

Name: _____

Teacher's Name: _____

COLD Learning Packet 2nd Grade

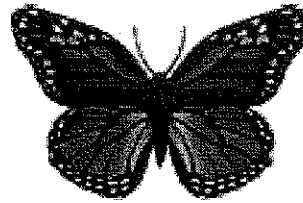
*Students are familiar with choral reading (reading at the same time together) or echo reading (tracking and repeating after the teacher) in the classroom. Please read each passage/booklet two times with your child before they begin answering questions.

DAY 1

	<p>Reading - Butterflies</p> <ol style="list-style-type: none">1. Reading the passage (twice)2. Write a sentence for each underlined word.<ol style="list-style-type: none">a. colorfulb. dramaticc. waterd. migrate3. Answer the comprehension questions on the back. <p>ELA:</p> <ol style="list-style-type: none">1. "Drop everything and write!" <p>Math:</p> <ol style="list-style-type: none">1. Base Ten - front & back
--	---

Name _____ Date _____

BUTTERFLIES



The butterfly is an insect. Butterflies are noted for their wings, which are often colorful and bright.

Butterfly wings are a bit like bird wings. Bird wings are made of feathers, but butterfly wings are made of tiny overlapping scales. The wings are colored in various patterns. Some butterfly wings look iridescent (changing rainbow colors, depending on the light) because of the way light hits the scales.

Butterflies have an interesting life cycle. They start as eggs. When they are born, they are what we call caterpillars. This is the *larval stage* for the caterpillar. The caterpillars then move into a cocoon, becoming what we call a chrysalis. This is the *pupal stage*. When the insect comes out of the cocoon, we call it a butterfly. This is the *adult stage* for the butterfly. These clear stages of changing on the way to adulthood are called *metamorphosis*. Many animals go through metamorphosis, but the butterfly's changes are more dramatic than most.

Butterflies can be found almost all over the world. There may be as many as twenty thousand different species of butterflies.

Butterflies usually eat flower nectar. Because of this, they are important to the life cycle of many flowers. Butterflies also need minerals, which they usually get from water found in dirt and sand.

They reach their adult stage in the summer. Some butterflies migrate. The Monarch butterflies migrate about 3000 miles (4800 km) every year. They fly between Mexico and California.

Sentences

1. _____

2. _____

3. _____

3. _____




4. _____

Name _____ Date _____

ANSWER THE QUESTIONS ABOUT *BUTTERFLIES*

1. What kind of animal is a butterfly?
 - a. A bird
 - b. An insect
 - c. A spider
 - d. A mammal
2. Which of the following about butterfly wings is TRUE?
 - a. They are just like bird wings.
 - b. They are the colors of the rainbow.
 - c. They are made of scales.
 - d. All the wings are covered in the same pattern.
3. The butterfly life cycle is:
 - a. Egg, caterpillar, chrysalis, butterfly
 - b. Egg, insectal, pupal, adult
 - c. Larval, pupal, crystal, adult
 - d. None of the above.
4. Metamorphosis is...
 - a. the process of growing up.
 - b. turning from one thing into another.
 - c. a major change.
 - d. the combination of all of the above.
5. Where can you find butterflies?
 - a. The butterfly habitat is anywhere it is warm.
 - b. You can find them in forests and tundra regions.
 - c. Butterflies are restricted to the Americas.
 - d. Butterflies can be found almost all over the world.
6. What do butterflies eat?
 - a. Dirt, sand, and nectar.
 - b. Nectar and minerals.
 - c. Flowers and other plants.
 - d. Other insects.

Narrative Checklist

Narrative Checklist Sample				
Beginning	Characters: Do I have one or more characters?			
	Setting: Did I tell when the story took place?			
	Goal: Did I tell what the character was trying to do?			
Middle	Events: Did I include a sequence of events related to the goal?			
	Details: Did I include thoughts, actions, and feelings?			
Ending	Closure: Did I bring everything together?			
Other	Did I use temporal words?			

Drop Everything and Write!

Write a narrative story about your most prized possession. Why do you value the object? When did you get it? Who gave it to you?

1. What is the main purpose of the study?
 The main purpose of the study is to investigate the effects of a new educational program on student performance.

2. What are the research objectives?
 The research objectives are to determine the effectiveness of the program, to compare student performance before and after the program, and to identify factors that influence student success.

3. What is the significance of the study?
 The significance of the study lies in its potential to provide valuable insights into the effectiveness of the new educational program, which can inform future educational practices and policy decisions.

4. What are the limitations of the study?
 The limitations of the study include a small sample size, a short duration of the program, and the lack of a control group.

5. What are the conclusions of the study?
 The conclusions of the study are that the new educational program has a positive impact on student performance, but further research is needed to confirm these findings and to explore the long-term effects of the program.

Name: _____

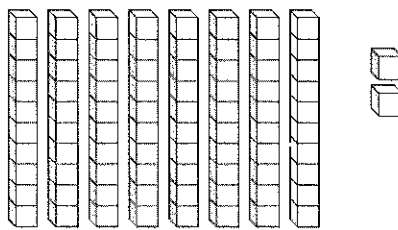
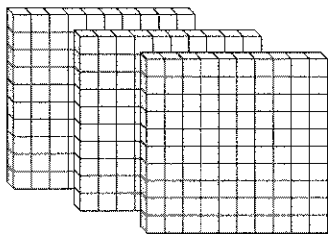
2.NBT.1 Practice

1. Use the number to fill in the chart.

706

Hundreds	Tens	Ones

2. What number do the place value blocks show?



- a. 372
b. 382

- c. 832
d. 383

3. Draw a line to match the numbers on the left with the amounts on the right.

235

820

608

429

253

4 hundreds, 2 tens, 9 ones

2 hundreds, 3 tens, 5 ones

2 hundreds, 5 tens, 3 ones

8 hundreds, 2 tens, 0 ones

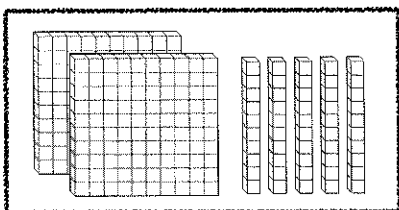
6 hundreds, 0 tens, 8 ones

Name: _____

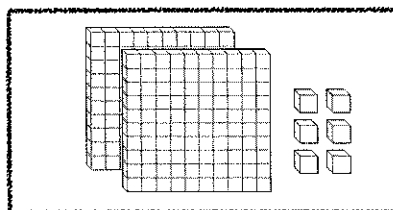
2.NBT.1 Apply

1. Which picture shows 206?

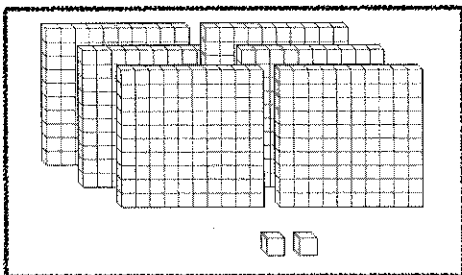
a.



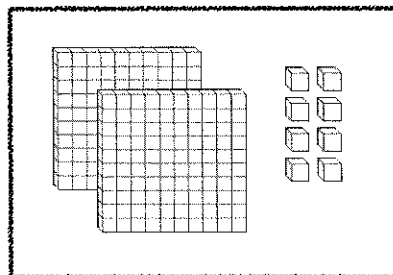
b.



c.



d.



2. How many groups of ten make 100?

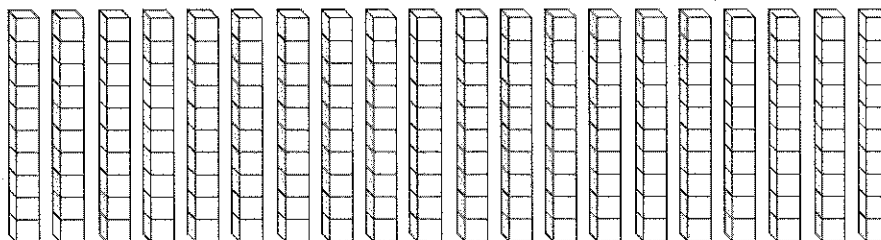
a. 1

b. 100

c. 10

d. 11

3. What number is shown by the place value blocks below?



Answer It:

Explain It:

Name: _____

Teacher's Name: _____

COLD Learning Packet 2nd Grade

*Students are familiar with choral reading (reading at the same time together)
or echo reading (tracking and repeating after the teacher) in the classroom.
Please read each passage two times with your child before they begin answering
questions.

DAY 2

	<p>Reading: Frog and Toads</p> <ol style="list-style-type: none">1. Reading the booklet (twice)2. Write a sentence for each underlined word.<ol style="list-style-type: none">a. amazedb. disappearc. abilityd. prey3. Complete the graphic organizer.. <p>ELA:</p> <ol style="list-style-type: none">1. "Drop everything and write!" <p>Math:</p> <ol style="list-style-type: none">1. Skip Counting - front & back
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Frogs and Toads



Written by Kira Freed

www.readinga-z.com

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Level M Leveled Reader
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Written by Kira Freed

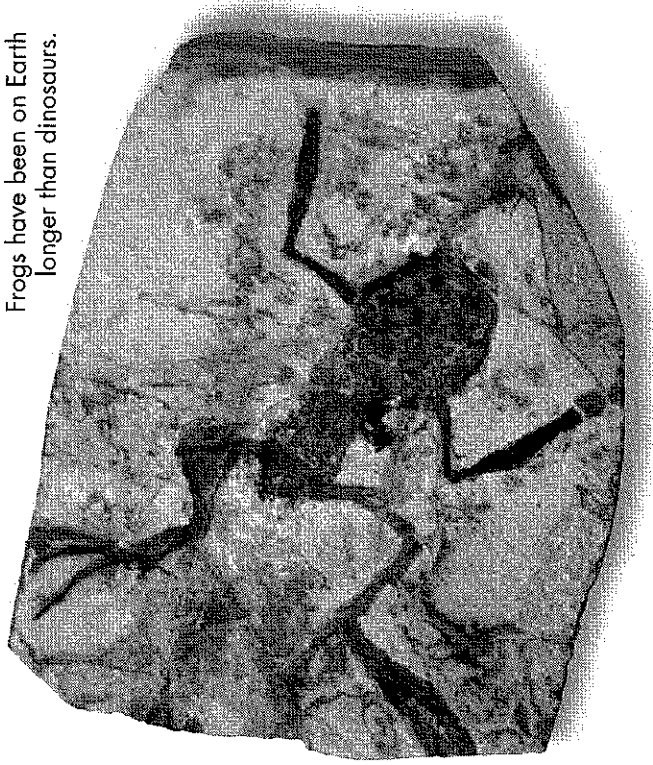
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Correlation

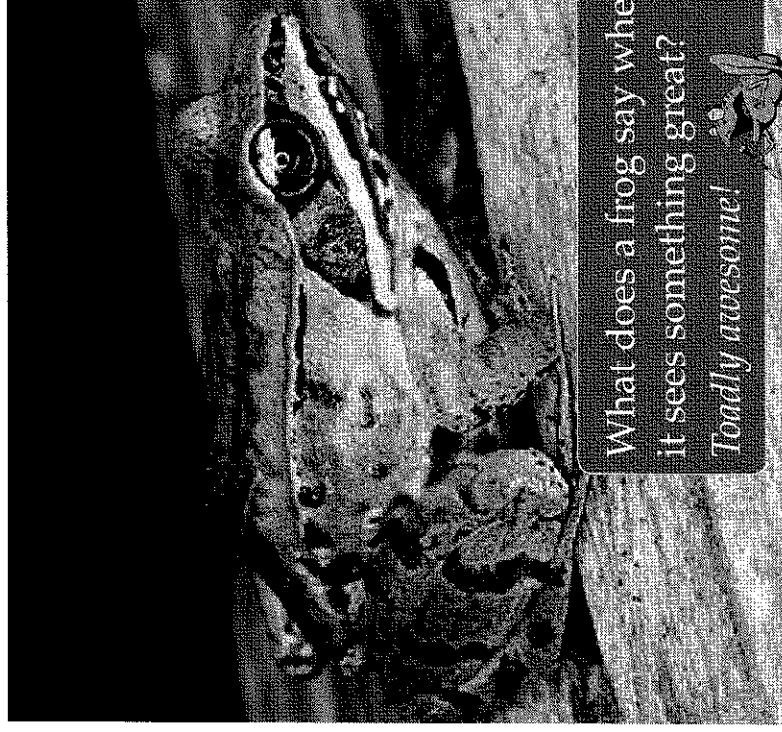
LEVEL M	
Fountas & Pinnell	L
Reading Recovery	19
DRA	24

Frogs have been on Earth
longer than dinosaurs.



I Found a Frog!

Have you ever seen an unusual animal in nature? Did you want to learn more about it? Last week I saw a really neat frog, and that was the start of a wonderful adventure.

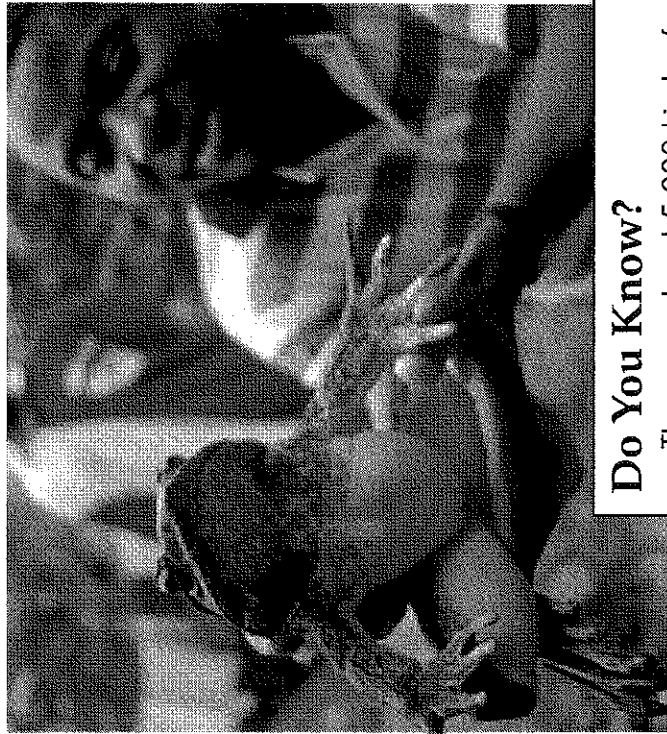


What does a frog say when
it sees something great?
Toadly awesome!

I took this picture of the frog I saw.

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I Found a Frog!.....	4
Life Cycle.....	7
About Frogs	9
Defense	12
Frogs Are Cool!.....	15
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The Goliath frog is the largest frog in the world.

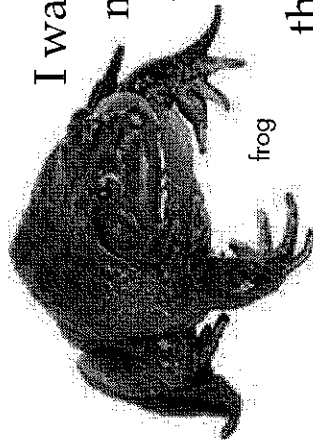
Do You Know?

There are almost 5,000 kinds of frogs and toads. The biggest one is as big as a dinner plate. One of the smallest is the Brazilian gold frog.

Its real size is shown here. →



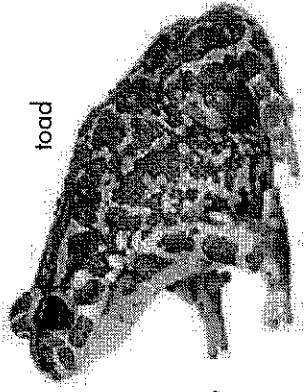
I looked for the frog in a book called a **field guide**. I started looking through the pictures in the book. I was amazed to see all the different kinds of frogs and toads. It turns out I saw a wood frog.



I wanted to know more, so I went to the Internet.

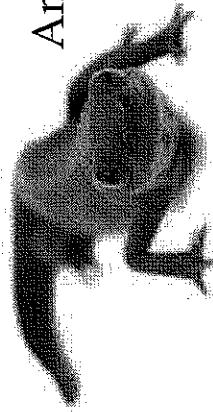
Did you know that frogs and

toads are relatives of newts and salamanders? They're all



amphibians, which means

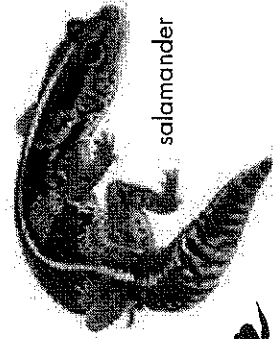
they live part of their life in water and part on land.

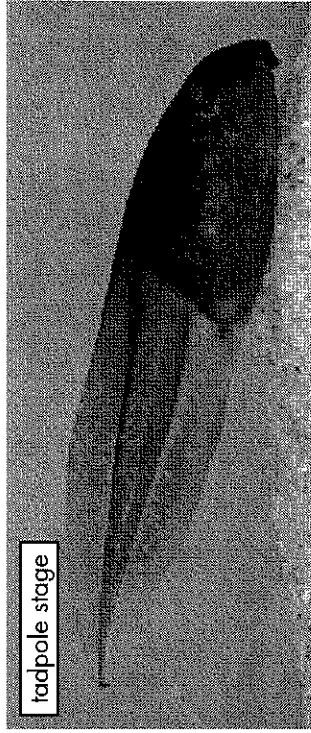
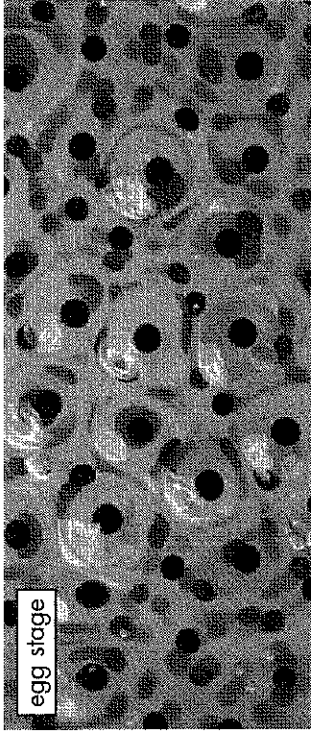


Amphibians are cold-blooded animals. They don't make their

own body heat.

They get warmth from the heat of the sun.



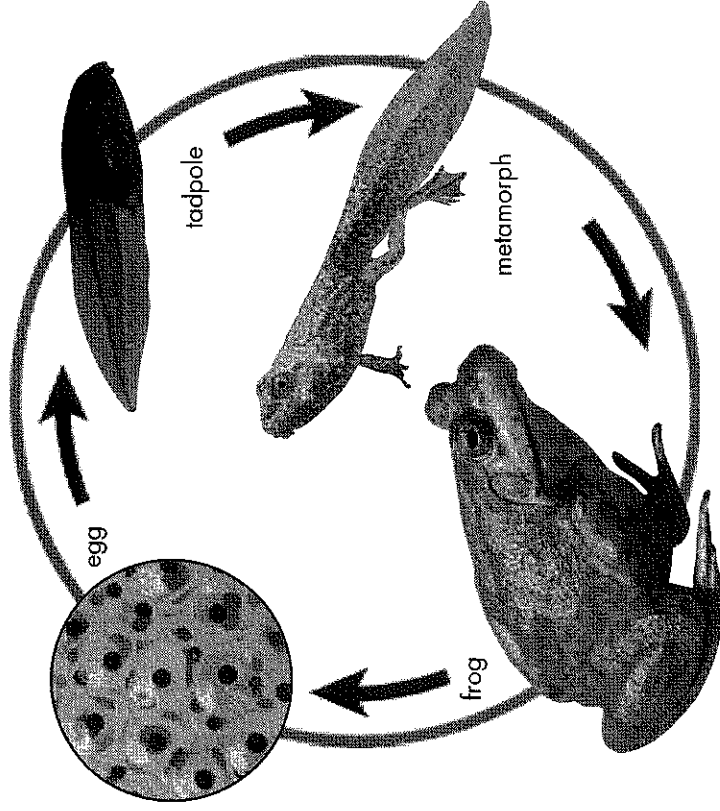


Life Cycle

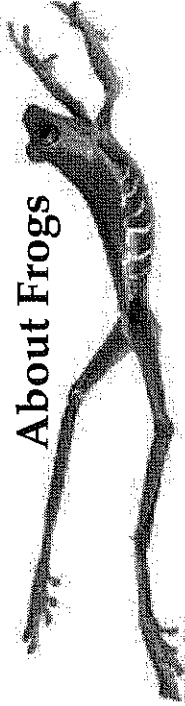
I also learned that most frogs and toads lay jelly-covered eggs in water. The babies that hatch are called tadpoles and look like little fish. Tadpoles breathe with gills, just like fish, and they live in water. But it's amazing what happens as they grow!

Their gills disappear, and they grow lungs so they can breathe air like other land animals. They grow legs and then arms. Later, their tail shrinks. By the time their tail is gone, they move onto land. I saw some very cool photos of the life cycle of frogs and toads.

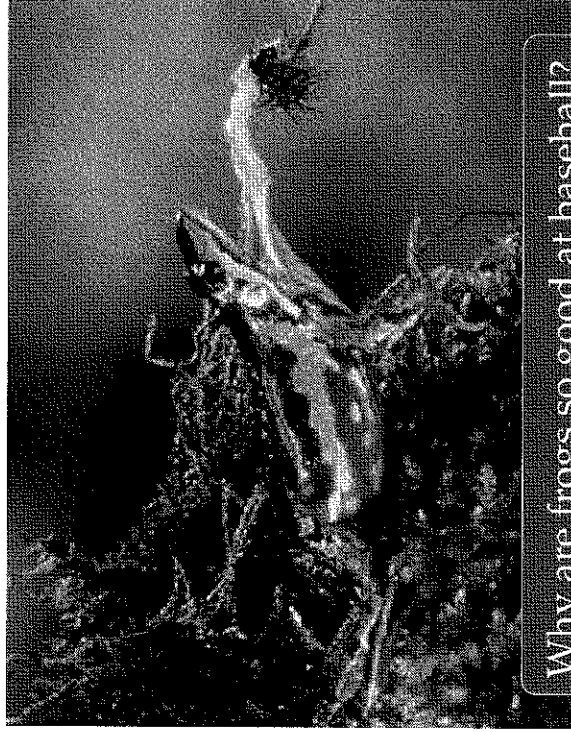
The Life Cycle of Frogs



About Frogs



Frogs are famous for their ability to leap with their long, strong back legs. They leap to catch insects and other prey. A frog can catch an insect in an instant with its long, sticky tongue.



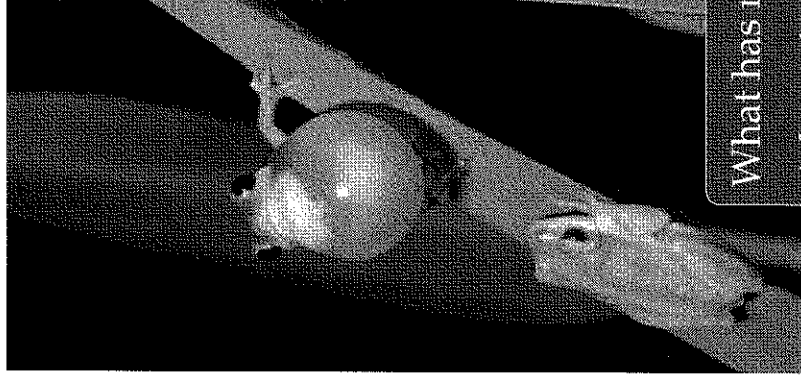
Why are frogs so good at baseball?

Because they catch a lot of flies.



The eyes and nostrils of a frog are on the top of its head. Frogs can see, smell, and breathe while they're mostly under water. In fact, they breathe through their *skin* while they're under water!

Frogs can make an amazing amount of noise. Male frogs sing loudly to attract a mate.



Do You Know?

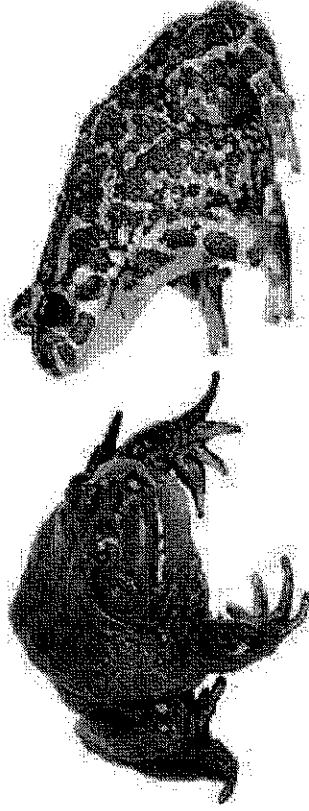
Male frogs use throat pouches to sing. Some male frogs have one throat pouch, and others have two.

What has more lives than a cat?

A frog—it croaks every night.



Do you know the differences between frogs and toads? Here's what I learned from a book at the library.



This frog wasn't able to escape.

Defense

I was sad to learn that frogs and toads are food for many other animals. Bats, snakes, birds, and **rodents** all hunt them. But frogs and toads have clever ways to stay safe from animals that might try to eat them.

What happens when frogs park illegally?
They get toad away.



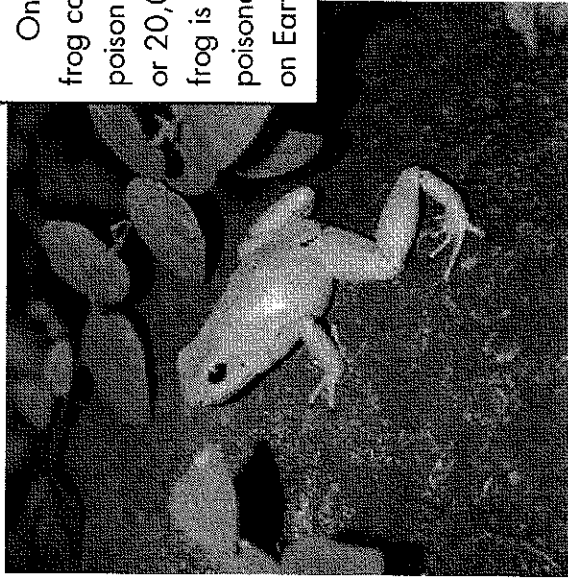
Toads	
smooth or slimy skin	dry, bumpy skin
live in wet places	live in dry places
long, strong back legs (for leaping)	shorter back legs (for walking)
webbed feet (most)	no webbing on feet
lay eggs in groups	lay eggs in long chains

Some frogs and toads, like the wood frog I saw, are the same color as their **habitat**. This is called blending in. It allows them to hide better from **predators**.

Some kinds of frogs are so poisonous that just touching their skin is deadly. These frogs are brightly colored to warn predators to stay away.

Do You Know?

One golden poison frog contains enough poison to kill 10 people or 20,000 mice. This frog is one of the most poisonous animals on Earth.

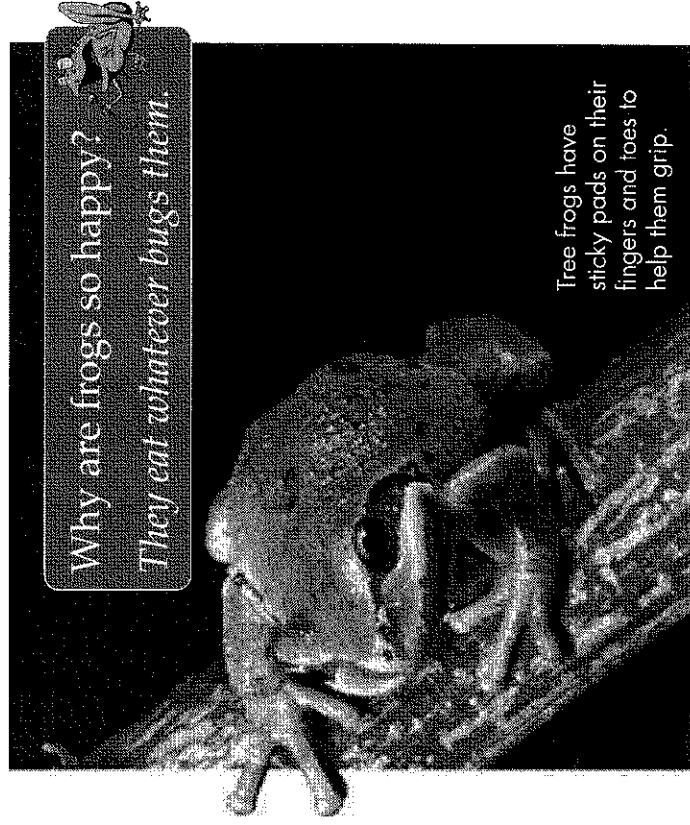


The golden poison frog lives in the South American rainforest.

Some frogs try to trick predators that might want to eat them. The tomato frog puffs up like a balloon when a snake gets near. The snake thinks the frog is too big to eat. If the snake tries to eat it anyway, the frog leaks a liquid like glue from its skin.



The tomato frog lives on an island off the coast of Africa.



Frogs Are Cool!

Frogs and toads come in many shapes, sizes, and colors. You can find them in trees, in or near water, and on the ground. One thing is true about all of them—they're amazing animals. What kinds of frogs have *you* seen?



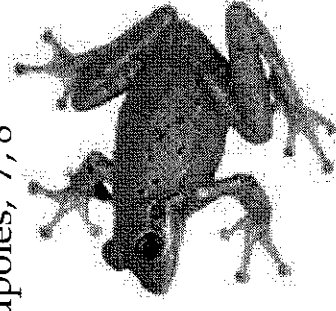
15

Glossary

ability	a skill or talent (p. 9)
field guide	a book that helps people identify living things in nature (p. 5)
habitat	the setting in which an animal lives (p. 13)
predators	animals that hunt and eat other animals (p. 13)
prey	animals that are food for predators (p. 9)
rodents	mice and their cousins (p. 12)

Index

amphibians, 6	salamanders, 6
blending in, 13	tadpoles, 7, 8
breathing, 10	
eggs, 7, 8, 11	
newts, 6	
poisonous frogs, 13	



16

Sentences

1. _____

2. _____

3. _____

4. _____

Name _____



INSTRUCTIONS: Write the main idea of the book in the big oval. Then write the details in the boxes underneath it.

A large oval labeled "Main Idea" is connected by three vertical lines to three rectangular boxes below it. Each box is labeled "Details" in its top header section and has a large empty space for writing.

Main Idea

Details




Details

Details

CROWS SHARE A PIE • LEVEL N • 1

SKILL: COMPREHENSION

Narrative Checklist

Narrative Checklist Sample				
Beginning	Characters: Do I have one or more characters?			
	Setting: Did I tell when the story took place?			
	Goal: Did I tell what the character was trying to do?			
Middle	Events: Did I include a sequence of events related to the goal?			
	Details: Did I include thoughts, actions, and feelings?			
Ending	Closure: Did I bring everything together?			
Other	Did I use temporal words?			

Drop Everything and Write!

Write a narrative story about your best birthday ever. Why was it so special?

My Best Birthday Ever

Name: _____

2.NBT.2 Practice

Write the numbers that come BEFORE and AFTER.

_____, 623, _____

_____, 499, _____

_____, 178, _____

_____, 251, _____

_____, 386, _____

_____, 901, _____

_____, 119, _____

_____, 100, _____

_____, 245, _____

_____, 790, _____

_____, 555, _____

_____, 300, _____

Skip count by 5s:

5, _____, _____, _____, _____, _____, _____, _____, _____

Skip count by 10s:

10, _____, _____, _____, _____, _____, _____, _____, _____

Skip count by 100s:

100, _____, _____, _____, _____, _____, _____, _____, _____

Name: _____

2.NBT.2 Apply

Count forward by 5s:

315 , _____ , _____ , _____ , _____ , 340 , _____ , _____ , _____

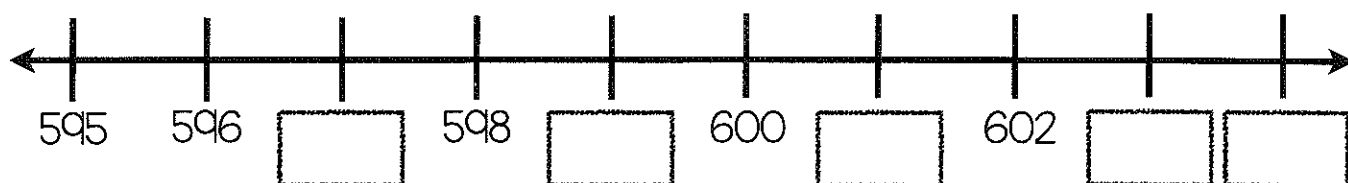
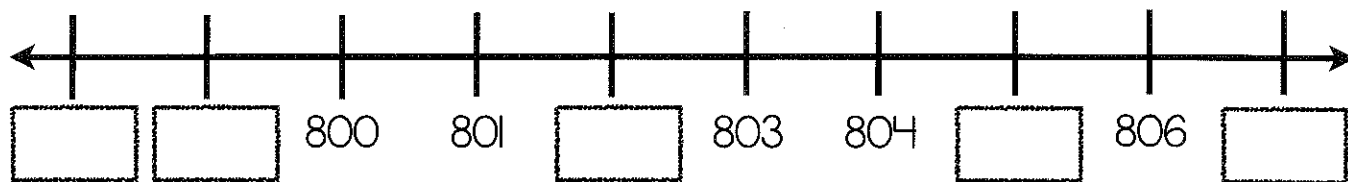
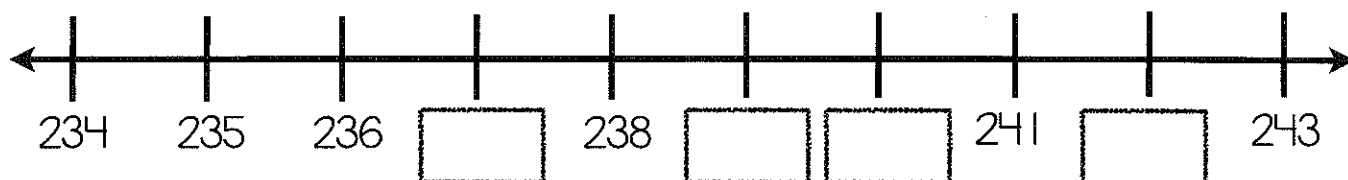
Count forward by 10s:

480 , _____ , _____ , 510 , _____ , _____ , _____ , _____ , _____

Count forward by 100s:

100 , _____ , _____ , _____ , _____ , _____ , _____ , _____ , _____

Complete each number line.



Name: _____

Teacher's Name: _____

COLD Learning Packet 2nd Grade

*Students are familiar with choral reading (reading at the same time together) or echo reading (tracking and repeating after the teacher) in the classroom. Please read each passage two times with your child before they begin answering questions.

DAY 3

	<p>Reading: What is a Rainbow?</p> <ol style="list-style-type: none">1. Reading the passage (twice)2. Complete the attached questions. <p>ELA:</p> <ol style="list-style-type: none">1. "Drop everything and write!" <p>Math:</p> <ol style="list-style-type: none">1. Standard, Expanded and Word Form - front & back
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What Is a Rainbow?

By Rachelle Kreisman



Rainbows sometimes show up on rainy days. Have you ever seen one?

Rainbows appear in the sky only if the sun is shining. Sunlight looks white. Actually, it is made of many colors. Rainbows show off those colors.

Rain comes from clouds. Clouds are made of tiny drops of water. If the drops get too big, they fall as rain.

Sunlight shines through the drops of rain. The drops bend the light. The colors spread out. Then you see a rainbow! A rainbow's top rows are red, orange, yellow, and green. The bottom rows are blue, indigo, and violet.

Name: _____ Date: _____

For questions 1–4, please circle the correct answer.

1. Rainbows appear in the sky only if the sun is doing what?

- A) shining
- B) setting
- C) rising

2. The text explains how rainbows are formed. What does sunlight need to shine through for a rainbow to appear?

- A) Sunlight needs to shine through dark gray clouds for a rainbow to appear.
- B) Sunlight needs to shine through the water in rain for a rainbow to appear.
- C) Sunlight needs to shine through a cloudless blue sky for a rainbow to appear.

3. Rainbows appear when sunlight shines through drops of rain. The drops bend the light, and the colors spread out. Based on this information, when do rainbows appear?

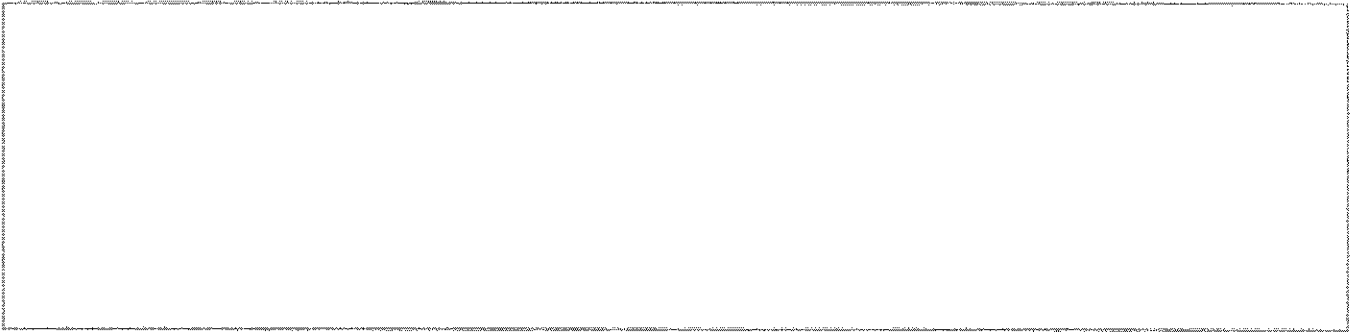
- A) Rainbows appear on days when it is just rainy.
- B) Rainbows appear on days when it is both sunny and rainy.
- C) Rainbows appear on days when it is just sunny.

4. What is “What Is a Rainbow?” mainly about?

- A) how rainbows are formed
- B) what makes the sun shine
- C) how clouds are formed

5. What colors make up sunlight?




The colors that make up sunlight are red, orange, yellow, green,

6. Draw a picture of a rainbow.

7. What did you learn from "What Is a Rainbow"?

8. Class Discussion Question: Use information from the text to explain how rainbows are formed.

Narrative Checklist

Narrative Checklist Sample				
Beginning	Characters: Do I have one or more characters?			
	Setting: Did I tell when the story took place?			
	Goal: Did I tell what the character was trying to do?			
Middle	Events: Did I include a sequence of events related to the goal?			
	Details: Did I include thoughts, actions, and feelings?			
Ending	Closure: Did I bring everything together?			
Other	Did I use temporal words?			

Drop Everything and Write!

Write a narrative story. You wake up and discover that you're a fly for the day. What do you do?

I wake up and I see I'm a fly.

I fly around and I see a lot of things.

Name: _____

2.NBT.3 Practice

Complete each table.

Standard Form:	Expanded Form:	Word Form:
324		

Standard Form:	Expanded Form:	Word Form:
	$400 + 60 + 5$	

Standard Form:	Expanded Form:	Word Form:
		nine hundred seven

Standard Form:	Expanded Form:	Word Form:
602		

Name: _____

2.NBT.3 Apply

1. All of the following represent 406 EXCEPT

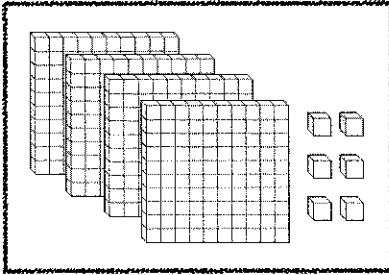
a.

$$400 + 60$$

b.

$$400 + 6$$

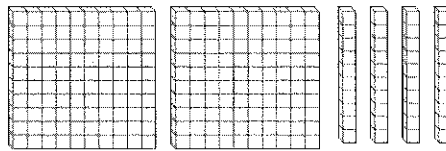
c.



d.

four hundred six

2. Write the number shown in the chart:



Standard Form:	Expanded Form:	Word Form:

3. Draw lines to match the numbers in expanded form on the left to the numbers in word form on the right.

$$400 + 70 + 3$$

five hundred twenty-five

$$500 + 20 + 5$$

nine hundred sixteen

$$800 + 4$$

four hundred seventy-three

$$900 + 10 + 6$$

eight hundred four

Name: _____

Teacher's Name: _____

COLD Learning Packet 2nd Grade

*Students are familiar with choral reading (reading at the same time together) or echo reading (tracking and repeating after the teacher) in the classroom. Please read each passage two times with your child before they begin answering questions.

DAY 4

	<p>Reading Outer Space</p> <ol style="list-style-type: none">1. Reading the passage (twice)2. Write a sentence for each underlined word.<ol style="list-style-type: none">a. sphereb. rotatec. smashedd. stroll3. Complete the questions. <p>ELA:</p> <ol style="list-style-type: none">1. "Drop everything and write!" <p>Math:</p> <ol style="list-style-type: none">1. Comparing - front & back
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3rd grade [http:// www.longman.com/ae/marketing/sfesl/tests/grade5.html](http://www.longman.com/ae/marketing/sfesl/tests/grade5.html)

Outer Space

by Meish Goldfish

From far out in space, Earth looks like a blue ball. Since water covers three-fourths of the Earth's surface, blue is the color we see most. The continents look brown, like small islands floating in the huge, blue sea. White clouds wrap around the Earth like a light blanket. The Earth is shaped like a sphere, or a ball. It is 25,000 miles around! It would take more than a year to stroll around the whole planet. A spaceship can fly around the widest part of the sphere in only 90 minutes.

Even though spaceships have traveled to the Moon, people cannot visit the Moon without special suits. The Moon has no air or water. Plants and animals can't live there either. Astronauts first landed on the Moon in 1969. After that, there were six more trips to the Moon. They brought back Moon rocks, which scientists are still studying. There are holes, or craters, all over the Moon's surface. Scientists believe that meteorites smashed into the Moon millions of years ago and formed the craters.

The Sun is the closest star to Earth. A star is a hot ball of burning gas. The Sun looks very big because it is so close. But the Sun is just a medium-sized star. Billions of far-away stars are much bigger than our Sun. The burning gases from the Sun are so hot that they warm the Earth from 93 million miles away! Even though the Sun is always glowing, the night here on Earth is dark. That's because the Earth rotates, or turns around, every 24 hours. During the day, the Earth faces the Sun. Then we see light. During the night, the Earth turns away from the Sun. Then it faces the darkness of space.

Each day we learn more about the Earth, the Moon, and the Sun.

Sentences

1. _____

2. _____

3. _____

4. _____

1. Why is blue the color we see most when looking at Earth from outer space?

- A. Because most of the Earth is covered in land.
- B. Because the Sun's rays make the Earth look blue.
- C. Because most of the Earth is covered in water.
- D. Because clouds wrap around the Earth.

0% _____ 100%

Confident

Confident

2. What does the word *stroll* mean in this passage?

- A. Fly
- B. Measure
- C. Race
- D. Walk

0% _____ 100%

Confident

Confident

3. What is the main idea of the article?

- A. Plants and animals can't live on the Moon.
- B. Without the Sun we would have no heat or light.
- C. We know a lot about the Earth, Moon, and Sun, but there is still more to learn.
- D. From outer space, the Earth looks tiny, even though it is thousands of miles around.

0% _____ 100%

Confident

Confident

4. Based on the passage you can guess that:

- A. We stopped going to the Moon because we found out everything about it.
- B. The Earth is much larger than the Sun.
- C. The Moon has much more water than the Earth.
- D. It is too hot for people to live on the Sun.

0% _____ 100%

Confident

Confident




5. What causes daylight on Earth?

- A. The full Moon causes daylight.
- B. Daylight is caused by the Earth facing away from the Sun.
- C. The heat of the Sun's rays causes daylight.
- D. Daylight is caused by the Earth facing toward the Sun.

0% _____ 100%



Narrative Checklist

Narrative Checklist Sample				
Beginning	Characters: Do I have one or more characters?			
	Setting: Did I tell when the story took place?			
	Goal: Did I tell what the character was trying to do?			
Middle	Events: Did I include a sequence of events related to the goal?			
	Details: Did I include thoughts, actions, and feelings?			
Ending	Closure: Did I bring everything together?			
Other	Did I use temporal words?			

Drop Everything and Write!

Write a narrative story. Imagine your class is on a field trip to the zoo and one of the animals starts talking to you. What does he tell you?

1. What is the main purpose of the document?
 The main purpose of the document is to provide a comprehensive overview of the company's financial performance and strategic direction for the upcoming year.

2. What are the key financial metrics highlighted?
 The key financial metrics highlighted include revenue growth, profit margins, and cash flow, all of which show a strong upward trend compared to the previous year.

3. What are the primary risks identified?
 The primary risks identified are market volatility, increased competition, and potential regulatory changes, which could impact the company's future performance.

4. What are the strategic initiatives for the next year?
 The strategic initiatives for the next year include expanding into new markets, launching innovative products, and strengthening the company's financial foundation.

5. What is the overall outlook for the company?
 The overall outlook for the company is optimistic, with a strong belief in the company's ability to achieve its goals and maintain its leadership position in the industry.

Name: _____

2.NBT.4 practice

Compare using $>$, $<$, $=$.

1. $624 \bigcirc 708$

2. $523 \bigcirc 516$

3. $439 \bigcirc 427$

4. $258 \bigcirc 358$

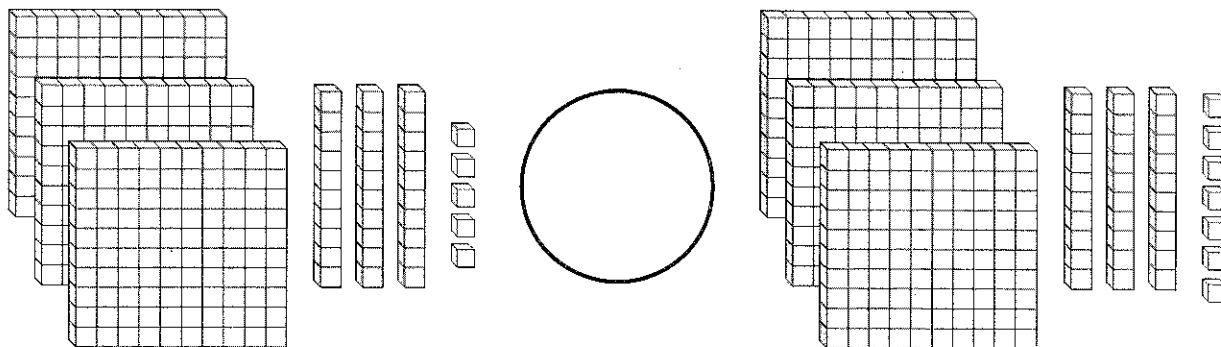
5. All of the following numbers are greater than 342 EXCEPT

- a. 432
- b. 385
- c. 309
- d. 542

6. Which expression correctly compares the numbers 284 and 248?

- a. $284 < 248$
- b. $284 > 248$
- c. $248 > 284$
- d. $284 = 248$

7. Compare using $>$, $<$, $=$.



Name: _____

2.NBT.4 Apply

Compare using $>$, $<$, $=$.

1. $400 + 20 + 6$ 603

2. 564 $500 + 7$

3. three hundred twenty-seven three hundred twelve

4. Which of the following is NOT correct?

- a. $382 > 328$
- b. $729 < 837$
- c. $156 > 143$
- d. $297 > 302$

Use the information in the table to answer the questions below.

Weekly Park Visitors

Day	Number of Visitors
Sunday	523
Monday	239
Tuesday	243
Wednesday	345
Thursday	428
Friday	484
Saturday	649

5. Which day did the park have the most visitors?

6. Were there more visitors on Thursday or Friday?
