \_\_\_\_\_ meters

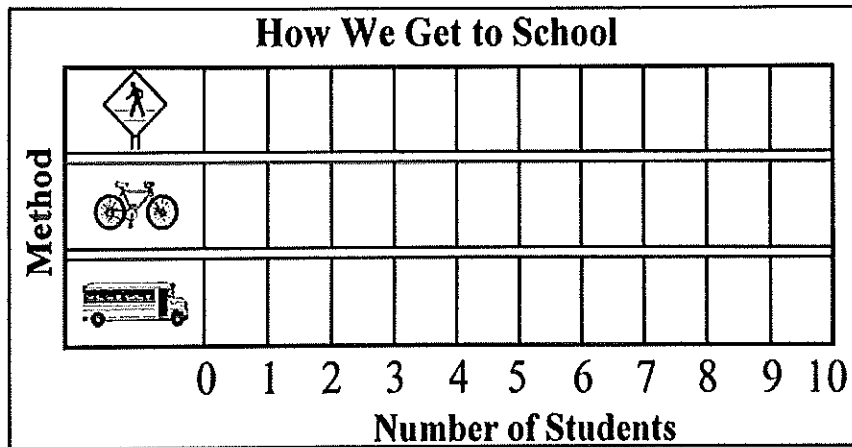
Name \_\_\_\_\_

## Chapter 9 Test, Form 1A

Use the tally chart and graph below to answer the questions. Circle the answers.

- How many students walk or ride a bike to school?  
 A. 7            B. 8            C. 9
- How many more students ride the bus than ride a bike?  
 F. 4            G. 5            H. 6
- How many students took the survey?  
 A. 13          B. 15          C. 17

How Do You Get to School?		
Method	Tally	Total
Walk		6
Bike		3
Bus		8

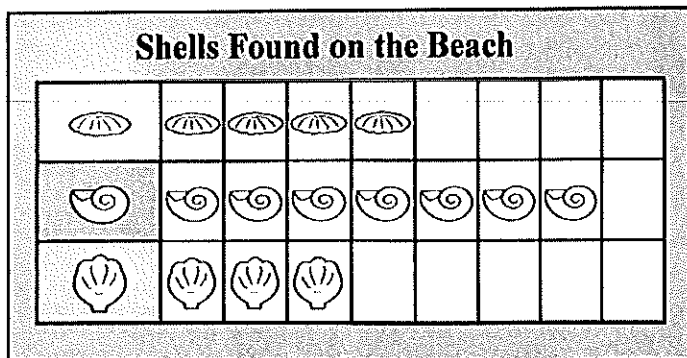


- How many squares should be shaded to show the number of students who bike?  
 F. 3                            G. 4                            H. 5
- How many squares should be shaded to show the number of students who take the bus?  
 A. 7                            B. 8                            C. 9








### Chapter 9 Test, Form 1A (continued)

Use the picture graph and line plot below to answer the questions. Circle the answers.



Key: Each picture = 1 vote.

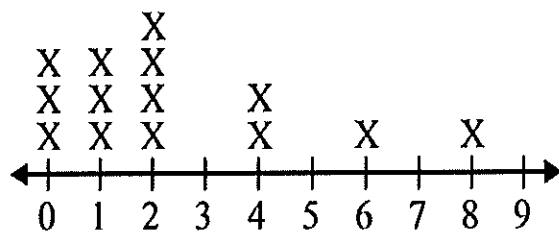
6. Which shell was found least often?
 

F. 
G. 
H. 
7. How many total  and  were found?
 

A. 5
B. 6
C. 7
8. How many total shells were found?
 

F. 14
G. 15
H. 16

**Number of Pets Students Have**



9. Look at the line plot. How many students have 1 pet?
 

A. 2
B. 3
C. 4
10. How many pets do most students have?
 

F. 0
G. 1
H. 2



# Chapter 10 Test, Form 1A

What time did each activity take place? Circle the answer.

1.



We picked apples.



- A. 4:00 A.M.
- B. 4:00 P.M.
- C. 12:20 P.M.

2.



We went swimming.



- F. 11:15 A.M.
- G. 11:15 P.M.
- H. 2:55 P.M.

3.



We read books.



- A. 5:10 A.M.
- B. 5:10 P.M.
- C. 2:25 P.M.

4.



We rode home from school in the car.



- F. 3:00 A.M.
- G. 12:15 P.M.
- H. 3:00 P.M.

What time is shown on each clock? Circle the answer.

5.



- A. quarter past 1
- B. quarter past 2
- C. quarter til 2

6.



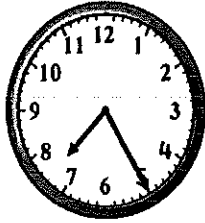
- F. half past 9
- G. half past 10
- H. half past 1



## Chapter 10 Test, Form 1A *(continued)*

Read the clock. Circle the time.

7.

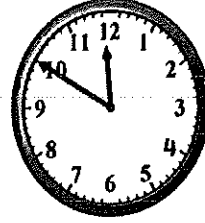


A. 7:15

B. 7:25

C. 7:35

8.

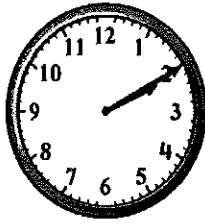


F. 11:40

G. 11:45

H. 11:50

9.

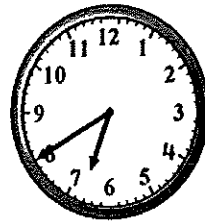


A. 2:10

B. 2:15

C. 2:20

10.



F. 6:40

G. 6:45

H. 6:50

Solve.

11. Margo's family went hiking at 10:15. They hiked for 2 hours. Then they stopped to eat lunch for 1 hour. What time did they finish lunch?

A. quarter til 1

B. quarter past 1

C. quarter past 2

12. Carter is at home. Soccer practice starts at 11:45. He has 3 hours to wait. What time is it now?

F. quarter til 8

G. quarter past 8

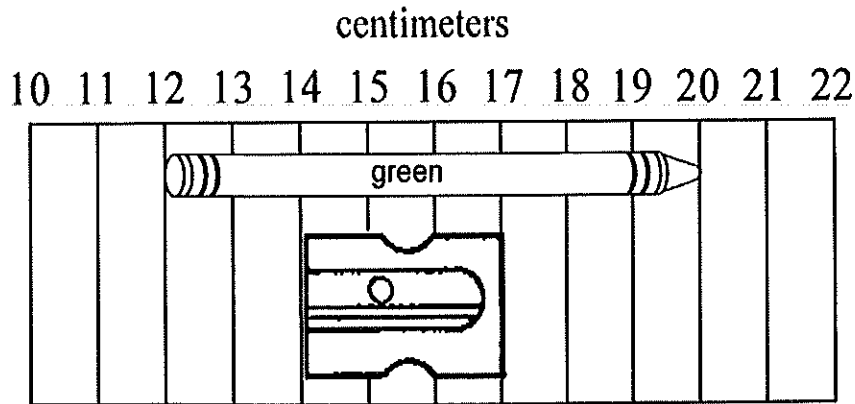
H. quarter til 9



Name \_\_\_\_\_

## Chapter 11 Test, Form 1A

Use the number line to answer the questions.  
Circle the answers.



1. How long is the crayon?
    - A. 3 centimeters
    - B. 5 centimeters
    - C. 8 centimeters
  2. How long is the pencil sharpener?
    - F. 2 centimeters
    - G. 3 centimeters
    - H. 5 centimeters
- 
3. How much longer is the crayon than the pencil sharpener?
    - A. 3 centimeters
    - B. 5 centimeters
    - C. 11 centimeters
  4. How much shorter is the pencil sharpener than the crayon?
    - F. 3 centimeters
    - G. 5 centimeters
    - H. 11 centimeters



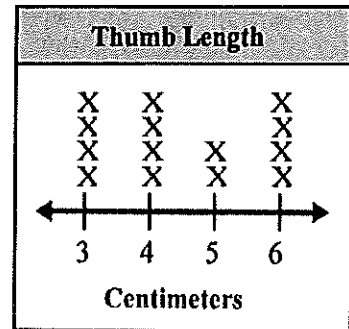
## Chapter 11 Test, Form 1A *(continued)*

Read each question carefully.  
Choose the correct answer.

5. A teacher's desk is 6 feet long. How many yards long is it?
- A. 2
  - B. 3
  - C. 4

6. About how many inches long is your index finger?
- F. 20
  - G. 10
  - H. 3

7. On the line plot, which measurement is different than the others?
- A. 3
  - B. 4
  - C. 5



8. Steve is three inches taller than a yard. How many inches tall is Steve?
- F. 33 inches
  - G. 36 inches
  - H. 39 inches

9. Morgan wants to measure the length of the school bus. What tool should she use?
- A. centimeter ruler
  - B. inch ruler
  - C. yard stick



Name \_\_\_\_\_

## Fluency Practice

$$\begin{array}{r} 1. \quad 43 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 30 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 50 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 88 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 23 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 74 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 62 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 91 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 43 \\ - 31 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 84 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 23 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 42 \\ - 11 \\ \hline \end{array}$$

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

$$\begin{array}{r} 14. \quad 12 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 17 \\ + 3 \\ \hline \end{array}$$

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# Addition War

**2 players**  
**1 deck of cards**

1. Shuffle the cards and give each player gets 26 cards
2. Each player starts with their pile facing down and flipping only two cards face up
3. Both players add up their own cards
4. Player with the highest total wins those cards!
5. Continue with flipping two new cards, adding them up and seeing who wins.
6. If the players add up their cards and they have totals that are equal this is called "War"
7. If there is a "War" each player places 3 cards face down
8. Then they chose only two to flip face up and add them up
9. The player with the highest total on their "war" cards wins all the cards!
10. When a player runs out of cards they shuffle their winnings pile and use those as their draw pile
11. The game continues until one player gets all the cards!

