

Name _____ # _____

Date _____

2nd Grade: Packets #11-16

Things to do EACH DAY:

- Read (or be read to) from a book or magazine of your choice for 20 minutes.
- Write response to the Daily Journal Prompt (or tell orally to a homework helper and have them help scribe your response). You use additional or other paper/journals, if you wish.
- Complete Reading Language Arts WS.
- Complete Math WS
- Do from the PE and Music activities

Included is an OPTIONAL Kitchen Science Experiment.....

- Floating Egg Science Project ****WITH PARENT SUPERVISION ONLY!!!****
*This can be done in parts over several days, or all at one time. Please be prepared for messes and use safety glasses. **IMPORTANT SAFETY NOTE:**
Only use safe, food/edible solids and liquids for mixing.
- You may try to send me pictures of work and/or short video or audio response to work via Remind as completed, if wish to try... 😊

If your child logs in to IXL, enclosed are focus Reading and Math lessons that go along with the packet.

Make sure to complete and return your packets as directed. If you have questions about the packet, you may contact me via the Remind app, LiveGrades, or phone the school 304-227-4114 during the hours of 10:00am-2:00pm M-F.

😊 Mrs. Kelly Teter

Day #11- Reading WS123-124, Math WS1

Day#14- Reading WS246/250, Math WS4

Day#12- Reading WS236/240, Math WS2

Day#15- Reading WS248-249, Math WS5

Day#13- Reading WS129-130, Math WS3

Day#16- Reading WS127-128, Math WS6



Name _____ # _____

My Daily Journal

Day#11. What has been your favorite activity to stay busy since the stay-at-home order?

Day#12. What are some things that you have been doing to stay healthy?

Day#13. What do you miss most about school? What do you miss the least?

Day#14. If you could be the Easter bunny, what would you do?

Day#15. Is it better to have new shoes or a new coat? Why?

Day#16. Write a thank you note to a family member that has been helping you at home.



Name _____

Read the selection. Then answer the questions that follow.**Why We Sleep**

Do you ever wonder why you have to sleep every night? Sleep is important for your body and your mind, and dreaming is fun. Staying up late is exciting. But after moving around all day, your body becomes tired. Sometimes napping will help your body feel better for a while. For your body to stay healthy, however, you need to rest all night.

Sleep helps you stay well and grow. You need sleep to do well in school and to play hard. You can help give your body the rest it needs by getting about ten hours of sleep every night.

Going to bed at the same time each night helps your body learn when it is time to rest. Sometimes children stay up too late watching television or playing computer games. This is a terrible thing to do. Turn off the television and the computer before bedtime to help you sleep better.

While some children like to read or play games in bed, that is not a good idea. You should only use your bed for sleeping. That way, your body learns that it is time to sleep when you are in bed.

Answer the questions below.

1 Which sentence tells an opinion?

- Staying up late is exciting.
- Sleep helps you stay well and grow.
- Your body becomes tired after moving all day.

2 You should only use your bed for sleeping.

What fact *best* supports this statement of opinion?

- It is how your body learns that it is time to fall asleep.
- Reading or playing games in bed is never a good idea.
- Turning off the computer is the best way to sleep better.

3 Which sentence tells an opinion?

- You need sleep to do well in school.
- This is a terrible thing to do.
- Your body can learn that it is time to sleep.

4 Why did the author write this passage?

- to tell about a funny dream
- to explain why sleep is important
- to make readers fall asleep

5 Tell a statement of fact from the passage. Explain why it is a statement of fact.

Common Core State Standards

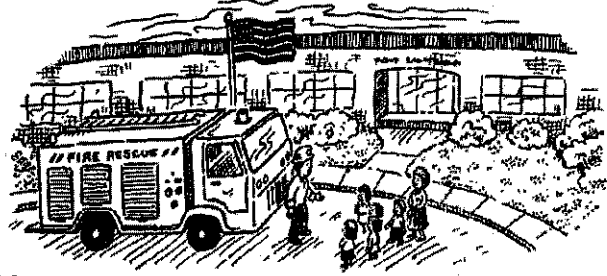
Questions 1, 2, 3, 5: **Informational Text 1.** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **Question 4: Informational Text 6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **Informational Text 8.** Describe how reasons support specific points the author makes in a text.

Name _____

Read the paragraph. Follow the directions.

Fire Safety
by Liz Stone

One way to fight fires is with fire safety. Firefighters sometimes visit schools to talk to children. They show what to do if there is a fire. They teach how to keep fires from starting. They also remind people to use smoke alarms.



1. Write the author's name. _____

2. Circle the word below that tells what the paragraph is all about.

safety smoke school

3. Underline the name of something in the paragraph that firefighters want people to use.

4. Circle a word in the paragraph that tells where firefighters might talk to children.

5. Write a sentence that tells why you think the author wrote this paragraph.



Home Activity Your child answered questions about nonfiction text and explained why the author wrote it. Write a list of fire safety rules for your home and family. Help your child read the rules. Ask your child to explain why you wrote these rules.

Name _____

Pronouns

Write the pronoun that can take the place of each group of words. Use *he, she, it, we, or they*.

1. Ms. Johnson _____

4. Mr. Brown _____

2. Karen and I _____

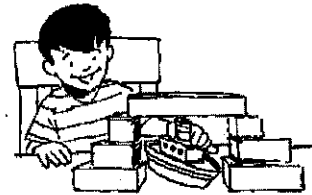
5. the hoses _____

3. the fire truck _____

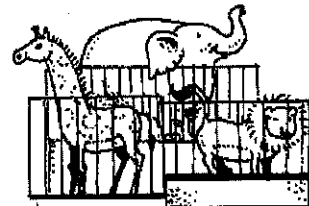
6. Dad and I _____

Circle the pronoun in each sentence that could take the place of the underlined word or words.

7. Dan said he will build buildings.

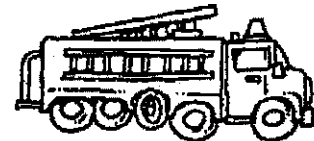


8. Rudy and I know we will work with animals.



9. Lily hopes she can be mayor.

10. Anita and Rashid say they will be firefighters.



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Home Activity Your child reviewed pronouns. Ask your child to point to three pronouns he or she wrote at the top of this page and use them in sentences about community helpers such as firefighters, doctors, or paramedics.

Name _____

Read the selection. Then answer the questions that follow.**Nuts for the Winter**

A chipmunk named Melvin lived in Vermont with three other chipmunks in a hole of an oak tree. On a beautiful summer day, Melvin gathered nuts that fell from the trees onto the ground. He brought nuts to his hole in the oak tree because he knew he needed food for the winter.

In another tree lived a squirrel named Steve. All Steve wanted to do was play. One day Steve saw Melvin picking up nuts. "Melvin, let's play hide-and-seek," said Steve.

"I don't have time. I must get more nuts," said Melvin. "You should collect nuts too," said the other chipmunks, but Steve ignored them and kept playing.

When winter came, snow covered the ground. Melvin looked out from his tree and saw Steve digging in the snow searching for food. The other chipmunks went, "Tsk, tsk, tsk, Steve. We warned you." Steve looked so sad and hungry that Melvin felt sorry for him. He decided to invite Steve over for a meal.

"Thank you, Melvin. I learned a lesson," said Steve. "I will pay you back in the spring." Melvin smiled and ate some more.

Turn the page.

Answer the questions below.

1 During what time of year does Steve learn an important lesson?

- spring
- summer
- winter

2 For what reason does Melvin bring nuts to his oak tree?

- The nuts will be gifts for his friends.
- The nuts will be his food for the winter.
- The nuts will make his house look pretty.

3 What causes Melvin to feel sorry for Steve?

- Melvin sees that Steve is sad and hungry.
- Melvin knows that Steve wants to play.
- Melvin wishes Steve would come for lunch.

4 What is the effect of the snow when Steve digs for nuts?

- He is able to collect many nuts.
- He has trouble finding any nuts.
- He get nuts to share with his friends.

5 What happens to make Steve thankful at the end of the story?

Common Core State Standards

Questions 1, 2, 4: **Literature 1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. Questions 3, 5: **Literature 3.** Describe how characters in a story respond to major events and challenges.

Name _____

Read the story. Answer the questions.

The Life of a Male Lion

Lions are very interesting animals. A lion is born in a big family called a pride. Many mother lions may live with their cubs in one pride. Female lions usually spend their whole lives with one pride. Males come and go. When a male is about three years old, it leaves the pride. The older lions drive it out. For a while, the young male roams without a pride. It may form a group with other males. Usually, the male tries to take over a new pride. To take over a pride, new males must drive the out the male lions already living there. If they win, they will have their own pride. But sooner or later, another male or group of males will probably drive them out.

1. What is a fact about female lions?

2. What is a fact about a male lion that is three years old?

3. What are some details about how male lions get prides?

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Home Activity Your child learned to find facts and details in a nonfiction story. Reread this story with your child. Discuss what you learned about the lives of lions. Help your child distinguish the facts from other sentences in the story. Ask your child for more details about lions. You may wish to find a book or online article about lions.

Name _____

Singular and Plural Pronouns

Circle the pronoun in () that can take the place of the underlined words.

1. The town hall is a big building. (It, We)

2. People from the community talk about events in our town.

(She, They)

3. Dale and I held up our petition. (We, They)

Write the pronoun that can take the place of the underlined words. Use *he, she, it, we* or *they*.

4. Mary and Pete went to the park.

_____ played on the swings.

5. The petition was ready.

_____ will need to be signed.

6. Mr. Henry complained about the noise.

_____ signed the petition.



Home Activity Your child reviewed pronouns for one or more than one. Ask your child to read the underlined words on this page. Then have your child replace the underlined words with pronouns.

Name _____

Prefixes *un-*, *re-*, *pre-*, *dis-*

Spelling Words					
unsafe	rerun	unlock	rewind	unplug	preschool
preheat	disappear	discolor	unpack	regroup	disagree

Write the list word that matches each clue.

1. This word rhymes with **kind** but starts with **w**. Add the prefix **re-**.

1. _____

2. This word rhymes with **treat** but starts with **h**. Add the prefix **pre-**.

2. _____

3. This word rhymes with **stock** but starts with **l**. Add the prefix **un-**.

3. _____

4. This word rhymes with **bug** but starts with **pl**. Add the prefix **un-**.

4. _____

Draw a line to match the prefix to the base. Write the word.

pre

run

5.

un

school

6.

re

agree

7.

dis

safe

8.

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Home Activity Your child has been learning to spell words with the prefixes *un-*, *re-*, *pre-*, and *dis-*. Help your child search through a magazine or other printed material for other words with these prefixes.

Name _____

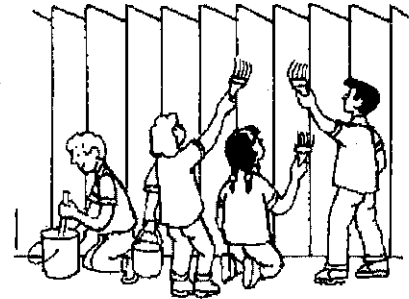
Singular and Plural Pronouns

Circle the pronoun in () that can take the place of the underlined word or words.

1. Carl was always complaining. (They, He)
2. Mary wanted to help Dale and Carl. (We, She)
3. The children worked together. (They, He)
4. Dale and I collected signatures around town. (We, He)

Tell about a time when you and someone else worked together. **Write** about what you did.

Use *he, she, it, we* or *they* in some of your sentences



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Home Activity Your child learned how to use pronouns for one or more than one in writing. Have your child read his or her story on this page. Ask your child to circle the pronouns that he or she used.

Name _____

Read the selection. Then answer the questions that follow.**Growing Plants**

Mother gave Ann a pack of seeds for her birthday. Dad gave her a little red pot. Ann filled the pot with soil. She put three seeds in the soil. Then she added some water. She placed the pot in the window. That way it could get sun.

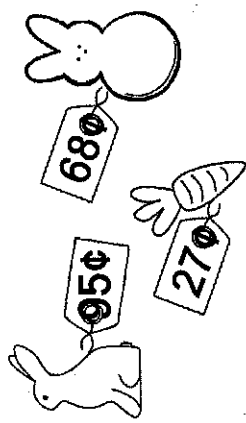
Ann looked in the pot every day. She gave it water if it was dry. One day, Ann looked in it. She saw something green. The green thing was pushing out of the soil. The next day, two more came up. Ann was growing three plants!

Turn the page.

Name: _____

April Daily Math #1

What is the sum of the 3 items?



Write <, >, or = in the sheep below.

- 3 quarters 8 dimes
- 8 nickels 4 quarters
- 7 dimes 9 nickels

Quantity, Quantity,
Difference

Quantity	62
Quantity	19
Difference	?

Work Space

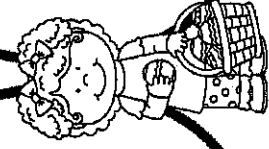
Complete the table.

10 less	100 less	Number	100 more	10 more
		367		
		529		
		742		

Add.

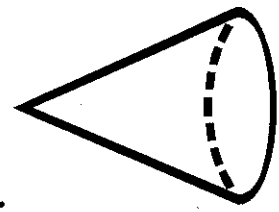
$$\begin{array}{r} 47 \\ 96 \\ 23 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ 16 \\ 73 \\ + 54 \\ \hline \end{array}$$



Geometry

How many edges does this shape have?



- (A) 1
- (B) 4
- (C) 3
- (D) 0

Magic Square

Add down and then add across. The number in the bubble should equal both ways.

3	7	
9	3	



Name: _____

April Daily Math #2

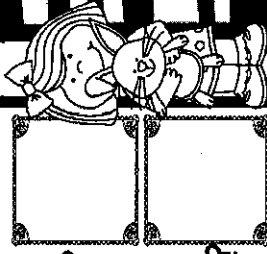
Place Value ~ Make the smallest and largest number from the digits

DIGITS	LEAST NUMBER	GREATEST NUMBER
6,3,7		
5,9,1		
8,0,3		

Time

How many seconds are in a minute?

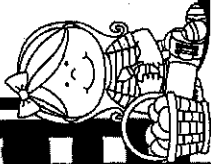
How many seconds are in 3 minutes?



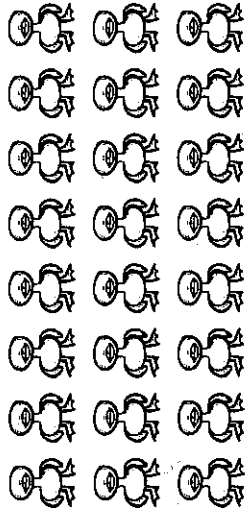
3 Digit Subtraction

Rewrite the subtraction problem.
Then subtract.

$$852 - 630$$



Answer the questions below about the array.



How many rows? _____

How many columns? _____

Write a repeated
addition sentence.

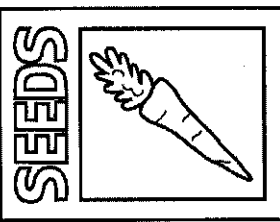
Capacity

How many = a
gallon?

_____ cups
_____ pints
_____ quarts

Money

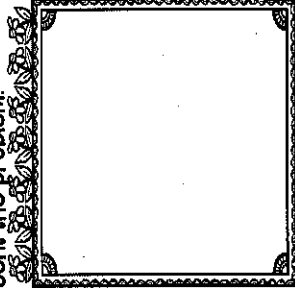
Use the fewest number of coins
possible.



96¢

Word Problem

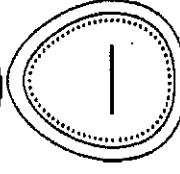
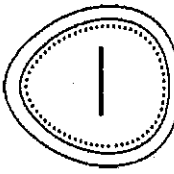
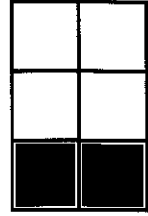
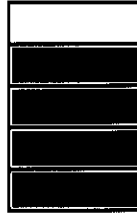
There were 6 Easter baskets. Each basket had 3 eggs. How many eggs were there in all? Draw a picture to represent the problem.



- (A) 14
- (B) 18
- (C) 16
- (D) 17

Fractions

Write the fraction that is not shaded.



Name: _____

April Daily Math #3

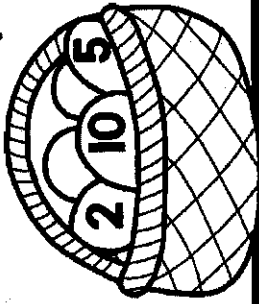
Arrays

Draw an array to represent the problem.

5×3

2×6

Complete the fact family.



_____	x	_____	=	_____
_____	x	_____	=	_____
_____	÷	_____	=	_____
_____	÷	_____	=	_____

In and Out Boxes

RULE: $x 2$

10

6

14

8

Skip Counting ~ Finish the Pattern

Counting by...



512, _____, 522, _____, _____



_____, 149, 152, _____, _____



379, _____, 399, _____, _____

Add.

651	743
+ 394	+ 285
_____	_____

Pounds or Ounces?

Color the best measurement.

lb. oz.

2 Step Word Problem

John saved 3 quarters, 2 dimes and 5 pennies. How much money did he save?

He bought a chocolate egg for 43 cents. How much money does he have left?



Name: _____

Baseball

April Daily Math #4

Adding 1,000

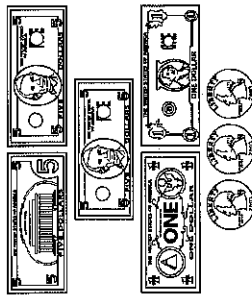
- $1,323 + 1000 =$ _____
- $2,614 + 1000 =$ _____
- $7,843 + 1000 =$ _____

Double, then add 100

Number	Double	+ 100
25		
40		

Money

Circle: Odd or Even.



\$ _____

Sort it out. Write the problem under the number that it equals.

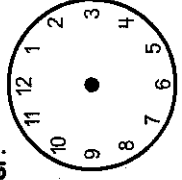
-
- 2 x 2 3 x 2 4 x 1
- 6 x 1 1 x 4 2 x 3
-

Equals 4

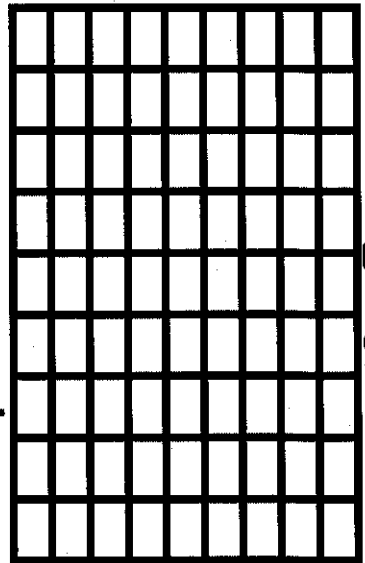
Equals 6

What time is it?

Draw the hands to show 2 hours later.

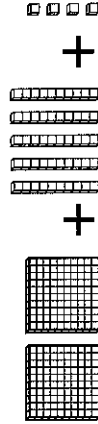


Color an array to represent the problem below.



3 x 7

Place Value

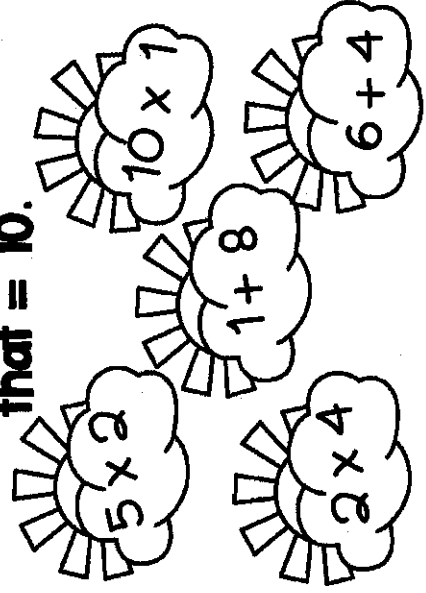


Expanded Form

+ _____ + _____ = _____

Write the number in words.

Color the problems that = 10.



Name: _____

April Daily Math #5

Multiplication

Write the turn-around fact for each problem.

- $3 \times 2 = 6$ SO, $\text{---} \times \text{---} = \text{---}$
- $5 \times 4 = 20$ SO, $\text{---} \times \text{---} = \text{---}$
- $6 \times 5 = 30$ SO, $\text{---} \times \text{---} = \text{---}$

Estimation

Complete the problem, then estimate each number to the nearest hundred.

$$\begin{array}{r} 708 \quad \uparrow \\ + 562 \quad \uparrow \\ \hline \end{array} + \text{---}$$

How Much Money?



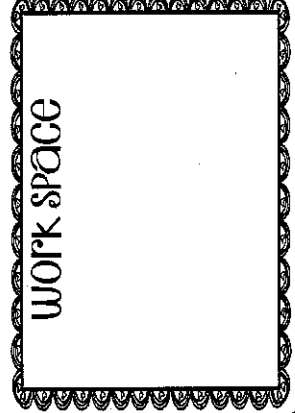
\$ _____

ARRAYS Fill in the missing problem for each row.

ADDITION PROBLEM	ARRAY	MULTIPLICATION PROBLEM
$3 + 3 + 3$ \rightarrow	\rightarrow	
		6×4
$5 + 5 + 5 + 5$		

Missing Addend

$$96 - \square = 62$$

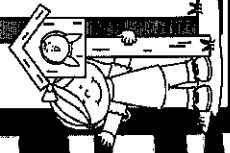
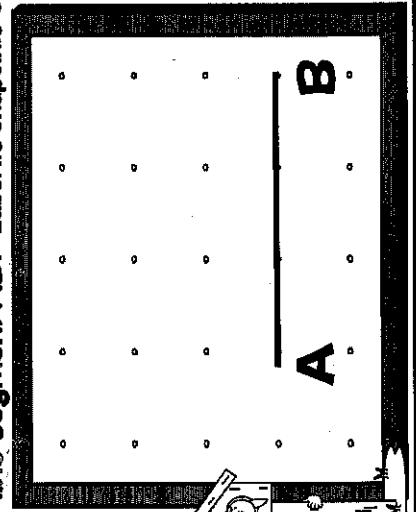


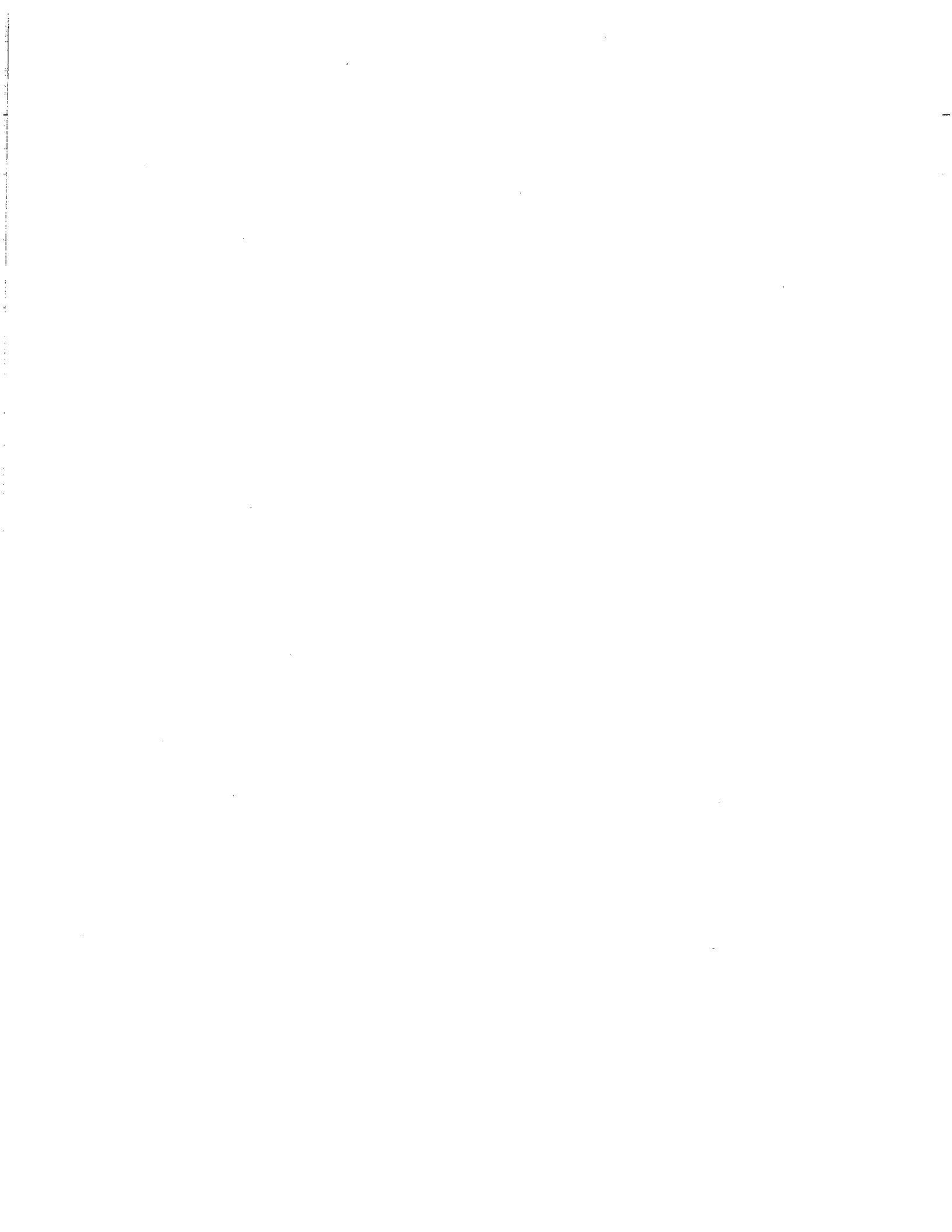
Add.

$$\begin{array}{r} 524 \\ + 836 \\ \hline \end{array}$$

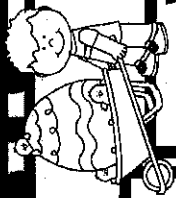
$$\begin{array}{r} 278 \\ + 523 \\ \hline \end{array}$$

Draw a line segment parallel to line segment AB. Label its endpoints CD.



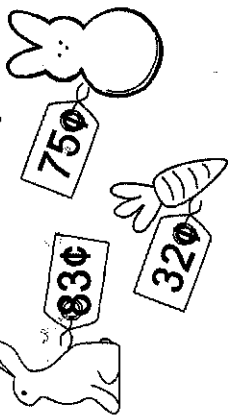


April Daily Math #6



Name: _____

I have \$2.00. Do I have enough to buy all 3 items? Show your work.



Write $<$, $>$, or $=$ in the sheep below.

1. 2 quarters $20 + 30 + 2$



2. $60 + 10 + 3$ 3 quarters



3. 9 dimes $70 + 20$



Quantity, Quantity, Difference

Quantity	Work Space
71	
Quantity Difference	
28	?

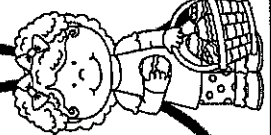
Complete the table.

10 less	100 less	Number	100 more	10 more
		452		
		318		
		679		

Add.

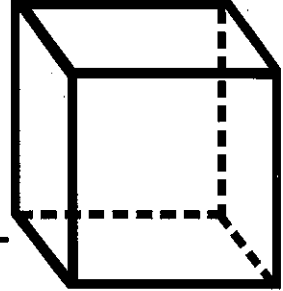
$$\begin{array}{r} 28 \\ 64 \\ 17 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ 36 \\ 62 \\ + 84 \\ \hline \end{array}$$



Geometry

How many edges does this shape have?

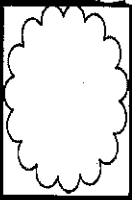


- (A) 9
- (B) 12
- (C) 11
- (D) 10

Magic Square

Add down and then add across. The number in the bubble should equal both ways.

8	5	
5	10	

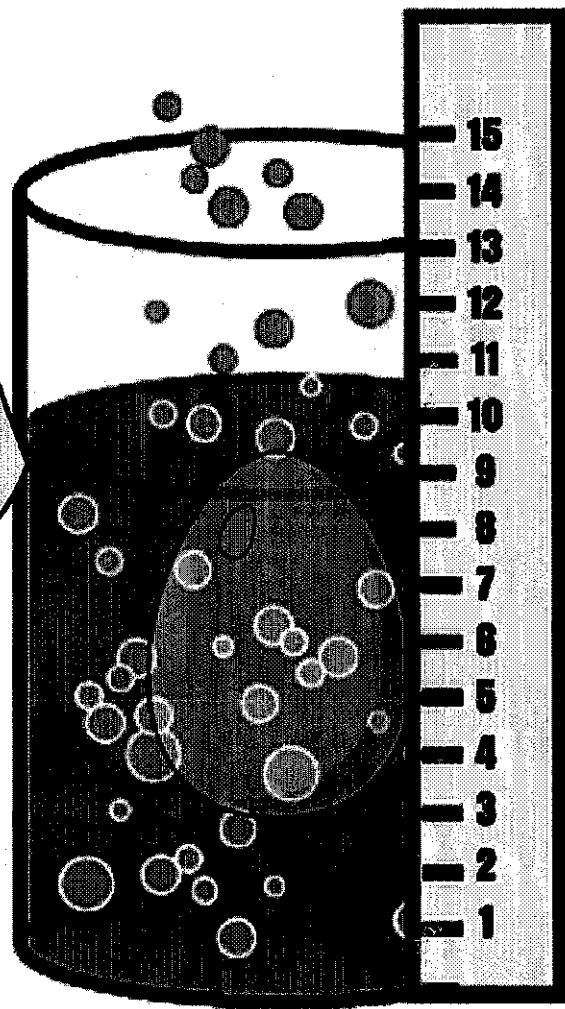
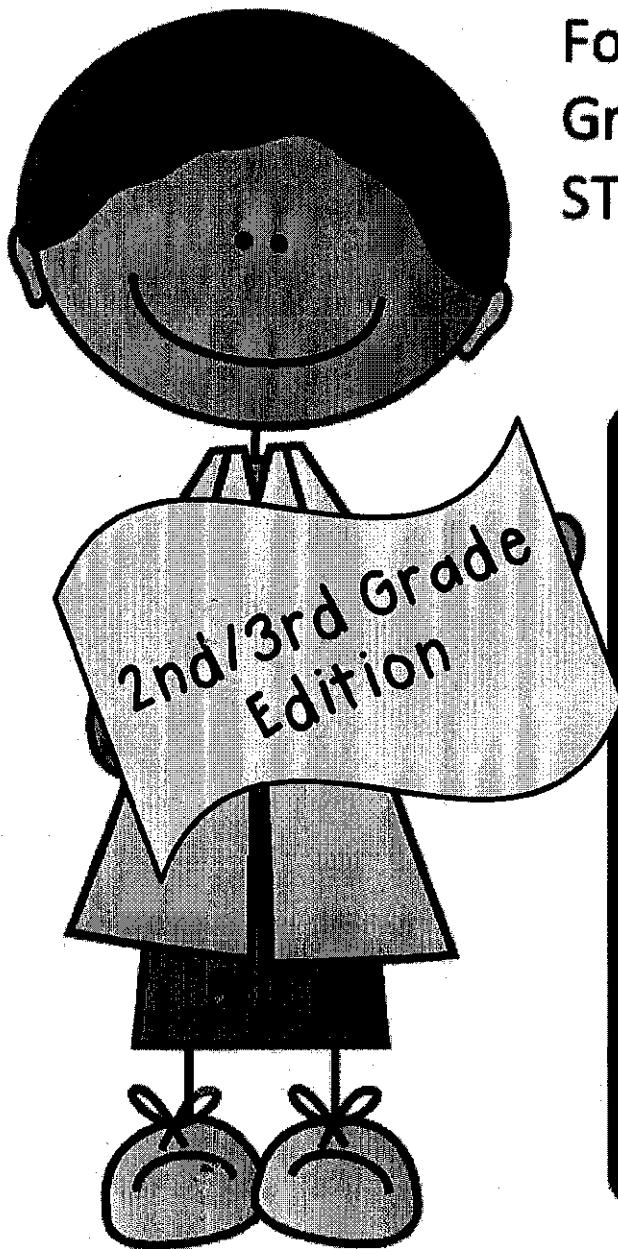




Floating Egg

A Density Investigation

Follows NGSS
Great for Science Fairs
STEM Challenge Included



The Floating Egg - Kitchen Science Experiment (OPTIONAL)

SAFETY NOTE: This is only to be completed with adult supervision, and only use safe, food/edible solids and liquids. Use safety glasses and prepare for messes... and FUN!

Eggs can float in different liquids. Use available everyday kitchen items to investigate ways to make a floating egg.

You will make a solution from an everyday kitchen liquid (examples: water, pop, diet pop, kool-aid, juice, milk, vinegar, vegetable oil...) and a spoonful of an everyday kitchen solid (examples: flour, salt, sugar, brown sugar, powdered sugar, baking powder, baking soda...). ***ONLY USE EDIBLE/FOOD ITEMS

Using a clear container, add liquid and mix in 1 tablespoon of solid until dissolved. Using the spoon, gently place egg into the solution. Does the egg float? If not, remove the egg, and add another spoon of solid, and mix. Try again. Did it float?

Adjust the amount of solid to your solution to see if you can make the egg float higher or lower within the liquid.

Try another combination and compare the results. Record your results below.

#1 Liquid used _____ Solid used _____

Did the egg float? Yes/No _____ How many spoonfuls of solid? _____

Any problems with this solution? _____ Draw a picture of your result.

#2 Liquid used _____ Solid used _____

Did the egg float? Yes/No _____ How many spoonfuls of solid? _____

Any problems with this solution? _____ Draw a picture of your result.

#3 or more (attach results to this page)

*Were you surprised by any of the results? Why or why not?

*What was your favorite part of this experiment?

