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.
It was late at night, but Kevin lay awake in bed. He could not sleep because he was very scared. His bed was inside a giant camping tent, and just outside the tent were the fields of Africa, filled with wild animals. Kevin looked at his parents, who slept soundly in another bed across from him. He wondered how they could be so calm. What if a lion came into their tent to attack them? It took a long time before Kevin finally fell asleep.

When the sun came up, he felt his mother's hand on his head. "Good morning, Kevin!" she said. She looked happy and excited. "Time to wake up and go on the safari."

"I'm scared," said Kevin. Before they left America on the airplane, his parents had explained to him that a safari was a long drive through nature, usually in Africa. During a safari you can see lions and zebras living free,
instead of cooped up in a zoo. "What if we get close to a lion?" he asked.

"Oh, darling," she said. "Like I told you, nothing will happen to us if we listen to what our guide says."

Kevin rubbed his eyes and slowly put on his clothes. He listened to the birds singing outside and began to feel less afraid. He walked out of the tent into bright sunlight, and ate his eggs quickly at the table outside. Then he got into a big green jeep with his mother and father. The driver was a kind-looking man with a bushy gray beard. His name was Jim, and he was their guide.

The jeep took off along a dirt road. After a little while Kevin saw something move out of the corner of his eye. "Wait!" he said. "I see something!"

Jim stopped the car and told them all to get out. Kevin and his parents waited in the tall grass while Jim walked ahead of them and looked around. After a minute Jim raised his hands in the air. "Shhh," he whispered. "It's nothing dangerous. If we speak loudly, we'll scare it away!" Kevin and his parents walked up to where Jim stood, and soon Kevin saw an animal come very close to them. It was a beautiful golden creature with dark brown spots and a very, very long neck. It had come to eat the leaves of a tall tree. "The giraffe is the only animal around here tall enough to reach these leaves," whispered Jim. "That's why it always has food to eat."

"Wow," whispered Kevin. He could not believe how close he was to the giraffe. All his fears vanished, and he began to get excited about the day to come.
Name: ___________________________ Date: _______________

1. Where are Kevin and his parents?
   A. in Australia
   B. in Africa
   C. in America

2. What event made Kevin less afraid of being close to wild animals?
   A. Kevin's mom told him that nothing would happen to them if they listen to their guide so Kevin was not afraid.
   B. Jim, the guide, came to pick up Kevin and his parents to take them on the safari.
   C. A giraffe came very close to Kevin while he was on the safari and Kevin was not afraid.

3. Kevin was scared when he was in the giant camping tent late at night in Africa. Which evidence from the story does NOT support this statement?
   A. It took a long time before Kevin could fall asleep.
   B. Kevin's parents slept soundly in another bed across from Kevin.
   C. Kevin thought about a lion coming into their tent to attack them.

4. How did Kevin's parents most likely feel during the trip to Africa?
   A. Kevin's parents were bored during the trip to Africa.
   B. Kevin's parents were afraid during the trip to Africa.
   C. Kevin's parents were not afraid during the trip to Africa.

5. What is the story mostly about?
   A. a boy named Kevin who goes on a safari in Africa with his parents
   B. a boy named Kevin who was excited to see many wild animals close up
   C. a family that went to Africa to see giraffes
6. Read the following sentences: "During a safari you can see lions and zebras living free, instead of cooped up in a zoo."

What does the phrase "cooped up" most nearly mean?

A. yelled at  
B. released in the wild  
C. kept in a closed space

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

Kevin saw something move _____________ the guide stopped the car.

A. because  
B. so  
C. but

8. Which animal came to eat the leaves of a tall tree that was near Kevin?

9. Explain how Kevin's feelings about being close to wild animals change from the beginning to the end of the story. Use evidence from the text to support your answer.

10. How would Kevin react if he saw a lion up close on the safari? Use evidence from the story to support your answer.
Afternoon on a Hill
by Edna St. Vincent Millay

I will be the gladdest thing
   Under the sun!
I will touch a hundred flowers
   And not pick one.

I will look at cliffs and clouds
   With quiet eyes,
Watch the wind bow down the grass,
   And the grass rise.

And when lights begin to show
   Up from the town,
I will mark which must be mine,
   And then start down!
1. What does the speaker look at in this poem?
   A. the sun and moon
   B. cliffs and clouds
   C. bugs in the grass

2. Which of these phrases from the poem describes part of the setting?
   A. "which must be mine"
   B. "with quiet eyes"
   C. "a hundred flowers"

3. The speaker of the poem wants to enjoy nature without hurting it in any way.
   Which evidence from the poem best supports this conclusion?
   A. I will touch a hundred flowers / And not pick one.
   B. I will mark which must be mine, / And then start down!
   C. I will be the gladdest thing / Under the sun!

4. Where is the speaker of the poem spending an afternoon?
   A. on a hill
   B. in a forest
   C. in a town

5. What is this poem mostly about?
   A. enjoying nature without leaving a mark on it
   B. the effects of wind on grass, cliffs, and clouds
   C. travelling from a hill down to a town
6. Read these lines from the poem:

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

Why might the poet have described the speaker's eyes as "quiet" in the second line of the stanza?

A. to hint that the speaker cannot hear or speak at all
B. to show that the speaker was not making any noise
C. to suggest that the speaker's mouth was not staying quiet

7. Read this stanza from the poem:

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

Which of these lines means the same thing as the last line in this stanza?

A. And the grass rises quietly.
B. And the grass might rise.
C. And watch the grass rise.

8. What are three things the speaker will see during the afternoon on the hill?

9. What are two things the speaker will do while spending time on the hill?

10. Based on this poem, how does the speaker feel about spending time in nature? Use evidence from the poem to support your answer.
American Heroes

Celebrate Black History Month

February is Black History Month. During this time, we remember important African Americans. Read about four people who made history.

Jackie Robinson (1919-1972)

In 1947, Jackie Robinson changed history. He became the first African American to play major league baseball. He played for the Brooklyn Dodgers. Until then, African Americans were not allowed to play in the major leagues.

Rosa Parks (1913-2005)
Rosa Parks spent her life fighting for equal rights. Those rights make sure all people are treated fairly. In 1955, Parks was arrested in Alabama for not giving up her bus seat to a white person. Her brave act helped change unfair laws.

**George Washington Carver (1864-1943)**
George Washington Carver was an inventor. He was born on a farm in Missouri. He found more than 300 new uses for peanuts. Those uses include making soap, glue, and paint. Carver also taught people better ways to farm.

Marian Anderson (1897-1993)

Marian Anderson was a famous singer. In 1955, she became the first African American to sing a leading role at the Metropolitan Opera. That is an opera house in New York City. She was also the first African American to sing at the White House.
1. When is Black History Month?
   A. February
   B. December
   C. August

2. The cause of Rosa Parks' arrest was she refused to give up her bus seat. What was an effect?
   A. Her brave act helped change unfair laws.
   B. She found many new uses for peanuts.
   C. She became the first African American in major league baseball.

3. George Washington Carver was an intelligent inventor. What evidence from the passage supports this conclusion?
   A. He taught people better ways to farm.
   B. He found over 300 new uses for peanuts.
   C. He was born on a farm in Missouri.

4. How did Jackie Robinson probably feel about being the first African American to play major league baseball?
   A. sad
   B. proud
   C. angry

5. What is this passage mostly about?
   A. Black History Month
   B. important African Americans
   C. Jackie Robinson
6. Read the following sentences: "February is Black History Month. During this time, we remember important African Americans. Read about four people who made history."

Why does the author begin the passage like this?

A. to tell the reader that these African Americans are important
B. to tell the reader that these African Americans are unimportant
C. to confuse the reader with extra facts about Black History Month

7. Choose the answer that best completes the sentence below

No African American had played major league baseball before him, _______ Jackie Robinson made history when he joined the Brooklyn Dodgers.

A. so  
B. because  
C. but

8. Marian Anderson was the first African American to sing where?

9. What do we do during Black History Month?

10. How did Rosa Parks make history?
My grandfather loves to grow plants. He raises vegetables and fruits, and he takes great care of all of them. Last week, Grandpa gave me some green bean seeds. Now I can grow my own green bean plant.

I brought my seeds home and showed my mom. She helped me get my green bean project ready. First, we put some soil in a pot. Then we planted a few seeds. I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window,
and I added some water.

I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing! Over the next few weeks, more stems and leaves will grow. Then flowers will grow, too.

What am I most excited about? I cannot wait to eat the beans! I think they will taste even better because I grew them myself.
Name: _______________________________ Date: _____________

1. What did Grandpa give to the main character?
   A. some green beans
   B. green bean seeds
   C. a fully-grown bean plant

2. The main character planted the seeds, put the pot in a sunny spot, and added water. What was the effect of these actions?
   A. The soil got dry right away.
   B. A tiny stem grew after some time.
   C. The seeds quickly turned into green beans.

3. Read these sentences from the text.

   "I put the pot in a sunny spot by the window, and I added some water.
   "I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

What conclusion can you draw from this evidence?
   A. The main character has taken care of many different plants in the past.
   B. The main character is doing a good job of taking care of the bean plant.
   C. The main character doesn't really care about the bean plant.

4. Read these sentences from the text.

   "I cannot wait to eat the beans! I think they will taste even better because I grew them myself."

Why might the main character think the beans will taste even better because he or she grew them?
   A. because the main character normally hates the taste of green beans
   B. because the main character is way better at growing plants than Grandpa
   C. because the main character put work into taking care of the beans

5. What is the main idea of this story?
   A. The main character takes care of a green bean seed and helps it start growing into a plant.
   B. The main character's grandfather loves to grow vegetables, and he takes great care of all his plants.
   C. The main character is excited to eat green beans because they are a tasty vegetable.
6. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

Based on this text, what does the phrase "depend on" most closely mean?
   A. need
   B. like
   C. change

7. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water."

Now read this sentence about the same information. Then, choose the answer that completes the sentence without changing the meaning from the story.

I put the pot in a sunny spot by the window, and I added some water ________ Grandpa told me that plants depend on water and sunlight to grow.
   A. so
   B. because
   C. but

8. What do plants need so they can grow?

9. What are two things the main character did to the bean plant to help it grow?

10. What would happen to the bean plant if the main character forgot to give it water? Use evidence from the text to support your answer.
Take a look at a world map. Can you find the Pacific Ocean? Japan is a country made up of many islands in that ocean. Most people in Japan live close to the waters of the Pacific.

A few years ago, people living in the Tohoku region of Japan saw something strange. Giant ocean waves were coming toward them. When the waves reached the beach, they did not stop. Streets and homes were flooded.

Giant waves like those are known as tsunamis (soo-NAH-meess). Tsunami is a Japanese word that means "harbor wave."

What causes a tsunami? An earthquake occurs in the ocean. The land below the water shakes. That causes water to swell into giant waves. The waves travel quickly across the ocean.
The tsunami that hit Tohoku started as an earthquake in the ocean eighty miles away. The quake was very strong. The tsunami waves it created kept coming for hours. The waves destroyed ships, cars, and many buildings.

Scientists are studying the events of the Tohoku tsunami. The scientists hope to learn things that will make people safer the next time a tsunami happens.
1. Which country was hit by a tsunami a few years ago?
   A. the United States
   B. Japan
   C. England

2. The article describes how earthquakes in the ocean can cause tsunamis. First, the land below the water shakes. What is the effect of this shaking?
   A. The earthquake gets bigger and bigger.
   B. The water swells into giant waves.
   C. The shaking land gets weaker.

3. The tsunami that hit Tohoku was very powerful.
   What evidence best supports this conclusion?
   A. Tsunamis are caused by earthquakes in the ocean.
   B. The Tohoku tsunami started as an earthquake in the ocean eighty miles away.
   C. The tsunami waves destroyed ships, cars, and many buildings.

4. Most people in Japan live near the ocean. When the tsunami hit Japan, it damaged houses, ships, cars, and buildings.
   Based on this evidence, what can you infer?
   A. The Tohoku tsunami was the worst tsunami to ever hit Japan.
   B. People in Japan have figured out a way to deal with tsunamis.
   C. The Tohoku tsunami probably affected a lot of people.

5. What is the main idea of this article?
   A. Earthquakes are a big problem for people in Japan.
   B. A few years ago, a tsunami hit Japan and caused lots of damage.
   C. Scientists hope to learn a lot more about tsunamis.
6. Read these sentences from the text.

"What causes a tsunami? An earthquake occurs in the ocean. The land below the water shakes. That causes water to swell into giant waves. The waves travel quickly across the ocean."

Why does the author ask a question at the beginning of this paragraph?

A. to show that the author does not know the answer to this question
B. to let readers know that the next sentences will answer the question
C. to let readers know about a question that scientists are trying to learn more about

7. Choose the answer that best completes this sentence.

The tsunami waves were giant and kept coming for hours, _____ they destroyed many buildings.

A. so
B. because
C. but

8. What event causes a tsunami?

9. What were two effects that the tsunamis had on Tohoku, Japan?

10. Scientists are studying the events of the Tohoku tsunami to find ways to keep people safe from the next tsunami. Would it also be useful for scientists to study earthquakes to keep people safe from tsunamis? Why or why not?
Name:

Choose a book you have read. Write about it. What is the book about? Who was your favorite character? Would you tell a friend to read this book? Why or why not?

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Name:

What do you like to do with your friends? Write about it.

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Choose a book you have read. Write about it. What is the book about? Who was your favorite character? Would you tell a friend to read this book? Why or why not?

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Write an invitation to your family party. Draw a picture. Write the date, time and place on your invitation.

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Write about a time when you and your family went somewhere. Where did you go? What did you do there?

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Algebra • Even and Odd Numbers

Shade in the ten frames to show the number. Circle even or odd.

1. 15
2. 18
3. 11

4. 17
5. 13
6. 20

even odd even odd even odd

PROBLEM SOLVING

7. Mr. Dell has an odd number of sheep and an even number of cows on his farm. Circle the choice that could tell about his farm.

9 sheep and 10 cows
10 sheep and 11 cows
8 sheep and 12 cows
Lesson Check \( \text{(CC.2.OA.3)} \)

1. Which of these numbers is an even number?
   - \( \bigcirc \) 3
   - \( \bigcirc \) 4
   - \( \bigcirc \) 5
   - \( \bigcirc \) 9

2. Which of these numbers is an odd number?
   - \( \bigcirc \) 2
   - \( \bigcirc \) 6
   - \( \bigcirc \) 7
   - \( \bigcirc \) 8

Spiral Review \( \text{(CC.2.OA.3)} \)

3. Which of these numbers is an odd number? \( \text{(Lesson 1.1)} \)
   - \( \bigcirc \) 10
   - \( \bigcirc \) 8
   - \( \bigcirc \) 3
   - \( \bigcirc \) 4

4. Which of these numbers is an even number? \( \text{(Lesson 1.1)} \)
   - \( \bigcirc \) 7
   - \( \bigcirc \) 6
   - \( \bigcirc \) 5
   - \( \bigcirc \) 1

5. Which of these numbers is an even number? \( \text{(Lesson 1.1)} \)
   - \( \bigcirc \) 9
   - \( \bigcirc \) 7
   - \( \bigcirc \) 5
   - \( \bigcirc \) 2

P4 four
Lesson 1.2

Algebra • Represent Even Numbers

Shade in the frames to show two equal groups for each number. Complete the addition sentence to show the groups.

1. 8  
   ___ = ___ + ___

2. 18  
   ___ = ___ + ___

3. 10  
   ___ = ___ + ___

4. 14  
   ___ = ___ + ___

5. 20  
   ___ = ___ + ___

6. 12  
   ___ = ___ + ___

PROBLEM SOLVING  

Solve. Write or draw to explain.

7. The seats in a van are in pairs. There are 16 seats. How many pairs of seats are there?
   ___ pairs of seats
Lesson Check (CC.2.OA.3)

1. Which sum is an even number?
   - $9 + 9 = 18$
   - $9 + 8 = 17$
   - $8 + 7 = 15$
   - $6 + 5 = 11$

2. Which sum is an even number?
   - $1 + 2 = 3$
   - $3 + 3 = 6$
   - $2 + 5 = 7$
   - $4 + 7 = 11$

Spiral Review (CC.2.OA.3)

3. Which is an even number?
   (Lesson 1.1)
   - $7$
   - $9$
   - $10$
   - $13$

4. Which is an odd number?
   (Lesson 1.1)
   - $4$
   - $11$
   - $16$
   - $20$

5. Ray has an odd number of cats. He also has an even number of dogs. Which can be Ray’s pets?
   (Lesson 1.1)
   - 3 cats and 1 dog
   - 3 cats and 3 dogs
   - 4 cats and 2 dogs
   - 5 cats and 2 dogs

6. Which sum is an even number?
   (Lesson 1.2)
   - $2 + 3 = 5$
   - $3 + 4 = 7$
   - $4 + 4 = 8$
   - $7 + 8 = 15$
Lesson 1.3

Understand Place Value

Circle the value of the underlined digit.

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<td>70</td>
<td>70</td>
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**PROBLEM SOLVING**

Write the 2-digit number that matches the clues.

10. My number has a tens digit that is 8 more than the ones digit. Zero is not one of my digits.

My number is ____.

Chapter 1
Lesson Check (CC.2.NBT.3)

1. What is the value of the underlined digit?
   - 32
   - ○ 2
   - ○ 3

2. What is the value of the underlined digit?
   - 28
   - ○ 80
   - ○ 20

Spiral Review (CC.2.OA.3, CC.2.NBT.3)

3. What is the value of the underlined digit? (Lesson 1.3)
   - 53
   - ○ 50
   - ○ 30

4. What is the value of the underlined digit? (Lesson 1.3)
   - 24
   - ○ 40
   - ○ 20

5. Which of these choices is an even number of pens and an odd number of pencils? (Lesson 1.1)
   - ○ 7 pens 7 pencils
   - ○ 5 pens 4 pencils
   - ○ 2 pens 3 pencils
   - ○ 2 pens 2 pencils

6. Which sum is an even number? (Lesson 1.2)
   - ○ 5 + 2 = 7
   - ○ 6 + 3 = 9
   - ○ 7 + 4 = 11
   - ○ 7 + 7 = 14


**Expanded Form**

Draw a quick picture to show the number. Describe the number in two ways.

1. 68

   ____ tens ____ ones
   ____ + ____

2. 21

   ____ tens ____ one
   ____ + ____

3. 70

   ____ tens ____ ones
   ____ + ____

4. 53

   ____ tens ____ ones
   ____ + ____

5. 35

   ____ tens ____ ones
   ____ + ____

6. 47

   ____ tens ____ ones
   ____ + ____

7. Circle the ways to write the number shown by the model.

   - 6 tens 4 ones
   - 4 tens 6 ones

   40 + 6  64
   60 + 4  46

Chapter 1
**Lesson Check (CC.2.NBT.3)**

1. Which is a way to describe the number 92?
   - ○ 9 tens
   - ○ 2 tens 9 ones
   - ○ 9 tens 2 ones
   - ○ 11 tens

2. Which is a way to describe the number 45?
   - ○ 4 tens 5 ones
   - ○ 5 tens 4 ones
   - ○ 4 tens 0 ones
   - ○ 4 tens 9 ones

**Spiral Review (CC.2.NBT.3)**

3. What is the value of the underlined digit? (Lesson 1.3)
   - 49
   - ○ 90
   - ○ 40
   - ○ 9
   - ○ 4

4. What is the value of the underlined digit? (Lesson 1.3)
   - 34
   - ○ 40
   - ○ 30
   - ○ 4
   - ○ 3

5. Which is another way to describe the number 76? (Lesson 1.4)
   - ○ 7 tens
   - ○ 6 tens 7 ones
   - ○ 7 tens 6 ones
   - ○ 7 tens 13 ones

6. Which is another way to describe the number 52? (Lesson 1.4)
   - ○ 7 tens 2 ones
   - ○ 2 tens 5 ones
   - ○ 5 tens
   - ○ 5 tens 2 ones

P10 ten
### Different Ways to Write Numbers

**Write the number another way.**

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<td>2. forty-one</td>
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<td>3. 9 tens 5 ones</td>
<td>4. 80 + 3</td>
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<td>5. 57</td>
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<td>7. 60 + 4</td>
<td>8. 4 tens 8 ones</td>
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<td>9. twenty-eight</td>
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### PROBLEM SOLVING

11. A number has the digit 3 in the ones place and the digit 4 in the tens place. Which of these is another way to write this number? Circle it.

\[3 + 4 \quad 40 + 3 \quad 30 + 4\]
Lesson Check (CC.2.NBT.3)

1. Which is another way to write 3 tens 9 ones?
   - 93
   - 30 + 90
   - 90 + 3
   - 39

2. Which is another way to write the number eighteen?
   - 8 + 1
   - 81
   - 10 + 8
   - 10 + 80

Spiral Review (CC.2.NBT.3)

3. Which is another way to write the number 47? (Lesson 1.5)
   - 70 + 4
   - 40 + 7
   - 4 + 7
   - 40 + 70

4. Which is another way to write the number 95? (Lesson 1.5)
   - 50 + 9
   - 90 + 50
   - fifty-nine
   - ninety-five

5. What is the value of the underlined digit? (Lesson 1.3)
   - 61
   - 1
   - 6

6. What is the value of the underlined digit? (Lesson 1.3)
   - 17
   - 1
   - 7

P12 twelve