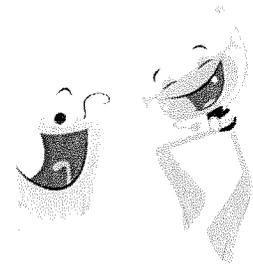
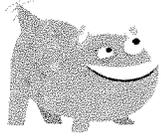


Name: \_\_\_\_\_

DeSoto County Schools  
Distance Learning Packet  
**2<sup>nd</sup> Grade**  
**ELA and Math**

Week 5: April 20<sup>th</sup>- April 24<sup>th</sup>  
Week 6: April 27<sup>th</sup>- May 1<sup>st</sup>

# READING



**Directions:** Complete the activities below independently or with an adult. Do five in a row to get B-I-N-G-O!

**B**

Read someplace new, like outside.

**I**

Search through a book to look for letters. Can you find all the letters in the alphabet?

**N**

Use a whisper voice while you read. If an adult is reading to you, repeat what they read in a whisper voice.

**G**

Look at the cover of a book and write two questions you have before reading.

**O**

Read a book you've never read before.

Make yourself a reading tent using sheets or blankets and cuddle up to a book inside.

Find one word you don't know the meaning of and ask someone what it means.

Read a fiction story using different voices for each character.

Write or draw two details about the main character in a fiction story.

Re-read your favorite book.

Call a friend or family member and read to them. Ask them to read a story to you, too!

Pick a word from a book and tell or write two words that rhyme with it.

**Free Space**

Draw your favorite part of a book.

Read a nonfiction book.

Read to someone who is older than you.

Search through a book and find question words: who, what, where, when, why, how.

Read to your favorite toys or stuffed animals.

Write or tell two questions you have after reading a book.

Read a book that someone in your home picks out for you.

Read to someone who is younger than you.

Search through a book to find any words that have these blends at the beginning of a word: br, cr, dr.

While you read aloud, pay attention to punctuation at the end of sentences.

Use your favorite page of a book to practice handwriting. Rewrite the sentences from one page.

Find things to read in your home that aren't books—mail, labels on food, directions, or other things.

## Different Ways to Show Addition

Name: \_\_\_\_\_

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?

## 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

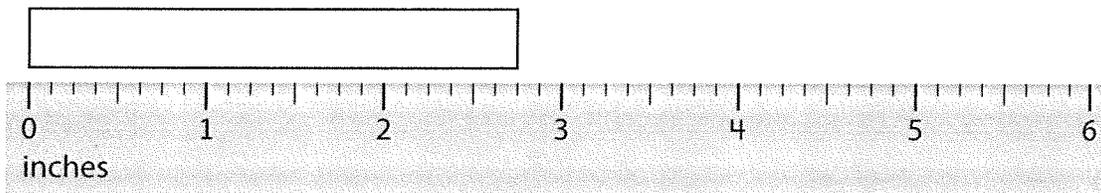
a cracker

a tent

a marker

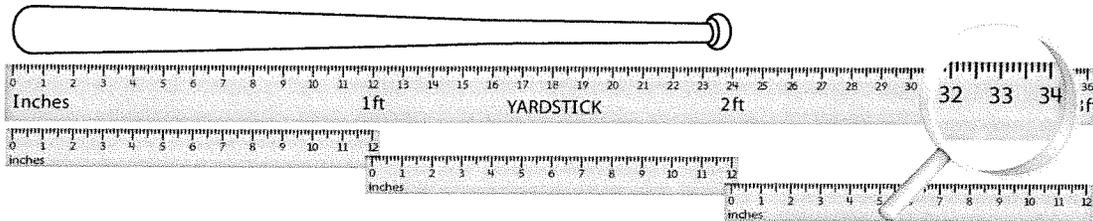
a blanket

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



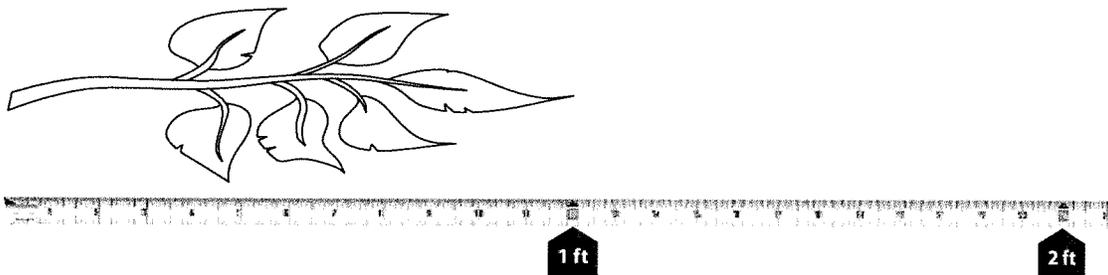
The rectangle is about \_\_\_\_\_ inches long.

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.



## Lesson 20

## Root Words

 **Introduction** Some words can be broken into parts. The main part of the word is called a **root word**. The root word will help you figure out the meaning of the whole word.

For example, to **help** means to make it easier for someone to do something.

help	Ann will <b>help</b> us learn about weather.
helper	She is a great <b>helper</b> .
helpful	She is a very <b>helpful</b> person.
helping	She is <b>helping</b> us learn about clouds.

 **Guided Practice** Circle the root word in each underlined word. Then draw a line from the sentence to the meaning of the word.

**HINT** If a word has an ending such as *-er* or *-y*, cover the ending with your finger, and read the smaller word. Think about what that word means.

- |   |                              |
|---|------------------------------|
| <b>1</b> Weather <u>watchers</u> study clouds.          | people who look at something |
| <b>2</b> Clouds give <u>useful</u> hints about weather. | getting dark                 |
| <b>3</b> <u>Puffy</u> clouds mean the day will be nice. | helpful                      |
| <b>4</b> <u>Darkening</u> clouds mean it might rain.    | soft and light               |

 Independent Practice

Look for the root word in each underlined word. Use this smaller word to help you answer the questions.

1 Read the sentence below.

Be careful when you see big, dark clouds.

What does the word “careful” mean in the sentence?

- A quiet
- B safe
- C noisy
- D silly

2 Read the sentence below.

Dangerous weather may be coming.

What does the word “Dangerous” mean in the sentence?

- A good
- B sunny
- C cold
- D harmful

3 Read the sentence below.

Bad weather can move quickly.

What does the word “quickly” mean in the sentence?

- A fast
- B soon
- C slowly
- D loudly

4 Read the sentence below.

Don’t get caught in stormy weather!

What does the word “stormy” mean in the sentence?

- A having lots of sunshine
- B without clouds or rain
- C with a lot of wind and rain
- D with clear, blue skies

► **Try It** Reread what you wrote in Part 1. Underline two root words. Then, in the margins, write what those words mean. Use the root words to help you figure out the meanings.



## Lesson 21

## Compound Words

**Introduction** A word that is made up of two smaller words is called a **compound word**.

Often you can figure out what a compound word means by thinking about the meanings of the two smaller words.



house



fly

+ = housefly

A housefly is a fly that gets into your house.

**Guided Practice**

Put the two words together to make a compound word. Write the new word on the line. Then circle the correct meaning.

**HINT** Sometimes the second word in the compound word is a big clue to the word's meaning. For example, a "dog**house**" is a house for a dog, not a dog that looks like a house.

1 black + bird = \_\_\_\_\_

a bird with black feathers

a black feather shaped like a bird

2 sword + fish = \_\_\_\_\_

a sword shaped like a fish

a fish with a jaw like a sword

3 rattle + snake = \_\_\_\_\_

a rattle shaped like a snake

a snake with a tail like a rattle

 **Independent Practice**

Read the compound word in each sentence. Then choose the correct meaning for the word.

- 1** A catfish uses its whiskers to find food in the sea.
- A** a fish that eats bugs
  - B** a cat that looks like a bird
  - C** a fish with whiskers like a cat
  - D** a cat that likes boats
- 2** A sheepdog helps keep farm animals safe.
- A** a sheep used for its wool
  - B** a dog that takes care of sheep
  - C** a sheep that plays with birds
  - D** a dog that looks like a goat
- 3** A seahorse has fins and swims in the ocean.
- A** an ocean shaped like a horse
  - B** a sea animal that looks like a snake
  - C** a horse that lives in a barn
  - D** a sea animal whose head looks like a horse's

Choose one word from the box to complete the second sentence. Write the correct word on the line.

earthquake	earthworm	wormhole
------------	-----------	----------

- 4** The worm digs deep into the soil. This \_\_\_\_\_ crawls up out of the ground when it rains.

- **Try It** Reread what you wrote in Part 1. Circle any compound words. If you did not use any compound words, add at least two compound words to your writing.



## Lesson 17

# Comparing Formal and Informal Uses of English

 **Introduction** The words we use when we speak or write depend on whom we are speaking or writing to.

- We use “everyday” English with our friends and family. For example, we use short words and phrases called **slang** and **contractions**.

Hi! What’s up?

I’m going to a movie. Can’t wait!

- We use **formal** English with people we do not know well, or when we are in school. We use complete sentences and avoid slang and contractions.

Hello, Mr. Chang. How are you?

I am looking forward to the movie about pandas.

Everyday English	Formal English
yeah	yes
can’t	cannot
Thanks a lot!	Thank you very much!
Sorry about that.	I apologize for my mistake.
All done!	I am finished.

 **Guided Practice** Read each example of everyday English. Next to it, write the letter of the formal way to say it.

**HINT** *Don’t* is a contraction of “Do not.” *That’s* is a contraction of “That is.”

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| <b>1</b> I don’t get it. _____    | <b>a</b> Yes, that is correct.        |
| <b>2</b> Best book ever! _____    | <b>b</b> How are you today?           |
| <b>3</b> How’s it going? _____    | <b>c</b> I do not understand.         |
| <b>4</b> Yup, that’s right. _____ | <b>d</b> I liked this book very much. |

 Independent Practice

Choose the answer to each question.

- 1 What is the best way to greet an important person at your school?
- A Hey.
- B What's up, dude?
- C Hi there!
- D Hello.
- 2 Read this sentence from a book report. What is the best way to rewrite it?
- I can't believe the ending was so weird.
- A I didn't like the ending. Not a bit.
- B I found the ending difficult to believe.
- C Boo, what a boring ending!
- D I totally didn't get the ending.

- 3 Which word or words make the underlined word in this sentence more formal?

This book is about why penguins don't fly.

- A wanna
- B are not gonna
- C do not
- D can't even

**Rewrite the underlined words to be more formal.**

- 4 Dear Captain Rodriguez,
- I enjoyed your talk. Thanks a bunch for coming to our class.

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- **Try It** Reread the text and email you wrote in Part 1. Underline an example in the text that is written using informal English. Underline an example in the email that is written in formal English.



## Lesson 19

## Prefixes

 **Introduction** You can use word parts to figure out what a word means.

A **prefix** is a word part added to the beginning of a word. It changes the meaning of the word.

Prefix	Meaning	Prefix + Word	New Word	Meaning
un-	"not"	un + fair	unfair	not fair
re-	"again"	re + tell	retell	tell again
pre-	"before"	pre + pay	prepay	pay before

 **Guided Practice** Look at the prefix in each underlined word. Then circle the correct meaning of the word.

**HINT** When you see a long word with a prefix, first look for a word you know in it. Then cover that word with your finger and look at the prefix. Think about what the prefix means and add the meaning to the word you know.

**1** Dad and I are unhappy with our tree fort.

**happy again**                      **not happy**

**2** We will rebuild it.

**build again**                      **not build**

**3** The roof is broken and unsafe.

**not safe**                              **safe again**

**4** This time we will preplan how to build it.

**not plan**                              **plan before**

**5** We buy precut boards for the walls and roof.

**cut before**                              **not cut**

 Independent Practice

Look at the prefix in each underlined word. Then choose the correct meaning of the word.

1 We redo the walls of our fort.

- A do again
- B not do
- C do before
- D do wrong

2 We save the unbroken boards.

- A broken again
- B broken before
- C very broken
- D not broken

3 We pretest the old boards to be sure they are strong.

- A test again and again
- B do not test
- C test before
- D test later

4 We repaint the whole fort.

- A not paint
- B paint again
- C paint quickly
- D paint before

► **Try It** Reread the scene of your play. Circle any words with the prefixes re-, un-, or pre-. If you have not used any words with those prefixes, change a sentence to use a word with one of those prefixes. Tell the meaning of a word that uses re-, un-, or pre-.



## Lesson 7

## Past Tense of Irregular Verbs

 **Introduction** A **verb** tells what someone or something does or is.

A **past-tense verb** shows an action that happened in the past.

- The letters **-ed** at the end of a verb show an action that happened in the past.

Today, I **walk** to the pool. Yesterday, I **walked** to the pool.

- Some verbs are **irregular**. They change in special ways to show an action that happened in the past. You just have to remember these.

Today, I **go** to the pool. Yesterday, I **went** to the pool.

<b>Now</b>	sit	come	get	see	tell	run
<b>In the Past</b>	sat	came	got	saw	told	ran

 **Guided Practice** Circle the correct past-tense verb to complete each sentence.

**HINT** Use the chart to find the correct spelling of each irregular past-tense verb.

- 1 Last week, I \_\_\_\_\_ Aldo at the pool.    **sees**    **saw**
- 2 We \_\_\_\_\_ by the side of the pool.    **sat**    **sits**
- 3 Then we \_\_\_\_\_ into the water.    **jumps**    **jumped**
- 4 Aldo \_\_\_\_\_ me he was cold.    **told**    **telled**
- 5 We \_\_\_\_\_ out of the cold water.    **getted**    **got**

 Independent Practice

Choose the correct past-tense verb.

1 Yesterday, Shia \_\_\_\_\_ to the beach.

- A go
- B goes
- C went
- D goed

2 Tommy \_\_\_\_\_ to the beach with me last week.

- A came
- B come
- C comed
- D camed

3 The lifeguard \_\_\_\_\_ in a tall chair.

- A sit
- B sited
- C sate
- D sat

4 Mom \_\_\_\_\_ me to be careful in the water.

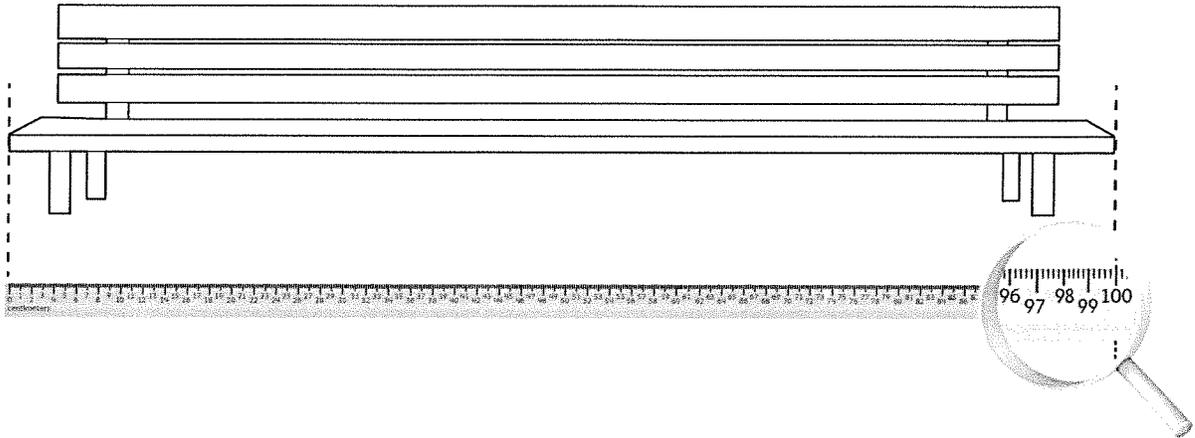
- A told
- B toll
- C tell
- D teld

► **Try It** Reread what you wrote in Part 1. Circle any irregular past tense verbs you used.

# Measuring in Centimeters and Meters *continued*

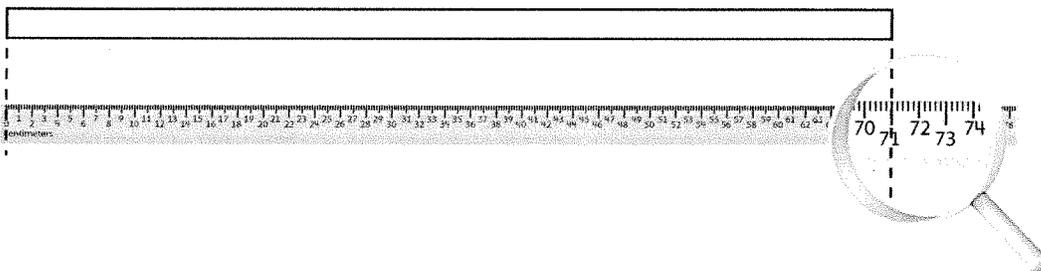
Name: \_\_\_\_\_

1. What is the length of the bench to the nearest meter?



The bench is about \_\_\_\_\_ meter long.

2. What is the length of the rectangle to the nearest centimeter?



The rectangle is about \_\_\_\_\_ centimeters long.

1. 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.

2. 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.

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

4. Jeremy got a summer job and earned \$78. He bought a sling-shot for \$5. Then he bought his brother a game for \$25. How much money did Jeremy have left?

5. Chloe had a job watching pets for people when they went on vacation. One summer she watched 36 animals! She took care of 14 dogs and 12 cats. The rest of the pets were guinea pigs. How many guinea pigs did Chloe take care of?