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**PREVIEW**  
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**PREVIEW**



2

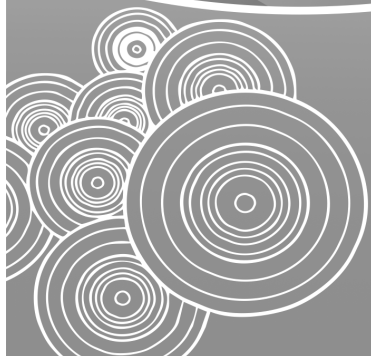
# Common Core State Standards

Second Grade Workbook  
STUDENT EDITION

Grade 2

- Math Standards
- English Standards

Worksheets that teach every  
Common Core Standard!



# Helping

**Directions:** Read the passage below about helping. Answer the questions about the text. Ask your own questions that can be answered by reading the text.

I love to help people. Helping people can be lots of fun. I decided to make a list of possible ways that I could help people I know.

First, I took out my notebook, sat on my bed, and made a list of the people I could help. So far I had thought of my mom, my dad, my little sister Chloe, Mrs. White who lived alone across the street, my next door neighbor Mr. Hill who was always working on his garden, and Mr. and Mrs. Snow who just moved into the yellow house with a puppy.

Next, I thought about how I could help each person. I know mom always needs help putting laundry away. Dad doesn't like washing his truck. Chloe forgets to put her toys back because she is only 2 years old. Mrs. White has a hard time bringing out her trash on Tuesday nights. Mr. Hill is watering his garden at least 4 times a day because of the hot, sunny weather we have been having. Mr. and Mrs. Snow might need help training their puppy.

Finally, my list was complete. Now all I had to do was volunteer to help out. I couldn't wait to get started.

**Answer these questions about the text.**

1. Where does the story take place?

\_\_\_\_\_

2. How many people are on the child's list?

\_\_\_\_\_

3. How will he help Mr. Hill?

\_\_\_\_\_

4. Which job do you think would be the most fun? Why?

\_\_\_\_\_

\_\_\_\_\_

**Ask two questions about this text.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Anticipation

**Directions:** Read the passage below about anticipation. Answer the questions about the text. Ask your own questions that can be answered by reading the text.

Finally! The day I had been dreaming about for six months had arrived. Today I was getting my puppy! Mom and dad had decided that it would be a good idea if we waited until school ended to get the puppy. Well school ended yesterday and the big day was here. I woke up early. I made sure I made my bed, brushed my teeth, ate breakfast, and was ready to go by 7 o'clock. Now it was just the wait until the shelter opened.

We decided that adopting a dog would be the best thing to do. It felt right to give a new home to an unwanted animal. I knew it wasn't going to be an easy decision since there would be a few puppies that I would have to choose from, but I figured the right puppy would somehow let me know that we belonged together.

It felt like 5 hours had gone by when mom finally said she was ready to go, but when I looked at the clock, it was only 8:45. Hopefully we would be the first ones at the shelter this morning since it would only take us 10 minutes to drive there. I can't wait to see what this summer will bring!

**Answer these questions about the text.**

1. What is the child anticipating?

2. When does this story take place?

3. What time did the child leave with mom?

4. Where did they go to get the puppy? Why?

**Ask two questions about this text.**

# Fables

**Directions:** Read the Aesop Fable *The Crow and the Pitcher*. Think about what the story is trying to teach.



## The Crow and the Pitcher

A Crow, very thirsty, came upon a pitcher which had once been full of water; but when the Crow put its beak into the mouth of the pitcher he found that only very little water was left in it, and that he could not reach far enough down to get at it. He tried, and he tried, but at last had to give up in despair. Then a thought came to him, and he took a pebble and dropped it into the pitcher. Then he took another pebble and dropped it into the pitcher. Then he took another pebble and dropped that into the pitcher. Then he took another pebble and dropped that into the pitcher. Then he took another pebble and dropped that into the pitcher. Then he took another pebble and dropped that into the pitcher. At last, at last, he saw the water mount up near him, and after casting in a few more pebbles he was able to quench his thirst and save his life.

How does the crow feel? How would you feel? What does the crow do? What would you do?  
What is this story trying to teach us?

\_\_\_\_\_

\_\_\_\_\_

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# Fables

**Directions:** Read the Aesop Fable *The Fox and the Grapes*. Think about what the story is trying to teach.

## The Fox and the Grapes

One hot summer's day a Fox was strolling through an orchard when he came to a bunch of grapes just ripening on a vine which had been hung up over a lofty branch. "Just the thing to quench my thirst," said he. Drawing back a few paces, he took a run and a jump, and just missed the bunch. Turning round again with a One, Two, Three, he jumped up, but with no greater success. Again and again he tried after the tempting morsel, but at last had to give it up, and walked away with his nose in the air, saying: "I am sure they are sour."



How does the fox feel? How would you feel? What does the fox say? What would you do?  
What is this story trying to teach us?

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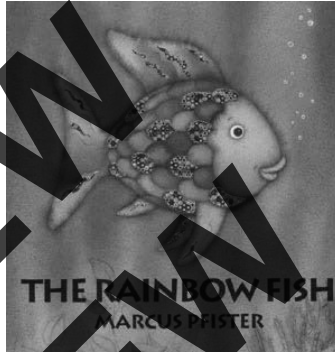
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# Rainbow Fish

**Directions:** Read *Rainbow Fish*. Describe what Rainbow Fish says and does when a little fish asks for one of his scales.



1. Rainbow Fish loves his scales. When a little blue fish asked Rainbow Fish for one of his scales, how did Rainbow Fish react?

\_\_\_\_\_

2. Why do you think he reacted that way?

\_\_\_\_\_

3. What happened because of the way Rainbow fish reacted?

\_\_\_\_\_

4. What did Rainbow Fish do when no other fish would talk to him?

\_\_\_\_\_

5. How did Rainbow Fish win his friends back?

\_\_\_\_\_

6. How did Rainbow Fish feel?

\_\_\_\_\_

7. What do you think is the lesson of this story?

\_\_\_\_\_

# Chrysanthemum

**Directions:** Read *Chrysanthemum*. Describe what Chrysanthemum says and does when her school friends make fun of her adored name.



1. Chrysanthemum loves her name, but her friends at school make fun of it. How does she feel after her first day of school?

2. What did Chrysanthemum tell her parents when they asked about her day?

3. How did Chrysanthemum react to how the children treated her?

4. How did Chrysanthemum's parents try to help her? How did Chrysanthemum react?

5. How did Chrysanthemum feel after she met Mrs. Twinkle?

6. What happened that made Chrysanthemum like her name again?

7. What do you think is the lesson of this story?

# Rhythm and Rhyme

**Directions:** Read the poem below. Do you hear a rhythm? Do you hear the rhyme?

**Crickets make noise in the night.  
They rub their wings together tight.  
Only males can make the chirp  
It doesn't mean that they are hurt.**

**Crickets chirp so they can mate.  
A way they do communicate.  
So when you hear songs in the thicket,  
You will know it is a cricket.**



**Answer these questions about the text.**

1. Do you hear a rhythm in this poem? How many beats are in each line?

line 1 _____	line 5 _____
line 2 _____	line 6 _____
line 3 _____	line 7 _____
line 4 _____	line 8 _____

2. What rhymes do you hear?

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3. Can you write the next stanza?

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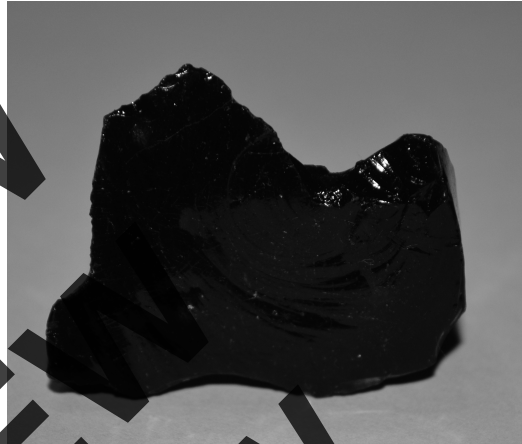


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# Rhythm and Rhyme

**Directions:** Read the poem below. Do you hear a rhythm? Do you hear the rhyme?

**Obsidian is a rock, you know.  
Made from lava cooling fast.  
Created from a volcano.  
It's black and looks like glass.**



**Obsidian is hard and brittle.  
It fractures and becomes quite sharp.  
Doctors use it for their scalpels.  
Jewelers use it for their art.**

Answer these questions about the text.

1. Do you hear a rhythm in this poem? How many beats are in each line?

line 1 _____	line 5 _____
line 2 _____	line 6 _____
line 3 _____	line 7 _____
line 4 _____	line 8 _____

2. What rhymes do you hear?

---



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---

3. Can you write the next stanza?

---



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## Beginnings and Endings

**Directions:** Choose a story to read. Write how the beginning of the story introduces the characters and main idea of the story. Write how the ending brings everything to a close, solves problems, and answers questions.

The book I chose is:

\_\_\_\_\_

Written by:

\_\_\_\_\_

The beginning of the story introduces the characters and how they may interact. It catches the reader's attention. What important things happen at the beginning to introduce the story to the reader?

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

The end of the story solves the problems that have occurred in the story and resolves events. What happens at the end of the story that brings the story to a close?

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

# Beginnings

**Directions:** Choose two similar stories you have read. Write how the beginning of each story introduces the characters and main idea of the story. Compare how each story's beginnings are similar and different.

Story One	Story Two
_____	_____
Author	Author
_____	_____
Main Character(s)	Main Character(s)
_____	_____
_____	_____

How are Beginnings of these stories similar?

How are the Beginnings of these stories different?

# Endings

**Directions:** Choose two similar stories you have read. Write how the ending of each story solves problems and resolves events. Compare how each story's endings are similar and different.

Story One	Story Two
_____	_____
Author	Author
_____	_____
Main Character(s)	Main Character(s)
_____	_____
_____	_____

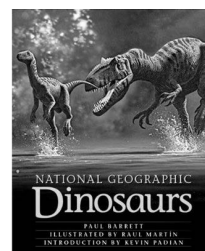
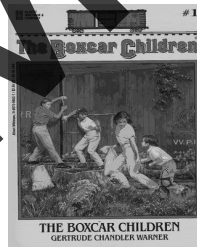
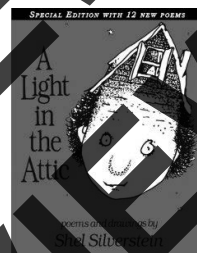
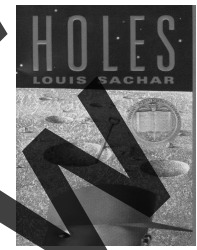
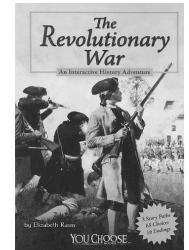
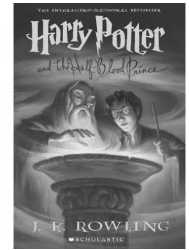
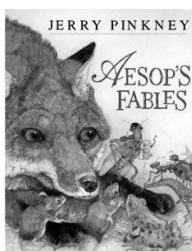
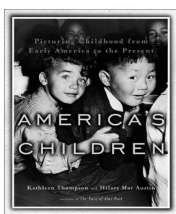
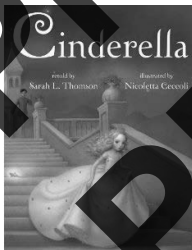
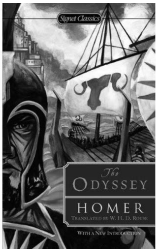
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How are the Endings of these stories similar?

How are the Endings of these stories different?

# What Kind of Story?

**Directions:** With your teacher's help, match the book cover to the type of story it is. (genre)



poem

story

fantasy

non-fiction

photo-essay

mythology

history

realistic fiction

play

mystery

fable

fairy tale

PREVIEW

## Character's Voice and Point-of-View

**Directions:** Characters in stories have their own points-of-view, or voice. When a character is telling the story, the story is told in a narrative point-of-view. When characters have dialogue in a story, readers use a different voice to represent each character's point of view. Your voice needs to shift so that it echos the style of that character.

In a group, with a partner, or on your own, choose some fictional stories to read. As you read the thoughts or dialogue of the characters, be aware of the character's point-of-view. Use different voices, tones, and rhythms to distinguish between the characters.

Keep track of some of these characters and the type of voice you used.

Character	Type of voice
<i>Snow White</i>	<i>Slow, sweet, happy, high pitch</i>

## Who's Talking Now?

**Directions:** Using your knowledge of a character's point-of-view, determine which character might be narrating each passage. Who might the narrator be? 3rd-person narrator? 1st-person narrator (a character)?

"But I am not tired!" I tried to tell my mom that I wasn't ready for bed, but from the couch she kept telling me to get into my pajamas. "Let's go Peter," she said. I stormed upstairs and reluctantly put on my Spiderman pajamas. "OK, mom, I am in my pajamas!" No answer. I yelled even louder. "I am in my pajamas!" Back down the stairs I pounded ready to yell it again. I turned the corner into the kitchen and heard, "Surprise!" My whole family was in their pajamas with a bowl of popcorn waiting for me to watch a movie!

Who is telling the story? \_\_\_\_\_

How do you know? \_\_\_\_\_

Dad left the CB radio on the table. "Don't touch this Jane. I'll be right back." Jane sat looking at the radio. Her dad had let her talk on it before. She loved the crackling sound it made when someone's voice came through. The little mic snuggled right into the palm of her hand and she reveled in the CB radio jargon... I'm on a flip-flop; freeband; over your shoulder, key up; alligator ahead. A sharp sound snapped Jane out of her daydream. "Breadbox, this is Shark Man...come in." Jane's impulse was to pick up and answer, since Breadbox was her dad's call sign. But her dad said not to touch the radio. The call came in two more times and Jane was just about to answer when her dad walked in and smiled. Standing next to her was his friend, Shark Man. She had passed the no-touch test.

Who is telling the story? \_\_\_\_\_

How do you know? \_\_\_\_\_

Everybody left me today! The house was so quiet. I did have a full bowl of kibble and some nice clean water. I decided to just lay on my soft, round bed and play with my squeaky bone. After a good, long nap I heard the doorknob start to turn and that familiar creak of the kitchen door opening. In walked my favorite people. I jumped up and down, my tongue hanging out and my tail wagging like crazy. So glad to be in a family.

Who is telling the story? \_\_\_\_\_

How do you know? \_\_\_\_\_

## Text and Illustration Clues

**Directions:** Look at the illustration below and its caption. Think about the characters and what might be happening in the picture. Answer the questions below with complete sentences.



*Beverly and Byron were playing Medieval Soldiers,  
and once again Byron was winning each battle.*

1. How do you think Beverly feels? \_\_\_\_\_  
\_\_\_\_\_

2. Why do you think she feels this way? How do the picture and text help you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Where do you think the children are? Why? \_\_\_\_\_  
\_\_\_\_\_

4. What do you think might happen next? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What makes you think this will happen? \_\_\_\_\_  
\_\_\_\_\_

## Text and Illustration Clues

**Directions:** Look at the illustration below and its caption. Think about the characters and what might be happening in the picture. Answer the questions below with complete sentences.



*Carl Cochon finished his homework, grabbed a snack, and was allowed a special treat.*

1. Where do you think Carl is? Why? \_\_\_\_\_  
\_\_\_\_\_
2. What do you think Carl is doing? How do the picture and text help you? \_\_\_\_\_  
\_\_\_\_\_
3. How does Carl feel? Why? \_\_\_\_\_  
\_\_\_\_\_
4. Who might the other pig be? \_\_\_\_\_
5. What do you think the other pig is doing? Why? \_\_\_\_\_  
\_\_\_\_\_
6. What do you think might happen next? \_\_\_\_\_  
\_\_\_\_\_

## Comparing Two Stories

**Directions:** Read two versions of the same story and compare the two stories.

Story One		Story Two	
Main Characters	Setting	Main Characters	Setting
Problem	Solution	Problem	Solution

Level: Second Grade

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

# The Little Red Hen

**Directions:** Read the two versions of *The Little Red Hen* and compare the two stories.



What are some details from each story?

What is the problem?



# What I Am Reading

**Directions:** Keep track of the stories you read this year in Second Grade. When you finish a book, write the title and the date you completed the book. Did you like the book?

Date	Book Title	Did You Like the Book?



# Feelings

**Directions:** Read the passage below about feelings. Answer the questions about the text. Ask your own questions that can be answered by reading the text.

Things that happen to you cause you to have feelings. Sometimes these things make you feel happy, glad, or satisfied, like when you get an A on a test or finish a project. You may feel anxious about meeting new people or worried because you lost your homework. Riding a fast, thrilling roller coaster may make you feel fear, and watching a scary movie may cause terror inside of you.

Sometimes you feel sadness, like when you lose your favorite pet or have a fight with a friend. People often get depressed if they are sad for too long. You can feel anxious about trying something new, or embarrassment if things don't go right. If you have trouble building a toy car or your computer game just won't work, you may feel frustrated. If you just don't understand something, you can feel confused.

Dismay and frustration can quickly turn into anger at times. If you don't feel you were treated fairly, or you can't get what you want, you may feel annoyed, irritated, or outraged. There are times when your feelings get hurt because of what someone has said or done.

Everyone has negative feelings from time to time. Don't be afraid to talk to someone about your feelings. Talking about your feelings can help you solve problems and start feeling better. And, when you feel low, it helps to become optimistic, to think positively, and once again be cheerful. Being kind to others can lift your spirits and help you remain gleeful, energetic, and bright.

**Answer these questions about the text.**

1. What is this passage about?

\_\_\_\_\_

2. When might you feel frustrated?

\_\_\_\_\_

3. Why is it important to talk to someone if you are feeling low?

\_\_\_\_\_

4. How do you feel when things do not go your way? Explain.

\_\_\_\_\_

\_\_\_\_\_

**Ask two questions about this text.**

\_\_\_\_\_

\_\_\_\_\_

## Simple Machines

**Directions:** Read the passage below about simple machines. Answer the questions about the text. Ask your own questions that can be answered by reading the text.

Rachel is studying about simple machines in her class. Simple machines are tools we use to make work easier. Rachel's homework is to look around her house and find an example of each simple machine. At first, she had a hard time finding even one simple machine. Then Rachel remembered that the things we use everyday may not look like a machine, but they still make work easier.

So Rachel went into the garage to see what she could find. As she turned the door knob, it occurred to her that this was a *wheel and axle*. One down...five more to go. Rachel walked a few steps and tripped over something. Her dad's hammer! A hammer is a *lever*! Four left. She noticed a basket of laundry next to the washer and looked up to see some drying on a clothesline. The clothesline ended in a *pulley*! This was easier than she had thought.

Rachel went back inside the house to get a drink. The kitchen door was propped open by a small block slid under the door...a *wedge*! That leaves two simple machines to find. She opened the refrigerator and the handle popped off dropping... a *screw*! Only one left...and she knew just where to find it. Out the front door, to the driveway, she walked up to her brother's skateboard ramp. An *inclined plane*.

Rachel's homework was complete. She had found all six simple machines. Now she could enjoy her glass of lemonade.

**Answer these questions about the text.**

1. What is this passage about?

2. Can you name the six simple machines?

3. Where might you find a lever and inclined plane in your home?

4. Why did Rachel have trouble finding simple machines at first?

**Ask two questions about this text.**

# Seeds

**Directions:** Read the passage below about seeds. What is the main topic of the text? What is the focus of each paragraph? Ask *who, what, where, when, how, why?*

A seed is a small plant waiting to grow. The seed is covered by a seed coat which protects what's inside. Inside each seed is an embryo. This tiny plant needs water, air, and sunlight to begin to grow, or germinate. Until it gets these things, the seed is dormant.

The embryo has a temporary food supply, called endosperm, inside the seed. Once the seed coat breaks open, the roots and stem begin to grow. Soon, leaves will grow, which will allow the seed to make it's own food through photosynthesis. Eventually, the plant will grow flowers which will produce new seeds, and the cycle will begin again.



\_\_\_\_\_ main topic

main focus paragraph 1

main focus paragraph 2

# Apollo 11

**Directions:** Read the passage below about Apollo 11. What is the main topic of the text? What is the focus of each paragraph? Ask *who, what, where, when, how, why?*

On July 16, 1969, the whole world watched on television as three astronauts were launched into space and sent to the moon for the very first time. The Saturn V rocket launched from Kennedy Space Center in Florida. After dropping the Service Module from the rocket, two of the men entered the Lunar Module which would take them to the moon.

On July 21, Neil Armstrong became the first man to step onto the surface of the moon. Buzz Aldrin followed him out. The third astronaut, Michael Collins, remained inside the lunar orbit inside the Command Module. As Armstrong stepped onto the moon he said, "That's one small step for man, one giant leap for mankind."



\_\_\_\_\_

main topic

main focus paragraph 1

PREVIEW

main focus paragraph 2

PREVIEW

# Comparing Events

**Directions:** After reading an informational story and discussing the events of the story, choose two events, one from each story. Write one way that each event is unique from the other. Then write a piece of information that is common to both.

**Story:** \_\_\_\_\_

**Author:** \_\_\_\_\_

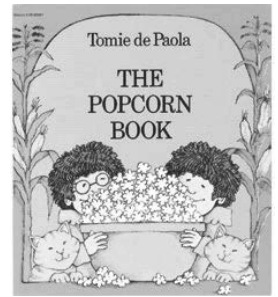
**Event** \_\_\_\_\_ **Event** \_\_\_\_\_

Something unique about this event.

Something unique about this event.

Something both events have in common.

# How to Make Popcorn



**Directions:** Read *The Popcorn Book* by Tomie De Paola. Discuss with a partner the steps the boys used to make the popcorn. Work with your partner to write the steps in order to make popcorn. Use time order words like *first, next, then, last* or *first, second, third...*

\_\_\_\_\_

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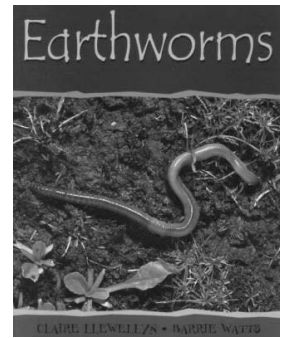
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PREVIEW

# Word Meaning

**Directions:** Read *Earthworms* by Claire Llewellyn. Choose vocabulary from the story to write in the chart below. Use picture information and clues to determine the meanings of these words and phrases.



word or phrase

what I think it means

the information I used from the text to help me

word or phrase

what I think it means

the information I used from the text to help me

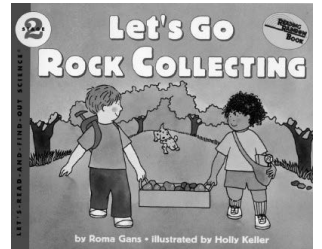
word or phrase

what I think it means

the information I used from the text to help me

# Rocking Word Meaning

**Directions:** Read *Let's Go Rock Collecting* by Roma Gans. Choose vocabulary from the story to write in the chart below. Use picture information and clues to determine the meanings of these words and phrases.



word or phrase

what I think it means

the information I used from the text to help me

word or phrase

what I think it means

the information I used from the text to help me

word or phrase

what I think it means

the information I used from the text to help me

# I Can Use Nonfiction Text Features

**Directions:** Choose different nonfiction books to look at. Find examples of the following nonfiction text features. Write the titles and pages on which you find examples of each. Write a piece of information you learned using the text feature.

Nonfiction Text Feature	Book Title	Page #	Information Learned
drawings			
diagrams			
photographs			
headings			
subheadings			
glossary			
BOLD words			
index			
captions			



# Using Nonfiction Text Features

**Directions:** Read *Plants Bite Back* by Richard Platt. Find examples of the following nonfiction text features. Write the pages on which you find examples of each. Write a piece of information you learned using the text feature.

Nonfiction Text Feature	Page #	Information Learned
drawings		
diagrams		
photographs		
headings		
subheadings		
glossary		
BOLD words		
index		
captions		

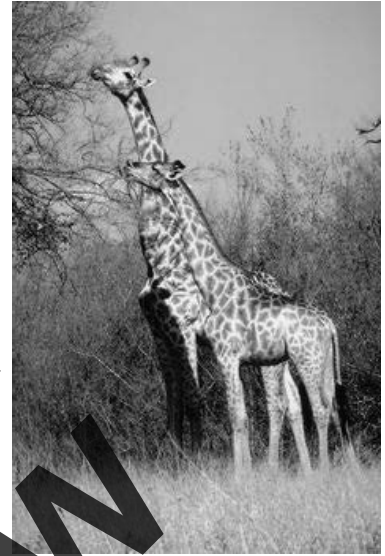
## Purpose

**Directions:** Read the text below about giraffes. Think about what the passage is about and why the author wrote it. Answer the questions.

The giraffe is one of the world's tallest mammals. They are known for their long necks, long legs, and spotted body. Giraffes have small horns at the top of their heads that grow to be about 5 inches. These knobs are used to protect from an enemy.

Male giraffes are taller than female giraffes and can stand nearly 19 feet tall. Most giraffes can live up to 25 years of age in the wild. They like to roam around in the savannas of Africa. African savannas are mainly dry and are covered with grass.

With the giraffe's neck being so long, they are able to eat leaves from tall acacia trees. Giraffes can go many days without drinking water and can live by eating wet leaves.



1. What is this passage about?

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2. What is the author's purpose for writing this passage?

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3. What are some details the author writes to support his ideas?

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# Purpose

**Directions:** Choose a nonfiction text to read. Think about what the passage is about and why the author wrote it. Answer the questions.

Title:

\_\_\_\_\_

Type of text: *ex: story, article, essay, informational book...*

\_\_\_\_\_

Topic:

\_\_\_\_\_

Why I chose this text:

\_\_\_\_\_

1. What is this passage about?

\_\_\_\_\_

2. What is the author's purpose for writing this passage?

\_\_\_\_\_

3. What are some details the author writes to support his/her ideas?

\_\_\_\_\_

\_\_\_\_\_

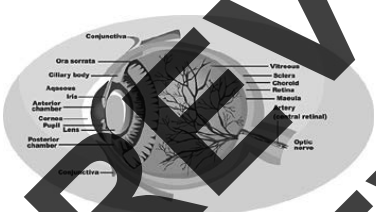

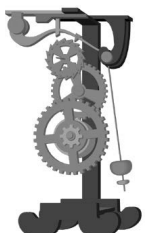
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Images in Text

**Directions:** Images in books and magazines help us to better understand the information the author is trying to convey. Look at the images below. How do you think they would contribute to and clarify a text? What could you learn from these images?

<p style="text-align: center;"><b>image</b></p> <p style="font-size: small;">photograph • diagram • drawing</p>	<p style="text-align: center;"><b>How might it help contribute to (add to) or clarify text (make the text more understandable)?</b></p>	<p style="text-align: center;"><b>What could you learn from the image?</b></p>
 <p style="margin-top: 10px;">What kind of image is this? _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p style="margin-top: 10px;">What kind of image is this? _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p style="margin-top: 10px;">What kind of image is this? _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

## Creating Images in Text

**Directions:** Images in books and magazines help us to better understand the information the author is trying to convey.

Create an image to help support the text below. You may draw a diagram, sketch a drawing, or even take a photograph.

### Ruby-throated Hummingbird Nests

Ruby-throated Hummingbird nests are hard to find. That is because they are so small, just like the Ruby-throated Hummingbird. It is also coated with layers of lichen; a plant made from an alga and fungus that help each other. The nests also are built as high as 60 feet from the ground and may be covered by pine needles, pine cones, or broad leaves. They look more like a bump in the tree than a nest.

When a Ruby-throated Hummingbird begins its nest, the base is made from bud spots and spider webs. The birds collect several webs, eat the spider, and use the silk to build the nest. Then they weave lichen into the nest and attach it to the outside. This creates a hard, outer covering. The inside is made nice and soft when the birds gather thistle, dandelion, or cattail to line it. If you find a Ruby-throated Hummingbird nest that is occupied, you will see the female, for only the females build nests.

## Making a Point

**Directions:** Read an informational piece of text. What is the main point the author is trying to get across? What are the reasons the author gives to support his point? Complete the chart below.

The text I chose is \_\_\_\_\_  
Written by \_\_\_\_\_

The author is trying to tell us that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Here are some reasons the author gives to help support his point that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Supporting the Point

**Directions:** Read the passage below about recycling. What are the reasons the author gives to support recycling?

### Recycling is Important

Recycling is an important practice to start early and continue throughout your life. Our beautiful Earth is becoming littered with fast-food wrappers, coffee cups, cigarettes, motor oil, and industrial waste.

Half of the earth's forests are gone and when we throw away paper instead of recycling it to make new paper, we kill more trees. Recycling glass and plastic to make new glass and plastic lessens the amount that goes to the landfill. Some of our trash is incinerated, or burned, which pushes pollutants into the air we breathe. This affects us as humans, the animals we live with, and the plants that grow.

We need to responsibly reuse our waste. Landfills are becoming filled with items that can be reused instead of tossed. Also, poisonous chemicals that leak from discarded products are seeping into the ground, polluting our earth. Trash gets into our waterways and oceans, killing marine life and destroying the only water we have.

We need to repair our broken belongings, or reuse them in new ways. We need to use less and reduce the waste we do create. And we need to teach our children to do the same, so our Earth remains clean enough to support us.

**What reasons in the text does the author give to support recycling?**

PREVIEW

PREVIEW

PREVIEW

PREVIEW

PREVIEW

PREVIEW

PREVIEW

Level: Second Grade

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

## Comparing Similar Texts: Important points

**Directions:** After reading two different texts about the same topic, complete the chart to compare and contrast the most important point of the text.

What is the <i>Important Point</i> the text is trying to make?	
<b>Texts</b>	Ways the texts are different in how the point was presented.
<b>Text One</b> _____ <b>Topic</b> _____	Ways the texts are similar in how the point was presented.
<b>Text Two</b> _____ <b>Topic</b> _____	

Level: Second Grade

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

## Comparing Similar Texts: Important points

**Directions:** After reading two different texts about the same topic, complete the chart to compare and contrast the most important point of the text.

What is the <i>Important Point</i> the text is trying to make?	
Texts	Ways the texts are similar in how the point was presented.
Texts	Ways the texts are different in how the point was presented.
<p><b>Text One</b> <i>Fossils Tell of Long Ago</i> by Ailiki <b>Topic</b> Fossils</p>	
<p><b>Text Two</b> <i>Monster Bones: The Story of the Dinosaur Fossil</i> by Jacqui Bailey <b>Topic</b> Fossils</p>	





## Prefixes and Suffixes

**Directions:** Sometimes root words are changed by adding a part to the beginning of the word (prefix) or to the end of the word (suffix). Read the words below. Underline the prefix or suffix. Write the root word.

Word	Root Word
preheat	_____
unkind	_____
breathless	_____
quickly	_____
overlook	_____
defrost	_____
wonderful	_____
comfortable	_____
submarine	_____
undersea	_____

## Long or Short

**Directions:** All words have vowels. Read the words below. Listen to the vowel sound in each word. Write whether the vowel is short or long.

word	long or short
fell	_____
quit	_____
stay	_____
luck	_____
tube	_____
feet	_____
kite	_____
flock	_____
strap	_____
steam	_____

# Reading With Fluency

*nonfiction*

**Directions:** When you read, you are not just saying the words. Readers read with a purpose and to understand. Practice reading orally so that you can be a fluent reader.

Read the passage below while your teacher times you. Try to read as many words accurately as you can in one minute. Try again in a couple of weeks to see if your fluency improves. {Goal of 100 WPM}

## The Giant Giraffe

The giraffe is one of the world’s tallest mammals. They are known for their long necks, long legs, and spotted body. Giraffes have small horns at the top of their heads that grow to be about 5 inches. These knobs are used to protect from an enemy.

Male giraffes are taller than female giraffes and can stand nearly 19 feet tall. Most giraffes can live up to 25 years of age in the wild. They like to roam around in the savannas of Africa. African savannas are mainly dry and are covered with grass.

With the giraffe’s neck being so long, they are able to eat leaves from tall acacia trees. Giraffes can go many days without drinking water and can live by eating wet leaves. How many days do you think you can live without drinking any water?

Date	Words Read Correctly Per Minute

# Reading With Fluency

*fiction*

**Directions:** When you read, you are not just saying the words. Readers read with a purpose and to understand. Practice reading orally so that you can be a fluent reader. Read the passage below while your teacher times you. Try to read as many words accurately as you can in one minute. Try again in a couple of weeks to see if your fluency improves. {Goal of 100 WPM}

## The Rescued Cat

On a hot, sunny summer day, my dog, Pete, wanted to play,

We went outside happy as can be, until he spotted a cat up a tree!

He barked and barked, but not too loud, this really made me very proud,

Pete wanted to free the frightened cat, but I wasn't sure I was ready for that.

How would I do it? I wondered aloud, the tree was so tall almost touching a cloud,

I couldn't climb, I might fall, unless I find a ladder that was very tall!

A man walked by and saw us stare, he decided to come and help this pair,

He did get a ladder that could reach the cat, and brought him down, just like that!

Pete was happy, and so was I, that this kind man came walking by,

So now everyone is joyful as can be, because that cat is no longer stuck in that tree!

Date	Words Read Correctly Per Minute

# Supporting an Opinion

**Directions:** After reading or listening to various folktales from around the world, write why you think these stories had been handed down from one group of people to another. Use reasons to support your response.

The Argument: \_\_\_\_\_

My  
Opinion



My  
Reasons



My Conclusion: \_\_\_\_\_

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## Inform and Explain

**Directions:** Write about a topic you choose. Use descriptive words to explain the topic. Provide details, facts, and/or figures to support your writing. Tie your thoughts together with a concluding statement.

The Topic: \_\_\_\_\_

definitions/  
opinions/  
explanatory text

supportive details/  
facts/figures

My concluding statement: \_\_\_\_\_

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# Real Life Narrative

**Directions:** After reading or listening to a biography of a famous person, write a narrative about the person. Include a main idea based on the character, and a sequence of events from his or her life. Include a strong closing statement. Use the organizer below to prepare your narrative.

Biography Title

\_\_\_\_\_

Author

\_\_\_\_\_

Biography Subject

\_\_\_\_\_

Main Idea

\_\_\_\_\_

\_\_\_\_\_

Event
_____
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Event
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Closing Statement

\_\_\_\_\_

\_\_\_\_\_

# Fictional Narrative

**Directions:** After reading or listening to a story with fictional characters, events, and setting, write a narrative about a character from the story. Include a main idea based on the character, and a sequence of events from the story. Include a strong closing statement. Use the organizer below to prepare your narrative.

Book Title

\_\_\_\_\_

Author

\_\_\_\_\_

Book Subject

\_\_\_\_\_

Main Idea

\_\_\_\_\_

\_\_\_\_\_

Event

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Event

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Event

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Closing Statement

\_\_\_\_\_

\_\_\_\_\_





# Creating a Powerpoint Presentation

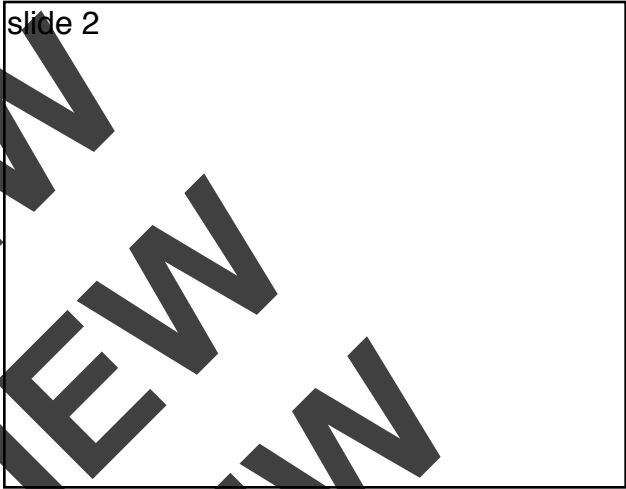
**Directions:** After reading an informational text about a topic of interest, create a powerpoint presentation to share what you have learned. Use the organizer below to help you plan your powerpoint.

Topic:

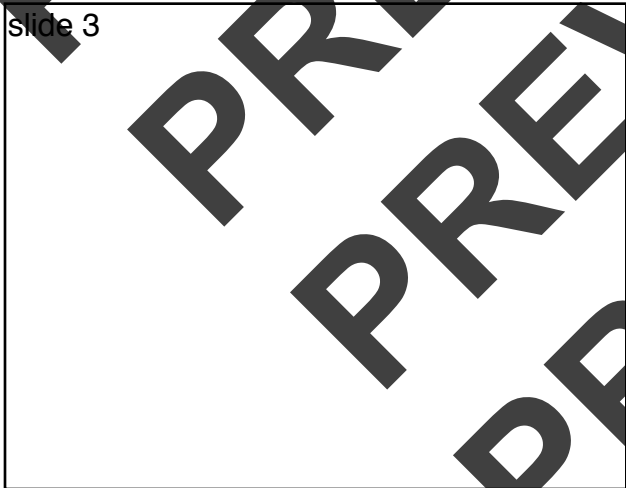
slide 1



slide 2



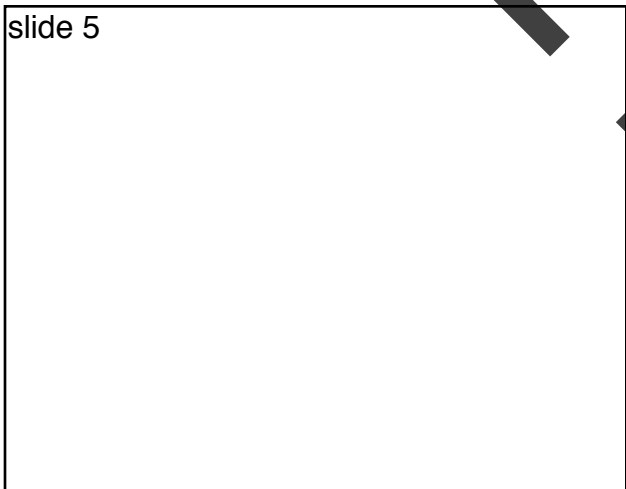
slide 3



slide 4



slide 5



slide 6



slide 7

slide 8

slide 9

slide 10

slide 11

slide 12

Be sure to edit and revise. Use interesting words, fonts, and colors. Add images and diagrams to help share your ideas.

## Using Digital Resources

**Directions:** Today, many people use digital tools to write. Use this checklist to record what digital skills each student can perform.

Digital Skill	Date	Success
Uses a mouse well. (Can double-click; move cursor to desired place; scroll if available.)		
Knows where most common characters are on keyboard.		
Knows how to use space bar; back space; delete; and return.		
Can log in and out of programs.		
Can change the font or size of font.		
Can add a graphic.		
Can drag and drop an item.		
Can copy/paste an item.		
Can save a file.		
Can print work.		
Can create a Powerpoint Presentation.		
Can locate information in the internet.		
Can send an email.		
Can attach a file to an email.		

## Research Together

**Directions:** Work in a group format to research a particular topic. Use various resources to collect information on your topic. Collaborate and work smoothly by assigning roles within your group.

Our Topic: \_\_\_\_\_

Resources we used: \_\_\_\_\_

Group members: \_\_\_\_\_

My Role: **recorder**      **leader**      **time keeper**      **reader**      **fact checker**

Some information I learned working with my group: \_\_\_\_\_

How did I help my group? \_\_\_\_\_

# Scientific Observation

**Directions:** Work in a group format to record scientific observations. Collect data, draw and label diagrams. Make a hypothesis about your observations.

What we are observing: \_\_\_\_\_

Materials we used: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Our hypothesis:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Answering a Question

**Directions:** Read *Bats; Creatures of the Night* by Joyce Milton (or other nonfiction books about bats.) Answer the question below by reading the stories and locating information.

**How is a bat different from all other mammals?**

This is some information I found to help me answer the question.


Here is my answer to the question and why I think I am right.

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## Answering a Question

**Directions:** You have a question to answer. Think about the question. Use resources your teacher provides to find information to help you answer the question. Write your answer below.

Here is the question:

I am using resources my teacher gave me.  
This is some information I found to help me answer the question.


Here is my answer to the question and why I think I am right.

## Small Group Discussions

**Directions:** When we meet for discussions in Second Grade, we contribute to the group by following agreed-upon rules. Use this form during discussions to keep track of how well you participate.

- I Wait my Turn and Gain the Floor in a Respectful Way
- I Listen To Others
- I Stay on Topic
- I Respect Others' Ideas
- I Ask Questions
- I Offer Ideas and Suggestions

Something I learned during today's discussion about \_\_\_\_\_

was \_\_\_\_\_

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## Taking Notes

**Directions:** Watch a video about a topic you are studying in class. Think about the information presented and write some key ideas that you heard in the video. Then, share your paper with the class.



Key Idea

Key Idea

Key Idea

Key Idea

Key Idea

\*Main Idea

## Asking Questions to Understand

**Directions:** Read a true story that is set in another country and perhaps another time. In order to understand more about the culture and the lives of those in the story, ask questions and locate the answers by reading other resources, watching an informative video, or by talking with an expert in that topic. Record the answers in your own words.

**Question:**

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**Answer:**

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**Question:**

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**Answer:**

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**Here is what I learned from reading the story and asking my questions:**

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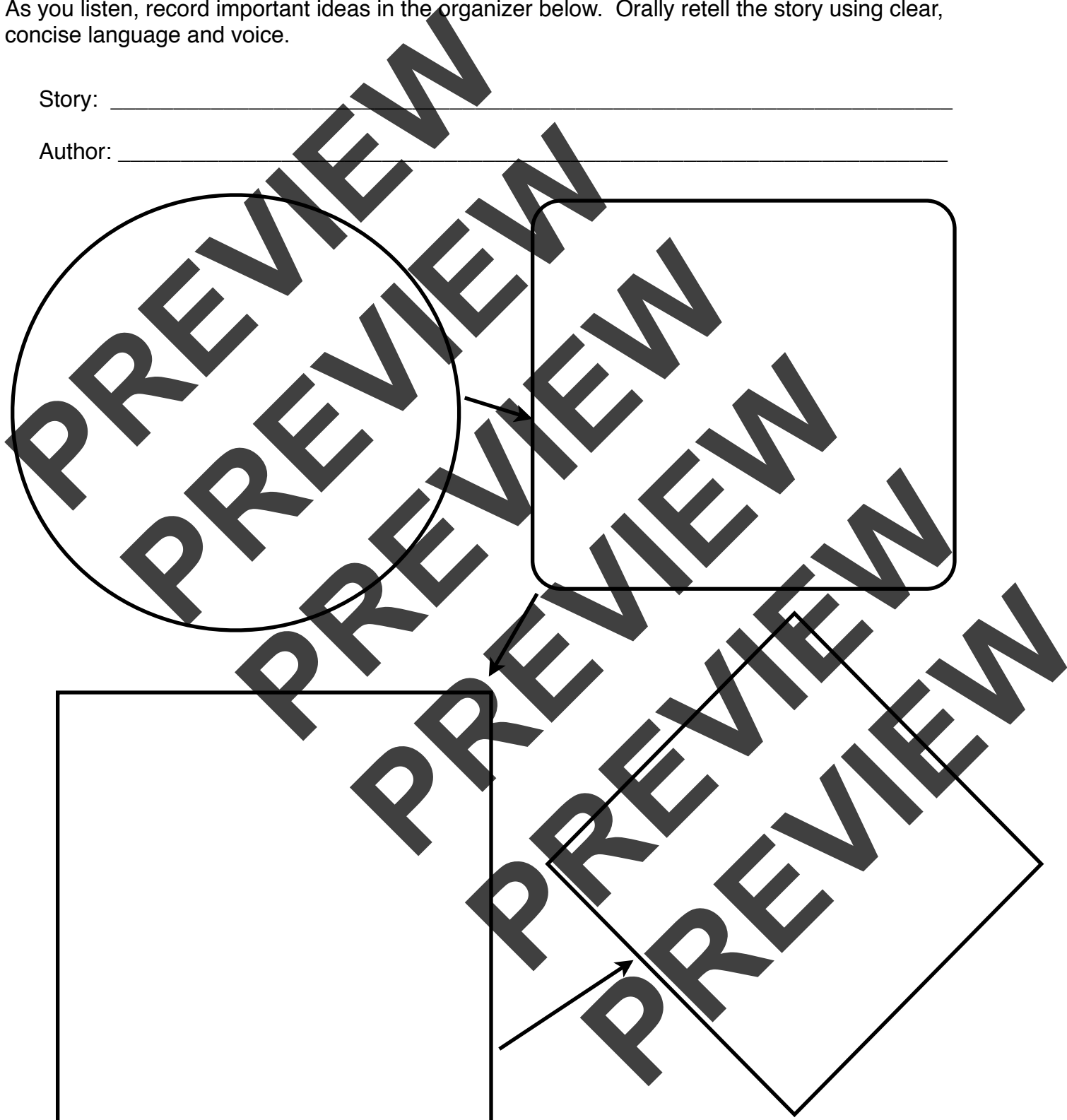
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# Oral Storytelling

**Directions:** Listen to a classic story such as *The Pied Piper of Hamelin*, or other fairy tales or fables. As you listen, record important ideas in the organizer below. Orally retell the story using clear, concise language and voice.

Story: \_\_\_\_\_

Author: \_\_\_\_\_



# Make an Audio Recording

**Directions:** Create an audio recording of a poem or story. It can be a story from your classroom collection, the library, or one you or a classmate has written. Use a tape recorder or computer to record your voice. Speak clearly and with interest in order to express the characters' feelings and the events that occur. Don't forget to include your own point of view.

There are several programs available for children to use to create digital stories. Some are listed below.

### **For Microsoft Products**

*Photostory* ...free program using still photos or graphics and added audio

*Powerpoint*

### **For Apple Products**

*My Story Book Maker* ...App for iPad/iPod/iPhone (\$) make drawings and record your voice

*Writer's Studio* ...App for iPad/iPod/iPhone (\$) make drawings, add photos, and record your voice

*iMovie* ...usually included in Mac purchase

*Keynote* (like Powerpoint) included in iWorks



### **My Story Idea:**

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### **Components I will add...**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> computer graphics   | <input type="checkbox"/> songs         | <input type="checkbox"/> different font          |
| <input type="checkbox"/> scanned photographs | <input type="checkbox"/> speeches      | <input type="checkbox"/> bold, italic, underline |
| <input type="checkbox"/> scanned drawings    | <input type="checkbox"/> audio text    | <input type="checkbox"/> movie/TV clips          |
| <input type="checkbox"/> computer drawings   | <input type="checkbox"/> sound effects | <input type="checkbox"/> video                   |

## Speaking in Complete Sentences

**Directions:** Construct a bridge, tower, or other architectural structure with your choice of materials. Explain to your partner, then the class, using complete, descriptive sentences, how you built the structure. Be sure to add detail and speak in proper sequence.

Write a sentence for each step. Be sure the sentences are complete and use descriptive words.

Step 1

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Step 2

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Step 3

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Step 4

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Step 5

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## Irregular Plural Nouns

**Directions:** Most nouns become plural (more than one) by adding -s, or -es to the end of the word. Some nouns, however, don't follow the laws, and the spelling changes to make the noun plural. Read the nouns below. Write their plural forms into the jails.

singular noun	irregular plural form
child	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
foot	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
mouse	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
cactus	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
vertebra	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
bacterium	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
deer	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

## Irregular Verbs

**Directions:** Most verbs are made into the past tense form by adding -ed, or just -d. Some verbs, however, don't follow the laws, and the spelling changes to make the verb past tense. Read the verbs below. Write their past tense forms into the jails.

verb	irregular past tense
sit	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="width: 80%; margin: 0 auto;"/>
run	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="width: 80%; margin: 0 auto;"/>
break	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="width: 80%; margin: 0 auto;"/>
find	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="width: 80%; margin: 0 auto;"/>
hurt	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="width: 80%; margin: 0 auto;"/>
weave	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="width: 80%; margin: 0 auto;"/>
strike	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr style="width: 80%; margin: 0 auto;"/>

## Collective Nouns

**Directions:** What's the group name? There are so many different names for different types of groups in the English language. You wouldn't say, "a herd of paper," or "a flock of cows." Choose the best group name for each example.

school   litter   lodge   flock   rookery  
bed   herd   pack   colony   swarm

a \_\_\_\_\_ of beavers

a \_\_\_\_\_ of ants

a \_\_\_\_\_ of geese

a \_\_\_\_\_ of bees

a \_\_\_\_\_ of buffalo

a \_\_\_\_\_ of penguins

a \_\_\_\_\_ of fish

a \_\_\_\_\_ of snakes

a \_\_\_\_\_ of puppies

a \_\_\_\_\_ of wolves

## Fixing Sentences

**Directions:** Read the sentences below. Correct the words that need capital letters, insert proper apostrophes {'} , and add the correct punctuation at the end. { . ! ? }

<b>1</b>	the grasshoppers ears are on its front legs
<b>2</b>	william kirby is known as the father of entomology
<b>3</b>	the bug museum in new jersey is called, <i>insectropolis</i>
<b>4</b>	bugz-be-gone pest control came to spray for ants
<b>5</b>	my monarch butterfly collection is bigger than his
<b>6</b>	why does ted the beekeeper wear that net on his head
<b>7</b>	i saw an apple computer at the mall yesterday
<b>8</b>	mrs ferraras class counted 97 mealworms on friday
<b>9</b>	we buy honey to pour in our quaker oatmeal
<b>10</b>	the chicago bulls are my favorite basketball team
<b>11</b>	we all ate chocolate covered grasshoppers at toms party
<b>12</b>	bees are found on every continent except antarctica


# Spelling Words

**Directions:** Look at the rimes below. Place an onset consonant at the beginning of each rime to make new words. You can use single letters or blends. Read the words to a friend.

<p>age</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>adg e</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>edg e</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>odg e</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>idg e</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>udg e</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

# Comma Comma ’

**Directions:** Commas are used in greetings and closings of letters. They are also used in dates. Write commas where they belong in the letters below.

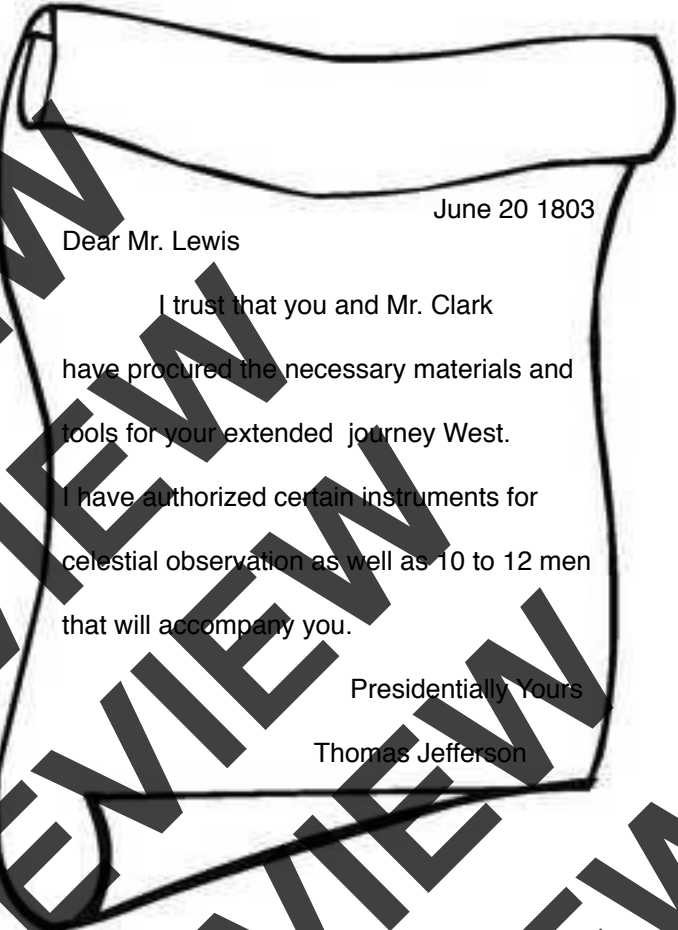


April 13 1955

Dear Aunt Florence

Mother just told me the good news, that I will be joining you at the farm for summer vacation! I have already begun packing my things and am eager to jump on the train and head north to see you and Uncle Elias.

Until then...  
lovingly  
your niece  
Patricia



June 20 1803

Dear Mr. Lewis


I trust that you and Mr. Clark have procured the necessary materials and tools for your extended journey West. I have authorized certain instruments for celestial observation as well as 10 to 12 men that will accompany you.

Presidentially Yours  
Thomas Jefferson

Dear Patrick Susie and Floyd

Mom and dad have been truly enjoying our vacation in Cape Cod! The sun has been shining and the water has been cool. We miss you all. Hope you are behaving for Nana. See you soon.

Love Mom and Dad



The Garry Family  
234 West Willow Ave.  
Sioux Falls SD  
57006

# Formal vs Informal

**Directions:** When we speak to one another, our friends, family, people we meet, we usually use informal language. It is relaxed and doesn't have strict rules.

But there are times that we need to use more formal language: speaking to an employer, polite conversation with strangers, and in certain important types of writing.

Read the sentences below.

Write an **I** if the words are *informal*. Write an **F** if the words are *formal*.

Then, draw a line to match the informal and formal versions of the same sentence.

- |  |   |
|--|---|
| <input type="checkbox"/> That stinks.                              | <input type="checkbox"/> He may not be correct about that.                      |
| <input type="checkbox"/> It was, like, five bucks, so I was OK.    | <input type="checkbox"/> He found out that the sheep got away.                  |
| <input type="checkbox"/> I think he was totally wrong.             | <input type="checkbox"/> She appears to be upset about something.               |
| <input type="checkbox"/> His bag contains many things.             | <input type="checkbox"/> That's too bad.  |
| <input type="checkbox"/> He discovered that the sheep had escaped. | <input type="checkbox"/> She asked if it was OK.                                |
| <input type="checkbox"/> She asked if it was adequate.             | <input type="checkbox"/> Those kids are wicked noisy.                           |
| <input type="checkbox"/> She seems to be pretty sad.               | <input type="checkbox"/> Whassup with you?                                      |
| <input type="checkbox"/> Hello. How are you doing today?           | <input type="checkbox"/> He has a lot of stuff in his bag.                      |
| <input type="checkbox"/> The children there are quite loud.        | <input type="checkbox"/> The item was five dollars and I found that acceptable. |

## Formal vs Informal

**Directions:** When do we use informal language? When do we use formal language? Look at the activities below. Think about the setting and who is involved. Write if the activity would use formal or informal language.

write a shopping list _____	phone a friend _____	write a book report _____
explain a procedure _____	phone call to the bank _____	email a family member _____
write a letter to a business _____	give instructions _____	write a text message _____
share a joke with a friend _____	meet your friend's parents _____	make a speech _____
leave a phone message at the doctor's _____	apply for a job _____	write in your journal _____

## Formal vs Informal

**Directions:** Sometimes we need to use formal language when writing. Sometimes we can use informal language when writing. Write a letter to each of the people mentioned below. Think about if the letter should be written informally or formally.

Write a letter to your friend about a new toy you received as a birthday present.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write a letter to a company about a toy you bought that doesn't work properly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

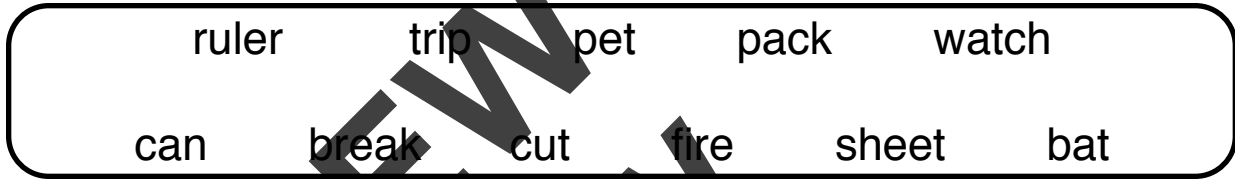
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Multiple Meanings

**Directions:** Read the sentences below. Choose a multiple meaning word to complete the partner sentences. Notice how the word is used differently in each sentence.



1. I looked at my \_\_\_\_\_ for the time. \_\_\_\_\_ out for that tree!
2. I have a beagle as a \_\_\_\_\_. Be gentle when you \_\_\_\_\_ the pup.
3. \_\_\_\_\_ I please go to the movie? The green beans were stored in a \_\_\_\_\_.
4. Brendan has a \_\_\_\_\_ on his finger. Use the scissors to \_\_\_\_\_ the paper.
5. We went on a \_\_\_\_\_ last summer. Don't \_\_\_\_\_ over that rock!
6. If you're late, he will \_\_\_\_\_ you. Let's build a \_\_\_\_\_ to keep warm.
7. The wolf \_\_\_\_\_ is howling. I need to \_\_\_\_\_ for the trip.
8. A \_\_\_\_\_ was flying outside at night. He hit the baseball with a \_\_\_\_\_.
9. I put a new \_\_\_\_\_ on my bed. I wrote a story on a \_\_\_\_\_ of paper.
10. The chef took a \_\_\_\_\_. Please do not \_\_\_\_\_ the glass.
11. We use a \_\_\_\_\_ to measure the table. They elected a \_\_\_\_\_ for their country.

## Multiple Meanings

**Directions:** Read the words below. Choose 4 multiple meaning words from the list below. Write two sentences for each word showing the different meanings each word can have.

bend      spring      might      stamp      trick      crack      taste  
burn      tire      shine      trap      shop      cover      staple

1.

2.

3.

4.

5.

6.

7.

8.

# Compound Words

**Directions:** Break the compound word into its two parts. Then write the meaning of the compound word using the parts to describe the whole.

## **BREAK THE COMPOUND WORD APART**

## **WRITE A DEFINITION**

birdhouse = bird + house

*A birdhouse is a house that a bird lives in.*

1. lighthouse = \_\_\_\_\_ + \_\_\_\_\_

2. housefly = \_\_\_\_\_ + \_\_\_\_\_

3. bookshelf = \_\_\_\_\_ + \_\_\_\_\_

4. notebook = \_\_\_\_\_ + \_\_\_\_\_

5. bookmark = \_\_\_\_\_ + \_\_\_\_\_

6. bedroom = \_\_\_\_\_ + \_\_\_\_\_

7. cookbook = \_\_\_\_\_ + \_\_\_\_\_

8. classroom = \_\_\_\_\_ + \_\_\_\_\_

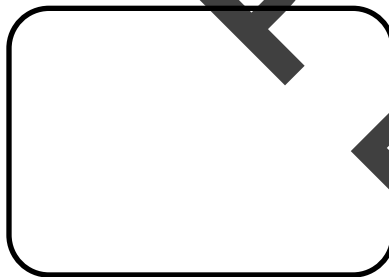
9. lunchroom = \_\_\_\_\_ + \_\_\_\_\_

10. clipboard = \_\_\_\_\_ + \_\_\_\_\_

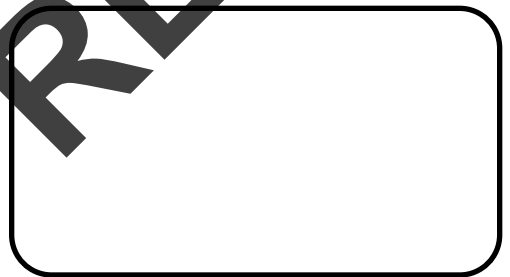
**Directions:** Choose one compound word from above. Draw a picture for each word separately, then draw a picture of the compound word.



+



=



Word 1: \_\_\_\_\_

Word 2: \_\_\_\_\_

Compound Word: \_\_\_\_\_

## Figurative Language

**Directions:** When speaking or writing, use various vocabulary words to give detail or express emotion. Read the lists of words below. Write them in order of intensity from least to greatest.

1. cold    freezing    cool    warm

○ → ○ → ○ → ○

2. content    happy    excited    dissatisfied

○ → ○ → ○ → ○

3. large    tiny    average    huge

○ → ○ → ○ → ○

4. whisper    talk    shout    yell

○ → ○ → ○ → ○

5. frustrated    angry    mad    furious

○ → ○ → ○ → ○

# Word Relationships

**Directions:** It's your turn on the game show! Come up with things that fit each category before the time runs out! Write things that are juicy, sharp, spicy, and hot in the "pyramid" below.

Things that are juicy.

Things that are sharp.

Things that are spicy.

Things that are hot.

# Figurative Language

**Directions:** Words can have similar meanings, but some words are better to use than others. Choose the best word for each sentence.

I will \_\_\_\_\_ the ball to the baby.

toss  
throw  
hurl



I will \_\_\_\_\_ the ball at the target.

I will \_\_\_\_\_ the ball to the batter.

Mom will \_\_\_\_\_ around the track.

run  
walk  
jog



Mom will \_\_\_\_\_ to catch the ball.

Mom will \_\_\_\_\_ the dog at night.

My sister \_\_\_\_\_ when she sees her favorite singer.

talks  
screams  
yells



My sister \_\_\_\_\_ when I touch her diary.

My sister \_\_\_\_\_ on the phone all night!

Paul \_\_\_\_\_ at the paintings in the museum.

stares  
looks  
glares



Paul \_\_\_\_\_ at me as I steal his brownie.

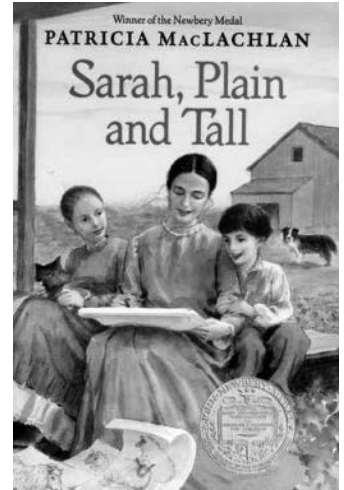
Paul \_\_\_\_\_ out the window at the stars.

# Describing

**Directions:** Read *Sarah, Plain and Tall* by Patricia MacLachlan. Talk about Sarah and Caleb with a partner.

**After reading chapter one...**

Describe what you know about Caleb and Anna. What kind of characters are they? How would you describe them?



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**After reading chapter six...**

What do you think it meant when the words said, "And Sarah was happy." Explain why Sarah was happy at this point.

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**After reading chapter eight...**

Think about a time you were in the middle of a big storm. Describe how you felt, what you did, and what you saw.

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2

# Common Core State Standards

Second Grade Worksheets  
Common Core Workbook

Grade 2

## • Math Standards

Worksheets that teach every  
Common Core Standard!

## Adding and Subtracting Number Stories

**Directions:** Read the number stories below. Think about what information is important. Think about whether you should add or subtract. Draw pictures and equations to help you work out the problems.

Julie had 13 Hershey Kisses. Stacy had 9 Hershey Kisses. Steve gave Julie 9 more Hershey Kisses. How many Hershey Kisses does Julie have now?

\_\_\_\_\_ Hershey Kisses

Lionel brought 55 cupcakes to school. There were chocolate, vanilla, and strawberry flavors. Jarod took 5 of the cupcakes to the office. Laura took 8 of them to the teacher's lounge. Nick ate 2. How many cupcakes were left?

\_\_\_\_\_ cupcakes

On Monday, we made 37 puff-ball chicks. On Tuesday, we made 20. On Wednesday, we made 29 more. On Thursday, Petey the Dog ate 12 puff-ball chicks. It was raining. How many puff-ball chicks did we have left?

\_\_\_\_\_ puff-ball chicks

Julio sorted his rock collection. He found the rocks at the beach last summer. He had 14 shiny rocks. He had 23 rough rocks. He had 17 smooth rocks. And he had 41 sparkly rocks. How many rocks did Julio have in his collection?

\_\_\_\_\_ rocks

## More Adding and Subtracting Number Stories

**Directions:** Read the number stories below. Think about what information is important. Think about whether you should add or subtract. Draw pictures and equations to help you work out the problems.

Tula and her friend Rhonda were holding some flowers. They like flowers. Tula was holding 18 flowers. Together the girls had 35 flowers. How many flowers was Rhonda holding?

\_\_\_\_\_ flowers

Mom had 2 cookie jars on the counter. There were 48 cookies total in the jars. The first jar had 16 oatmeal cookies. How many cookies were in the other jar?

\_\_\_\_\_ cookies

Betsey and Kayla loved to play with Barbies. Betsey had 19 Barbies. Kayla had 15. For her birthday, Kayla received 5 more Barbies. How many Barbies do they have altogether now?

\_\_\_\_\_ Barbies

Jimmy had 98¢ in his pocket. He bought a bag of chips for 40¢, a licorice stick for 19¢, and a juice box for 20¢. How much money did Jimmy have left in his pocket after his snack?

\_\_\_\_\_ ¢

# Adding To Twenty

Directions: Complete the addition equations below.

$$\begin{array}{r} 15 \\ + 4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 16 \\ + 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 20 \\ + 0 \\ \hline \square \end{array}$$

$$\begin{array}{r} 11 \\ + 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 13 \\ + 4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 10 \\ + 9 \\ \hline \square \end{array}$$

$$\begin{array}{r} 11 \\ + 9 \\ \hline \square \end{array}$$

$$\begin{array}{r} 12 \\ + 6 \\ \hline \square \end{array}$$

$14 + 6 = \square$

$13 + 7 = \square$

$17 + 3 = \square$

$10 + 10 = \square$

$18 + 2 = \square$

$15 + 5 = \square$

$16 + 4 = \square$

$19 + 1 = \square$

# Subtracting From Twenty

Directions: Complete the subtraction equations below.

$$\begin{array}{r} 20 \\ - 7 \\ \hline \square \end{array}$$

$$\begin{array}{r} 20 \\ - 8 \\ \hline \square \end{array}$$

$$\begin{array}{r} 20 \\ - 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} 20 \\ - 6 \\ \hline \square \end{array}$$

$$\begin{array}{r} 20 \\ - 9 \\ \hline \square \end{array}$$

$$\begin{array}{r} 20 \\ - 1 \\ \hline \square \end{array}$$

$$\begin{array}{r} 20 \\ - 2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 20 \\ - 4 \\ \hline \square \end{array}$$

$20 - 13 = \square$

$20 - 11 = \square$

$20 - 16 = \square$

$20 - 19 = \square$

$20 - 17 = \square$

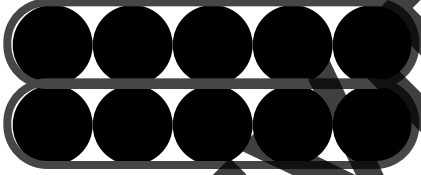

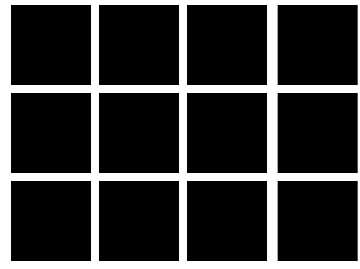

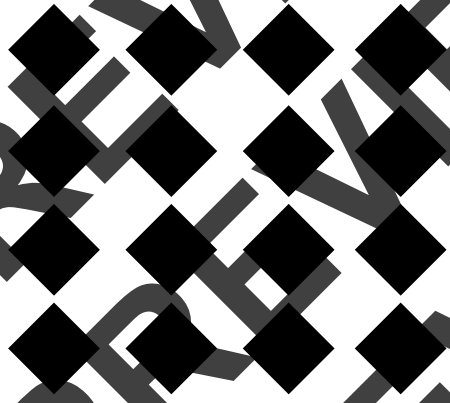
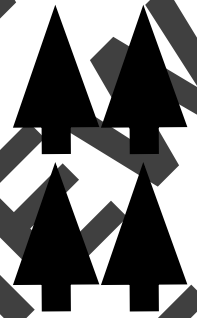
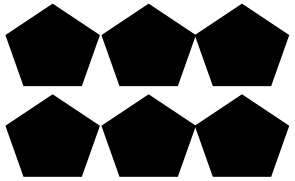

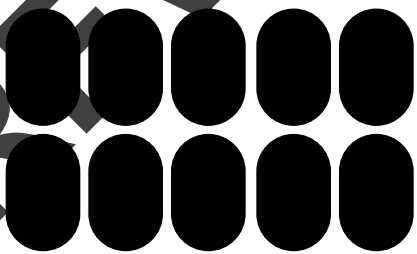
$20 - 14 = \square$

$20 - 18 = \square$

$20 - 12 = \square$

# Odd or Even

**Directions:** Look at the pictures below. By counting the pictures, or using counters, split the pictures into two equal groups. Write an equation with two equal addends for each group.

<p>1.</p>  <p style="text-align: center;"><math>5 + 5 = 10</math></p>	<p>2.</p>  <p style="text-align: center;">____ + ____ = ____</p>	<p>3.</p>  <p style="text-align: center;">____ + ____ = ____</p>
<p>4.</p>  <p style="text-align: center;">____ + ____ = ____</p>	<p>5.</p>  <p style="text-align: center;">____ + ____ = ____</p>	<p>6.</p>  <p style="text-align: center;">____ + ____ = ____</p>
<p>7.</p>  <p style="text-align: center;">____ + ____ = ____</p>	<p>8.</p>  <p style="text-align: center;">____ + ____ = ____</p>	<p>9.</p>  <p style="text-align: center;">____ + ____ = ____</p>

# Odd or Even

**Directions:** Read the numbers below. Write odd or even under the correct numbers.

<b>19</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>3</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>10</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>12</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
<b>11</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>8</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>20</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>9</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
<b>4</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>17</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>14</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>5</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
<b>1</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>18</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>15</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>7</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
<b>6</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>2</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>16</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<b>13</b> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>

Choose four even numbers from above. Write an addition equation with two equal addends for each of the numbers you chose.

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

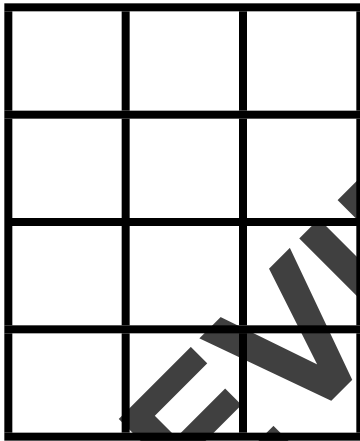
\_\_\_\_ + \_\_\_\_ = \_\_\_\_

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

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

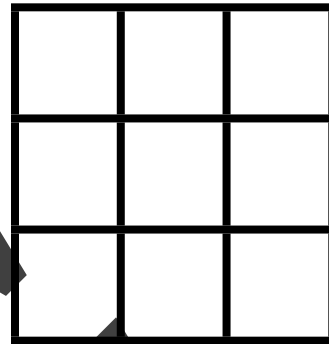
# Adding and Arrays

**Directions:** Look at the arrays below. Write an addition equation for each array that tells the total number of squares. Try to write two equations for each array.

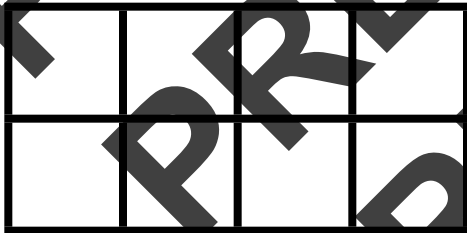


$4 + 4 + 4 = 12$

$3 + 3 + 3 + 3 = 12$

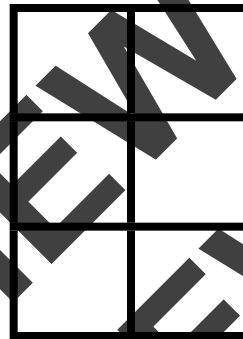


\_\_\_ + \_\_\_ + \_\_\_ = \_\_\_



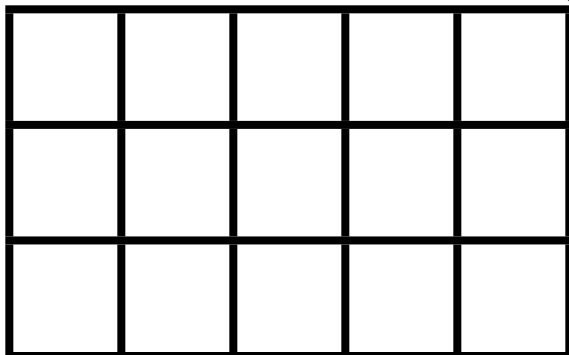
\_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ = \_\_\_

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



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

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

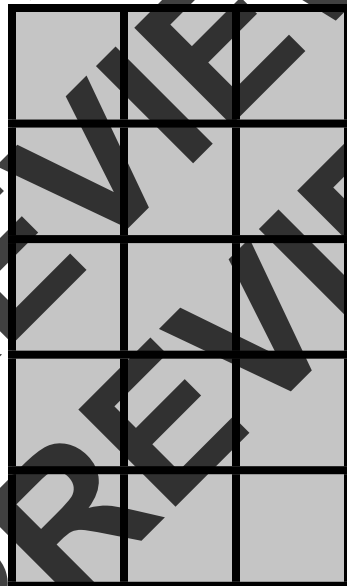
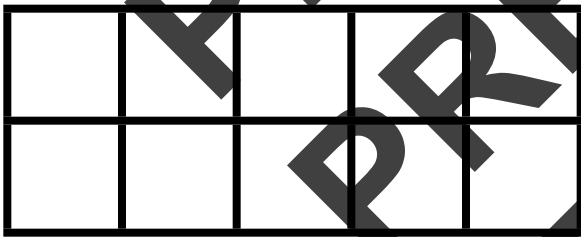
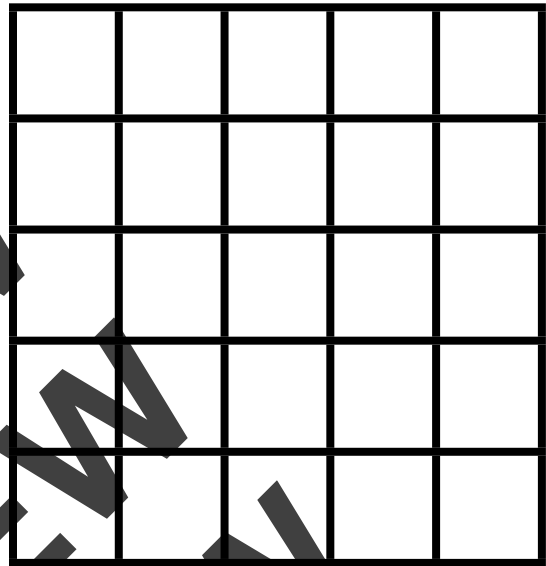
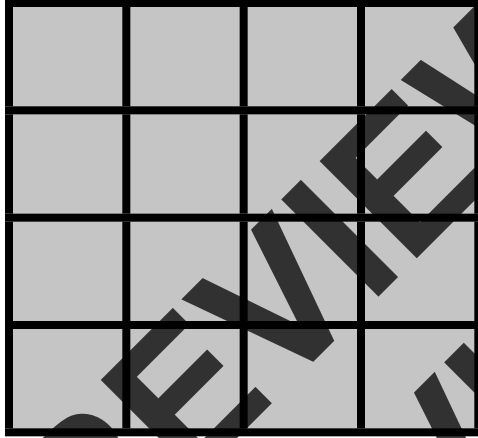


\_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ = \_\_\_

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

## Addition and Arrays

**Directions:** Look at the arrays below. Write an addition equation for each array that tells the total number of squares. Try to write two equations for each array.



## Hundreds, Tens, and Ones

**Directions:** Read the three-digit numbers below. Think about the place of each digit. Which digit is in the hundreds place, tens place, and ones place in each number?

271

\_\_\_ hundreds

\_\_\_ tens

\_\_\_ ones

418

\_\_\_ hundreds

\_\_\_ tens

\_\_\_ ones

523

\_\_\_ hundreds

\_\_\_ tens

\_\_\_ ones

849

\_\_\_ hundreds

\_\_\_ tens

\_\_\_ ones

740

\_\_\_ hundreds

\_\_\_ tens

\_\_\_ ones

642

\_\_\_ hundreds

\_\_\_ tens

\_\_\_ ones

339

\_\_\_ hundreds

\_\_\_ tens

\_\_\_ ones

967

\_\_\_ hundreds

\_\_\_ tens

\_\_\_ ones

## Hundreds, Tens, and Ones

**Directions:** Read the three-digit numbers below. Think about the place of each digit. Which digit is in the hundreds place, tens place, and ones place in each number?

502

\_\_\_ tens  
\_\_\_ hundreds  
\_\_\_ ones

673

\_\_\_ ones  
\_\_\_ tens  
\_\_\_ hundreds

981

\_\_\_ hundreds  
\_\_\_ ones  
\_\_\_ tens

720

\_\_\_ hundreds  
\_\_\_ tens  
\_\_\_ ones

487

\_\_\_ ones  
\_\_\_ hundreds  
\_\_\_ tens

199

\_\_\_ hundreds  
\_\_\_ ones  
\_\_\_ tens

363

\_\_\_ ones  
\_\_\_ hundreds  
\_\_\_ tens

804

\_\_\_ tens  
\_\_\_ ones  
\_\_\_ hundreds

# I Can Count to One Thousand by Fives

Directions: Continue the counts below by fives.

55					80					110		
235									280			
	735					765						
305									350			
	615				635							
		865									920	
440					465							
			170								210	
785						815						
		505						535				
935						965					995	

# I Can Count to One Thousand by Fives

Directions: Continue the counts below by fives. Answer Key

55	60	65	70	75	80	85	90	95	100	105	110	115	120
----	----	----	----	----	----	----	----	----	-----	-----	-----	-----	-----

235	240	245	250	255	260	265	270	275	280	285	290	295	300
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

730	735	740	745	750	755	760	765	770	775	780	785	790	795
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

305	310	315	320	325	330	335	340	345	350	355	360	365	370
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

610	615	620	625	630	635	640	645	650	655	660	665	670	675
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

855	860	865	870	875	880	885	890	895	900	905	910	915	920
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

440	445	450	455	460	465	470	475	480	485	490	495	500	505
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

155	160	165	170	175	180	185	190	195	200	205	210	215	220
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

785	790	795	800	805	810	815	820	825	830	835	840	845	850
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

495	500	505	510	515	520	525	530	535	540	545	550	555	560
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

935	940	945	950	955	960	965	970	975	980	985	990	995	1000
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

# I Can Count to 1000 by Tens & Hundreds

Directions: Continue the counts below by tens.

70						130							
		240											
	580						650						
850						910							
	400					450							
720							800						
		330								410			
	610											720	

Directions: Continue the counts below by hundreds.

100										
* 400										

# I Can Count to One Thousand by Fives

Directions: Continue the counts below by tens. Answer Key

70	80	90	100	110	120	130	140	150	160	170	180	190	200
----	----	----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

220	230	240	250	260	270	280	290	300	310	320	330	340	350
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

570	580	590	600	610	620	630	640	650	660	670	680	690	700
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

850	860	870	880	890	900	910	920	930	940	950	960	970	980
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

390	400	410	420	430	440	450	460	470	480	490	500	510	520
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

720	730	740	750	760	770	780	790	800	810	820	830	840	850
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

310	320	330	340	350	360	370	380	390	400	410	420	430	440
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

600	610	620	630	640	650	660	670	680	690	700	710	720	730
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Directions: Continue the counts below by hundreds.

100	200	300	400	500	600	700	800	900	1000
-----	-----	-----	-----	-----	-----	-----	-----	-----	------

400	500	600	700	800	900	1000	1010	1020	1030
-----	-----	-----	-----	-----	-----	------	------	------	------

# Writing Numbers

Directions: Read the three-digit numbers below. Write the number names for each hundreds number written.

567

Five hundred sixty-seven

391

472

813

906

755

684

249

## Expanding Numbers

Directions: Read the three-digit numbers below. Write the expanded form for each hundreds number.

468

$$400 + 60 + 8$$

592

912

763

841

608

359

218

## Comparing Hundreds, Tens and Ones

**Directions:** Compare the three-digit numbers. Think about tens and ones.

Write in  $<$ ,  $=$ , or  $>$  to make the equation true.

$<$        $=$        $>$

517 ___ 419	527 ___ 538	331 ___ 374
202 ___ 203	665 ___ 656	413 ___ 473
885 ___ 628	973 ___ 937	441 ___ 441
204 ___ 502	163 ___ 163	583 ___ 930
521 ___ 521	678 ___ 634	130 ___ 350
900 ___ 900	516 ___ 615	247 ___ 427
668 ___ 866	538 ___ 835	702 ___ 702

## Comparing Hundreds, Tens and Ones

**Directions:** Compare the three-digit numbers. Think about hundreds, tens and ones.

Write in  $<$ ,  $=$ , or  $>$  to make the equation true. Then, write how you know it is true.

456 \_\_\_\_\_ 478

478 is greater than 456  
because 7 tens is more than 5 tens.

or

478 is greater than 456  
because 78 has 22 more ones than 56.

320 \_\_\_\_\_ 311

539 \_\_\_\_\_ 521

725 \_\_\_\_\_ 745

803 \_\_\_\_\_ 308

567 \_\_\_\_\_ 567

936 \_\_\_\_\_ 900

683 \_\_\_\_\_ 645

## Adding To One Hundred

Directions: Add the tens and ones below. Use the strategies you have learned to help you.

$$\begin{array}{r} 34 \\ + 66 \\ \hline \square \end{array}$$

$$\begin{array}{r} 25 \\ + 47 \\ \hline \square \end{array}$$

$$\begin{array}{r} 28 \\ + 58 \\ \hline \square \end{array}$$

$$\begin{array}{r} 19 \\ + 38 \\ \hline \square \end{array}$$

$$\begin{array}{r} 49 \\ + 36 \\ \hline \square \end{array}$$

$$\begin{array}{r} 29 \\ + 47 \\ \hline \square \end{array}$$

$$\begin{array}{r} 77 \\ + 15 \\ \hline \square \end{array}$$

$$\begin{array}{r} 82 \\ + 10 \\ \hline \square \end{array}$$

$43 + 27 = \square$

$55 + 37 = \square$

$28 + 30 = \square$

$29 + 49 = \square$

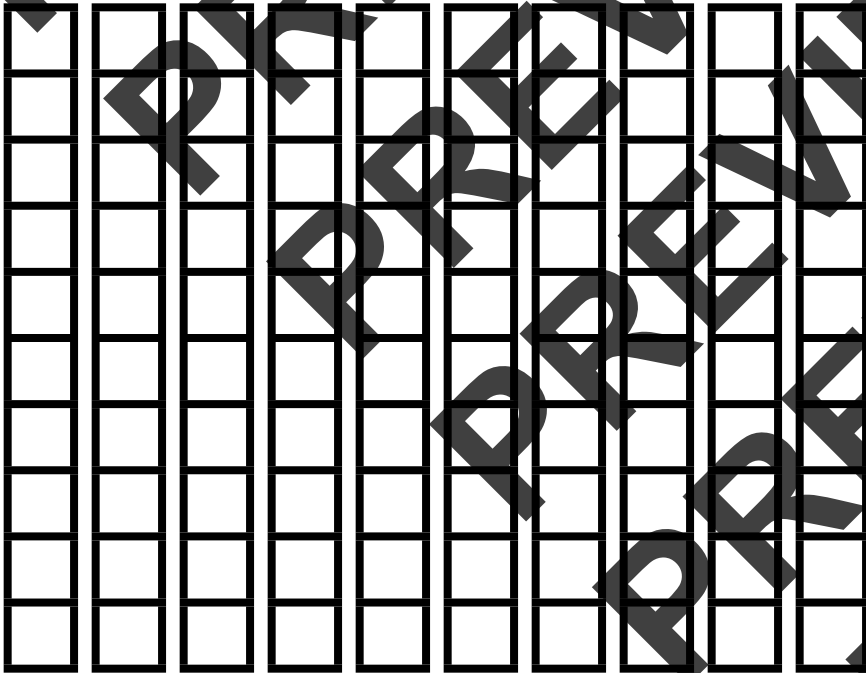
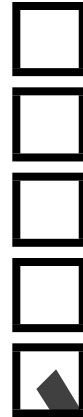
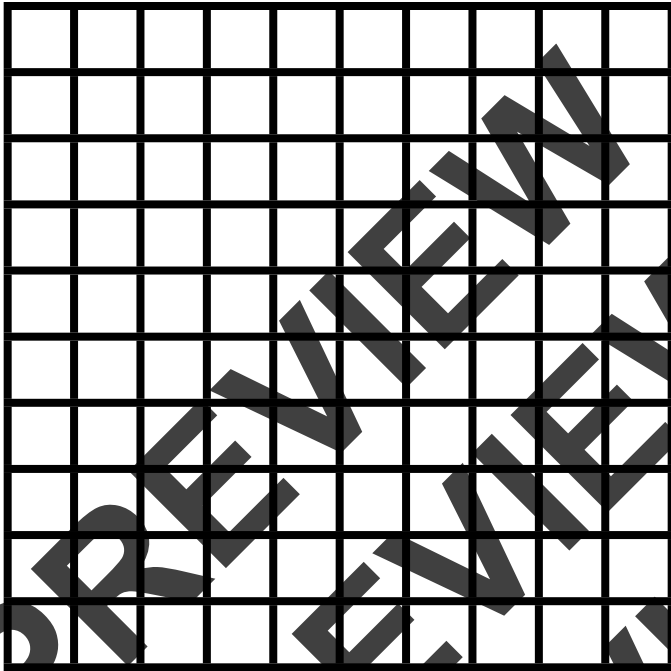
$17 + 33 = \square$

$62 + 18 = \square$

$35 + 44 = \square$

$70 + 27 = \square$

0	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									



## Subtracting From One Hundred

Directions: Subtract the tens and ones below. Use the strategies you have learned to help

$$\begin{array}{r} 88 \\ - 36 \\ \hline \square \end{array}$$

$$\begin{array}{r} 57 \\ - 36 \\ \hline \square \end{array}$$

$$\begin{array}{r} 94 \\ - 45 \\ \hline \square \end{array}$$

$$\begin{array}{r} 78 \\ - 39 \\ \hline \square \end{array}$$

$$\begin{array}{r} 48 \\ - 23 \\ \hline \square \end{array}$$

$$\begin{array}{r} 94 \\ - 57 \\ \hline \square \end{array}$$

$$\begin{array}{r} 89 \\ - 38 \\ \hline \square \end{array}$$

$$\begin{array}{r} 77 \\ - 24 \\ \hline \square \end{array}$$

$77 - 38 = \square$

$92 - 45 = \square$

$100 - 25 = \square$

$83 - 62 = \square$

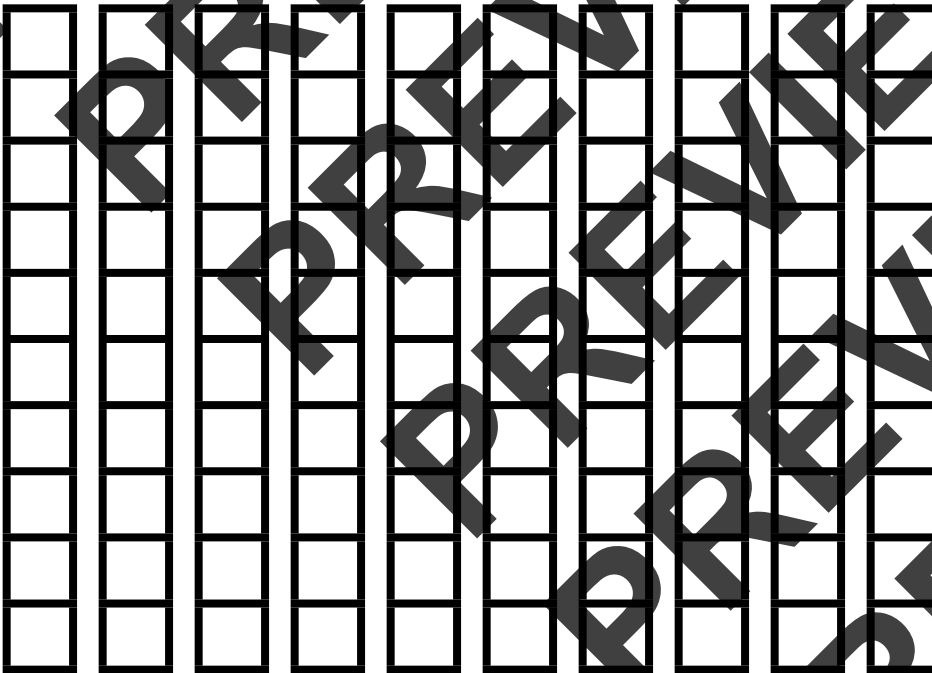
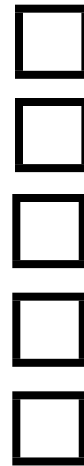
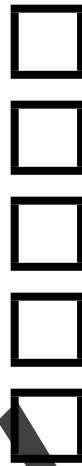
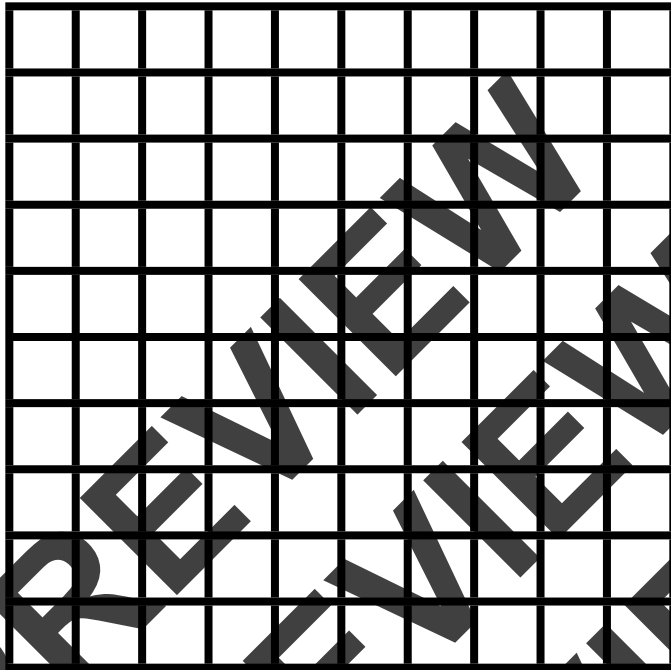
$100 - 34 = \square$

$56 - 14 = \square$

$86 - 50 = \square$

$73 - 34 = \square$

0	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									



## Adding Two-Digit Numbers

**Directions:** Add the 2-digit numbers together. Look at the tens and ones to help you.

Here's a trick... add the tens, then add the ones. Then add the tens and ones together.

$$48 + 37 = 40 + 30 \text{ and } 8 + 7 = 15 \Rightarrow 70 + 15 = 85$$

$$35 + 12 + 44 = 30 + 10 + 40 \text{ and } 5 + 2 + 4 = 11 \Rightarrow 80 + 11 = 91$$

$$35 + 46 =$$

$$39 + 56 =$$

$$38 + 19 + 22 =$$

$$23 + 20 + 41 =$$

$$12 + 32 + 45 + 10 =$$

$$22 + 31 + 42 + 38 =$$

# Adding Two-Digit Numbers

**Directions:** Look at the data sheet below. Use the information to solve the addition equations.

**Number of Colored Marbles in  
Maxwell's Treasure Chest**

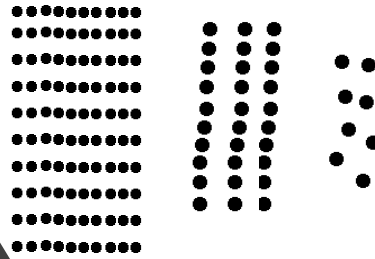
red	45	orange	53
blue	67	pink	94
green	32	violet	70
yellow	81	indigo	28

<p>What is the total number of red, orange, yellow, and blue marbles?</p> <p>red _____</p> <p>orange _____</p> <p>yellow _____</p> <p>blue _____</p>	<p>What is the total number of indigo, pink, orange, and blue marbles?</p> <p>indigo _____</p> <p>pink _____</p> <p>orange _____</p> <p>blue _____</p>
<p>What is the total number of violet, red, green, and yellow marbles?</p> <p>violet _____</p> <p>red _____</p> <p>green _____</p> <p>yellow _____</p>	<p>What is the total number of green, indigo, red, and pink marbles?</p> <p>green _____</p> <p>indigo _____</p> <p>red _____</p> <p>pink _____</p>

# Adding Within One Thousand

**Directions:** Add the 3-digit numbers together. Look at the tens, ones, and hundreds to help you.

You may use objects, such as base-ten blocks, or drawings to help.

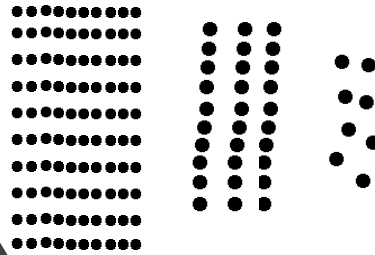


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	Th	H	T	O																																																										
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+	1	0	8																																																											

# Subtracting Within One Thousand

**Directions:** Subtract the numbers below. Look at the tens, ones, and hundreds to help you.

You may use objects, such as base-ten blocks, or drawings to help.



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## Adding and Subtracting 10 and 100

**Directions:** Mentally add and subtract the numbers below. Think about tens and hundreds.

Add 10 to 200 : 200...210  
(+10)

Subtract 100 from 640 : 640...540  
(-100)

Add 10 to 300 : \_\_\_\_\_

Add 10 to 570 : \_\_\_\_\_

Add 100 to 700 : \_\_\_\_\_

Add 10 to 820 : \_\_\_\_\_

Add 10 to 135 : \_\_\_\_\_

Add 100 to 286 : \_\_\_\_\_

Add 100 to 603 : \_\_\_\_\_

Add 10 to 492 : \_\_\_\_\_

Subtract 10 from 100 : \_\_\_\_\_

Subtract 100 from 900 : \_\_\_\_\_

Subtract 100 from 470 : \_\_\_\_\_

Subtract 10 from 860 : \_\_\_\_\_

Subtract 10 from 899 : \_\_\_\_\_

Subtract 100 from 552 : \_\_\_\_\_

Subtract 100 from 721 : \_\_\_\_\_

Subtract 10 from 385 : \_\_\_\_\_

## Adding and Subtracting 10 and 100

**Directions:** Mentally add and subtract to solve the number stories below. Think about tens and hundreds.

Add 10 to 200 : 200...210  
(+10)

Subtract 100 from 640 : 640...540  
(-100)

Paulo counted his marbles. He had 347 marbles. His sister, Jacklyn, came by and took 10 marbles. How many marbles does Paulo have now?

\_\_\_\_\_ marbles

There were 467 stickers on Annabelle's chart. Last month, she received 100 more stickers. How many stickers does Annabelle have now?

\_\_\_\_\_ stickers

Louis had 783 dollars in his bank account. Yesterday he bought an mp3 player that cost 100 dollars. How much money does Louis have in his bank account now?

\_\_\_\_\_ dollars

Chef Antoine cooked 546 stuffed mushrooms for the guests. He was asked to make 10 more for the band. How many total stuffed mushrooms did Chef Antoine cook?

\_\_\_\_\_ stuffed mushrooms

\*\*\*Jillian and Phoebe collected 746 acorns last week. This week they had only 646 acorns. They think squirrels ate the rest. How many acorns did the squirrels eat?

\_\_\_\_\_ acorns

# Why it Works: Explaining Addition and Subtraction

**Directions:** Solve the following problems. Write, draw, or use equations and diagrams to explain what strategies you used to solve the problems. (Or, explain your thinking to your teacher.)

How does  $4 + 5$  help you solve  $5 + 4$ ?

Solve:

What strategy did you use to solve this equation?

$$5 + 3 + 7 = \underline{\quad}$$

Solve Mentally

What strategy did you use to solve this equation?

$$37 + 24 = \underline{\quad}$$

Solve Mentally

What strategy did you use to solve this equation?

$$64 - 28 = \underline{\quad}$$

Use the open number line to show the difference.

$$73 - 40 = \underline{\quad}$$



Use the open number line to show the sum.

$$56 + 37 = \underline{\quad}$$



# Why it Works: Explaining Addition and Subtraction

**Directions:** Solve the following problems. Write, draw, or use equations and diagrams to explain what strategies you used to solve the problems. (Or, explain your thinking to your teacher.)

Show why this equation is true.  $13 + 6 = 10 + 9$

Solve:  $4 + 4 + 4 + 4 =$  What strategy did you use to solve this equation?

$4 + 4 + 4 + 4 =$

Solve Mentally  $135 + 10 =$  What strategy did you use to solve this equation?

$135 + 10 =$  \_\_\_\_\_

Solve Mentally  $560 - 100 =$  What strategy did you use to solve this equation?

$560 - 100 =$  \_\_\_\_\_

Use the open number line to show the difference.

$85 - 67 =$  \_\_\_\_\_



Use the open number line to show the sum.

$47 + 38 =$  \_\_\_\_\_



# Measuring with Tools

**Directions:** Look around your classroom to find objects to measure. Decide which tool would best work for each object. Some measuring tools you may use are rulers, yardsticks, meter sticks, and measuring tapes. Write the name of the object and its length. You can also draw a picture. Use the proper unit in your response. [in, ft, yd, cm, m]

<p>I measured _____</p> <p>The length of my object is _____.</p>	<p>I measured _____</p> <p>The length of my object is _____.</p>
<p>I measured _____</p> <p>The length of my object is _____.</p>	<p>I measured _____</p> <p>The length of my object is _____.</p>
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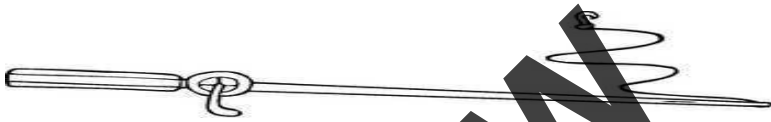
## Measuring with Tools

**Directions:** Circle the tool that would be the best choice to use to measure the following objects.

a pencil	ruler	yardstick	measuring tape
jumprope	ruler	yardstick	measuring tape
school bus	ruler	yardstick	measuring tape
head	ruler	yardstick	measuring tape
paperclip	ruler	yardstick	measuring tape
picnic table	ruler	yardstick	measuring tape
rug	ruler	yardstick	measuring tape
globe	ruler	yardstick	measuring tape
child	ruler	yardstick	measuring tape

# Measuring Objects

**Directions:** Measure the objects below to the nearest whole unit using two different units, such as centimeters and inches. Write the total number of units for each object.



The fishing rod is \_\_\_\_\_ long and \_\_\_\_\_ long.  
(length) (units) (length) (units)

.....



The crayon is \_\_\_\_\_ long and \_\_\_\_\_ long.  
(length) (units) (length) (units)

.....



The spoon is \_\_\_\_\_ long and \_\_\_\_\_ long.  
(length) (units) (length) (units)

.....



The pen is \_\_\_\_\_ long and \_\_\_\_\_ long.  
(length) (units) (length) (units)

.....

# Measuring Objects

**Directions:** Measure the objects below to the nearest whole unit using two different units, such as centimeters and inches. Write the total number of units for each object. Are the measurements for each object the same?



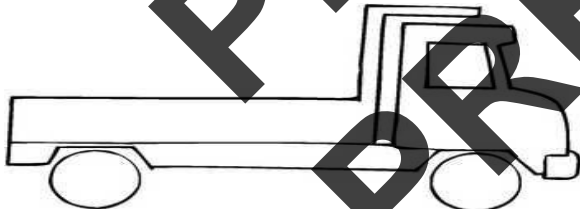
The boat is \_\_\_\_\_ long and \_\_\_\_\_ long.  
(length) (units) (length) (units)

What do you notice about the measurements?  
.....



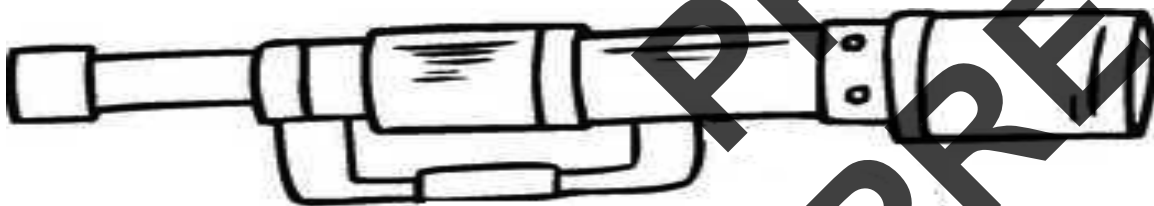
The lizard is \_\_\_\_\_ long and \_\_\_\_\_ long.  
(length) (units) (length) (units)

What do you notice about the measurements?  
.....



The truck is \_\_\_\_\_ long and \_\_\_\_\_ long.  
(length) (units) (length) (units)

What do you notice about the measurements?  
.....

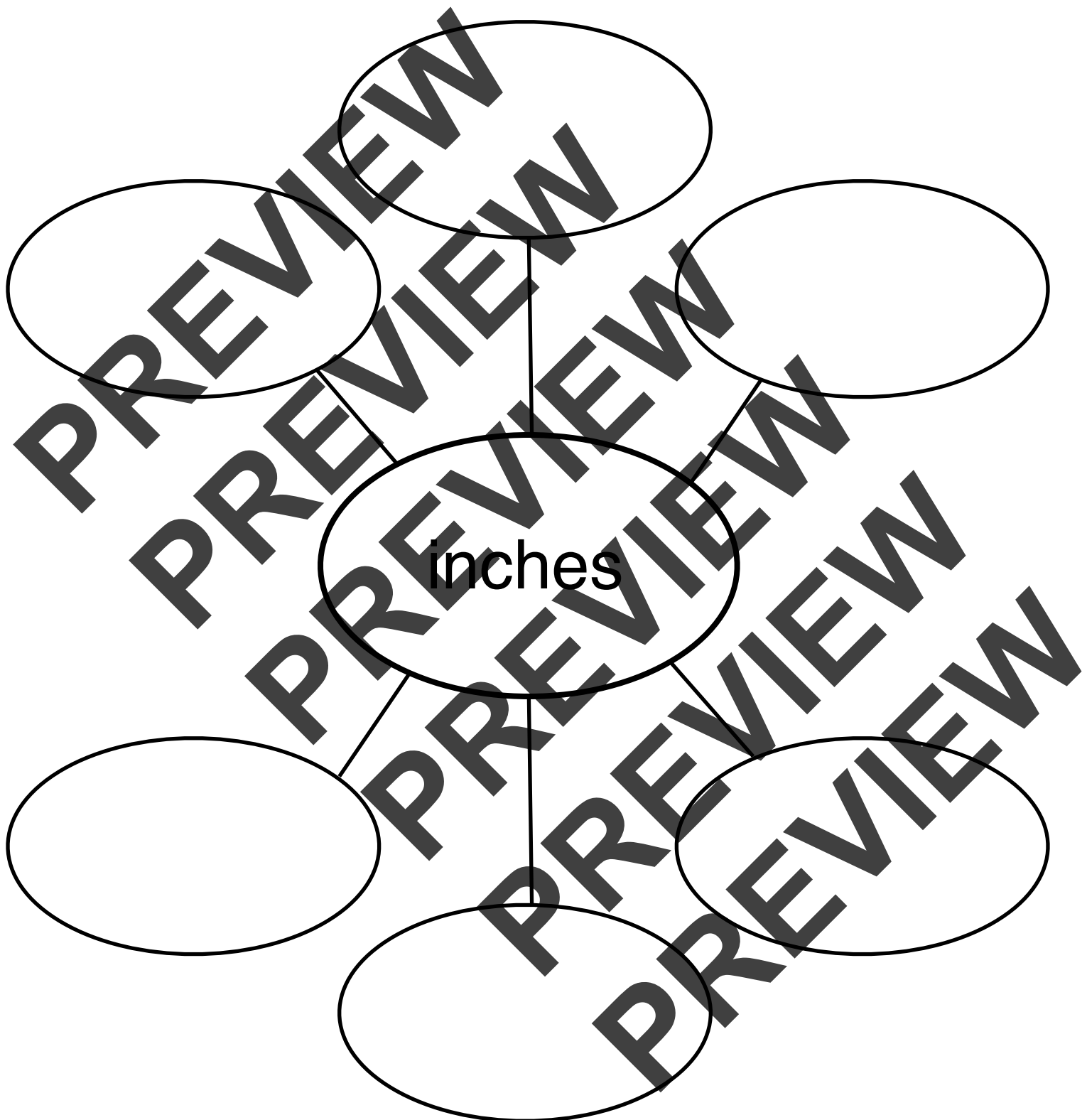


The telescope is \_\_\_\_\_ long and \_\_\_\_\_ long.  
(length) (units) (length) (units)

What do you notice about the measurements?  
.....

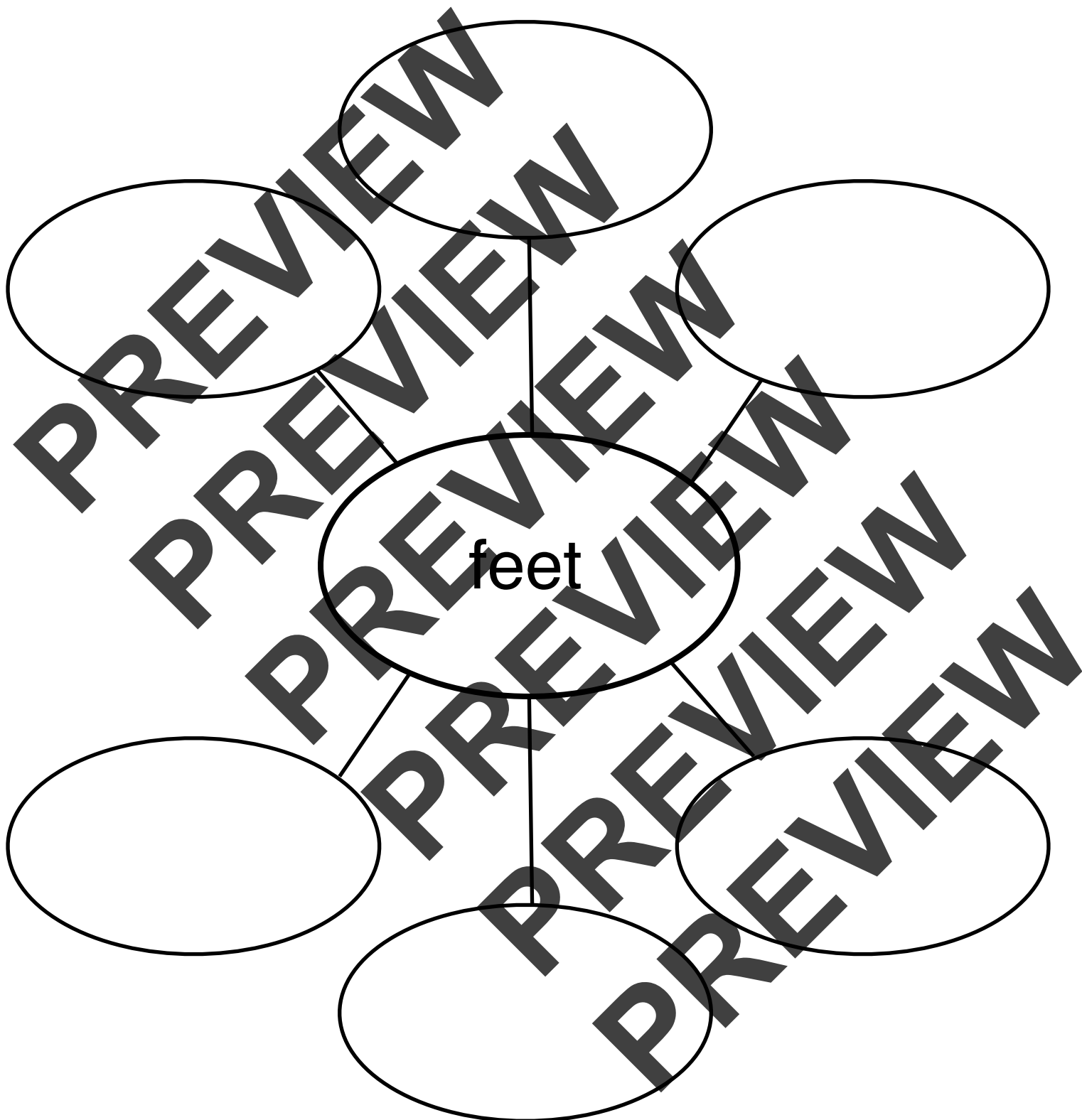
# Estimating Measurements

Directions: Complete the web below with objects that could be measured with the unit named in the center.



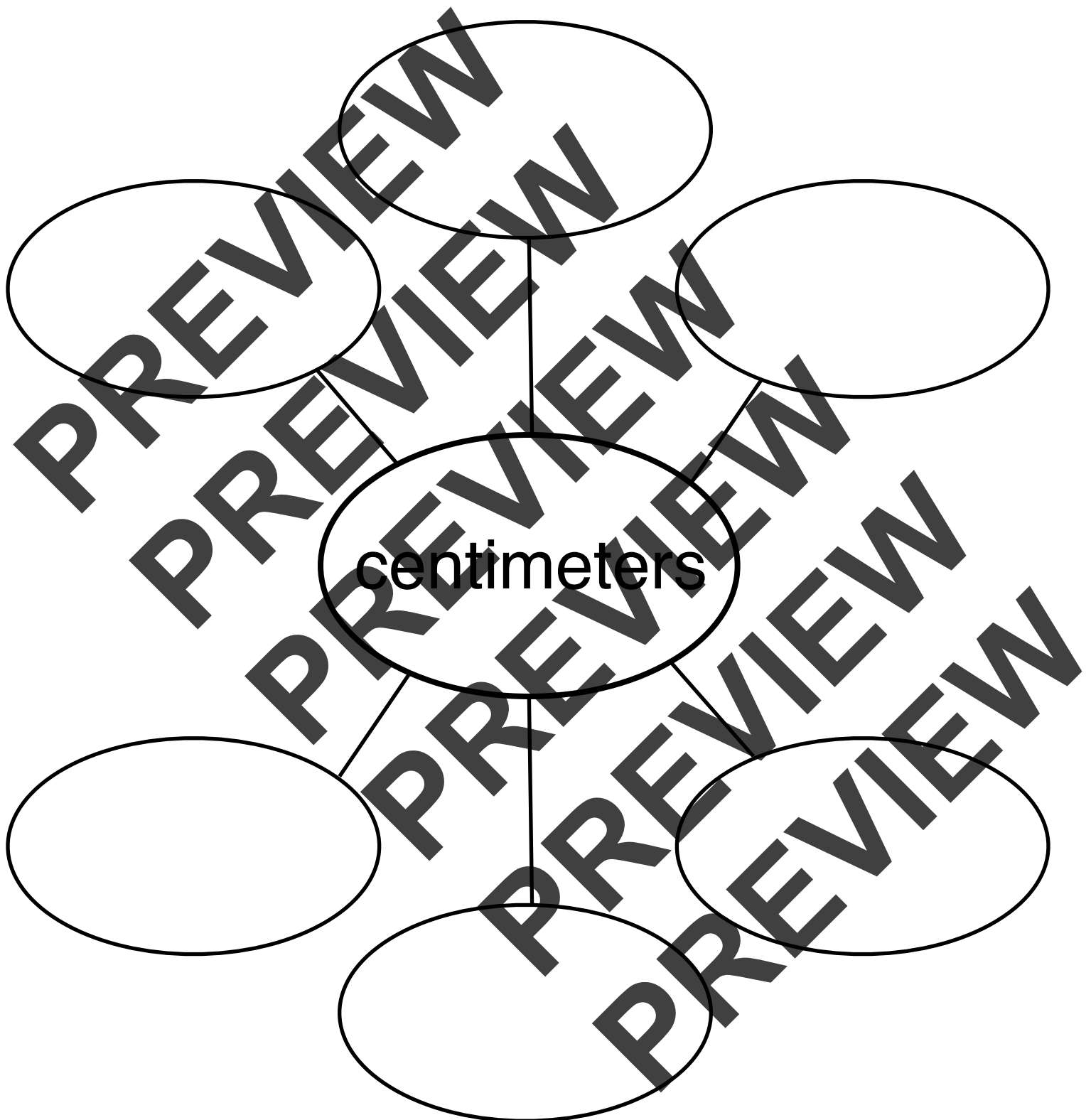
# Estimating Measurements

Directions: Complete the web below with objects that could be measured with the unit named in the center.



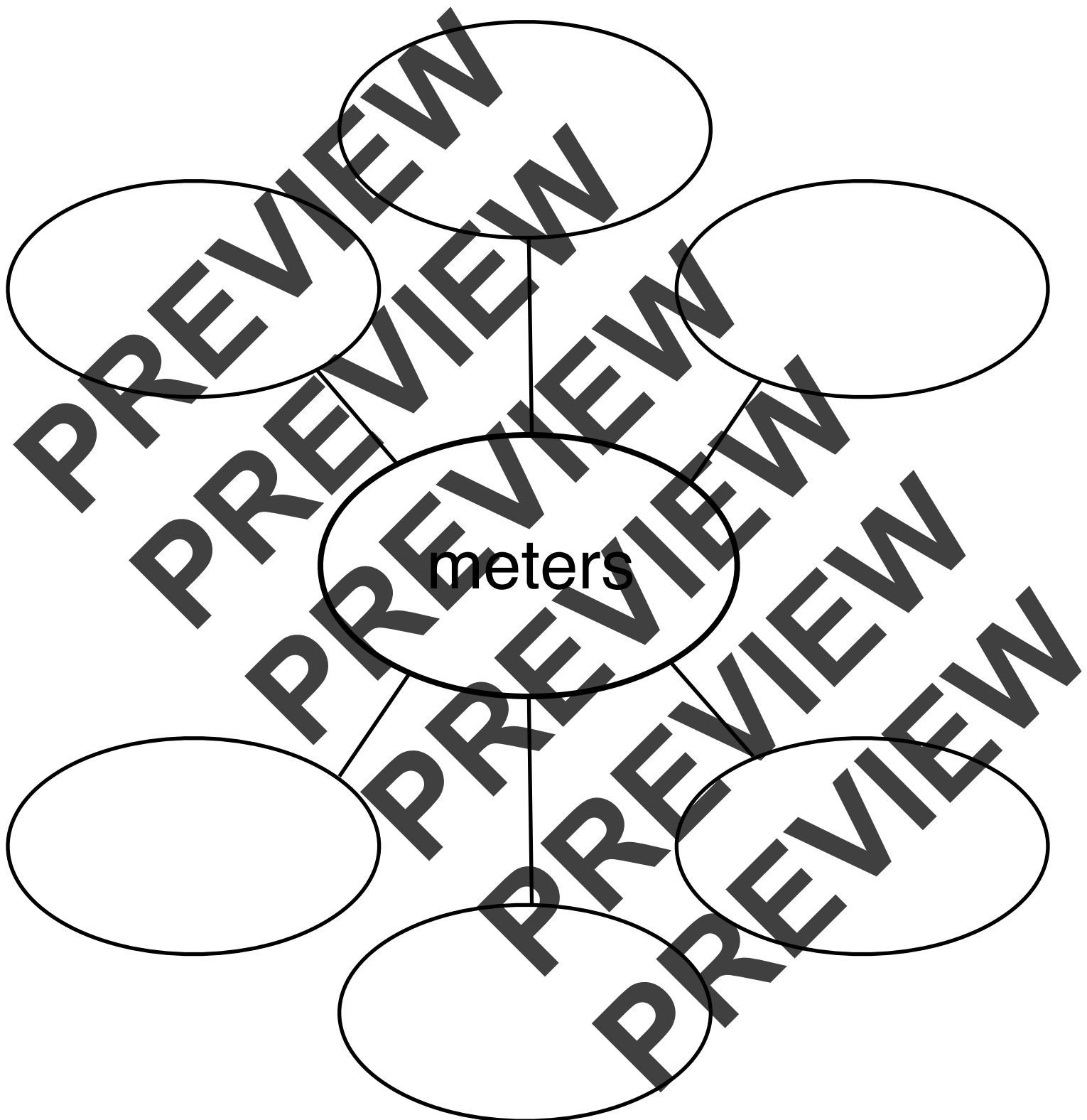
# Estimating Measurements

Directions: Complete the web below with objects that could be measured with the unit named in the center.



# Estimating Measurements

Directions: Complete the web below with objects that could be measured with the unit named in the center.



# Estimating and Measuring with Tools

**Directions:** Estimate what unit, *inches, feet, centimeters, or meters*, would best work to measure the objects below. Write your estimate. Then measure. Did you choose the correct unit? Measure the object and record it's length below.

<u>Object</u>	<u>Unit Estimate</u>	<u>Correct or Incorrect Choice?</u>	<u>Actual Measurement</u>
paper clip			
window			
floor tile			
pencil			
classroom wall			
glue stick			
chalkboard			
door			

# Measuring Objects

Directions: Measure each of the objects below in centimeters. Round to the nearest whole number.



Arrow B is \_\_\_\_\_ longer than Arrow A.  
(length) (unit)



Fish C is \_\_\_\_\_ longer than Fish D.  
(length) (unit)



Bird F is \_\_\_\_\_ longer than Bird E.  
(length) (unit)

## Adding with Measures

**Directions:** Solve the addition problems. You may use drawings and equations to show your work.

Candace's class made a paper chain that was 25 feet long. Kyle's class made a chain that was 37 feet long. They combined the two chains to make one. How long was the new chain?

\_\_\_\_\_ feet

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

Last week, dad built 8 meters of fence. This week he built 13 meters of fence. How much fence has he built so far?

\_\_\_\_\_ meters

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

I measured my kitchen table and it was 48 inches long. I measured the counter and it was 36 inches long. How many inches total did I measure?

\_\_\_\_\_ inches

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

Last month we had 44 centimeters of snowfall. This month we had 30. How much snowfall have we had so far?

\_\_\_\_\_ centimeters

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

\*\*\*The school bus is 5 meters long. 3 buses are lined up front to back. How many meters long is the line of buses?

\_\_\_\_\_ meters

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

## Subtracting with Measures

**Directions:** Solve the subtraction problems. You may use drawings and equations to show your work.

Peter has a snake that is 8 feet long. Bryan has a snake that is 10 feet long. How much longer is Bryan's snake than Peter's?

\_\_\_\_\_ feet

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

The cell phone tower is 20 meters high. The fire watch tower is 3 meters shorter than the cell phone tower. How tall is the fire watch tower?

\_\_\_\_\_ meters

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

Jake made a paperclip chain that was 57 inches long. Sean's paperclip chain was 76 inches long. How much longer was Sean's paperclip chain?

\_\_\_\_\_ inches

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

John had a licorice stick that was 45 centimeters long. He ate 16 centimeters after lunch. How long is John's licorice stick now?

\_\_\_\_\_ centimeters

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

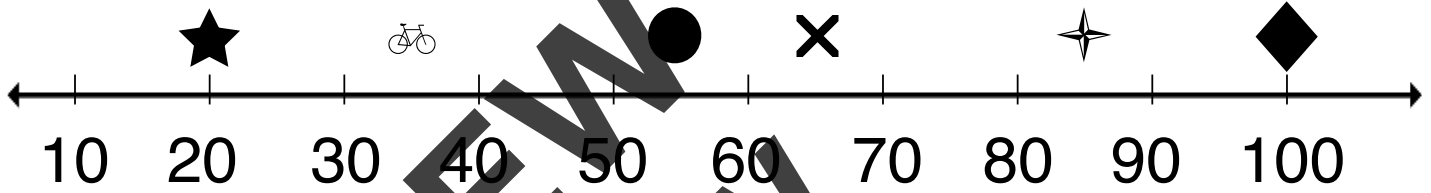
In 2010, it rained 61 inches. In 2011, it rained 55 inches. How much less did it rain in 2011 than in 2010?




\_\_\_\_\_ inches




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

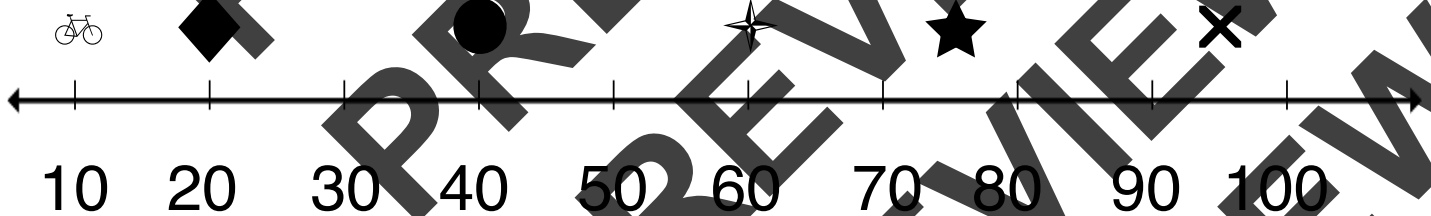
# Knowing your Number Line




**Directions:** Look at the number line. What numbers do the pictures represent?






picture	number
	
	
	

picture	number
	
	
	

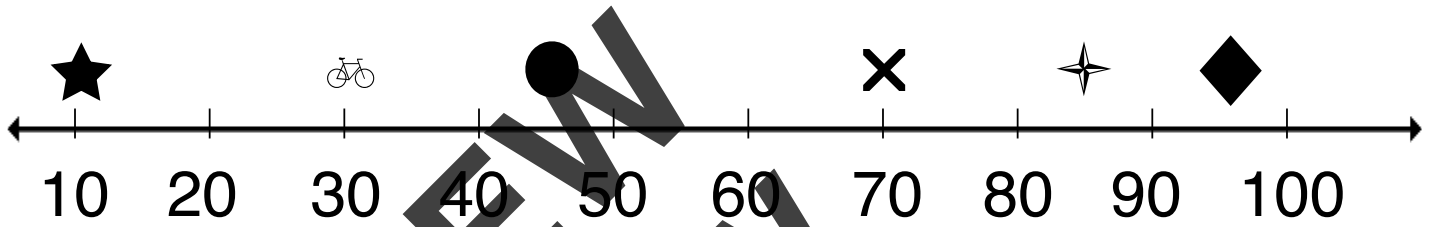


picture	number
	
	
	

picture	number
	
	
	

# Adding and Subtraction on a Number Line

**Directions:** Use the number lines to add and subtract the numbers represented by the pictures.

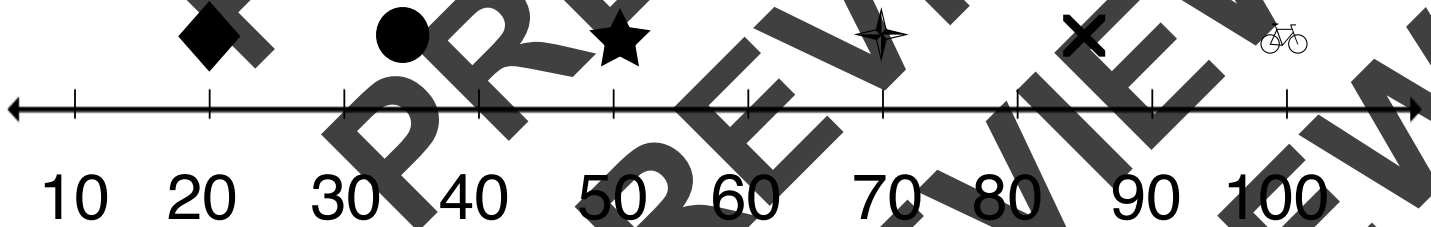


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 -  =

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 -  =



 +  = 








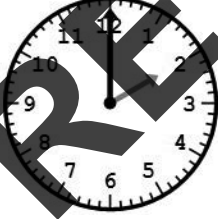


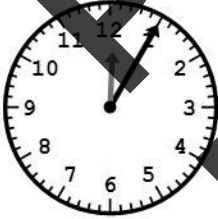

 +  =

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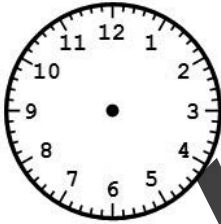
# What Time is It?

**Directions:** Look at the clocks below. What time is it? Write the digital times beneath the clocks.

 : _____	 : _____	 : _____
 : _____	 : _____	 : _____
 : _____	 : _____	 : _____
 : _____	 : _____	 : _____

# What Time is It?

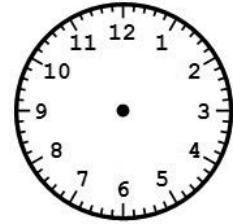
**Directions:** Look at the clocks below. Draw the hands correctly to show the digital time below each clock.  
 Hour → Minute →



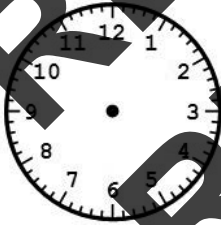
4:45



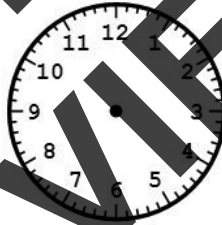
7:15



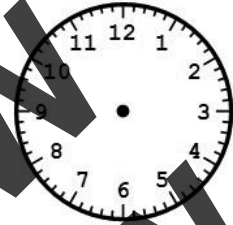
2:05



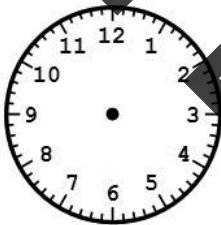
9:35



6:15



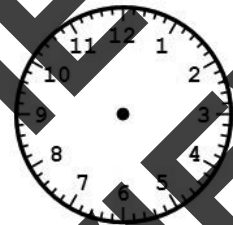
10:20



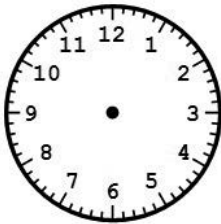
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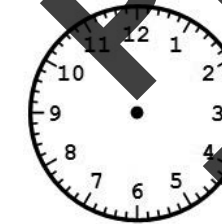
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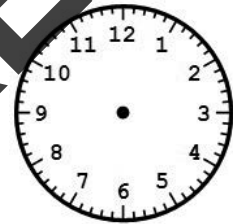
3:40



5:30



8:10



11:25

## Counting Money

**Directions:** Solve the money number stories below. Use the space to work out the problem. You can draw coins or write an equation. Use the \$ or ¢ signs.

Julie opened her piggy bank and counted her coins. She had 4 pennies, 3 nickels, and 6 dimes. How much money did Julie have?

Barbara emptied all of her pockets and counted her money. She had 3 quarters, one dollar bill, and 14 pennies. How much money does Barbara have?

Kyle wrote down the money he received when sold lemonade. He had \$3.00 in bills, \$1.25 in quarters, 90¢ in dimes, and .30 in nickels. How much money did Kyle make?

Brendan has coins in his lunch box. He has 6 quarters, 5 dimes, 11 nickels, and 20 pennies. How much money does Brendan have?

\*\*\*Lucy and Patty gathered their money together to see if they had enough to buy a DVD. Lucy had 4 dollar bills, 3 quarters, and 6 dimes. Patty had \$5.00 in quarters and .80 in dimes. How much money did they have?

## Counting Money

**Directions:** Solve the money number stories below. Use the space to work out the problem. You can draw coins or write an equation. Use the \$ or ¢ signs.

Karen had \$3.10. Mary had \$4.50. How much more money did Mary have than Karen?

Shandra bought a toy for 50¢. She paid the cashier with \$1.00. How much change did Shandra get back?

Kayleigh had 35¢ in her purse. Susan had 73¢ in her pocket. How much money did they have together?

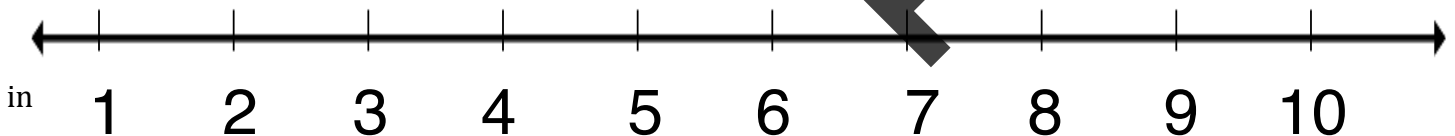
Paulie bought an ice cream for .25, a drink for .80, and a cookie for .35. How much money did Paulie spend?

Chloe had forty-five cents in a box and thirty-seven cents in a bag. She found a quarter on the ground. How much money does Chloe have now?

# Organizing Data

**Directions:** Organize the measurements listed below into a line plot. Use an X to mark the data.

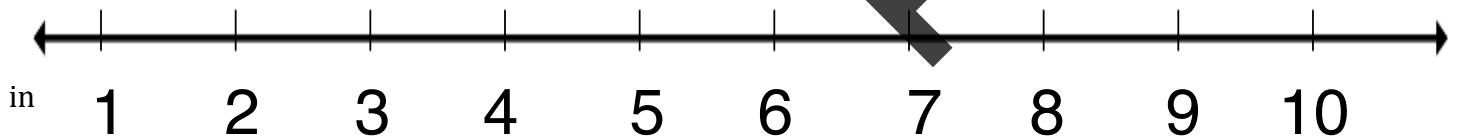
object	length
spoon	6 inches
straw	9 inches
pencil	5 inches
remote control	9 inches
crayon	3 inches
toothpick	2 inches
popsicle stick	5 inches
candy cane	9 inches
marker	6 inches



# Organizing Data

**Directions:** Organize the measurements listed below into a line plot. Use an X to mark the data.

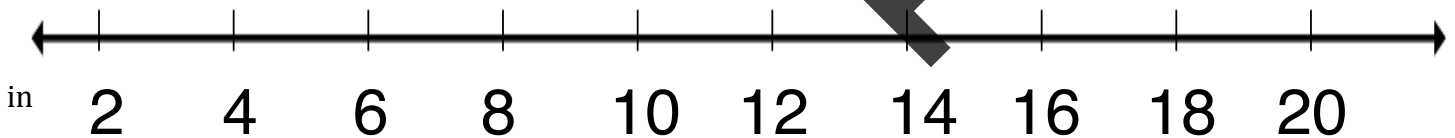
object	length
book	6 inches
calculator	3 inches
crayon	2 inches
crayon box	4 inches
glue bottle	4 inches
lunch box	6 inches
paper	10 inches
pencil	4 inches
scissors	4 inches
desk	10 inches
chalk	3 inches



# Organizing Data

**Directions:** Organize the measurements listed below into a line plot. Use an X to mark the data.

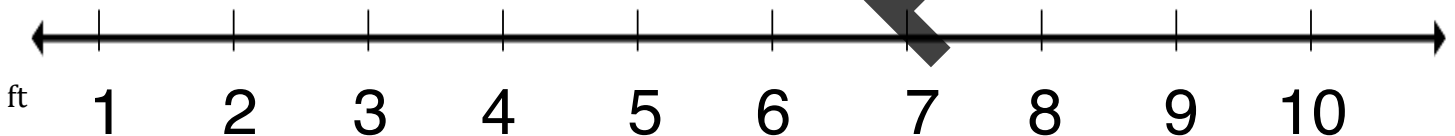
object	length
microphone	6 inches
robot	8 inches
teddy bear	12 inches
doll	8 inches
video game	2 inches
train	4 inches
car	4 inches
ball	5 inches
pillow	14 inches
book	8 inches



# Organizing Data

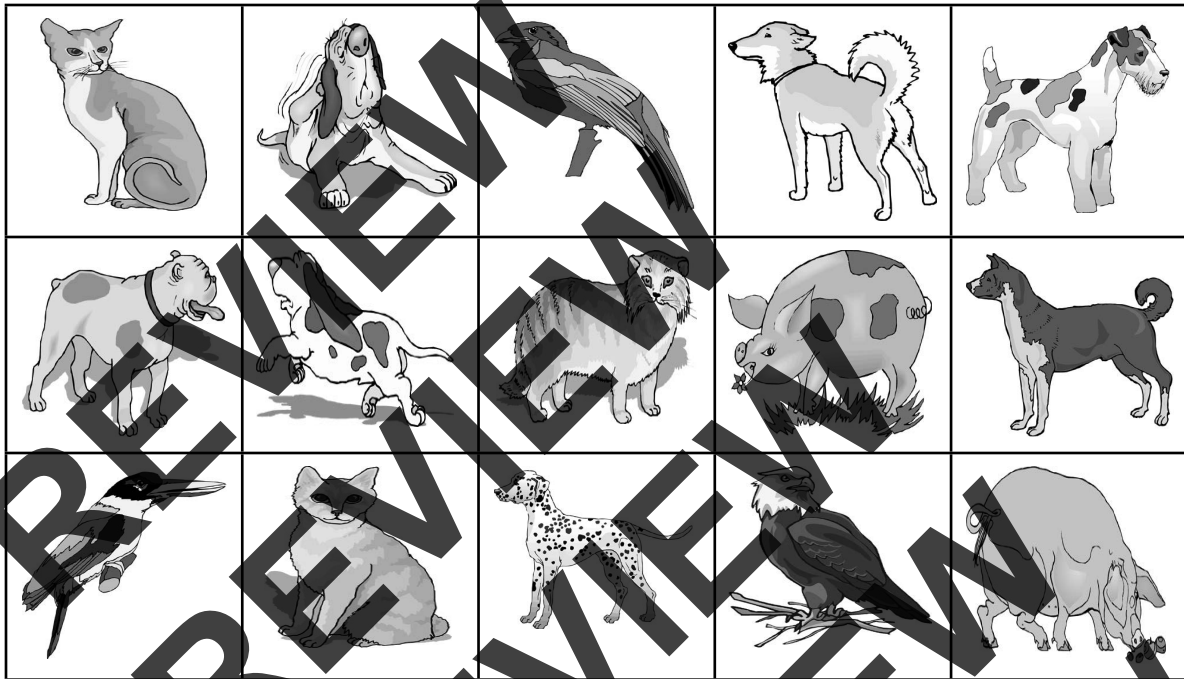
**Directions:** Organize the measurements listed below into a line plot. Use an X to mark the data.

object	length
computer screen	3 feet
model train	5 feet
picture frame	7 feet
door	9 feet
table	4 feet
sink	3 feet
oven	5 feet
cabinet	3 feet
counter top	8 feet
refrigerator	7 feet



# Graphing Animals at the Shelter

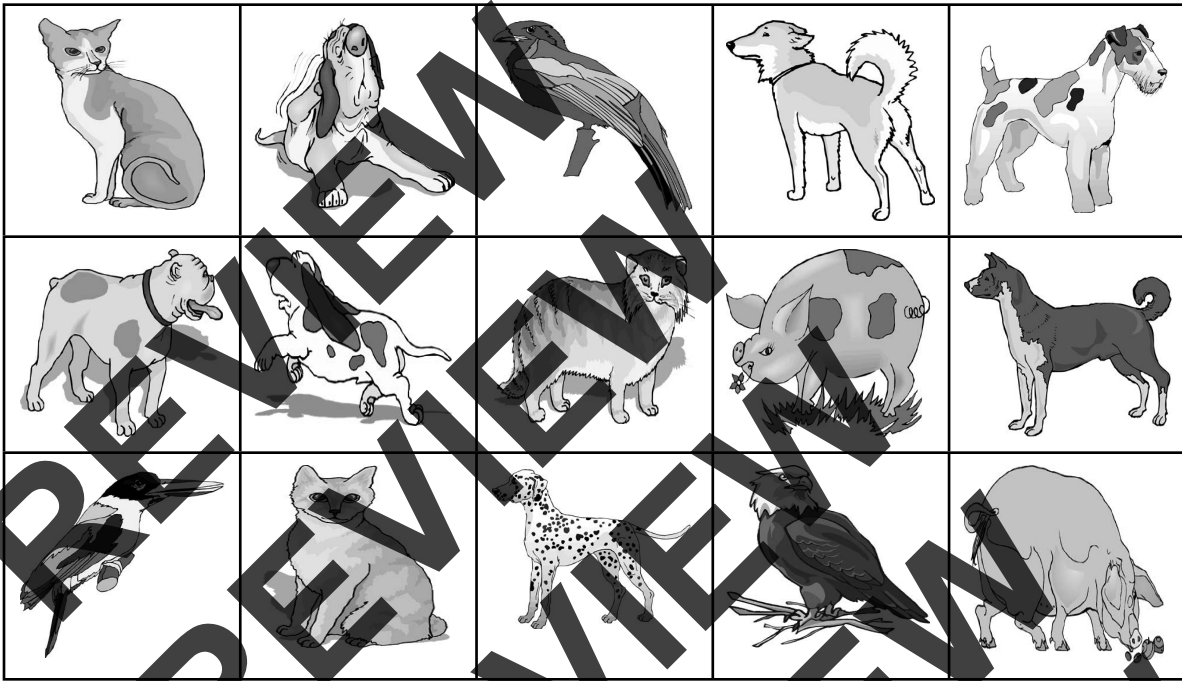
**Directions:** Look at the data below. Arrange the data and organize it into a graph.



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

# Graphing Animals at the Shelter

**Directions:** Using the data and the graph you made, answer the questions below.



1. How many dogs are at the shelter?

\_\_\_\_\_

2. How many pigs are at the shelter?

\_\_\_\_\_

3. How many more dogs are there than birds at the animal shelter?

\_\_\_\_\_

4. How many animals are there altogether?

\_\_\_\_\_

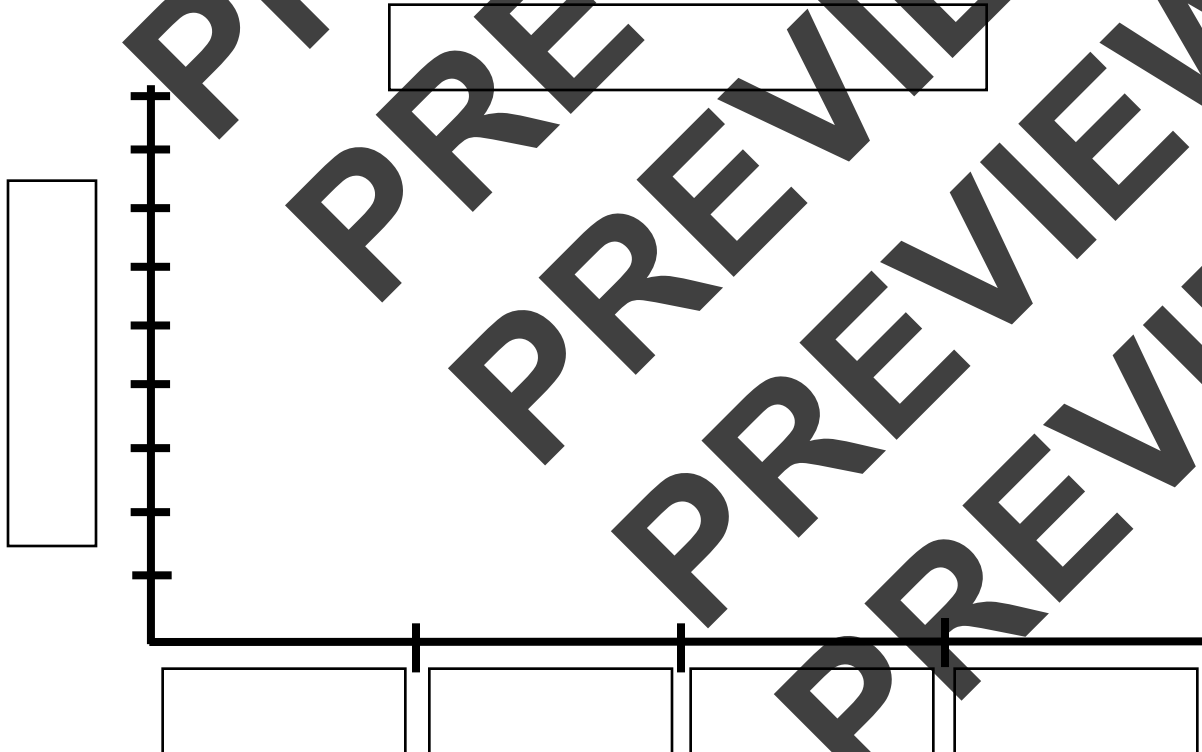
5. What is the total amount of birds and pigs at the shelter?

\_\_\_\_\_

# Graphing Favorite Foods

**Directions:** Look at the data below. Arrange the data and organize it into a graph.

Name	Favorite Food	Name	Favorite Food
Lucy	<i>pizza</i>	Tracey	<i>spaghetti</i>
Andy	<i>spaghetti</i>	Harold	<i>spaghetti</i>
Kyle	<i>tacos</i>	Donna	<i>pizza</i>
Sharon	<i>spaghetti</i>	Wayne	<i>hamburger</i>
Phil	<i>pizza</i>	Linda	<i>pizza</i>
Manny	<i>pizza</i>	Nina	<i>pizza</i>
Abigail	<i>tacos</i>	Bruce	<i>tacos</i>
Claud	<i>hamburger</i>	Ophelia	<i>hamburger</i>
Simon	<i>hamburger</i>	Ashley	<i>pizza</i>



# Graphing Favorite Foods

**Directions:** Using the data and the graph you made, answer the questions below.

Name	Favorite Food	Name	Favorite Food
Lucy	<i>pizza</i>	Tracey	<i>spaghetti</i>
Andy	<i>spaghetti</i>	Harold	<i>spaghetti</i>
Kyle	<i>tacos</i>	Donna	<i>pizza</i>
Sharon	<i>spaghetti</i>	Wayne	<i>hamburger</i>
Phil	<i>pizza</i>	Linda	<i>pizza</i>
Manny	<i>pizza</i>	Nina	<i>pizza</i>
Abigail	<i>tacos</i>	Bruce	<i>tacos</i>
Claud	<i>hamburger</i>	Ophelia	<i>hamburger</i>
Simon	<i>hamburger</i>	Ashley	<i>pizza</i>

1. How many kids like pizza?

\_\_\_\_\_

2. How many kids like spaghetti?

\_\_\_\_\_

3. How many more kids like pizza than tacos?

\_\_\_\_\_

4. How many kids total like tacos and hamburgers?

\_\_\_\_\_

5. What is the total amount of kids that were surveyed?

\_\_\_\_\_

## Drawing Shapes with Rules

**Directions:** Draw shapes below that match the attributes written in the boxes.

Draw a shape with four angles.

Draw a shape with no straight sides.

Draw a 3D shape made of only squares.

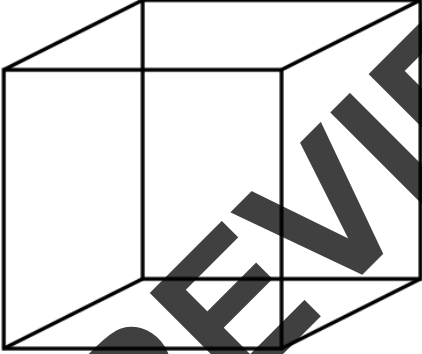
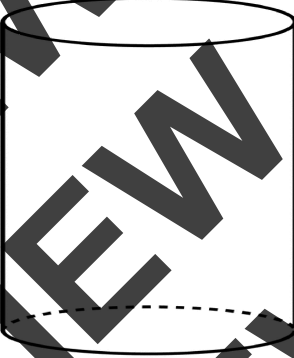
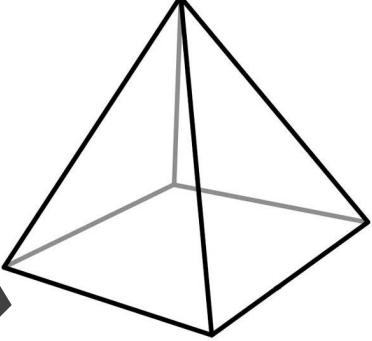
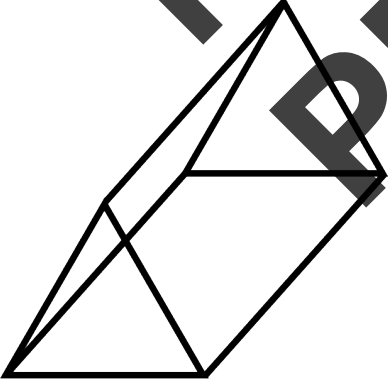
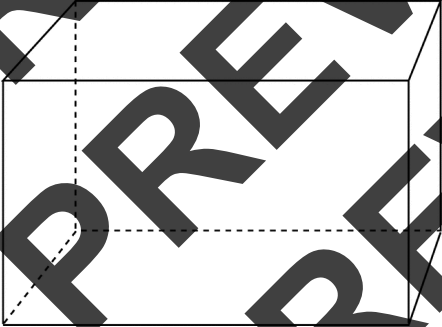
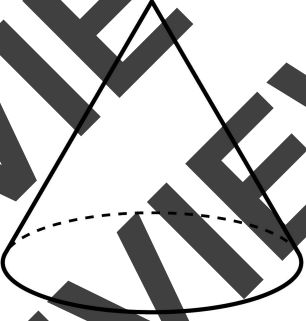
Draw a 3D shape that has two circles.

Draw a shape that has more than four sides.

Draw a shape that rolls.

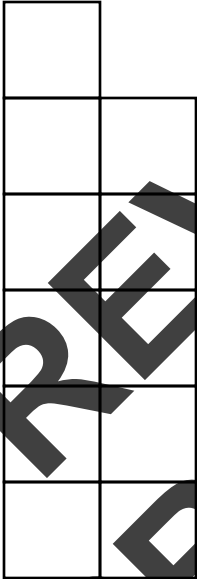
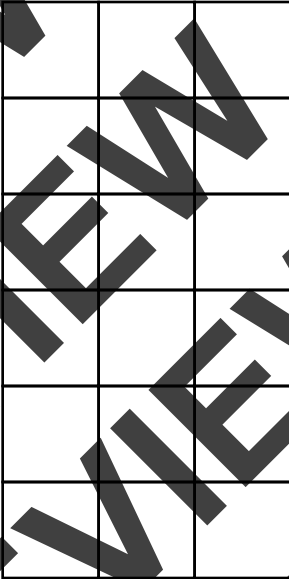
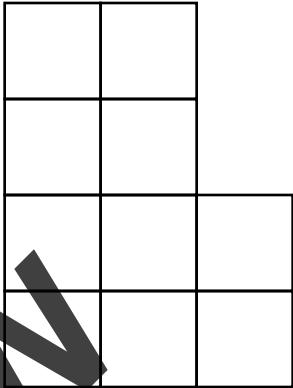
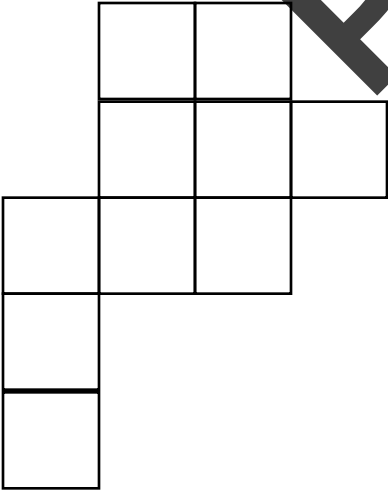
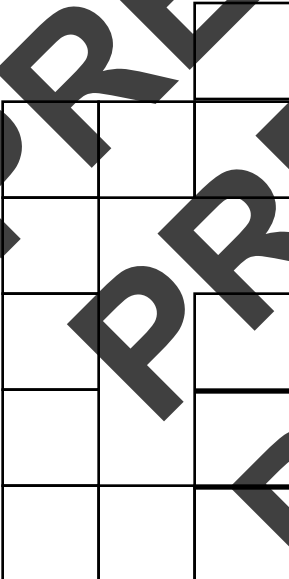
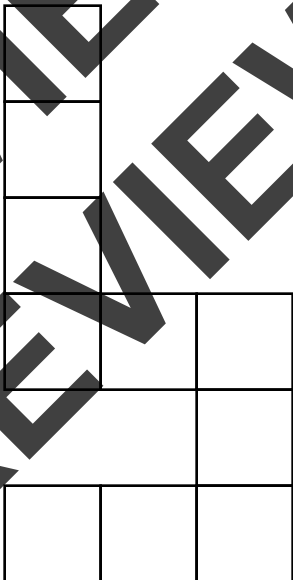
# How Many Faces and Vertices?

**Directions:** Count and write the number of faces and vertices for each 3-dimensional shape.

 <p>faces: _____</p> <p>vertices: _____</p>	 <p>faces: _____</p> <p>vertices: _____</p>	 <p>faces: _____</p> <p>vertices: _____</p>
 <p>faces: _____</p> <p>vertices: _____</p>	 <p>faces: _____</p> <p>vertices: _____</p>	 <p>faces: _____</p> <p>vertices: _____</p>

# What's Inside?

**Directions:** Count the number of same-size squares in each shape to find the area inside.

 <p>area inside: _____</p>	 <p>area inside: _____</p>	 <p>area inside: _____</p>
 <p>area inside: _____</p>	 <p>area inside: _____</p>	 <p>area inside: _____</p>

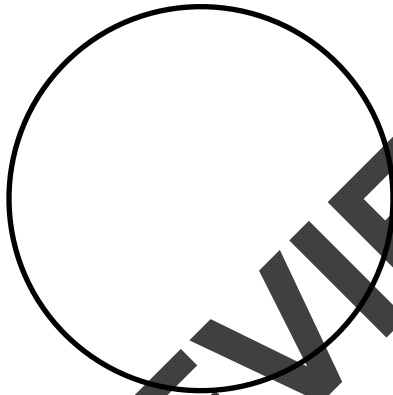
# What's Inside?

**Directions:** Count the number of same-size squares in each shape to find the area inside.

<p>area inside: _____</p>	<p>area inside: _____</p>	<p>area inside: _____</p>
<p>area inside: _____</p>	<p>area inside: _____</p>	<p>area inside: _____</p>

# Halves, Thirds, and Fourths

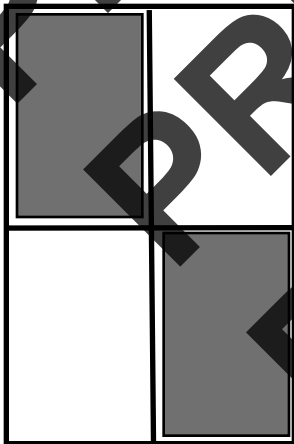
**Directions:** Shade in the proper amount. Write how much is shaded.



Partition this circle into two equal shares. Label the equal shares.

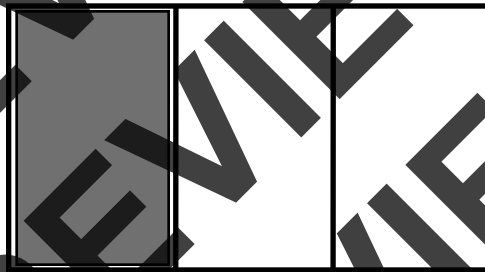


Partition this rectangle into four equal shares. Label the equal shares.



How much is shaded?

\_\_\_\_\_



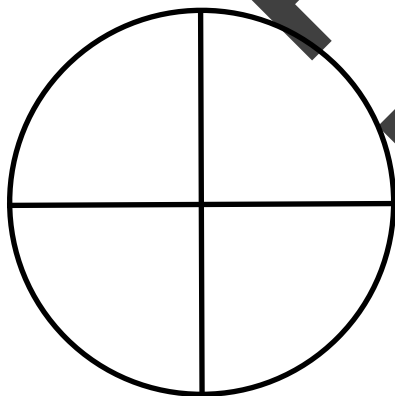
How much is shaded?

\_\_\_\_\_



How much is shaded?

\_\_\_\_\_



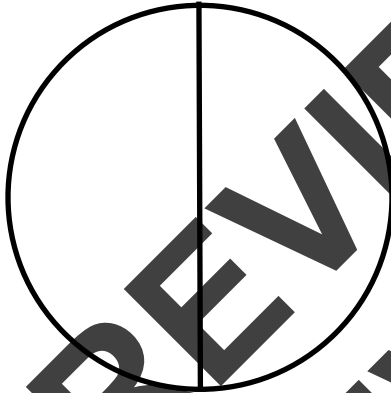
Shade three fourths.



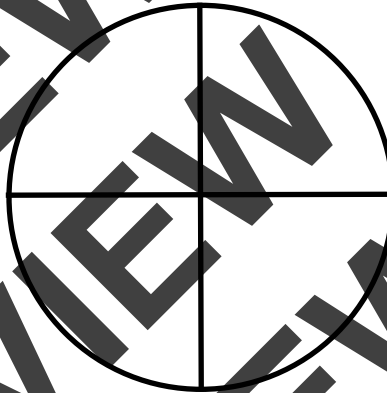
Shade one half.

# Halves, Thirds, and Fourths

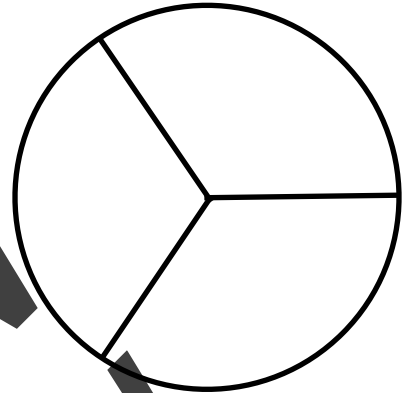
**Directions:** Shade in the proper amount for each circle. Divide the rectangles to create equal parts, then shade.



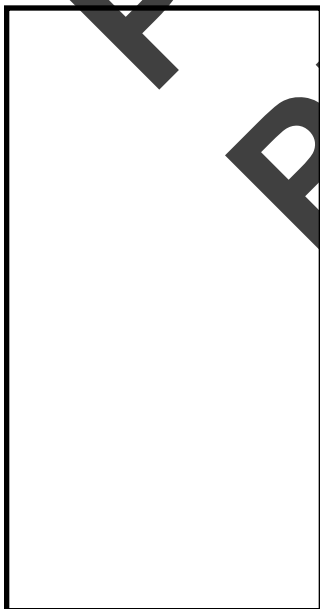
Shade one-half of the circle.



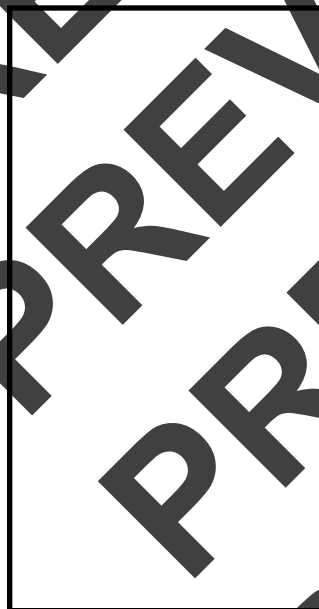
Shade two-fourths of the circle.



Shade one-third of the circle.



Divide the rectangle into four equal parts. Shade three-fourths.



Divide the rectangle into three equal parts. Shade two-thirds.



Divide the rectangle into four equal parts. Shade two-fourths.



# Common Core State Standards

*Educating classrooms one standard at a time.*

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