



2nd Grade

Packet Instructions

- **Literacy:** Read a fiction or nonfiction text for at least 20 minutes daily. Complete at least two activities each day.
- **Math:** Complete one of the recommended math activities each day.
- **Science:** Choose one activity from each of the science domains each week.
- **Social Studies:** Complete an activity from the social studies menu three times a week.
- **English Language Development:** Complete approximately one activity every other day

Multilingual Programs:

Spanish Program

- **Spanish Literacy:** Complete one or two Spanish language activities daily.
- Complete other core activities listed above.

Elementary ELA At Home Resources

Directions: Read a **fiction** or **nonfiction** text for at least **20 minutes daily**. Complete at least two activities listed below **each day**.

Reading	Writing	Speaking & Listening	Foundational Skills	Language
<p>Ask and answer who, what, when, where, why questions about the text</p> <p>Tell about who the characters are and how they change over time</p> <p>List 3 facts you learned from the text</p> <p>Create your own illustrations to go with the story</p> <p>Compare and contrast 2 characters or settings OR Compare and contrast 2 different texts</p> <p>Read a book with a sibling, a grown up, a friend, or even a stuffed animal</p> <p>Make predictions about a text</p>	<p>Summarize the beginning, middle, and end of the story</p> <p>Rewrite the story in your own words</p> <p>Write and illustrate your own fictional story</p> <p>Write and illustrate a how-to text</p> <p>Make a grocery list</p> <p>Research a new topic</p> <p>Write a letter to a friend or your teacher.</p> <p>Respond to the text in writing</p> <p>Create a comic strip about the text you read</p> <p>Keep a daily journal</p>	<p>Retell the story in your own words</p> <p>Ask and answer questions about a topic</p> <p>Speak in complete sentences</p> <p>Create your own movie or play</p> <p>Go on a sight word scavenger hunt</p>	<p>Practice writing the alphabet</p> <p>Look for words and punctuation you know in a text</p> <p>Figure out the meanings of new words</p> <p>Find objects in your home that begin with the same sound</p> <p>Count the syllables in words</p> <p>Think of as many rhyming words as you can</p>	<p>Try to learn a new word every day</p> <p>Use a new word in a conversation</p> <p>Make up your own tongue twister</p> <p>Look for words with prefixes and suffixes</p>

Optional Texts for Reading

The Beginning

Long before you were born, in a place we can no longer find, there was a king. King Alfred was his name.

King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south. The people of this land were very happy with him as their king. King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe.



King Alfred could not do this all by himself. He had twelve knights to help him keep his lands peaceful and his people safe. These brave knights—well, sometimes they were brave—helped to keep bad things from happening.



The most well-known knight of all was Sir Gus the Fearless. The king himself had given Sir Gus the name “Fearless.” This was an odd name, for Sir Gus was not entirely fearless. In fact, he had a lot of fears.

Sir Gus was scared of the dark. He was scared of mice and bats and spiders. He did not like boats and he could not swim. Shadows and loud noises made him faint. In fact, lots of things made Sir Gus faint.

Sir Gus had all the things a knight must have. He had a shield and a lance. He had a spear and a sword. But Sir Gus liked a long soak in a bathtub better than a fight.



Cats and horses made Sir Gus itch. Sometimes the itching was so bad that he would start jumping up and down.

Sir Gus was rather absentminded. He got lost a lot and could rarely tell which way to go. Sir Gus found it difficult to get up in the morning. He liked to sleep in, so he was late most of the time.

All in all, Sir Gus was a rather odd knight. But King Alfred did not see this. What he saw was that Sir Gus always served him well.



The Thief

One dark and stormy night while King Alfred was sleeping, a thief crept into his bedroom and stole the king's golden ring. The next morning, when the king woke up, he saw that his ring was gone!

The king was very sad.

"Someone stole my ring!" he cried in agony. "It was my father's ring, and his father's before him. It is a king's ring. I must have it back!"

King Alfred was so upset in the morning; he could not eat his herring on toast.



King Alfred summoned his twelve brave knights. Eleven of them came at once on horseback. Sir Gus the Fearless came later, on foot. Sir Gus explained why he was late. He explained that he had lost his horse.

“Why, good sir,” said the king, “you will not get very far on foot!”

“Yes, my lord. I mean no, my lord,” replied Sir Gus. “The problem is, your majesty, that when I am on my horse, I itch. I had such a bad itch last night that I fell off my horse and it ran off.”



“Well, you must stop itching then,” said the king.

“Yes, indeed,” replied Sir Gus, trying very hard not to itch.

Then the king told the knights what had happened. He told them he was counting on them to recover his ring.

The next day, at sunrise, eleven of the knights galloped off to find the thief.

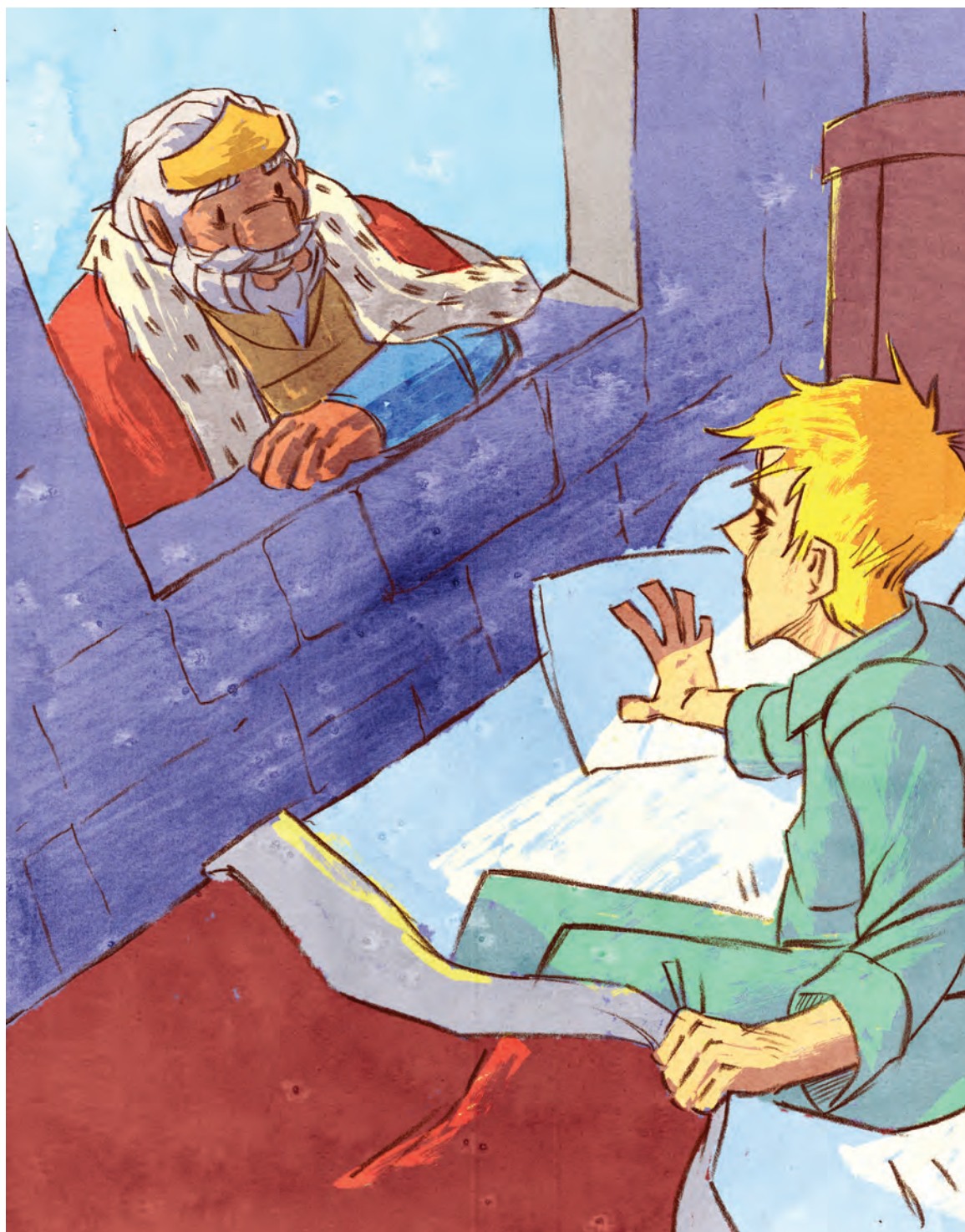


Some time after lunch, Sir Gus was awakened by the king himself.

“Not up yet?” asked the king.

“Pardon me, my lord,” stammered Sir Gus. “I was just . . .”

“Nevermind!” said the king. “There’s no need to explain. Why should you be up at the crack of dawn? For what can a knight do without a horse? But never fear! I have a gift for you. You may take my horse. But you must be careful, Sir Gus. My horse is the fastest in the land.”



Sir Gus got out of bed. He stretched and yawned loudly. Then he got dressed.

“Do not fear,” said Sir Gus, as he mounted the horse. “I am an—”

And with that, Sir Gus was carried off. The king’s horse had shot off like an arrow.



Math Activities

2.OA Hitting The Target Number

Task

Materials

- Number cards labeled 1-10 (attached as a PDF)

0	1	2
3	4	5
<u>6</u>	7	8
<u>9</u>	10	

Actions

- Begin by playing the game as a whole class to demonstrate the rules and for students to illustrate the range of possible strategies.
- Have a student pick 5 number cards from the cards labeled 1 through 10. Then, have another student pick a “Target Number” between 10 through 20. Students must add and/or subtract 2 or more of the 5 number cards to arrive at the “target” number.
- As students present the different number combinations for the “target” number, write their expressions on the board and have them explain how they were able to mentally come up with the solution.
- As students explain their reasoning, name the strategies they used. For example, look for students making fives (e.g. $6 + 8 = 5 + 1 + 5 + 3 = 10 + 4 = 14$) and tens ($9 + 8 = 10 + 7$), and using known facts (e.g. $8 + 8$ is 16 so $8 + 7$ is one less than 16) to encourage flexible thinking about the relationship among the facts.
- When students understand how the game works, they can play in pairs, checking

each other's solutions.



2.OA Hitting The Target Number

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Frog and Toad on the number line

Task

One day, Frog and Toad were sitting together on a lily pad. Some lily pads were in a line across the pond.



In the morning, Frog hopped three lily pads away. In the afternoon, he hopped two more away. In the evening, he hopped another two more.

Toad hopped four lily pads away in the morning. He rested in the afternoon and continued three further in the evening. Frog said,

Toad, we ended up at the same place!

Show each of their journeys on a number line, starting at 0. Use different colors for the morning, afternoon, and evening hops. Write a number sentence that reflects that they ended up at the same place.

Boxes and Cartons of Pencils

Task

Pencils are packed 10 in a box. A classroom carton has 10 boxes.

- a. Jem has 1 carton and 4 boxes. How many pencils does Jem have all together?
- b. Lee needs to pack 370 pencils.
 - i. How many boxes does Lee need?
 - ii. If Lee puts the boxes in cartons, how many cartons can he completely fill?
- c. Ms. Kato needs 10 pencils for each of her 26 students.
 - i. If she can only buy boxes, how many boxes does she need?
 - ii. She finds out that it is cheaper to buy pencils in cartons. How many cartons should she buy? How many additional boxes will she need?

Science Domains


2nd grade

Choose one activity* each week from each of the different domains of science. Each of the activities listed has a connection to a science standard. Completing an activity does not equate to mastering of the standard.

PS=Physical Science

ESS=Earth and Space Science

LS=Life Science

Physical Science	Earth and Space Science	Life Science
Find one item in 3 different rooms or places in your house. Describe each item. What materials are they made out of? What is similar and different about the materials? 2-PS1-1	Research to find evidence that the changes that occur in rocks due to water can be slow (erosion) or fast (flood). Which can you find more evidence to support? 2-ESS1-1	Go on a nature walk with an adult and discuss plants, insects, and animals you see. How many different species did you see? 2-LS4-1
Observe objects made of paper, metal, plastic, rock, and wood. Record the materials used in each object. Record is texture, color, and shape. 2-PS1-1	Did the erosion in this picture happen quickly or slowly? What is your evidence? 2-ESS1-1 	Use materials around your house to build a model habitat. Explain what kind of animal could live in there and why. 2-LS4-1
With permission, take an ice cube and put in a cup on the counter. What happens to it after five minutes? Put the cup in the freezer. What happens to the water? How is it different from the original ice cube you started with? 2-PS1-4	Go outside and see if it is a windy day. What would happen to salt or sugar if you had some in your hand and you opened your hand in the wind? Discuss with an adult how you think the wind might change the way it looks outside. 2-ESS2-1	Plan an investigation to determine if plants need sunlight and/or water to grow. If you have the materials at your house, conduct your experiment. 2-LS2-1
Create an artistic piece with some Legos or other linking toys. Take it apart and, using the same set of toys, create a new and different artistic piece. How many different pieces can you make with the same set of toys? 2-PS1-3		Put on a pair of socks on the outside of your shoes. Take a walk with an adult outside in the lawn or grass. What do you notice gathers on the socks? 2-LS2-2

*All activities should be completed with permission/supervision of an adult.

Social Studies

Learning Activities and Resources

Directions: K- 4th graders can work on Social Studies three times per week.

Write a journal entry to someone who lives outside of Oklahoma and describe what they would experience.	Students can interview a family or community member to write, or draw, an oral history. Students should ask about a historical event (including questions such as who, what, when, where, why and how). The student can also ask how the historical event impacted the life of the person they are interviewing.	Draw a detailed map of a room in your house and share it with someone.
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At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario.

Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.

Making Sushi

**by Sherry
Carr**

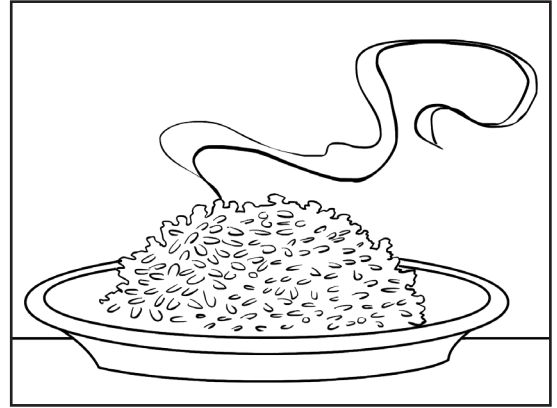
Name: _____

Making Sushi

Written by Sherry Carr

Illustrated by Jim Madsen

Lexile®: 440L, 80 words



Making sushi is easy! First, cook some rice.

When it is done, put it on a plate to cool.

Then lay a long bamboo mat on the table.

Put a sheet of seaweed down on the mat. Brush the seaweed with oil.

Cover the seaweed with rice.

Add fish, crabmeat, peppers, or anything you like.

Roll it up. Then, press it tightly.

Now, cut the roll into many small bites.

It's ready to eat, so grab some chopsticks and enjoy!

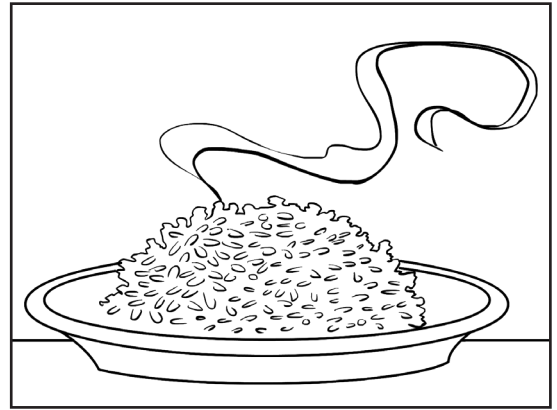
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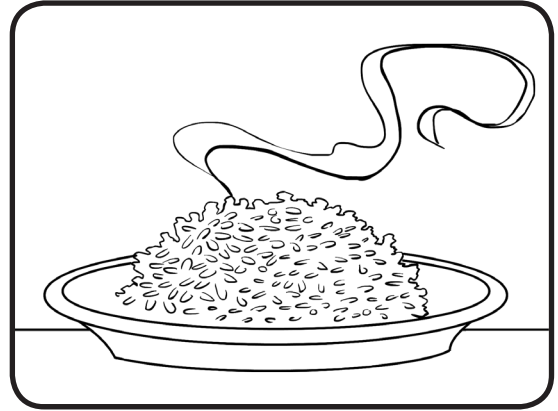
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Accuracy: # of reading errors: _____ (Indep. = 0–2, Instr. = 3–5, Frust. = 6+)
Speed: To calculate: $4800 \div$ _____ (Reading time in seconds) = _____ WPM

Name _____

Making Sushi

Comprehension Questions



1. **What is the first step for making sushi?**
 - a. roll up the sushi
 - b. cook the rice
 - c. brush the seaweed with oil
 - d. cut the peppers and crabmeat
2. **What do you put on the bamboo mat first?**
 - a. seaweed
 - b. crabmeat
 - c. peppers
 - d. rice
3. **To make fresh sushi, it would be good to live _____.**
 - a. in the desert
 - b. on a mountain
 - c. near the sea
 - d. on a farm
4. **The author of the story is trying to teach you _____.**
 - a. how to use chopsticks
 - b. how to make a bamboo mat
 - c. how to cook rice
 - d. how to make sushi

Name _____

word cards

Cut out the cards and practice learning the words.

seaweed

crabmeat

chopsticks

sushi

tightly

enjoy


Name _____

ready
to spell

Words to Spell

Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



<div>-ice </div> <div>mice</div>	<div>-ife </div> <div>wife</div>	<div>-id </div> <div>kid</div>
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Remember,

when **c** is followed by **e**, together they make the **s** sound.

Name _____



**CLUE
WORDS**

Words to Sort

Write these words under the correct clue word.

life

nice

did

rife

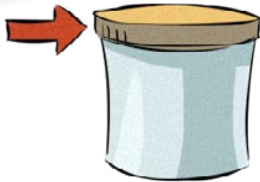
kid

rice

skid

strife

twice



lid



mice



wife

The Sun and the North Wind

**by Holley
Mayville**

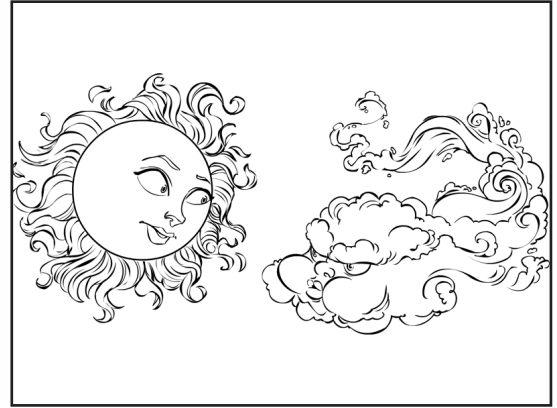
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The Sun and the North Wind

Adapted by Holley Mayville

Illustrated by Erin Taylor

Lexile®: 390L, 240 words



"I blow roofs off houses and throw giant trees to the ground. I am far more powerful than you," said the North Wind to the Sun.

The Sun replied, "You don't have to be rough to be powerful."

"What do you know?" howled the North Wind. "I'll show you power!" He puffed his cheeks.

"I have an idea. Let's play a game," the Sun said calmly. She pointed to a man walking along an empty road. "Whoever gets his coat off is the most powerful."

"This will be easy," the North Wind laughed. "I'll go first." He took a deep breath and blew as hard as he could at the man below.

The man shivered against the wind. He pulled his coat around himself and walked on.

The North Wind blew again and again. The man wrapped his coat even tighter around himself.

The North Wind was out of breath. He said to the Sun, "I give up. But if I can't do it, neither can you!"

The Sun beamed. "I'll see what I can do." She gently directed her warm glow down on the man. The man began to let go of his coat.

The Sun kept shining her soft rays. Soon the man wiped sweat from his forehead. Then he took off his coat.

The Sun smiled sweetly at the North Wind. "Oh, look," she said, "I did it! It looks like you can be gentle and powerful."

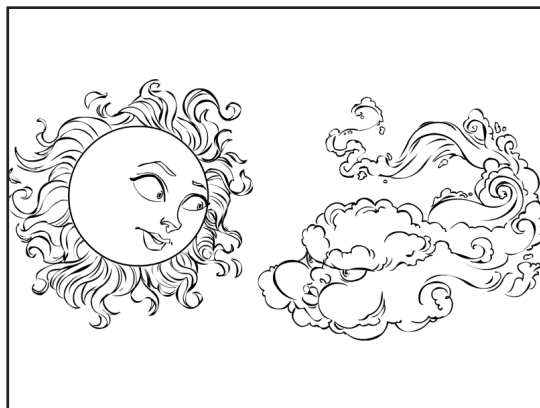
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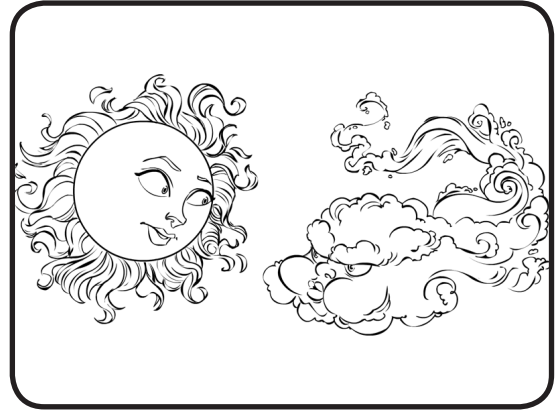
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Speed: To calculate: $14400 \div$ _____ (Reading time in seconds) = _____ WPM

Name _____

The Sun and the North Wind Comprehension Questions



1. What is one way the North Wind showed he was powerful?

- a. He played a game.
- b. He held his breath.
- c. He directed his warm glow.
- d. He blew roofs off houses.

2. What did the man do when the North Wind blew?

- a. wiped sweat from his forehead
- b. took his coat off
- c. pulled his coat tightly around himself
- d. ran down the empty road

3. Why did the man take his coat off?

- a. The North Wind blew very hard.
- b. The North Wind blew roofs off houses.
- c. The Sun warmed him up.
- d. He was at the end of the road.

4. What lesson did the North Wind learn?

- a. You can be both gentle and powerful.
- b. Being rough is the most powerful.
- c. Playing games is fun.
- d. Blowing a man's coat off is easy.

Name _____

word cards

Cut out the cards and practice learning the words.

whoever

himself

calmly

gently

neither

giant

Nombre _____ Fecha _____

Ampliar y reorganizar oraciones simples

A. Instrucciones: Lee cada oración. Amplía las oraciones agregando palabras y frases que añadan detalles.

1. Papá estacionó su _____ carro _____.

2. En la ciudad _____.

3. Norton pidió una taza de café _____.

4. Por favor escuchen _____ mientras les cuento _____.

B. Instrucciones: Reorganiza la primera oración para agregar un toque creativo. Reorganiza la segunda oración para hacerla más clara. Recuerda que puedes necesitar cambiar o sacar palabras cuando reorganizas.

1. Decenas de zumbonas abejas pululaban sobre las rosas.

2. Las más altas montañas del mundo han sido escaladas por muchas personas.

Nombre _____ Fecha _____

Redactar oraciones compuestas

Instrucciones: Traza una línea uniendo las oraciones que encajen una con otra. Luego combina cada par en una oración compuesta y escríbela en los renglones de abajo.

Thomas compró una mochila nueva. Estaba cerrado por reparaciones.

Queríamos ir al zoológico. Lo busqué en el diccionario.

Yo no conocía el significado de la palabra. Compró algunas libretas
para ponerle dentro.

1. _____

2. _____

3. _____

Nombre _____ Fecha _____

Ampliar y reorganizar oraciones compuestas

A. Instrucciones: Lee cada oración. Amplía las oraciones agregando palabras y frases que añadan detalles.

1. Lin podría ir _____,
o podría quedarse _____.
2. Podría comer _____ tostada,
pero es hora _____.
3. Mi hermano _____ caminaba _____,
y _____ llegó _____.

B. Instrucciones: Reorganiza las palabras de cada oración para enfatizar una parte diferente.

1. Quiero darle a estas personas tarjetas hechas a mano, pero podría comprar tarjetas de San Valentín para mis compañeros de clase.

2. El desfile fue observado por la entusiasta multitud, y las marchas eran tocadas por la banda.

Nombre _____ Fecha _____

La mayúscula en días festivos, productos y nombres geográficos

Instrucciones: Traza un círculo alrededor de los nombres propios en cada oración. Luego escribe correctamente la oración en la línea debajo de ella.

1. En los estados unidos, el día del trabajo es el primer lunes de septiembre.

2. Mi hermana kira trajo papas doritos para servir en la fiesta de año nuevo.

3. Nuestra familia vivió en cactus court junto al río waltham en baldwin, tennessee.
