RExADING, 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.
The United States Constitution divides the American government into three branches, or parts. The legislative branch writes the country's laws. The executive branch, led by the president, carries out the laws.

The third branch settles disagreements about laws. That branch is called the judiciary. The judicial branch includes many courts. The U.S. Supreme Court is the most powerful of these courts. (Supreme means "the top.")

The Supreme Court is made up of nine judges. The chief justice is the head judge. The eight other judges are called associate justices. The Supreme Court meets in Washington, D.C. It can decide if a law Congress passed is allowed by the Constitution. The court also may decide if something the president did is allowed according to the Constitution.

Cases come to the Supreme Court only after they have been heard in other
U.S. courtrooms. People who disagree with any court decision may ask, or appeal to, a "higher" court. A court is considered higher if it can change the decision that another court made.

The Supreme Court is the highest court in the land. It is the last place an appeal can be heard. And after the Supreme Court decides a case, all other American courts must follow the rules it sets. In these ways, the Supreme Court really is supreme!
1. What is the U.S. Supreme Court?
   A. the part of the U.S. government that writes laws
   B. a court that is led by the president of the U.S.
   C. the most powerful court in the U.S. government

2. The article starts by describing the three branches of the American government. Which branch is the U.S. Supreme Court part of?
   A. judicial
   B. executive
   C. legislative

3. The Supreme Court can decide if a law Congress passed is allowed by the Constitution. The court also may decide if something the president did is allowed according to the Constitution.

   What can you conclude based on this evidence?
   A. The Supreme Court doesn't need to follow the Constitution closely.
   B. The Supreme Court has some power over the other branches of government.
   C. Congress and the president usually do not follow the Constitution.

4. The Supreme Court is the highest court in the land. Based on this text, what is the highest LAW in the land?
   A. the laws that Congress writes
   B. the president's actions
   C. the Constitution

5. What is the main idea of this text?
   A. The judicial branch of the government includes many courts.
   B. The head judge of the Supreme Court is called the chief justice.
   C. The Supreme Court is the most powerful court in the United States.
6. Read these sentences from the text.

"The judicial branch includes many courts. The U.S. Supreme Court is the most powerful of these courts. (Supreme means 'the top.')"

Why might the author have included the definition of "supreme?"

A. to tell the reader that another name for the Supreme Court is The Top Court
B. to make it clear that the Supreme Court is the most powerful court
C. to show that the Supreme Court was not named correctly

7. Choose the answer that best completes this sentence.

The Supreme Court can change other courts' decisions, _______ other courts cannot change the Supreme Court's decisions.

A. but
B. because
C. so

8. When do cases come to the Supreme Court?

9. What happens after the Supreme Court makes a decision on a case?

10. What makes the Supreme Court more powerful than other U.S. courts? Use evidence from the text to support your answer.
Earth Rocks!

Earth is made of rocks. They can be small enough to fit in your hand or as big as a house. Rocks have different colors and textures. You know a rock when you see one—but can you identify the three basic groups of rocks?

Rock Groups

Earth is a giant rock-making machine. Rocks form, break apart, and then form again. Read about the three groups of rocks, and look at examples of each.

Sedimentary

Sedimentary rocks begin as sediment at the bottom of rivers, lakes, and oceans. Sediment is made of small pieces of sand, clay, and shells. The weight of water presses down on the sediment until it becomes hard.

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Limestone
Igneous rocks are created by heat. They start off as **magma**, which is hot, melted rock deep within a volcano. When magma cools and hardens, igneous rock forms. Igneous rock also forms when **lava** cools. Lava is magma that erupts from a volcano.
Metamorphic rocks start as igneous or sedimentary rocks. Heat and heavy pressure cause the rock to undergo a *metamorphosis*, or a change. The new rock often has a different color.
Earth Rocks!

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*Eclogite*

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*Marble*
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*Slate*
1. How many groups of rocks does the passage name?
   - A. one
   - B. three
   - C. two

2. What does the author describe in the passage?
   - A. why there are only three different rock groups
   - B. which group of rocks is the most common on Earth
   - C. how different groups of rocks are made

3. Metamorphic rocks are rocks that were previously a different type of rock. What evidence from the passage supports this conclusion?
   - A. Metamorphic rocks start as igneous or sedimentary rocks.
   - B. A metamorphosis is a kind of change that something undergoes.
   - C. Examples of metamorphic rocks are slate and marble.

4. Read the following sentences: "Sedimentary rocks begin as sediment at the bottom of rivers, lakes, and oceans. Sediment is made of small pieces of sand, clay, and shells. The weight of water presses down on the sediment until it becomes hard."

   Based on this information, what can you conclude about sedimentary rocks?
   - A. Some sedimentary rocks have shells in them.
   - B. All sedimentary rocks are found far from water.
   - C. Sedimentary rocks are harder than igneous rocks.

5. What is this passage mostly about?
   - A. sedimentary, igneous, and metamorphic rocks
   - B. rocks that are created from lava or magma
   - C. rocks that are created from sediment
6. Read the following sentences: "When magma cools and hardens, igneous rock forms. Igneous rock also forms when lava cools. Lava is magma that erupts from a volcano."

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

A. slowly drips  
B. comes out  
C. buries something

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

Metamorphic rocks form ___________ heat and heavy pressure cause igneous or sedimentary rocks to undergo metamorphosis.

A. but  
B. because  
C. so

8. What are sedimentary rocks made from?

9. How are igneous rocks created?

10. What role does heat play in the formation of rocks?
Danisha stepped into the elevator and pushed the button for the twelfth floor. It was her first visit to her dad's office.

As the elevator went up, Danisha began wondering: *What makes elevators move? How could people work or live in tall buildings without elevators?*

Danisha sat at a desk while her father worked. She decided to use the computer to learn more about elevators. She discovered that elevator cars ride up and down in a space called a shaft. Strong cables lift and lower the
Danisha read about the history of elevators. She found out that even the builders of the ancient pyramids used lifting devices to pick up huge stones.

Modern elevators were designed through a process, or a series of steps, Danisha read. Over the years, people worked to make elevators better.

One of those people, Elisha Otis, invented the first safety elevator. His elevator would not fall even if the cables broke. Elisha Otis started his own elevator company in the United States.

Danisha had learned a lot about elevators. Now she was hungry. Her dad was taking her out for lunch. As Danisha rode down the elevator, she noticed a sign on the elevator wall. It said *Otis Elevator Company*!
1. What does Danisha step into and ride up to get to her dad's office?
   A. an ancient lifting device
   B. a pyramid
   C. an elevator

2. What does this text describe?
   A. how Elisha Otis invented the first safety elevator
   B. what life was like for the people who built the ancient pyramids
   C. how elevators work

3. Read this sentence from the text.

"Danisha had learned a lot about elevators."

What evidence from the text supports this statement?
   A. "Elisha Otis started his own elevator company in the United States."
   B. "She discovered that elevator cars ride up and down in a space called a shaft."
   C. "Danisha stepped into the elevator and pushed the button for the twelfth floor."

4. Before the first safety elevator, what probably happened to elevators when their cables broke?
   A. They went up.
   B. They stayed in the same place.
   C. They fell.

5. What is the main idea of this text?
   A. A girl learns about elevators and their history.
   B. Modern elevators were designed through a series of steps.
   C. The builders of the ancient pyramids used lifting devices to pick up huge stones.
6. Reread the last two paragraphs of the text.

Why might the author have ended the last sentence with an exclamation point?

A. to compare the elevator Danisha was riding in with ancient lifting devices
B. to explain why Danisha was hungry
C. to show Danisha's excitement and surprise

7. Choose the answer that best completes this sentence.

Danisha wonders what makes elevators move _______ the elevator she is riding in goes up.

A. then
B. when
C. before

8. What did Elisha Otis invent?

9. What does the sign on the elevator wall say?

10. Is there any connection between Elisha Otis and the Otis Elevator Company? Support your answer with evidence from the text.
People have been trying to build a flying car for a long time. So far, no one has been able to get a car off the ground safely. But engineers keep trying!

One problem is that flying cars need wings. The wings must be designed so they will not stick out into other lanes of the road. Engineers are looking for solutions to that problem.

Two kinds of flying cars are being developed that may solve the problem. One type is called the Transition. It has rotating blades that spin and lift the car. Those blades fold flat against the sides when the car is on the ground.

Another kind is named the Skycar. It has large propellers. These propeller...
wings fold up and can be packed in the car's trunk.

Flying cars will not just fly up from the road. They will have to take off from an airport runway. Still, some people are eager to have one of their own. Nobody is sure when flying cars will be available, but one company already has a hundred customers waiting for one.

So fasten your seat belts, and get ready for takeoff. Someday, cars may be on the road and in the air!
1. Which people are trying to build flying cars?
   A. engineers
   B. airplane pilots
   C. racecar drivers

2. What is a main problem engineers are trying to solve to make flying cars?
   A. Flying cars need wings that will not stick out into other lanes of the road.
   B. Flying cars need to have a special kind of gas to be able to fly.
   C. Flying cars need to be able to fly up into the air straight from the road.

3. It is difficult to make a flying car that can be used safely.

   What evidence from the text supports this conclusion?
   A. Two kinds of flying cars are being developed that may solve the problem.
   B. One company already has a hundred customers waiting for a flying car.
   C. So far, no one has been able to get a car off the ground safely.

4. Read these sentences from the text.

   "People have been trying to build a flying car for a long time. [...] Nobody is sure when flying cars will be available, but one company already has a hundred customers waiting for one."

   What can you conclude based on this evidence?
   A. Engineers are very close to inventing a flying car.
   B. Many people are excited about flying cars.
   C. People are not interested in cars that can fly.

5. What is the main idea of this article?
   A. Flying cars will need to take off from an airport runway, instead of just flying up from the road.
   B. Engineers are trying to make flying cars, but first they have to solve the problems of flying cars by finding different solutions.
   C. Engineers are developing a flying car called the Skycar, which has wings that can fold up and fit in the car's trunk.
6. Read these sentences from the text.

"One problem is that flying cars need wings. The wings must be designed so they will not stick out into other lanes of the road. Engineers are looking for solutions to that problem."

What does the word "designed" mean here?

A. thrown away  
B. planned and built  
C. forgotten

7. Read this sentence from the text.

"Nobody is sure when flying cars will be available, but one company already has a hundred customers waiting for one."

Choose the answer that best completes the sentence below without changing the meaning of the sentence from the text.

_______ nobody is sure when flying cars will be available, one company already has a hundred customers waiting for one.

A. So
B. Because
C. Even though

8. Why are wings a problem for engineers trying to design flying cars?

9. What are the two solutions engineers have found to the flying cars' wings problem?

10. Which kind of flying car is the better solution to the problem of needing wings? Why?
Support your argument with evidence from the text.
Canyons are deep valleys surrounded by rocky cliffs. One of the most famous canyons in the world is in the Arizona desert in the United States. It is called the Grand Canyon.

The Grand Canyon stretches for 277 miles. That is a long distance! If you were in a car traveling at highway speed, it would take you about five hours to go that far.

The cliffs of the Grand Canyon are made of brown, red, and yellow rocks and sand. It is one mile from the top of the cliffs to the floor of the canyon. The Colorado River flows along the canyon floor.

Nature has shaped the Grand Canyon. For millions of years, scientists say, wind and water hit the canyon's rocks and sand. Strong winds blew on the cliffs. Rain and river water wore down the rocks. Together, the wind and water created the canyon we see today.

Even today, wind and water continue to change the canyon by reshaping the rocks and battering the cliffs. The change is very slow, but it never stops. A million years from now, the Grand Canyon will look very different.
1. What are canyons?
   A. rushing water that flows between rocky cliffs
   B. cliffs made of brown, red, and yellow rocks and sand
   C. deep valleys surrounded by rocky cliffs

2. What does the article explain?
   A. how to get from the top of the Grand Canyon to the bottom
   B. how scientists have gathered information about the Grand Canyon
   C. how the Grand Canyon we see today was created

3. "A million years from now, the Grand Canyon will look very different."

   What evidence from the article supports this statement?
   A. "Even today, wind and water continue to change the canyon by reshaping the rocks and battering the cliffs."
   B. "For millions of years, scientists say, wind and water hit the canyon's rocks and sand."
   C. "The cliffs of the Grand Canyon are made of brown, red, and yellow rocks and sand."

4. Why might the Grand Canyon be one of the most famous canyons in the world?
   A. It stretches over a long distance.
   B. It was made by nature.
   C. It will look very different a million years from now.

5. What is the main idea of the article?
   A. Canyons are deep valleys surrounded by rocky cliffs that can be made of brown, red, and yellow rocks.
   B. It is one mile from the top of the Grand Canyon to the bottom, where the Colorado River flows.
   C. The Grand Canyon is a long, famous canyon that was shaped by nature over millions of years.
6. Read this paragraph from the article.

"The Grand Canyon stretches for 277 miles. That is a long distance! If you were in a car traveling at highway speed, it would take you about five hours to go that far."

Why does the author tell readers how long it would take to go 277 miles by car?

A. to help readers understand how long the Grand Canyon is
B. to convince readers that driving is a better way to get somewhere than walking
C. to encourage readers to drive to the Grand Canyon and see it for themselves

7. The Grand Canyon is 277 miles long and one mile tall, _______ it is longer than it is tall.

A. so
B. because
C. but

8. What are the cliffs of the Grand Canyon made of?

9. Explain how wind and water shaped the Grand Canyon we see today. Support your answer with evidence from the article.

10. "A million years from now, the Grand Canyon will look very different."

What might the Grand Canyon look like a million years from now? Support your answer with evidence from the article.
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 kinds of storms do you have where you live? Draw them. Label your pictures.
Write a letter. Ask a local weather reporter how he or she predicts the weather in your area.
Name:

What did you do during the last storm? Write about it.
Think about a favorite story you read. Draw your favorite part. Tell about your drawing. Then write a sentence about it.

______________________________________________________________________________
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Explore 3-Digit Numbers

Circle tens to make 1 hundred. Write the number in different ways.

1. __________ tens
   __________ hundred __________ tens

2. __________ tens
   __________ hundred __________ tens

3. __________ tens
   __________ hundred __________ tens

PROBLEM SOLVING

Solve. Write or draw to explain.

4. Millie has a box of 1 hundred cubes.
   She also has a bag of 70 cubes.
   How many trains of 10 cubes can she make?

   __________ trains of 10 cubes
Lesson Check (CC.2.NBT.1)

1. Which has the same value as 12 tens?
   - 2 hundreds 2 tens
   - 1 hundred 2 tens
   - 2 tens 1 one
   - 1 ten 2 ones

2. Which has the same value as 15 tens?
   - 1 ten 5 ones
   - 5 tens 1 one
   - 1 hundred 5 tens
   - 5 hundreds 1 ten

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

3. Which of these is an odd number? (Lesson 1.1)
   - 18
   - 10
   - 9
   - 4

4. Which of these is a way to show the number 35? (Lesson 1.6)
   - 2 tens 15 ones
   - 3 tens 0 ones
   - 3 tens 15 ones
   - 5 tens 3 ones

5. Which of these is another way to describe 78? (Lesson 1.4)
   - 7 + 8
   - 70 + 8
   - 70 + 80
   - 80 + 7

6. Which is another way to write the number 55? (Lesson 1.5)
   - 15 + 5
   - 25
   - fifty
   - 5 tens 5 ones
Model 3-Digit Numbers

Write how many hundreds, tens, and ones. Show with □□□□□. Then draw a quick picture.

1. 118
   - Hundreds
   - Tens
   - Ones

2. 246
   - Hundreds
   - Tens
   - Ones

3. 143
   - Hundreds
   - Tens
   - Ones

4. 237
   - Hundreds
   - Tens
   - Ones

PROBLEM SOLVING

5. Write the number that matches the clues.
   - My number has 2 hundreds.
   - The tens digit is 9 more than the ones digit.

My number is ________.
Lesson Check (CC.2.NBT.1)

1. What number is shown with these blocks?

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

246
264
462
642

Spiral Review (CC.2.OA.3, CC.2.NBT.1a, CC.2.NBT.1b, CC.2.NBT.3)

2. Which number has the same value as 28 tens? (Lesson 2.1)
   -  28
   -  280
   -  2800
   -  2810

3. Which of these is another way to describe 59? (Lesson 1.4)
   -  90 + 50
   -  90 + 5
   -  50 + 9
   -  5 + 9

4. Which of these is an odd number? (Lesson 1.1)
   -  11
   -  12
   -  18
   -  20

5. Which of these is a way to show the number 73? (Lesson 1.6)
   -  3 tens 7 ones
   -  7 tens 3 ones
   -  30 tens 7 ones
   -  70 tens 3 ones

P30 thirty
Hundreds, Tens, and Ones

Write how many hundreds, tens, and ones are in the model. Write the number in two ways.

1.  

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>

_______ + _______ + _______

2.  

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>

_______ + _______ + _______

3.  

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>

_______ + _______ + _______

PROBLEM SOLVING

4. Write the number that answers the riddle.
   Use the chart.
   A model for my number has 6 ones blocks,
   2 hundreds blocks, and 3 tens blocks.
   What number am I?

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>

_______
Lesson Check (CC.2.NBT.1)

1. Which is a way to write the number 254?
   - 200 + 50 + 4
   - 400 + 20 + 5
   - 400 + 50 + 2
   - 500 + 40 + 3

2. Which is a way to write the number 307?
   - 700 + 30 + 0
   - 300 + 0 + 7
   - 30 + 70 + 0
   - 0 + 3 + 7

Spiral Review (CC.2.OA.3, CC.2.NBT.1a, CC.2.NBT.1b, CC.2.NBT.3)

3. Which of these is another way to describe 83? (Lesson 1.4)
   - 8 + 3
   - 8 + 30
   - 80 + 3
   - 80 + 30

4. Which is another way to write 86? (Lesson 1.5)
   - 806
   - eighty-six
   - 6 tens 8 ones
   - 8 + 6

5. Which number has the same value as 32 tens? (Lesson 2.1)
   - 32
   - 320
   - 3200
   - 3210

6. Which of these is an odd number? (Lesson 1.1)
   - 2
   - 6
   - 10
   - 17
**Lesson 2.5**

**Place Value to 1,000**

Circle the value or the meaning of the underlined digit.

1. 337  | 3 | 30 | 300
2. 462  | 200 | 20 | 2
3. 572  | 5 | 50 | 500
4. 567  | 7 ones | 7 tens | 7 hundreds
5. 462  | 4 hundreds | 4 ones | 4 tens
6. 1,000 | 1 ten | 1 hundred | 1 thousand

**Problem Solving**

7. Write the 3-digit number that answers the riddle.
   - I have the same hundreds digit as ones digit.
   - The value of my tens digit is 50.
   - The value of my ones digit is 4. The number is ________.
Lesson Check (CC.2.NBT.1)

1. What is the value of the underlined digit?

   \[315\]
   - 3
   - 30
   - 33
   - 300

2. What is the meaning of the underlined digit?

   \[648\]
   - 4 ones
   - 4 tens
   - 4 hundreds
   - 4 thousands

Spiral Review (CC.2.OA.3, CC.2.NBT.1, CC.2.NBT.3)

3. Which number can be written as 40 + 5? (Lesson 1.4)
   - 4
   - 9
   - 45
   - 54

4. Which number has the same value as 14 tens? (Lesson 2.2)
   - 140
   - 104
   - 40
   - 14

5. Which of these is a way to show the number 26? (Lesson 1.6)
   - 6 tens 2 ones
   - 2 tens 2 ones
   - 1 ten 16 ones
   - 1 ten 6 ones

6. Which of these is an even number? (Lesson 1.1)
   - 7
   - 16
   - 21
   - 25
Number Names

Write the number.
1. two hundred thirty-two
2. five hundred forty-four
3. one hundred fifty-eight
4. nine hundred fifty
5. four hundred twenty
6. six hundred seventy-eight

Write the number using words.
7. 317
8. 457

PROBLEM SOLVING

Circle the answer.
9. Six hundred twenty-six children attend Elm Street School. Which is another way to write this number?

   266  626  662
Lesson Check (CC.2.NBT.3)

1. Which is another way to write the number 851?
   - one hundred fifty-eight
   - five hundred eighteen
   - five hundred eighty-one
   - eight hundred fifty-one

2. Which is another way to write the number two hundred sixty?
   - 206
   - 216
   - 260
   - 266

Spiral Review (CC.2.NBT.1, CC.2.NBT.2)

3. Which of these numbers has the digit 8 in the tens place? (Lesson 2.5)
   - 280
   - 468
   - 508
   - 819

4. What number is shown with these blocks? (Lesson 2.3)
   - 209
   - 245
   - 425
   - 542

5. Which group of numbers shows counting by fives? (Lesson 1.9)
   - 650, 655, 660, 665
   - 555, 655, 755, 855
   - 550, 560, 570, 580
   - 540, 541, 542, 543

6. Sam has 128 marbles. How many hundreds are in this number? (Lesson 2.4)
   - 110
   - 100
   - 10
   - 1