

# 2nd Grade

## May 4 - May 8



# My Bean Plant

by Rachelle Kreisman



My grandfather loves to grow plants. He raises vegetables and fruits, and he takes great care of all of them. Last week, Grandpa gave me some green bean seeds. Now I can grow my own green bean plant.

I brought my seeds home and showed my mom. She helped me get my green bean project ready. First, we put some soil in a pot. Then we planted a few seeds. I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window,

and I added some water.

I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing! Over the next few weeks, more stems and leaves will grow. Then flowers will grow, too.

What am I most excited about? I cannot wait to eat the beans! I think they will taste even better because I grew them myself.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. What did Grandpa give to the main character?

- A. some green beans
- B. green bean seeds
- C. a fully-grown bean plant

2. The main character planted the seeds, put the pot in a sunny spot, and added water. What was the effect of these actions?

- A. The soil got dry right away.
- B. A tiny stem grew after some time.
- C. The seeds quickly turned into green beans.

3. Read these sentences from the text.

"I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

What conclusion can you draw from this evidence?

- A. The main character has taken care of many different plants in the past.
- B. The main character is doing a good job of taking care of the bean plant.
- C. The main character doesn't really care about the bean plant.

4. Read these sentences from the text.

"I cannot wait to eat the beans! I think they will taste even better because I grew them myself."

Why might the main character think the beans will taste even better because he or she grew them?

- A. because the main character normally hates the taste of green beans
- B. because the main character is way better at growing plants than Grandpa
- C. because the main character put work into taking care of the beans

5. What is the main idea of this story?

- A. The main character takes care of a green bean seed and helps it start growing into a plant.
- B. The main character's grandfather loves to grow vegetables, and he takes great care of all his plants.
- C. The main character is excited to eat green beans because they are a tasty vegetable.



6. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

Based on this text, what does the phrase "depend on" most closely mean?

- A. need
- B. like
- C. change

7. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water."

Now read this sentence about the same information. Then, choose the answer that completes the sentence without changing the meaning from the story.

I put the pot in a sunny spot by the window, and I added some water \_\_\_\_\_. Grandpa told me that plants depend on water and sunlight to grow.

- A. so
- B. because
- C. but

8. What do plants need so they can grow?

9. What are two things the main character did to the bean plant to help it grow?

10. What would happen to the bean plant if the main character forgot to give it water? Use evidence from the text to support your answer.

Name \_\_\_\_\_

## Phonics

Variant Vowel  
Spellings with  
Digraphs: *a, aw, au,*  
*augh, al, ough*



### Paul and Dawn

Paul is a hawk. He lives in a tree near Sawtaw's home.

One day, Paul saw a small animal crawl in the grass. It was his daughter, Dawn.

"Why are you down there?" asked Paul.

"I had time to explore!" said Dawn.

He swooped down and hauled her up in his claws. "Let's talk! You must not sit on the lawn," yelled Paul. "You are a hawk," he said. "You must stay in the trees!"

"I am sorry, Dad," said Dawn.

"You are a great hawk," Paul said, "so you must not squeak and squawk on the lawn. Do not cause me to get mad!"

### ★ACTIVITY★

Write about what  
Dawn did next.

Name \_\_\_\_\_



## Tawny's Paw

In the city of Gawtin, there is a law about pets. Cats and dogs cannot be outside without their owners.

Tawny is a cat and belongs to Paul Pautil. Tawny likes to tiptoe out of the yard when Paul cannot see.

Paul caught Tawny outside this morning. "Naughty cat!" he said. Then he saw that Tawny's claw was bleeding. "You hurt your paw, you bad cat!" said Paul.

He hauled Tawny up and set him on the floor.

"You are an indoor cat," he said. "You can get hurt outside. You must be careful."

Paul cleaned Tawny's paw and let him go. Tawny had a long nap!



Write about how to  
keep pets safe.

## Second Grade Writing Prompts

### Opinion Essay Writing Prompts

Second graders should write opinion pieces that introduce their topic and provide reasons to support their opinion, using words such as *because* and *and* to connect their reasoning. The paper should include a conclusion sentence.

1. **Fun and Games.** What is your favorite game to play? Why is it better than other activities?
2. **Bedtime Tales.** What is the best bedtime story your mom or dad has ever read to you? What made it the best?
3. **Travel Stops.** If you could choose to stay in a tent, an RV, or a fancy hotel while traveling with your family, which would you choose and why?
4. **Playground Fun.** What is the very best piece of equipment on your school's playground? What makes it the best?
5. **Exotic Pets.** If you could choose any wild animal for a pet, what would you choose and why?
6. **Study Choice.** Your teacher has asked you to decide what topic the class studies next. What do you pick and why?
7. **Favorite subject.** Which school subject is your favorite and why?
8. **Yucky or Yummy.** Write about a food that you like but most people don't. Why should people give it a chance?
9. **Play Time.** Should your school give kids a longer recess time? Why or why not?
10. **Digital or Print.** Which is better for reading, a printed book or a tablet?
11. **Allergies.** Are you allergic to anything? Why is it important for people to know about your allergy?
12. **Drinks.** Do you like milk? Soda? Lemonade? Name your favorite drink and give three reasons why it's your favorite.
13. **Best Day.** What is your favorite day of the week? Write an essay including three reasons why that day is the best.

# Expository Essay Writing Prompts

Expository essays inform the readers about a specific topic. Second grade students should introduce their topic and provide facts, definitions, or steps to develop their point.

1. **School Day.** You have a younger sibling who hasn't started school yet. Tell him or her about a typical school day.
2. **Class Pet.** Your class gets to choose a classroom pet for the year. Name an animal that you think would make a good choice and explain its needs (such as food, habitat, temperature).
3. **Favorite Food.** What is your favorite food? Describe it as if no one else has ever seen or tasted it.
4. **Seasonal Fun.** Pick a season, like summer or fall, and describe your favorite activity during that season.
5. **If You Build It.** Think of a time when you saw something being built (like a house, a new road, or even a snowman). Explain the stages of the building process.
6. **Famous Firsts.** Think about a famous first like the first person to walk on the moon or the first person to sail around the world. Explain why this first was so important.
7. **Famous People.** Choose a famous person and explain what he or she did to become famous.
8. **Past Parties.** Think of the best party you've ever attended and explain what made it the best.
9. **Favorite Film.** Choose your favorite animated film of all time and explain why you love it.
10. **Bedtime.** Explain why it's important to get plenty of sleep every night.
11. **Funny Pet Tricks.** Describe an unusual trick that your pet can do.
12. **Holiday Happenings.** Select a popular holiday and explain why or how people celebrate it.
13. **Smelly Tale.** Every place has different smells, good or bad. Describe two or three smells you associate with your home or school.

Name \_\_\_\_\_

Every syllable in a word must have a vowel sound.

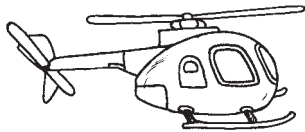
Say the picture name. Then say each syllable in the word. Draw an X for each syllable. Write the number of syllables on the line.

1.



\_\_\_\_\_

2.



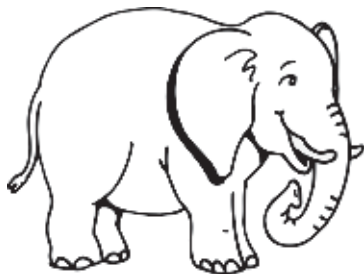
\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

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**Teacher Directions: Model 1.** Listen as I say the first word: squirrel. Say the syllables with me: skwûr-əl. Model drawing 2 X's and writing the amount of syllables on the line.

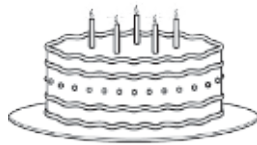
Name \_\_\_\_\_

Say the first picture name. Take away the ending sound and say the new word. Circle the picture that shows it.

1.



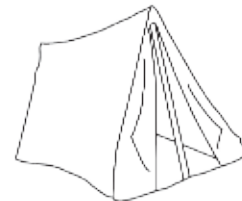
2.



3.



4.



5.



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**Teacher Directions:** Explain to children that we can take away a sound from a word to make a new word. **Model:** *This is throat. I can take away /t/ from the end of throat to make a new word: throw.* Guide children to circle the picture of the child throwing. Tell children to complete the other items, taking away the ending sound of the word, saying the new word, then circling the picture that shows it.

Name \_\_\_\_\_

The letters *aw, au, augh, ough, a,* and *al* can stand for the vowel sound you hear in the words *paw, haul, caught, fought, ball,* and *walk.*

pawhaulfoughtballwalk

Circle the word that completes each sentence. Then write the word on the line.

- Paul cuts wood with a \_\_\_\_\_.  
sat    saw    sauce
- We like to \_\_\_\_\_ on the phone.  
tall    talk    thought
- Sometimes I just want to \_\_\_\_\_ for thought.  
cause    pause    paws
- Pat is too \_\_\_\_\_ to go on the ride.  
talk    small    smell
- My father \_\_\_\_\_ at this school five years ago.  
brought    taught    talk
- They \_\_\_\_\_ two tall glasses of tea to the dinner table.  
drawn    brought    haunt



Name \_\_\_\_\_

The letters ***aw, au, augh, ough, a, and al*** can stand for the vowel sound you hear in the words ***yawn, launch, taught, bought, tall, and talk***.

**yawn****launch****taught****tall****talk**

**A. Look at each picture. Write *aw, au, augh, ough, a, and al* to complete each picture name.**

1.  cr \_\_\_\_\_ l2.  footb \_\_\_\_\_ ll3.  s \_\_\_\_\_ ce4.  j \_\_\_\_\_5.  m \_\_\_\_\_ ll6.  w \_\_\_\_\_ k7.  c \_\_\_\_\_ t8.  th \_\_\_\_\_ t9.  h \_\_\_\_\_ l10.  ch \_\_\_\_\_ k

Name \_\_\_\_\_

Vowel teams are groups of vowels that make a single vowel sound, such as **ea**, **ee**, **oa**, **au**, **ai**, and **oo**. A vowel and a consonant, such as **ow**, **ay**, and **oy** can be a vowel team, too. The letters in a vowel team stay together in the same syllable.

**A. Circle the vowel team in each word. Draw a line to divide each word into syllables.**

hoisting	leaving
cartoon	decay
maybe	noisy
seaside	raccoon

**B. Write each word above in the correct list below.**

<i>oi</i>	<i>ea</i>	<i>oo</i>	<i>ay</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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Name \_\_\_\_\_

**Complete each sentence. Use the words in the box.**

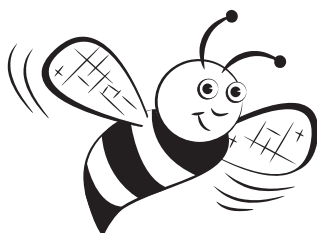
city	father	mother	o'clock	own
questions	read	searching	sure	though

- How many \_\_\_\_\_ are on the test?
- My sister has a cat of her \_\_\_\_\_ now.
- I am \_\_\_\_\_ you will have a lot of fun.
- My brother wants to \_\_\_\_\_ that book.
- Which \_\_\_\_\_ is the capital of our state?
- We are \_\_\_\_\_ for the keys that Bill lost.
- Jared has black hair like his father and \_\_\_\_\_ do.
- Come over to my house at ten \_\_\_\_\_ in the morning.
- Sharon's mother and \_\_\_\_\_ both work in a hospital.
- I enjoyed the music even \_\_\_\_\_ I couldn't see the stage.

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Name \_\_\_\_\_

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**



- |           |            |
|-----------|------------|
| 1. _____  | 1. ball    |
| 2. _____  | 2. small   |
| 3. _____  | 3. paw     |
| 4. _____  | 4. jaw     |
| 5. _____  | 5. pause   |
| 6. _____  | 6. sauce   |
| 7. _____  | 7. taught  |
| 8. _____  | 8. chalk   |
| 9. _____  | 9. walk    |
| 10. _____ | 10. sought |
| 11. _____ | 11. new    |
| 12. _____ | 12. fruit  |
| 13. _____ | 13. city   |
| 14. _____ | 14. own    |
| 15. _____ | 15. read   |

**Review Words**

**High-Frequency Words**

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Name \_\_\_\_\_

ball	small	paw	jaw	pause
sauce	taught	chalk	walk	sought

**A. Look at the spelling words in the box. Match each spelling word with the spelling of the vowel sound. Write the word.**

*a*

*aw*

*au*

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

*augh*

*al*

*ough*

- |          |          |           |
|----------|----------|-----------|
| 7. _____ | 8. _____ | 10. _____ |
|          | 9. _____ |           |

**B. A letter is missing from each spelling word below. Write the missing letter in the box. Then write the spelling word correctly on the line.**

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 11. t <input type="text"/> ught _____ | 12. wa <input type="text"/> k _____ |
| 13. pa <input type="text"/> se _____  | 14. ja <input type="text"/> _____   |
| 15. s <input type="text"/> ught _____ |                                     |

Writing/Spelling  
Connection

**Look back through your writer's notebook for words you used that have variant vowel /ô/ spelling patterns. Check that you spelled them correctly. Fix any mistakes you find.**

Name \_\_\_\_\_

ball	mall	paw	jaw	pause
sauce	taught	chalk	walk	cough

**A. Look at the spelling words in the box. Match each spelling word with the spelling of the vowel sound. Write the word.**

<i>a</i>	<i>aw</i>	<i>au</i>
1. _____	3. _____	5. _____
2. _____	4. _____	6. _____
<i>augh</i>	<i>al</i>	<i>ough</i>
7. _____	8. _____	10. _____
	9. _____	

**B. A letter is missing from each spelling word below. Write the missing letter in the box. Then write the spelling word correctly on the line.**

11. t <input type="text"/> ught _____	12. wa <input type="text"/> k _____
13. pa <input type="text"/> se _____	14. ja <input type="text"/> _____
15. c <input type="text"/> ugh _____	

Writing/Spelling  
Connection

**Look back through your writer's notebook for words you used that have variant vowel /ô/ spelling patterns. Check that you spelled them correctly. Fix any mistakes you find.**

Name \_\_\_\_\_

balls	smaller	because	caught	pause
sauce	taught	chalkboard	walked	sought

**A. Look at the spelling words in the box. Match each spelling word with the spelling of the vowel sound. Write the word.**

*a*

*au*

*augh*

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 3. _____ | 6. _____ |
| 2. _____ | 4. _____ | 7. _____ |
|          | 5. _____ |          |

*al*

*ough*

- |          |           |
|----------|-----------|
| 8. _____ | 10. _____ |
| 9. _____ |           |

**B. A letter is missing from each spelling word below. Write the missing letter in the box. Then write the spelling word correctly on the line.**

- |                                       |  |
|---------------------------------------|--|
| 11. t <input type="text"/> ught _____ | 12. wa <input type="text"/> ked _____  |
| 13. pa <input type="text"/> se _____  | 14. sm <input type="text"/> ller _____ |
| 15. s <input type="text"/> ught _____ |  |

Writing/Spelling  
Connection

**Look back through your writer's notebook for words you used that have variant vowel /ô/ spelling patterns. Check that you spelled them correctly. Fix any mistakes you find.**

Name \_\_\_\_\_

**Spacing Letters and Words**

You can make your writing easy to read. Letters should not be too close or too far apart.

*These letters are  
spaced just right.*

Draw a slanted line between these words to check that the spacing is as wide as a small o. Then copy the sentences.

*The flowers are  
in bloom.*

*Smell the flowers!*



Name \_\_\_\_\_

Trace the numbers. Then practice writing them on the lines below.

1, 2, 3, 4, 5

6, 7, 8, 9, 10

Name \_\_\_\_\_

- A **possessive pronoun** takes the place of a possessive noun.
- A possessive pronoun shows who or what owns something.
- **My, your, his, her, and its** are singular possessive pronouns.

My aunt is a firefighter.Her job is very hard.Your answer was correct.The box was on its side.

Circle the correct possessive pronoun in ( ) for each sentence.  
Write the possessive pronoun on the line.

1. One of (my, me) favorite people in history is George Washington.

\_\_\_\_\_

2. Mount Vernon was the name of (his, he) farm. \_\_\_\_\_

3. The farm was known for (its, he) fine house. \_\_\_\_\_

4. Martha Washington also helped (her, she) country.

\_\_\_\_\_

5. Who is (you, your) favorite person in history? \_\_\_\_\_



Think of something you want to own. If someone else owns it, what would you be willing to trade them for it? Use possessive pronouns to write about the trade you would offer.

Name \_\_\_\_\_

- A **reflexive** pronoun is a pronoun that refers back to the subject of the sentence.
- A reflexive pronoun ends in *-self* if the subject is singular or in *-selves* if the subject is plural.
- *Myself, yourself, itself, themselves, and ourselves* are reflexive pronouns.

Do it yourself.

She fell and hurt herself.

The boys ate lunch by themselves.

Circle the correct reflexive pronoun in ( ) for each sentence.  
Write the reflexive pronoun on the line.

1. Chad set the table \_\_\_\_\_.  
himself,    hisself

2. Sometimes I talk to \_\_\_\_\_.  
myself,    myselfs

3. Mary bought \_\_\_\_\_ a book.  
herself,    herselfs

4. We baked a cake all by \_\_\_\_\_.  
ourself,    ourselves

5. Mom and Dad built this swing \_\_\_\_\_.  
theiresselves,    themselves

Program: CR20 Ancillaries	Component: PracticeBook	PDF Pass
Vendor: LDL	Grade: 2	

Name \_\_\_\_\_

- All of the words in a letter's **greeting** begin with a capital letter.
- Only the first word in the **closing** of a letter begins with a capital letter.
- Use a **comma** after the greeting and closing of a friendly letter.

Rewrite the letter correctly.

dear barry

I like to read books about frogs, toads, lizards, and snakes. What do you like to read books about?

your friend  
abigail

---

---

---

---

---

---

---

Name \_\_\_\_\_

- A possessive pronoun shows who or what owns something.
- Some possessive pronouns are ***your, our, and their***.
- A **reflexive** pronoun refers back to the subject of the sentence.
- Some reflexive pronouns are *yourself, ourselves, and themselves*.

**Underline the correct possessive pronouns. Write the sentences correctly on the lines.**

1. (Your, You) favorite hero is someone in your family.

\_\_\_\_\_

2. She can tell you about her hard work (herself, herselfes).

\_\_\_\_\_

3. She works in (our, us) town's fire station.

\_\_\_\_\_

4. She helps them fix their equipment all by (themselves, themselves).

\_\_\_\_\_

Connect to  
Community

What can some people in your community do all by themselves? Write about some of the most impressive things that people in your community have done without any help. Use reflexive pronouns.

Program: CR20 Ancillaries	Component: PracticeBook	PDF Pass
Vendor: LDL	Grade: 2	

Name \_\_\_\_\_

Underline the possessive or reflexive pronoun that completes each sentence correctly. Write it on the line.

1. This is a story about \_\_\_\_\_ friend Jana.  
my                                      me                                      I
2. Jana was studying for a test by \_\_\_\_\_.  
her                                      herself                                      herselfes
3. \_\_\_\_\_ brother Alex ran into the room.  
Her                                      Its                                      You
4. \_\_\_\_\_ eyes were big with fear.  
Its                                      She                                      His
5. "Jana, I can't do this \_\_\_\_\_," Alex said.  
me                                      myself                                      myselfes
6. "Help me find \_\_\_\_\_ family's pet rabbit."  
you                                      they                                      our
7. Jana and Alex went into the yard by \_\_\_\_\_.  
theiresselves                                      themself                                      themselves
8. They looked and looked until they found \_\_\_\_\_ rabbit.  
its                                      me                                      their

Writing/Spelling  
Connection

Look back through your writer's notebook for reflexive pronouns you have used. Fix any mistakes you find.

Name \_\_\_\_\_

The suffixes ***-tion, -sion, and -ion***  
mean “the act or result of.”

**reflection = the act or  
result of reflecting**

**A. Underline the suffix in the word in bold print. Then write the word and its meaning.**

1. I’m so glad you could help us with the **location** of our cat.

\_\_\_\_\_

2. Your **suspicion** about where he was hiding was correct.

\_\_\_\_\_

3. Asking for your help was a great **decision**.

\_\_\_\_\_

**B. Use suffixes to make the correct forms of the words in ( ).  
Write the correct words on the lines to complete the sentences.**

4. The (rebel) \_\_\_\_\_ led to the (create)  
\_\_\_\_\_ of a new nation.

5. She felt so much (confuse) \_\_\_\_\_ about what (act)  
\_\_\_\_\_ to take.

Program: CR20 Ancillaries	Component: PracticeBook	PDF Pass
Vendor: LDL	Grade: 2	

Name \_\_\_\_\_

An **idiom** is a word or a phrase that has a different meaning than the real meaning of the words.

Read each sentence. Look at the idiom in bold print.  
Write the meaning of the idiom.

1. Before the talk could **get out of hand**, Mr. Webb spoke up.

\_\_\_\_\_

2. They knew if they all **pulled together**, they could put on a great play.

\_\_\_\_\_

3. Luz **made up her mind** that she wanted to play Henny Penny.

\_\_\_\_\_

4. She knew the lines **by heart**.

\_\_\_\_\_

5. When she got the part, she was so happy that she **burst into tears**.

\_\_\_\_\_

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## A

Number Correct: \_\_\_\_\_

## Sums to the Teens

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

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

## A

Number Correct: \_\_\_\_\_

## Subtraction from Teens

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

23.	$11 - 9 =$	
24.	$12 - 9 =$	
25.	$17 - 9 =$	
26.	$10 - 8 =$	
27.	$11 - 8 =$	
28.	$12 - 8 =$	
29.	$16 - 8 =$	
30.	$10 - 6 =$	
31.	$13 - 6 =$	
32.	$15 - 6 =$	
33.	$10 - 7 =$	
34.	$13 - 7 =$	
35.	$14 - 7 =$	
36.	$16 - 7 =$	
37.	$10 - 8 =$	
38.	$13 - 8 =$	
39.	$14 - 8 =$	
40.	$17 - 8 =$	
41.	$10 - 9 =$	
42.	$13 - 9 =$	
43.	$14 - 9 =$	
44.	$18 - 9 =$	

## 2nd Grade - Week 3

1. Ty bakes two pans of brownies. In the first pan he cuts 2 rows of 8. In the second pan he cuts 4 rows of 4. Draw a picture of Ty's brownie pans.

- a. Write a number sentence to show the total number of brownies in each pan.
- b. How many brownies did Ty bake altogether? Write a number sentence and a statement to show your answer.

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2. Seven students sit on one side of a lunch table. Seven more students sit across from them on the other side of the table.

- a. Draw an array to show the students.
- b. Write an addition sentence that matches the array.

---

c. Three more students sit down on each side of the table.  
Draw an array to show how many students there are now.

d. Write an addition sentence that matches the new array.

---

3. Eggs come in cartons of 12. Use pictures or numbers to explain whether 12 is even or not even.

---

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4. Eggs come in cartons of 12. Joanna's mom used 1 egg. Use pictures or numbers to explain whether the amount of eggs left is even or odd.

---

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# Studies Weekly<sup>TM</sup>

## Trailblazer

GRADE  
**2**

# Plants



Millions of plants grow on Earth. Plants live almost everywhere on our planet.

See Primary-Source  
Related Media...

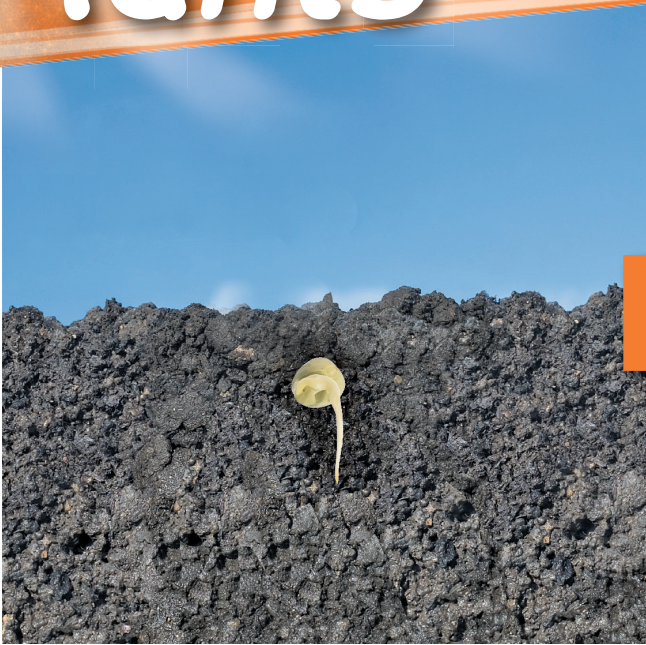


[www.s-w.co/S2-10](http://www.s-w.co/S2-10)





# Plants



**Most plants start as a seed in the soil. They need water and sunlight to grow.**



**Roots grow down in the soil. A sprout grows up toward the sun.**



**A new plant can grow from the seeds.**



**The flowers turn into fruit. The fruit has seeds inside.**



## ***Look & Learn***

**Is a tomato a fruit or a vegetable? Here's a hint: Fruits have seeds. Vegetables are parts of the plant—roots, stems or leaves.**



**If you said a tomato is a fruit, you are right!**



**The plant keeps growing. Soon we can see leaves.**



**Flowers bloom.**

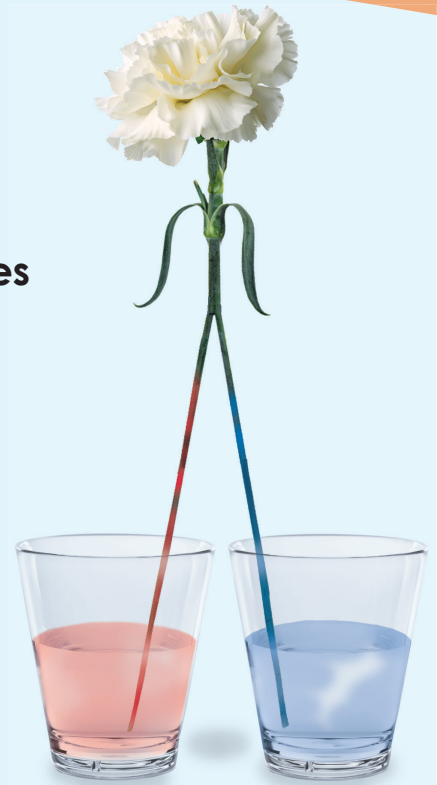
## How Flowers Get Water

### WHAT YOU NEED

- a white carnation with a long stem
- a measuring cup
- red and blue food coloring
- water
- scissors
- 2 tall glasses

### WHAT TO DO

1. Ask your teacher to split the stem of the carnation from the bottom up, but not all the way to the top.
2. Measure 1/2 cup of water. Pour it into one glass. Pour 1/2 cup of water in the other glass.
3. Put red food coloring in one cup. Put blue food coloring in the other cup. Make the colors very dark.
4. Put one side of the stem in the red water. Put the other side of the stem in the blue water.
5. Leave the flower in the red and blue water for two days.



**WHAT HAPPENS** - Half of the flower turns red and half turns blue. The red and blue water went up the stem and into the flower.

**Write an F in the box if the picture shows a fruit. Write a V in the box if the picture shows a vegetable.**











Second Grade

THIRD QUARTER • WEEK 15

# Studies Weekly<sup>TM</sup>

GRADE  
2

## Presidents and Patriots

Patriots are people who love their country. You can be a patriot no matter how young or old you are. Are you a patriot?

Would you like to be the president of the United States someday? You have to be at least 35 years old. You must have been born an American citizen. And you must have lived in the United States for at least 14 years.



Scan this  
to earn points!

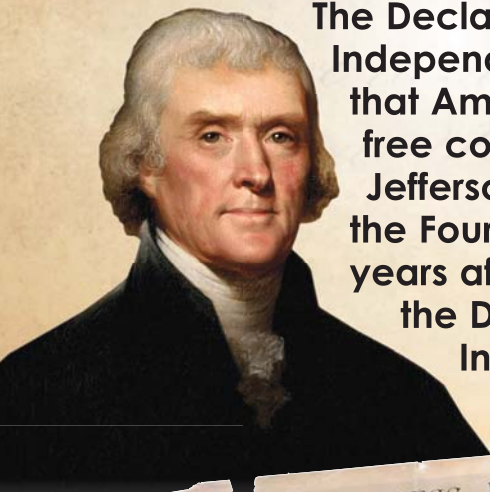




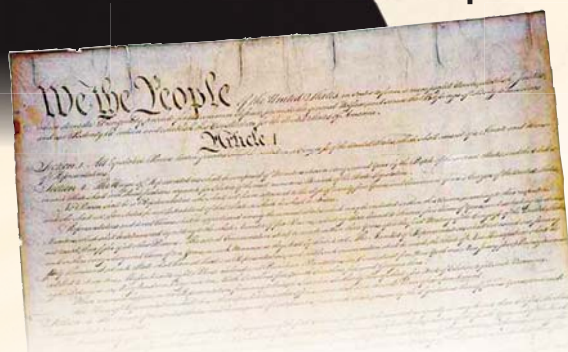
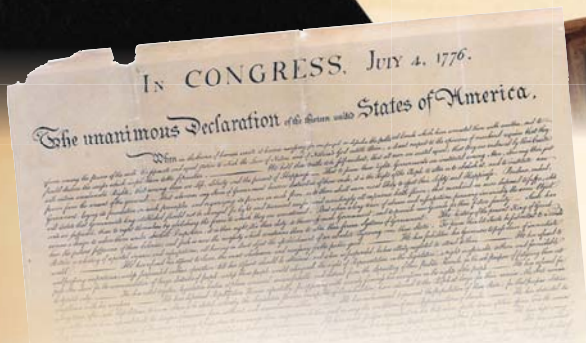
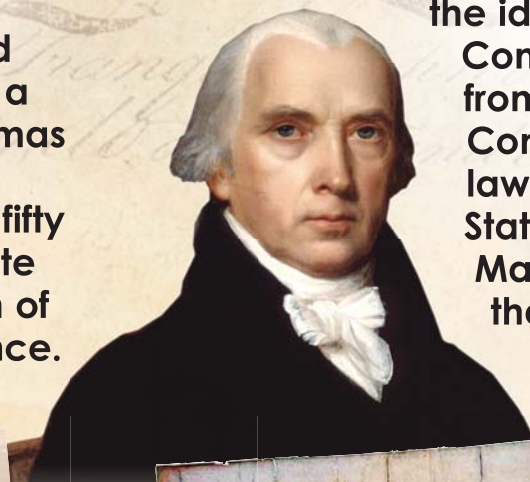
# Presidents and Patriots

**Thomas Jefferson** was born in Virginia. He was the third president of our country. He wrote the Declaration of Independence.

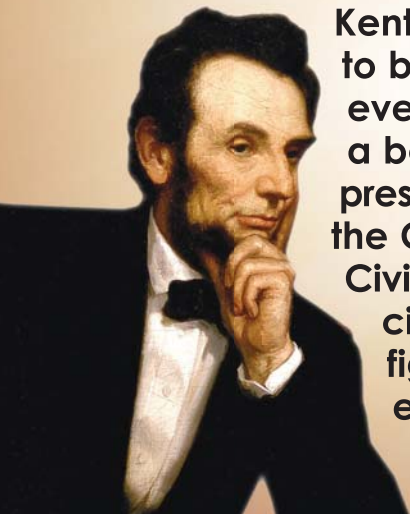
The Declaration of Independence said that America was a free country. Thomas Jefferson died on the Fourth of July, fifty years after he wrote the Declaration of Independence.



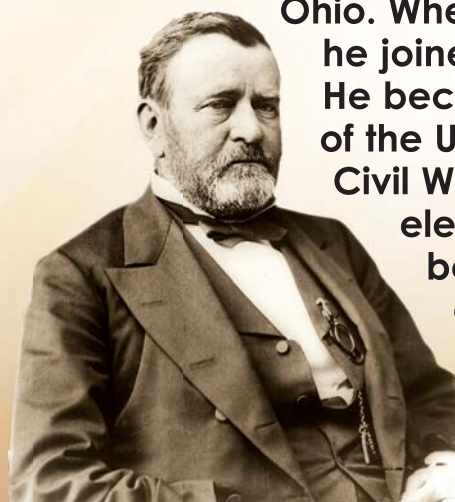
**James Madison** was another president born in Virginia. He was known as the “Father of the Constitution,” because many of the ideas in the Constitution came from him. The Constitution is the law of the United States. James Madison believed that citizens have both rights and responsibilities.



**Abraham Lincoln** was born in Kentucky. He wanted to be the president ever since he was a boy. Lincoln was president during the Civil War. In the Civil War American citizens were fighting against each other.



**Ulysses S. Grant** was born in Ohio. When he grew up, he joined the Army. He became the leader of the U.S. Army in the Civil War. Grant was elected president because he was a good leader during the war.



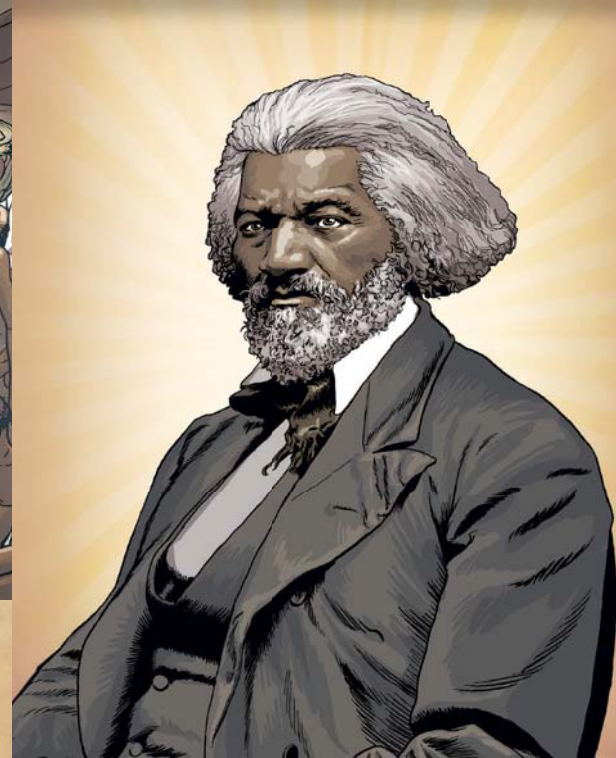
These standards are representative of common second grade social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at [studiesweekly.com](http://studiesweekly.com).

- Identify terms and designations of time sequence.
- Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

- Recognize symbols, individuals, events, and documents that represent the United States.



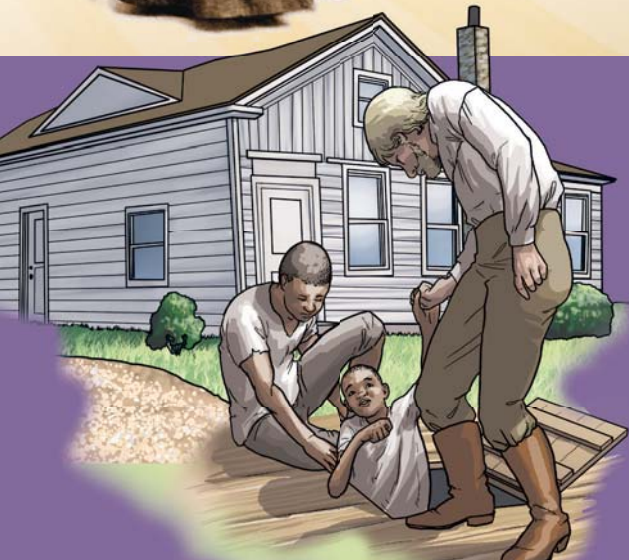
For more than 300 years, some people in America owned slaves. Slaves were brought to America from Africa on crowded ships. They were chained together, so they could not escape. Many slaves got sick and died on the journey. People who owned plantations (large farms) bought slaves to work in the fields and in their homes. The slaves were not paid for the work they did. They had no rights and no freedom. All slaves were declared free after the Civil War ended.



**Frederick Douglass** was also born in slavery in Maryland. He escaped when he was twenty years old. He began writing a newspaper called *The North Star*. He wrote articles and gave speeches to convince people that owning slaves was wrong. Frederick worked hard to end slavery. His words inspired many slaves to escape.



Some slaves were able to escape to states where slavery was not allowed. Harriet Tubman escaped when she was about 30 years old. Harriet was born in slavery in Maryland. After she escaped, she went back to the South many times to help other slaves escape. Thanks to Harriet, almost 300 slaves became free.



Thousands of people escaped slavery to freedom on the Underground Railroad. The Underground Railroad was not a real railroad. The “stations” on the Underground Railroad were houses or barns or churches where slaves stayed as they traveled north. The “conductors” were people who believed slavery was wrong. They risked their lives to help people escape slavery.



Name \_\_\_\_\_

# Word Search

## WORD BANK

- Douglass
- Grant
- Lincoln
- Madison
- Tubman

M	A	D	I	S	O	N	S
B	L	A	B	I	X	S	L
G	B	I	L	N	A	G	D
R	S	V	N	L	V	B	I
A	V	D	G	C	W	E	V
N	Y	U	K	G	O	V	C
T	O	W	Y	X	Z	L	Y
D	T	U	B	M	A	N	N

Where were these presidents and patriots born? Write the abbreviation for the state on the line next to each person's name. You will use some of the states more than once.

Frederick Douglass \_\_\_\_\_

Ulysses S. Grant \_\_\_\_\_

Thomas Jefferson \_\_\_\_\_

Abraham Lincoln \_\_\_\_\_

James Madison \_\_\_\_\_

Harriet Tubman \_\_\_\_\_

KY (Kentucky)

VA (Virginia)

MD (Maryland)

OH (Ohio)

## Fill in the Blanks

1. James Madison believed that citizens had both \_\_\_\_\_ and responsibilities.

2. Frederick Douglass worked hard to end \_\_\_\_\_.

3. Abraham Lincoln was president during the \_\_\_\_\_ War.

4. Slaves were brought to America from \_\_\_\_\_ on crowded ships.

## WORD BANK

- slavery
- rights
- Africa
- Civil

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

Second Grade Studies Weekly

Date: \_\_\_\_\_

Worksheet 1 Week 15

## Make A 3-D Display!

### Materials



four copies of the  
triorama template



pencil



crayons



scissors



glue

1. Use scissors to cut along the dark dotted lines and fold along the dot-dash lines.
2. In the triangle with the lines, write one or two complete sentences about James Madison and what you learned about him.
3. In the large triangle marked TOP and BOTTOM, draw a colorful picture to match your sentences.
4. Tuck the triangle piece that has an "X" under the triangle where you wrote your sentences. Once you have it neatly lined up, dab some glue on the "X" to keep it in its place. Now it's 3-D!
5. Now make three more triangles the same way. This time make one about Abraham Lincoln,
6. Dab some glue on the sides of each triangle. Then, press the sides together to make a pyramid!

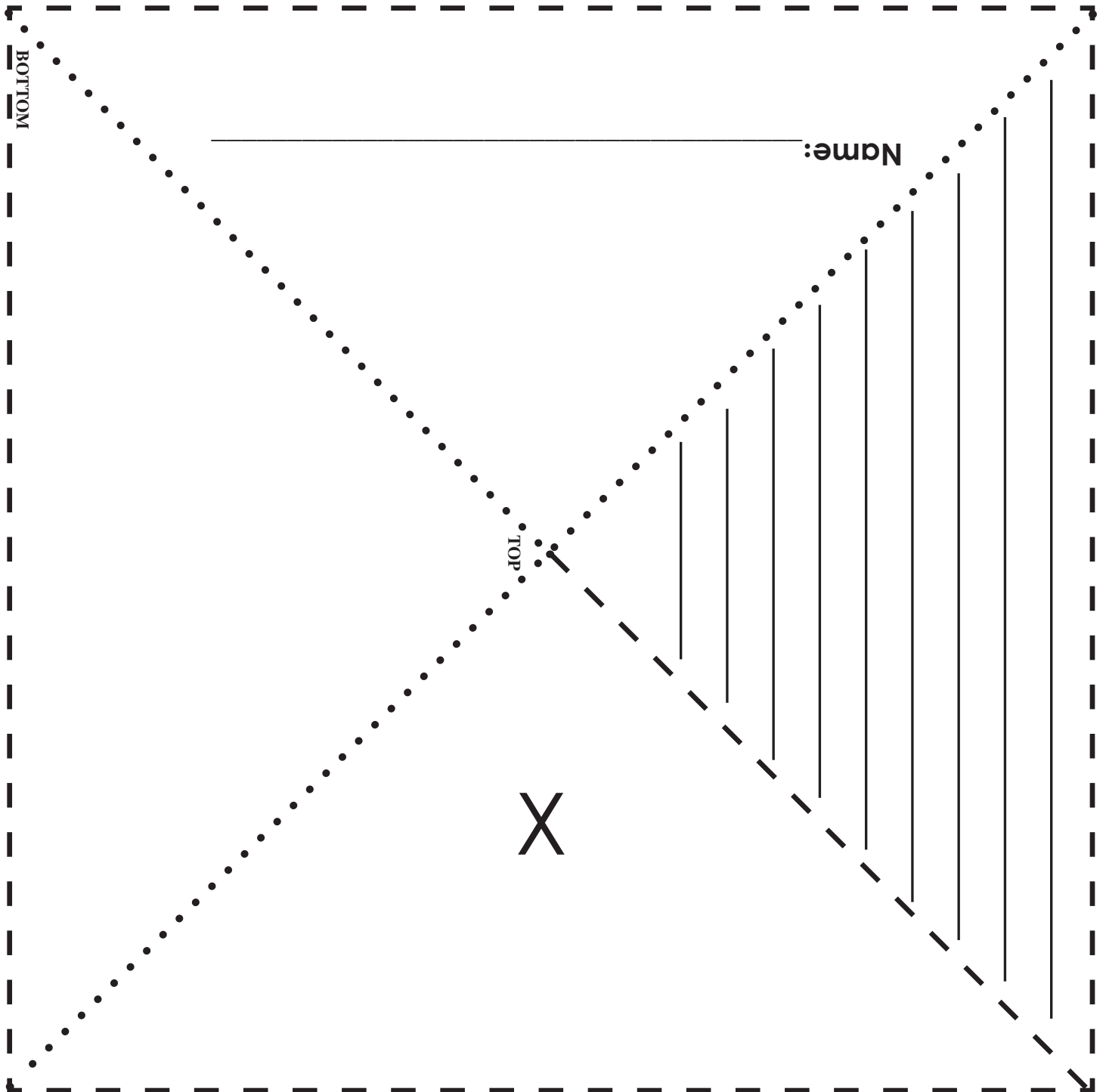


Name: \_\_\_\_\_

Second Grade Studies Weekly

Date: \_\_\_\_\_

Worksheet 1 Week 15



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

Second Grade Studies Weekly

Date: \_\_\_\_\_

Worksheet 2 Week 15

## Weekly Literacy Connection

An antonym is a word that means the opposite of another word. For example: hot - cold, hard - soft, tall - short. Read each word and circle the antonym for each one.

1.    free                                      loose                                      chained                                      flat
2.    safe                                      trusty                                      shy                                      dangerous
3.    journey                                      stay                                      wander                                      roam

Read each sentence. Change the bold, underlined word or phrase to make each sentence true and rewrite the sentence on the lines.

4. Abraham Lincoln was president during World War II.

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5. Frederick Douglass was born in Ohio and was the leader of the U.S. Army.

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6. Slaves had many rights and freedoms on the plantations where they worked.

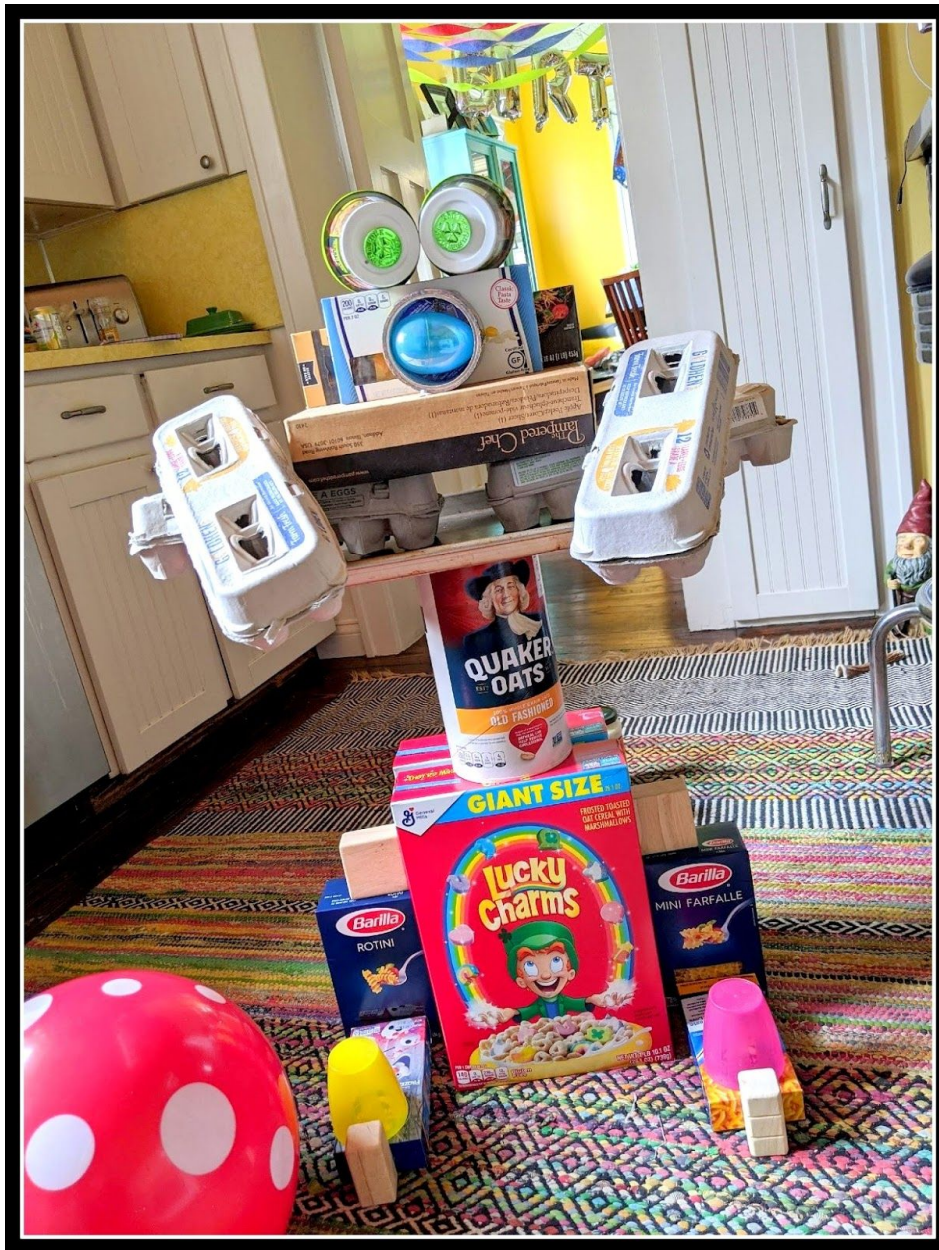
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Wayne-Westland Community Schools  
Elementary Art  
Distance Learning Lessons

Week of 5/4/20

**SHAPE OR FORM ROBOTS**



**SHAPE OPTION:** Use Geometric 2-D and/or 3-D shapes to create a drawing of a robot. Think about what the purpose of your robot is, and how you can show that in your drawing. Hint there is a guided drawing link below if you would like to work alongside an artist!

**FORM OPTION:** Collect 3-D objects and build a Robot Sculpture using them! Remember that 3-D is "in the round" meaning that 3-D can be viewed from many different angles all the way around a Sculpture. Cereal boxes, soup cans, Pasta boxes, blocks, plastic cups are great places to start!

This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project.

**INSPIRATION:**



*Robots are a popular theme seen in Contemporary Artist Eric Joyner's artwork. In fact we're surrounded by robots! Robots help check out our groceries at the Grocery store, Robots dispense money at an ATM. Some people even have robots at home that clean their floors! Siri and Alexa are robots! Do you have a robot in your house? If you could pick any robot to do any job for you what would it be?*

**Do a guided drawing :** <https://www.youtube.com/watch?v=UHX69T9bqCc>

**Read story:** *Robots, Robots, Everywhere!*

<https://www.youtube.com/watch?v=0wemSqCNfql>

**Check out these other robot activities and inspirations:**

<https://cassiestephens.blogspot.com/2020/03/robot-week-home-based-art-making.html>

## **SHAPE AND FORM RESOURCES:**

### **YouTube Videos:**

[Peep and the Big Wide World: Quack and the Amazing Sandy Magic](#)

[Peep and the Big Wide World: Quack's Square Deal](#)

[The Shape Song Swingalong](#)

[Shapes song for kids | The Singing Walrus](#)

[3D Shapes Song | Shapes for kids | The Singing Walrus](#)

[Volume Geometric Shapes with volume For Kids - Primary Vocabulary](#)

### **Books:**

[Color, Line, & Storytime! Art themed books for kids.](#)

<https://www.storyjumper.com/book/read/19764748/The-Shape-Monster#page/16>

[Round is a Tortilla: A Book of Shapes](#)

### **Games:**

[Magical Shape Hunt . Games . peg + cat](#)

[Shapes! A Geometry Activity for Children](#)

[Free Art Games for Kids- Complete Geometric Shapes Game](#)

[Free Art Game for Kids-- Shape Hunt](#)

**We would love to see your creations! You can post photos of them to your Dojo story or email them directly to your art teacher!**



Ms. Huhn [huhnb@wwcsd.net](mailto:huhnb@wwcsd.net)

Ms. Kurtz [kurtzd@wwcsd.net](mailto:kurtzd@wwcsd.net)

Mrs. Windley [WindleyA@wwcsd.net](mailto:WindleyA@wwcsd.net)

Mr. Millett [milletts@wwcsd.net](mailto:milletts@wwcsd.net)

Ms. Peck [peckme@wwcsd.net](mailto:peckme@wwcsd.net)

Mrs. Smith [smitha@wwcsd.net](mailto:smitha@wwcsd.net)

Mr. Wilburn [wilburnp@wwcsd.net](mailto:wilburnp@wwcsd.net)

## **LIFE SKILLS Activities**

**Topic: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways.**

### **Kindergarten**

Discuss what a bug and a wish is (the students should know!). Use the format “It bugs me when \_\_\_\_\_, I wish you would \_\_\_\_\_” to practice using a bug and a wish in situations that could frustrate a child such as cutting in line, not sharing, being too loud, etc.

### **1st Grade & 2nd Grade**

Read/watch the [Berenstain Bears Trouble with Friends](#). Discuss what made the conflict between Sister and Lizzy and what made the conflict worse/better.

### **3rd Grade**

Watch [The Day No One Played Together](#) and discuss how compromise was used.

### **4th Grade**

Have the student choose a conflict scenario (they forgot their homework, them and a friend are in a fight, their mom or dad is upset with them for not doing their chores, etc.). Once a conflict is in mind, have them write a description of the conflict, why it's important to solve it, and two ways the conflict could be solved.

### **5th Grade**

Discuss what cyberbullying is. Have they been affected by it? Do they know people who have? Why does it happen? How can we prevent it? How can we stand up to it?

### **All Grades:**

Please feel free to play the games we do at the end of each class that help practice teamwork, communication, active listening, cooperation, etc. Even ask your child at the end of the game why the game is played in life skills and they'll have an answer for you!

### **Game Ideas:**

Simon Says

Four Corners

Would You Rather

Telephone

Hot Potato

Pictionary  
Charades

## Wayne-Westland Physical Education Elementary Distance Learning Lessons

# Week of May 4th

## Move It Monday

Today we're gonna play Rock Paper Scissors with a twist! You can play this game with as many family members as you can find. Stand facing someone and play rock, paper, scissors. If you do not win the game, you have to do your favorite exercise five times, such as push ups, sit ups, squats, jumping jacks, running in place for 5 seconds, etc. If you have more than two people playing you can switch who you play every game. Keep track of how many exercises you end up doing!

## Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

[Kids Workout Beginners](#)

## Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

## Team Spirit Thursday

Put on your favorite school t-shirt and do 10 push ups, 10 sit ups and 10 squats 3 different times throughout the day.

## Fun Time Friday

Today you are going to be creative and build yourself an obstacle course. Find some outdoor space outside your home (or inside if the weather is bad), and use some items you may have at your house. Some items you may be able to use are hula hoops, jump ropes, sidewalk chalk to draw spaces to hop or jump in, pool noodles to curve and crawl under, buckets or boxes to run around or jump over, a basketball to dribble or shoot if you have a hoop or a soccer ball to dribble around a space you define. If you're inside you can use boxes, chairs with blankets, toys that you can set up to move around, you can add jumping jacks and push ups, climb up and down stairs, and you can draw arrows on paper so you know what direction to go. Have fun!

## Kdg - 2nd Grade Media Choice Board

Please choose **ONE** activity to do **per WEEK**

These can be completed in any order - Just try to complete one box a week!

We Miss you!

### Choose reading, letter, math, strategy or skills games:

<https://www.abcya.com/>

### Practice mouse skills:

<http://mousepractice.altervista.org/>

### Listen to online stories:

- <https://www.storylineonline.net/>
- <https://pbskids.org/games/reading/>
- [https://www.weareteachers.com/storytime/?utm\\_source=WAT\\_MDR&utm\\_medium=CVEnews&utm\\_campaign=WAT\\_Enews03182020](https://www.weareteachers.com/storytime/?utm_source=WAT_MDR&utm_medium=CVEnews&utm_campaign=WAT_Enews03182020)

### Practice typing skills:

- [Typingclub.com](https://www.typingclub.com) (If you cannot remember your login for typing club, just click on **get started** and choose a lesson to practice your typing skills.)
- <https://typetastic.com/>
- <https://www.typing.com/student/game/keyboard-jump>
- <https://www.typing.com/student/game/keyboard-ninja>
- <https://www.typing.com/student/game/type-a-balloon>
- [https://www.abcya.com/games/kids\\_typing\\_game](https://www.abcya.com/games/kids_typing_game)
- [https://www.abcya.com/games/cup\\_stack\\_typing\\_game](https://www.abcya.com/games/cup_stack_typing_game)

**Internet Safety:** Watch these videos on how to be safe using the internet.

- My Online Neighborhood

<https://www.youtube.com/watch?v=oPHOsCnjMU4>

- Faux Paws Adventures in the Internet

<https://www.youtube.com/watch?v=gPse7dcXwrU>



Extra Websites:

- [www.roomrecess.com](http://www.roomrecess.com)
- <https://kids.sandiegozoo.org/>
- <https://classroommagazines.scholastic.com/support/learnat home.html>

1st and 2nd Grade:

Create a doc on any topic. Change font size, style and color. Add an image if you'd like.

Some examples...

- What is your favorite part about learning at home?
- What do you miss about school?
- Write about any special celebrations.
- Write about how you have been creative. What did you create?
- How have you helped your family?