



BIRMINGHAM CITY SCHOOLS

At-Home Enrichment

To provide enrichment to BCS students!

2nd Grade





Enrichment Activity/Task Packet

– 2nd Grade Mathematics

– General Overview 2nd Grade

This Critical Standards aligned packet of resources are designed for students and their parents who wish to support in-school learning with activities/tasks that can be done independently and/or with a partner at home. The packet includes activities/tasks that support the major mathematical work of the grade with a particular focus on building grade level numeracy.

In grade 2, students' ability to fluently and mentally add and subtract within 20 as well as adding and subtraction within 100 using paper and pencil is required as it supports their ability to engage conceptually with important content of the year. These activities and tasks should each take 30-45 minutes and should be practiced two days in a row (although many can be extended) and may be completed in any order.

How to use this guide

For each task, you will find:

- Information about the standards both content and practice that the task supports
- A description and/or instructions for the task
- Materials required
- One or more focus or discussion questions that will help deepen the learning of the activity/task

Timeline	Activity and Task	Page(s)
<u>May 4-8</u>	Billy Goes Shopping	2
	Saving Money 2	3
	Jamir's Penny Jar	4
<u>May 11-15</u>	How many days to Summer Vacation?	5
	Place Value Task 1 & Place Value Task 2	6
	Place Value Task 3 & Place Value Task 4	7
<u>May 18-22</u>	DIGICROSS	8
	Adding to the Teens	9
	Place Value #5	10
<u>May 25-29</u>	Snake	11
	Number Line	12
	Calendar of Problems	13



Activities/Tasks	
Critical Standard	Represent and solve problems involving addition and subtraction. **2-OA 1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Standards of Mathematical Practice	#1 Make sense of problems and persevere in solving them.
Description	The goal of these tasks is for students to find multiple solutions. Students can work to a level that is appropriate for them.
Materials	Billy Goes Shopping task, Saving Money 2, 9 dimes, 50 pennies, pencil, paper

Billy Goes Shopping

Billy wants to buy some new school supplies. He has 9 dimes to spend. He needs to save 25¢ for a bag of chips for later. Look at the price list and choose some things for Billy to buy. (He can buy different things or more than one of the same thing.)

List the items you chose, along with the cost of each. Find the total. Use the dimes and pennies to figure out the change.

Find at least three ways Billy can spend his money. Remember, he needs 25¢ for a bag of chips.

Price List

Erasers 10¢

Rulers 29¢

Pencils 25¢

Pens 39¢

Book covers 20¢

Saving Money Task 2

Louis wants to give \$15 to help kids who need school supplies. He also wants to buy a pair of shoes for \$39.

- **How much money will he have to save for both?**
- **Louis gets \$5 a week for his allowance. He plans to save his allowance every week. How many weeks does it take him to reach this goal?**
- **Louis remembers his sister's birthday is next month. He sets a goal of saving \$16 for her gift. How many weeks does he have to save his allowance to reach this goal? How many weeks does he have to save his allowance for all three of his goals?**

Jamir's Penny Jar

Jamir has collected some pennies in a jar. Recently, he added coins other than pennies to his jar. Jamir reached his hand into the jar and pulled out this combination:



- Jamir wants to count the total value of these coins. What coin do you suggest he start with? Why would Jamir want to start counting with this coin?
- What is the total value of these coins? Write a number sentence that represents the total value of the coins.
- Jamir reached into the jar again and was surprised to pull out a different combination of coins with the same total value as before. Draw a collection of coins that Jamir could have pulled from the jar. Write a number sentence that represents the total value of the coins.



Activities/Tasks	How many days to summer vacation?
Critical Standard	Use place value understanding and properties of operations to add and subtract. 2-NBT 7: Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
Standards of Mathematical Practice	#1: Make sense of problems and persevere in solving them.
Description	The purpose of the task is to allow children an opportunity to subtract a three-digit number including a zero that requires regrouping.
Materials	Days to summer vacation, pencil, paper

How many days to Summer Vacation?

- We are in school 180 days. Today is the 124th day of school. How many more days until we are out of school for summer vacation? Explain how you know.
- We are in school 180 days. Today is the 94th day of school. How many more days until we are out of school for summer vacation? Explain how you know.
- We are in school 180 days. Today is the 14th day of school. How many more days until we are out of school for summer vacation? Explain how you know.
- We are in school 180 days. Today is the 44th day of school. How many more days until we are out of school for summer vacation? Explain how you know.
- We are in school 180 days. Today is the 66th day of school. How many more days until we are out of school for summer vacation? Explain how you know.



Place Value Task # 1

1. How many in all?

☆☆ ☆☆ ☆☆ ☆☆ _____ ones = _____ tens

☆☆ ☆☆ ☆☆ ☆☆

☆☆ ☆☆ ☆☆ ☆☆ _____ stars in all.

☆☆ ☆☆ ☆☆ ☆☆

☆☆ ☆☆ ☆☆ ☆☆

2. These are bundles with 10 sticks in each.



- a. How many tens are there? _____
- b. How many hundreds? _____
- c. How many sticks in all? _____

3. Sally did some counting. Look at her work. Explain why you think Sally counted this way.

177, 178, 179, 180, 190, 200, 210, 211, 212, 213, 214

Place Value Task # 2

1. Complete each *more* or *less* statement.

- a. 1 more than 66 is _____
- b. 10 more than 66 is _____
- c. 1 less than 66 is _____
- d. 10 less than 66 is _____
- e. 56 is 10 more than _____
- f. 88 is 1 less than _____
- g. _____ is 10 less than 67.
- h. _____ is 1 more than 72.
- i. 86 is _____ than 96.
- j. 78 is _____ than 79.

2. Circle the rule for each pattern.

- a. 34, 33, 32, 31, 30, 29 1 less 1 more 10 less 10 more
- b. 53, 63, 73, 83, 93 1 less 1 more 10 less 10 more

3. Complete each pattern.

- a. 37, 38, 39, _____, _____, _____
- b. 68, 58, 48, _____, _____, _____
- c. 51, 50, _____, _____, _____, 46
- d. 9, 19, _____, _____, _____, 59



Place Value Task # 3

1. Complete each *more* or *less* statement.

- | | |
|--------------------------------|--------------------------------|
| a. 10 more than 175 is _____. | b. 100 more than 175 is _____. |
| c. 10 less than 175 is _____. | d. 100 less than 175 is _____. |
| e. 319 is 10 more than _____. | f. 499 is 100 less than _____. |
| g. _____ is 100 less than 888. | h. _____ is 10 more than 493. |
| i. 898 is _____ than 998. | j. 607 is _____ than 597. |
| k. 10 more than 309 is _____. | l. 309 is _____ than 319. |

2. Complete each regular number pattern.

- a. 170, 180, 190, _____, _____, _____
- b. 420, 410, 400, _____, _____, _____
- c. 789, 689, _____, _____, _____, 289
- d. 565, 575, _____, _____, _____, 615
- e. 724, _____, _____, _____, 684, 674
- f. _____, _____, _____, 886, 876, 866

Place Value Task # 4

Show a way to count from 68 to 130 using tens and ones. Explain why you chose to count this way.

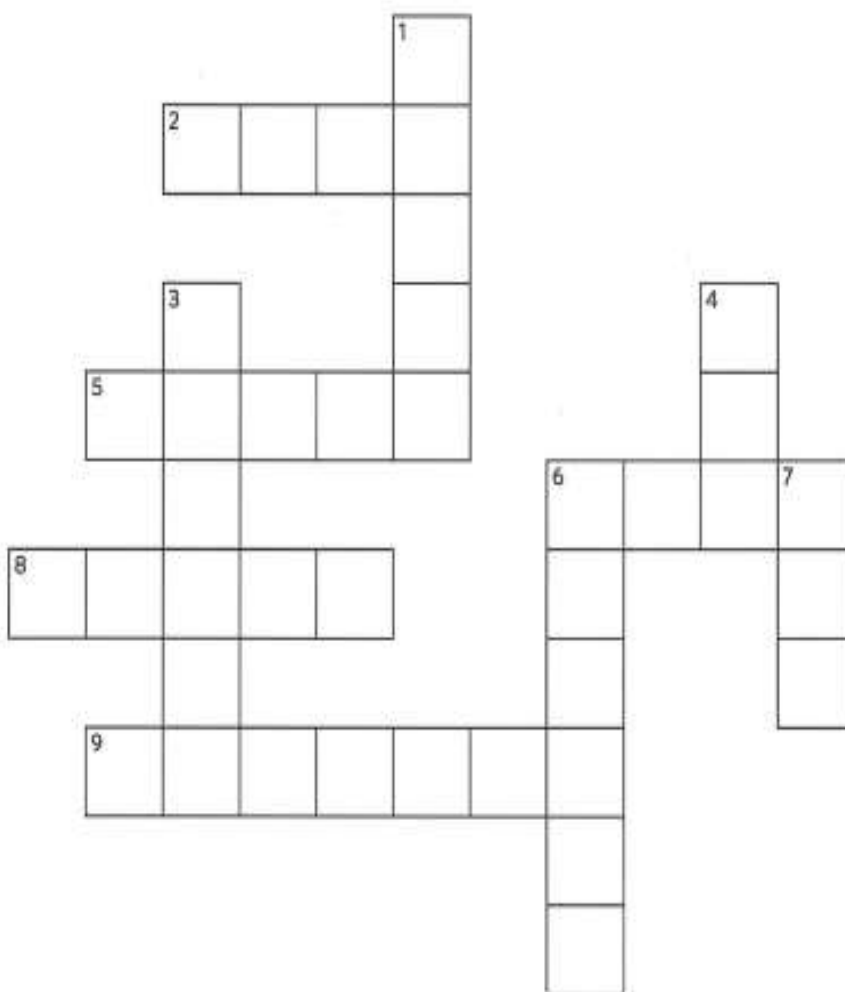
Draw and solve.

In her classroom, Sally made 17 bundles of 10 straws. How many straws did she bundle in all?



DIGI CROSS

Complete the crosswords by filling in a word that fits each clue.



eight forty greater six penny tens five thirds longer ten

ACROSS

2. $13 - 8$
5. $642 = 600 + \underline{\quad} + 2$
6. $783 = 7 \text{ hundreds} + 8 \underline{\quad} + 3 \text{ ones}$
8. $12 - 4$
9. 349 is than 228

DOWN

1. 1 = \$.01
3. 1 yard is than 1 foot
4. 2 rows of 5 hats are hats
6. 3 make a whole
7. $5 + \underline{\quad} = 11$



ADDING TO THE TEENS

1.	$5+5+5=$	
2.	$9+1+3=$	
3.	$2+8+4=$	
4.	$3+7+2=$	
5.	$4+6+9=$	
6.	$9+0+6=$	
7.	$3+0+8=$	
8.	$2+7+7=$	
9.	$6+6+6=$	
10.	$7+8+4=$	
11.	$3+5+9=$	
12.	$9+1+1=$	
13.	$5+5+6=$	
14.	$8+2+8=$	
15.	$3+4+7=$	
16.	$5+0+8=$	
17.	$6+2+6=$	
18.	$6+3+9=$	
19.	$2+4+7=$	
20.	$3+8+6=$	
21.	$5+7+6=$	
22.	$3+6+9=$	

23.	$1+9+5=$	
24.	$3+5+5=$	
25.	$8+4+6=$	
26.	$9+7+1=$	
27.	$2+6+8=$	
28.	$0+8+7=$	
29.	$8+4+3=$	
30.	$9+2+2=$	
31.	$4+4+4=$	
32.	$6+8+5=$	
33.	$4+5+7=$	
34.	$7+3+1=$	
35.	$6+4+3=$	
36.	$1+9+9=$	
37.	$5+8+5=$	
38.	$3+3+5=$	
39.	$7+0+6=$	
40.	$4+5+9=$	
41.	$4+8+4=$	
42.	$2+6+7=$	
43.	$3+5+6=$	
44.	$2+6+9=$	



Place Value #5

Complete each *more* or *less* statement.

- a. 1 more than 37 is _____.
- b. 10 more than 37 is _____.
- c. 1 less than 37 is _____.
- d. 10 less than 37 is _____.
- e. 58 is 10 more than _____.
- f. 29 is 1 less than _____.
- g. _____ is 10 less than 45.
- h. _____ is 1 more than 38.
- i. 49 is _____ than 50.
- j. 32 is _____ than 22.

Complete each pattern and write the rule.

- a. 44, 45, _____, _____, 48 Rule: _____
- b. 44, _____, 24, _____, 4 Rule: _____
- c. 44, _____, _____, 74, 84 Rule: _____
- d. _____, 43, 42, _____, 40 Rule: _____
- e. _____, _____, 44, 34, _____ Rule: _____
- f. 41, _____, _____, 38, 37 Rule: _____



SNAKE

Fill each empty box, combining the numbers from the previous two boxes.

13	-1		+1		-3		-6	
								+8
	+4		-6		+8		-10	
-6								
	+15		-3		-11		+11	14

17	+3				+2		+8	
			-8		-5			+3
	-2						-2	
-7					-4		+2	
	+6		+3				-2	14



Use a friendly number to solve the problem. Draw your answer on the number line

1. $66 - 15 = \underline{\quad}$



2. $66 - 35 = \underline{\quad}$



3. $76 - 35 = \underline{\quad}$



4. $33 - 18 = \underline{\quad}$



5. $73 - 18 = \underline{\quad}$



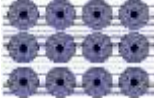
6. $73 - 48 = \underline{\quad}$





Calendar of Problems

Second Grade Math -Enrichment Calendar May
SOD-Shape of the Day

<p>Day 1 Place Value</p> <p>What are three different ways 91 can be shown with tens and ones? Fill in the blanks.</p> <p>_____tens _____ones _____tens _____ones _____tens _____ones</p>	<p>Day 2</p> <p>Place Value</p> <table border="1" data-bbox="475 432 708 516"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>0</td> <td>5</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> Complete the chart to show 7 hundreds + 5 ones. Complete the chart to show 9 hundreds + 4 tens+ 8 ones. Complete the chart to show 5 hundreds + 2 tens + 4 ones. 	Hundreds	Tens	Ones	1.	0	5	2.			3.			<p>Day 3</p> <p>Eva uses her blocks to build towers of 10 blocks each. There are 15 towers and 2 blocks left over.</p> <p>*Draw a picture to show Eva's blocks.</p> <p>Write the total number of blocks that Eva has.</p> <p>*Explain how you figured out how many blocks Eva has.</p> <p>*Show a different way you can write how many blocks Eva has</p>	<p>Day 4</p> <p>Bob puts his coins in stacks of ten. He has 12 stacks of coins with 4 coins left over.</p> <p>*Draw a picture of Bob's coins.</p> <p>*How many coins does Bob have? -Write the answer in two different ways</p> <p>*Bob gets 30 more coins from a friend. Bob says that he now has 190 coins. Do you agree or disagree? Explain.</p>	<p>Day 5</p> <p>Ty uses his blocks to build towers of 10 blocks each. There are 14 towers and 5 blocks left over.</p> <p>*Draw a picture to show Ty's blocks.</p> <p>Write the total number of blocks that Ty has.</p> <p>*Explain how you figured out how many blocks Ty has.</p> <p>*Show a different way you can write how many blocks Ty has.</p>																												
Hundreds	Tens	Ones																																										
1.	0	5																																										
2.																																												
3.																																												
<p>Day 6</p> <p>Study the example showing 1 way to subtract 3 digit numbers. Then you can solve Day 7's POD.</p> <p>Find 874-235. Look at the ones: 4 ones <5 ones. Regroup a ten in 874 as 10 ones.</p> <p>$874=800+70+4$, or $800+60+14$</p> <ul style="list-style-type: none"> $800 + 60 + 14$ $200 + 30 + 5$ <p>$600 + 30 + 9 = 639$</p> <p>So, $874-235=639$</p>	<p>Day 7</p> <p>*There are 546 student at Lincoln School. On Monday, 327 students have art class. The rest have music class.</p> <p>How many students have music class?</p> <p>*On every problem, use addition to check your work/answers.</p>	<p>Day 8</p> <p>Use repeated addition to describe the array</p> 	<p>Day 9</p> <p>Write the number below in expanded form. Draw a base ten model to represent each number.</p> <p>423 175 632</p>	<p>Day 10</p> <p>Write three equations that equal 100.</p>																																								
<p>Day 11</p> <p>Our Favorite Colors</p> <table border="1" data-bbox="207 1125 431 1297"> <thead> <tr> <th>Color</th> <th># of Students</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Green</td> <td>+++ -</td> <td></td> </tr> <tr> <td>Red</td> <td>++</td> <td></td> </tr> <tr> <td>Yellow</td> <td>++++ -</td> <td></td> </tr> <tr> <td>Orange</td> <td>+ -</td> <td></td> </tr> </tbody> </table> <p>+ is = to 2 students - is = to 1 student</p> <p>DG: Use the graph above to answer questions for calendar day 12.</p> <p>DG: Daily Graph</p>	Color	# of Students	Total	Green	+++ -		Red	++		Yellow	++++ -		Orange	+ -		<p>Day 12</p> <ul style="list-style-type: none"> DG: Our Favorite Colors <p>What type of graph is this?</p> <p>How many kids does each + represent?</p> <p>How many kids like the most popular color?</p> <p>What is the difference between the most popular color and the least popular color?</p> <ul style="list-style-type: none"> DG: Daily Graph 	<p>Day 13</p> <p>Favorite Pets</p> <table border="1" data-bbox="737 1146 1013 1255"> <thead> <tr> <th>#</th> <th>Dog</th> <th>Cat</th> <th>Fish</th> <th>Bird</th> </tr> </thead> <tbody> <tr> <td>20</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>15</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>10</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Use the graph above to answer questions for calendar day 14.</p> <ul style="list-style-type: none"> DG: Daily Graph 	#	Dog	Cat	Fish	Bird	20					15					10					5					<p>Day 14</p> <p>DG: Favorite Pets</p> <p>What type of graph is this?</p> <p>What is the most popular pet?</p> <p>What is the least popular pet?</p> <p>How many people like cats and fish?</p> <p>How many people like a dogs?</p> <ul style="list-style-type: none"> DG: Daily Graph 	<p>Day 15</p> <p>DG: Create Your Own</p> <p>Using the daily graph examples, create your own pictograph or bar graph: Create a topic/question (What is your favorite pet?)</p> <p>Provide examples to choose from (dog, cat, fish, bird)</p> <p>Poll your friends, family</p> <p>Graph your results</p> <p>DG: Daily Graph</p>
Color	# of Students	Total																																										
Green	+++ -																																											
Red	++																																											
Yellow	++++ -																																											
Orange	+ -																																											
#	Dog	Cat	Fish	Bird																																								
20																																												
15																																												
10																																												
5																																												
<p>Day 16</p> <p>SOD: Square</p> <p>Draw it.</p> <p>Divide the square into two equal parts. Next, Shade in a half of the whole.</p> <p>How do you know the two parts are the same size?</p> <p>Find another way to divide your square into halves. Draw it.</p>	<p>Day 17</p> <p>SOD: Circle</p> <p>Draw it. Label the circle A.</p> <p>Divide the circle into 3 equal parts.</p> <p>Next, shade in a third of the whole.</p> <p>Make a list of items, divided into 3 equal parts, you have found in your home (example: pizza).</p> <p>Draw two items you listed.</p>	<p>Day 18</p> <p>SOD: Circle</p> <p>Draw it. Label the circle B.</p> <p>Divide the circle into 3 equal parts.</p> <p>Next, shade in two parts of the whole.</p> <p>Look at the circle yesterday and compare it to the circle you drew today.</p> <p>Which circle (A or B) has the most area shaded?</p>	<p>Day 19</p> <p>SOD: Rectangle</p> <p>Draw it.</p> <p>Divide the rectangle into 4 equal parts.</p> <p>Next, shade in a fourth of the whole.</p>	<p>Day 20</p> <p>SOD: Rectangle</p> <p>Draw two rectangles that are the same size.</p> <p>Divide one into fourths.</p> <p>Divide the next into halves.</p> <p>Which parts are bigger, the fourths or halves?</p>																																								

E. Lang, Teacher Leader Network 1

A. Mitchell, K-5 STEM Curriculum Coordinator

Second Grade Reading/Language Arts Enrichment Performance Tasks

Timeline	Literacy Tasks
<p>Complete one activity each day during the week of:</p> <p>May 4th- 8th</p>	<p>1.) Reading: Read the story <i>A Puppy for Oscar</i> (see attachment p3). What message or lesson do you think the author wanted you to learn from reading this story? In your notebook, write your answer and use details from the story to support your thinking. <i>(Note to Parents: If students need help answering this question, have them to think about what the character was doing in the story and the lesson the character learned. If necessary, read the story aloud with them).</i></p> <p>2.) Vocabulary: Use the <i>Vocabulary Development</i> page for this week – May 4th - 8th to learn the meaning of the word determined (see attachment p4). In your notebook, write about how the vocabulary pictures for this week show someone who is determined. Draw your own picture that shows someone who is determined. Write the word determined in a sentence to match your illustration.</p> <p>3.) Comprehension: Oscar is a character in the story <i>A Puppy for Oscar</i>. Reread paragraph #4. Underline sentences from paragraph #4 that prove - Oscar is determined and a hard worker. <i>(Note to Parents: Allow students to explain why they chose to underline specific sentences).</i></p> <p>4.) Writing: In your notebook, write a story about a time when you have been determined. <i>What were you trying to do? Tell why you never gave up.</i> Make sure to write the events of your story in the order they took place. <i>(Note to Parents: If necessary, students may choose another writing topic. Make sure each sentence begins with a capital letter and ends with a punctuation mark)</i></p> <p>5.) Word Recognition: Complete the practice page using the suffix -ment (see attachment p5).</p>
<p>Complete one activity each day during the week of:</p> <p>May 11th- 15th</p>	<p>1.) Reading: Read the story <i>The Lion and the Mouse</i> (see attachment p6). As you read, think about words you could use to describe the personality of the lion and the mouse. Complete the character chart (see attachment p7).</p> <p>2.) Vocabulary: Use the <i>Vocabulary Development</i> page for this week May 11th -15th (see attachment p4). In your notebook, write about ways the mouse was helpful to the lion. Then, reread the sentences from the story <i>The Lion and the Mouse</i>, “The mouse gnawed on the ropes that held the lion. Soon the lion broke free.” Use clues in the sentences to help you write the meaning of the word gnawed. <i>(Note to Parents: all vocabulary development activities can be found on the same page)</i></p> <p>3.) Comprehension: Reread the story <i>The Lion and the Mouse</i>. In your notebook, write about the character that learned a lesson. Do you think the mouse learned the lesson or the lion? Make sure to use details from the story to support your answer.</p> <p>4.) Writing: In your notebook, write a story about a time when you learned a lesson. Make sure to write the events in the order they happened.</p> <p>5.) Word Recognition: Circle the words could, thought and already in the story <i>The Lion and the Mouse</i>. Write the word could on paper. Practice rewriting and spelling the word could on paper several times. Write the word could in 3 different sentences. Follow the same steps using the words thought and already.</p>

Additional Daily Reading Practice Should Include:

- Read daily for at least 15 minutes (i.e. – book of your choice)
- i-Ready Web Practice daily for 15 minutes – (if technology is available)
- i-Read Web Practice daily for 15 minutes (if technology is available)

Schedule	Literacy Tasks
<p>Complete one activity each day during the week of: May 18th – 22nd</p>	<p>1.) Reading: Read the story <i>Pecos Bill and the Mountain Lion</i> (see attachment p8). In your notebook, write the main idea to tell what this story is mostly about. Make sure to include key details from the story to support your main idea.</p> <p>2.) Vocabulary: Use the <i>Vocabulary Development</i> page for this week May 18th - 22nd to learn the meaning of the word growled (see attachment p4). Use the <i>Vocabulary Development</i> pictures for this week to write sentences using the word growled in your notebook.</p> <p>3.) Comprehension: A <i>tall tale</i> is a story with <u>some events that are not believable</u>. Reread <i>Pecos Bill and the Mountain Lion</i>. Underline all the details/events in the story that cannot really happen. In your notebook, write about why this story is a <i>tall tale</i>. Make sure you include details/events from the story in your writing to prove it is a <i>tall tale</i>.</p> <p>4.) Writing: Write a make-believe story that is a tall tale. Include events/details that cannot really happen. Make sure to write your story in an order that makes sense. <i>(Note to Parents: If students need help, have them to use the story Pecos Bill as an example. In that story, there was a problem, setting, character(s), and unbelievable things happened).</i></p> <p>5.) Word Recognition: Complete a word sort with the letters/sounds of ou (see attachment p9).</p>
<p>Complete one activity each day during the week of: May 25th – 29th</p>	<p>1.) Reading: Read the text <i>A Cowboy's Life</i> (see attachment p10). Answer questions 3 and 4 in your notebook.</p> <p>2.) Vocabulary: Look at the pictures on the <i>Vocabulary Development</i> page for this week, May 25th -29th (see attachment p4). In your notebook, write how the words herd and heard are alike and different. Complete the homophones chart (see attachment p11).</p> <p>3.) Comprehension: Think about the text <i>A Cowboy's Life</i>. In a notebook, write whether this text is fiction (made-up) or nonfiction (real). Use details from the text to help you prove whether the text is real or make-believe.</p> <p>4.) Writing: Use the texts <i>A Cowboy's Life</i> and <i>Pecos Bill and the Mountain Lion</i> to write in a notebook about how cowboys and Pecos Bill are alike and different. Make sure to include details from both texts in your writing.</p> <p>5.) Word Recognition: Complete the word sort chart with the letters oi and oy (see attachment 12).</p>


Additional Daily Reading Practice Should Include:

- Read daily for at least 15 minutes (i.e. – book of your choice)
- i-Ready Web Practice daily for 15 minutes – (if technology is available)
- i-Read Web Practice daily for 15 minutes (if technology is available)

Read Genre: Realistic Fiction

A Puppy for Oscar

by Jane Lawrence



- 1 Oscar wanted a puppy more than anything in the world. But his mom kept saying they could not have a dog in their apartment.
- 2 “We do not have a yard,” she said. “And a dog needs space to run.”
- 3 Oscar had an idea. There was a city park very close to their apartment. The park was really big. Maybe part of it could be turned into a park for dogs. Then Oscar’s puppy would have a place to run!
- 4 Now Oscar needed to turn his idea into a plan. Oscar worked very hard. He wrote letters to newspapers. He wrote to the mayor about his idea for a dog park. He talked to people about his idea. Then he got many of them to sign their names to a letter saying they wanted a dog park, too.
- 5 It took over a year, but Oscar finally got his dog park. And then he got what he really wanted—a new puppy!

Close Reader Habits

Circle a sentence that tells what Oscar’s challenge is.

Underline a sentence that tells how he responds to the challenge.

i-Ready © 2020 Curriculum Associates, LLC. All rights reserved. Grade 2 • Packet 1, Section 2 38

Additional Daily Reading Practice Should Include:

- Read daily for at least 15 minutes (i.e. – book of your choice)
- i-Ready Web Practice daily for 15 minutes – (if technology is available)
- i-Read Web Practice daily for 15 minutes (if technology is available)

Vocabulary Development

Week May 4th - 8th

Target Word – **determined** (someone who never gives up)

Look at the pictures below. In your notebook, write about how they show someone who is **determined**. Draw your own picture to show someone that is **determined**.



Week May 11th - 15th

Target Word – **helpful** (giving or ready to give help)

Circle the picture that shows someone being **helpful**. In your notebook, write about ways mouse was helpful to the lion in the story.



Week May 18th – 22nd

Target Word – **growled** (to make a low harsh rumbling sound)

Look at each picture that shows the word **growled**. Write a sentence about each picture using the word **growled**.



Week May 25th – 29th

Target Word – **herd** (a large group of animals)

Look at the 1st picture that shows the word **herd**. The 2nd picture shows the word **heard**. In your notebook, write about how these words are alike and different.



Additional Daily Reading Practice Should Include:

- Read daily for at least 15 minutes (i.e. – book of your choice)
- i-Ready Web Practice daily for 15 minutes – (if technology is available)
- i-Read Web Practice daily for 15 minutes (if technology is available)

A suffix is a word part added to the end of a base or root word to change the meaning of the word. Complete the chart below.

The suffix **-ment** is added to the end of a base or root word to mean “*the act of*” or “*result of*”

(If you add **-ment** to the end of a verb (action word), it will become a noun)

1. Practice reading each word that ends with the suffix -ment	2. Write the meaning of the word	3. Real-Life Example
enjoyment	the act of enjoying	A boy reading a book because he wants to
movement	the act of moving	People walking around the park
agreement		
argument		
shipment		
payment		
judgment		
statement		

4.) In your notebook, write the words from column 1 in a sentence. Then, think of other words that end with the suffix **-ment**. Write the meaning of each word and use it in a sentence.

Additional Daily Reading Practice Should Include:

- Read daily for at least 15 minutes (i.e. – book of your choice)
- i-Ready Web Practice daily for 15 minutes – (if technology is available)
- i-Read Web Practice daily for 15 minutes (if technology is available)

The Lion and the Mouse

an Aesop fable



1 A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a small hill of warm, soft grass. He had really crawled up onto a sleeping lion!

2 The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, "Forgive me! I didn't mean to wake you. If you let me go, I'll do something to help you someday."

3 The lion laughed at the idea that the little mouse could ever help him. "What could a tiny thing like you ever do for me?" the lion said. But he let the mouse go.

4 The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.

5 The lion couldn't move. Just then, the little mouse appeared. "Don't worry, my friend," he said. "I'll help you!" The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, "You were right, little one! Already you have helped me and have saved the King of the Beasts!"

Close Reader Habits



Underline sentences that tell important events. As you reread, think how you would retell those events in your own words.



Additional Daily Reading Practice Should Include:

- Read daily for at least 15 minutes (i.e. – book of your choice)
- i-Ready Web Practice daily for 15 minutes – (if technology is available)
- i-Read Web Practice daily for 15 minutes (if technology is available)

Character Chart

Your personality tells what kind of person you are...read each phrase or sentence from the *Lion and the Mouse* to help you choose words to describe each character's personality.

Character	In the story...	Write words to describe the personality of the mouse
Mouse	The mouse said, "Forgive me. I didn't mean to wake you. If you let me go I'll do something to help you one day." 	
	The little mouse said, "Don't worry my friend. I'll help you." The mouse gnawed at the ropes that held the lion. 	

Character	In the story...	Write words to describe the personality of the lion
Lion	The lion laughed, "what could a tiny thing like you ever do for me?" 	
	He let the mouse go 	

Additional Daily Reading Practice Should Include:

- Read daily for at least 15 minutes (i.e. – book of your choice)
- i-Ready Web Practice daily for 15 minutes – (if technology is available)
- i-Read Web Practice daily for 15 minutes (if technology is available)

Read

Genre: Tall Tale



- 1 Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.
- 2 Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn't just ride horses. He could ride anything that came along.
- 3 One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.
- 4 Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.

Close Reader Habits

What important events happen in the beginning, middle, and end of the story? As you reread, **underline** those important events.



© 2020 Curriculum Associates, LLC. All rights reserved.

Grade 2 • Packet 1, Section 1 18

Additional Daily Reading Practice Should Include:



- Read daily for at least 15 minutes (i.e. – book of your choice)
- i-Ready Web Practice daily for 15 minutes – (if technology is available)
- i-Read Web Practice daily for 15 minutes (if technology is available)

Word Sort

1.) Circle all the **ou** words from the story *Pecos Bill and the Mountain Lion*. Write the words you circled from the story in one of the columns below to show the sounds of **ou**. If the **ou** makes the /**ou**/ sound as in **sou**p, write the word in column 1. If the **ou** makes the /**ou**/ sound as in **mountain**, write the word in column 2. Write all the other sounds made by the letters **ou** in column 3.

2.) Then, sort the words listed in the box below. **Read each word** and pay attention to the sound of **ou** in each word. Write the words in the correct column.

compound	profound	youth	counter	proudly
thousand	group	through	flounder	coupon

/ou/ sound as in sou p 1 	/ou/ sound as in mountain 2 	Words that make other ou sounds not heard in sou p or mountain 3
		rough

Additional Daily Reading Practice Should Include:

- Read daily for at least 15 minutes (i.e. – book of your choice)
- i-Ready Web Practice daily for 15 minutes – (if technology is available)
- i-Read Web Practice daily for 15 minutes (if technology is available)

A Cowboy's Life

During the 1800s, many cowboys took part in long cattle drives. They moved herds of cattle from one place to another. It sometimes took three months.

Cowboys had to work to keep the herd together during the cattle drive. On sunny days, it was hot with many bugs. On rainy days, it was cold and wet.

Cowboys faced many dangers. They had to cross deep water. They had to watch out for hazards, such as lightning and rattlesnakes.

3 What details does the author give to show that the cowboys faced many dangers?

Cowboys rode from sunrise to sunset. At night, they gathered around a fire. They told stories and sang. Each cowboy took a two-hour shift to watch the cattle.

4 What is the main idea of this text? What details can you find that support the main idea?

Additional Daily Reading Practice Should Include:

- Read daily for at least 15 minutes (i.e. – book of your choice)
- i-Ready Web Practice daily for 15 minutes – (if technology is available)
- i-Read Web Practice daily for 15 minutes (if technology is available)

Homophones

Homophones are words that sound the same when they are pronounced but they are not spelled the same and do not have the same meaning.

Read each sentence below:

They moved **herds** of cattle from one place to another.

I **heard** your mom call your name at the park.

Think about what the words **herd** and **heard** mean in each sentence. The words sound the same when they are pronounced, but they are not spelled the same and do not have the same meaning.

Complete the charts below.

Word	Meaning	Word	Meaning
herd	a large group of animals	heard	to hear or be aware of
meat		meet	
know		no	
flower		flour	
piece		peace	

Sentence	What does the underlined word mean in the sentence?
Are you going to meet everyone in the park to study?	to join or come into the presence of someone
Do you know how to find things on the internet?	
I do not have enough flour to make cookies for the party.	
Were you able to get a piece of cake?	

Additional Daily Reading Practice Should Include:

- Read daily for at least 15 minutes (i.e. – book of your choice)
- i-Ready Web Practice daily for 15 minutes – (if technology is available)
- i-Read Web Practice daily for 15 minutes (if technology is available)

Word Sort

1.) Circle the word **cowboy** from the text *A Cowboy's Life*. Practice reading the word cowboy. Listen to the sound you make when reading the **oy** part of the word cowboy. The letters **oi** and **oy** can make the same sound.

2.) **Read each word** aloud listed in the box below. Sort each word by writing the words in the correct column.

loyal	voyage	choice	coin	employ
oyster	poison	turmoil	destroy	annoy

	oi sound as in oil	oy sound as in boy	
	1 spoil	2 cowboy	

Additional Daily Reading Practice Should Include:

- Read daily for at least 15 minutes (i.e. – book of your choice)
- i-Ready Web Practice daily for 15 minutes – (if technology is available)
- i-Read Web Practice daily for 15 minutes (if technology is available)

Additional Practice: Have children to practice reading, writing, and spelling words from the list below.

a	cut	help	men	round	too
about	day	her	more	run	under
after	did	him	most	said	up
again	do	his	much	same	upon
all	does	hold	my	saw	us
always	down	hot	myself	say	very
am	draw	how	name	see	walk
an	drink	hurt	new	show	want
and	each	I	no	sing	warm
are	eat	if	not	sleep	was
around	fall	in	now	small	water
as	far	into	number	so	way
ask	fast	is	of	some	we
at	find	it	off	soon	went
ate	first	its	oil	stop	were
away	fly	jump	old	take	what
back	follow	just	on	tell	when
be	for	keep	only	than	where
been	from	know	or	that	which
before	funny	let	other	the	who
big	gave	like	our	them	why
both	get	line	out	then	will
boy	girl	little	over	there	with
but	give	live	people	these	woman
by	go	long	pick	they	women
call	going	look	place	thing	work
came	good	made	play	think	would
can	great	make	please	this	write
cold	had	man	pretty	through	yes
color	has	many	put	time	you
come	have	may	read	to	your
could	he	me	ride	today	

Additional Daily Reading Practice Should Include:

- Read daily for at least 15 minutes (i.e. – book of your choice)
- i-Ready Web Practice daily for 15 minutes – (if technology is available)
- i-Read Web Practice daily for 15 minutes (if technology is available)