



2

Common Core State Standards

Second Grade Workbook

Grade 2

- English Standards
- Math Standards

Worksheets and Activities
that teach every standard!

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Second Grade Workbook

Grade 2

English Standards

Worksheets and Activities
that teach every standard!

Common Core State Standards

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

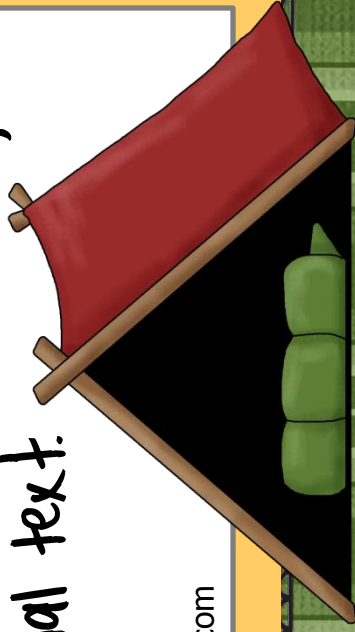
Reading Questions

Directions:

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

Read *Camping Inside* and then match the Question Cards (Who, What, Where, When, Why, and How) to the Statement Cards to show answers to the questions. Then, use the Practice Worksheet to answer questions as you read any informational text.

Standard: English Language Arts | Reading: Literature | RL.2.1
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Camping Inside

By Andrew Frinkle

Henry loved to go camping.
He liked to put up a tent.
He liked to make campfires.
He liked to roast marshmallows.
He liked to sleep under the stars.
Henry did not like mosquitoes.

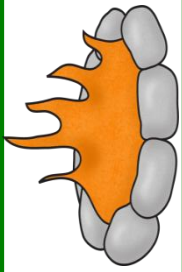
Henry's family was going to go camping.
Then it started to rain.
Henry's family could not go camping.
What could they do?

Henry had an idea!
He could save the day.
They would camp inside at home.
It would be just as fun.

Henry put up his tent in the living room.
They sat around a heater, not a fire.
They melted marshmallows in the microwave.
They put glow-in-the-dark stars on the ceiling.
There were no mosquitoes inside!

Camping inside was fun.
It was just like camping outside.
They had a great time.

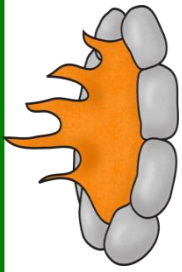




WHO?

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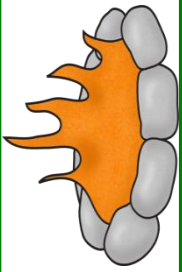
Henry



WHAT?

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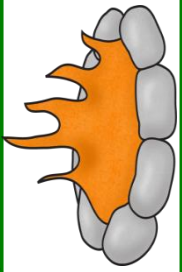
Went camping



WHERE?

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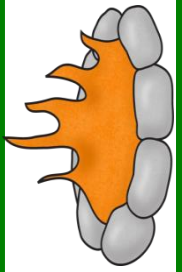
Inside his house



WHY?

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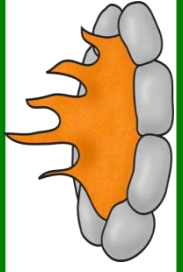
He doesn't like mosquitoes



HOW?

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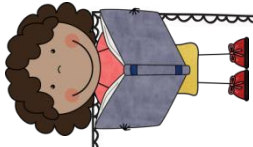
**He set up his tent in the
living room**



WHEN?

At night

Name: _____



Where?

What?

Who?

How?

Why?

When?

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. Hill 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?

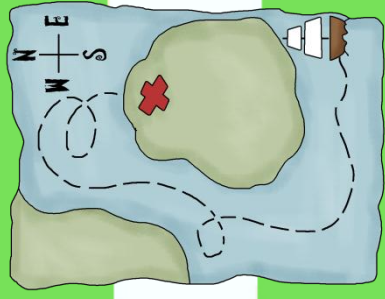
3. How will he help Mr. Hill?

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

Ask two questions about this text.

Common Core State Standards

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.



TEXT FEATURES

Scavenger Hunt!

Directions:

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Match the text features to their definitions. Then, students will use the Text Features Scavenger Hunt book to cut out and paste examples of text features in non-fiction work as well as describe how the text feature supports their reading.



Table of Contents

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HELPS the reader identify key topics in the book & the order they are presented

Heading

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HELPS the reader identify topics throughout the text

Charts and Graphs

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HELPS the reader summarize & compare information

Subheading

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HELPS the reader
navigate through
sections of the text

Glossary

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HELPS the reader
define words
contained in the text

Italic Print

www.CoreCommonStandards.com

HELPS the reader
understand the
word is important

BOLD PRINT

www.CoreCommonStandards.com

HELPS THE READER BY
SIGNALING THE WORD
IS IMPORTANT

PICTURE

www.CoreCommonStandards.com

HELPS THE READER
UNDERSTAND EXACTLY
WHAT SOMETHING LOOKS
LIKE

CAPTION

www.CoreCommonStandards.com

HELPS THE READER
UNDERSTAND A PICTURE
OR GRAPH

INDEX

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HELPS the reader see
everything in the text
listed alphabetically with
page numbers

ICON

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HELPS user to quickly
move to locations
on the desktop

ELECTRONIC MENU

www.CoreCommonStandards.com

HELPS user to find
topics on a list on
the computer

TEXT FEATURES Scavenger Hunt!

NAME:

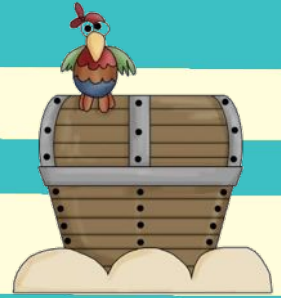


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HOW it helps ME

GRAPHS AND CHARTS

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SUBHEADING

HOW it helps ME

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Italic Print

HOW it helps me

BOLD Print

HOW it helps me

PICTURE

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HOW it helps ME

CAPTION

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HOW it helps ME

INDEX

HOW it helps me

ICON

HOW it helps me

ELECTRONIC MENU

HOW it helps 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			



2

Common Core State Standards

Second Grade Workbook

Grade 2

• Math Standards

Worksheets and Activities
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Common Core State Standards

Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.



Let's Workout Our Brain!

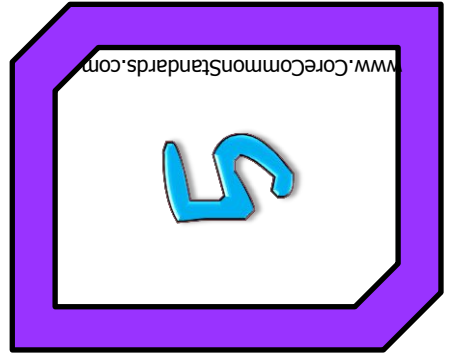
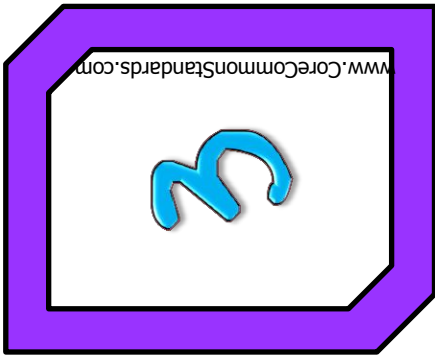
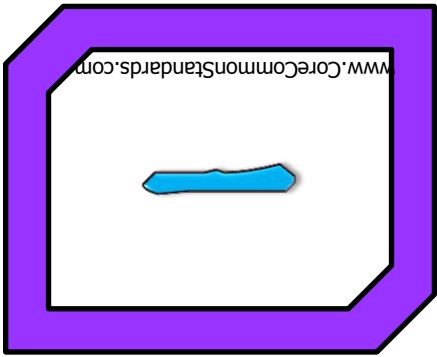
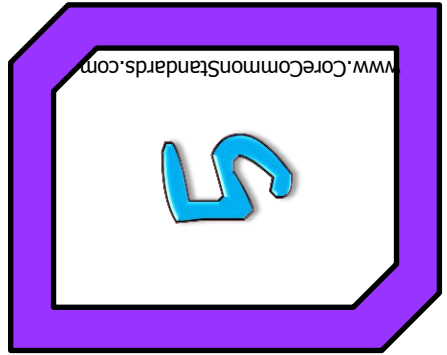
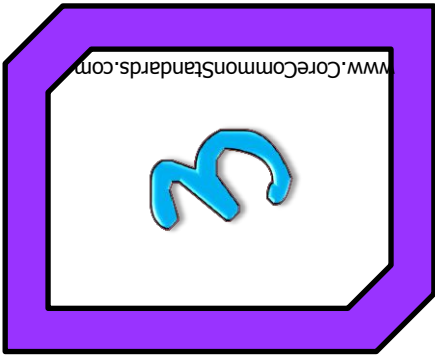
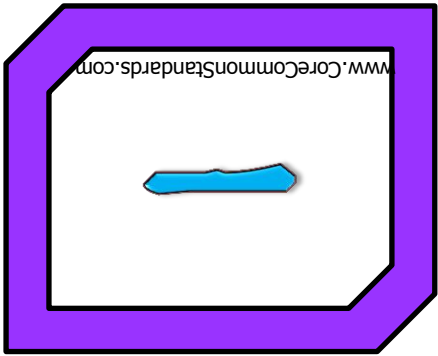
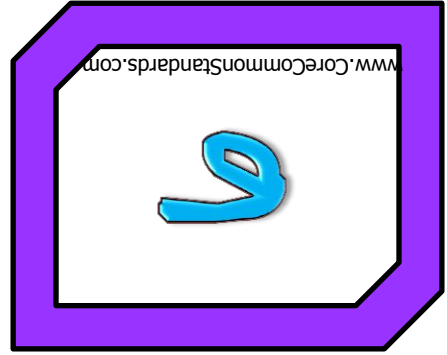
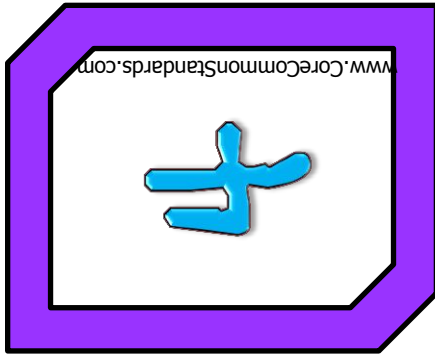
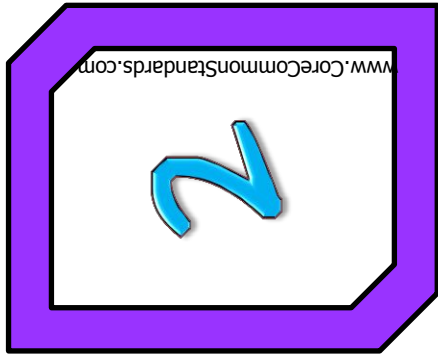
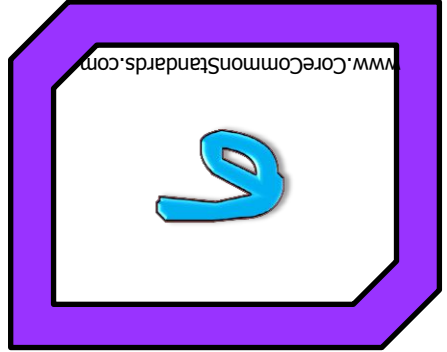
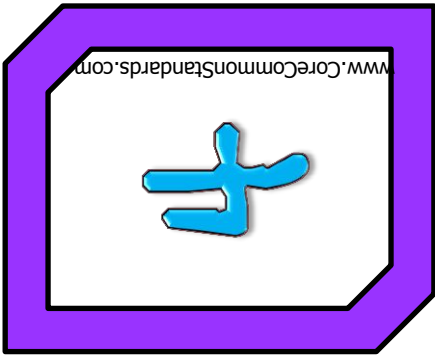
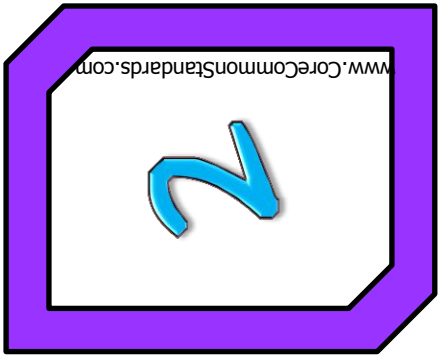
Mental Math!

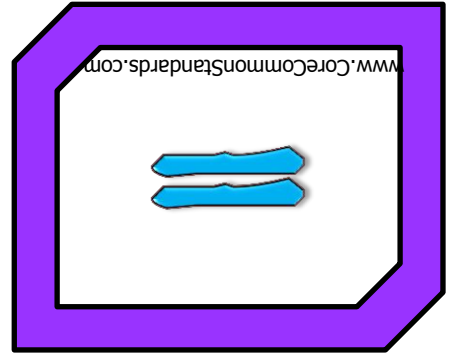
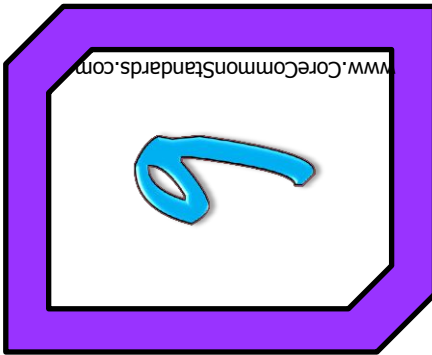
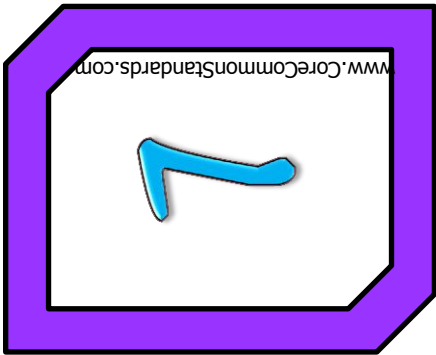
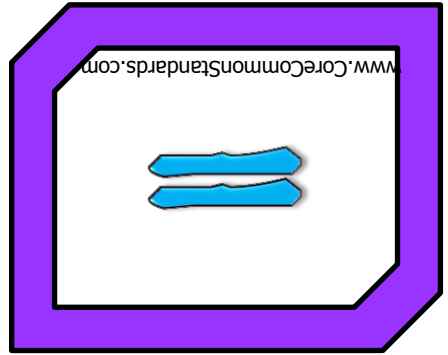
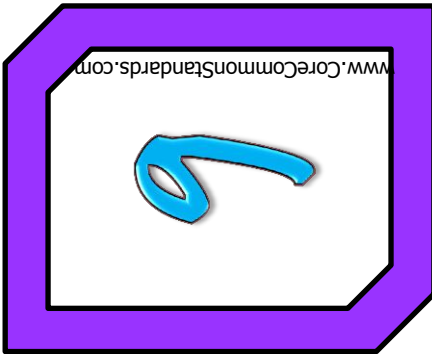
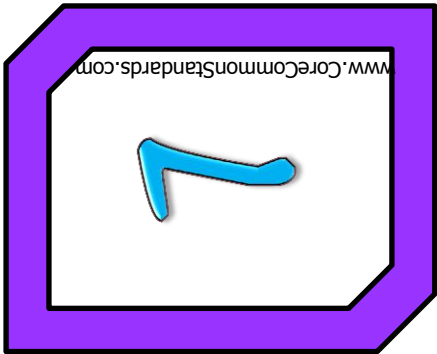
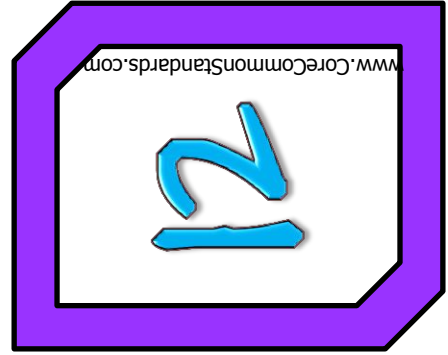
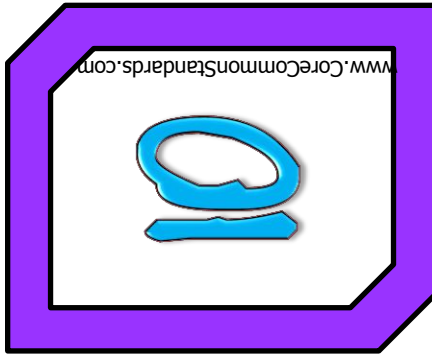
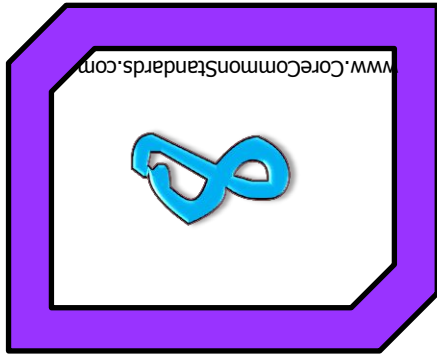
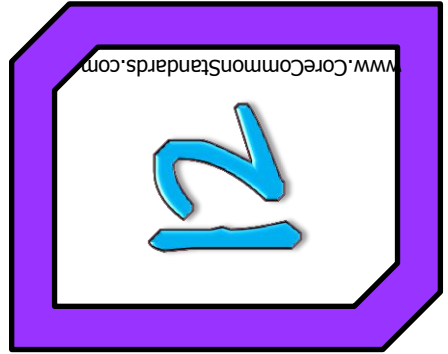
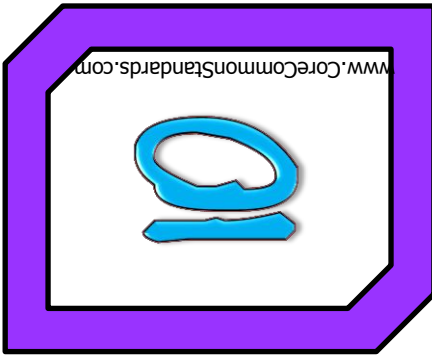
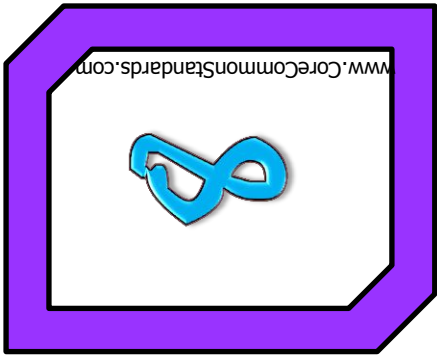
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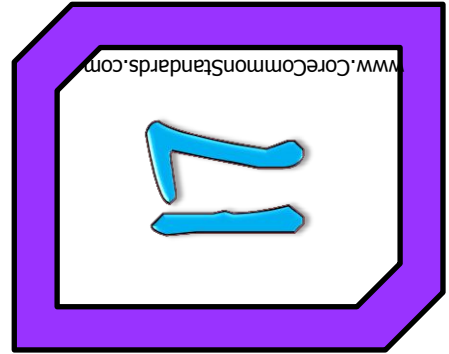
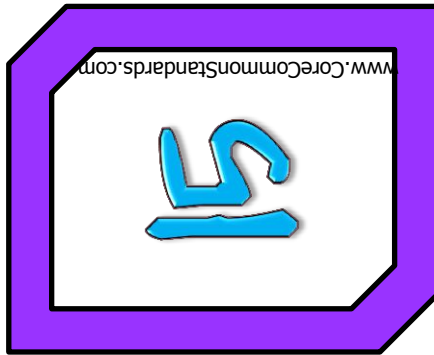
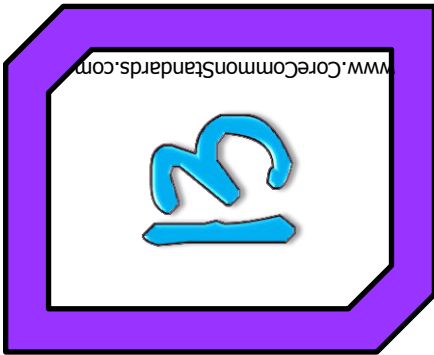
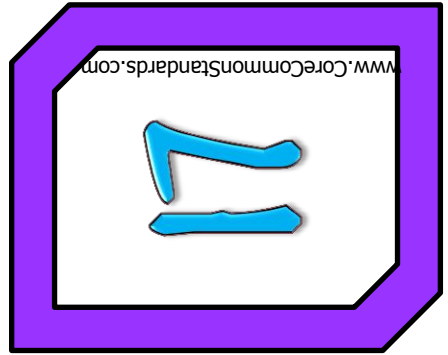
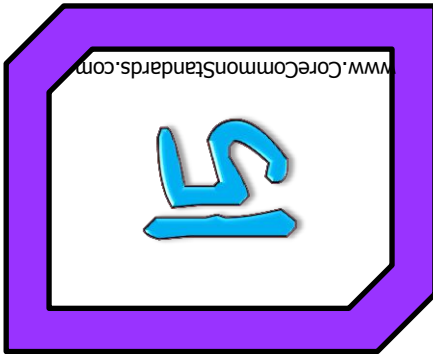
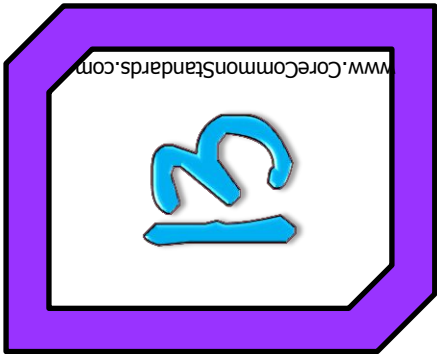
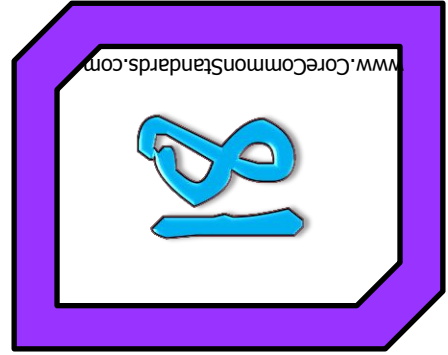
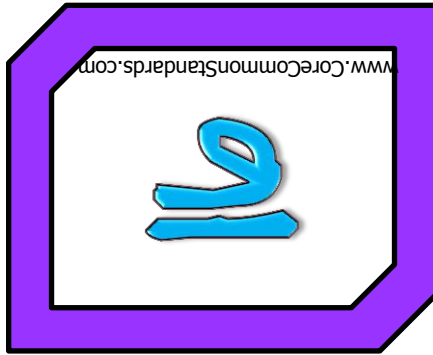
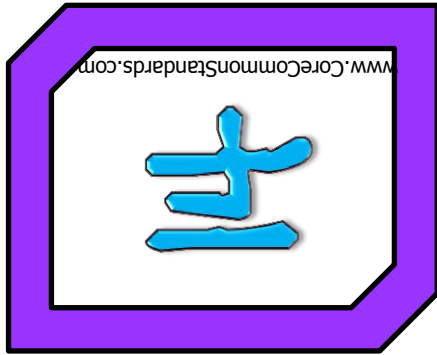
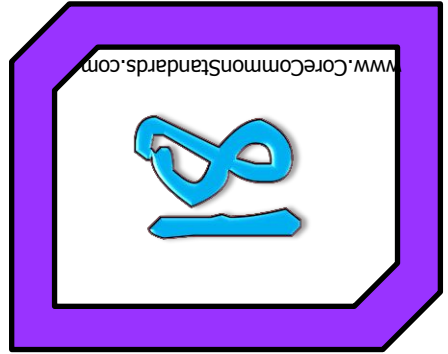
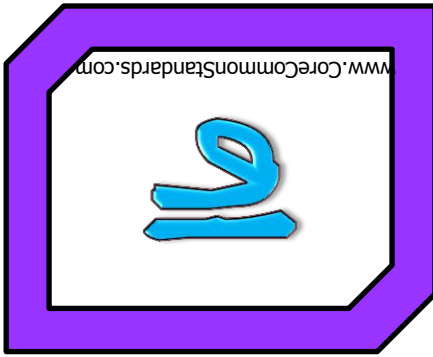
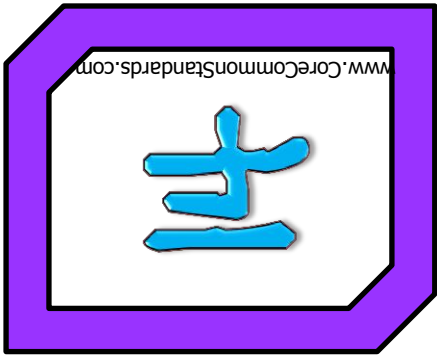
Adding: Students shuffle the cards and lay them face down in the center. Flip over a card so that it is face up. The first player to say out loud the number to make the card equal twenty gets the card. The player who has the most cards is the winner.

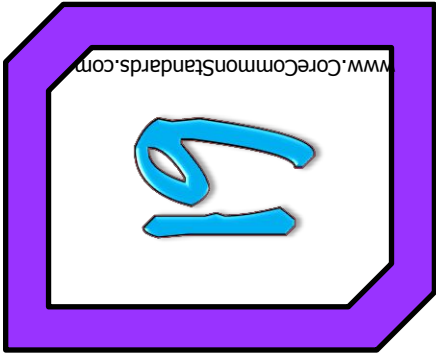
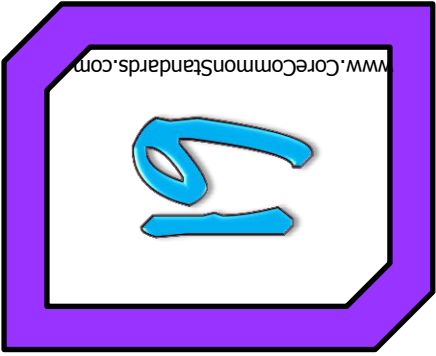
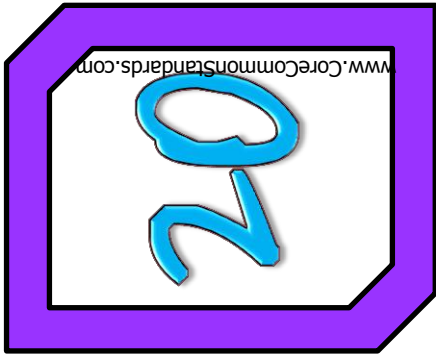
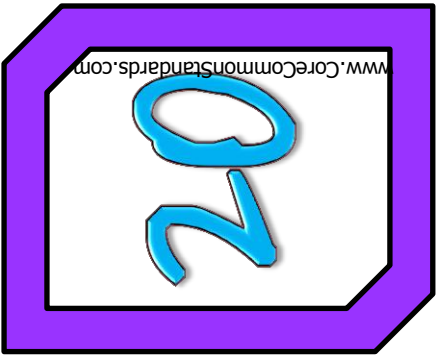
Subtracting: Students shuffle and deal the deck of cards between 2 players. Each player lays their cards face down. At the same time, both players turn the top card face up in the center. The first player to say out loud the answer to the subtraction problem (big number - small number) gets the two cards. The player who has the most cards is the winner.











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.

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

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

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

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

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

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

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

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

$20 - 13 = \square$

$20 - 11 = \square$

$20 - 16 = \square$

$20 - 19 = \square$

$20 - 17 = \square$

$20 - 14 = \square$

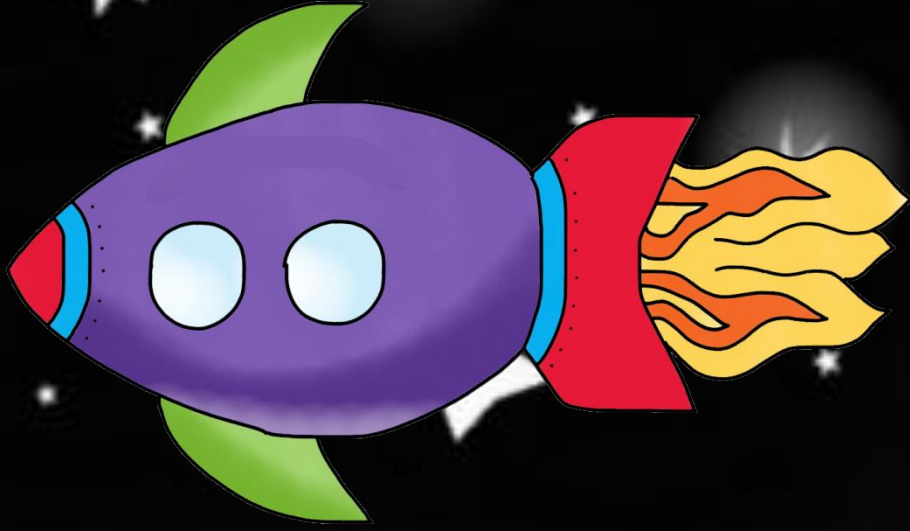
$20 - 18 = \square$

$20 - 12 = \square$

Common Core State Standards

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

BLAST OFF WITH NUMBERS!



Directions:

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

Match the Number Cards to the Expanded Form and Written Form Cards. There should be 21 piles when you are finished

Students can continue their practice with the activity sheet.

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Hundred
Sixty-Nine

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Eight

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Two
Hundred
Ninety-Eight

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One
Hundred
Twenty-One

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Hundred
Twenty-Five

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Sixty-Six

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Hundred
Fifty-Seven

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Four
Hundred
Forty-Two

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719

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Forty-Three

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Hundred
Fifty-Nine

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Hundred
Nineteen

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$500+60+6$

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$300+30$

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Forty-One

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Five
Hundred
Sixty-Six

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Three
Hundred
Thirty

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995

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680

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113

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$600+80$

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Nine
Hundred
Ninety-Five

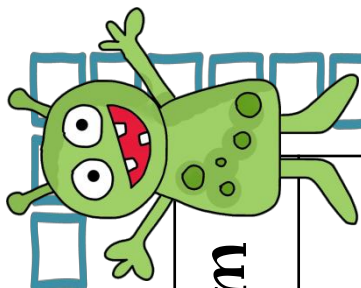
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Six
Hundred
Eighty

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One
Hundred
Thirteen

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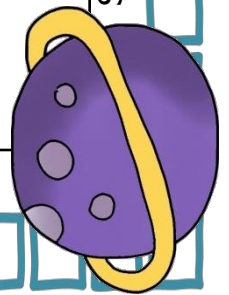


Name: _____

Expanded Form	Base-Ten	Word Form
	350	
$700 + 40 + 3$		Two Hundred Eighty-Two
$100 + 30 + 9$		Seven Hundred Twenty
	875	
		Six Hundred Ninety-Three

Standard: Math | Number & Operations in Base Ten | 2.NBT.3

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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



Common Core State Standards

Educating classrooms one standard at a time.

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