

Name _____

2nd Grade
NTI Packet
Day 11

Solving Take-Apart Word Problems

Name: _____

Solve problems 1–6.

- 1** Hailey buys 9 potatoes. 4 potatoes are white. The rest are red. How many red potatoes are there? Show your work.

Solution _____ potatoes are red.

- 2** Levi has 17 pet fish. 7 of the fish are goldfish. The rest are mollies. How many fish are mollies? Show your work.

Solution _____ fish are mollies.

- 3** Ada wants to read 12 books over the summer. 5 books are stories about cats. The rest are stories about horses. How many books are stories about horses? Show your work.

Solution _____ books are stories about horses.

- 4** There are 16 chairs at a table. 7 students sit down. The rest of the chairs are empty. How many chairs are empty? Show your work.

Solution _____ chairs are empty.

- 5 Luis sees 14 dogs at the dog park. 6 of the dogs are small dogs. The rest of the dogs are big dogs. How many dogs are big? Show your work.

Solution _____ dogs are big.

- 6 Sadie has 20 crayons. She finds 8 crayons in her desk. The rest of the crayons are in her crayon box. How many crayons are in Sadie's crayon box? Show your work.

Solution _____ crayons are in the crayon box.

- 7 Which strategy did you use to solve problem 6? Explain why.

Compare the numbers in each problem two different ways.

1 Compare 250 and 200.

_____ < _____ and
 _____ > _____

2 Compare 170 and 180.

_____ < _____ and
 _____ > _____

3 Compare 346 and 325.

_____ < _____ and
 _____ > _____

4 Compare 235 and 261.

_____ < _____ and
 _____ > _____

5 Compare 424 and 453.

_____ < _____ and
 _____ > _____

6 Compare 833 and 824.

_____ < _____ and
 _____ > _____

7 Compare 637 and 682.

_____ < _____ and
 _____ > _____

8 Compare 362 and 326.

_____ < _____ and
 _____ > _____

9 Compare 531 and 513.

_____ < _____ and
 _____ > _____

10 Compare 714 and 741.

_____ < _____ and
 _____ > _____

11 Compare 468 and 486.

_____ < _____ and
 _____ > _____

12 Compare 967 and 959.

_____ < _____ and
 _____ > _____

13 What strategies did you use to compare the numbers?

The Lion and the Mouse

an Aesop fable



- 1 A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a small hill of warm, soft grass. He had really crawled up onto a sleeping lion!
- 2 The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, “Forgive me! I didn’t mean to wake you. If you let me go, I’ll do something to help you someday.”
- 3 The lion laughed at the idea that the little mouse could ever help him. “What could a tiny thing like you ever do for me?” the lion said. But he let the mouse go.
- 4 The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.
- 5 The lion couldn’t move. Just then, the little mouse appeared. “Don’t worry, my friend,” he said. “I’ll help you!” The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, “You were right, little one! Already you have helped me and have saved the King of the Beasts!”

Close Reader Habits

Underline sentences that tell important events. As you reread, think how you would retell those events in your own words.

Explore

What important events should you include when you recount the story "The Lion and the Mouse"?



As you recount a story, be sure to tell what the important events make the characters do.

▶ Think

- 1 Complete the chart by writing the important events in order.

What Happens in the Story?

Beginning	
Middle	
End	

▶ Talk

- 2 Recount the whole story to your partner in your own words.

▶ Write

- 3 **Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart to help you write your answer. Write your answer in the space on page 112.

HINT What important event happens just before the lion says this?



Write Use the space below to write your answer to the question on page 109.

The Lion and the Mouse

- 3 Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart you filled out on page 109 to help you write your answer.

HINT What important event happens just before the lion says this?



Don't forget to check your writing.

Name: _____ Date: _____

6G Applying Meanings

accident / agree / aware / clear / deep / excess / fresh / leap / travel / wise

Circle the letter that makes sense or answers the question.

1. Matt and Paul **agree** that the Yankees are the best baseball team. What does that mean?

- (A) Matt and Paul are very good at baseball.
- (B) Matt doesn't care about baseball.
- (C) Matt thinks the Yankees are the best team. Paul thinks the Mets are the best.
- (D) Matt and Paul both think that the Yankees are the best team.

2. What part of your body do you need to use when you **leap**?

- (A) your legs
- (B) your nose
- (C) your ears
- (D) your teeth

3. The farmer had an **excess** of tomatoes. That means:

- (A) She has fewer tomatoes than she needs.
- (B) She didn't grow any tomatoes this year.
- (C) She has more tomatoes than she needs.
- (D) She doesn't like tomatoes.

4. You might say that Bob was **wise** if he

- (A) was very good at baseball
- (B) was good at teaching others
- (C) dressed nicely
- (D) was very good-looking

5. The water in the stream was very **deep**. What does that mean?

- (A) You would be able to walk across it.
- (B) The water is dirty.
- (C) You would have to swim across it.
- (D) The water is very cold.

2nd - Day 11**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- hollow
- muscles
- quills



A Prickly Adventure

by Barbara Hesson, *Highlights*

- 1 It is a warm day. A baby porcupine, or porcupette, sleeps in the hollow of a tree.
- 2 When a beetle tickles the porcupette's toe, he wakes up. He follows it out of the tree.

Out On His Own

- 3 The porcupette waddles on short legs through the forest. He munches on bark, twigs, and leaves. His favorite things to eat are dandelions and apples.
- 4 The porcupette has keen ears. He hears a snap and the soft padding of footsteps. Is this his mother? He stands on hind legs and sniffs the air. He has a good sense of smell and knows right away it isn't his mother. He makes a sound like a human baby's cry. Something moves closer.
- 5 The *something* is a wolf.

2nd - Day 11**Stay Back, Wolf!**

- 6 Now the porcupette is scared. His muscles tighten. This raises his quills. If the wolf touches the porcupette, the sharp quills will stick into the wolf's skin.
- 7 The wolf approaches, and the baby porcupine gives two warnings. First, he makes a clacking noise with his teeth. Second, he gives off a strong smell from a small patch of skin on his lower back.
- 8 The wolf steps back. He has come across quills before and didn't like them. He turns and runs into the forest.
- 9 *Sniff, sniff.* A new smell floats toward the porcupette. This time it is his mother. They touch nose to nose, and his mother grunts to him.
- 10 Tired but safe, the porcupette follows his mother. They move through the forest in search of more tasty things to eat.

**The mother porcupine
and porcupette sit on
the log.**

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► Think Use what you learned by reading "A Prickly Adventure" to respond to the following questions.

- 1** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What are a porcupette's favorite foods?

- A** bark and twigs
- B** twigs and leaves
- C** leaves and dandelions
- D** dandelions and apples

Part B

Write the sentence from the text that gave you the information to answer the question in Part A.

- 2** Read this sentence from the article.

If the wolf touches the porcupette, the sharp quills will stick into the wolf's skin.

Which question can be answered after reading this sentence?

- A** How does a porcupette raise its quills?
- B** Why would a wolf touch a porcupette?
- C** When might a porcupette use its quills?
- D** What part of the porcupette has quills?

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3 Reread paragraph 3. If you did not know what the word "munches" means, what information from the text helps you learn the meaning?

- A a snap and footsteps
- B sleeps in the hollow
- C his favorite things to eat
- D sniffs in the air

4 Write a **how** question about this article. Then give information from the article that answers the question.

Your question: _____

Information from the article that answers your question:

8 Oct - Oct 11

2nd - 1 Day 11



Writes How does a porcupette protect itself?

- 5 **Plan Your Response** List key details from the text that tell more about how porcupettes protect themselves.

- 6 **Short Response** How does a porcupette protect itself? Use the key details you found in the article in your answer.

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Learning Target

How does asking questions as you read help you understand important information?

Lined writing area for student response



11 10-15

Name _____

2nd Grade
NTI Packet
Day 12

Solving Comparison Word Problems

Name: _____

Solve problems 1–6. Show your work.

- 1** There are 4 fewer cats than dogs. There are 2 cats. How many dogs are there?

_____ dogs

- 2** Trevor sees 8 red birds. He sees 5 more red birds than blue birds. How many blue birds does Trevor see?

Trevor sees _____ blue birds.

- 3** Anna has 7 baskets and some flowers. She has 5 fewer baskets than flowers. How many flowers does Anna have?

Anna has _____ flowers.

- 4** There are 14 coats and some hats. There are 6 more coats than hats. How many hats are there?

_____ hats

- 5** There are 9 apples. There are 6 fewer apples than oranges. How many oranges are there?

_____ oranges

- 6** Brynne has 13 books. She has 8 more books than games. How many games does Brynne have?

Brynne has _____ games.

Adding and Regrouping Tens

Name: _____

Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

1
$$\begin{array}{r} 435 \\ + 283 \\ \hline 718 \end{array}$$

2
$$\begin{array}{r} 205 \\ + 113 \\ \hline \end{array}$$

3
$$\begin{array}{r} 586 \\ + 130 \\ \hline \end{array}$$

4
$$\begin{array}{r} 378 \\ + 343 \\ \hline \end{array}$$

5
$$\begin{array}{r} 186 \\ + 175 \\ \hline \end{array}$$

6
$$\begin{array}{r} 476 \\ + 234 \\ \hline \end{array}$$

7
$$\begin{array}{r} 152 \\ + 169 \\ \hline \end{array}$$

8
$$\begin{array}{r} 214 \\ + 225 \\ \hline \end{array}$$

9
$$\begin{array}{r} 362 \\ + 556 \\ \hline \end{array}$$

10
$$\begin{array}{r} 481 \\ + 262 \\ \hline \end{array}$$

11
$$\begin{array}{r} 145 \\ + 239 \\ \hline \end{array}$$

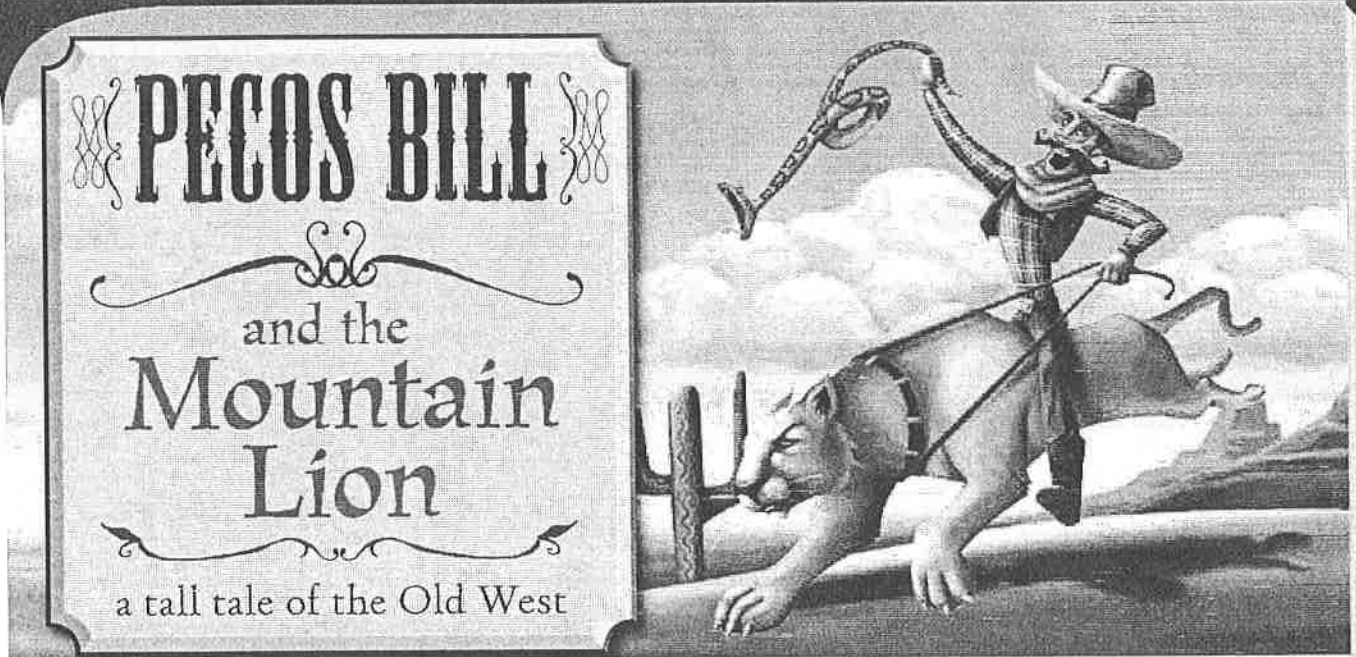
12
$$\begin{array}{r} 347 \\ + 133 \\ \hline \end{array}$$

13
$$\begin{array}{r} 286 \\ + 644 \\ \hline \end{array}$$

14
$$\begin{array}{r} 267 \\ + 174 \\ \hline \end{array}$$

15
$$\begin{array}{r} 383 \\ + 319 \\ \hline \end{array}$$

- 16 How do you know that $361 + 283$ is greater than 500 without finding the sum?



- 1 Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.
- 2 Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn't just ride horses. He could ride anything that came along.
- 3 One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.
- 4 Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.

Close Reader Habits

What important events happen in the beginning, middle, and end of the story? As you reread, **underline** those important events.

Think

- 1 Which sentence tells something that happens in the middle of the story?
 - A Bill grew up with a pack of coyotes.
 - B Bill was born in Texas a long time ago.
 - C Bill sends Flash home to keep him safe.
 - D Bill rides the giant mountain lion back home.
- 2 Why does Bill grab the rattlesnake?
 - A to use it like a rope to catch the mountain lion
 - B to save it from being hurt by the mountain lion
 - C to stop it from scaring his horse, Flash
 - D to try to scare away the mountain lion with it



The mountain lion is important to this story. I'm going to reread what happens when Pecos Bill first meets the mountain lion.

Talk

- 3 What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.

Write

- 4 **Short Response** Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 113.

HINT Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.



Write Use the space below to write your answer to the question on page 111.

PECOS BILL and the Mountain Lion

- 4 Short Response** Recount the end of the story. Tell the most important events in order, using your own words.

HINT Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.

Check Your Writing

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?



Name: _____ Date: _____

6F Connections

accident / agree / aware / clear / deep / excess / fresh / leap / travel / wise

Each sentence has a strong connection with one of the words from the unit. Write the correct word on the line below.

1. Jayden's family took a long car ride to visit his cousins.

2. Ayesha tipped over the glass. It spilled all over the floor.

3. It wasn't cloudy at all. There was nothing in the blue sky but the sun.

4. Lucy read the label. She knew there was a lot of sugar in the soda.

5. After the house got a coat of paint, it looked brand-new.

2nd
Day
12

Who Were the Mound Builders?

by Bea Marron

- 1 Long ago, Native Americans lived near the Ohio and Mississippi Rivers. These people are known as the Mound Builders. They carried earth in baskets. Then they piled it up with their hands. Over time, they made huge earth mounds. Some mounds were used to bury the dead.
- 2 The mounds have different shapes. Some people built mounds shaped like cones. One of the highest mounds is almost 70 feet tall.
- 3 Some people built mounds shaped like circles or squares. They made some of the largest mounds in the world. These mounds were built about 2,000 years ago.
- 4 Other people built mounds shaped like animals. One mound looks like a winding snake. It is about 1,300 feet long.
- 5 Still other people made mounds with flat tops. The people built homes on top of the mounds. These mounds were once part of a large, powerful city.



Close Reader Habits

How does each paragraph help you identify the main topic of the article?

Underline the key details in each paragraph.

19
10
11

2nd Day 12



► Think

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What kind of mounds are talked about in paragraph 3?

- A mounds like cones
- B mounds like circles or squares
- C mounds like animals
- D mounds like a city

Part B

Write **two** details you learned about the answer you chose in Part A.

- _____
- _____

Sometimes the first sentence in a paragraph tells me a key detail about the main topic. I'll reread all of them.

► Talk

2 Talk to your partner about how the key details in the paragraphs work together. What do they all tell about the main topic?

► Write

3 **Short Response** How does each paragraph add to what you know about the main topic? Write your answer in the space on page 31.

HINT Use what you underlined in each paragraph to help you write your answer.

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2nd Day 12

 **Write** Use the space below to write your answer to the question on page 29.

Who Were the Mound Builders?

3 Short Response How does each paragraph add to what you know about the main topic?

HINT Use what you underlined in each paragraph to help you write your answer.

Check Your Writing

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?

9. 11. 19

Name _____

2nd Grade
NTI Packet
Day 13

Ways to Solve Two-Step Problems

Name: _____

Solve problems 1–6. Show your work.

- 1** Jack has 9 flowers to plant. He plants 2 flowers before lunch. Then he plants 3 more after lunch. How many flowers does Jack have left to plant?

Jack has _____ flowers left to plant.

- 2** There are 8 girls at the park. First, 5 girls go home. Then 6 more girls come to the park. How many girls are at the park now?

There are _____ girls at the park.

- 3** Bella paints 6 pictures on Monday and 8 pictures on Wednesday. Then she paints 3 more pictures on Friday. How many pictures does Bella paint this week?

Bella paints _____ pictures this week.

- 4** Ali puts 12 books in a box. She takes 4 books out of the box. Then she puts 6 books in the box. How many books are in the box now?

There are _____ books in the box.

- 5** Lucas has 5 crayons. His sister gives him 6 more. Then he gives 4 to a friend. How many crayons does Lucas have now?

Lucas has _____ crayons.

- 6** Miss Brady puts 15 pencils in her desk. Then she takes out 9 pencils. After school she puts 5 pencils back in her desk. How many pencils are in Miss Brady's desk now?

There are _____ pencils in the desk.

Measuring in Inches and Feet

Name: _____

- 1** Circle the objects that are easier to measure with an inch ruler.
Underline the objects that are easier to measure with a yardstick.

a bike

a leaf

a table

a book

a sticker

- 2** Circle the objects that are easier to measure with an inch ruler.
Underline the objects that are easier to measure with a yardstick.

a window

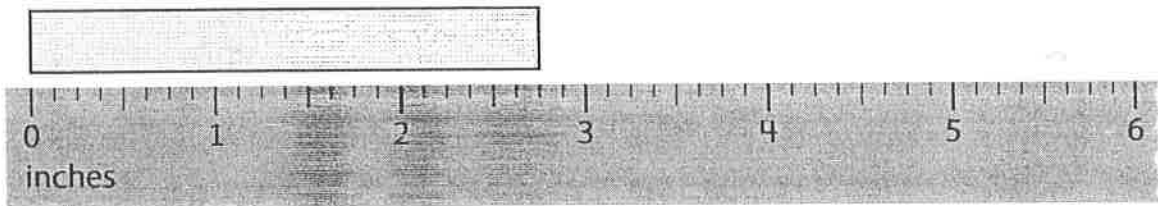
a cracker

a tent

a marker

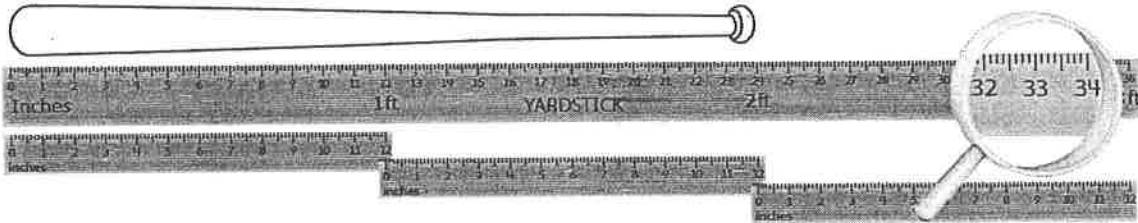
a blanket

- 3** What is the length of the rectangle to the nearest inch?



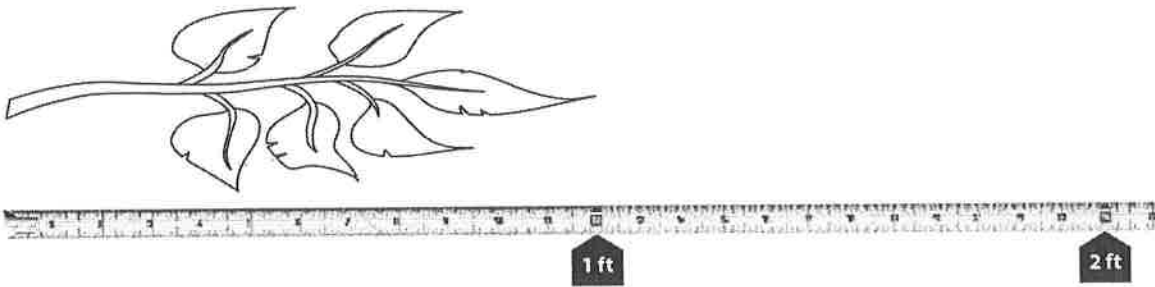
The rectangle is about _____ inches long.

- 4 What is the length of the baseball bat to the nearest foot?



The baseball bat is about _____ feet long.

- 5 What is the length of the branch to the nearest foot?



The branch is about _____ foot long.

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- fleece
- delicious

The Wolf in Sheep's Clothing

an Aesop fable

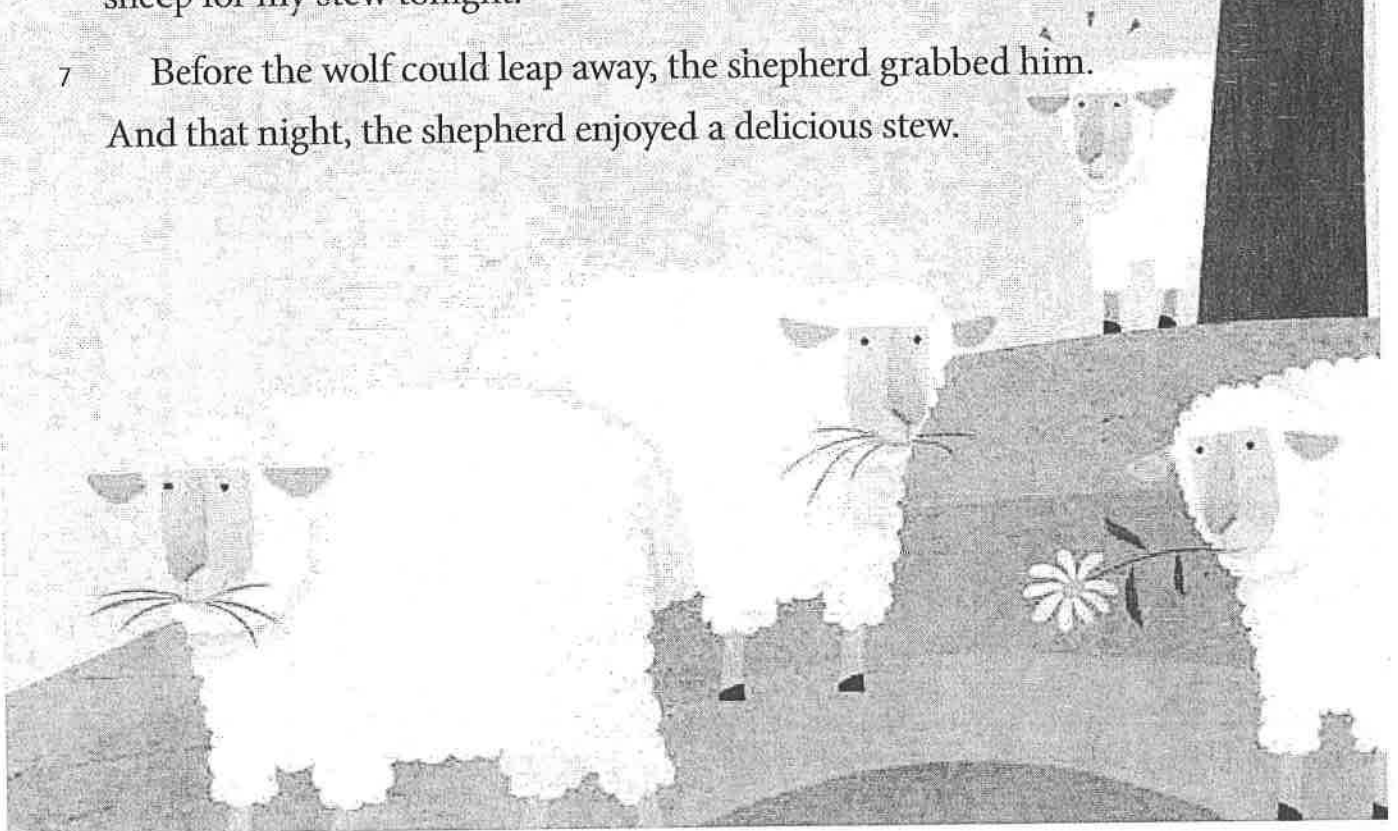
- 1 Once there was a wolf who wanted nothing more than to eat one of the sheep that lived in the meadow. But the shepherd kept a close watch over the sheep. Every time he saw the wolf, he chased him back into the forest.
- 2 Then one night, the wolf found a sheep's fluffy, white fleece. The shepherd had forgotten it. "Aha!" cried the wolf. "I think this fleece might solve my problem."
- 3 With a tug and a pull, the wolf dressed himself in the fleece. Now he looked just like a sheep.

4 The wolf trotted into the meadow wearing the fleece.
He walked among the sheep. And this time, the shepherd
didn't chase him away.

5 That very night, the wolf carried off a large sheep to have
for his dinner.

6 The next day, the wolf wore the fleece again and strolled
freely among the sheep. But this time, the shepherd did
notice the wolf. He said to himself, "That looks like a fine
sheep for my stew tonight."

7 Before the wolf could leap away, the shepherd grabbed him.
And that night, the shepherd enjoyed a delicious stew.



Think Use what you learned by reading “The Wolf in Sheep’s Clothing” to respond to the following questions.

1 Read this sentence from the story.

Every time he saw the wolf, he chased him back into the forest.

Why is this event important to the beginning of the story?

- A** It tells why the wolf can’t get near the sheep.
- B** It tells why the sheep are not afraid of the wolf.
- C** It tells why the wolf wanted to eat the sheep.
- D** It tells why the shepherd forgot the fleece.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

How did the wolf fool the shepherd?

- A** He made a noise like a sheep.
- B** He hid in the forest.
- C** He waited until the shepherd left.
- D** He wore the fleece of a sheep.

Part B

Write the sentence from the text that explains why the wolf’s trick worked.

- 3 Look at the chart. It tells the order of some of the events in the story.

1	2	3
<i>The wolf puts on a sheep's fluffy, white fleece.</i>		<i>The wolf carries off a sheep for his dinner.</i>

Which sentence belongs in the empty box?

- A The shepherd chases the wolf into the forest.
 - B The wolf walks into the herd of sheep.
 - C The shepherd notices the wolf.
 - D The shepherd cooks a delicious stew.
- 4 Which choice **best** shows what "strolled" means in the following sentence?

The next day, the wolf wore the fleece again and strolled freely among the sheep.

- A He ran through the herd of sheep.
- B He walked slowly among the sheep.
- C He stayed away from the sheep.
- D He chased the sheep in the meadow.

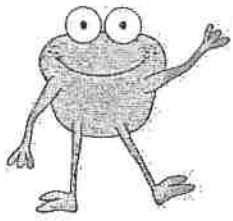


Write What happens in this story?

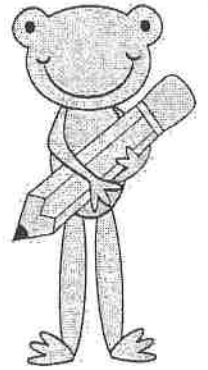
- 5 Plan Your Response** List important events from the beginning, middle, and end of the story.

- 6 Short Response** Recount the whole story. Be sure to use your own words. Tell what happens at the beginning, middle, and end of the story. Use the events from your list.

Name _____



Sounds of Suffix **_ed**



Suffix **_ed** can have 3 different sounds.
Sort these words by the sound of suffix **_ed**.

pulled

played

liked

roared

wanted

looked

passed

called

rested

hopped

waited

counted

rolled

started

asked

jumped

tested

smiled

ed

d

t

2nd - Day 13

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- sprout
- pods
- hitchhikers
- parachuters

Get Around

by Kate Hoffman, *Ranger Rick*

- 1 How do plants get to new places to grow? With help from bunches of seeds on the go!
- 2 Seeds are travelers. How many of these different kinds of seed-travelers can you find?

Planting Seeds

- 3 Squirrels spend lots of time collecting acorns and other nuts. Often a squirrel comes back for a nut it has buried. But sometimes it forgets—and then the lucky seed is already planted and ready to sprout!
- 4 Find a tree full of nuts. Count how many squirrels are busy with the harvest. Are any burying nuts in the ground?



July - Day 13

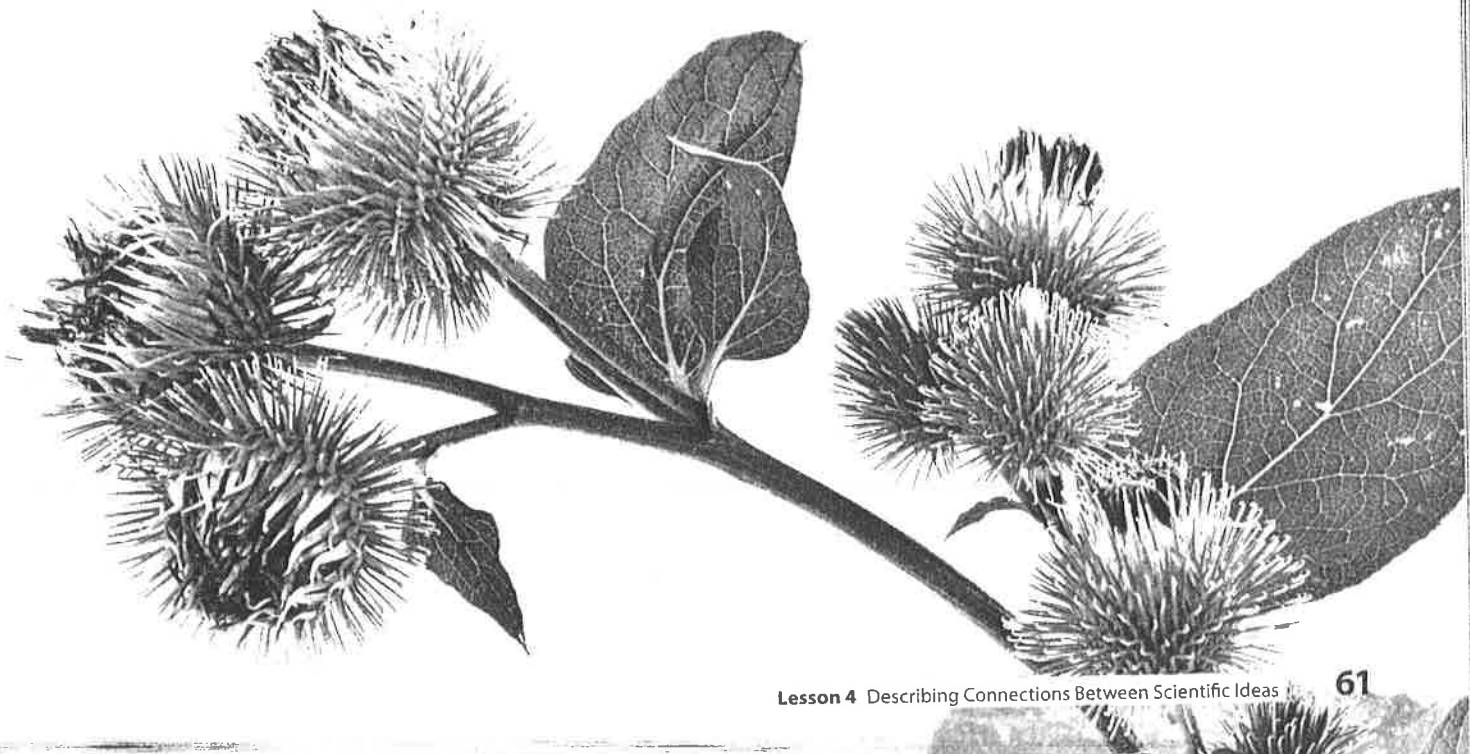
2nd Day 13

Shooters

- 5 The small seeds of jewelweed, witch hazel, and violets grow inside little pods that squeeze them tight. When the time is right, the dry pods pop open—surprise!—and shoot the seeds through the air.
- 6 Touch one of these seedpods. If it's just-right ripe, watch the seeds fly!

Hitchhikers

- 7 The seeds of burdock, sticktights, and certain other plants are called burs. Burs have tiny hooks that grab on to the fur of animals that pass by. This free ride may carry the seeds for miles.
- 8 Have burs come home stuck to you? Or to your dog?



13 Oct 19

2nd Day 13



- 9 Water is almost always going somewhere. Seeds that float can bob all the way to a new home. Coconuts are famous for long-distance drifting, but many seeds use water to move.
- 10 Can you find a seed that floats? Toss it in some water and see if it works as a boat!



- 11 Some seeds have fine, silky hairs. These hairs can catch a breeze and carry the seeds through the air. Dandelions, milkweeds, and other plants use these “parachutes” to drift.

Page 10

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13

► **Think** Use what you learned by reading "Seeds Get Around" to respond to the following questions.

1 Look at the types of seeds listed.

floaters burs parachuters shooters nuts

Write each type of seed where it belongs in the chart below.

Need Animals to Travel

Use Air or Water to Travel

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

How do jewelweed, witch hazel, and violets travel to a new place?

- A Squirrels bury their seeds and forget them.
- B Dry pods shoot their seeds into the air.
- C The seeds float in the water of a stream.
- D Their hairs help them fly in the breeze.

Part B

Write the sentence from the passage that helped you answer the question in Part A.

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Day 13

3 Why can some seeds called burs stick to the fur of animals?

- A Burs have tiny hooks.
- B Burs have a sticky glue.
- C Burs have magnets.
- D Burs have arms.

4 Write the base word for each of these words from the selection.

- A collecting
- B buried, burying
- C drifting
- D planted

5 How are all of the seeds in this article alike?

- A They can all fly through the air.
- B They can all stick to other things.
- C They can all travel from place to place.
- D They can all float down a river.



Write: How are burs and parachuting seeds different from other seeds?

6 **Plan Your Response** Identify the special parts of burs and parachuting seeds.

100

100

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13

7 Short Response How are burs and parachuting seeds different from other seeds? Use details from the article in your answer.

 **Learning Target**

How does describing how ideas in science texts are connected help you understand how things work and why things change?

13
D-1
10

Name _____

2nd Grade
NTI Packet
Day 14

Solve problems 1–6. Show your work.

- 1** Tony has 37 building blocks. Then he buys more blocks. Now he has 51 blocks. How many blocks does Tony buy?

Tony buys _____ blocks.

- 2** There are some chairs in the art room. Mrs. Lopez brings in 16 more chairs. Now there are 42 chairs. How many chairs were in the room at the start?

There were _____ chairs in the room at the start.

- 3** Jen has some buttons. She gets 23 more buttons from her mom. Now she has 65 buttons. How many buttons did Jen have to begin with?

Jen had _____ buttons to begin with.

- 4** Colby packs 31 boxes in one day. He packs 12 boxes in the morning and some boxes after lunch. How many boxes does Colby pack after lunch?

Colby packs _____ boxes after lunch.

- 5** Ayanna reads 26 pages of her book at school. Later she reads more pages at home. Now she has read 54 pages. How many pages does Ayanna read at home?

Ayanna reads _____ pages at home.

- 6** The camp has some tents. Campers set up 42 more tents. Now the camp has 60 tents. How many tents did the camp have to begin with?

The camp had _____ tents to begin with.

Find the sums and missing addends.

1 $30 + 7 + 50 + 3 = \underline{90}$

2 $37 + 53 = \underline{\hspace{2cm}}$

3 $20 + 8 + 40 + 2 = \underline{\hspace{2cm}}$

4 $28 + 42 = \underline{\hspace{2cm}}$

5 $60 + 6 + 10 + 4 = \underline{\hspace{2cm}}$

6 $66 + 14 = \underline{\hspace{2cm}}$

7 $40 + 5 + 40 + 5 = \underline{\hspace{2cm}}$

8 $45 + \underline{\hspace{2cm}} = 90$

9 $30 + 9 + 20 + 1 = \underline{\hspace{2cm}}$

10 $\underline{\hspace{2cm}} + 21 = 60$

11 $20 + 4 + 60 + 6 = \underline{\hspace{2cm}}$

12 $24 + \underline{\hspace{2cm}} = 90$

13 $40 + 3 + 30 + 7 = \underline{\hspace{2cm}}$

14 $\underline{\hspace{2cm}} + 37 = 80$

15 How does the information in problem 9 help you solve problem 10?

Regrouping Hundreds to Tens

Name: _____

The answers are mixed up at the bottom of the page.
Cross out the answers as you complete the problems.

$$\begin{array}{r} 1 \quad 816 \\ - 432 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 927 \\ - 563 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 506 \\ - 315 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 448 \\ - 160 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 743 \\ - 471 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 476 \\ - 293 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 628 \\ - 236 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 961 \\ - 470 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 527 \\ - 256 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 347 \\ - 154 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 835 \\ - 285 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 624 \\ - 382 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 329 \\ - 170 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 465 \\ - 195 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 519 \\ - 378 \\ \hline \end{array}$$

Answers:

193

242

191

384

272

364

271

491

288

392

183

141

550

159

270

Read the two passages. Then answer the questions that follow them.

Cinderella

*a Brothers Grimm fairy tale
retold by Annika Pedersen*

- 1 Cinderella missed her real mother. Her new stepmother made Cinderella work day and night. She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing. At night, Cinderella slept in the cold ashes by the fireplace. The ashes and cinders made her face and clothes look dirty. That is how she came to be called “Cinderella.”
- 2 One day her father was going to town. His new wife and stepdaughters told him to bring back fine dresses and jewels. He asked Cinderella what he might get for her.
- 3 “Bring back the first branch that strikes your hat on the way home,” she said.
- 4 Her father found this strange. But he brought her what she had asked for.
- 5 Cinderella planted the branch on her mother’s grave. Then she cried and cried. Her many tears watered the twig. It grew at once into a beautiful hazel tree. A white bird sat in it. The bird told Cinderella it would grant any wish.
- 6 At that time, the king made plans for a great party. His son, the prince, would choose a bride at the party.

Go On

7 Cinderella wanted to go. But her stepmother and stepsisters just laughed at her. “You do not even have a nice dress or shoes!” they said.

8 Cinderella went to the hazel tree and made a wish. The white bird gave her a gold dress with gold slippers. Cinderella put them on and ran to the party.

9 No one knew her in her beautiful new dress. But the prince liked her so much, he would dance with no one else! And she liked him. As soon as the party ended, though, Cinderella ran away. But one of her gold slippers stuck to some mud and came off.



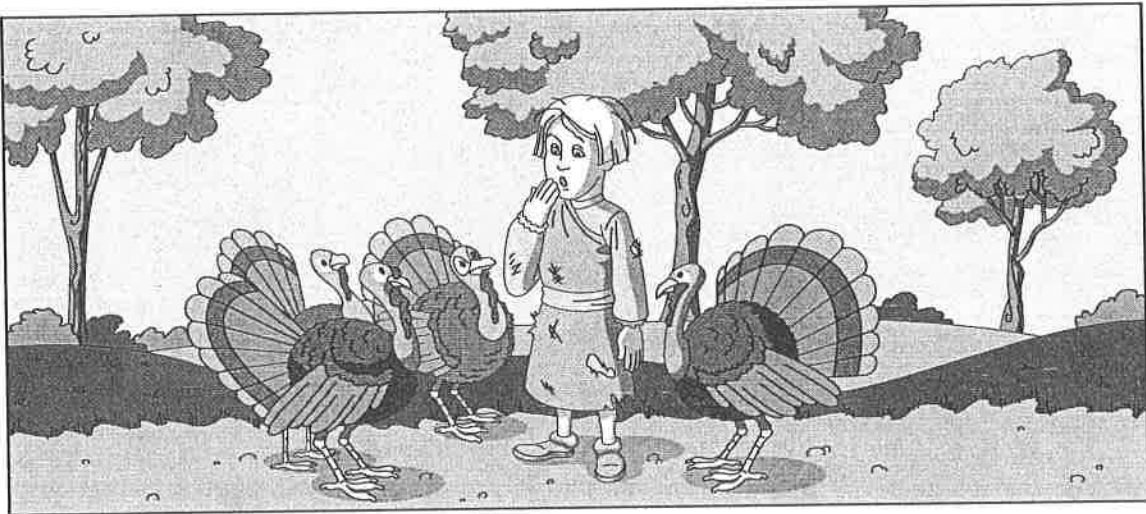
10 The next day, the prince and his men searched for the owner of the gold slipper. But the slipper did not fit anyone, not even the stepsisters. The prince sadly asked, “Is there no one else?” And the family said, “Only Cinderella.”

11 Her foot fit easily into the slipper. At last, the prince had found the lovely woman who had danced with him. So Cinderella would become his bride. As they rode to the castle, the white bird landed on Cinderella’s shoulder. At last, all her wishes were coming true.

The Turkey Girl

a Zuni folktale

- 1 Long ago, there lived a poor girl who herded turkeys for a living. Every morning, she drove them out to the fields. And every evening, she drove them back to the safety of their cages. She treated them with great kindness, and the turkeys loved her for this.
- 2 One day, the girl heard some people in town talking. They wanted to go to the Dance of the Sacred Bird. This great event happened only once a year. And it was to take place in just four days.
- 3 “Oh, how I wish I could go!” the girl said to the turkeys. “But I cannot go in such old, ugly clothes.”
- 4 The girl never once thought the turkeys could understand her. But on the day of the dance, one turkey stood tall and spoke. “Dear friend,” he said. “We will help you go to the dance. You shall laugh and be merry. You have earned some fun!”



Go On

- 5 At first, the girl was shocked. Then somehow it felt right that the turkeys—her only friends—should speak.
- 6 “We only ask that you come back before sunset,” said the turkey. “You are the one who keeps us safe.” The turkeys then danced around the girl. They turned her old, ragged clothes into a beautiful white dress.
- 7 The girl thanked the turkeys again and again. She promised them she would return before sunset. Then she turned and ran down the path toward town.
- 8 At the dance, no one knew the girl in her new dress. Everyone praised her beauty. And all the young men wanted to dance with her. She was having so much fun that she forgot all about her friends the turkeys.
- 9 Finally, the sun set. The turkeys wondered why the girl had not returned. “She has forgotten us,” one of them said. “For that reason, we will give her no more help! Come, let us move up into the hills. Our keeper is not as kind as we had once hoped.”
- 10 When at last the dance ended, the girl ran back to the fields. She looked for the turkeys everywhere. But they were gone. As she stood there, sad and alone, her dress turned back into rags. She was the poor turkey girl once more.

- 22** What challenge does Cinderella face because of her new stepmother?
- A** She must find a way to leave for town with her father.
 - B** She must keep her two stepsisters from getting new dresses.
 - C** She must learn to love her stepmother as much as her real mother.
 - D** She must do all the hard work while her stepsisters do nothing.

- 23** Read these sentences from paragraph 1 of "Cinderella."

She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing.

Which **best** explains why the author repeats the words "cleaned" and "cooked"?

- A** to show that Cinderella wanted to please her new stepmother
 - B** to show that Cinderella had so much work that she could never stop
 - C** to show that Cinderella was very good at both cooking and cleaning
 - D** to show that Cinderella liked to keep busy to make her stepsisters happy
- 24** What do the stepsisters think about Cinderella wanting to go to the dance?
- A** They would let her go if she had better shoes.
 - B** They are surprised she even knows how to dance.
 - C** They feel she is foolish for thinking she could go.
 - D** They are worried the prince will like her the best.

Go On

25 What do we learn about Turkey Girl at the beginning of the story?

- A** She is a good dancer who has a lot of friends.
- B** She is very poor but takes good care of the turkeys.
- C** She is tired of taking care of turkeys and wants to dance.
- D** She is sometimes late because she forgets what time it is.

26 Which sentence **best** tells what happens soon after Turkey Girl wishes she could go to the special dance?

- A** The girl hears some people in town talking about a dance.
- B** The turkeys turn the girl's old clothes into a beautiful dress.
- C** The girl runs back to the fields, but the turkeys are gone.
- D** The girl's beautiful white dress turns back into old rags.

27 Which sentence **best** tells the lesson to be learned from "The Turkey Girl"?

- A** Don't worry about others.
- B** Be happy with what you have.
- C** Enjoy your life.
- D** Keep your promises.

28 What is one way both Cinderella and Turkey Girl are **alike**?

- A** Both sleep by a fireplace at night.
- B** Both have stepsisters who laugh at them.
- C** Both are kind to the animals they herd.
- D** Both have to spend all day working.

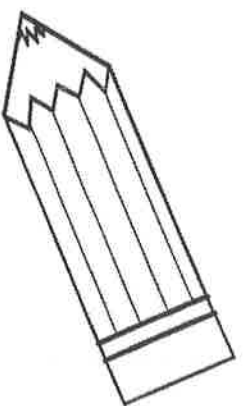
29 Which story event is the **same** in "Cinderella" and "The Turkey Girl"?

- A** The girls are given new dresses so they can go to the dance.
- B** The girls plant twigs that quickly grow into pretty hazel trees.
- C** The girls need to fit their feet into slippers **only** they can wear.
- D** The girls almost forget to go back to the birds who helped them.

Go On

The Prefix un- (not)

The prefix **un-** means not.



undone means "not done"

→ The latch is **undone**.

unhappy means "not happy"

→ Mom is **unhappy** with me.

Form the word using the prefix **un-**

1. not heard _____
2. not read _____
3. not sent _____
4. not planned _____
5. not liked _____
6. not touched _____

Write the meaning of the word.

7. undo _____
8. unopened _____
9. unfound _____
10. unsaid _____
11. unwell _____
12. unloved _____

Name _____

Date _____

2nd Day 14

Genre: Social Studies Article

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- inventions
- sap
- syrup

Native American Inventions

from *Scholastic News*

- 1 There are many different groups of Native Americans. Look at all the things they invented!

Native Americans Invented It!

- 2 Have you seen a coat like this before? It is a parka. It has a warm, furry hood. Native Americans were the first to make parkas. What else did they invent?

Maple Syrup

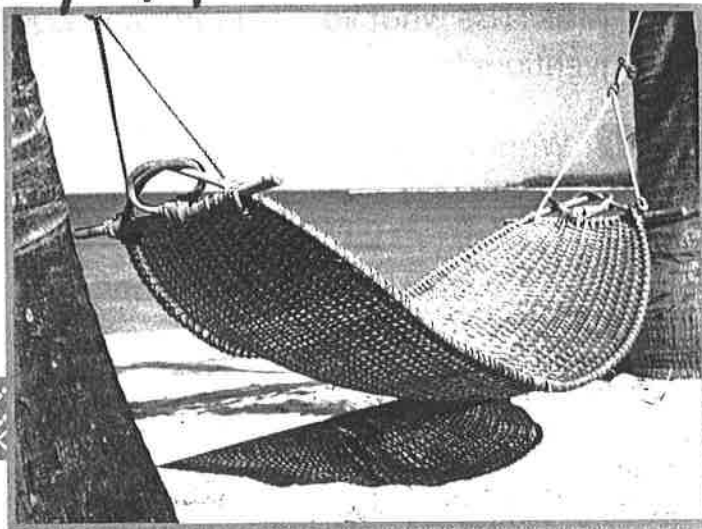
- 3 Native Americans were the first to get syrup from maple trees. They let the sap of the maple tree drip into pails. Then, they boiled the sap until it turned into syrup.



Jan 2nd 14

2nd

Day 14

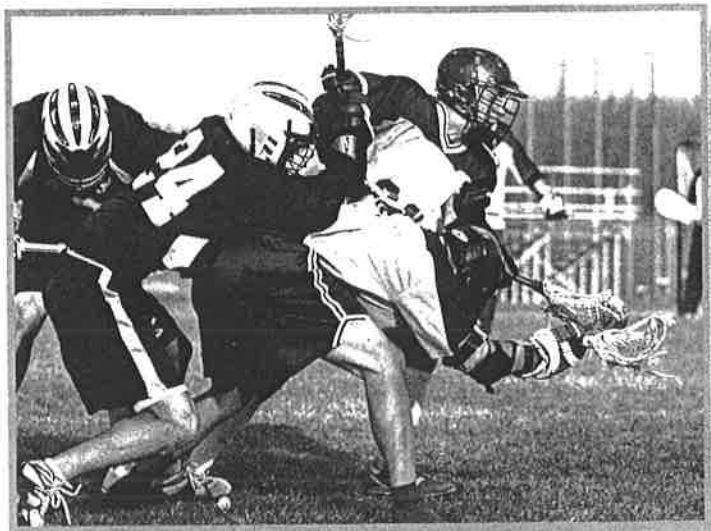


Hammocks

- 4 The Native Americans who invented hammocks lived on hot islands. It is easy to keep cool on a hammock.

Lacrosse

- 5 Have you ever seen people play lacrosse? Native Americans invented this sport. It is played all over the world. Players throw and catch a ball with special sticks.



Kayaks

- 6 The Native Americans who invented kayaks lived by the water. Kayaks are a great way to travel over water. Today, people love to race kayaks. It is even a sport in the Olympics!



1914

1914

2nd Day 14

► **Think** Use what you learned from reading "Native American Inventions" to answer the following questions.

- 1 What is paragraph 2 about?
 - A types of warm coats
 - B where Native Americans live
 - C how to invent things
 - D what a parka is

- 2 Reread paragraph 4 and look at the picture. Find clues for the meaning of the word "hammock." What is a "hammock"?
 - A a sandy beach
 - B a straw mat
 - C a bed hung with ropes
 - D a pillow made from leaves

- 3 What is paragraph 5 **mostly** about?
 - A the rules of lacrosse
 - B what lacrosse is
 - C how lacrosse was invented
 - D the meaning of the word "lacrosse"

100
100
100

2nd Day 14

4 Paragraphs 2–6 are like each other in one important way. Which sentence **best** describes how they are alike?

- A Each describes something made in America.
- B Each describes a Native American invention.
- C Each describes something used outdoors.
- D Each describes how something is made.

5 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Think about what the article tells about kayaks. What is a “kayak”?

Part B

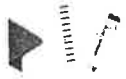
Look at the answer you wrote for Part A. Write **two** details from the article that helped you figure out the meaning of the word “kayak.”

- ---

- ---

For Day 14

2nd Day 14



Write Based on what you read, what is the main topic of the article?

6 Plan Your Response What is the main topic of the article?

- A** things that Native Americans invented
- B** where hammocks were first made
- C** how to get maple syrup from a tree
- D** what kayaks have been used for

7 Short Response Write about the main topic of "Native American Inventions." Tell what you learned about the topic. Use details from the article in your answer.

1910

2nd Day 14

 **Learning Target**

How does knowing the main topic of a text and the key details of paragraphs help you better understand what you read?

How does knowing the main topic of a text and the key details of paragraphs help you better understand what you read?



2000
11

Name _____

2nd Grade
NTI Packet
Day 15

Measuring in Centimeters and Meters

Name: _____

- 1 Circle the objects that are easier to measure with a centimeter ruler.
Underline the objects that are easier to measure with a meter stick.

a rug

a mitten

a pool

a bee

a shell

- 2 Circle the objects that are easier to measure with a centimeter ruler.
Underline the objects that are easier to measure with a meter stick.

a porch

a spoon

a watch

a bus

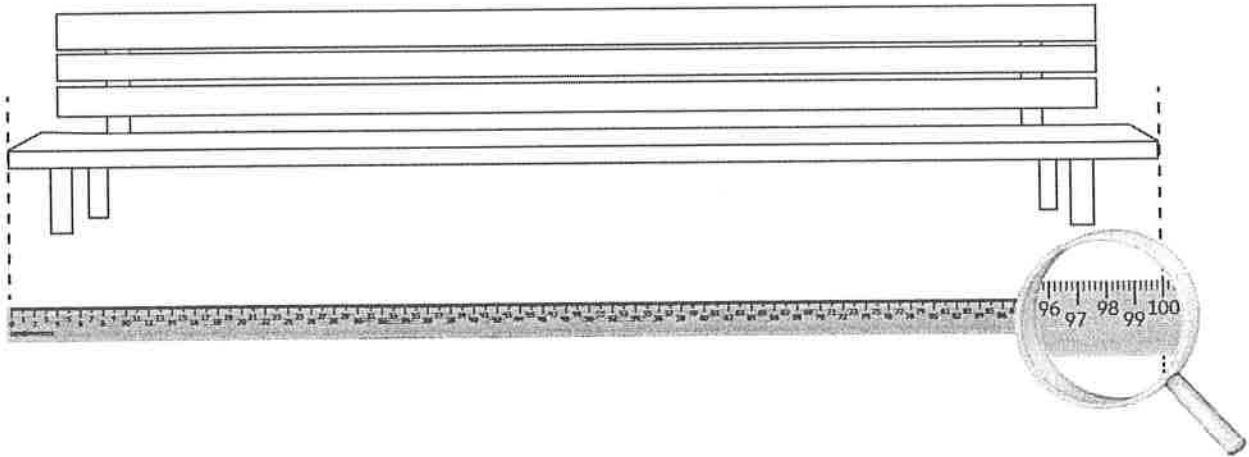
a lunch bag

- 3 What is the length of the tape to the nearest centimeter?



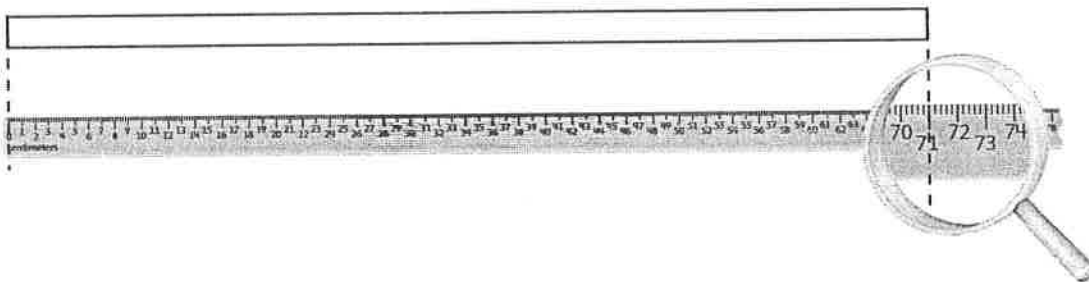
The tape is about _____ centimeters long.

- 4 What is the length of the bench to the nearest meter?



The bench is about _____ meter long.

- 5 What is the length of the rectangle to the nearest centimeter?



The rectangle is about _____ centimeters long.

Subtracting by Regrouping

Name: _____

Circle all the problems where you can regroup a ten to help subtract. Then solve the circled problems.

1
$$\begin{array}{r} 32 \\ - 16 \\ \hline 16 \end{array}$$

2
$$\begin{array}{r} 48 \\ - 15 \\ \hline \end{array}$$

3
$$\begin{array}{r} 57 \\ - 25 \\ \hline \end{array}$$

4
$$\begin{array}{r} 63 \\ - 39 \\ \hline \end{array}$$

5
$$\begin{array}{r} 76 \\ - 26 \\ \hline \end{array}$$

6
$$\begin{array}{r} 82 \\ - 37 \\ \hline \end{array}$$

7
$$\begin{array}{r} 38 \\ - 28 \\ \hline \end{array}$$

8
$$\begin{array}{r} 53 \\ - 44 \\ \hline \end{array}$$

9
$$\begin{array}{r} 42 \\ - 25 \\ \hline \end{array}$$

10
$$\begin{array}{r} 96 \\ - 40 \\ \hline \end{array}$$

11
$$\begin{array}{r} 92 \\ - 56 \\ \hline \end{array}$$

12
$$\begin{array}{r} 65 \\ - 23 \\ \hline \end{array}$$

13
$$\begin{array}{r} 86 \\ - 19 \\ \hline \end{array}$$

14
$$\begin{array}{r} 59 \\ - 33 \\ \hline \end{array}$$

15
$$\begin{array}{r} 77 \\ - 48 \\ \hline \end{array}$$

16
$$\begin{array}{r} 62 \\ - 27 \\ \hline \end{array}$$

17 How did you know which problems to circle?

18 Check one of your answers by solving it using a different strategy. Show your work.

Solve.

1 $35 + \underline{10} = 45$

$35 + \underline{20} = 55$

$35 + \underline{25} = 60$

2 $24 + \underline{\quad\quad\quad} = 34$

$24 + \underline{\quad\quad\quad} = 64$

$24 + \underline{\quad\quad\quad} = 68$

3 $42 + \underline{\quad\quad\quad} = 52$

$42 + \underline{\quad\quad\quad} = 82$

$42 + \underline{\quad\quad\quad} = 87$

4 $51 + \underline{\quad\quad\quad} = 61$

$51 + \underline{\quad\quad\quad} = 71$

$51 + \underline{\quad\quad\quad} = 76$

5 $26 + \underline{\quad\quad\quad} = 36$

$26 + \underline{\quad\quad\quad} = 66$

$26 + \underline{\quad\quad\quad} = 69$

6 $58 + \underline{\quad\quad\quad} = 60$

$58 + \underline{\quad\quad\quad} = 70$

$58 + \underline{\quad\quad\quad} = 71$

7 $39 + \underline{\quad\quad\quad} = 40$

$39 + \underline{\quad\quad\quad} = 70$

$39 + \underline{\quad\quad\quad} = 75$

8 $27 + \underline{\quad\quad\quad} = 30$

$27 + \underline{\quad\quad\quad} = 60$

$27 + \underline{\quad\quad\quad} = 65$

9 $44 + \underline{\quad\quad\quad} = 54$

$44 + \underline{\quad\quad\quad} = 64$

$44 + \underline{\quad\quad\quad} = 67$

10 $69 + \underline{\quad\quad\quad} = 70$

$69 + \underline{\quad\quad\quad} = 90$

$69 + \underline{\quad\quad\quad} = 93$

Strategies to Find a Missing Addend *continued*

Name: _____

11 $33 + \underline{\hspace{2cm}} = 43$

$33 + \underline{\hspace{2cm}} = 73$

$33 + \underline{\hspace{2cm}} = 76$

12 $48 + \underline{\hspace{2cm}} = 50$

$48 + \underline{\hspace{2cm}} = 80$

$48 + \underline{\hspace{2cm}} = 85$

13 $26 + \underline{\hspace{2cm}} = 70$

$32 + \underline{\hspace{2cm}} = 61$

$49 + \underline{\hspace{2cm}} = 95$

14 $57 + \underline{\hspace{2cm}} = 83$

$34 + \underline{\hspace{2cm}} = 67$

$28 + \underline{\hspace{2cm}} = 53$

15 $62 + \underline{\hspace{2cm}} = 85$

$41 + \underline{\hspace{2cm}} = 96$

$53 + \underline{\hspace{2cm}} = 77$

16 $19 + \underline{\hspace{2cm}} = 75$

$43 + \underline{\hspace{2cm}} = 87$

$68 + \underline{\hspace{2cm}} = 99$

17 Explain how the strategy to solve problem 5 is different from the strategy used to solve problem 6.

18 Explain the strategy you used to solve the first part of problem 14.

A Puppy for Oscar

by Jane Lawrence



1 Oscar wanted a puppy more than anything in the world. But his mom kept saying they could not have a dog in their apartment.

2 “We do not have a yard,” she said. “And a dog needs space to run.”

3 Oscar had an idea. There was a city park very close to their apartment. The park was really big. Maybe part of it could be turned into a park for dogs. Then Oscar’s puppy would have a place to run!

4 Now Oscar needed to turn his idea into a plan. Oscar worked very hard. He wrote letters to newspapers. He wrote to the mayor about his idea for a dog park. He talked to people about his idea. Then he got many of them to sign their names to a letter saying they wanted a dog park, too.

5 It took over a year, but Oscar finally got his dog park. And then he got what he really wanted—a new puppy!

Close Reader Habits

Circle a sentence that tells what Oscar’s challenge is.

Underline a sentence that tells how he responds to the challenge.

Explore

What is the challenge in this story, and how does Oscar respond to it?



Rereading the story will help you figure out how Oscar responds to his challenge.

Think

- 1 Complete the chart to help you understand Oscar's challenge and how he responds to the challenge.

Oscar's Challenge	How Oscar Responds to the Challenge

Talk

- 2 What is the main thing Oscar does to respond to his challenge? Describe an event from the story to explain your answer.

Write

- 3 **Short Response** What do Oscar's actions tell you about him? Use an event from the story to explain your answer. Write your answer in the space on page 140.

HINT What does Oscar do? Make a list of the things he does in the story.



Write Use the space below to write your answer to the question on page 137.

A Puppy for Oscar

- 3 Short Response** What do Oscar's actions tell you about him? Use an event from the story to explain your answer.

HINT What does Oscar do? Make a list of the things he does in the story.



Don't forget to check your writing.

Name: _____

Proper Nouns for Place Name

The names of specific places are proper nouns and should begin with capital letters.

proper nouns

Oklahoma City

Mighty Taco

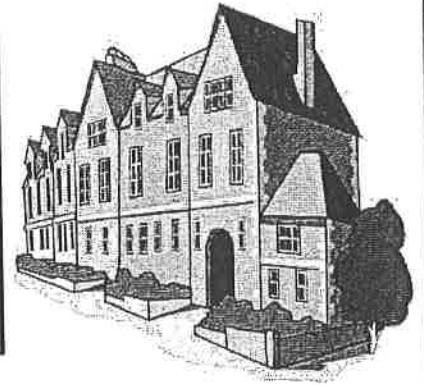
Rocky Mountains

common nouns

city

restaurant

mountains



Write a proper noun for each common noun.

example: country - United States

1. state _____

2. river _____

3. street _____

4. planet _____

5. park _____

6. store _____

7. school _____

8. planet _____

Rewrite each sentence. Correct the place name.

9. I live near the atlantic ocean.

10. Have you ever visited boston?

11. I went camping in yellowstone national park.

12. My house is on cardinal court.

Read the science article. Then answer the questions that follow.

Making an Indoor Garden

by Rashida Darcy

1 If you look closely at the word "terrarium," you can see the word part "terra" at the beginning. "Terra" means "earth." So what's a terrarium? It's a container of soil that plants can live in.

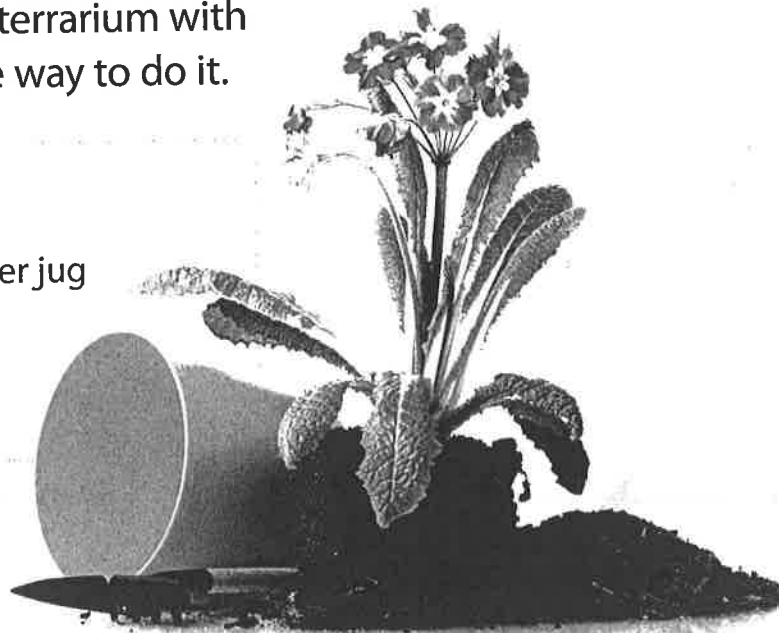
2 Terrariums come in all shapes and sizes. They can be as big as a table and reach the ceiling. Or they can be as small as a fishbowl and fit on a shelf.

3 A terrarium is a piece of nature. You can keep it in your kitchen or bedroom. Like a garden, it can include rocks and sticks. Even frogs or snakes may live inside.

4 You can build your own terrarium with help from an adult. Here's one way to do it.

You will need:

- a clean, empty 1-gallon water jug
- tape
- pebbles
- soil
- 2 plants

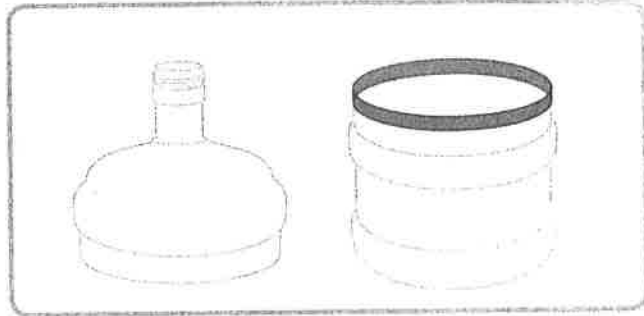


12 Dec 1954

2nd Day 15

Do This

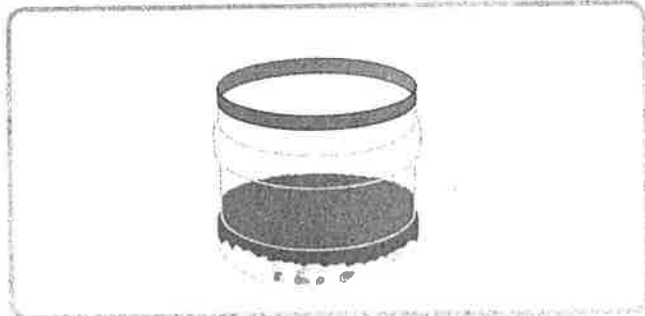
1. Have an adult help you carefully cut off the top of the water jug. The edge will be sharp, so cover it up with tape.



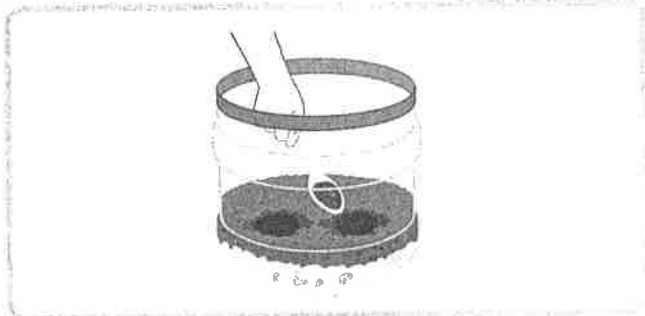
2. Next, put some pebbles on the bottom of the container.



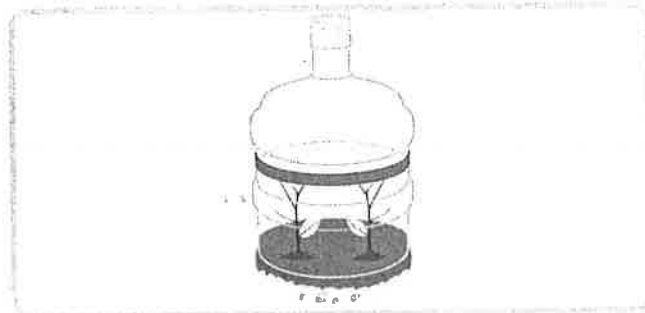
3. Cover the pebbles with about two inches of soil.



4. Dig two small holes in the soil.



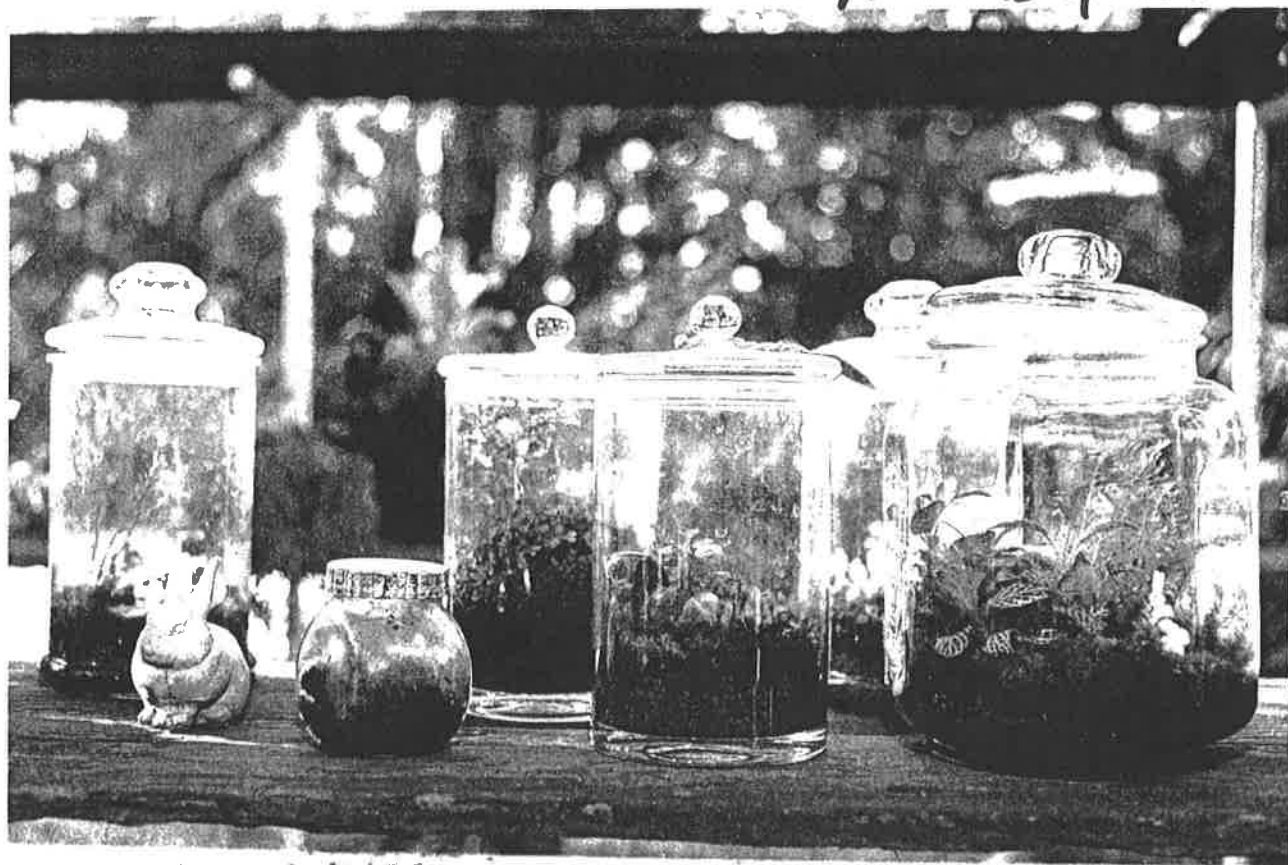
5. Put one plant in each hole. Then shape the soil so it holds the plant in place.



6. Put the top back on.

July 12

2nd Day 15



Terrariums are a fun way to grow a garden inside your home.

5 You've just made a terrarium! But now you need to take care of it. If you don't care for the plants, they will die in a few days. Plants need soil to live, but soil isn't enough. They also need air, light, and water.

6 So put the terrarium in a place that gets sunshine. Leave the top of the terrarium open so the plants get air. Give them a little water every day.

7 Before long, you'll probably notice that your plants are growing . . . and growing . . . and growing some more. You're growing a garden!

21 10 105

2nd - Day 15**Think**

- 1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the main topic of this article?

- A how to build a terrarium
- B what plants need to live
- C which plants grow indoors
- D why people have gardens

Part B

Write **one** sentence from the article that helped you answer the question in Part A.

- 2 How does the picture that goes with step 3 help you understand what to do?

- A It shows how to dig holes in the soil.
- B It shows how much soil to put in the jug.
- C It shows how to cut the top off the jug.
- D It shows how to shape the soil to hold the plants.

- 3 Put the steps for making a terrarium in the order you should do them.
Write the numbers 1 to 4 on the line before each sentence.

- _____ Dig two small holes in the soil.
- _____ Put some pebbles on the bottom of the container.
- _____ Cut off the top of the water jug.
- _____ Cover the pebbles with two inches of soil.

July - Oct 12

2nd Day
15

4 Why should you leave the top of the terrarium open?

- A to let in sunshine
- B to let in air
- C to let in rain
- D to let in frogs

5 What is paragraph 6 **mostly** about?

- A what kinds of plants to put in a terrarium
- B when to water plants in a terrarium
- C how to take care of plants in a terrarium
- D why plants need soil and water to live

6 Write a *what* question about this article. Then give information from the article that answers the question.

Your question:

Information from the article that answers your question:

July 1941

12

Name _____

2nd Grade
NTI Packet
Day 16

Finding the Value of Three-Digit Numbers

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $300 + 50 + 1 =$ _____

2 2 hundreds + 6 tens + 7 ones =

3 $400 + 20 + 6 =$ _____

4 $400 + 60 + 2 =$ _____

5 $600 + 40 + 2 =$ _____

6 5 hundreds + 1 ten + 3 ones =

7 3 hundreds + 7 tens + 5 ones =

8 $500 + 20 + 6 =$ _____

9 $200 + 8 =$ _____

10 2 hundreds + 8 tens + 0 ones =

11 $600 + 70 + 1 =$ _____

12 6 hundreds + 0 tens + 7 ones =

13 $400 + 70 + 6 =$ _____

14 2 hundreds + 3 tens + 3 ones =

15 3 hundreds + 2 tens + 3 ones =

16 3 hundreds + 3 tens + 2 ones =

Answers:

233

607

476

323

267

671

426

513

526

208

642

462

332

375




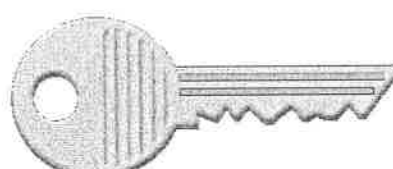
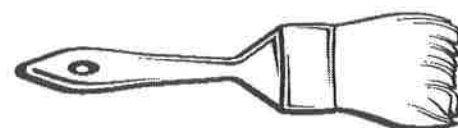
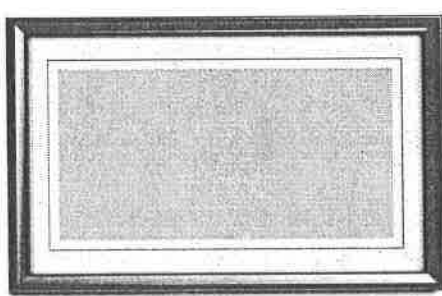
280

351

Units of length (inches and feet)

Grade 2 Measurement Worksheet

Fill in the proper unit (inches or feet) for each of the measurements below.
 Hint: 1 foot = 12 inch

<p>Height of a sundae: 7 _____</p> 	<p>Length of a hammer: 15 _____</p> 
<p>Height of a boy: 4 _____</p> 	<p>Length of a key: 2 _____</p> 
<p>Length of a paintbrush: 8 _____</p> 	<p>Length of a picture frame: 2 _____</p> 

Write the number using only digits.

1 one hundred sixty-four _____

2 six hundred fifty-two _____

3 three hundred twelve _____

4 two hundred sixty-one _____

5 two hundred five _____

6 five hundred nineteen _____

Write the number using only digits.

7 $100 + 10 + 6$ _____

8 $500 + 4$ _____

9 $300 + 40 + 5$ _____

10 $300 + 50 + 4$ _____

11 $400 + 60$ _____

12 $500 + 40$ _____

**Write the number as a sum of hundreds, tens, and ones.
Then write the number using words.**

13 522 _____ + _____ + _____

14 435 _____ + _____ + _____

15 218 _____ + _____ + _____

16 310 _____ + _____

17 Explain how problem 8 is the same and different from problem 12.

The Snowstorm

by Annika Pedersen

- 1 The wind blew hard, shaking the barn. Outside, the falling snow whipped this way and that. Inside, Greta and her mother counted the sheep they had just brought down from the mountain. One of the sheep was missing, but which one? They saw that Lizzie, one of the new lambs, had been left behind.
- 2 Greta and her mother started back up the mountain to look for her, but there wasn't much time. Already, they could hardly see a-thing in the heavy, blowing snow. "Lizzie! Lizzie!" they called out.
- 3 At last, they heard her crying back *baa-aa-aa!* They had found Lizzie, but now they were lost. How would they find their way home? Their whole world had gone white!
- 4 Then Greta saw a stream nearby. The blinding snow was still melting in it! She and her mother could follow the stream's twisting dark line down the mountain. It would lead them back to the gate near their barn.
- 5 Greta held the little lamb tight. Soon, everyone would be safe at home.

Close Reader Habits

What problem do Greta and her mom have *after* they find Lizzie? **Underline** two sentences that tell you what challenge they face.



Rereading the story will help you figure out how the characters face a challenge.

Think

- 1 Why is finding the lost lamb a challenge for Greta and her mother?
 - A They are not really sure the lamb is still missing.
 - B They know they will be in great danger from the storm.
 - C They have already climbed the mountain once and are worn out.
 - D They are afraid to leave the sheep alone in the barn.
- 2 Which **best** tells about the challenge that Greta and her mother must face after they find Lizzie?
 - A They can't get Lizzie to stop crying *baa-aa-aa*.
 - B They are getting very cold from the wind and snow.
 - C They have to make sure there aren't any other lost sheep.
 - D They can't see how to get back home in the snowstorm.

Talk

- 3 What do Greta and her mom do to respond to the challenge of finding the lost sheep? Tell your partner.

Write

- 4 **Short Response** Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home. Write your answer in the space on page 141.

Hint Think about how Greta responds to the new challenge they face.



Write Use the space below to write your answer to the question on page 139.

The Snowstorm

4 Short Response Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home.

HINT Think about how Greta responds to the new challenge they face.

Check Your Writing

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?



Name: _____ Date: _____

6D Synonyms

accident / agree / aware / clear / deep / excess / fresh / leap / travel / wise

Circle the word on the right that matches the meaning of the word or phrase on the left.

- | | | | |
|-----------------------------------|--------|--------|--------|
| 1. to think that someone is right | travel | agree | leap |
| 2. to take a big jump | leap | travel | agree |
| 3. clean or new | excess | fresh | deep |
| 4. smart | wise | deep | fresh |
| 5. more than is needed | fresh | wise | excess |

6E Fill in the Blank

accident / agree / aware / clear / deep / excess / fresh / leap / travel / wise

Write the word in the blank so that the sentence makes sense.

- Mr. Wilson was using his new shovel to _____ the snow from the sidewalk.

travel	clear	leap
--------	-------	------
- Dina had to _____ to her dad's house each weekend. She took the train there.

agree	clear	travel
-------	-------	--------
- The kids dug a _____ hole in the backyard and buried the treasure.

deep	excess	aware
------	--------	-------
- My mom wasn't paying attention. She ran the red light by _____.

excess	wise	accident
--------	------	----------
- Not many people are _____ of how hard it is to work on a farm.

aware	deep	fresh
-------	------	-------



A New Flag for a New Nation

by Teresa Roberts

- 1 A long time ago, in the 1700s, the United States was not a country yet. People lived in thirteen colonies. The colonies belonged to England. The people in the colonies wanted to be free. They decided to fight for freedom. The people needed a flag that would stand for all thirteen colonies. General George Washington wanted a flag that everyone would recognize. It would unite the thirteen colonies. Where would this flag come from?
- 2 One story says that first General George Washington went to see Betsy Ross. She had a sewing shop in Pennsylvania. He asked Betsy Ross if she would make a flag for the thirteen colonies. She said yes. Betsy Ross made a flag with thirteen stars and thirteen stripes. Each star and stripe stood for a colony.
- 3 The flag that Betsy Ross made was an important symbol in the fight for freedom. It helped the colonists feel proud. Soon, the colonies would become one country. This new flag would stand for the United States of America.

Close Reader Habits

Underline the sentences that tell why Betsy Ross made a flag. Think about how the events are connected.

Sw
Dad
12

2nd Day 16

Explore

How did the United States get its first flag?



I'm going to think about how the ideas in my chart are connected.

Think

- 1 Reread paragraphs 1 and 2. Fill in the chart by writing what happened first, next, and last.

First	Next	Last
General Washington went to see	General Washington asked Betsy Ross to	Betsy Ross

Talk

- 2 With a partner, discuss how Betsy Ross designed the flag.

Write

- 3 **Short Response** Tell how the United States got its first flag. Use details from the article in your answer. Write your answer in the space on page 44.

HINT Use *first*, *next*, and *last* in your writing to show how events are connected.

Handwritten text at the top of the page, possibly a signature or date, appearing as "Dad 10" and "1910".

2nd Day 16



Write Use the space below to write your answer to the question on page 41.

A New Flag for a New Nation

HINT Use *first*, *next*, and *last* in your writing to show how events are connected.

- 3 Tell how the United States got its first flag. Use details from the article in your answer.



Don't forget to check your writing.

July 19

Name _____

2nd Grade
NTI Packet
Day 17

Using Doubles and Doubles Plus 1

Name: _____

Add.

1 $4 + 4 =$ _____

2 $4 + 5 =$ _____

3 $6 + 6 =$ _____

4 $5 + 6 =$ _____

5 $7 + 7 =$ _____

6 $8 + 7 =$ _____

7 $9 + 9 =$ _____

8 $8 + 9 =$ _____

9 $5 + 5 =$ _____

10 $6 + 5 =$ _____

11 $8 + 8 =$ _____

12 $7 + 8 =$ _____

13 Which strategy did you use to solve problem 12? Explain why.

Subtraction with Regrouping

$\begin{array}{r} \square\square \\ 45 \\ -27 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 62 \\ -54 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 88 \\ -39 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 61 \\ -16 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 84 \\ -48 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 53 \\ -36 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

$\begin{array}{r} \square\square \\ 60 \\ -36 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 83 \\ -19 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 55 \\ -27 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 53 \\ -45 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 77 \\ -68 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 94 \\ -29 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

$\begin{array}{r} \square\square \\ 94 \\ -67 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 40 \\ -21 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 77 \\ -38 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 62 \\ -37 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 96 \\ -88 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 43 \\ -24 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

$\begin{array}{r} \square\square \\ 82 \\ -26 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 54 \\ -47 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 86 \\ -18 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 73 \\ -25 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 90 \\ -19 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 84 \\ -39 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------



$\begin{array}{r} \square\square \\ 71 \\ -57 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 92 \\ -78 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 43 \\ -14 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 71 \\ -46 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

Subtraction with Regrouping

$\begin{array}{r} \square\square \\ 73 \\ -34 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 58 \\ -29 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 81 \\ -46 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 92 \\ -57 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 73 \\ -67 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 82 \\ -39 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

$\begin{array}{r} \square\square \\ 90 \\ -62 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 74 \\ -58 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 85 \\ -67 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 50 \\ -25 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 74 \\ -38 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 94 \\ -49 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

$\begin{array}{r} \square\square \\ 64 \\ -38 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 50 \\ -43 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 73 \\ -55 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 67 \\ -18 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 44 \\ -36 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 93 \\ -27 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

$\begin{array}{r} \square\square \\ 75 \\ -57 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 83 \\ -44 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 56 \\ -38 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 64 \\ -17 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 60 \\ -54 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 36 \\ -19 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------



$\begin{array}{r} \square\square \\ 81 \\ -47 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 93 \\ -68 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 63 \\ -34 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 91 \\ -76 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

WORDS TO KNOW

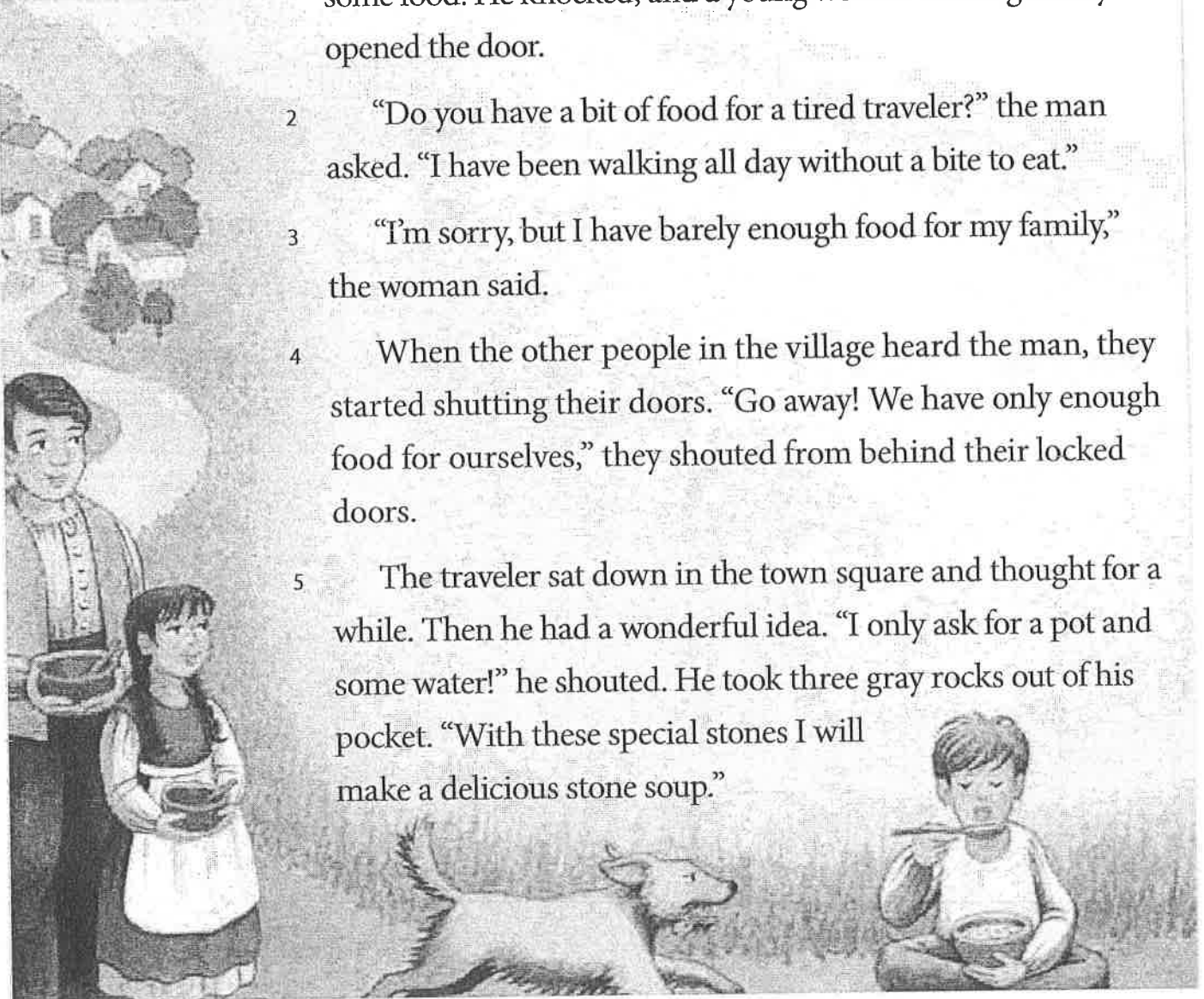
As you read, look inside, around, and beyond this word and phrase to figure out what they mean.

- **barely**
- **town square**

Stone Soup

by Elsa Southern

- 1 A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.
- 2 “Do you have a bit of food for a tired traveler?” the man asked. “I have been walking all day without a bite to eat.”
- 3 “I’m sorry, but I have barely enough food for my family,” the woman said.
- 4 When the other people in the village heard the man, they started shutting their doors. “Go away! We have only enough food for ourselves,” they shouted from behind their locked doors.
- 5 The traveler sat down in the town square and thought for a while. Then he had a wonderful idea. “I only ask for a pot and some water!” he shouted. He took three gray rocks out of his pocket. “With these special stones I will make a delicious stone soup.”



6 “Who has ever heard of stone soup?” the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

7 The traveler started a fire under the large pot of water. When it began to boil, he slowly added the three stones. After a while, he put his nose over the pot and breathed in. “Ah,” he said with a twinkle in his eye. “This is almost perfect. If only we had some onions.”

8 A villager quickly grabbed a bag of onions and passed it to the traveler, who added them to the pot.

9 “Oh!” sighed the traveler, breathing in again with his nose over the pot. “This is almost perfect! If only we had some potatoes.”

10 The villagers ran to their homes. They came back carrying not only potatoes, but carrots and peas and beans and corn. Everyone wanted to help.

11 Very soon there was enough delicious soup for everyone in the village! They all ate soup until they were no longer hungry.

12 Even today, people tell the story of how such a wonderful soup could be made from stones.



► **Think** Use what you learned from reading “Stone Soup” to answer the following questions.

- 1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What challenge does the traveler face when he first comes to the town?

- A He is tired and needs a place to spend the night.
- B He knocks on a door and a young woman holding a baby answers.
- C He is hungry and hopes someone will give him food.
- D He wants to fix a dinner but doesn't have a pot.

Part B

Underline a sentence from paragraph 1 below that **best** tells about the answer in Part A.

A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

- 2 What is the challenge the traveler faces when no one will help him?
- A He has to find wood so that he can build a fire to keep warm.
 - B He needs to learn how to make friends with everyone in town first.
 - C He has to walk to another town where people might be kinder to him.
 - D He must find a new way to get people to share their food with him.

3 Why does the traveler keep putting his nose over the pot and breathing in?

- A to make the people think he is cooking something tasty
- B to make the people want to make their own soup
- C to make the people angry that they won't get any soup
- D to make the people sad that they didn't help him

4 What do you learn about the traveler from the way he faces his challenge?

- A He is clever because he gets people to choose to help him.
- B He is lazy because he has other people do his work for him.
- C He is unhappy because he is too poor to buy his own food.
- D He is proud because he knows more about cooking than others.

5 Read the sentence from the passage.

The villagers ran to their homes.

The word "village" means "a small town." What is the **best** meaning of the word "villagers"?

- A people who eat soup in a small town
- B people who work in a small town
- C people who live in a small town
- D people who help others in a small town

6 Read paragraph 6 from the story.

“Who has ever heard of stone soup?” the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

Underline the sentence in paragraph 6 that **best** explains why the people bring the traveler a pot filled with water.



Write How does the traveler respond to the challenge of getting food?

7 **Plan Your Response** Review the challenge the traveler has. Write three things he says in the story that help him get what he wants.

8 **Write an Extended Response** How does the traveler respond to the challenge of getting food? Use details from the story in your answer.

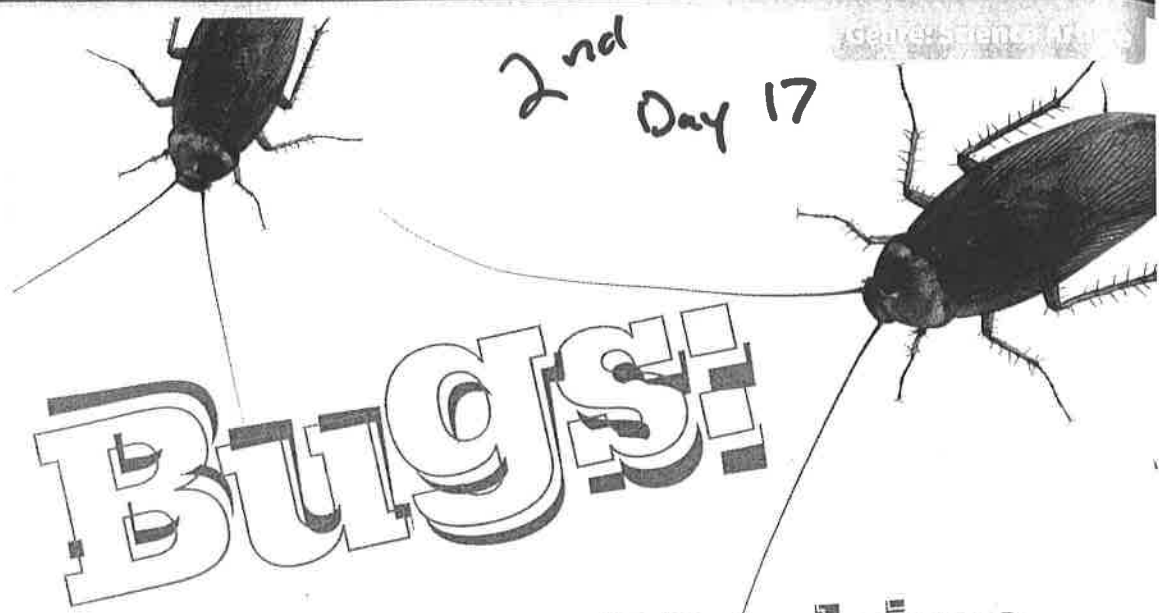


2nd Day 17

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

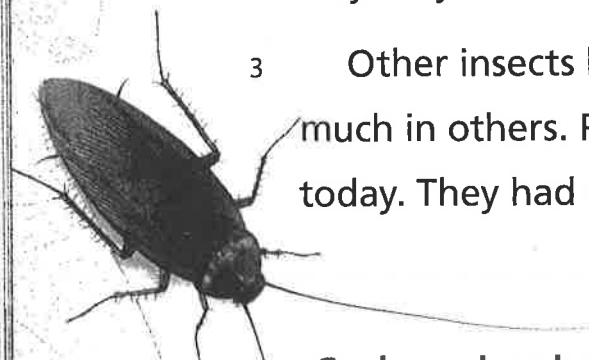
- millions
- prehistoric
- wingspans



Nature's Time Machine

by Nicole Linden

- 1 Have you ever wondered what insects looked like millions of years ago? They probably looked nothing like insects do today, right?
- 2 Not so fast. Insects long ago looked a lot like insects today. One kind of bug, the cockroach, has hardly changed at all. It still has a flat body and legs built for running. It still eats many different things, both living and dead. Cockroaches are built in a way that works well for them. In fact, cockroaches might stay the way they are for many more millions of years.
- 3 Other insects have changed a lot in some ways, and not so much in others. Prehistoric dragonflies looked much like they do today. They had long, thin bodies and two sets of wide wings.



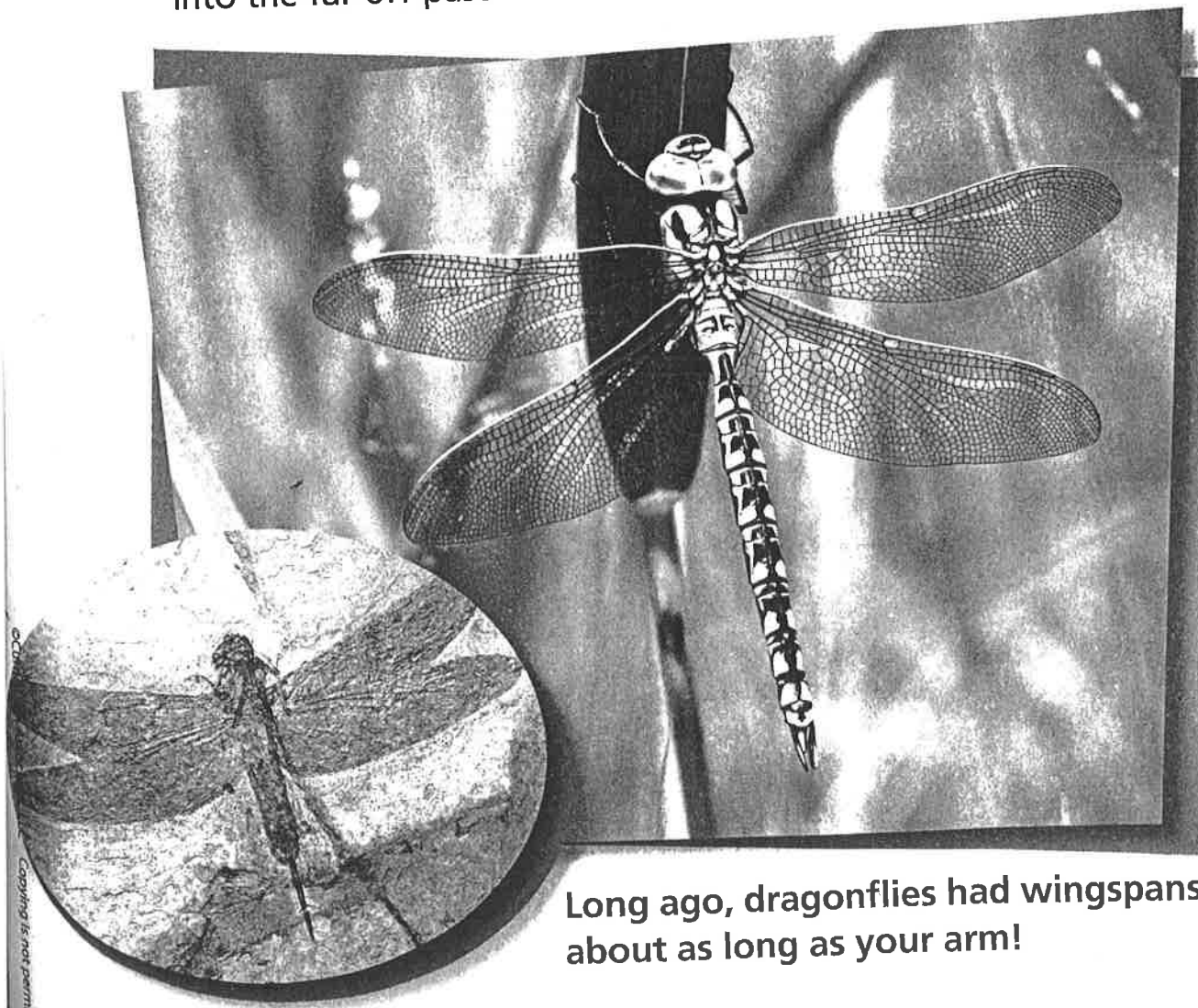
Cockroaches have changed very little over time.

Handwritten text, possibly a signature or date, located at the top left of the page.

2nd - Day

18
17

- 4 But there was one big difference: dragonflies a long time ago were much larger. They had wingspans of up to two feet long. This means that a dragonfly could be as big as a dog! That could cause problems for people today. We are lucky that today's insects are mostly smaller than they once were.
- 5 Scientists think that many insects have not changed much because they haven't needed to. They were still able to find food and shelter as the world changed. So they didn't need to change themselves.
- 6 The next time you see an insect squirming in a garden, don't say "Eww!" Instead, look at it closely. You might just be looking into the far-off past!



Long ago, dragonflies had wingspans about as long as your arm!

100-100

10

10

2nd
Day
17

► **Think** Use what you learned from reading "Bugs: Nature's Time Machine" to respond to these questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What key point does the author make about cockroaches?

- A** Cockroaches have hardly changed at all.
- B** Cockroaches have flat bodies and legs that are good for running.
- C** Cockroaches eat many different things.
- D** Cockroaches used to be much larger.

Part B

What are **two** reasons the writer gives to support the point you chose in Part A?

- _____

- _____

5
D
11

2nd
Day
17

2 The author says that insects today look a lot like they did millions of years ago. Underline **three** facts to support this key point.

- A Dragonflies from long ago could be as big as a dog.
- B Today's cockroach still has a flat body.
- C Prehistoric dragonflies had long, thin bodies.
- D Cockroaches are built for running.
- E Ancient dragonflies had wingspans of up to two feet.
- F Most insects today are much smaller than they once were.

3 Reread paragraph 5. What key point does this sentence from paragraph 5 support?

They were still able to find food and shelter as the world changed.

- A Insects haven't changed much because they haven't needed to.
- B Some insects have changed a lot in some ways and not so much in other ways.
- C Insects long ago looked a lot like insects today.
- D Cockroaches are built in a way that works well for them.

13
D
J

2nd
Day
17

4 Use the dictionary entry to answer the question.

shelter (shel' ter) *n.* **1.** something that protects from weather or danger *v.* **2.** to shield or hide *n.* **3.** a refuge *n.* **4.** a place for poor or homeless to stay for a while

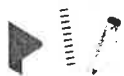
Which meaning matches how "shelter" is used in this sentence?

They were still able to find food and shelter as the world changed.

- A meaning 1
- B meaning 2
- C meaning 3
- D meaning 4

5 What sentence **best** describes the key point of the entire article?

- A Cockroaches and dragonflies have survived for millions of years.
- B Insects haven't changed much since prehistoric times.
- C Insects are built in ways that allow them to survive.
- D Insects today are smaller and weaker than they once were.



Write Why does the author think it's a good idea to look at insects closely?

6 **Plan Your Response** Reread the text and underline details that tell you what insects were like millions of years ago and today.

7 **Short Response** Explain the reasons the author gives to support her point that it's a good idea to look at insects closely. Use details from the text in your answer.

500

100

10

2nd
Day
17



Learning Target

How does understanding the way authors use reasons to support key points help you understand ideas in a text?

10

11

12

Name _____

2nd Grade
NTI Packet
Day 18

Complete each set of equations.

1 $12 - 3 = \square$

$3 + \square = 12$

2 $14 - 5 = \square$

$5 + \square = 14$

3 $11 - 3 = \square$

$3 + \square = 11$

4 $15 - 7 = \square$

$7 + \square = 15$

5 $12 - \square = 10$

$12 - 4 = \square$

6 $13 - \square = 10$

$13 - 6 = \square$

7 $16 - \square = 10$

$16 - 9 = \square$

8 $15 - \square = 10$

$15 - 9 = \square$

- 9 In problem 6, how did you use your first answer to find your second answer?



Adding 2-digit numbers in columns (no regrouping)

Grade 2 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1) \quad 72 \\ + \quad 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 10 \\ + \quad 66 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 86 \\ + \quad 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 61 \\ + \quad 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 1 \\ + \quad 53 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 77 \\ + \quad 21 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 29 \\ + \quad 50 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 12 \\ + \quad 65 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 24 \\ + \quad 45 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 65 \\ + \quad 11 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 80 \\ + \quad 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 88 \\ + \quad 10 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 85 \\ + \quad 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 9 \\ + \quad 50 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 35 \\ + \quad 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 28 \\ + \quad 10 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 15 \\ + \quad 0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 11 \\ + \quad 26 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 17 \\ + \quad 50 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 29 \\ + \quad 10 \\ \hline \\ \hline \end{array}$$

Subtraction with Regrouping

$\begin{array}{r} \square\square \\ 63 \\ -56 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 43 \\ -17 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 93 \\ -54 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 82 \\ -47 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 70 \\ -28 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 72 \\ -26 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

$\begin{array}{r} \square\square \\ 80 \\ -37 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 34 \\ -25 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 94 \\ -55 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 80 \\ -63 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 67 \\ -49 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 72 \\ -57 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

$\begin{array}{r} \square\square \\ 85 \\ -29 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 40 \\ -13 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 68 \\ -59 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 42 \\ -37 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 94 \\ -68 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 63 \\ -49 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

$\begin{array}{r} \square\square \\ 53 \\ -18 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 84 \\ -37 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 91 \\ -42 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 66 \\ -57 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 83 \\ -38 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 51 \\ -43 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------



$\begin{array}{r} \square\square \\ 32 \\ -24 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 94 \\ -68 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 53 \\ -24 \\ \hline \end{array}$	$\begin{array}{r} \square\square \\ 82 \\ -45 \\ \hline \end{array}$
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------

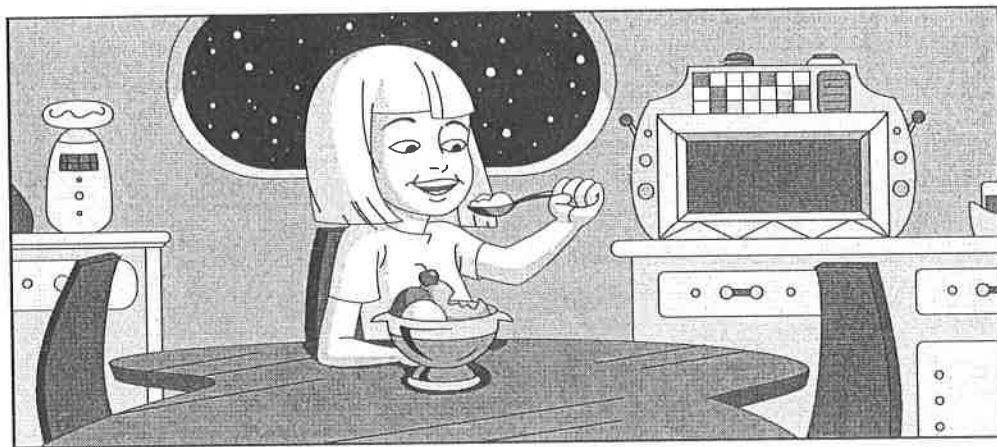
SESSION 1

Read the story. Then answer the questions that follow it.

Too Much of a Good Thing

by Sybil Parrish

- 1 Zelda pressed the button on the spaceship's food maker. Normally, a food maker could make anything you wanted. All you had to do was say *pizza*, *popcorn*, or whatever and press a button. Then it would make whatever you had asked for instantly. But the food maker on the spaceship had been broken for days. Now it would only make ice cream. And the ship was still over a week away from her grandparents' planet.
- 2 "Yum! This is great," said Zelda, grinning. She sat down at the table with a heaping bowl of chocolate ice cream.



3 “Well, I for one am getting tired of ice cream,”
grumbled Zelda’s dad. “A bowl of soup would taste great
about now!”

4 Zelda’s sister Anka piped up. “How can anyone get
tired of ice cream? This is like a dream come true!”

5 Zelda’s dad sighed. “We wouldn’t even have this
problem if we had lived two hundred years ago.”

6 “I know,” replied Zelda. “People used to fix their own
food. They grew it or shopped at places called grocery
stores. They never knew how great a broken food maker
could be!”

7 But after two more days, even Zelda and her sister
were tired of ice cream. Zelda just wanted something—
anything—that wasn’t cold and sweet.

8 Suddenly, Zelda smiled and said, “I have an idea! Let’s
fix some food for ourselves, like in the old days. We could
ask to pick some vegetables from the ship’s garden. It might
even be *fun* to make our own meal.”

9 “Make a meal? How will we know if we’re picking
beans or beets or broccoli?” Anka blurted out, shaking her
head. “And, and . . . just how *do* we fix a potato?”

10 “That’s easy!” laughed Zelda. “The ship’s computer can
help us. C’mon, let’s get started!”

11 All the grown-ups thought the girls had a great idea, even the ship's captain. She'd had her fill of ice cream, too. "Just be sure to make me a big bowl of hot green beans. And add a side order of mashed potatoes!" the captain joked.

12 Zelda was so excited—they were going to be human food makers! She tried to remember the word once used for people who fixed meals. Then it came to her. They were called "cooks."

1 Read the sentence from the story.

But the food maker on the spaceship had been broken for days.

What question does this sentence answer?

- A How do food makers work on a spaceship?
- B What kinds of food does the food maker make?
- C Why does the food maker make only ice cream?
- D What does a food maker look like?

2 What can you tell about the setting from the picture and the story?

- A It takes place outside a restaurant.
- B It takes place on another planet.
- C It takes place inside a spaceship.
- D It takes place next to an ice cream shop.

3 Read these sentences from the story.

"How can anyone get tired of ice cream?" Zelda's sister Anka piped up.
"This is like a dream come true!"

What kind of speaking voice could you use to show Anka's point of view in these sentences?

- A an excited voice
- B a quiet voice
- C a mean voice
- D a surprised voice

4 How does Zelda meet the challenge of having a broken food maker?

- A She makes the best of having to eat so much ice cream.
- B She remembers that people who fix meals are called "cooks."
- C She thinks about planting a vegetable garden on the spaceship.
- D She comes up with the idea of cooking a meal themselves.

5 Read the central message of this story.

Even good things are best in small amounts.

Which detail from the story supports this central message?

- A The food maker stops working the way it should.
- B People in Zelda's time no longer shop at grocery stores.
- C Zelda and Anka get tired of eating ice cream every day.
- D Zelda thinks it might be fun to be a human food maker.

6

In the first part of the story, Zelda and her dad have different points of view about the broken food maker. Read their points of view below.

Zelda is happy about the broken food maker. Her dad doesn't like that it is broken.

Write one detail from the story that supports the sentence about Zelda and one detail that supports the sentence about her dad.

Name: _____

Side 1

Noun Review

Write noun next to the words that are nouns. Write not a noun next to the words that are not nouns.

1. big _____

2. bird _____

3. cookie _____

4. monster _____

5. chair _____

6. sit _____

7. snowflake _____

8. sing _____

9. milk _____

10. squeeze _____

11. look _____

12. street _____

Write the word singular next to the nouns that refer to one person, place or thing.
Write plural next to nouns that refer to more than one person, place or thing.

13. computers _____

14. men _____

15. hand _____

16. fingers _____

17. women _____

18. man _____

19. cow _____

20. mice _____

21. feet _____

22. woman _____

23. people _____

24. fox _____

25. knives _____

26. home _____

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **treaty**
- **harvest**
- **survive**



2nd Day 18

Squanto and the Pilgrims

from *Scholastic News*

- 1 Long ago, there lived a man named Squanto. He was a Native American. He made a big difference in the lives of the Pilgrims.
- 2 Squanto was a member of the Wampanoag (wam-puh-NOH-ag) tribe. When he was young, Squanto was taken away by sailors. He learned to speak English.
- 3 Later, Squanto went back to his tribe's home in Massachusetts. He learned that the Pilgrims were living there. Squanto went to meet them. They were happy he could speak English.
- 4 The Pilgrims wanted to talk with other Wampanoag people. Squanto helped them speak to each other. They signed a treaty. The treaty said they would keep each other safe from harm.
- 5 Squanto saw that the Pilgrims needed his help. They were having a hard time living in their new home.

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2nd
Day 18

- 6 He became a generous teacher. He taught them how to fish and plant corn. He showed them how to get ready for the long winter.
- 7 Because of Squanto, the Pilgrims had a good harvest. They would have enough food to survive the winter.
- 8 They decided to have a feast. The Wampanoag came. Everyone shared the food and ate together.
- 9 Squanto made it possible for the Pilgrims to live in their new home. He also helped the Wampanoag and the Pilgrims live together in peace. The Pilgrims were lucky to have met him!

Day
8
1/2

2nd Day 18

► **Think** Use what you learned from reading "Squanto and the Pilgrims" to answer the following questions.

- 1 The following question has two parts. First, answer Part A. Then answer Part B.

Part A

When did Squanto learn to speak English?

- A after he was taken away by sailors
- B after he returned to his tribe's home
- C after he met the Pilgrims
- D after he became a teacher

Part B

Write **two** sentences from the passage that helped you answer the question in Part A.

- 2 Reread paragraph 6. Which of these dictionary definitions for the word "generous" matches the meaning of the word in this selection?

- A large, plentiful
- B not mean
- C willing to share with others
- D rich and strong

July 1904

2nd Day 18

- 3 Why did the Pilgrims **first** ask for Squanto's help?
- A They wanted to speak to the Wampanoag people.
 - B They needed someone to take them home.
 - C They did not know how to fish or plant corn.
 - D They wanted to live with the Wampanoag.
- 4 Why did the Pilgrims decide to have a feast?
- A They were happy that it was spring.
 - B They were happy about having a good harvest.
 - C They wanted to meet the Wampanoag people.
 - D They felt sorry that sailors had taken Squanto.
- 5 Put the events in the order they happened. Write the numbers 1 to 4 to show the order.

_____ Squanto helped the Pilgrims talk to his people.

_____ Squanto helped the Pilgrims learn to fish and plant corn.

_____ They decided to have a feast.

_____ Squanto went to meet the Pilgrims.

- 6 Write one sentence from the passage that tells why the Pilgrims were lucky they met Squanto.

14 Dec 14

2nd Day 18

 **Write** How and why did Squanto help the Pilgrims?

7 Plan Your Response List two details from the text that tell how Squanto helped the Pilgrims. Then write a detail from the text that tells why he helped them.

How Squanto Helped the Pilgrims	Why Squanto Helped the Pilgrims

8 Write an Extended Response How and why did Squanto help the Pilgrims? Use the details you found in the article in your answer.

Aug 18

2nd
Day
18

 **Learning Target**

How does describing the connections between historical events in a text help you understand how and why events in history happen?

18
D
S

Name _____

2nd Grade
NTI Packet
Day 19

Add.

1 $8 + 2 =$ _____

2 $8 + 3 =$ _____

3 $6 + 4 =$ _____

4 $6 + 8 =$ _____

5 $7 + 3 =$ _____

6 $7 + 5 =$ _____

7 $9 + 1 =$ _____

8 $9 + 6 =$ _____

9 $5 + 5 =$ _____

10 $5 + 8 =$ _____

11 $9 + 2 =$ _____

12 $2 + 9 =$ _____

13 $8 + 4 =$ _____

14 $4 + 8 =$ _____

15 $6 + 9 =$ _____

16 $6 + 7 =$ _____

17 Which strategy did you use to solve problem 11? Explain.

Subtraction with Regrouping

$$\begin{array}{r} \square\square \\ 142 \\ -86 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 105 \\ -39 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 161 \\ -98 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 106 \\ -48 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 134 \\ -65 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 103 \\ -47 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 172 \\ -88 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 126 \\ -59 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 114 \\ -55 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 136 \\ -78 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 160 \\ -74 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 132 \\ -53 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 163 \\ -87 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 125 \\ -46 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 154 \\ -67 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 142 \\ -89 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 120 \\ -42 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 157 \\ -69 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 122 \\ -53 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 164 \\ -46 \\ \hline \end{array}$$



$$\begin{array}{r} \square\square \\ 154 \\ -76 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 142 \\ -95 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 123 \\ -44 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 176 \\ -88 \\ \hline \end{array}$$

Subtraction with Regrouping

$$\begin{array}{r} \square\square \\ 102 \\ -35 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 153 \\ -46 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 126 \\ -39 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 116 \\ -87 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 190 \\ -95 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 152 \\ -78 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 133 \\ -86 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 173 \\ -89 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 140 \\ -56 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 116 \\ -27 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 132 \\ -73 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 181 \\ -95 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 116 \\ -67 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 135 \\ -59 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 143 \\ -75 \\ \hline \end{array}$$

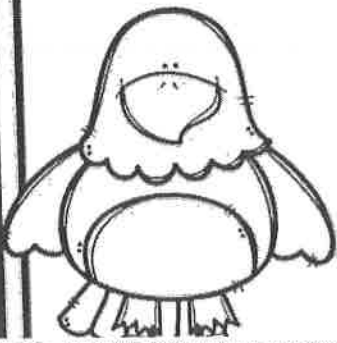
$$\begin{array}{r} \square\square \\ 107 \\ -39 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 130 \\ -47 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 163 \\ -68 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 135 \\ -59 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 112 \\ -85 \\ \hline \end{array}$$



$$\begin{array}{r} \square\square \\ 143 \\ -68 \\ \hline \end{array}$$

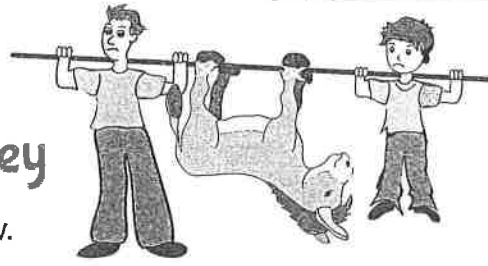
$$\begin{array}{r} \square\square \\ 102 \\ -54 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 173 \\ -87 \\ \hline \end{array}$$

$$\begin{array}{r} \square\square \\ 134 \\ -96 \\ \hline \end{array}$$

Reading Comprehension

The Man, the Boy, and the Donkey



Directions: Read the fable and answer the questions that follow.

Once, a man and his son were going to the market with their donkey. As they walked a man passed them and said, "How silly. You are walking that donkey when you could be riding it instead. What is a donkey for but to ride on?"

Hearing this, the man put his boy on the donkey's back and they went on their way. But soon they passed a group of women, one of whom said: "You should be ashamed of yourself young man. Your father who is older than you should be riding and you should be walking." Red-faced and embarrassed the boy jumped down to have his father get up on the donkey.

They hadn't gone far when they passed a man and a woman, one of whom said to the other: "Doesn't he know they can both fit on that donkey? His boy doesn't have to walk this dusty road."

Well, the man didn't know what to do, but at last he took his son up and sat him down in front of him on the donkey. They reached the town and people began to jeer and point at them. "You're overloading that poor donkey -- you and your son both sitting there. You both look strong! You'd be better off carrying the donkey yourselves."

They got off of the donkey and tried to think what to do. At last they cut down a pole and tied the donkey's feet to it. With it tied to the pole like this they raised the pole to their shoulders and carried the donkey towards the bridge that lead to the market. This was difficult to do.

The townspeople laughed and heckled them so much that the donkey was frightened by everything going on. Its feet slipped loose from the ropes and it fell. Once it got to its feet again it ran away kicking and bucking.

"That will teach you," said an old man who had followed them. "Try to please everyone and you will please no one."

1. Where were the man and the boy traveling?

2. Why did the man put the boy on the donkey?

3. What happened after they passed a man and woman?

4. How did the people act when the man and the boy reached the town?

5. What does the picture show?

Name: _____

Read the poem below and look for nouns. Underline the common nouns with a red crayon. Underline the proper nouns with a blue crayon.

Clown is a Noun

by Lill Pluta

Clown is a noun. Car is a noun too.

A clown in a car zips off to the zoo.

He meets his friend, Sue. Sue is a gnu.

Sue hops in the car with her buddy, Jack.

Jack is so shaggy. Jack is a yak.

The three zoom away without looking back.

The next stop they make is Sal's Silly Store.

Sal asks the group, "Is there room for one more?"

"Yes!" they all say, as they head for the shore.

The four soon arrive at Sandy Beach Bay,

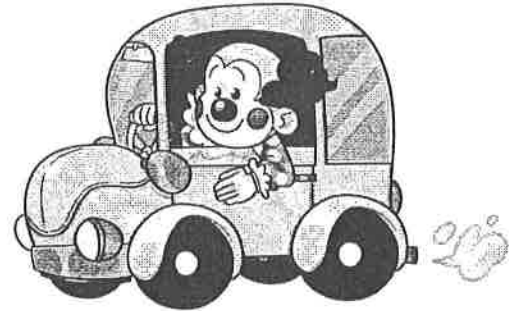
Where they meet a crab, whose name is José.

They shout, "Let's be friends!" José says, "Okay!"

Five pals in a car drive back into town.

Now it's your job to point out each noun.

But first name the clown. Quick! Write it down!



I name the clown, _____.

2nd Day 19

Turning Trash into Treasure



by Ron Fridell

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **waste**
- **scraps**
- **cycle**

- 1 When was the last time you threw away a banana peel? An apple core? A piece of paper? Maybe you could have recycled them instead.
- 2 When we recycle things, we turn them into new things to use again. From old newspapers, we make new paper. From old cans and empty bottles, we make new ones. Recycling can keep our landfills from getting too full. If we aren't careful, we may run out of room.
- 3 Composting is another way to recycle. It is a great way to turn food and yard waste into good, rich soil. The soil helps grow new things.
- 4 To make compost, you need fruit and vegetable scraps. You also need leaves, grass, and soil. Put all these things in a big wooden box. Then add some water and stir. Finally, cover the box.
- 5 After a few weeks, everything in the compost box starts to rot and break down. The tiniest living things in nature help break them down.
- 6 After a few more weeks, everything will have turned into rich soil. People use compost in their gardens to help plants and flowers grow.
- 7 Composting shows us how nature is a cycle. Things grow. Then they die. Finally, they become soil and help new things grow.
- 8 By recycling things we no longer need, we create new things. We also take better care of the earth.

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2nd Day 19

Think Use what you learned by reading the articles to respond to the following questions.

- 1** This question has two parts. First, answer Part A. Then answer Part B.

Part A

Based on both articles, which sentence about landfills is true?

- A** Landfills are a good solution to the trash problem.
- B** Landfills will never get too full.
- C** Landfills are safe places to dispose of trash.
- D** Landfills are not the best way to get rid of trash.

Part B

Write a sentence from each article that helped you find the answer to Part A.

Sentence from "Turning Trash into Treasure"

Sentence from *Recycle That!*

2nd Dec 19

2nd Day 19

2 Read these sentences from *Recycle That!*

Many towns and cities have special programs for recycling. Each home gets a special container for items to be recycled.

Which of the following means the same as "container"?

- A **plan** thinking of how to do something before you do it
- B **box** something that holds things inside of it
- C **area** an open place or space
- D **direction** something you follow or a way to go

 Write

Compare and contrast the most important points in the articles. What points are the same? What are two ways the information about recycling in "Turning Trash into Treasure" is different from the information in "from *Recycle That!*"?

3 **Plan Your Response** Reread the two articles. What important points does each writer include about recycling? Underline these important points in both articles. Then make a Venn diagram to compare and contrast them.

4 **Write an Extended Response** Compare and contrast the most important points in the articles. What points are the same? What are two ways the information about recycling in "Turning Trash into Treasure" is **different** from the information in "from *Recycle That!*"?

Page 19

2nd Day 19



Learning Target

How does comparing and contrasting the most important points in two texts on the same topic help you learn more about the topic?

How does comparing and contrasting the most important points in two texts on the same topic help you learn more about the topic?

2000 Dec 19

Name _____

2nd Grade
NTI Packet
Day 20

Regrouping Tens to Ones

Name: _____

Circle all the problems where you must regroup a ten to subtract the ones. Then find the differences of only the problems you circled.

1
$$\begin{array}{r} 875 \\ - 646 \\ \hline 229 \end{array}$$

2
$$\begin{array}{r} 478 \\ - 226 \\ \hline \end{array}$$

3
$$\begin{array}{r} 692 \\ - 437 \\ \hline \end{array}$$

4
$$\begin{array}{r} 345 \\ - 224 \\ \hline \end{array}$$

5
$$\begin{array}{r} 761 \\ - 338 \\ \hline \end{array}$$

6
$$\begin{array}{r} 514 \\ - 402 \\ \hline \end{array}$$

7
$$\begin{array}{r} 953 \\ - 821 \\ \hline \end{array}$$

8
$$\begin{array}{r} 474 \\ - 156 \\ \hline \end{array}$$

9
$$\begin{array}{r} 320 \\ - 210 \\ \hline \end{array}$$

10
$$\begin{array}{r} 663 \\ - 425 \\ \hline \end{array}$$

11
$$\begin{array}{r} 619 \\ - 308 \\ \hline \end{array}$$

12
$$\begin{array}{r} 847 \\ - 628 \\ \hline \end{array}$$

13
$$\begin{array}{r} 736 \\ - 517 \\ \hline \end{array}$$

14
$$\begin{array}{r} 563 \\ - 249 \\ \hline \end{array}$$

15
$$\begin{array}{r} 375 \\ - 163 \\ \hline \end{array}$$

- 16 How can you tell by looking at the problem if you need to regroup a ten to subtract the ones?

- 1 Use a ruler to measure the length of the piece of tape in inches.



What is the length of the tape? _____ inches

- 2 Use a ruler to measure the length of the pencil in inches.



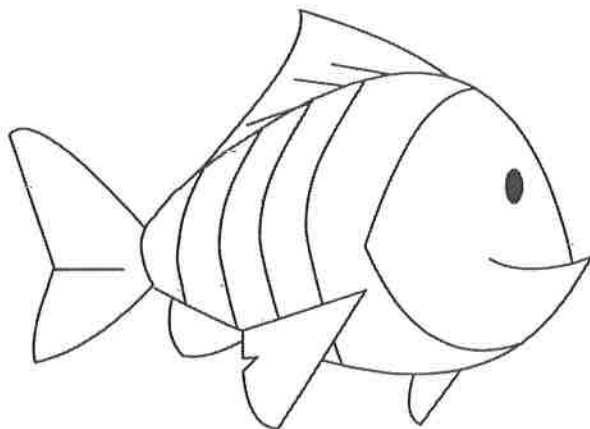
What is the length of the pencil? _____ inches

- 3 Use a ruler to measure the length of the shoe in centimeters.



What is the length of the shoe? _____ centimeters

- 4 Use a ruler to measure the length of the fish in centimeters.



What is the length of the fish? _____ centimeters

**Measuring in Inches
and Centimeters** *continued*

Name: _____

- 5** Use a ruler to measure the length of the string in both inches and centimeters.

What is the length of the string in inches? _____ inches

What is the length of the string in centimeters? _____ centimeters

- 6** Use a ruler to measure the length of the rectangle in both inches and centimeters.



What is the length of the rectangle in inches? _____ inches

What is the length of the rectangle in centimeters? _____ centimeters

- 7** For problem 6, did you write different numbers for the length in inches and the length in centimeters? Explain.

Adding and Regrouping Ones

Name: _____

The answers are mixed up at the bottom of the page.
Cross out the answers as you complete the problems.

$$\begin{array}{r} 1 \quad 635 \\ + 321 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 439 \\ + 154 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 336 \\ + 123 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 825 \\ + 166 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 512 \\ + 336 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 246 \\ + 348 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 772 \\ + 109 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 347 \\ + 314 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 483 \\ + 208 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 225 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 548 \\ + 406 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 475 \\ + 515 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 273 \\ + 211 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 728 \\ + 253 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 627 \\ + 263 \\ \hline \end{array}$$

Answers:

449

594

881

956

691

484

661

890

991

593

954

848

990

459

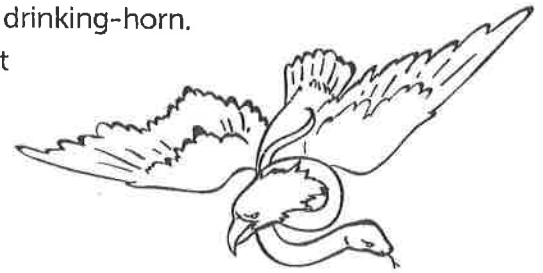
981

Reading Comprehension: The Serpent and the Eagle

Name: _____ Date: _____

Read the fable and answer the questions that follow

An Eagle swooped down upon a Serpent and seized it in his talons with the intention⁵ of carrying it off and devouring⁶ it. But the Serpent was too quick for him and had its coils round him in a moment; and then there ensued a life-and-death struggle between the two. A countryman, who was a witness of the encounter, came to the assistance of the eagle, and succeeded in freeing him from the Serpent and enabling him to escape. In revenge, the Serpent spat some of his poison into the man's drinking-horn. Heated with his exertions⁷, the man was about to slake his thirst with a draught⁸ from the horn, when the Eagle knocked it out of his hand, and spilled its contents upon the ground.



1. Why did the Eagle swoop down on the Serpent?

2. Why did the Eagle knock the drink out of the countryman's hand?

3. How did the countryman help the Eagle?

4. What did the Serpent do to punish the countryman?

5. What does the picture show?

⁵intention: goal ⁶devouring: swallowing ⁷exertions: hard work ⁸draught: drink

Name: _____

Nouns

Cut out the noun tiles at the bottom of the page. Glue them into the box under the correct type of noun.

People	Places	Things	Ideas

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knowledge	actor	hotel	discovery
carrot	truth	man	coat
grandpa	guitar	dream	school
stone	farm	king	candle
town	wish	home	waitress
bank	principal	clock	luck

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- temperature
- heartbeat
- operation
- medicine



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by Tiffany Gibson

- 1 A hospital is a busy place! It may even seem confusing at first. Many patients, the people who need to see a doctor, come in every day. Visitors come to see their sick family member or friend. Doctors, nurses, and other hospital workers move calmly from job to job. They know just what to do. They want to give sick or hurt patients the care they need.

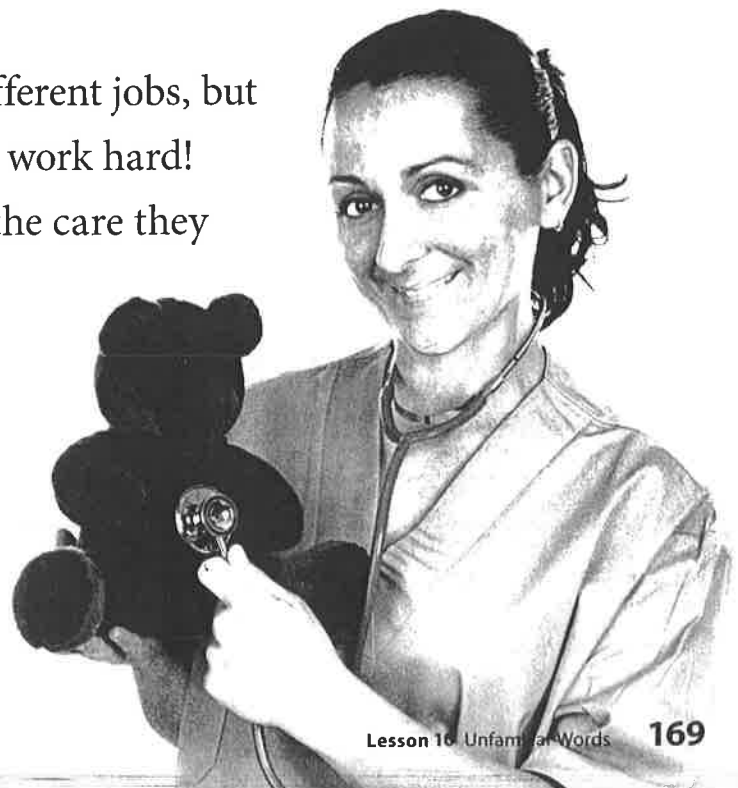


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- 2 The hospital medical staff is made up of teams of doctors and nurses. Doctors must examine patients to find the best way to make them better. They check each patient's temperature and heartbeat. They also ask lots of questions. Then doctors think up plans to make each patient better. Some patients will need special medicine. Other patients may need to have an operation. A person who is sick or hurt must stay in the hospital for a few days.
- 3 Nurses take care of patients who are in the hospital. Some nurses help doctors with operations or special tests. They make sure patients improve each day. They check that the patients are getting better with the right medicine.
- 4 There are other workers who help the hospital run smoothly. Some workers give X-rays to find out if someone has a broken bone. Others carry out tests to find out why a patient is sick. Some workers make healthy meals or keep hospital rooms clean.
- 5 Hospital workers do many different jobs, but they all work together. And they work hard! Their goal is to give all patients the care they need to get better.



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► **Think** Using what you learned by reading "Who Works in a Hospital?," respond to the following questions.

- 1 What is the meaning of the word "patients"? Write what "patients" means based on the clues in the sentence.

Many patients, the people who need to see a doctor, come in every day.

- 2 What is the meaning of the phrase "medical staff" in paragraph 2?

- A people who keep files of plans
- B people who treat the sick
- C people who keep things clean
- D people who prepare meals

- 3 Read these sentences from paragraph 2 of the passage.

Doctors must examine patients to find the best way to make them better. They check each patient's temperature and heartbeat. They also ask lots of questions.

What does the word "examine" mean?

- A make plans for
- B do surgery on
- C give medicine to
- D check over carefully

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- 4 The following question has two parts. First, answer Part A. Then answer Part B.

Part A

Use the chart to write the clues for the phrase "hospital workers." Write the phrase in the first box. After you write the clues, write what you think the phrase means.

Phrase:

Clue

Meaning

Part B

What is the goal of all the hospital workers?

- A to check that the patients are getting better
- B to give the patients the care they need to get better
- C to check each patient's temperature and heartbeat
- D to keep files about the doctors' plans

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- 5 In paragraph 3, the author says, "They make sure patients improve each day." What does the word "improve" mean? Write a sentence from the passage that gives a clue about the meaning of the word "improve."

Write what you think the word "improve" means.

 **Write** Why is a hospital a busy place?

- 6 **Plan Your Response** The title of the passage is "Who Works in a Hospital?" It begins with the sentence "A hospital is a busy place!" Find clues in the passage that tell why it is a busy place.

Busy Place

Clue One

Clue Two

Clue Three

- 7 **Write an Extended Response** Write about the information you found to tell why a hospital is a busy place.

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 Learning Target

Now that you know how to figure out the meanings of important words in a text, how does this help you better understand the topic?

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