

2ND GRADE

Standards Practice Pack E

READING, WRITING, & MATH

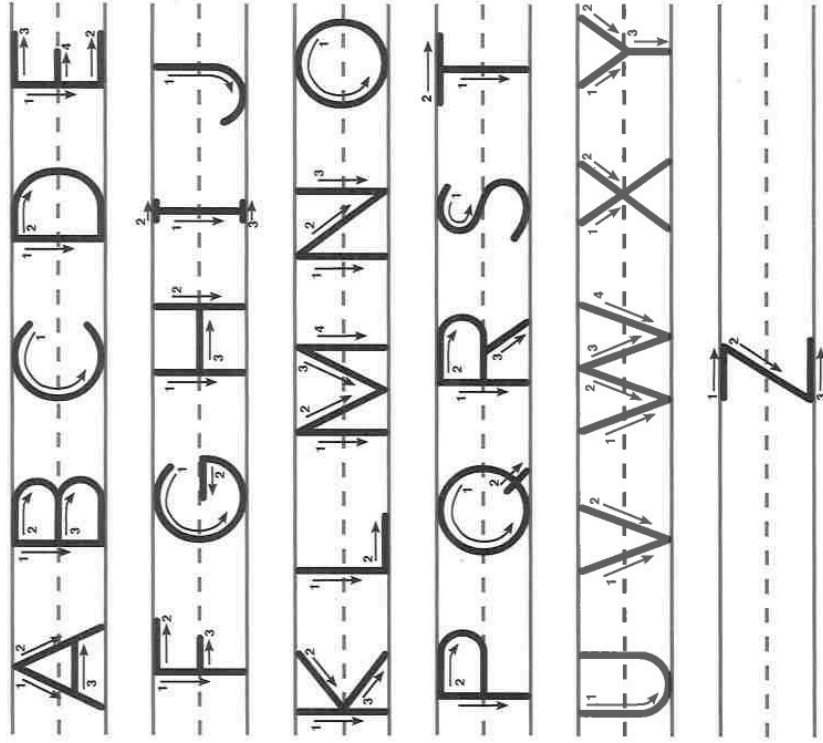
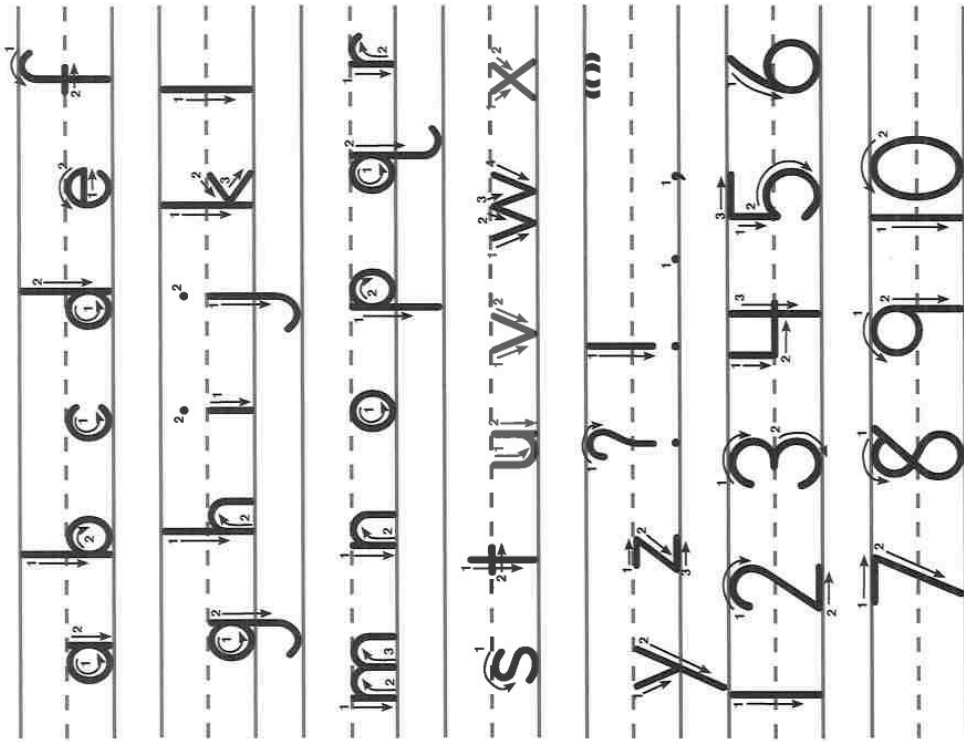
Complete one assignment for reading, writing, and math each day.



Reading: Read the selection and answer the questions. When you are finished, be sure to read a great book!

Writing: Read the prompt and respond in writing. This is a great opportunity to practice your best writing skills and good handwriting.

Math: Complete the standards practice page. Draw pictures or use objects to help you.



Old Man of the Mountain

by Susan LaBella



The Old Man of the Mountain was famous. People came from far away to visit him in New Hampshire. They knew that they could find him in Franconia Notch State Park.

This old man was not a human being, however. He was a rock formation on a mountainside! To many people, five huge granite rocks in the White Mountains looked like the side, or profile, of a man's face. Some people called him Great Stone Face.

The Old Man of the Mountain was discovered around 1805. For a very long time, Great Stone Face was one of the best-known places in New Hampshire. Then, sometime during the night of May 3, 2003, the rocks that made up the old man's face fell apart. Millions of years of rain, snow, and wind had worn away parts of the rocks. Finally, those rocks collapsed.

Great Stone Face was damaged. It no longer looked like a man's profile. Many people were sad that the Old Man of the Mountain would never be the same. But visitors can look north to a different rock formation. They can see what looks like the barrel of a cannon sticking out from a fortress.

Name: _____ Date: _____

1. What is another name for the Old Man of the Mountain?

- A. White Mountain Face
- B. Great Mountain Man
- C. Great Stone Face

2. The text describes a sequence of events that happened to the Old Man of the Mountain. Which of these events happened first?

- A. The Old Man of the Mountain collapsed.
- B. The Old Man of the Mountain became famous.
- C. The Old Man of the Mountain was discovered.

3. Read these sentences from the text.

"For a very long time, Great Stone Face was one of the best-known places in New Hampshire. Then, sometime during the night of May 3, 2003, the rocks that made up the old man's face fell apart. Millions of years of rain, snow, and wind had worn away parts of the rocks. Finally, those rocks collapsed."

What can you conclude about the rocks that made up the Great Stone Face based on this evidence?

- A. The rocks were worn away quickly, but they fell apart slowly.
- B. The rocks were worn away bit by bit until they fell apart quickly.
- C. The rocks were worn away quickly and fell apart suddenly.

4. What most likely would have happened to the Old Man of the Mountain if it hadn't been touched by snow, wind, or rain for millions of years?

- A. Its rocks would have grown bigger.
- B. Its rocks would have been totally worn away.
- C. Its rocks would not have collapsed.

5. What is the main idea of this text?

- A. A famous rock formation on a mountain looked like the side of a man's face, but then the rocks collapsed.
- B. People come from far away to visit an old man who lives in the mountains of New Hampshire.
- C. Today, people visit the mountains in New Hampshire to see rocks that look like a cannon sticking out from a fortress.

6. Read these sentences from the text.

"Then, sometime during the night of May 3, 2003, the rocks that made up the old man's face fell apart. Millions of years of rain, snow, and wind had worn away parts of the rocks. Finally, those rocks collapsed."

What does the word "collapsed" mean here?

- A. fell apart
- B. disappeared
- C. got stronger

7. Choose the answer that best completes this sentence.

The Old Man of the Mountain doesn't exist anymore _____ the rocks fell apart.

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

8. What did the rocks of the Old Man of the Mountain look like?

9. Why did the rocks that made up the Old Man of the Mountain collapse?

10. People who visit the mountains in New Hampshire can see a rock formation that looks like a cannon sticking out from a fortress. Is this cannon rock formation likely to stay the same forever? Why or why not? Use evidence from the text to support your answer.

Learning New Things

by ReadWorks



"But I don't want to go there!" insisted Billy. He kicked at the ground with his foot, twisted his body around, and looked up at his mother with tears in his eyes. Billy was angry. His mother was a nurse, and she had a new job at a senior center. "Old-folks home," Billy called it. "Senior Center," his mother corrected. Billy didn't like the seniors. He didn't like the senior center. He thought it was boring.

Billy's mother wanted Billy to come to the senior center every day after school. Billy wanted to go to see his friends or play video games at home. Billy's mother wouldn't let him. "I don't have a babysitter for you," she said. "And you can't go to a friend's house unsupervised every day." The senior center was across the street from Billy's school. "Come meet me at the center at 3pm," his mother directed. "You can stay here until my shift ends at 4:30."

So it was decided.

Every day after school Billy said good-bye to his friends and walked over to the senior center. "Hello, Billy. How was school today?" asked Curtis, when Billy came in. Curtis was the building's security guard.

"Hello, Curtis. School was okay," Billy said.

Every day at the senior center started like that. Billy would then go to the nurse's station where there was a quiet room. He would do his homework, then sit and stare at the walls. Billy would try to look as bored and as miserable as possible, in the hope someone would notice and convince his mother to let him go home. He would sit and think of his friends, home playing video games. He thought of the worlds he could be creating and the monsters he could be slaying. If only he were playing video games, too.

Billy's mother didn't appreciate any of this. "You're being ridiculous," she said. "Why are you acting this way? The senior center isn't torture. There's a lot you could do here. I don't understand why you're being so dramatic," said Billy's mother, exasperated. "Why don't you help me or Curtis?"

"No, thanks," said Billy, who would go right back to looking miserable.

After a few days of this routine Billy *did* start to get bored. His plan wasn't working. His mother wasn't giving in. Billy was going to have to get to like the senior center.

The next day after school Billy went to the senior center. He said hello to Curtis and went to the nurse's station. He did his homework. This time, for a change, when Billy finished his homework, he decided to go exploring.

Billy left the nurse's station and turned right down the hallway. He had never seen the rest of the facility. The building was huge. Every hallway looked the same. Billy followed the hallway until it came to another hallway.

After a while, Billy was lost.

Billy sat down in the hallway and tried to remember the way back. He didn't want to ask directions. He wasn't supposed to be there. He didn't want to get in trouble. So he sat and tried to remember the way out.

He heard something coming from the door nearest him.

"Oh, for goodness' sake, Henry," said a woman. "You don't look anything like a Knight of the Realm. You look more like an elephant."

"An elephant! If I look like an elephant, you look like a peacock," a man's voice replied.

"They must be residents," thought Billy. Curious, he crawled over and peeked inside the room. He saw something he had not expected. The woman who was speaking had on a pink track suit and an even pinker feather boa around her shoulders. The man she was speaking to was sitting in a wheel chair, holding a shield and sword, and wearing a helmet. The shield, sword, and helmet were made of paper and glue. They had begun to droop a little. Billy supposed this was why he looked like an elephant.

Billy was starting to laugh when he saw the woman in pink looking at him.

"Well, don't just sit there spying. Come on in," said another man.

This man was speaking to Billy.

He walked in.

"Who are you?" they asked.

Billy explained that he was waiting for his mother, the nurse. The seniors introduced themselves. The woman in pink was named Mildred. The man with the shield was Harold.

"Pleased to meet you," said Billy. He asked them what they were doing.

"We're rehearsing for the talent show," said Mildred.

"You have a talent show here?" asked Billy.

"Of course," said Mildred. "We're the Senior Center Dramatic Society. We always perform in the talent show, and we rehearse even when there isn't a show coming up. Sometimes we make up our own plays."

"It's important to be creative," said Harold. "It keeps you young."

"Would you like to help us?" asked Mildred. "We need an impartial critic."

"My mother told me I'm dramatic," said Billy.

"Great," said Mildred. "You'll fit right in."

Billy agreed to help. He helped them read their lines and fix their costumes. Afterwards, they took Billy back to the nurse's station where his mother was waiting.

"Did you have fun?" his mother asked Billy.

"Yes, I did," Billy answered.

From that day on Billy spent his afternoons at the center with the Dramatic Society. The seniors weren't boring at all.

Name: _____ Date: _____

1. Where does Billy go after school?

- A. a senior center
- B. a friend's house
- C. a movie theater

2. When in the story does Billy have fun at the senior center?

- A. in the beginning of the story
- B. in the beginning and middle of the story
- C. at the end of the story

3. Billy does not want to go to the senior center.

What information from the story supports this statement?

- A. "Billy didn't like the seniors. He didn't like the senior center. He thought it was boring."
- B. "The next day after school Billy went to the senior center. He said hello to Curtis and went to the nurse's station."
- C. "Billy sat down in the hallway and tried to remember the way back. He didn't want to ask directions."

4. What is Billy's opinion of the seniors at the end of the story?

- A. He thinks they are mean.
- B. He thinks they are interesting.
- C. He thinks they are boring.

5. What is the main idea of this story?

- A. Something that seems good can turn out to be bad.
- B. Something that seems bad can turn out to be good.
- C. Something that seems bad can turn out to be even worse.

6. Read these sentences from the passage: "'It's important to be creative,' said Harold. '**It keeps you young.**'"

What does Harold mean when he says, "**It keeps you young**"?

- A. He means that being creative makes people feel young.
- B. He means that being creative makes people feel old.
- C. He means that only young people can be creative.

7. Choose the answer that best completes the sentence below.

Billy does not like the seniors at the beginning of the story, _____ he likes them by the end.

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

8. Who thinks the senior center is boring at first?

9. What group of people does Billy meet when he gets lost at the senior center?

10. Why does Billy's opinion about seniors at the senior center change by the end of the story? Support your answer with information from the story.

Hello, Mister Obama

The president of the United States has an important job. He or she is the leader of the armed forces. This person executes and enforces United States laws. The president is able to sign bills to become laws. He or she is also able to veto, or reject, laws. In addition, the president works with the leaders of other countries.



AP Images

Barack Obama

Meet Barack Obama! He was the 44th president of the United States. He was the first African American to become a U.S. president. Obama was elected in November 2008. In January 2009, he began a four-year term as president. In November 2012, Obama was reelected for a second term.



AP Images

This is a photo of Barack Obama standing with his wife, Michelle, and daughters, Malia and Sasha.

Barack Obama and his wife, Michelle, have two daughters. Their names are Malia and Sasha. They all lived in the White House during his presidency. It has been home to every president except George Washington.



Charlie Hutton/Shutterstock

The White House is in Washington, D.C.

The White House has 132 rooms and 35 bathrooms! One room is called the Oval Office. That is where the president usually works. In another room called the Cabinet Room, the president meets with people like the heads of the U.S. government departments, members of Congress, and leaders of foreign nations. Here they talk about topics such as national security and

energy. The discussions are often about how to help solve national and global problems.

But the White House isn't just for serious work. The White House also has a tennis court, a jogging track, a swimming pool, a movie theater, and a bowling lane to entertain the president, the president's family, and their guests.



Brooks Kraft/Corbis

The Oval Office is a room in the White House where the president works.

Name: _____ Date: _____

1. Who was the 44th president of the United States?

- A. Barack Obama
- B. Michelle Obama
- C. George Washington

2. What does the author describe at the beginning of the text?

- A. Barack Obama and his family
- B. the job of the president of the United States
- C. some rooms in the White House

3. The White House is a big building. What evidence from the text supports this conclusion?

- A. The president and the president's family live in the White House.
- B. The Oval Office is in the White House.
- C. The White House has 132 rooms.

4. Read this sentence from the text.

"In November 2012, Obama was reelected for a second term."

Based on this information, what conclusion can you make?

- A. Many Americans wanted Obama to be president again.
- B. Obama did not want to be president again.
- C. Obama did not do a good job during his first term as president.

5. Who is this passage mostly about?

- A. Barack Obama
- B. Michelle Obama
- C. George Washington

6. Read the following sentences: "Obama was elected in November 2008. In January 2009, he began a four-year term as president. In November 2012, Obama was reelected for a second term."

What does the word "**reelected**" mean?

- A. chosen again
- B. kicked out
- C. moved away

7. Choose the answer that best completes the sentence below.

The White House has many rooms, _____ the Oval Office and the Cabinet Room.

- A. first
- B. including
- C. but

8. Where does the president of the United States live?

9. What was Barack Obama the first African American to become?

10. Based on the text, name three things that are the U.S. president's job.

Oranges from Tree to You

by Susan LaBella



Oranges are round, juicy fruits that grow on trees in places with warm weather. How does an orange get from the tree to your refrigerator?

People who work as fruit pickers move through groves filled with orange trees. When an orange is ripe, the picker clips it off the tree. All picked oranges are then carefully moved to a packing plant.

In the plant, oranges are placed on a machine with moving rollers. Special brushes wash the fruit as it rolls along. Next, each orange is dried.

Another machine lines up the oranges in boxes. A computer checks each box. Any oranges with spots or damage are removed. Orange growers want to produce good fruit that people will buy.

Finally, each orange is given a sticker and placed in a box. Full boxes are shipped in cool trucks to stores.

People who work in the store place the oranges on shelves. Then someone from your family comes to the store. Your family member chooses a few oranges, buys them, brings them home, and puts them in your refrigerator.

Then, one day, you open your refrigerator-and there those oranges are, ready for you to eat!

Name: _____ Date: _____

1. Where do oranges grow?

- A. on trees in places with cool weather
- B. underground in places with warm weather
- C. on trees in places with warm weather

2. This article describes the sequence of steps needed to bring an orange from a tree to your refrigerator. The first step is when the orange is picked from a tree. What is the second step?

- A. The picked oranges are moved to a packing plant.
- B. Any oranges with spots or damage are removed.
- C. Each orange is washed and dried.

3. Oranges have to be moved carefully, washed with special brushes, and then checked for spots or damage before they are sold.

What can you conclude based on this evidence?

- A. People treat oranges more carefully than they treat apples before they are sold.
- B. It's important for people to take good care of the oranges before they are sold.
- C. People who buy oranges are not able to wash the fruit with special brushes.

4. Why might any oranges with spots or damage be removed from their box at the packing plant?

- A. because people are not likely to buy oranges with spots or damage
- B. because orange growers like to keep oranges with spots or damage
- C. because it is important for all the oranges in a box to look the same

5. What is the main idea of this article?

- A. Oranges are round, juicy fruits that many people like to eat.
- B. Oranges have to go through different steps to get from a tree to your refrigerator.
- C. It is important to only choose oranges without spots or damage.

6. Read these sentences from the text.

"Oranges are round, juicy fruits that grow on trees in places with warm weather. How does an orange get from the tree to your refrigerator?"

Why does the author ask this question in the first paragraph of the text?

- A. to hint to readers that the article will give them the answer to this question
- B. to ask readers to do research and find the answer to this question
- C. to distract readers from the main idea of the article

7. Choose the answer that best completes this sentence.

A machine lines up oranges in boxes _____ each orange is washed and dried.

- A. after
- B. while
- C. before

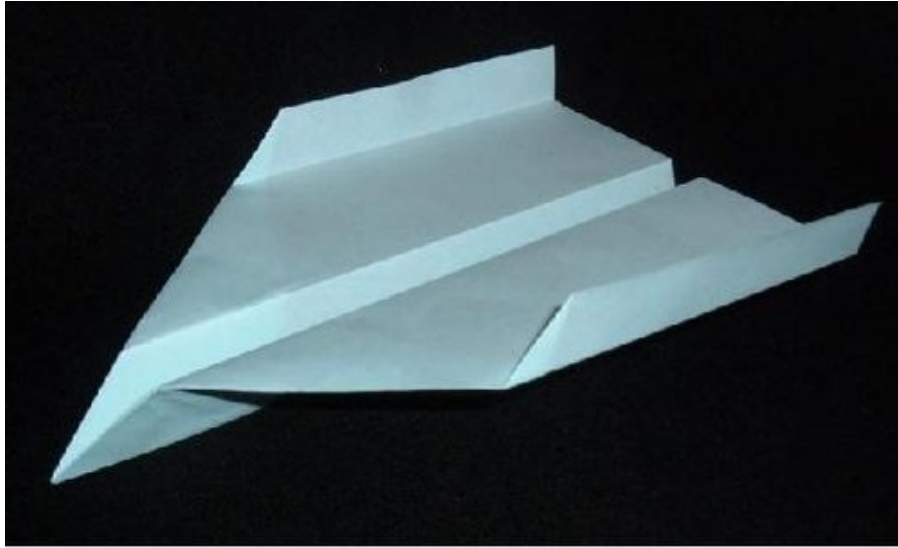
8. Where do oranges get sent after the packing plant?

9. Summarize the steps that an orange goes through from the tree to your refrigerator. Use details from the text in your answer.

10. Why might oranges have to go through the whole picking and packing process before people buy them? Use evidence from the text to support your answer.

The Paper Airplane Contest

by ReadWorks



One time, the teachers at a school wanted to teach the students about airplanes. While all airplanes can fly, some are able to fly farther than others. This is because not all airplanes are built the same. For example, a fighter plane looks very different from a plane that people fly in when they want to go on a holiday. The teachers wondered how they could make students understand this.

Then, the science teacher, Mr. Moose, decided that the school should have a paper airplane contest. Every student would design a paper airplane. They would stand in a line in the playground behind the school. The students would take turns throwing their airplanes. The student whose airplane went the farthest would win.

When Mr. Moose announced the paper airplane contest to the students, they were very excited. A student named Paul, who was on the wrestling team, bragged to everyone else that his airplane would win. "I am the strongest," Paul said. "So I will be able to throw my airplane the farthest."

However, while Paul was saying this, another student, Brian, was thinking how *he* could win. Brian did not play any sports and was not very strong. But he loved airplanes and really wanted to win the contest.

Brian realized what he had to do. He went to the store and bought a big stack of paper. When he got home, he took the paper into his backyard. He took a piece of paper and folded an airplane. It didn't go very far, so Brian took another sheet and folded another airplane and threw it. This airplane went a little farther. Brian kept folding different kinds of airplanes and throwing them. Some went very far and some did not. Finally, when Brian had used all the paper, he walked up to the airplane that had flown the farthest and picked it up.

The next day was the contest. All the students lined up. Everyone took turns. After a while, everyone had

thrown except Paul and Brian. Paul went first. With a mighty yell, he launched the airplane into the sky. It went farther than every other airplane. Everyone clapped.

Finally, it was Brian's turn. Brian took the airplane that he had picked up the day before. He walked up to the line and, with all his strength, he threw the plane. It went flying, farther and farther, until finally it landed - 10 feet past Paul's plane! The whole school cheered. Brian was the winner. Mr. Moose gave him a prize: a toy airplane.

Brian won because he tried out many solutions to the problem of how to make an airplane fly very far. He did this by testing out many different designs and comparing the results. When he found the design that worked best - the paper airplane that flew the farthest - he used it. Because Brian tried a lot of designs, he was able to make up for his lack of strength and beat Paul.

Name: _____ Date: _____

1. What is the paper airplane contest?

- A. a contest to see which student is the strongest
- B. a contest to see which paper airplane flies the farthest
- C. a contest to see which student can build a fighter plane

2. A problem in this passage is how to make a paper airplane that flies far. What is Brian's solution to this problem?

- A. testing different paper airplane designs to figure out which one works best
- B. letting out a mighty yell as he walks up to the line and launches his paper airplane
- C. asking his science teacher for help before he starts building his paper airplane

3. Paul is stronger than Brian, but his paper airplane does not fly as far Brian's airplane.

What can be concluded from this information?

- A. Paul built a paper airplane with a better design than Brian's airplane.
- B. If Paul had thrown his paper airplane earlier in the contest, it would have flown farther.
- C. How far a paper airplane flies depends on more than just strength.

4. Based on the events of the story, what has a big effect on how far a paper airplane flies?

- A. the design of a paper airplane
- B. the color of a paper airplane
- C. the kind of paper the airplane is made out of

5. What is a theme of the story?

- A. the importance of building strength through sports like wrestling
- B. the importance of trying different ways to solve a problem
- C. the importance of always paying attention in science class

6. Read these sentences: "Brian won because he tried out many solutions to the problem of how to make an airplane fly very far. He did this by testing out many different designs and comparing the results. When he found the **design** that worked best - the paper airplane that flew the farthest - he used it."

What does the word **design** mean above?

- A. the way something has been built
- B. the distance that something can travel
- C. the amount of time it takes to do something

7. Choose the answer that best completes the sentence below.

Brian wins the paper airplane contest _____ he tried out different kinds of planes.

- A. because
- B. before
- C. so

8. Who expects to win the paper airplane contest because he is strong?

9. What do the teachers want to make students understand about airplanes?

10. Does the paper airplane contest teach students anything about how real airplanes fly? Explain why or why not, using evidence from the story.

Name:

Date:

Grade 2 Mathematics Homework • Skip-Count by 5, 10 or 100

Complete the patterns below:

		15	20	25				45	
--	--	----	----	----	--	--	--	----	--

12		32	42			72		92	
----	--	----	----	--	--	----	--	----	--

11		211			511			811	
----	--	-----	--	--	-----	--	--	-----	--

	97			127				167	
--	----	--	--	-----	--	--	--	-----	--

Name:

Date:

Grade 2 Mathematics Homework • Skip-Count by 5, 10 or 100

Complete the patterns below:

5			35	45			75		
---	--	--	----	----	--	--	----	--	--

	11	16	21			36	41		
--	----	----	----	--	--	----	----	--	--

16		36	46				86		
----	--	----	----	--	--	--	----	--	--

83	183	283				683	
----	-----	-----	--	--	--	-----	--

136	146				186			216	
-----	-----	--	--	--	-----	--	--	-----	--

Name:

Date:

Grade 2 Mathematics Homework • Mentally add/subtract 10 or 100

Write the number that is 10 more.

164 _____

783 _____

Write the number that is 10 less.

317 _____

605 _____

Write the number that is 100 more.

236 _____

540 _____

Write the number that is 100 less.

951 _____

444 _____

Heather and Maria went golfing. Maria scored 113. Heather scored 10 less.
What was Heather's score?

Name:

Date:

Grade 2 Mathematics Homework • Skip-Count by 5, 10 or 100

Complete the pattern below:

12	17	22	27	32					
----	----	----	----	----	--	--	--	--	--

If you continue the skip counting pattern above, will the number 65 be part of this pattern? Explain.

Complete the pattern below:

6	11	16				36	41		
---	----	----	--	--	--	----	----	--	--

If you continue the skip counting pattern above, will the number 86 be part of this pattern? Explain.