At Home Learning Resources

Grade 2 - Week 3

Grades 1 & 2 ELA - Week 3

These are some new writing activities for week 2. You should continue reading or listening to books each day. You could also continue the vocabulary work from Week 1 or learning your high frequency words from week 2 (you should know all 4 lists for your grade -A, B, C & D for grade 1 and E, F, G, and H for grade 2) OR continue online learning using tools like iReady, Lexia, Scholastic Learn.

Reading, Listening, and Reading Online

Students in Grades 1 and 2 should be reading for 15 minutes or more each day. They can read or be read to by family or any of the great resources online.

Raz Kids is a wonderful online tool to read books. If your child already has an account, continue using it. If your child does not, sign up here. You will need to follow the onscreen directions to create an account. If you have any trouble, please email mnewell@lowell.k12.ma.us

Storyline Online: Streams videos featuring celebrated actors reading aloud favorite picture books.

Kid Lit TV: Favorite Books Read Aloud

Storytime Read Alouds: Favorite Books Read Aloud

Storytime from Space: Astronauts reading aloud from space.

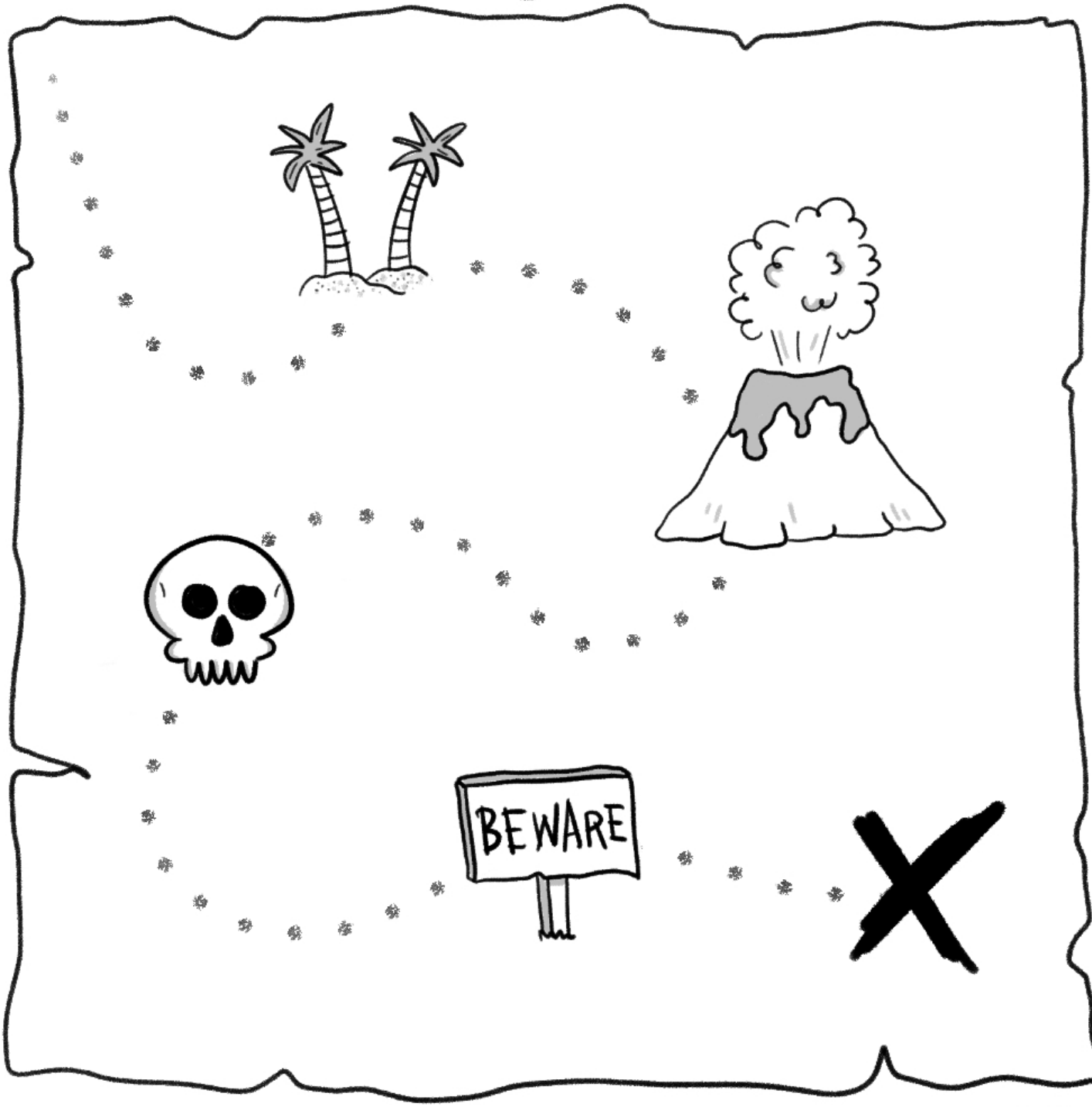
Overdrive: Access free ebooks, audiobooks, and more using your library card.

Be sure to use the resources in weeks 1 and 2 to talk about the books you read/listen to.

Writing Activities

Your child/ren has been practicing all different kinds of writing this year. Use the following templates from author Jarrett Lerner to explore storytelling, opinion writing, lists, letters, and all about writing in a new and fun way.

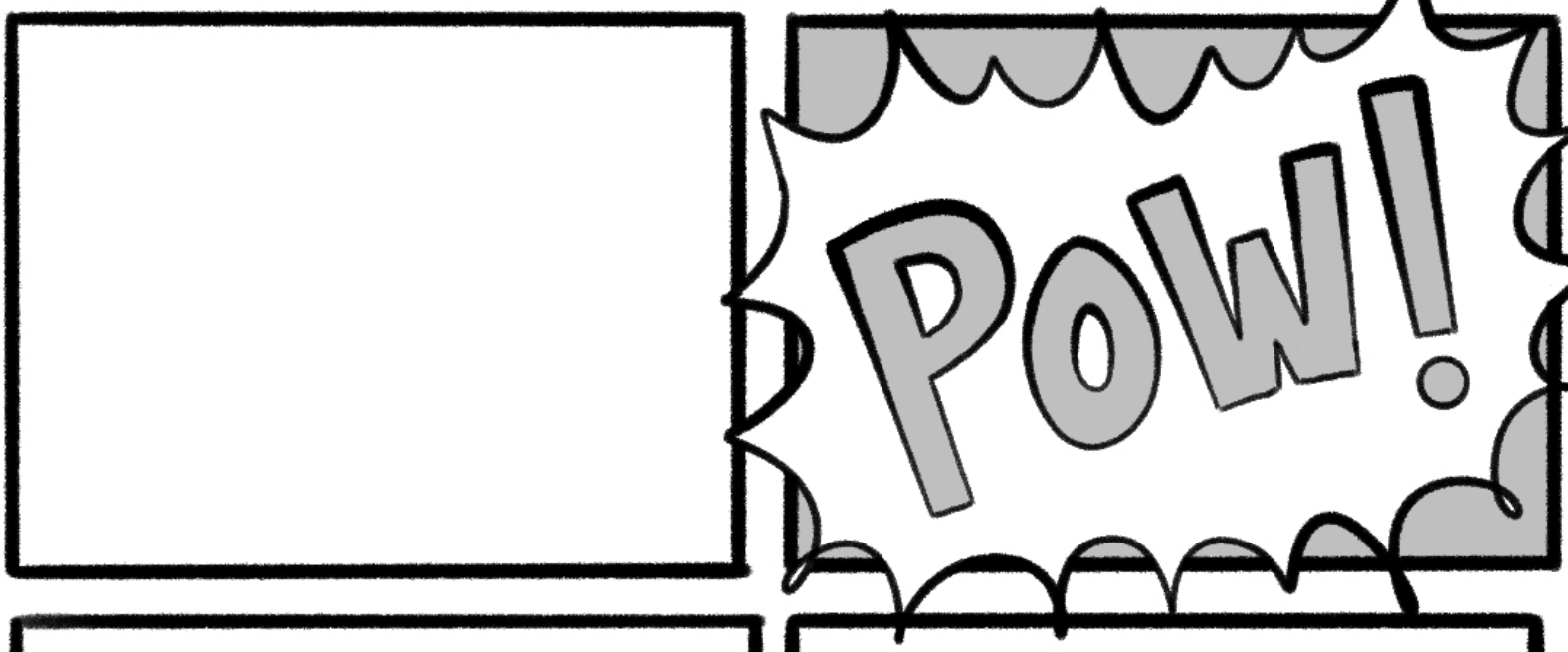
LABEL this TREASURE MAP

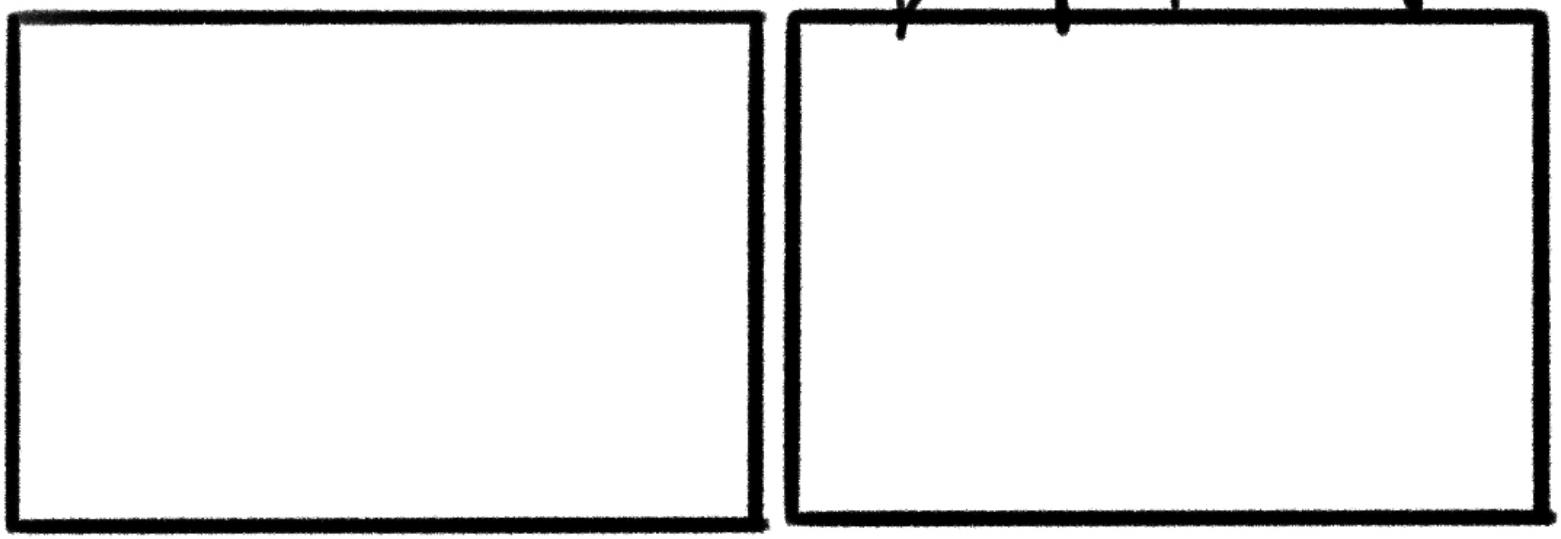


NOW WRITE OR DRAW A STORY IN WHICH YOU OR A CHARACTER FOLLOWS THE DOTTED LINE!

JARRETT

FINISH THIS COMIC!



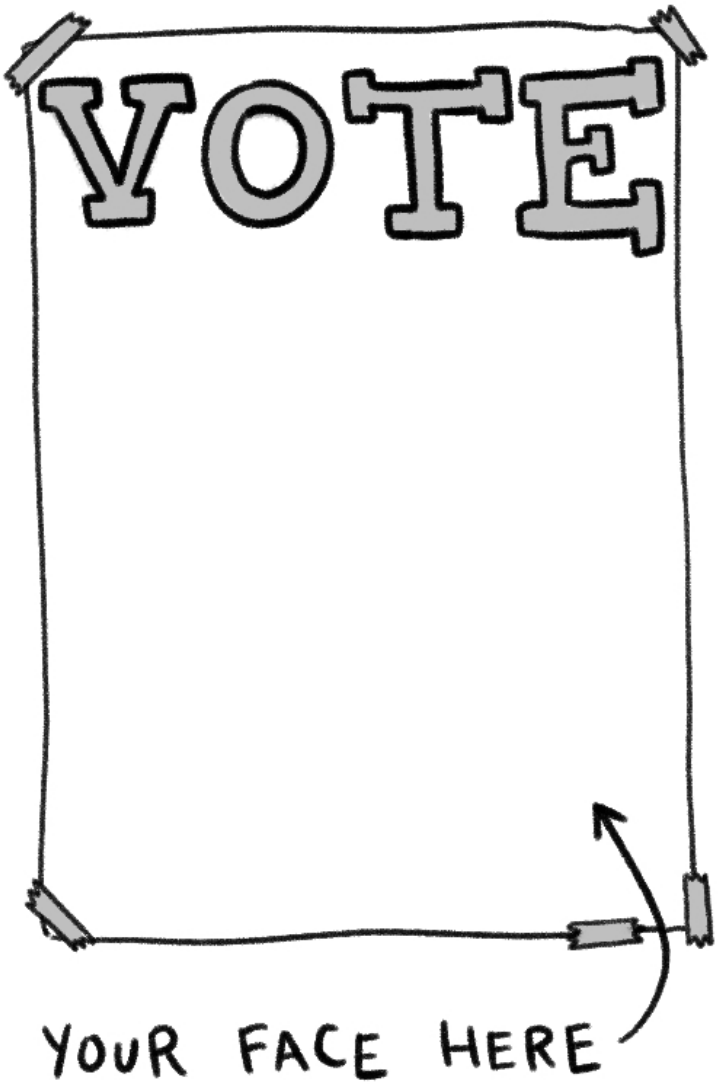


JARRETT

jarrettlerner.com

CONGRATULATIONS

YOU JUST GOT ELECTED MAYOR OF YOUR CITY OR TOWN



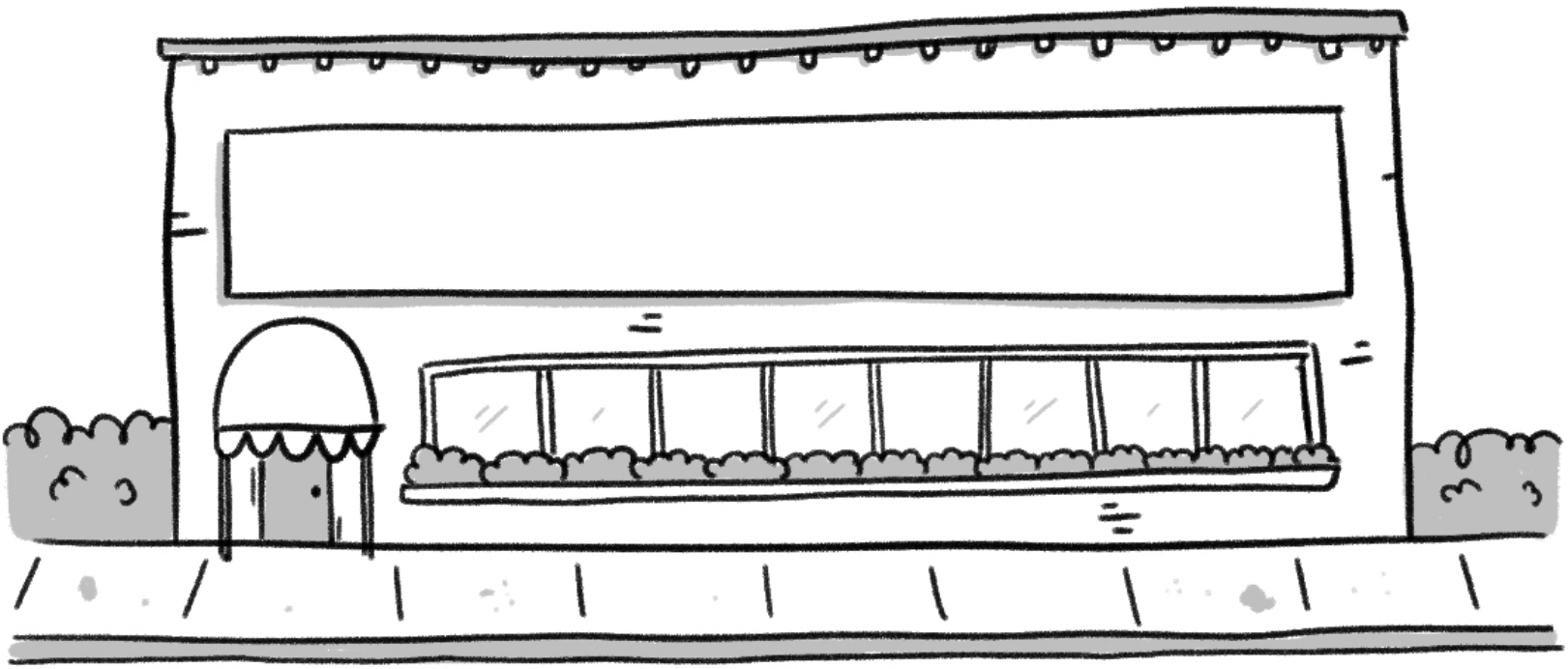
MAKE A LIST OF ALL THE LAWS YOU'D PROPOSE!

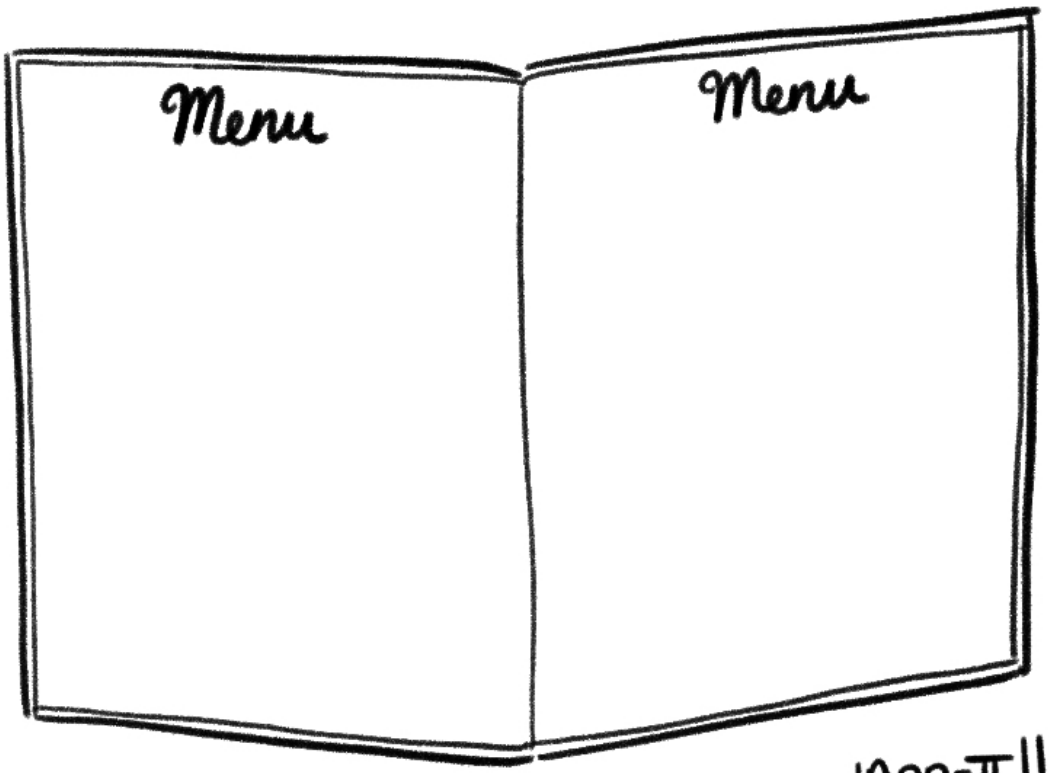
WHAT KIND OF OTHER CHANGES WOULD YOU MAKE?

Why would you make those changes?

JARRETT

ooh là là! YOUR VERY OWN RESTAURANT



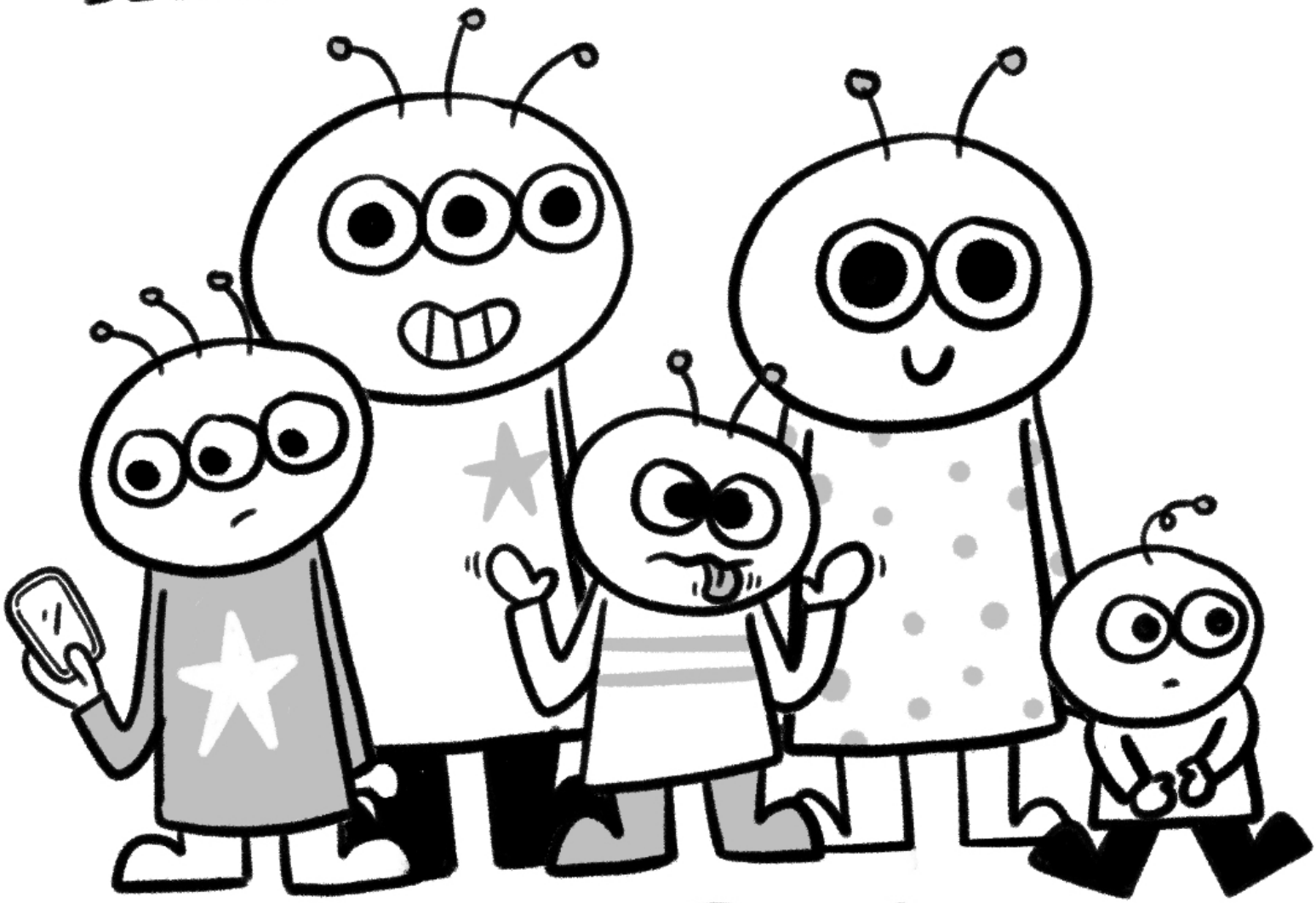


GIVE IT A NAME, THEN COME UP WITH A MENU!

Write a review of your restaurant. Convince others to try it.

JARRETT

THIS FAMILY OF ALIENS IS COMING TO VISIT YOUR CITY OR TOWN

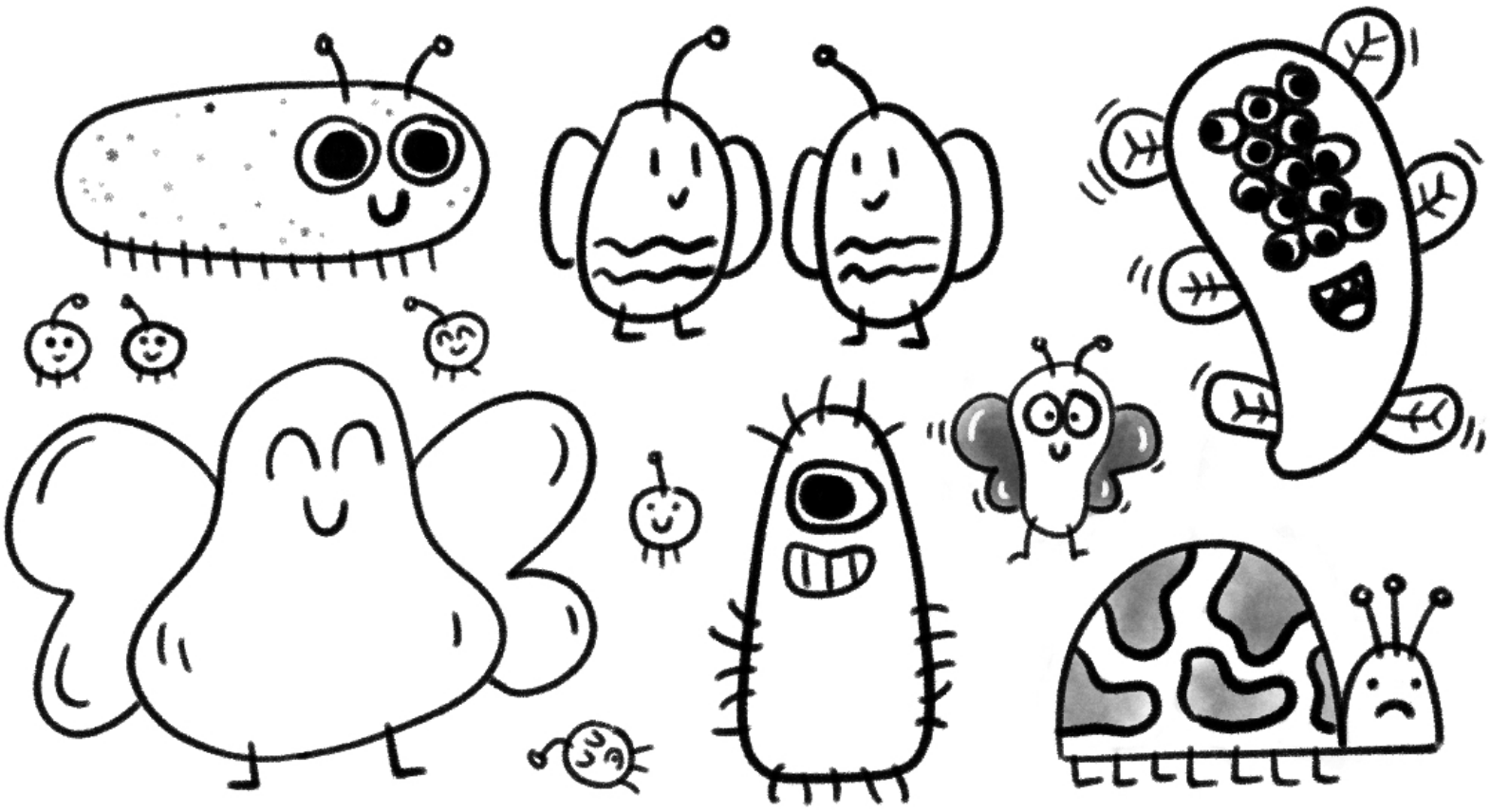


WRITE THEM A LETTER TELLING THEM EVERYTHING THEY SHOULD KNOW BEFORE THEY ARRIVE

JARRETT

DRAW SOME BUGS

Draw a shape — most bugs are rounded, but yours don't have to be! Next, decide if you want your bug to have legs or wings. Or both! How about some antennae? Then add some eyes and a mouth, and maybe add a body pattern!



Bonus activities! Name each bug you create. Decide what it eats. Where it lives. If it has any peculiar tendencies or abilities.

Make an all about or chapter book about your new bug(s).

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JARRETT

Subtracting by Regrouping

Name: _____

Circle all the problems where you can regroup a ten to help subtract. Then solve the circled problems.

1 32 − 16 = **16**

2 48 − 15 =

3 57 − 25 =

4 63 − 39 =

5 76 − 26 =

6 82 − 37 =

7 38 − 28 =

8 53 − 44 =

9 42 − 25 =

10 96 − 40 =

11 92 − 56 =

12 65 − 23 =

13 86 − 19 =

14 59 − 33 =

15 77 − 48 =

16 62 − 27 =

17 How did you know which problems to circle?

18 Check one of your answers by solving it using a different strategy. Show your work.

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Strategies to Find a Missing Addend

Name: _____

Solve.

1 35 + 10 = 45
35 + 20 = 55
35 + 25 = 60

2 24 + _____ = 34
24 + _____ = 64
24 + _____ = 68

3 42 + _____ = 52
42 + _____ = 82
42 + _____ = 87

4 51 + _____ = 61
51 + _____ = 71
51 + _____ = 76

5 26 + _____ = 36
26 + _____ = 66
26 + _____ = 69

6 58 + _____ = 60
58 + _____ = 70
58 + _____ = 71

7 39 + _____ = 40
39 + _____ = 70
39 + _____ = 75

8 27 + _____ = 30
27 + _____ = 60
27 + _____ = 65

9 44 + _____ = 54
44 + _____ = 64
44 + _____ = 67

10 69 + _____ = 70
69 + _____ = 90
69 + _____ = 93

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Strategies to Find a Missing Addend *continued*

Name: _____

11 33 + _____ = 43
33 + _____ = 73
33 + _____ = 76

12 48 + _____ = 50
48 + _____ = 80
48 + _____ = 85

13 26 + _____ = 70
32 + _____ = 61
49 + _____ = 95

14 57 + _____ = 83
34 + _____ = 67
28 + _____ = 53

15 62 + _____ = 85
41 + _____ = 96
53 + _____ = 77

16 19 + _____ = 75
43 + _____ = 87
68 + _____ = 99

17 Explain how the strategy to solve problem 5 is different from the strategy used to solve problem 6.

18 Explain the strategy you used to solve the first part of problem 14.

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Finding the Value of Three-Digit Numbers

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 300 + 50 + 1 = _____

2 2 hundreds + 6 tens + 7 ones = _____

3 400 + 20 + 6 = _____

4 400 + 60 + 2 = _____

5 600 + 40 + 2 = _____

6 5 hundreds + 1 ten + 3 ones = _____

7 3 hundreds + 7 tens + 5 ones = _____

8 500 + 20 + 6 = _____

9 200 + 8 = _____

10 2 hundreds + 8 tens + 0 ones = _____

11 600 + 70 + 1 = _____

12 6 hundreds + 0 tens + 7 ones = _____

13 400 + 70 + 6 = _____

14 2 hundreds + 3 tens + 3 ones = _____

15 3 hundreds + 2 tens + 3 ones = _____

16 3 hundreds + 3 tens + 2 ones = _____

Answers:

233	607	476	323	267	671
426	513	526	208	642	462
332	375	280	351		

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Writing Three-Digit Numbers

Name: _____

Write the number using only digits.

1. one hundred sixty-four _____
2. six hundred fifty-two _____
3. three hundred twelve _____
4. two hundred sixty-one _____
5. two hundred five _____
6. five hundred nineteen _____

Write the number using only digits.

7. $100 + 10 + 6$ _____
8. $500 + 4$ _____
9. $300 + 40 + 5$ _____
10. $300 + 50 + 4$ _____
11. $400 + 60$ _____
12. $500 + 40$ _____

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Name: _____

Write the number as a sum of hundreds, tens, and ones. Then write the number using words.

13 522 _____ + _____ + _____

_____

14 435 _____ + _____ + _____

_____

15 218 _____ + _____ + _____

_____

16 310 _____ + _____

_____

17 Explain how problem 8 is the same and different from problem 12.

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Ways to Compare Three-Digit Numbers

Name: _____

Compare the numbers in each problem two different ways.

1 Compare 250 and 200.

_____ < _____ and
_____ > _____

2 Compare 170 and 180.

_____ < _____ and
_____ > _____

3 Compare 346 and 325.

_____ < _____ and
_____ > _____

4 Compare 235 and 261.

_____ < _____ and
_____ > _____

5 Compare 424 and 453.

_____ < _____ and
_____ > _____

6 Compare 833 and 824.

_____ < _____ and
_____ > _____

7 Compare 637 and 682.

_____ < _____ and
_____ > _____

8 Compare 362 and 326.

_____ < _____ and
_____ > _____

9 Compare 531 and 513.

_____ < _____ and
_____ > _____

10 Compare 714 and 741.

_____ < _____ and
_____ > _____

11 Compare 468 and 486.

_____ < _____ and
_____ > _____

12 Compare 967 and 959.

_____ < _____ and
_____ > _____

13 What strategies did you use to compare the numbers?

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Adding and Regrouping Ones

Name: _____

The answers are mixed up at the bottom of the page.
Cross out the answers as you complete the problems.

1 635 + 321

2 439 + 154

3 336 + 123

4 825 + 166

5 512 + 336

6 246 + 348

7 772 + 109

8 347 + 314

9 483 + 208

10 225 + 224

11 548 + 406

12 475 + 515

13 273 + 211

14 728 + 253

15 627 + 263

Answers:

449	594	881	956	691
484	661	890	991	593
954	848	990	459	981

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Adding and Regrouping Tens

Name: _____

Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

1 435 + 283 = 718

2 205 + 113 = _____

3 586 + 130 = _____

4 378 + 343 = _____

5 186 + 175 = _____

6 476 + 234 = _____

7 152 + 169 = _____

8 214 + 225 = _____

9 362 + 556 = _____

10 481 + 262 = _____

11 145 + 239 = _____

12 347 + 133 = _____

13 286 + 644 = _____

14 267 + 174 = _____

15 383 + 319 = _____

16 How do you know that 361 + 283 is greater than 500 without finding the sum?

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Regrouping Tens to Ones

Name: _____

Circle all the problems where you must regroup a ten to subtract the ones. Then find the differences of only the problems you circled.

1 875 − 646 = 229

2 478 − 226 =

3 692 − 437 =

4 345 − 224 =

5 761 − 338 =

6 514 − 402 =

7 953 − 821 =

8 474 − 156 =

9 320 − 210 =

10 663 − 425 =

11 619 − 308 =

12 847 − 628 =

13 736 − 517 =

14 563 − 249 =

15 375 − 163 =

16 How can you tell by looking at the problem if you need to regroup a ten to subtract the ones?

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Regrouping Hundreds to Tens

Name: _____

The answers are mixed up at the bottom of the page.
Cross out the answers as you complete the problems.

1	816 − 432	**2**	927 − 563	**3**	506 − 315
4	448 − 160	**5**	743 − 471	**6**	476 − 293
7	628 − 236	**8**	961 − 470	**9**	527 − 256
10	347 − 154	**11**	835 − 285	**12**	624 − 382
13	329 − 170	**14**	465 − 195	**15**	519 − 378

Answers:

193	242	191	384	272
364	271	491	288	392
183	141	550	159	270

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Adding Four Two-Digit Numbers

Name: _____

Find the sum. Show your work.

1 29 + 34 + 21 + 36

50 + 70

_____

2 45 + 38 + 62 + 15

_____

3 17 + 36 + 43 + 74

_____

4 55 + 49 + 71 + 15

_____

5 32 + 24 + 68 + 46

_____

6 27 + 19 + 33 + 81

_____

7 32 + 13 + 29 + 35

_____

8 53 + 74 + 13 + 44

_____

9 24 + 12 + 74 + 68

_____

10 92 + 37 + 71 + 14

_____

11 Explain how you found the answer to problem 8.

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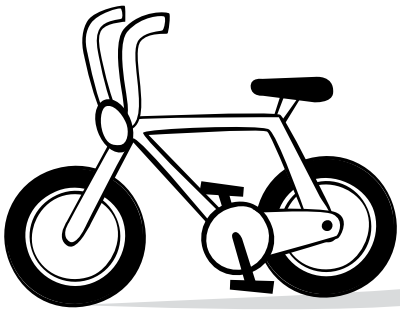
WARM UP 5

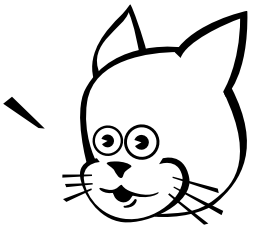
Name: _____

Brooke bought 2 new tires for her bike.
They were $14 each.



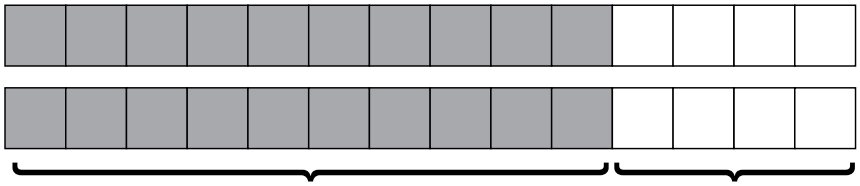
1. Figure out the total cost in your head.
Write the number sentence.

_____ + _____ = _____



How did you double 14?

2. These cube trains show double 14.
Fill in the spaces below to describe the two parts.



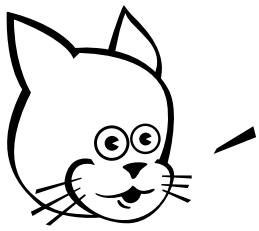
a. Double _____ **b.** Double _____

c. Complete this sentence.

Double 14 **is the same as** double _____ plus double _____

3. Suppose the tires were $24 each.
Write the number sentence.

_____ + _____ = _____



How did you double 24?

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Name: _____

WORK OUT 5

1. For each of these, complete the sentence then write the answer.

a.

Double 13 **is the same as** double ____ plus double ____
13 + 13 = _____

b.

Double 32 **is the same as** double ____ plus double ____
32 + 32 = _____

c.

Double 24 **is the same as** double ____ plus double ____
24 + 24 = _____

d.

Double 41 **is the same as** double ____ plus double ____
41 + 41 = _____

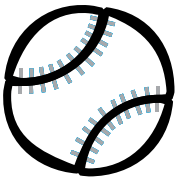
2. Suppose you bought two of each of these. Write the total cost.

a.

$31

$31 + $31 = _____

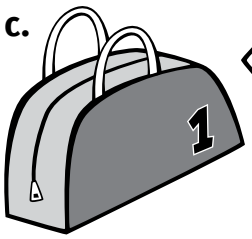
b.



$14

$14 + $14 = _____

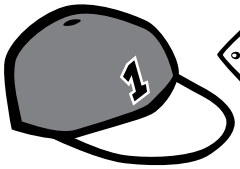
c.



$23

$23 + $23 = _____

d.

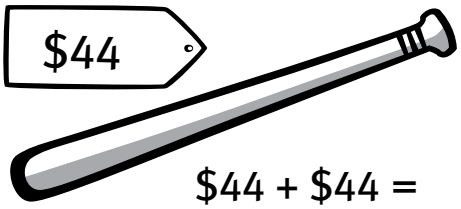


$21

$21 + $21 = _____

e.

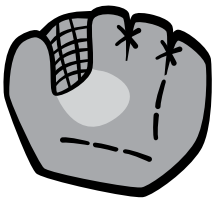
$44



$44 + $44 = _____

f.

$42



$42 + $42 = _____

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HOME/SCHOOL CONNECTION

Investigation 2: Liquids

Find a container of liquid at home.
Draw a picture of the liquid.

Record the properties of the liquid.

This liquid is called _____.

This liquid has these properties.

- ☐ transparent
- ☐ translucent
- ☐ bubbly
- ☐ viscous
- ☐ foamy
- ☐ has color
- ☐ _____
- ☐ _____
- ☐ _____

Draw the bottle here.

FOSS Next Generation
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HOME/SCHOOL CONNECTION

Investigation 4: Solids, Liquids, and Water

Salad Dressing

Cooks are chemists! Cooks investigate solids, liquids, and mixtures all the time. Make some tasty salad dressing to investigate what happens when solids and liquids are mixed.

You will need a plastic container with a lid, salt, oil, pepper, vinegar, and a spice such as rosemary, oregano, or basil.

1. Add 1/3 cup of vinegar to 1/2 cup of oil. Draw your observations.

2. Put on the lid and shake. Draw your observations.

3. Let it sit for 5 minutes. Draw your observations.

4. Add 1/2 teaspoon of salt and shake. What happens?

5. Add 1/4 teaspoon of pepper and shake. What happens?

6. Add _____ teaspoon of _____ and shake. What happens?

Try your salad dressing on a salad. How does it taste?

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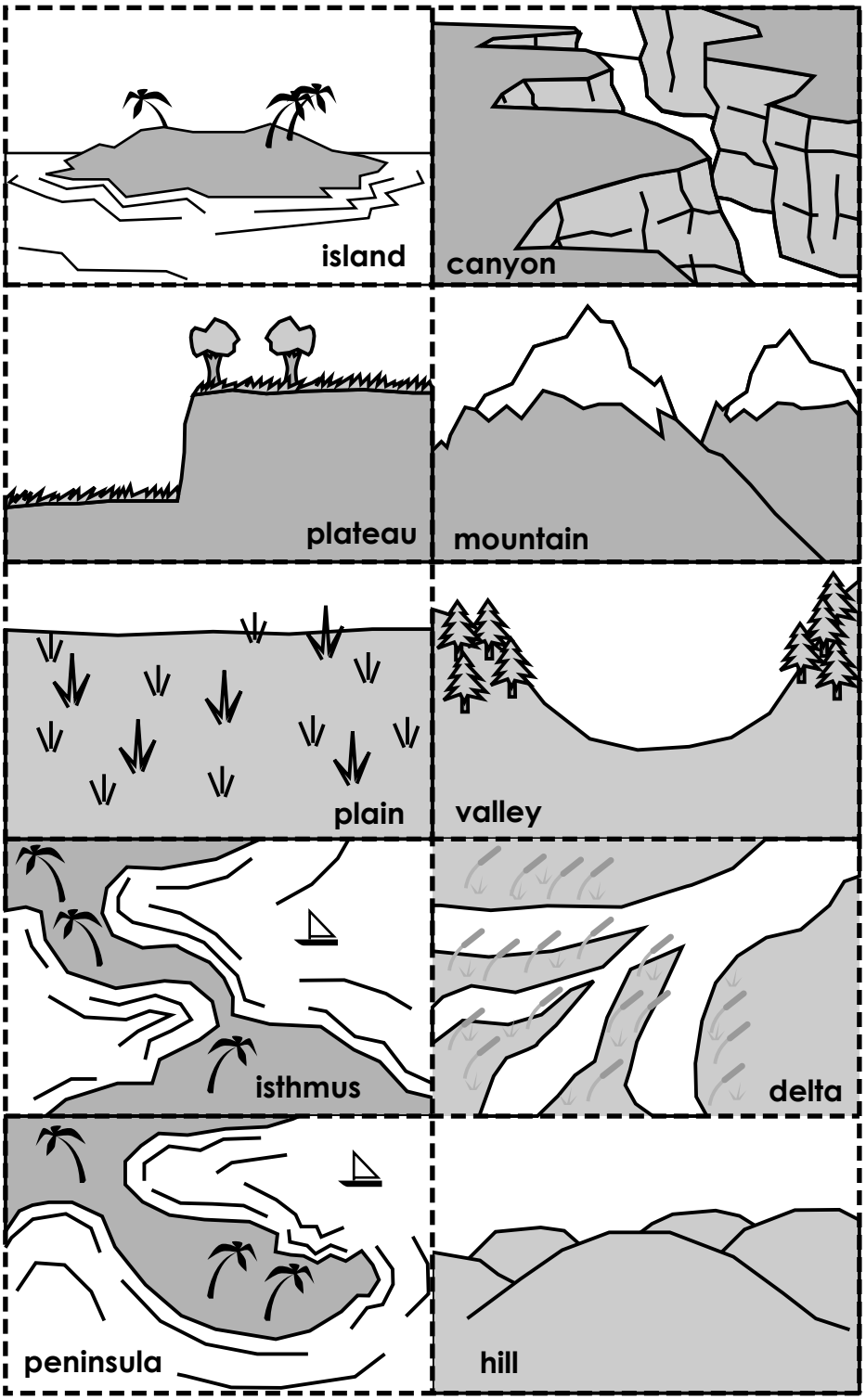
Name: _____

GRADE TWO -
SOCIAL STUDIES

Landforms

Cut out the landform pictures on the next page. Glue each landform next to its description.

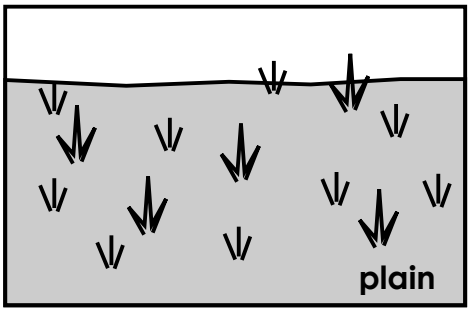
	a large area of flat land		a large area of flat land that is raised higher than the land around it
	a large, tall, rocky area of land that comes up out of the earth's surface		a mound of raised land that is smaller than a mountain
	a large crack in the earth formed by a river or earthquakes		a narrow strip of land that connects two large areas of land
	an area of land that is completely surrounded by water		a strip of land that extends out into a body of water
	low, water land that is formed at the mouth of a river		an area of low land between two mountains or hills


island
canyon
plateau
mountain
plain
valley
isthmus
delta
peninsula
hill

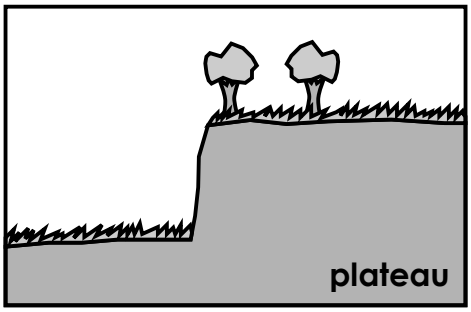
ANSWER KEY

Landforms

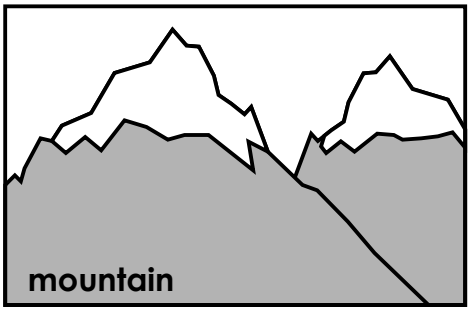
Cut out the landform pictures on the next page. Glue each landform next to its description.



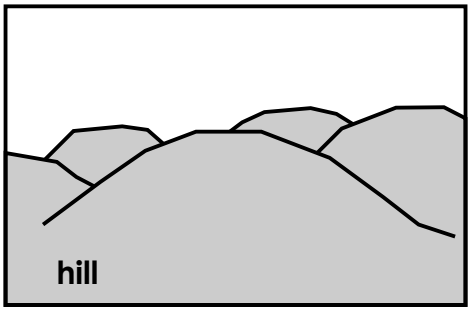
a large area of flat land



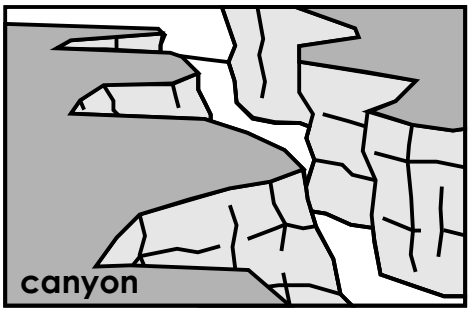
a large area of flat land that is raised higher than the land around it



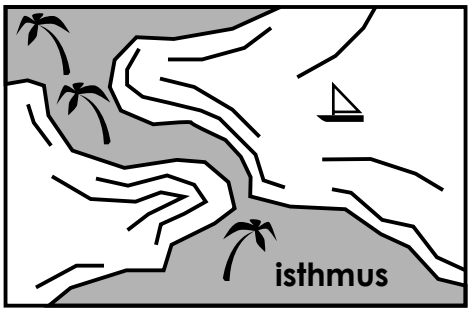
a large, tall, rocky area of land that comes up out of the earth's surface



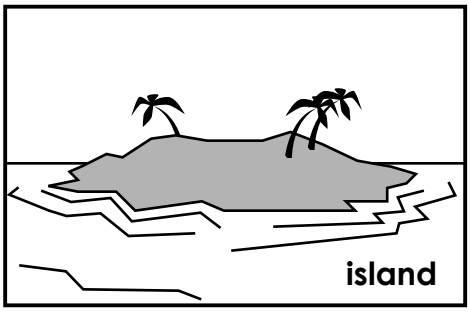
a mound of raised land that is smaller than a mountain



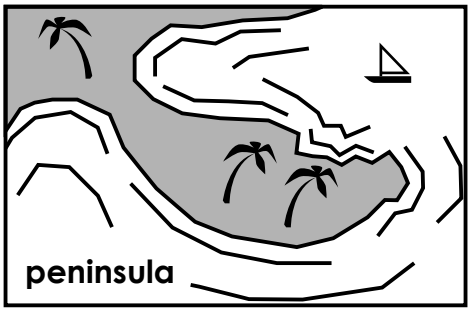
a large crack in the earth formed by a river or earthquakes



a narrow strip of land that connects two large areas of land

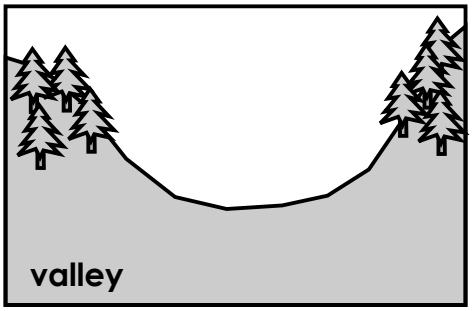


an area of land that is completely surrounded by water



a strip of land that extends out into a body of water

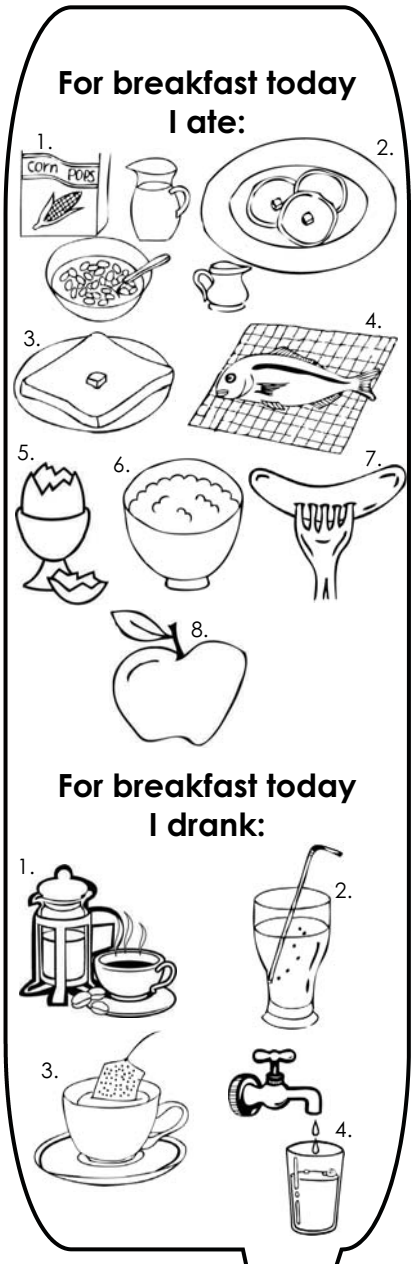
low, water land that is formed at the mouth of a river



an area of low land between two mountains or hills

Today's Breakfast

My name is _____



What did you <u>eat</u> for breakfast today?

1. I ate *cereal*.
2. I ate _____.
3. I _____ _____.
4. I _____ _____.
5. I _____ _____.
6. I _____ _____.
7. I _____ _____.
8. I _____ _____.

What did you <u>drink</u> for breakfast today?

1. I drank *coffee*.
2. I drank _____.
3. I _____ _____.
4. I _____ _____.

fish an egg cereal tea toast
an apple juice a sausage water
hotcakes rice coffee