

# 2<sup>ND</sup> GRADE

## *Standards Practice Pack G*

### READING, WRITING, & MATH

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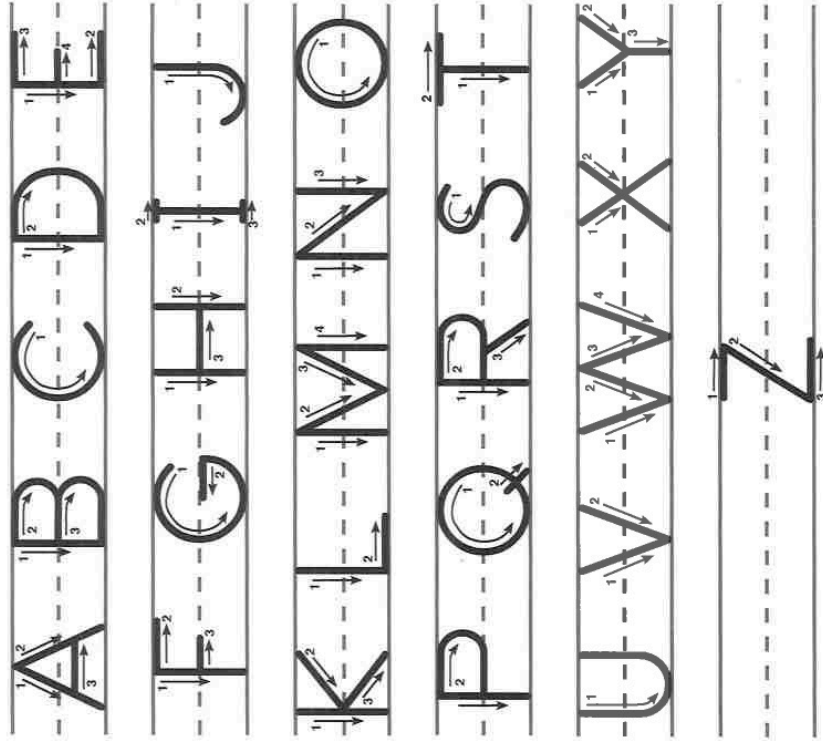
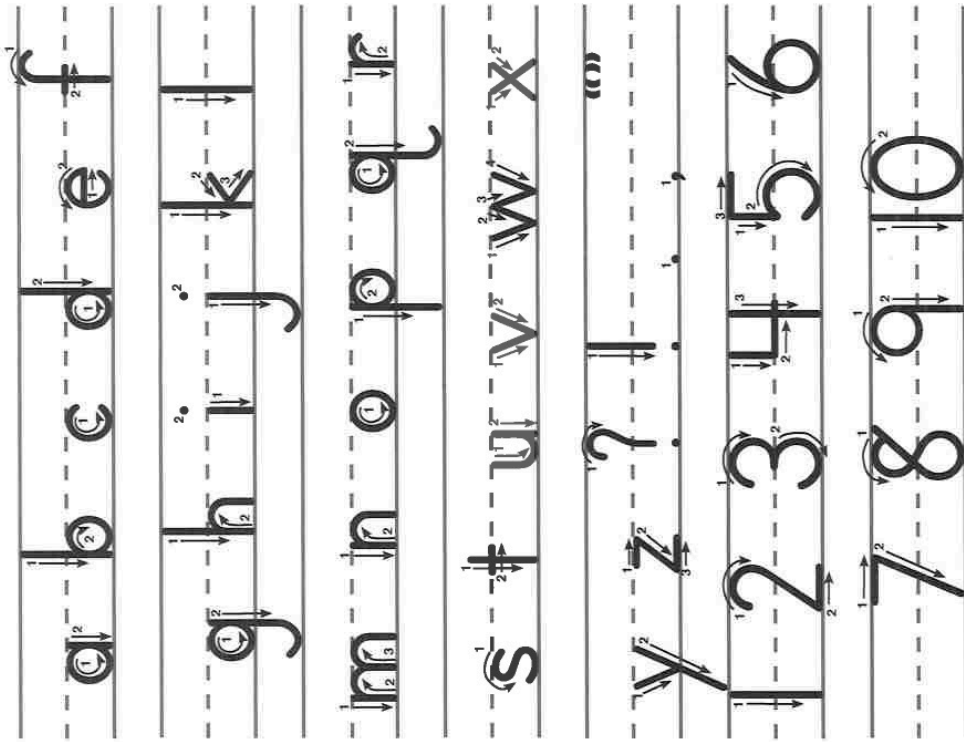
Complete one assignment for reading, writing, and math each day.



**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.



# How Not to Save a Sand Castle

by Linda Ruggieri



Gavin and Lily were working hard on their sand castle. They decorated it with shells. They built towers and doors. Their castle was gigantic!

Lily built a high wall to protect the sand castle from the wind. Gavin said he thought the wall would stop people from accidentally stepping on the castle and smashing it.

People walked by and said nice things about the sand castle. Lily and Gavin's mom took a photograph of it. Then she said it was time for lunch.

Lily and Gavin ran with their mom to the snack bar. "We will finish our castle when we get back," they said.

After lunch, the children went back to the beach. But where was the sand castle? Did the wind blow it down? Did someone step on it?

Lily and Gavin's mom explained what had happened. The ocean waves had moved up the beach. The rise and fall of the big waves had pushed water farther up onto the shore and the sand. The water must have washed away their castle.

"Some of our shells are scattered around here," said Lily. "We should build another sand castle."

"Okay," Gavin agreed. "Let's get started!"

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

1. What are Gavin and Lily doing at the beginning of the story?

- A. They are swimming in the ocean.
- B. They are taking a photograph.
- C. They are working on a sand castle.

2. Where does this story take place?

- A. at the beach
- B. at a park
- C. at a skating rink

3. Read this sentence from the story.

"Gavin and Lily were working hard on their sand castle."

What evidence from the story supports the idea that Gavin and Lily were working hard?

- A. They could not find their sand castle when they came back after lunch.
- B. Their sand castle was gigantic.
- C. Their sand castle was washed away by the ocean waves.

4. How do Gavin and Lily feel when they learn that their sand castle has been washed away?

- A. Gavin and Lily are upset and never want to build a sand castle again.
- B. Gavin and Lily are eager to build another sand castle.
- C. Gavin and Lily are surprised that the ocean was strong enough to wash away their sand castle.

5. What is the main idea of this story?

- A. Gavin and Lily build a big sandcastle, but the waves wash it away.
- B. Lily, Gavin, and their mom go to a snack bar for lunch.
- C. The people who walk by Gavin and Lily's sand castle say nice things about it.

6. Read this paragraph from the story.

"After lunch, the children went back to the beach. But where was the sand castle? Did the wind blow it down? Did someone step on it?"

Why does the author start writing questions in this paragraph?

- A. to show that none of the characters know what has happened to the castle
- B. to show readers what the children are thinking
- C. to show that even authors sometimes do not know what is happening in a story

7. Choose the answer that best completes this sentence.

The big ocean waves moved up the beach, \_\_\_\_\_ they washed away the sand castle.

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

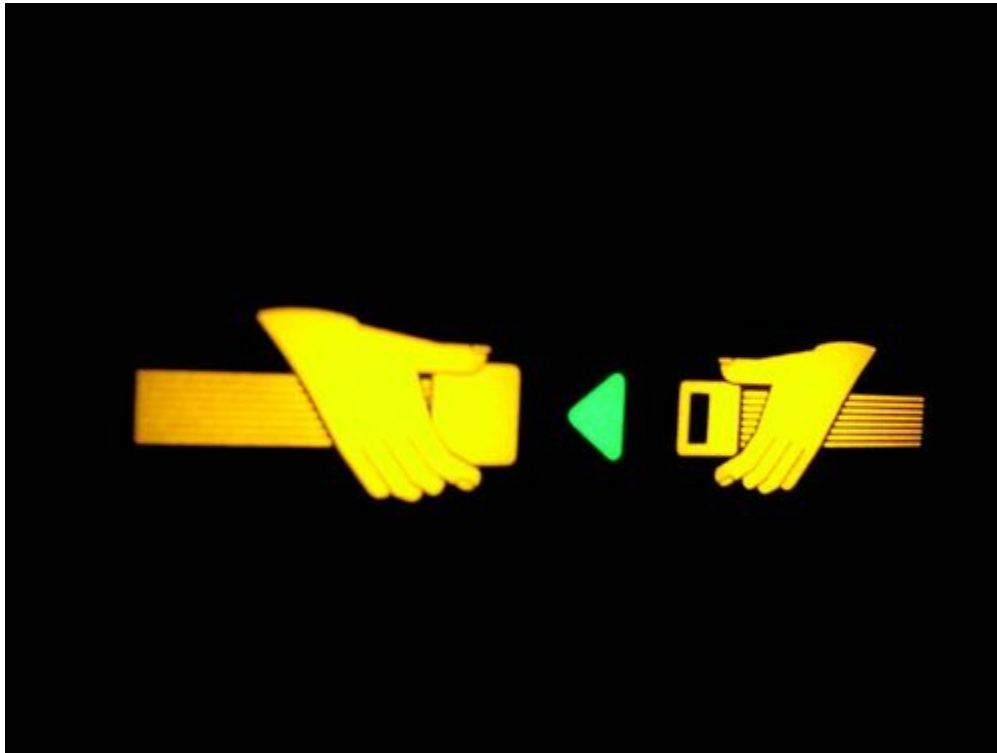
8. Why does Lily build a wall?

9. What does Gavin think the wall that Lily builds will stop people from doing?

10. Do Lily and Gavin do a good job of protecting their sand castle? Why or why not? Support your answer with evidence from the story.

# Seat Belts Mean Safety

by Linda Ruggieri



Seat belts have been keeping people safe in cars for more than fifty years. But cars did not always have seat belts.

If a car stops suddenly, people are pushed forward in their seats. In the days before seat belts, more people were thrown out of cars in accidents.

People started demanding that car companies do something to protect drivers and passengers. Companies began to develop seat belts. But designing the belts to work well was not a smooth process.

The first seat belts only went across a person's waist. These belts attached to the base of the seat in the car. These new belts held people in their seats. However, many people were still hurt in crashes.

New types of seat belts were tried. The best new ones went across a person's chest *and* waist. These belts keep a person's whole body from moving around. As a result, fewer people get hurt in car accidents.

Although seat belts helped keep people safe, some people did not want to wear them. Later on, states passed laws that said people must wear seat belts.

Today, all cars come with seat belts. Using seat belts makes everyone safer.



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

1. What have seat belts been doing for more than fifty years?

- A. causing drivers to get into accidents
- B. keeping people safe in cars
- C. causing problems for car companies

2. The development of seat belts was an effect. What was the cause?

- A. People demanded that car companies do something to protect drivers and passengers.
- B. States passed laws that said people must wear seat belts.
- C. The best new seat belts went across a person's chest and waist.

3. Read this sentence from the text.

"Using seat belts makes everyone safer."

What evidence from the text supports this statement?

- A. As a result of wearing seat belts, fewer people get hurt in car accidents.
- B. People started demanding that car companies do something to protect drivers and passengers.
- C. Over fifty years ago, cars did not have seat belts.

4. Why might people have started demanding that car companies do something to protect drivers and passengers?

- A. They did not want there to be laws about wearing seatbelts.
- B. They did not like the way that seat belts felt or looked.
- C. They did not want to get thrown out of a car in an accident.

5. What is the main idea of this article?

- A. The first seat belts went across a person's waist but not across a person's chest.
- B. Seat belts were developed to protect people in cars from getting hurt in accidents.
- C. People in a car are pushed forward in their seats when the car stops suddenly.

6. Read these sentences from the text.

"These belts keep a person's whole body from moving around. As a result, fewer people get hurt in car accidents."

Why does the author use the phrase "as a result" in the second sentence?

- A. to contrast an idea in the first sentence with an idea in the second sentence
- B. to compare an idea in the first sentence with an idea in the second sentence
- C. to connect an idea in the first sentence with an idea in the second sentence

7. Read these sentences from the text.

"Seat belts have been keeping people safe in cars for more than fifty years. But cars did not always have seat belts."

Choose the answer that is closest in meaning to the second sentence.

- A. However, cars did not always have seat belts.
- B. Instead, cars did not always have seat belts.
- C. For example, cars did not always have seat belts.

8. What part of a person's body did the first seat belts go across?

9. What parts of a person's body did the best new seat belts go across?

10. Give a summary of the development of seat belts. Use no more than two sentences.

# Solids and Liquids

by Rachelle Kreisman



What do shoes, paper, and cheese all have in common? They are all solids. Solids are things that have a shape of their own. They do not flow like liquids do. Computers, trees, and soccer balls are also solids.

Liquids do not keep their shape. A liquid can be poured into a container and will take the container's shape. Some examples of liquids are water and milk.

Solids and liquids have something in common. They are both states of *matter*. Matter is everywhere. It is anything that takes up space and has mass. Mass is a measure of how much matter is in an object. All objects are made of matter.

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

1. What are solids?

- A. things that have a shape of their own
- B. water and milk
- C. things that do not keep their shape

2. What are solids compared with in this article?

- A. liquids
- B. trees
- C. computers

3. Read this paragraph from the article.

"Liquids do not keep their shape. A liquid can be poured into a container and will take the container's shape. Some examples of liquids are water and milk."

What can be concluded about the shape of water and milk from this information?

- A. Water and milk have a shape of their own.
- B. Water and milk do not flow.
- C. Water and milk do not keep their shape.

4. What is true about the similarities and differences of solids and liquids?

- A. There are similarities and differences between solids and liquids.
- B. There are similarities between solids and liquids but not any differences.
- C. There are differences between solids and liquids but not any similarities.

5. What is the main idea of this article?

- A. Solids and liquids are different kinds of matter.
- B. A liquid that is poured into a container will take the container's shape.
- C. Mass is a measure of how much matter is in an object.

6. Read these sentences from the text.

"Solids and liquids have something in common. They are both states of matter."

What does it mean that solids and liquids "have something in common"?

- A. All objects are made of matter.
- B. Solids and liquids are alike in some way.
- C. Solids take up more space than liquids do.

7. Choose the answer that best completes this sentence.

Solids do not flow, \_\_\_\_\_ liquids do.

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

8. List two details about solids.

9. List two details about liquids.

10. Compare solids and liquids. Support your answer with evidence from the article.

## Explore Space

# Our Solar System

Our solar system is made up of the sun and eight **planets**. A planet is a large ball made of rock or gas. Each planet **orbits**, or travels around, the sun. The sun is at the center of the solar system.



NASA

*The planets in our solar system are all different sizes.*

The **sun** is a star. It is a ball of hot gas. It gives off light and heat. Why does the sun look different from other stars? The sun is the star closest to Earth.

**Mercury** is the closest planet to the sun. It is also the smallest. It has mountains and **craters**. Craters are holes in the ground that were made when space rocks crashed into it.

**Venus** is the hottest planet. It is hot enough to melt a rocket ship. Venus is about the same size as Earth.

**Earth** is our home. It is also the only planet with oceans. In fact, Earth is covered mostly with water. That is why it is called the Blue Planet.

**Mars** is called the Red Planet. It has reddish dirt. It also has mountains, volcanoes, ice caps, and **canyons**. A canyon is a deep, narrow valley with steep sides.

**Jupiter** is the largest planet. It is made of thick gases. Very strong winds blow on this planet.

**Saturn** is the second-largest planet. It has rings around it. The rings are made of rock, dust, and ice.

**Uranus** was the first planet to be discovered using a telescope. It is cold and windy there.

**Neptune** is the coldest planet because it is farthest from the sun. The planet is made of gases.

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

1. What is a planet?

- A. a large ball made of only rock
- B. a large ball made of rock or gas
- C. a ball of hot gas that gives off light

2. The author provides a list of what in the passage?

- A. planets in our solar system
- B. stars in our solar system
- C. moons in our solar system

3. The sun is at the center of our solar system. What evidence from the passage best supports this statement?

- A. The planets in our solar system orbit the sun.
- B. A star is a ball of gas that gives off heat and light.
- C. The sun is the star that is closest to Earth.

4. Read the following sentence: "**Uranus** was the first planet to be discovered using a telescope." Based on this information, what conclusion can you make about Uranus?

- A. Uranus is too far away to see with the naked eye.
- B. Uranus is blocked by Saturn so it is hard to see.
- C. Uranus is the planet that is farthest from the sun.

5. What is this passage mostly about?

- A. why the Earth is called the Blue Planet
- B. what the rings around Saturn are made of
- C. the sun and the planets in our solar system



6. Read the following sentences: "Mars is called the Red Planet. It has **reddish** dirt."

As used in this sentence, what does the word "**reddish**" mean?

- A. moist and fertile
- B. mostly brown in color
- C. slightly red in color

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

Neptune is the farthest planet from the sun, \_\_\_\_ it is the coldest planet.

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

8. What is at the center of our solar system?

9. Why is Earth called the Blue Planet?

10. Compare Venus and Earth by explaining how they are similar and how they are different.

# Spinning Storms

by American Museum of Natural History

This article is provided courtesy of the American Museum of Natural History.

On a spring night in 2007, disaster struck a small town in Kansas called Greensburg. Shortly before 10 p.m., a siren went off. A mile-wide tornado was approaching Greensburg. Its winds were estimated to be more than 200 miles per hour. In less than ten minutes, the town was destroyed. Ten people lost their lives.

When the storm had passed, people climbed out from their storm cellars through the rubble. Cars and trucks had been thrown about. Homes were crushed, or simply ripped from the ground. "I'm in downtown Greensburg. There's really nothing left," said one resident.



Credit: FEMA Photo by Michael Raphael

*The tornado destroyed much of the town. Many residents needed temporary housing.*

## How do tornadoes form?

A tornado is a swirling, funnel-shaped column of wind. It starts with a thunderstorm. Thunderclouds form when warm, wet air collides with cool, dry air. Then, strong winds form a wide tube of spinning air. When the tube touches the ground, it becomes a tornado.



Credit: NOAA

*A tornado is a swirling, funnel-shaped column of wind. It starts with a thunderstorm. Thunderclouds form when warm, wet air collides with cool, dry air. Then, strong winds form a wide tube of spinning air. When the tube touches the ground, it becomes a tornado.*



Credit: The Field Museum

*The 200-plus-mph winds of a tornado can bend a stop sign.*

Kansans are used to tornadoes. The people of Greensburg live smack in the middle of "Tornado Alley." It is an area that spans eight states in the central United States. This region has just what tornadoes need to get started: cool, dry air from the Arctic mixing with warm, humid air from the Gulf of Mexico. There is a lot of wide open space, called the Great Plains, for tornadoes to form. These conditions give rise to more than 600 tornadoes, on average, in "Tornado Alley" every year.



The Field Museum

*Most tornadoes in the world take place in "Tornado Alley."*

## How do scientists predict dangerous storms?

Meteorologists are scientists who study and forecast weather. They use a technology called radar to track storms, including tornadoes. Radar gives them information about how far away the tornado is and how fast it is moving. Although tornadoes have fast swirling winds, tornadoes themselves move relatively slowly (18 to 30 miles per hour). So their paths can be predicted with reasonable confidence. A system of tornado watches and warnings is used to alert the public to danger. A tornado "watch" means thunderstorm conditions exist that could set off a tornado. A "warning" means a tornado has touched down and been spotted.

This system saved many lives in Greensburg. After the tornado sirens shrieked, people had 20 minutes to escape to their basements and storm shelters before the tornado destroyed their town.

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

1. What happened to the town of Greensburg in 2007?

- A. It was destroyed by a fire.
- B. It was destroyed by a tornado.
- C. It was destroyed by an earthquake.

2. What does this article explain?

- A. how tornadoes form
- B. how the town of Greensburg was rebuilt
- C. how to become a scientist who studies weather

3. Studying weather can help save lives.

What information in the article supports this statement?

- A. Scientists who study weather are able to gather information about tornadoes. This information can then be used to warn people of danger.
- B. A tornado hit the town of Greensburg, Kansas on a night in 2007. The tornado threw cars and trucks around. It pulled some homes out of the ground. After 10 minutes, it had destroyed the town.
- C. Some scientists study and predict weather. They use radar to help them. Radar gives scientists information about how far away a storm is and how fast it is moving.

4. Based on the information in the article, what is a safe place to go during a tornado?

- A. a basement or cellar
- B. the backseat of a car
- C. a wide, open space outdoors

5. What is the main idea of this article?

- A. Scientists who study weather use radar to help them predict storms.
- B. Tornadoes are spinning thunderstorms that can be very dangerous.
- C. Tornado sirens warned people in Greensburg about the tornado before it arrived.

6. Read the first two sentences of the article: "On a spring night in 2007, disaster struck a small town in Kansas called Greensburg. Shortly before 10 p.m., a siren went off."

Why might the author not tell readers what the "disaster" was at the very beginning of the article?

- A. to make readers want to keep reading and find out
- B. to explain to readers how a tornado is formed
- C. to let readers know how important it is to be prepared for a tornado

7. Select the word that best completes the sentence.

Sirens went off in Greensburg, \_\_\_\_\_ the people there knew a tornado was coming.

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

8. What is a tornado?

9. Describe how a tornado forms. Support your answer with information from the article.

10. Describe what the weather was probably like around Greensburg when the tornado formed. Be sure to mention what kinds of air may have been present. Support your answer with information from the article.













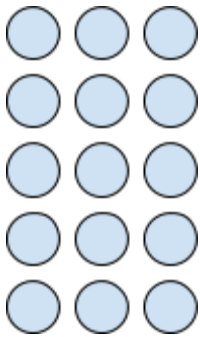
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Grade 2 Mathematics Homework • Use addition to find the total in an array

Solve each problem. Use pictures, words and symbols to show your work.

1. Is the addition equation for this array  $15 = 5 + 5 + 5$  or  $15 = 3 + 3 + 3 + 3 + 3$ ? Explain or show why you chose the equation that you did?



2. Draw two different arrays that have 18 objects. Write an addition equation to go with each array.

Equation:	Equation:

Name:

Date:

## Grade 2 Mathematics Homework • Even and Odd Numbers

1. Decide if each number is Even or Odd and place in the correct box.

8      17      146      29      55      38      4      183  
66

Odd	Even

2. Choose one of the odd numbers that you placed and explain how you know it is odd.

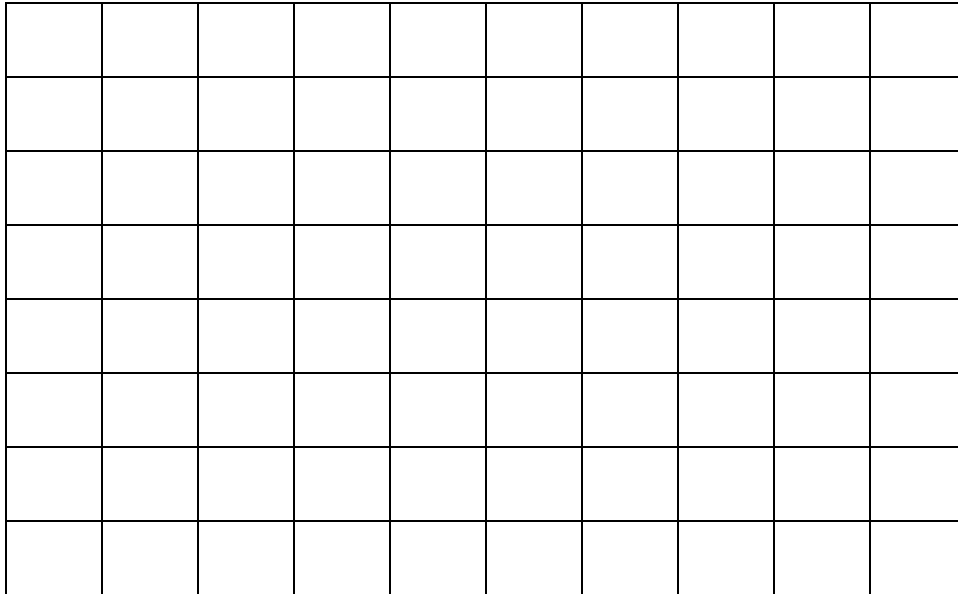
3. Choose one of the even numbers that you placed and explain how you know it is even.

Name:

Date:

## Grade 2 Mathematics Homework • Partition Rectangles into Rows and Columns

Draw a rectangle on the grid below.



How many squares are in each row of the rectangle that you drew?

How many squares are in each column of the rectangle that you drew?

How many total squares are in the rectangle that you drew? Explain how you know using words, numbers or pictures.

Name:

Date:

## Grade 2 Mathematics Homework • Add/Subtract Two-digit Numbers

Find the sum or difference using partial sums or differences. Use numbers, pictures to show your thinking.

1. Estimate the sum.

$$47 + 34 = \underline{\hspace{2cm}}$$

Solve to find the exact answer.

$$\begin{array}{r} 47 \\ / \quad \backslash \end{array} + \begin{array}{r} 34 \\ / \quad \backslash \end{array} = \underline{\hspace{2cm}}$$

2. Marcia was trying to solve  $97 - 58$ . Her work is shown below. Do you agree with her strategy? Why or why not?

$$58 = 50 + 8$$

$$97 - 50 = 47$$

$$47 - 8 = 39$$

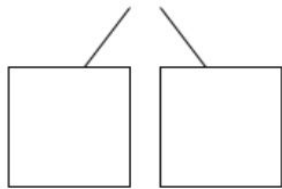
Name:

Date:

Grade 2 Mathematics Homework • Add/Subtract two-digit numbers

Find the difference using partial differences. Use numbers and pictures to show your thinking.

1.  $67 - 38 = \underline{\hspace{2cm}}$



2. Estimate the difference. Explain how you know your estimate is reasonable.

$55 - 27 = \underline{\hspace{2cm}}$