

Day 1

Mrs. Brandy's 2nd Grade NTI Work

This folder contains NTI work for 10 Days. For example: If we are only out for 3 days; then only do work for Days 1, 2, & 3. Save the rest for possible future NTI Days.

Please contact me using Class Dojo or my email brandy.whitten@fulton.kyschools.us.

Day 1

The Magic Treehouse

Bossy "r" er

Day 2

The Mischievous Squirrel

Bossy 'r' ar

Day 3

The Time Traveling Dinosaur

Bossy "r" ir

Day 4

The Enchanted Bookstore

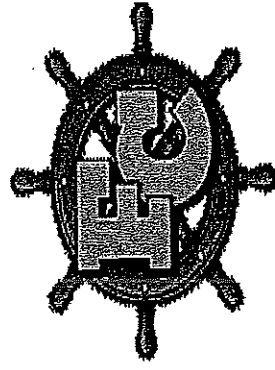
Bossy "r" ur

Day 5

The Four Seasons

Bossy "r" or

FCES Weekly Lesson Plan



Grade: Second
NTI Days 1-5 Plans

Class/ Period	Day 1	Day2	Day3	Day 4	Day 5
Math	I can make a 10 to help me add quickly and accurately. I can use and move counters to make 10 to help me add and to make it easier to add with a 10.	I can make a 10 to help me subtract quickly and accurately. I can use counters to make a 10 then help me subtract more quickly.	I can tell if a group of objects is even or odd. I can tell that if each block has a partner it is even. If there is a block alone it is odd.	I can find the total number of objects in a set of rows and columns. Arrays have equal rows and equal columns.	I can add within 100 using place value- strategies and properties of operations. Use the Tens Ones charts
	Pages 13,14,15,16	Pages 29,30,31,32	Pages 61,62,63,64	Pages 69, 70,71, 72	Pages 93,94,95,96

Name: _____

Reading Comprehension #1

Directions: Read the passage. Answer the questions.

THE MAGIC TREEHOUSE

One sunny afternoon, Sarah and her friend Jack decided to explore the mysterious forest near their house. They stumbled upon an ancient tree with a door at its base. Curious, they opened the door and stepped inside.

To their amazement, they found themselves in a magical treehouse filled with books from all over the world. Jack picked up a book titled "The Land of Dinosaurs," and as they read, the treehouse began to shake. Suddenly, they were transported back in time to a land filled with enormous, roaring dinosaurs.

The friends went on an adventure, observing the dinosaurs from a safe distance. They saw a Tyrannosaurus rex and a friendly Brachiosaurus. When they were ready to go home, they returned to the treehouse, closed the book, and found themselves back in their own time.

Day 1



Date: _____

1. What did Sarah and Jack find in the forest?

- A. A magical treehouse
- B. A treasure chest
- C. A talking animal
- D. A hidden cave

2. What book did Jack pick up in the treehouse?

3. Where were Sarah and Jack transported to when they read the book?

4. Name one dinosaur they saw during their adventure.

5. If you had a magic treehouse, where and when would you go on an adventure, and

Answer on writing paper
Day 1

ame: _____

Writing Paper Day 1

Day 1



Bossy "r" Word Work

Say & Blend It!

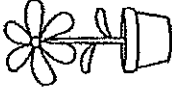
Color It!

Write It!



t o a s t e r

toaster



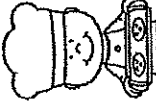
f l o w e r

flower



s p i d e r

spider



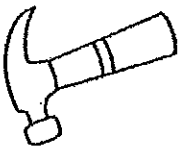
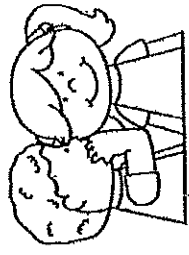
b a k e r

baker

ick an "er" word from above. Use the word in a sentence.

Name _____

Spell It!





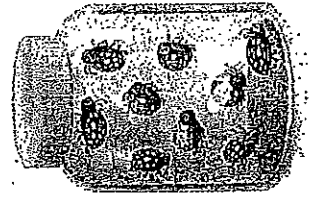
Lesson 1-3 Day 1

Make a 10 to Add

I can ...

make a 10 to help me add quickly and accurately.

Content Standard 2.OA.B.2
Mathematical Practices MP.1, MP.2, MP.7



Name _____

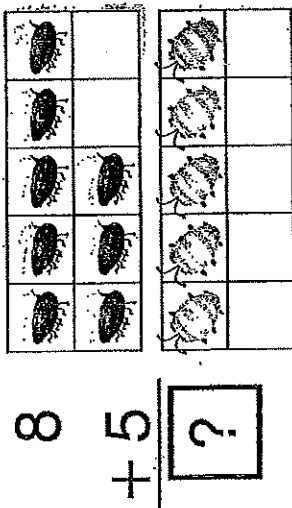


How can thinking about 10 help you find $9 + 3$?
Use the ten-frames and counters to show how.

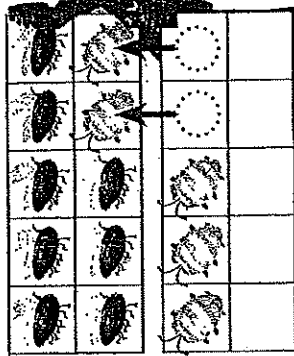
$$\begin{array}{r} 9 \\ + 3 \\ \hline \square \end{array}$$



You can make a 10 to help you add.



Move 2 counters to make a 10.



Add with 10.

$$\begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$$

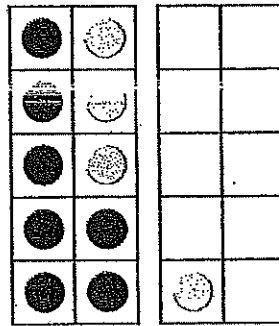
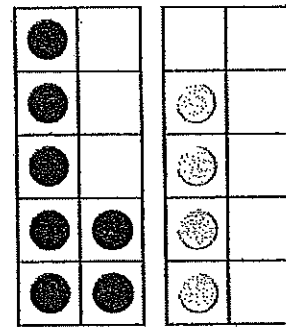
$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$



☆ **Guided Practice** ☆
Make a 10 to add.
Use counters and ten-frames.

Convince Me! Why do you move 2 counters to add $8 + 5$?

1.
$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$



$$\begin{array}{r} 10 \\ + \end{array}$$

$$\begin{array}{r} 7 \\ + \end{array}$$

Name _____

Independent Practice ☆ Make a 10 to add. Use counters and ten-frames.

2. 8 + 4 ——— 	3. 3 + 9 ——— 	4. 6 + 7 ——— 	5. 5 + 8 ——— 	6. 7 + 5 ———
--	--	--	--	--

7. $5 + 9 =$ _____ 	8. $3 + 8 =$ _____ 	9. $4 + 9 =$ _____ 	10. $7 + 9 =$ _____
--	--	--	---

Algebra Which number is missing?

11. $8 + 5 =$ $+ 3$	12. $6 + 9 = 10 +$ 	13. $8 + 9 = 10 +$
--	---	---

14. Higher Order Thinking Can you make a 10 to help you add $7 + 4 + 5$? Explain.

☆ Problem Solving ☆

Solve the problems below. Show your work.

15. Tan's team scored 16 points in a game. During the first half, they scored 9 points. How many points did the team score in the second half of the game?

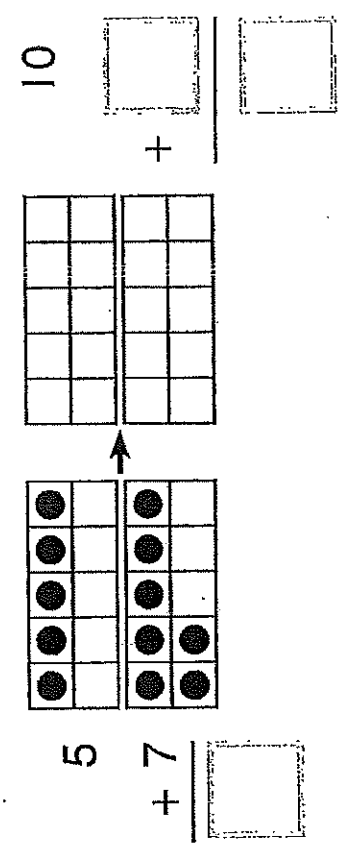
_____ points

16. **Make Sense** The school has a clothing drive for charity. Ana's class donates 8 coats. Nico's class donates 5 hats. Adam's class donates 8 coats. How many coats were donated in all?

_____ coats

17. **Higher Order Thinking** Draw a picture to show how you can make a 10 to help you add $3 + 5 + 9$. Explain your picture to a friend.

18. **Assessment Practice** Use the ten-frames. Show how to find $5 + 7$ by making a 10. Then fill in the gray boxes.



Name: _____

Reading Comprehension #2

Directions: Read the passage. Answer the questions.

THE MISCHIEVOUS SQUIRREL

One sunny morning in a quiet neighborhood, Lucy spotted a mischievous squirrel in her backyard. The squirrel was busy stealing nuts from the bird feeder. Lucy watched as it scampered up and down the tree, its fluffy tail twitching with excitement.

Lucy decided to have some fun with the squirrel. She carefully placed a pile of acorns on one side of the yard and sat down to watch. The squirrel, curious and hungry, couldn't resist the new stash of acorns. It darted over and began collecting them, filling its cheeks to the brim.

Lucy giggled as she watched the squirrel's cheeks puff out like balloons. When the squirrel finally noticed her, it gave her a playful look before scampering away with its treasure, leaving Lucy with a smile.



Day 2

Date: _____

1. Where did Lucy spot the mischievous squirrel?

- A. In her house
- B. In her neighbor's yard
- C. In her backyard
- D. At the park

2. What was the squirrel stealing from the backyard?

3. How did Lucy decide to have fun with the squirrel?

4. What did the squirrel do when it noticed Lucy?

5. If you could have a pet squirrel, what would you name it, and what fun activities would you do together?

Answer On Writing Paper
Day 2.

Writing Paper Day 2

[illegible]

[The following text is extremely faint and largely illegible due to extreme vertical compression. It appears to contain several lines of text, possibly a list or a series of short paragraphs.]

[illegible]

4. The fourth part of the document discusses the conclusions drawn from the study and the implications of the findings. It highlights the key points and provides recommendations for future research.

5. The fifth part of the document contains the references cited in the study, providing a list of sources used for information and data.

6. The sixth part of the document includes the appendix, which contains additional information and data related to the study.

7. The seventh part of the document contains the index, which provides a list of topics and page numbers for easy reference.

8. The eighth part of the document contains the glossary, which defines the terms and abbreviations used throughout the document.

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100. The hundredth part of the document contains the list of symbols, which provides a list of the symbols used in the study.

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2. The second part of the document focuses on the implementation of internal controls and the role of the internal audit function. It discusses the various types of internal controls, such as segregation of duties, authorization controls, and physical controls, and how they can be used to prevent and detect errors and fraud. The document also highlights the importance of the internal audit function in providing independent assurance on the effectiveness of the internal control system.

3. The third part of the document discusses the role of the accounting system in providing financial information for decision-making. It highlights the importance of timely and accurate financial information for management and for external stakeholders. The document also discusses the various types of financial statements, such as the balance sheet, income statement, and cash flow statement, and how they can be used to provide a comprehensive view of the organization's financial performance.

4. The fourth part of the document discusses the role of the accounting system in providing financial information for compliance. It highlights the importance of accurate financial information for compliance with various laws and regulations, such as the Companies Act, the Income Tax Act, and the Goods and Services Tax (GST) Act. The document also discusses the various types of financial statements, such as the balance sheet, income statement, and cash flow statement, and how they can be used to provide a comprehensive view of the organization's financial performance.

5. The fifth part of the document discusses the role of the accounting system in providing financial information for strategic planning. It highlights the importance of accurate financial information for developing and implementing strategic plans. The document also discusses the various types of financial statements, such as the balance sheet, income statement, and cash flow statement, and how they can be used to provide a comprehensive view of the organization's financial performance.

6. The sixth part of the document discusses the role of the accounting system in providing financial information for risk management. It highlights the importance of accurate financial information for identifying and managing risks. The document also discusses the various types of financial statements, such as the balance sheet, income statement, and cash flow statement, and how they can be used to provide a comprehensive view of the organization's financial performance.

7. The seventh part of the document discusses the role of the accounting system in providing financial information for performance evaluation. It highlights the importance of accurate financial information for evaluating the performance of the organization and its various departments. The document also discusses the various types of financial statements, such as the balance sheet, income statement, and cash flow statement, and how they can be used to provide a comprehensive view of the organization's financial performance.

8. The eighth part of the document discusses the role of the accounting system in providing financial information for stakeholder communication. It highlights the importance of accurate financial information for communicating with various stakeholders, such as investors, creditors, and the public. The document also discusses the various types of financial statements, such as the balance sheet, income statement, and cash flow statement, and how they can be used to provide a comprehensive view of the organization's financial performance.

9. The ninth part of the document discusses the role of the accounting system in providing financial information for future planning. It highlights the importance of accurate financial information for developing and implementing future plans. The document also discusses the various types of financial statements, such as the balance sheet, income statement, and cash flow statement, and how they can be used to provide a comprehensive view of the organization's financial performance.

10. The tenth part of the document discusses the role of the accounting system in providing financial information for overall financial management. It highlights the importance of accurate financial information for managing the organization's finances effectively. The document also discusses the various types of financial statements, such as the balance sheet, income statement, and cash flow statement, and how they can be used to provide a comprehensive view of the organization's financial performance.

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1. 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 ⁹⁹ ¹⁰⁰ ¹⁰¹ ¹⁰² ¹⁰³ ¹⁰⁴ ¹⁰⁵ ¹⁰⁶ ¹⁰⁷ ¹⁰⁸ ¹⁰⁹ ¹¹⁰ ¹¹¹ ¹¹² ¹¹³ ¹¹⁴ ¹¹⁵ ¹¹⁶ ¹¹⁷ ¹¹⁸ ¹¹⁹ ¹²⁰ ¹²¹ ¹²² ¹²³ ¹²⁴ ¹²⁵ ¹²⁶ ¹²⁷ ¹²⁸ ¹²⁹ ¹³⁰ ¹³¹ ¹³² ¹³³ ¹³⁴ ¹³⁵ ¹³⁶ ¹³⁷ ¹³⁸ ¹³⁹ ¹⁴⁰ ¹⁴¹ ¹⁴² ¹⁴³ ¹⁴⁴ ¹⁴⁵ ¹⁴⁶ ¹⁴⁷ ¹⁴⁸ ¹⁴⁹ ¹⁵⁰ ¹⁵¹ ¹⁵² ¹⁵³ ¹⁵⁴ ¹⁵⁵ ¹⁵⁶ ¹⁵⁷ ¹⁵⁸ ¹⁵⁹ ¹⁶⁰ ¹⁶¹ ¹⁶² ¹⁶³ ¹⁶⁴ ¹⁶⁵ ¹⁶⁶ ¹⁶⁷ ¹⁶⁸ ¹⁶⁹ ¹⁷⁰ ¹⁷¹ ¹⁷² ¹⁷³ ¹⁷⁴ ¹⁷⁵ ¹⁷⁶ ¹⁷⁷ ¹⁷⁸ ¹⁷⁹ ¹⁸⁰ ¹⁸¹ ¹⁸² ¹⁸³ ¹⁸⁴ ¹⁸⁵ ¹⁸⁶ ¹⁸⁷ ¹⁸⁸ ¹⁸⁹ ¹⁹⁰ ¹⁹¹ ¹⁹² ¹⁹³ ¹⁹⁴ ¹⁹⁵ ¹⁹⁶ ¹⁹⁷ ¹⁹⁸ ¹⁹⁹ ²⁰⁰ ²⁰¹ ²⁰² ²⁰³ ²⁰⁴ ²⁰⁵ ²⁰⁶ ²⁰⁷ ²⁰⁸ ²⁰⁹ ²¹⁰ ²¹¹ ²¹² ²¹³ ²¹⁴ ²¹⁵ ²¹⁶ ²¹⁷ ²¹⁸ ²¹⁹ ²²⁰ ²²¹ ²²² ²²³ ²²⁴ ²²⁵ ²²⁶ ²²⁷ ²²⁸ ²²⁹ ²³⁰ ²³¹ ²³² ²³³ ²³⁴ ²³⁵ ²³⁶ ²³⁷ ²³⁸ ²³⁹ ²⁴⁰ ²⁴¹ ²⁴² ²⁴³ ²⁴⁴ ²⁴⁵ ²⁴⁶ ²⁴⁷ ²⁴⁸ ²⁴⁹ ²⁵⁰ ²⁵¹ ²⁵² ²⁵³ ²⁵⁴ ²⁵⁵ ²⁵⁶ ²⁵⁷ ²⁵⁸ ²⁵⁹ ²⁶⁰ ²⁶¹ ²⁶² ²⁶³ ²⁶⁴ ²⁶⁵ ²⁶⁶ ²⁶⁷ ²⁶⁸ ²⁶⁹ ²⁷⁰ ²⁷¹ ²⁷² ²⁷³ ²⁷⁴ ²⁷⁵ ²⁷⁶ ²⁷⁷ ²⁷⁸ ²⁷⁹ ²⁸⁰ ²⁸¹ ²⁸² ²⁸³ ²⁸⁴ ²⁸⁵ ²⁸⁶ ²⁸⁷ ²⁸⁸ ²⁸⁹ ²⁹⁰ ²⁹¹ ²⁹² ²⁹³ ²⁹⁴ ²⁹⁵ ²⁹⁶ ²⁹⁷ ²⁹⁸ ²⁹⁹ ³⁰⁰ ³⁰¹ ³⁰² ³⁰³ ³⁰⁴ ³⁰⁵ ³⁰⁶ ³⁰⁷ ³⁰⁸ ³⁰⁹ ³¹⁰ ³¹¹ ³¹² ³¹³ ³¹⁴ ³¹⁵ ³¹⁶ ³¹⁷ ³¹⁸ ³¹⁹ ³²⁰ ³²¹ ³²² ³²³ ³²⁴ ³²⁵ ³²⁶ ³²⁷ ³²⁸ ³²⁹ ³³⁰ ³³¹ ³³² ³³³ ³³⁴ ³³⁵ ³³⁶ ³³⁷ ³³⁸ ³³⁹ ³⁴⁰ ³⁴¹ ³⁴² ³⁴³ ³⁴⁴ ³⁴⁵ ³⁴⁶ ³⁴⁷ ³⁴⁸ ³⁴⁹ ³⁵⁰ ³⁵¹ ³⁵² ³⁵³ ³⁵⁴ ³⁵⁵ ³⁵⁶ ³⁵⁷ ³⁵⁸ ³⁵⁹ ³⁶⁰ ³⁶¹ ³⁶² ³⁶³ ³⁶⁴ ³⁶⁵ ³⁶⁶ ³⁶⁷ ³⁶⁸ ³⁶⁹ ³⁷⁰ ³⁷¹ ³⁷² ³⁷³ ³⁷⁴ ³⁷⁵ ³⁷⁶ ³⁷⁷ ³⁷⁸ ³⁷⁹ ³⁸⁰ ³⁸¹ ³⁸² ³⁸³ ³⁸⁴ ³⁸⁵ ³⁸⁶ ³⁸⁷ ³⁸⁸ ³⁸⁹ ³⁹⁰ ³⁹¹ ³⁹² ³⁹³ ³⁹⁴ ³⁹⁵ ³⁹⁶ ³⁹⁷ ³⁹⁸ ³⁹⁹ ⁴⁰⁰ ⁴⁰¹ ⁴⁰² ⁴⁰³ ⁴⁰⁴ ⁴⁰⁵ ⁴⁰⁶ ⁴⁰⁷ ⁴⁰⁸ ⁴⁰⁹ ⁴¹⁰ ⁴¹¹ ⁴¹² ⁴¹³ ⁴¹⁴ ⁴¹⁵ ⁴¹⁶ ⁴¹⁷ ⁴¹⁸ ⁴¹⁹ ⁴²⁰ ⁴²¹ ⁴²² ⁴²³ ⁴²⁴ ⁴²⁵ ⁴²⁶ ⁴²⁷ ⁴²⁸ ⁴²⁹ ⁴³⁰ ⁴³¹ ⁴³² ⁴³³ ⁴³⁴ ⁴³⁵ ⁴³⁶ ⁴³⁷ ⁴³⁸ ⁴³⁹ ⁴⁴⁰ ⁴⁴¹ ⁴⁴² ⁴⁴³ ⁴⁴⁴ ⁴⁴⁵ ⁴⁴⁶ ⁴⁴⁷ ⁴⁴⁸ ⁴⁴⁹ ⁴⁵⁰ ⁴⁵¹ ⁴⁵² ⁴⁵³ ⁴⁵⁴ ⁴⁵⁵ ⁴⁵⁶ ⁴⁵⁷ ⁴⁵⁸ ⁴⁵⁹ ⁴⁶⁰ ⁴⁶¹ ⁴⁶² ⁴⁶³ ⁴⁶⁴ ⁴⁶⁵ ⁴⁶⁶

Way 4

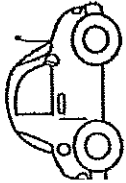
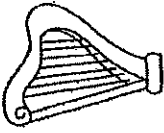
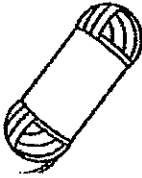


Bossy "r" Word Work

Say & Blend It!

Color It!

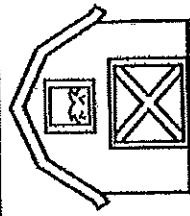
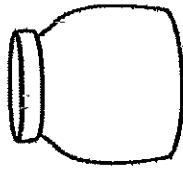
Write It!

	b ar k 	bark	
	c ar 	car	
	h ar p 	harp	
	y ar n 	yarn	

ick an "ar" word from above. Use the word in a sentence.

Name _____

Spell It!



Name _____



14 ladybugs are on a leaf. 6 ladybugs fly away.
How can thinking about 10 help you find how many ladybugs are left? Explain.



Lesson 1-7 Day 2

Make a 10 to Subtract

I can ...
make a 10 to help me subtract quickly and accurately.

Content Standard 2.OA.B.2
Mathematical Practices MP.3,
MP.4, MP.5

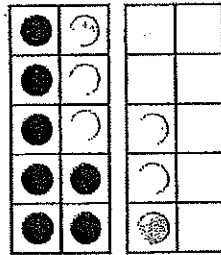
Find $13 - 7$. You can use 10 to help you subtract.
One way is to start with 7 and add 3 to get to 10.

$$7 + 3 = 10$$



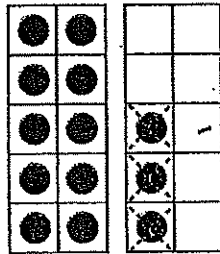
Next, add 3 more to make 13.

$$10 + 3 = 13$$



I added 6 to 7 to make 13.

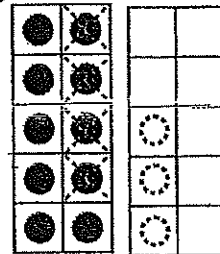
$$13 - 3 = 10$$



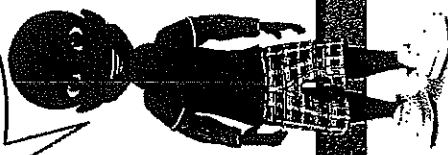
Another way is to start with 13 and subtract 3 to get to 10.

I subtracted 7 and have 6 left.

$$10 - 4 = 6$$



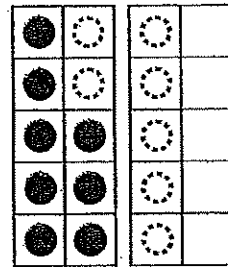
$$\text{So, } 13 - 7 = 6.$$



Guided Practice Make a 10 to subtract. Use counters and your workmat.

1. First add to get to 10.

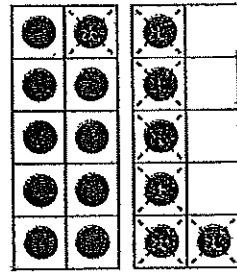
$$\begin{array}{r} 15 \\ - 8 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ + 5 \\ \hline 15 \end{array}$$

2. First subtract to get to 10.

$$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$$



$$\begin{array}{r} 16 \\ - 6 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$$

Convince Me! Do you prefer to add first to get to 10 or subtract first to get to 10? Explain.

Name _____

Independent Practice ☆ Make a 10 to subtract. Use counters and your workmat.

$$\begin{array}{r} 3. \ 11 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \ 14 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \ 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \ 12 \\ - 4 \\ \hline \end{array}$$

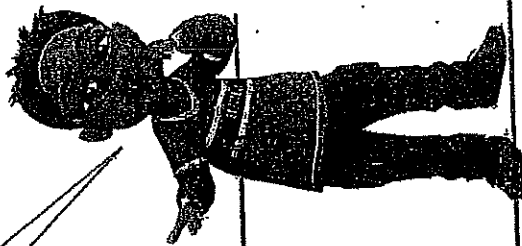
Think of the ways
you know to make 10.

$$\begin{array}{r} 7. \ 18 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \ 17 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \ 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \ 13 \\ - 4 \\ \hline \end{array}$$



$$\begin{array}{r} 11. \ 15 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \ 14 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \ 12 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \ 16 \\ - 9 \\ \hline \end{array}$$

15. Higher Order Thinking Carol subtracts

6 from 15. First, she adds to get to 10. Then she adds again to find her answer. Her answer is 10. Is Carol correct? Explain.

No. To make a 10, you would add 4 to 6. Then add 5 more to get to 15. Your answer is 9.

☆ Problem Solving ☆

Solve each problem. Which tool would you use?

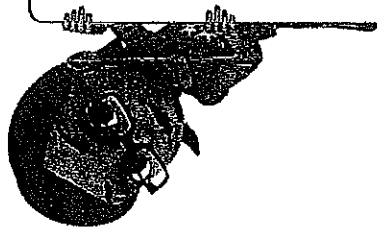
16. **Use Tools** Chen had 12 animal stickers. He gave 5 of the stickers away. How many animal stickers does Chen have now?

..... animal stickers

17. **Use Tools** Angie bought 13 strawberries. She ate 8 of the strawberries. How many strawberries does Angie have now?

..... strawberries

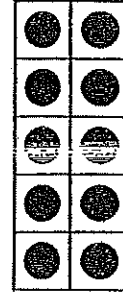
18. **Higher Order Thinking** Show how you can make a 10 to find $17 - 9$. Then explain your work.



19. **Assessment Practice** Use the ten-frames. Show how to make a 10 to find $15 - 9$. Start by subtracting to get to 10. Then complete the equations.

$$15 - \dots = 10$$

$$10 - \dots = \dots \quad \text{So, } 15 - 9 = \dots$$





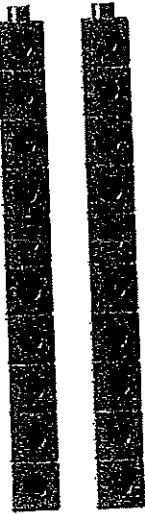
Name _____

Independent Practice

Look at the number. Circle even or odd.
Then write the equation. Use cubes to help.

3.

20



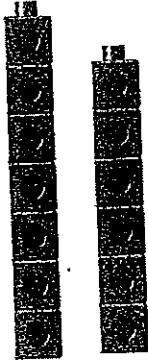
odd

even

+ =

4.

13



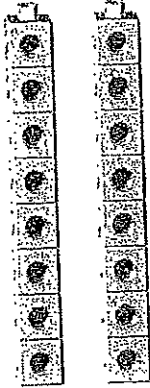
odd

even

+ =

5.

16



odd

even

+ =

6.

17

odd

even

+ =

7.

10

odd

even

+ =

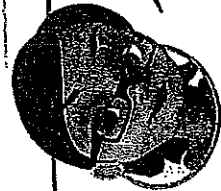
8.

5

odd

even

+ =



For each number, circle true or false. Then explain your thinking.

9. Higher Order Thinking

Dave says 12 is even.

He says 21 is odd.

12

True

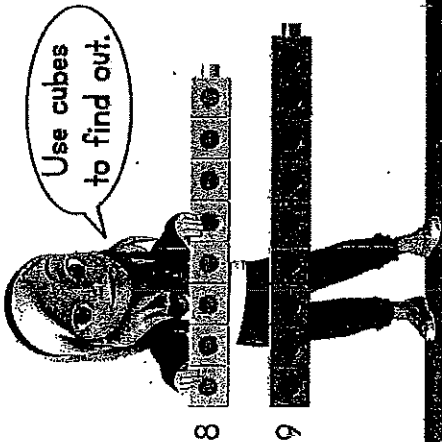
or

21

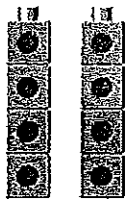
True

or

How can you tell if a number is **even** or **odd**?



An even number can be shown as two equal parts using cubes.



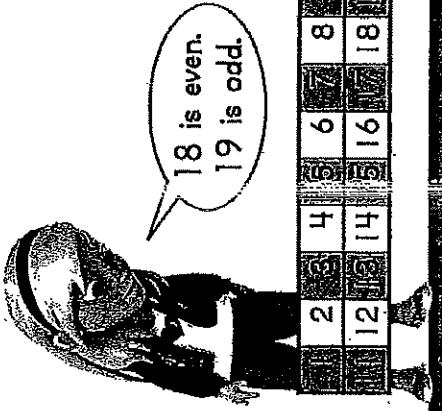
8 is even.
 $4 + 4 = 8$

An odd number cannot be shown as two equal parts using cubes.



9 is odd.
 $5 + 4 = 9$

The ones digit tells you if a number is even or odd.



Convince Me! You break apart a tower of cubes to make two equal parts, but there is one cube left over. Is the number of cubes even or odd? Explain.

☆ **Guided Practice** Look at the number. Circle even or odd. Then write the equation.

1.

14



odd

even

$$7 + 7 = 14$$

2.

19



odd

even

$$+ =$$

Lesson 2-1 Day 3

Even and Odd Numbers

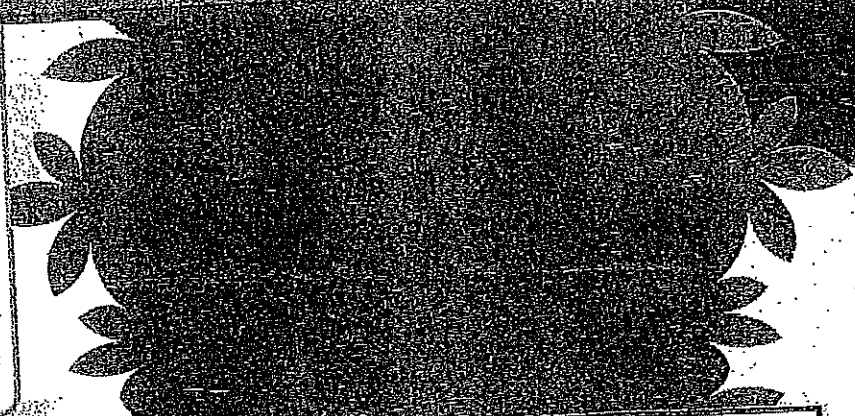
I can ...
tell if a group of objects is even or odd.

Content Standards 2.OA.C.3
Also 2.OA.B.2
Mathematical Practices MP.4,
MP.6, MP.7

Name _____

Solve & Share
Use cubes to make the numbers below.
Shade all the numbers that can be shown as two equal groups of cubes.
What do you notice about the numbers you shaded?

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



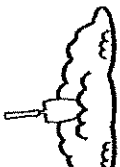
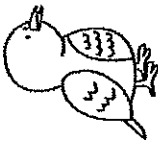
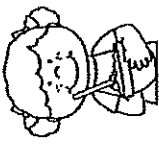


Bossy "ir" Word Work

Say & Blend It!

Color It!

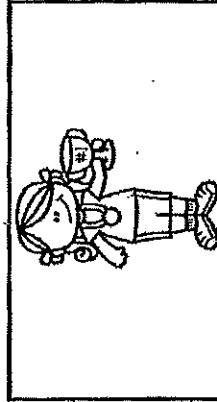
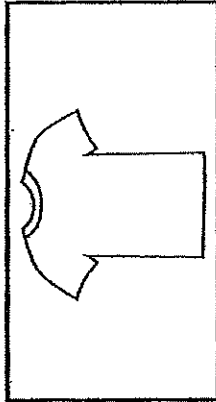
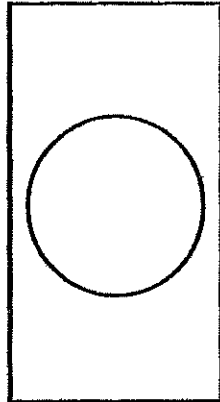
Write It!

	d i r t	dirt	
	b i r d	bird	
	s t i r	stir	
	g i r l	girl	

Use an "ir" word from above. Use the word in a sentence.

Name _____

Spell It!



Ime: _____

Writing Paper Day 3

Write your name and date in the space provided. You will need to write your name and date on the top of every page of your writing paper.

Write your name and date in the space provided. You will need to write your name and date on the top of every page of your writing paper.

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Name: _____

Reading Comprehension #3

Directions: Read the passage. Answer the questions.

THE TIME-TRAVELING DINOSAUR

One sunny day, Sam and Mia were exploring the woods near their house. As they walked deeper into the forest, they stumbled upon a mysterious, glowing rock. When they touched it, they were transported back in time to the age of dinosaurs.

In this prehistoric world, Sam and Mia saw enormous dinosaurs of all shapes and sizes. There was a towering Brachiosaurus munching on leaves from tall trees, and a speedy Velociraptor chasing its prey. The children felt both excited and a little scared.

Just as they were about to return home, they saw a baby dinosaur stranded in a mud pit. Without hesitation, they helped the little dinosaur climb out and watched as it scampered away to safety. As they touched the glowing rock again, they were back in their own time, full of awe and stories to share.



Date: _____

1. How did Sam and Mia end up in the prehistoric world?

- A. They found a glowing rock.
- B. They fell asleep.
- C. They followed a map.
- D. They walked through a cave.

2. What did they see in the prehistoric world?

3. Which dinosaur did they help in the mud pit?

4. How did they return to their own time?

5. If you could visit any time period in history, where would you go and why?

Answer on Writing Paper
Day 3.

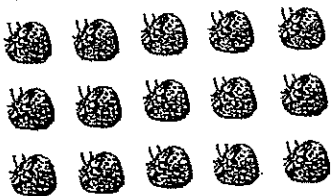
Day 3

Name _____

Independent Practice ☆

Write two equations that match each array.

3.



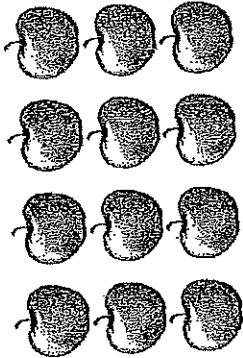
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By Columns

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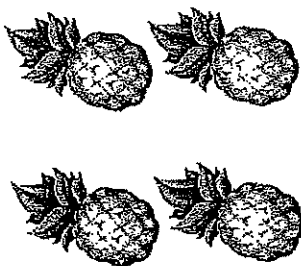
4.



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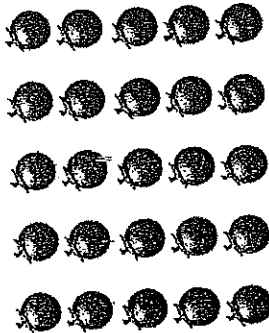
5.



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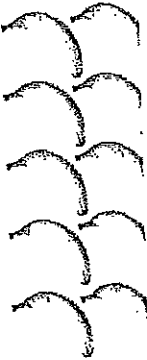
6.



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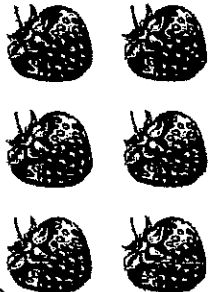
7. Algebra Use the array to find the missing number.



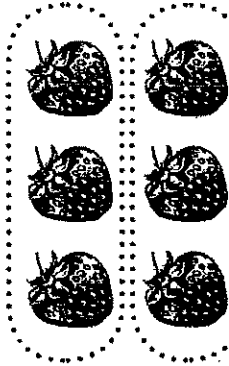
$$\underline{\hspace{2cm}} + 5 = 10$$



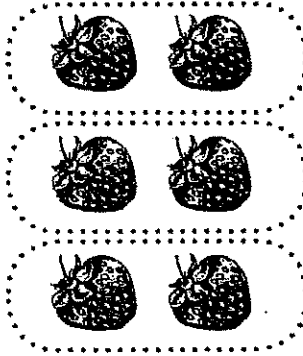
You can model repeated addition with an array.



Arrays have equal rows. Each row has 3 strawberries.



Arrays have equal columns. Each column has 2 strawberries.

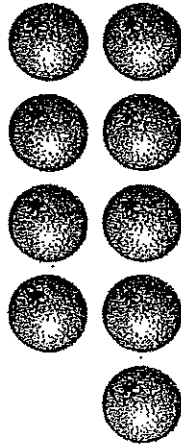


Write two equations that match the array.

By Rows:
 $3 + 3 = 6$
By Columns:
 $2 + 2 + 2 = 6$

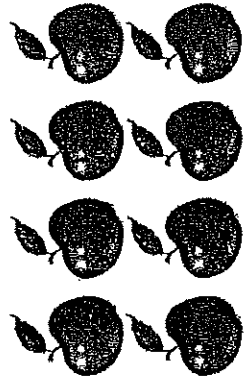


Convince Me! Is this group an array? Explain.



★ **Guided Practice** Write two equations that match each array.

1.



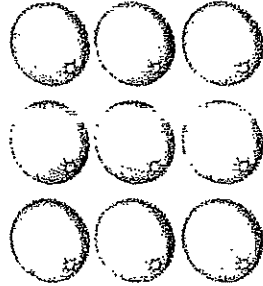
By Rows

$$4 + 4 = 8$$

By Columns

$$2 + 2 + 2 + 2 = 8$$

2.



By Rows

$$3 + 3 + 3 = 9$$

By Columns

$$3 + 3 + 3 = 9$$



Name _____



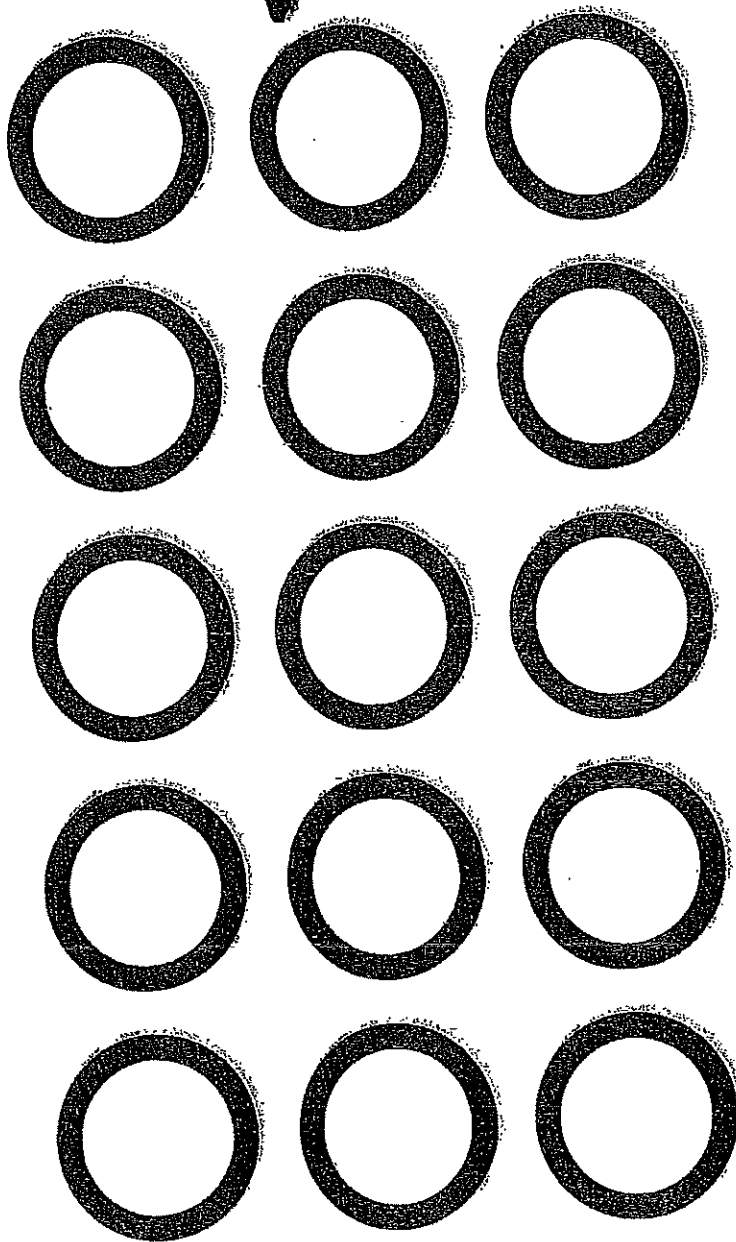
Show and explain two different ways to find how many circles in all.



I can ...

find the total number of objects in a set of rows and columns.

Content Standards 2.OA.A.4
Also 2.OA.B.2
Mathematical Practices MP.1,
MP.3, MP.7



Lesson 2-3 Day 6

Use Arrays to 4

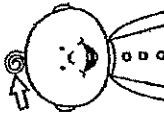
Find Totals

Bossy "r" Word Work

Say & Blend It!

Color It!

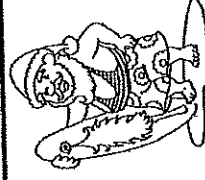
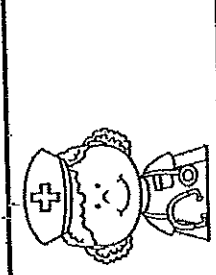
Write It!

	h ur t ● — ●	hurt	
	t ur n ● — ●	turn	
	p ur s ● — ●	purse	
	c ur l ● — ●	curl	

ck an "ur" word from above. Use the word in a sentence.

Name _____

Spell It!



me: _____

riting Paper Day 4

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Name: _____

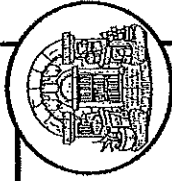
Date: _____



Reading Comprehension #4

Directions: Read the passage. Answer the questions.

THE ENCHANTED BOOKSTORE



One cloudy afternoon, Lily and her brother Max stumbled upon an old, dusty bookstore hidden away on a quiet street. Inside, they discovered shelves filled with books that seemed to glow with a magical aura. A friendly shopkeeper welcomed them and told them about the bookstore's special power.

Each book in the store could transport readers to the world within its pages. Lily and Max were fascinated and chose a book titled "The Land of Whimsy." As they opened the book, they were instantly transported to a land where talking animals, colorful fairies, and enchanted forests existed.

In this magical world, they went on adventures, met new friends, and even helped solve a problem for the fairies. When they were ready to return home, they closed the book, thanked the shopkeeper, and left with a sense of wonder, knowing they could come back anytime for more enchanting adventures.

Day 4

1. Where did Lily and Max discover the magical bookstore?

- A. On a cloudy afternoon
- B. At the park
- C. In a crowded mall
- D. On a busy street

2. What made the books in the store special?

3. Which book did Lily and Max choose to read?

4. What kind of world did Lily and Max visit when they opened the book?

5. If you could go into a magical book world, which one would you pick, and what cool things would you do there?

Answer on Writing Paper
Day 4.

Passage I: The Four Seasons

There are four seasons in a year. The first season is spring. During spring, the weather gets warmer and the flowers start to bloom. The next season is summer. Summer is usually hot and sunny, and it's a great time to go to the beach or swim in a pool. The third season is fall. During fall, the leaves on trees change colors and start to fall off. The last season is winter. Winter is usually cold and snowy, and it's a great time to build a snowman or go sledding.

Questions:

1. How many seasons are there in a year?

2. What happens during spring?

3. What is winter like?



Bossy "r" Word Work

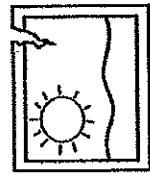
Name _____

Spell It!

Say & Blend It!

Color It!

Write It!



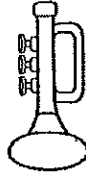
t or n

torn



s t or m

storm



h or n

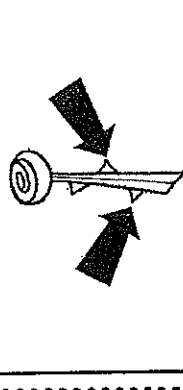
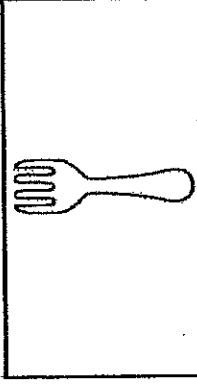
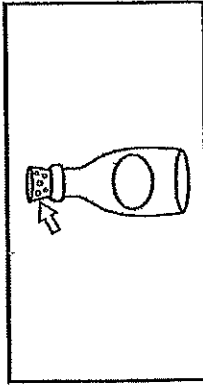
horn



c or d

cord

Pick an "or" word from above. Use the word in a sentence.

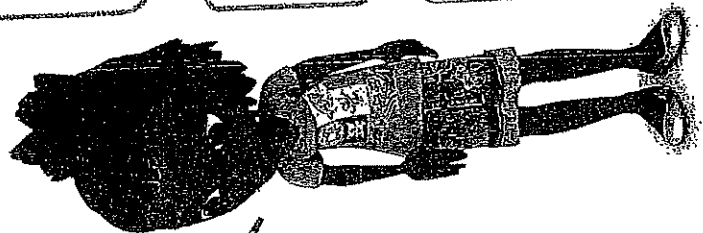


Lesson 3-1 Day 05

Add Tens and Ones on a Hundred Chart

I can ...
add within 100 using place-value strategies and properties of operations.

Content Standards 2.NBT.B.5
Also 2.NBT.B.9
Mathematical Practices MP.3, MP.5



Name _____



How can you use the hundred chart to help you find $32 + 43$? Explain.
Write an equation to show the sum.

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

_____ + _____ = _____

You can add on a hundred chart. Find $54 + 18$.

One Way

Add the tens first.

Start at 54. Add 18.

Move down 1 row to add 1 ten.

Then move ahead 8 to add 8 ones.

$$54 + 18 = 72$$

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

Another Way Add the ones first.

Start at 54. Add 18.

Move ahead 8 to add 8 ones.

Then move down 1 row to add 1 ten.

$$54 + 18 = 72$$

I get the same sum both ways!

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

Convince Me! Max says that to find $54 + 18$ on a hundred chart, you can start at 54, move down 2 rows, and move back 2 spaces. Do you agree? Explain.

☆ **Guided** Add using the hundred chart.

Practice Draw arrows on the chart if needed.

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

1. $17 + 32 = 49$

2. $28 + 21 =$

3. $19 + 20 =$

4. $18 + 8 =$



Name _____

Independent Practice ☆

Add using the hundred chart.

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

5. $33 + 9 =$ _____

6. _____ $= 12 + 73$

7. $38 + 21 =$ _____

8. $56 + 42 =$ _____

9. _____ $= 47 + 28$

10. $39 + 17 =$ _____

11. _____ $= 61 + 19$

12. Higher Order Thinking Write the digit that makes each equation true.

$+ 83 = 90$

$34 + 2$

$= 57$

$+ 51 = 67$

$62 +$

$= 83$



Problem Solving Use Tools Use the hundred chart to solve the problems.

13. Sara has 48 buttons. Luis has 32 buttons.
How many buttons do they have in all?

_____ buttons

14. Mika had 70 buttons. Then she found
19 more buttons. How many buttons does
Mika have now?

_____ buttons

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

15. **Higher Order Thinking** Write the steps
you take to add 43 and 39 on a hundred
chart.

16. ☒ **Assessment Practice** Which has a
sum of 35? Choose all that apply.

☐ $15 + 20$

☐ $16 + 19$

☐ $20 + 15$

☐ $30 + 15$

Days 6-10

Day 6

Owls

Bossy "r" Sounds

Day 7

Building Vocabulary (Owls)

Owls Notes: Use Passage from Day 6 "Owls"

Bossy "r" Sounds

Day 8

Jack's Birdhouse

Collective Noun for Things

Day 9

Uncle Bob

Identifying Nouns

Irregular Verb Sunglasses

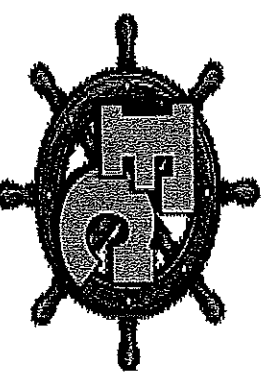
Day 10

The Picnic

Verbs

Holidays

FCES Weekly Lesson Plan



Grade: Second
NTI Days 6-10 Plans

Class/ Period	Day 6	Day 7	Day 8	Day 9	Day 10
Math	I can break apart addends and combine them in different ways to make numbers that are easy to add mentally.	I can use models to add two digit numbers and then explain my work. I need to use my Sticks and Stones.	I can use place value and partial sums. I need to use my sticks and stones.	Collecting Stuff Animals Problems 1-6 Topic 1 Assessment Problems 1-8	Topic 1 Assessment Problems 9-24
	Pages 105,106,107,108	Pages 137,138,139,140	Pages 145,146,147,148		

Day 4 Reading Passage

Name _____



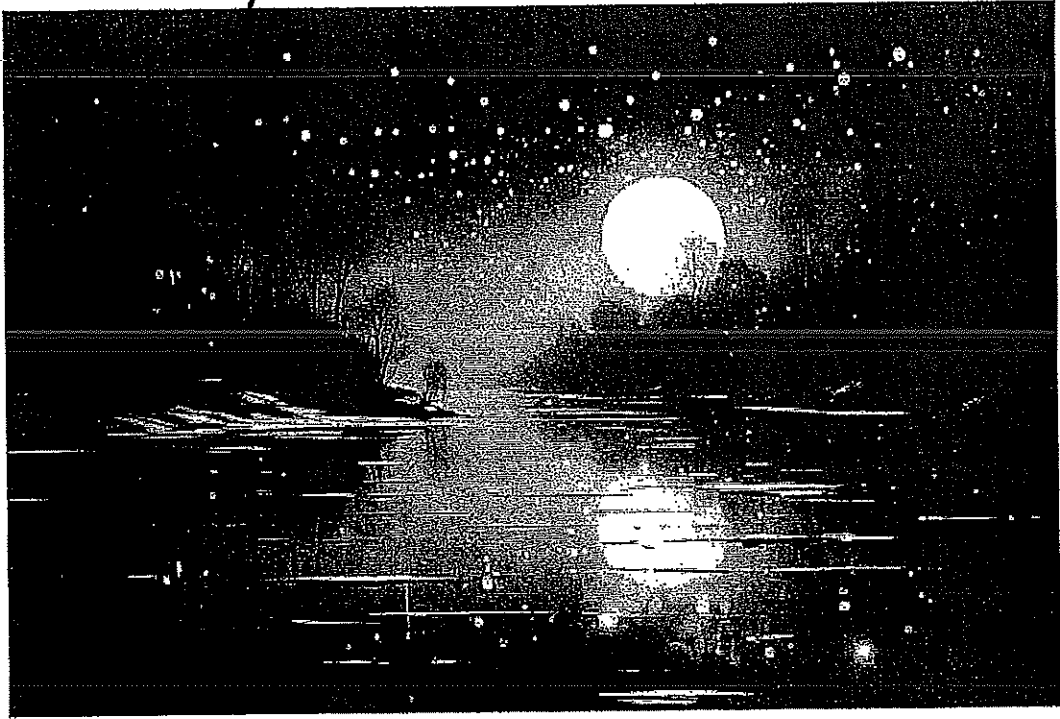
Owls

Owls are nocturnal birds, which means they are active at night. There are around 200 owl species. Owls come in many different colors. The color of their feathers help them blend into their environment.

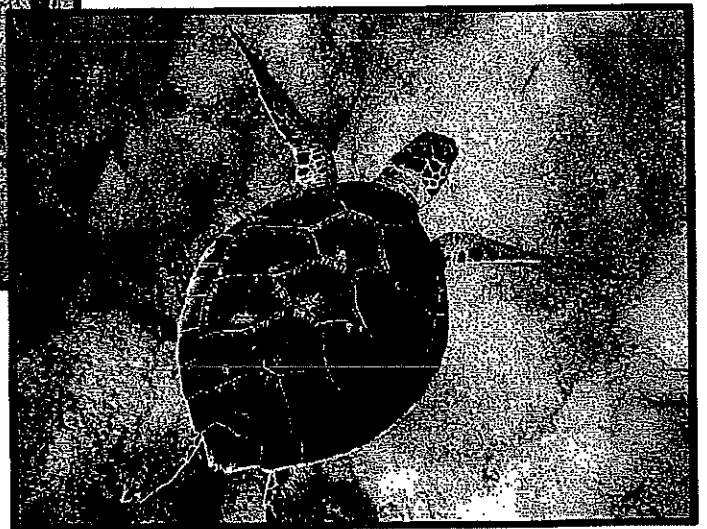
Owls are excellent hunters. Some owl species hunt fish, but most hunt insects, small mammals and other birds. Owls have sharp talons and beaks and are also very quiet in flight because of their large wings. Even though owls have very big eyes, they cannot move their eyes! They must move their heads to see. They are very lucky to have necks that can turn their heads almost all the way around. This helps them find prey. These nocturnal birds also have sharp eyesight. They can even see in the dark.

Did you know that not all owls make that famous "hoot" sound? Owls make different sounds. They can screech, hiss or even growl!

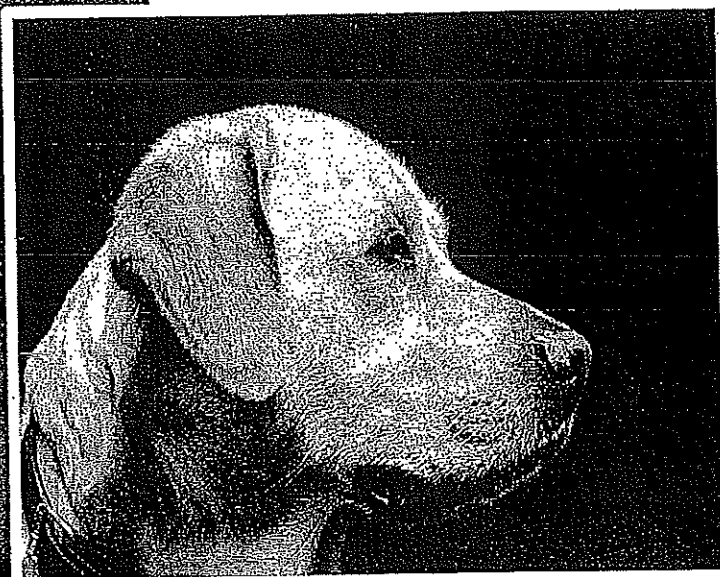
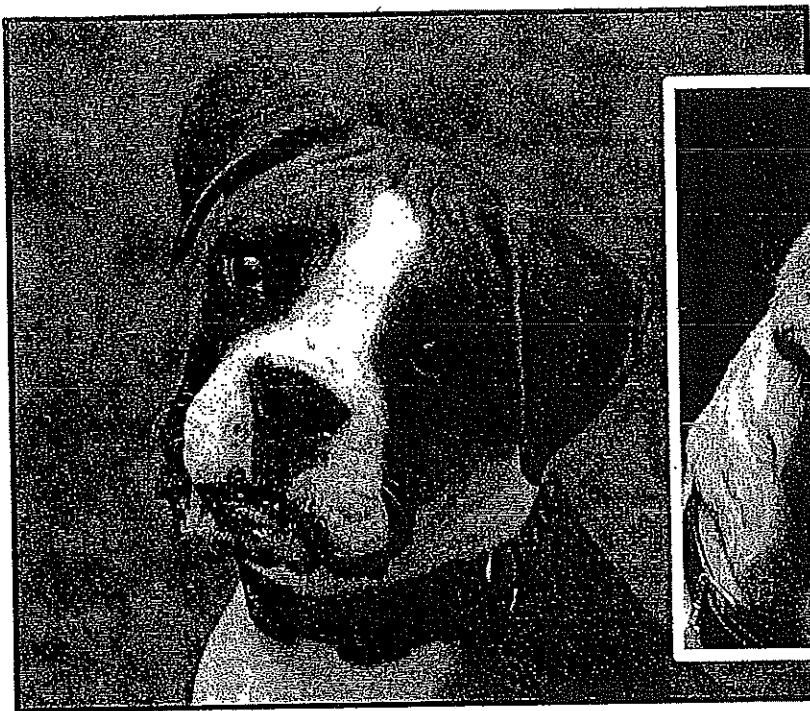
Vocabulary



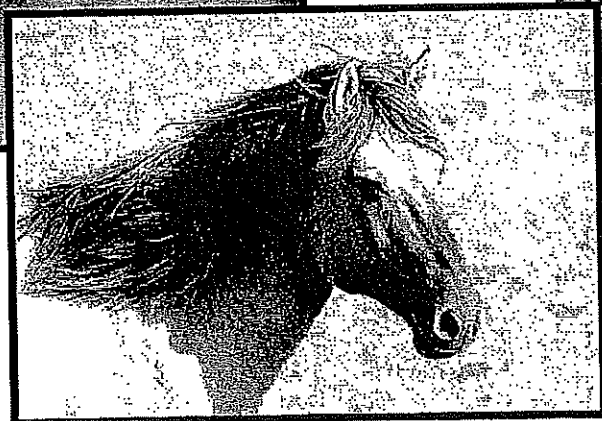
nocturnal



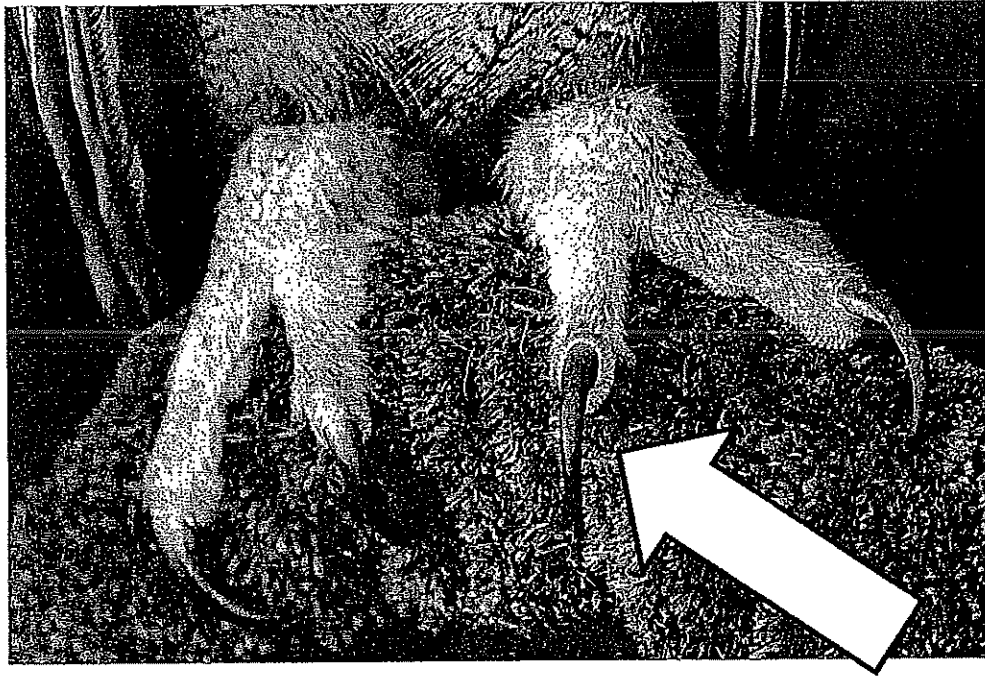
environment



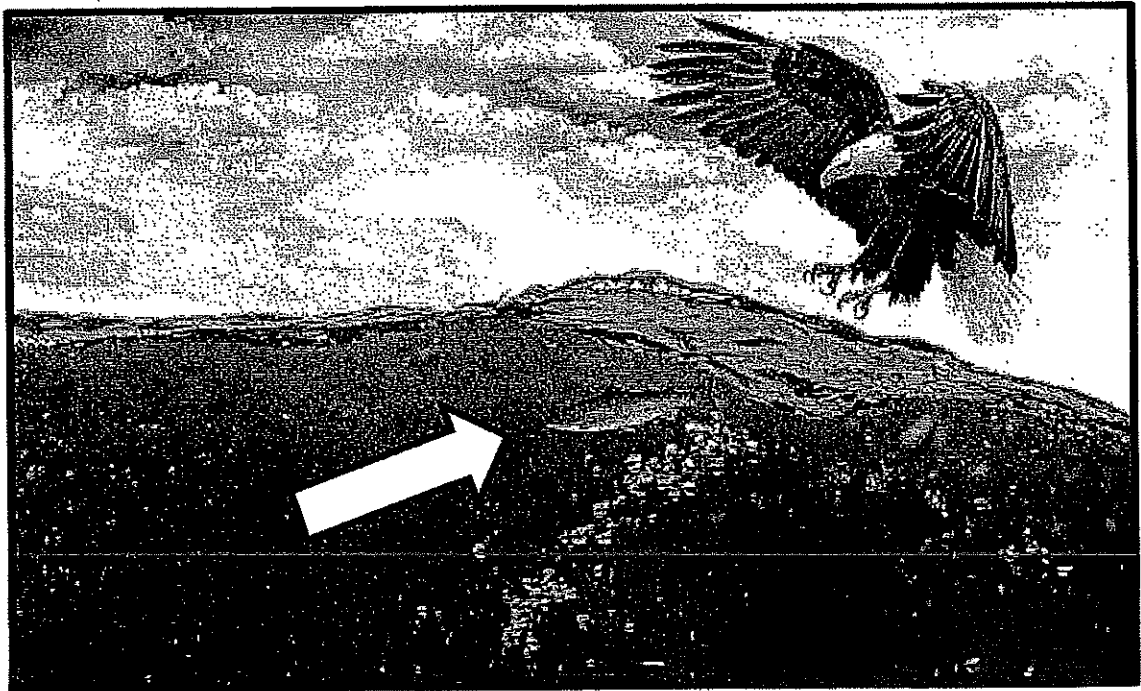
species



mammals



talons



prey

Day 6

Owls

Comprehension Questions: Use the passage to answer the questions.

How many owl species are there? _____

What helps owls blend in with their environment?

When are owls active? _____

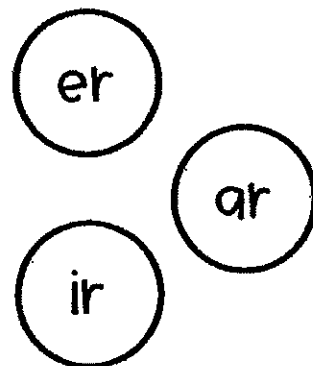
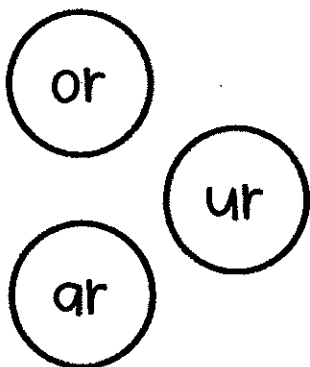
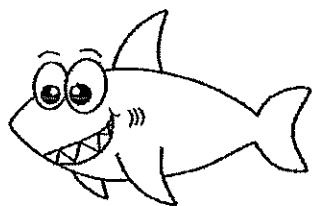
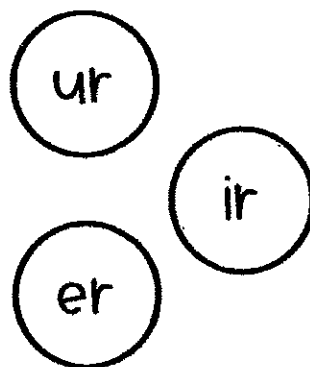
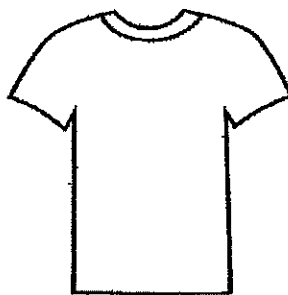
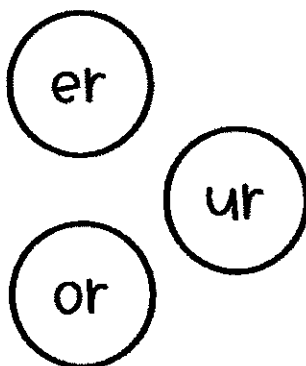
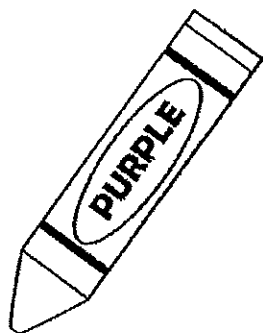
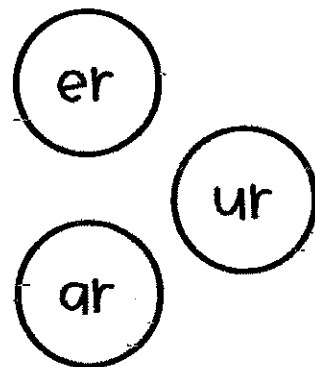
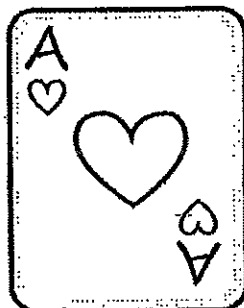
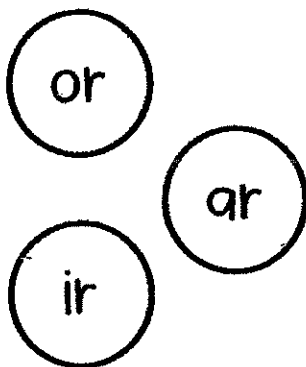
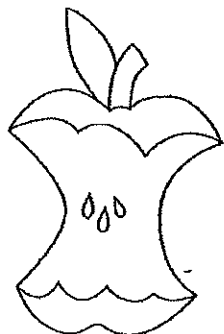
What kinds of sounds do owls make? _____

Day 6

Name _____

Name the picture. Color the correct bossy "r" sound to complete the word. Write the word.

Bossy "r" Sounds



Lesson 3-4 Day 6

Add Using Compensation

I can ...

break apart addends and combine them in different ways to make numbers that are easy to add mentally.

Content Standard 2.NBT.B.5
Mathematical Practices MP.2, MP.3, MP.6

Name _____

Solve & Share

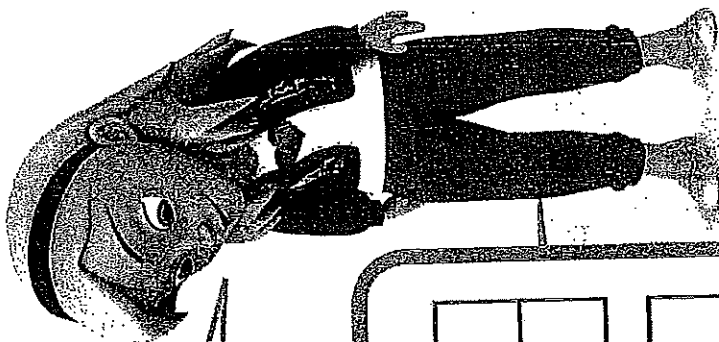
$$27 + 16 =$$

Draw counters on the ten-frames to show each addend.

Then show how you can move some counters to make it easier to find the sum.

Explain your work.

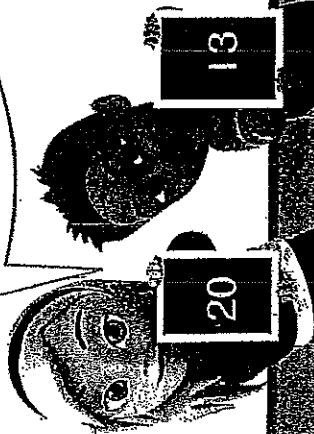
$$27 + 16 =$$





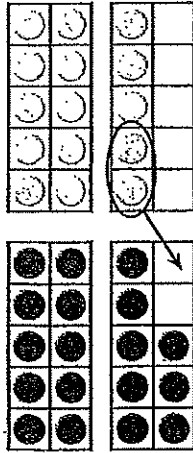
Find $18 + 15$.

There are many ways to use compensation to make numbers that are easier to add.



One way Take 2 from 15 and give it to 18 to make 20.

$$18 + 15 = ?$$



$$20 + 13 = 33$$

Show how you changed the numbers to make them easier to add.

$$18 + 15 = ?$$

$$+2$$

$$20 + 13$$



$$10 + 3$$

$$20 + 10 + 3 = 33$$

$$\text{So, } 20 + 13 = 33.$$

$$18 + 15 = 20 + 13$$

$$\text{So, } 18 + 15 = 33.$$

If you give an amount to one addend, you must take away the same amount from the other addend, so the sum stays the same.



Convince Me! Solve.

$$19 + 26 = \boxed{}$$

Explain how you can change the addends to make them easier to add.

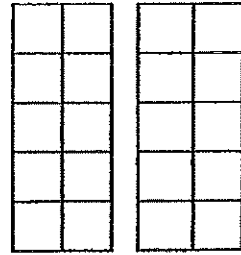
★ **Guided Practice** ★

Use compensation to make numbers that are easier to add. Then solve. Show your work.

1. $17 + 9 =$

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

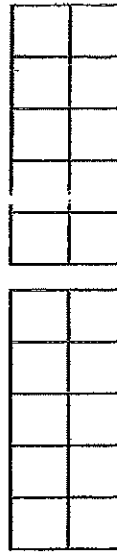
$$20 + 6 = 26$$



2. $16 + 14 =$

$$\begin{array}{r} 16 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ +14 \\ \hline \end{array}$$



Name _____

★ **Independent Practice** ★

Use compensation to make numbers that are easier to add.
Then solve. Show your work.

3. $33 + 19 = \underline{\hspace{2cm}}$

4. $28 + 8 = \underline{\hspace{2cm}}$

5. $27 + 36 = \underline{\hspace{2cm}}$

6. Number Sense Explain how you can use compensation to make numbers that are easy to add. Solve. Show your work.

$28 + 37 = \boxed{\hspace{1cm}}$

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \boxed{\hspace{1cm}}$

7. Higher Order Thinking Show two different ways you could use compensation to make numbers that are easy to add. Solve. Show your work.

$17 + 26 = \boxed{\hspace{1cm}}$

Problem Solving

Use compensation to make numbers that are easier to add.
Then solve. Show your work.

8. **Explain** Bella said there is only one way to rewrite this problem to make the numbers easier to add. Is she correct? Explain. Then solve.



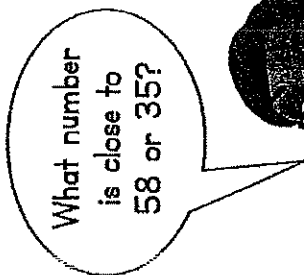
$$42 + 29 =$$

9. **Vocabulary** Show two different ways to use **compensation** to find the sum.

Then solve.



$$58 + 35 =$$



10. **Higher Order Thinking** Show two different ways to use compensation to find the sum. Then solve.



$$37 + 16 + 5 =$$

11. **Assessment Practice** Which is equal to $42 + 18$? Choose all that apply.

- ☐ 58
☐ $40 + 20$
☐ $40 + 10 + 8$
☐ $50 + 10$

Day 7

BUILDING VOCABULARY

Owls

Word	Definition	Sketch
nocturnal	Animals that are active at night and sleep during the day.	Choose a word to sketch.
environment	The world an animal or person lives in.	
species	A group of animals that are all very much the same.	
mammals	An animal that breathes air, has a backbone and grows hair.	Choose a word to sketch.
talons	A large, crooked claw.	
prey	An animal that is hunted for food.	

Use the "Owls"
passage from Day 6. Name _____

Writing about the Text

Use the Notes Page to plan your writing. The red sentences in the text will help you find details.



Owls Notes

Describe why
owls are
excellent
hunters.

Details:

1. _____

2. _____

3. _____

Day 7

Name _____

Name the picture. Color the correct bossy "r" sound to complete the word. Write the word.

Bossy "r" Sounds



ar

or

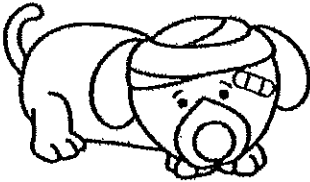
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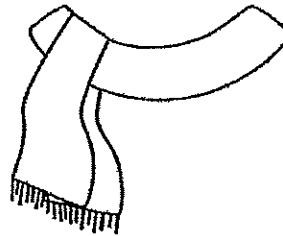
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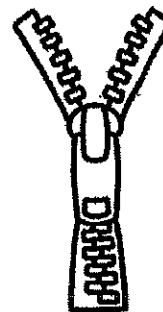
or



or

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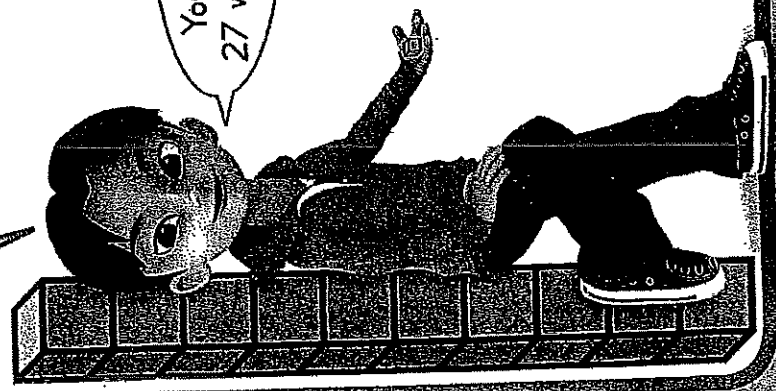
Name _____

Sticks and Stones



Leslie collects 36 rocks. Her brother collects 27 rocks. How many rocks do they collect in all?

Use place-value blocks to help you solve.
Show your place-value blocks.



You can make 36 and 27 with place-value blocks.

_____ rocks

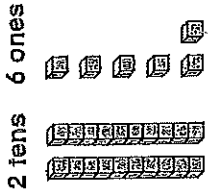
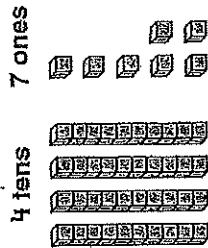
Lesson 4-1 Day 7 Add 2-Digit Numbers Using Models

I can ...
use models to add 2-digit numbers and then explain my work.

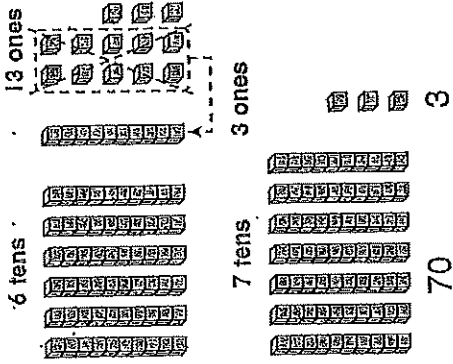
Content Standards 2.NBT.B.5
Also 2.NBT.B.9
Mathematical Practices MP.3,
MP.4, MP.5

Find $47 + 26$.

You can show 47 and 26 with place-value blocks.



Join the tens and ones. Regroup if needed.



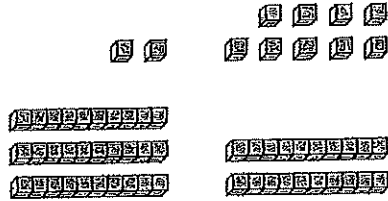
Regroup 13 ones as 1 ten and 3 ones.

So, $47 + 26 = 73$.

Convince Me! When do you need to regroup when adding?

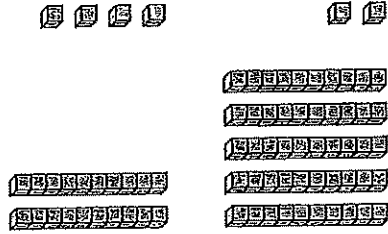
☆ **Guided** ☆ Add. Use place-value blocks to find **Practice** each sum. Regroup if needed.

1. $32 + 29 =$



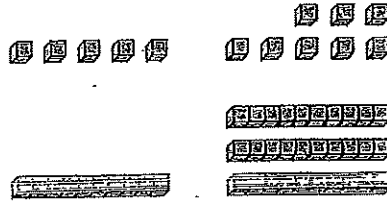
_____ tens _____ ones

2. $24 + 52 =$



_____ tens _____ ones

3. $15 + 38 =$



_____ tens _____ ones

Name _____

Independent Practice ☆ Add. Use place-value blocks to find each sum. Regroup if needed.

4. $36 + 29 =$ _____

5. $27 + 23 =$ _____

6. $59 + 13 =$ _____

7. $24 + 35 =$ _____

8. $58 + 25 =$ _____

9. $15 + 46 =$ _____

10. $75 + 19 =$ _____

11. $44 + 47 =$ _____

Higher Order Thinking Read the sum. Circle all of the number pairs in the box that match that sum.

12. Sum 22

10	4	18
12	15	14
20	21	13

13.

Sum 55

25	30	14
18	14	45
15	21	10

14.

Sum 83

30	45	30
56	19	64
27	29	20

Solve the problems below. Show your work.

- 16. enVision® STEM** There were 24 earthquakes in the U.S. one year. There were 28 earthquakes the next year. How many earthquakes were there in those two years?

earthquakes

- 18. ☒ Assessment Practice** Do you have to regroup to find each sum? Choose Yes or No.

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

birdhouse pencil ruler fourth
second nails wood third

Jack's Birdhouse

Jack wants to build a birdhouse.

He gets some wood.

He gets some nails
and paint.

His mom helps too.

She gets a saw and a hammer.

She gets a pencil and ruler.

Jack draws his birdhouse. They build it together.

Then they hang it up in a tree.

A bird goes into the bird house.

A second bird goes in. A third bird goes in.

A fourth bird goes in!

Jack and his mom look at each other.

They need a bigger birdhouse!



Jack's Birdhouse (exercises)

1. Answer each question to complete the sentences.

What does Jack want to build?

He wants to build a _____.

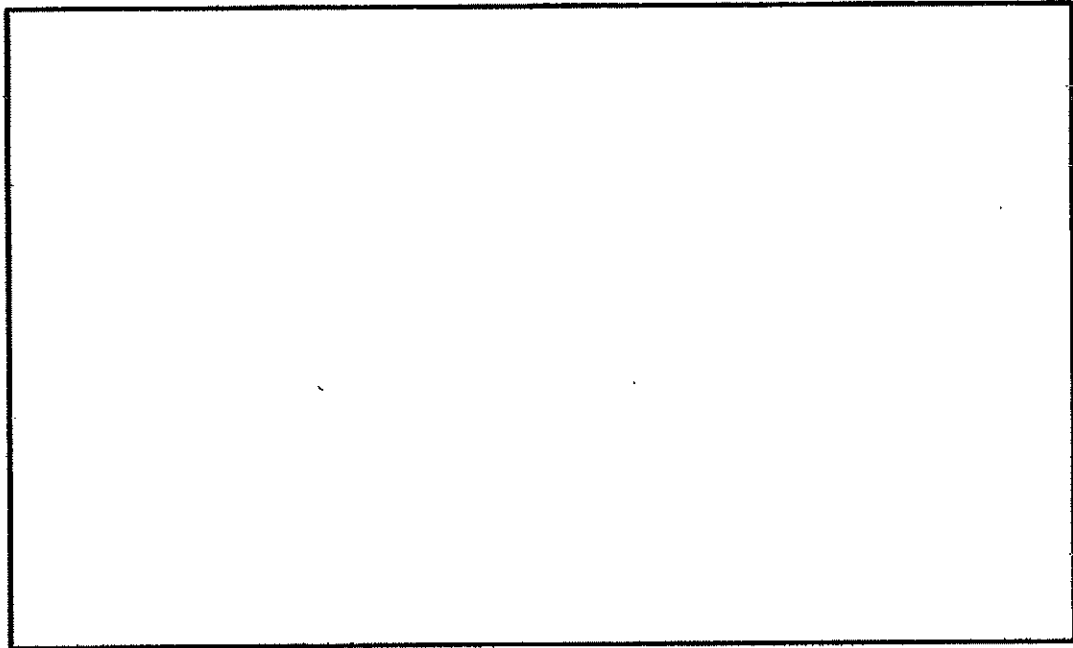
Who helps him?

His _____ helps him.

Where does he put the birdhouse when he is done?

He hangs it in a _____.

2. Draw a birdhouse you would like to make.



3. Write three things Jack uses to make his birdhouse?

1. _____
2. _____
3. _____

Day 8

Name: _____ Date: _____

Collective Noun for Things

Collective nouns are groups of people, things, or places.

a stick of butter

Direction: Match the collective noun to the noun it goes with.

- | | | |
|--------------------|---|-----------|
| 1. a bowl of | • | coins |
| 2. a collection of | • | pizza |
| 3. a bolt of | • | hay |
| 4. a bouquet of | • | rice |
| 5. a slice of | • | lightning |
| 6. a bale of | • | flowers |
-
- | | | |
|-----------------|---|------------|
| 7. a chest of | • | stairs |
| 8. a cloud of | • | bread |
| 9. a stack of | • | drawers |
| 10. a flight of | • | papers |
| 11. a tube of | • | dust |
| 12. a loaf of | • | toothpaste |

Name _____



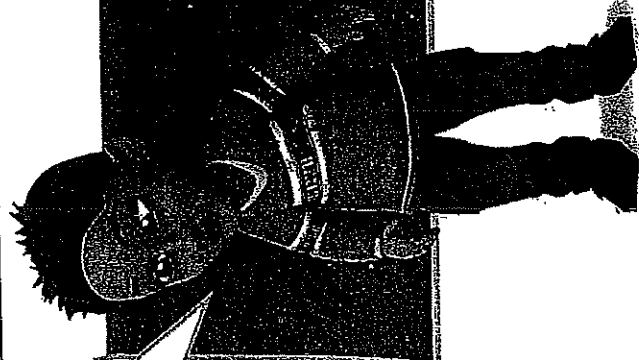
Solve & Share

Ms. Kim's class has 25 students.

Mr. Will's class has 36 students.

Both classes go on a field trip. How many students are on the trip?

Draw place-value blocks to help you solve the problem.



Activity

Lesson 4-3 Day 8

Add with Partial Sums

I can ...

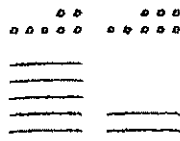
add using place value and partial sums.

© Content Standards 2.NBT.B.5
Also 2.OA.A.1, 2.NBT.B.9
Mathematical Practices MP.4,
MP.7

_____ students



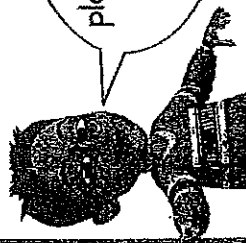
Find $57 + 28$.



Tens	Ones
5	7
2	8

+

I can use place-value blocks to add and record partial sums.



Add the tens.



5 tens + 2 tens = 7 tens

Add the ones.



7 ones + 8 ones = 15 ones

70 and 15 are the partial sums.

Write the partial sums.

Tens	Ones
5	7
2	8
+	
70	15

50 + 20 =

7 + 8 =

70 and 15 are the partial sums.

Then add the partial sums to find the sum.

Tens	Ones
5	7
2	8
+	
50	20
7	8
Sum =	

So, $57 + 28 = 85$.

Convince Me! Can you add the ones first and then the tens when finding $57 + 28$ using partial sums? Explain.

★ **Guided** Add. Use partial sums.
★ **Practice** Draw blocks if you need to.

1. $24 + 13$

2. $68 + 7$

Tens	Ones
2	4
1	3
+	
20	10
4	3
Sum =	

Tens	Ones
6	8
	7
+	
60	0
8	7
Sum =	

Add. Use partial sums. Draw blocks if you need to.

Tens Ones	
4	3
5	2

$\quad + \quad$
 $\quad = \quad$
 $\quad + \quad$
 $\quad = \quad$
 Sum =

Tens	ones
6	8
+	
=	
+	
=	
Sum =	

Tens	Ones
3	7
	8
+	=
+	=
Sum =	

Tens		Ones	
5	2	+	
3	8	=	
		+	
		=	
		Sum =	

Tens	Ones
4	5
2	9
+	
=	
+	
=	
Sum =	

Addition	
$2 + 8 =$	
$3 + 9 =$	
$\text{Sum} =$	

$$9.23 + 1 \square = 37$$

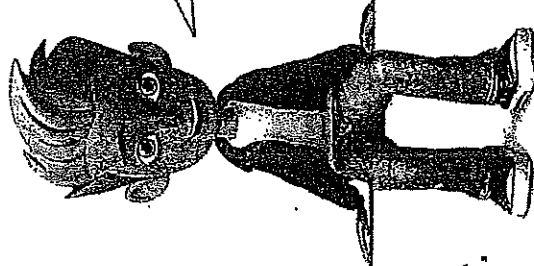
$$10.59 = \boxed{}8 + 31$$

Problem Solving

Solve each problem. Show your work.

11. **Model** 34 students are on the playground.
17 students are in the gym. How many
students are there in all?

12. Sarah put 8 white roses in a vase.
Then she added 7 red roses and
12 yellow roses to the vase.
How many roses are in the vase now?



Think about
how you can break
apart the problem
into steps.

_____ students

_____ roses

13. **Higher Order Thinking** Write
each missing tens or ones digit.
What strategy did you use?

$$12 + 3 \square = 50$$

$$24 + 3 \square = 60$$

$$35 + 3 \square = 70$$

14. ☒ **Assessment Practice** Which is the sum
of $28 + 36$? Use partial sums to solve.

(A) 8

(B) 12

(C) 54

(D) 64

Day 9

Consonant -le

Name: _____

Uncle Bob



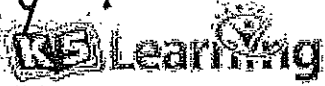
Uncle Bob settled in his new home. He sat in the backyard with his pet poodle under a maple tree. Uncle Bob's poodle was named Doodle. He loved his simple home. Uncle Bob had a table and a chair in the backyard. He had a bowl of noodles and an apple. After he ate, he blew bubbles. The little poodle chased the bubbles and ran in circles. It messed up the pile of maple leaves. Uncle Bob giggled and hugged his little poodle.

What pet did Uncle Bob have?

What did Uncle Bob eat?

What did Uncle Bob do after he ate?

Day 9



Noun:

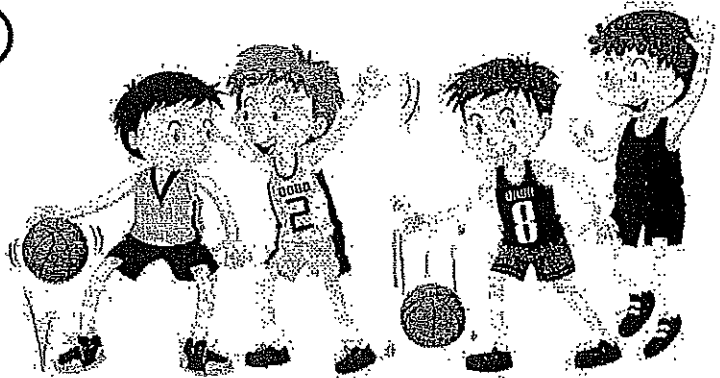
A person, place, or thing

Identifying nouns

Grade 2 Nouns Worksheet

Circle the nouns in each sentence.

1. Hockey is my favorite sport.
2. My grandmother plays golf.
3. Your dad prefers soccer.
4. My friends like basketball.
5. There are nine players on a baseball team.
6. When you have a pool, you can swim.
7. To ski, you need skis and boots.
8. We use a boat to fish in the lake.
9. Your sister enjoys tennis a lot.
10. Hit the volleyball over the net.



Write a sentence with 2 nouns and circle them.

Day 9

Name: _____

Date: _____

Irregular Verb Sunglasses

Direction: Use the word bank to fill in the glasses with the past tense of the given word.

blew
caught
came

drove
fought
heard

left
shook
slept

stood
threw
wore

hear

drive

shake

come

blow

stand

leave

fight

catch

wear

sleep

throw

Name _____

Topic 1
Performance Task

Day 09

Collecting Stuffed Animals

1. The second graders are collecting stuffed animals for a fundraiser. Use the clues to complete the table.

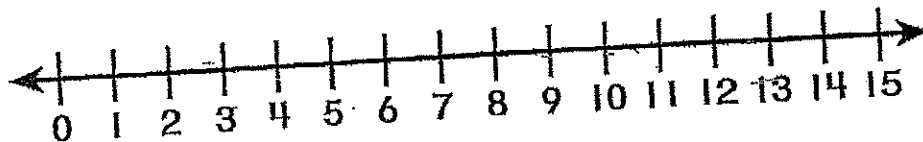
- Ms. Bennett's class brought 5 stuffed animals on Day 2.
- Mr. Lopez's students brought 1 more stuffed animal on Day 2 than they brought on Day 1.
- Mrs. Fisher's class has the same number of stuffed animals as Mr. Lopez's class after 2 days.

Number of Stuffed Animals Donated			
Class	Day 1	Day 2	Total
Mr. Lopez	6		
Ms. Bennett	9		
Mrs. Fisher	7		

2. Write an equation to show how many stuffed animals Mr. Lopez's and Ms. Bennett's classes donated on Day 2.

3. Mr. Lopez's class donated 5 birds. The rest of the animals were bears. How many bears did his class donate? Explain.

4. Brady had 12 stuffed animals. He decided to give 3 of them to his class. How many stuffed animals does Brady have now?
Use the number line to show your answer.



_____ stuffed animals

5. Amber said Ms. Bennett's class donated 4 more animals on Day 1 than on Day 2. Do you agree? Circle Yes or No.

Show your work and explain your answer.

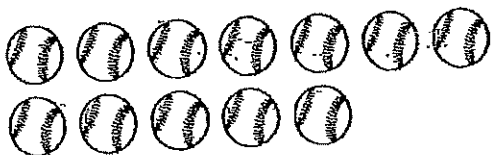
Yes

No

6. On Day 2, how many stuffed animals did Ms. Bennett's and Mrs. Fisher's classes bring in all? Write an addition equation to solve. Explain the strategy you used to solve the equation.

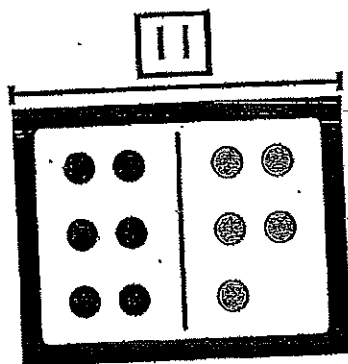
Name _____

1. Dan has 7 baseballs.
Leah has 5 baseballs.
Which equation shows how many more baseballs Dan has than Leah?



- (A) $5 + 3 = ?$
(B) $7 - 5 = ?$
(C) $5 - 3 = ?$
(D) $7 + 2 = ?$

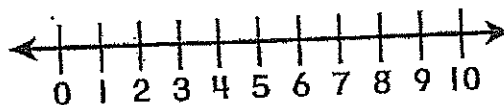
2. Which related addition fact can be used to find $11 - 6$?



- (A) $5 + 6 = 11$
(B) $10 + 1 = 11$
(C) $5 + 1 = 6$
(D) $6 + 6 = 12$

3. Find $4 + 3$.

Use the number line to count on.



- (A) 5
(B) 6
(C) 7
(D) 8

4. Trina has 7 more bracelets than Sara.
Sara has 8 bracelets.
How many bracelets does Trina have?

Which equation can help you solve the problem?

- (A) $8 - 7 = ?$
(B) $? + 7 = 8$
(C) $8 + ? = 16$
(D) $8 + 7 = ?$

Name _____

5. Rick counts beads by 1s.
He counts to 110.
Which number will Rick
say next?

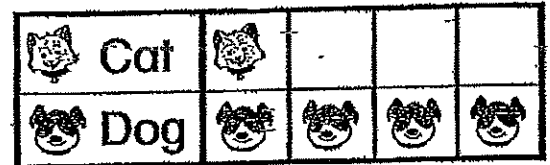
(A) 112
(B) 111
(C) 109
(D) 101

6. Lakisha has 5 red marbles,
9 blue marbles, and
3 yellow marbles.
How many marbles does
Lakisha have in all?

$$5 + 9 + 3 = \underline{\quad ? \quad}$$

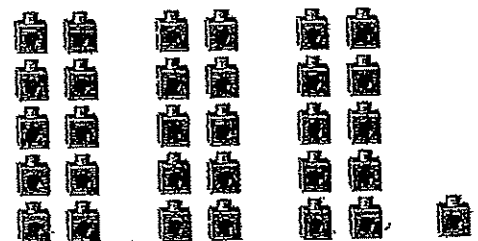
(A) 8
(B) 12
(C) 14
(D) 17

7. Look at the picture graph.
How many fewer cats than
dogs are there?



(A) 1
(B) 2
(C) 3
(D) 5

8. 31 is ? groups of 10 and
1 left over.



(A) 2
(B) 3
(C) 10
(D) 30

Day 10

Closed
Syllables

Name: _____

The Picnic

☐☐☐

Pam and I had a picnic. Pam got a big picnic basket. Pam got fig jam and a yam. I got plastic cups, milk and napkins. I was upset because I forgot the muffins. We sat on the mat with my pet rabbit. All of a sudden, I got the hiccups. I had a big sip of milk. We sat until sunset.

What did Pam get?

Why was I upset?

Why did I have a big sip of milk?

Verbs

Action

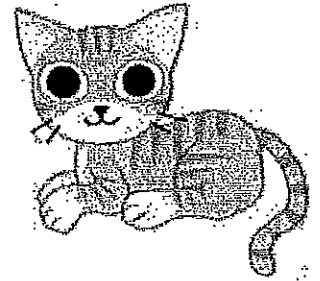
Grade 2 Verbs Worksheet

Circle the verb in each sentence.

*Verbs are words that tell you
what something or somebody
is doing or being.*

The firemen rescued the cat from the tree.

My friends and I are going to the movies.



My friend likes to read books about fairies.

Mom and dad are going out for dinner.

Our teacher gave us homework.

My sock has a hole in it.

The book has a blue cover.

