At Home Learning Resources

Grade 2 - Week 3

Grab and Go Meals
Available for Lowell Public Schools Students on Weekdays While School is Closed

- Bartlett (11:30-11:45am)
  79 Wannamada St.

- Butler (12:45-1:30pm)
  1140 Gorham St.

- Greenhalge (10:30-11am)
  149 Inneal St.

- Lincoln (1:30-2pm)
  300 Chelmsford St.

- Moody (12:15-12:30pm)
  158 Rogers St.

- Murkland (12:45-1:15pm)
  350 Adams St.

- Pawtucketville (12:12-12:30pm)
  425 West Meadow Rd.

- Robinson (11:15-11:45am)
  110 June St.

- STEM Academy (Rogeria)*
  10:30am-1 pm
  43 Highland St.

*STEM meal service will be available at back door at the kitchen leading into market at 43 Highland St.
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!

jarrettllerner.com
FINISH THIS COMIC!

THUNK!

POW!
Congratulations
You just got elected
Mayor of your City or Town

Vote
Make a list of all the laws you'd propose!
What kind of other changes would you make?
Why would you make those changes?

Your face here

jarrettlerner.com
Ooh la la! 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.
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.png
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).

jarrettlerner.com
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.
Strategies to Find a Missing Addend

Name: __________________________

**Solve.**

1. \(35 + \underline{10} = 45\)
   \(35 + \underline{20} = 55\)
   \(35 + \underline{25} = 60\)

2. \(24 + \underline{} = 34\)
   \(24 + \underline{} = 64\)
   \(24 + \underline{} = 68\)

3. \(42 + \underline{} = 52\)
   \(42 + \underline{} = 82\)
   \(42 + \underline{} = 87\)

4. \(51 + \underline{} = 61\)
   \(51 + \underline{} = 71\)
   \(51 + \underline{} = 76\)

5. \(26 + \underline{} = 36\)
   \(26 + \underline{} = 66\)
   \(26 + \underline{} = 69\)

6. \(58 + \underline{} = 60\)
   \(58 + \underline{} = 70\)
   \(58 + \underline{} = 71\)

7. \(39 + \underline{} = 40\)
   \(39 + \underline{} = 70\)
   \(39 + \underline{} = 75\)

8. \(27 + \underline{} = 30\)
   \(27 + \underline{} = 60\)
   \(27 + \underline{} = 65\)

9. \(44 + \underline{} = 54\)
   \(44 + \underline{} = 64\)
   \(44 + \underline{} = 67\)

10. \(69 + \underline{} = 70\)
    \(69 + \underline{} = 90\)
    \(69 + \underline{} = 93\)
Strategies to Find a Missing Addend continued

11. \[33 + \underline{} = 43\]
   \[33 + \underline{} = 73\]
   \[33 + \underline{} = 76\]

12. \[48 + \underline{} = 50\]
    \[48 + \underline{} = 80\]
    \[48 + \underline{} = 85\]

13. \[26 + \underline{} = 70\]
    \[32 + \underline{} = 61\]
    \[49 + \underline{} = 95\]

14. \[57 + \underline{} = 83\]
    \[34 + \underline{} = 67\]
    \[28 + \underline{} = 53\]

15. \[62 + \underline{} = 85\]
    \[41 + \underline{} = 96\]
    \[53 + \underline{} = 77\]

16. \[19 + \underline{} = 75\]
    \[43 + \underline{} = 87\]
    \[68 + \underline{} = 99\]

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.
# Finding the Value of Three-Digit Numbers

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

1. \(300 + 50 + 1 = \underline{\quad} \)
2. \(2 \text{ hundreds } + 6 \text{ tens } + 7 \text{ ones } = \underline{\quad} \)
3. \(400 + 20 + 6 = \underline{\quad} \)
4. \(400 + 60 + 2 = \underline{\quad} \)
5. \(600 + 40 + 2 = \underline{\quad} \)
6. \(5 \text{ hundreds } + 1 \text{ ten } + 3 \text{ ones } = \underline{\quad} \)
7. \(3 \text{ hundreds } + 7 \text{ tens } + 5 \text{ ones } = \underline{\quad} \)
8. \(500 + 20 + 6 = \underline{\quad} \)
9. \(200 + 8 = \underline{\quad} \)
10. \(2 \text{ hundreds } + 8 \text{ tens } + 0 \text{ ones } = \underline{\quad} \)
11. \(600 + 70 + 1 = \underline{\quad} \)
12. \(6 \text{ hundreds } + 0 \text{ tens } + 7 \text{ ones } = \underline{\quad} \)
13. \(400 + 70 + 6 = \underline{\quad} \)
14. \(2 \text{ hundreds } + 3 \text{ tens } + 3 \text{ ones } = \underline{\quad} \)
15. \(3 \text{ hundreds } + 2 \text{ tens } + 3 \text{ ones } = \underline{\quad} \)
16. \(3 \text{ hundreds } + 3 \text{ tens } + 2 \text{ ones } = \underline{\quad} \)

**Answers:**

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### Writing Three-Digit Numbers

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. $500 + 40$
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.
Ways to Compare Three-Digit Numbers

Compare the numbers in each problem two different ways.

   _______ < _______ and
   _______ > _______

2. Compare 170 and 180.
   _______ < _______ and
   _______ > _______

3. Compare 346 and 325.
   _______ < _______ and
   _______ > _______

   _______ < _______ 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
   _______ > _______

    _______ < _______ and
    _______ > _______

11. Compare 468 and 486.
    _______ < _______ and
    _______ > _______

12. Compare 967 and 959.
    _______ < _______ and
    _______ > _______

13. What strategies did you use to compare the numbers?
Adding and Regrouping Ones

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
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. \[435 \quad + \quad 283 \quad = \quad 718\]
2. \[205 \quad + \quad 113 \quad = \quad 318\]
3. \[586 \quad + \quad 130 \quad = \quad 716\]
4. \[378 \quad + \quad 343 \quad = \quad 721\]
5. \[186 \quad + \quad 175 \quad = \quad 361\]
6. \[476 \quad + \quad 234 \quad = \quad 710\]
7. \[152 \quad + \quad 169 \quad = \quad 321\]
8. \[214 \quad + \quad 225 \quad = \quad 439\]
9. \[362 \quad + \quad 556 \quad = \quad 918\]
10. \[481 \quad + \quad 262 \quad = \quad 743\]
11. \[145 \quad + \quad 239 \quad = \quad 384\]
12. \[347 \quad + \quad 133 \quad = \quad 480\]
13. \[286 \quad + \quad 644 \quad = \quad 930\]
14. \[267 \quad + \quad 174 \quad = \quad 441\]
15. \[383 \quad + \quad 319 \quad = \quad 702\]

16. How do you know that \(361 + 283\) is greater than 500 without finding the sum?
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. \[875 \quad - \quad 646\] \[\underline{229}\]

2. \[478 \quad - \quad 226\]

3. \[692 \quad - \quad 437\]

4. \[345 \quad - \quad 224\]

5. \[761 \quad - \quad 338\]

6. \[514 \quad - \quad 402\]

7. \[953 \quad - \quad 821\]

8. \[474 \quad - \quad 156\]

9. \[320 \quad - \quad 210\]

10. \[663 \quad - \quad 425\]

11. \[619 \quad - \quad 308\]

12. \[847 \quad - \quad 628\]

13. \[736 \quad - \quad 517\]

14. \[563 \quad - \quad 249\]

15. \[375 \quad - \quad 163\]

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

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
**Adding Four Two-Digit Numbers**

**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.
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.
   \[ \underline{\text{____} + \underline{\text{____}} = \underline{\text{____}}} \]

   **How did you double 14?**

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

   \[ \underline{\text{____} + \underline{\text{____}}} \]
   \[ \underline{\text{____} + \underline{\text{____}}} \]

   a. Double _____
   b. Double _____

   c. Complete this sentence.
   \[ \text{Double 14 is the same as double _____ plus double ____} \]

3. Suppose the tires were $24 each.
   Write the number sentence.
   \[ \underline{\text{____} + \underline{\text{____}} = \underline{\text{____}}} \]

   **How did you double 24?**

   "Use Doubles"
Name: ______________________

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 = ____

b. $14 + $14 = ____

c. $23 + $23 = ____

d. $21 + $21 = ____

e. $44 + $44 = ____

Use Doubles
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.
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.

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

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

**Plain**
- A large area of flat land

**Plateau**
- A large area of flat land that is raised higher than the land around it

**Mountain**
- A large, tall, rocky area of land that comes up out of the earth’s surface

**Hill**
- A mound of raised land that is smaller than a mountain

**Canyon**
- A large crack in the earth formed by a river or earthquakes

**Isthmus**
- A narrow strip of land that connects two large areas of land

**Island**
- An area of land that is completely surrounded by water

**Peninsula**
- A strip of land that extends out into a body of water

**Delta**
- Low, water land that is formed at the mouth of a river

**Valley**
- An area of low land between two mountains or hills
What did you eat 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 drink 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