

2nd Grade
Distance Learning
April 13-17

- Students will read the same reading passage each day. There is one passage for the entire week. Each day the student reads the passage they will answer a new comprehension question for the passage.
 - Each day before the student reads for comprehension, challenge them to a 1 minute timing. The goal is to get a little bit further each new day than the day before. Students should mark their stopping point each day.
 - After the one minute timing, students should read for comprehension to answer the question for the day.
 - Math will be 11 review problems for each day with a “check in” page for Friday. The Check-In page is 12 problems for students to review.
 - One page to practice counting money each day.
 - One card game to play for review for the week.
 - In addition to the practice pages we are providing flashcards to practice:
 - Sight word fluency
 - Addition facts fluency
 - Subtraction facts fluency
-

Read the passage each day to answer the daily question

Name: _____

Nonfiction: Explicit Comprehension – Q1:2

Date: _____

Highlight the details that help you answer this week's questions.

Standing Up: Martin Luther King, Jr.



Every year, on the third Monday in January, we celebrate Martin Luther King Jr. Day. We celebrate it in January because Martin Luther King Jr. was born in this month in 1929. Some people get the day off school or work. Many people enjoy the time off but forget the meaning behind this holiday. Martin Luther King Jr. was African American. He lived at a time when the color of your skin meant you were treated differently. He wanted to change this.

He decided to talk to large groups of people. He was used to this because he was also a church minister. One of the things Martin Luther King Jr. talked a lot about was equality. He wanted people to be treated the same no matter what skin

color they had. He met with many leaders. He traveled around the United States to give speeches. In one of his famous speeches, he said: "I have a dream" that all people will be able to live together in peace.

He showed people what peace looked like. He did not punch or hurt other people. He did not use a gun. He stood with others in public places to argue that everyone should be treated the same. He shared a message of love everywhere he went.

Martin Luther King Jr. was very brave. Some people did not like him. These people wanted to keep things the way they were. They did not want African Americans to be in the same places as White Americans. They did not want African Americans to take their jobs. Martin Luther King Jr. kept saying what he believed. He did not stop talking to people. He also did not stop trying to get people to be nicer to each other.

Today, people still find Martin Luther King Jr.'s message to be inspiring. Many people continue to work for equality.

Monday

Before you read, look at the title and picture. What do you think this article will be about?

Using a timer, see how long it takes you to read the entire article. Record your time below.
Ask someone for help.

_____ minutes _____ seconds

When do we celebrate Martin Luther King Jr. Day?

Tuesday

What did Martin Luther King Jr. want to change?

Fill in the missing word.

Martin Luther King Jr. wanted people to be treated the _____
no matter what skin color they had.

Why did Martin Luther King Jr. travel around the United States?

Wednesday

What was Martin Luther King Jr.'s "dream"?

How did Martin Luther King Jr. show people what peace looks like?

Why did some people want to keep things the way they were?

Thursday

Using a timer, see how long it takes you to read the entire article. Record your time below.
Did your time improve?

_____ minutes _____ seconds

What do people continue to fight for today?

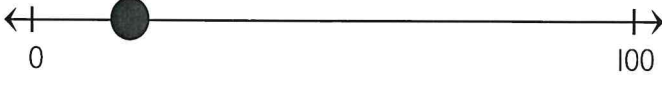

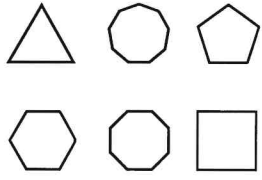
What is one thing you learned about Martin Luther King Jr. after reading this article?

Answer Key

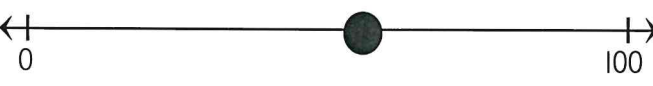

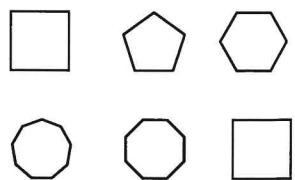
Answer Key - Nonfiction: Explicit Comprehension – Q1:2

Monday	Tuesday
<p>Before you read, look at the title and picture. What do you think this article will be about?</p> <p>Accept all reasonable answers.</p>	<p>What did Martin Luther King Jr. want to change?</p> <p>He wanted to change people being treated differently based of the color of their skin.</p>
<p>Using a timer, see how long it takes you to read the entire article. Record your time below. Ask someone for help.</p> <p>_____ minutes _____ seconds</p>	<p>Fill in the missing word.</p> <p>Martin Luther King Jr. wanted people to be treated the <u>same</u> no matter what skin color they had.</p>
<p>When do we celebrate Martin Luther King Jr. Day?</p> <p>on the third Monday in January</p>	<p>Why did Martin Luther King Jr. travel around the United States?</p> <p>to give speeches</p>
Wednesday	Thursday
<p>What was Martin Luther King Jr.'s "dream"?</p> <p>All people will be able to live together in peace.</p>	<p>Using a timer, see how long it takes you to read the entire article. Record your time below. Did your time improve?</p> <p>_____ minutes _____ seconds</p>
<p>How did Martin Luther King Jr. show people what peace looks like?</p> <p>He did not punch or hurt other people. He did not use a gun.</p>	<p>What do people continue to fight for today?</p> <p>equality; being equal</p>
<p>Why did some people want to keep things the way they were?</p> <p>They did not want African Americans in the same places as white Americans and they didn't want them to take their jobs.</p>	<p>What is one thing you learned about Martin Luther King Jr. after reading this article?</p> <p>Accept all reasonable answers.</p>

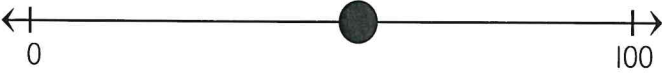
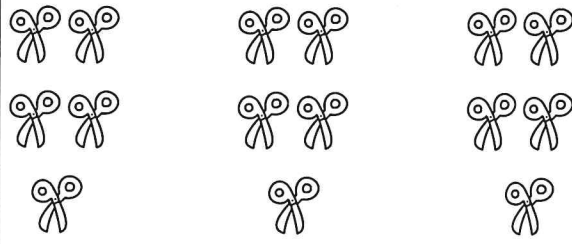
MONDAY

<p>1 Which number is best represented by the circle on the number line?</p>  <p>Circle the best answer: 20 50 60</p>	<p>2 I have collected 839 cards. About how many do I have to the nearest hundreds place?</p>	<p>3</p> <p>$9 + 7 = \square$ $12 - 6 = \square$</p> <p>$5 + 6 = \square$ $5 + 9 = \square$</p> <p>$18 - 8 = \square$ $12 - 8 = \square$</p>	
<p>4 My teacher wrote a number on the board that has 6 tens and 3 ones. Is the number less than or greater than 60?</p>	<p>5 $28 + 38$</p>	<p>6 $82 - 31$</p>	<p>7 I bought a shirt for \$27 and some jeans for \$48. How much did I spend in all?</p>
<p>8</p> <p>$29 + 0 = \square$</p>	<p>9 My mother gave me 30 coins. I lost 7 coins under my bed. Write an expression to find how many coins I still have.</p>	<p>10 What is the value of the set of coins?</p> 	<p>11 Circle the hexagon.</p> 

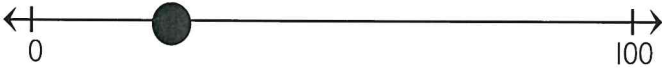
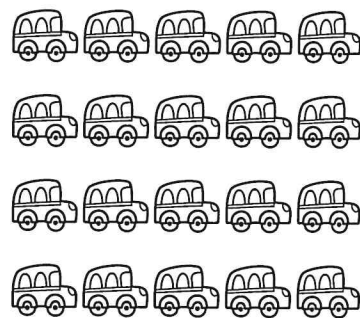


Tuesday

<p>1 Which number is best represented by the circle on the number line?</p>  <p>Circle the best answer: 30 40 55</p>	<p>2 I have collected 253 cards. About how many do I have to the nearest hundreds place?</p>	<p>3</p> <p>$9 + 9 = \square$ $12 - 4 = \square$</p> <p>$7 + 6 = \square$ $9 + 8 = \square$</p> <p>$11 - 3 = \square$ $13 - 6 = \square$</p>	
<p>4 My teacher wrote a number on the board that has 8 hundreds and 3 tens. Is the number less than or greater than 803?</p>	<p>5 $57 + 39$</p>	<p>6 $91 - 78$</p>	<p>7 I bought a shirt for \$19 and some jeans for \$25. How much more expensive were the jeans than the shirt?</p>
<p>8</p> <p>$0 + \square = 70$</p>	<p>9 My mother gave me 8 coins. My dad gave me 12 coins. Write an expression to find how many coins I have now.</p>	<p>10 What is the value of the set of coins?</p> 	<p>11 Circle the hexagon.</p> 

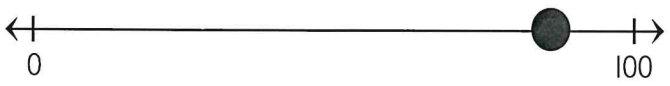





Wednesday

<p>1 Which number is best represented by the circle on the number line?</p>  <p>Circle the best answer: 20 50 70</p>	<p>2 I have collected 659 cards. About how many do I have to the nearest tens place?</p>	<p>3</p> $6 + 9 = \square$ $16 - 9 = \square$ $7 + 6 = \square$ $8 + 9 = \square$
<p>4 My teacher wrote a number on the board that has 6 hundreds and 2 tens. Is the number equal to 620?</p>	<p>5 $54 + 56$</p>	<p>6 Use the picture to write an expression.</p>  <p>_____ + _____ + _____ = _____</p>
<p>7 $44 - 16$</p>	<p>8 I bought a book for \$16 and dinner for \$24. How much did I spend in all?</p>	

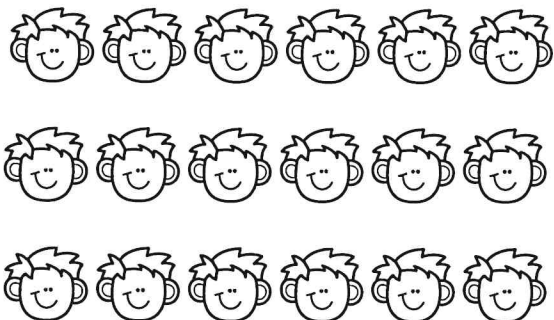
Thursday

<p>1 Which number is best represented by the circle on the number line?</p>  <p>Circle the best answer: 5 25 45</p>	<p>2 I have collected 313 stamps. About how many do I have to the nearest tens place?</p>	<p>3</p> $6 + 8 = \square$ $17 - 9 = \square$ $9 + 3 = \square$ $5 + 7 = \square$
<p>4</p> $0 + \square = 204$	<p>5 My mother gave me 15 coins. I gave my dad 6 coins. Write an expression to find how many coins I have now.</p>	<p>6 Use the picture to write an expression.</p>  <p>_____ + _____ + _____ + _____ = _____</p>
<p>7 What is the value of the set of coins?</p> 	<p>8 Is this a hexagon? Explain.</p> 	

Check-In

<p>1 Which number is best represented by the circle on the number line?</p>  <p>(a) 10 (b) 55 (c) 80 (d) 99</p>	<p>2 I have collected 882 beads. What is this number rounded to the nearest tens place?</p> <p>(a) 800 (b) 880 (c) 890 (d) 900</p>	<p>3 Solve.</p> <p style="text-align: center;">12 - 5</p> <p>(a) 5 (b) 6 (c) 7 (d) 8</p>	
<p>4 My teacher wrote a number on the board that has 6 ones and 2 hundreds. Which of the following numbers could it be?</p> <p>(a) 62 (b) 620 (c) 260 (d) 206</p>	<p>5 Solve.</p> <p style="text-align: center;">39 + 57</p> <p>(a) 86 (b) 96 (c) 82 (d) 97</p>	<p>6 Solve.</p> <p style="text-align: center;">71 - 16</p> <p>(a) 45 (b) 55 (c) 65 (d) 66</p>	<p>7 I spent \$32 for dinner and \$45 at the fair. How much more did I spend at the fair than dinner?</p> <p>(a) \$13 (b) \$78 (c) \$23 (d) \$77</p>
<p>8 Which number makes the number sentence true?</p> <p style="text-align: center;"><input type="text"/> + 78 = 78</p> <p>(a) 7 (b) 87 (c) 78 (d) 0</p>	<p>9 My sister gave me 9 coins. My dad gave me 16 more coins. Which expression would help me find the amount of coins I have in all?</p> <p>(a) 16 - 9 (b) 16 = 9 (c) 9 + 16</p>	<p>10 What is the value of the set of coins?</p>  <p>(a) 4¢ (b) 12¢ (c) 22¢ (d) 40¢</p>	<p>11 Which shape is a hexagon?</p> <p>(a)  (b)  (c)  (d) </p>





























Use the array to help you answer the question.



- 12 Which number sentence would help you find the sum of the children?
- (a) 3 + 3 + 3 + 3 + 3
(b) 5 + 5 + 5
(c) 6 + 6 + 6
(d) 18 + 18 + 18

Name _____

Counting Money





























					Total amount
 _____	 _____	 _____			_____
 _____	 _____	 _____	 _____	 _____	_____
 _____	 _____	 _____	 _____	 _____	_____
 _____	 _____	 _____	 _____	 _____	_____
 _____	 _____	 _____	 _____	 _____	_____
 _____	 _____	 _____	 _____	 _____	_____

Answer Keys

Week	Monday	Tuesday	Wednesday	Thursday	Check-In
Week 19	1. 75 2. > 3. 6, 5, 8 8, 9, 9 4. $50 - 20 = 30$ 5. 52 6. 18 7. 46 8. 7 9. $15 - 7 = 8$ 10. 4:30 11. Gallon of milk	1. 90 2. > 3. 9, 2, 12 5, 8, 5 4. $60 + 30 = 90$ 5. 72 6. 43 7. 71 8. 8 9. $13 - 5 = 8$ 10. 3:30 11. glass	1. 10 2. < 3. 6, 4, 5 9, 6, 10 4. $90 - 30 = 60$ 5. 94 6. 14 7. 49 8. 77	1. 60 2. < 3. 3, 8, 4 8, 10, 8 4. 2 5. $17 - 8 = 9$ 6. 12, 4, art math, 10, 4 7. 9:30 8. 2 liter	1. C 2. B 3. C 4. B 5. A 6. C 7. D 8. B 9. B 10. A 11. D 12. C
Week 20	1. 20 2. 800 3. 16, 11, 10 6, 14, 4 4. 63 / greater 5. 66 6. 51 7. \$75 8. 29 9. $30 - 7 = 23$ 10. 23 cents 11. Bottom left	1. 55 2. 300 3. 18, 15, 8 8, 17, 7 4. 830 / greater 5. 96 6. \$13 7. \$6 8. 70 9. $8 + 12 = 20$ 10. 25 cents 11. Top right	1. 50 2. 700 3. 15, 13, 8 7, 17, 9 4. Equal to 620 5. 110 6. $5 + 5 + 5 = 15$ 7. 28 8. \$40	1. 25 2. 300 3. 14, 12, 5 8, 12, 5 4. 204 5. $15 - 6 = 9$ 6. $5 + 5 + 5 + 5 = 20$ 7. 16 cents 8. yes, it has 6 sides	1. C 2. C 3. C 4. D 5. B 6. B 7. A 8. D 9. C 10. C 11. D 12. C

Name _____

Counting Money

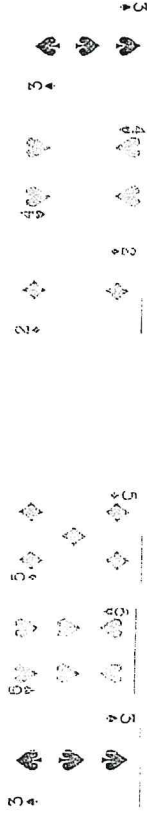
 10¢	 20¢	 1¢			Total amount 21¢
 10¢	 20¢	 25¢	 1¢	 1¢	27¢
 10¢	 25¢	 25¢	 25¢	 1¢	26¢
 5¢	 10¢	 10¢	 1¢	 1¢	17¢
 10¢	 20¢	 10¢	 25¢	 1¢	36¢
 5¢	 10¢	 1¢	 1¢	 1¢	13¢

Place Value War

Players 2

Materials: Deck of cards with face cards and 10s removed, Ace worth one

How to Play: Turn over 1, 2 or 3 cards. Place them in any position to make the highest number possible. The higher number wins all of the cards for that turn. Try asking your child to compare the numbers out loud.



Player 1 wins all six cards.

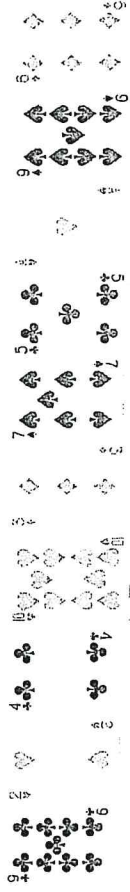
Increase the number of cards to flip if you want to work on larger numbers.

Give Me 10

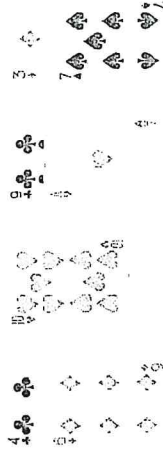
Players 2

Materials: Deck of cards, face cards removed, Ace worth one.

How to Play: Deal 10 cards face up.



Players take turns finding and removing combinations of cards that add up to 10.



Deal out cards so there are always 10 cards face up.

To make it challenging, find three cards that add up to a target number (3 numbers that add up to 20).