Franklin County School District

School Closure Packet

Week 4: April 13 – 17

We miss you! ☺

Grade: 2

Student's Name _____

Teacher's Name: Please circle

Grice   Perry   Shelton   Stewart

MONDAY

Name _____

Date _____

Set 24: Multiplying by 3

1. Read the answers to someone.
2. Write the answers.
3. Ask someone to correct your paper. Corrected by _____

$$
\begin{array}{r} 3 \\ \times\ 0 \\ \hline \end{array}
\qquad
\begin{array}{r} 3 \\ \times\ 1 \\ \hline \end{array}
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\begin{array}{r} 3 \\ \times\ 2 \\ \hline \end{array}
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\begin{array}{r} 3 \\ \times\ 4 \\ \hline \end{array}
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$$

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\begin{array}{r} 3 \\ \times\ 1 \\ \hline \end{array}
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\begin{array}{r} 3 \\ \times\ 9 \\ \hline \end{array}
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\begin{array}{r} 3 \\ \times\ 0 \\ \hline \end{array}
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\begin{array}{r} 3 \\ \times\ 7 \\ \hline \end{array}
$$

$$
\begin{array}{r} 3 \\ \times\ 8 \\ \hline \end{array}
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\begin{array}{r} 3 \\ \times\ 4 \\ \hline \end{array}
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\begin{array}{r} 3 \\ \times\ 6 \\ \hline \end{array}
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\begin{array}{r} 3 \\ \times\ 9 \\ \hline \end{array}
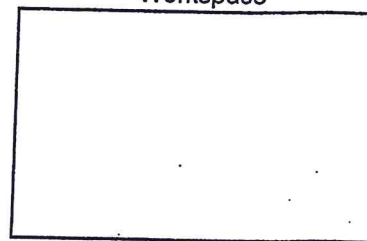$$

Name _____

Date _____

1. On Wednesday the cafeteria served 317 hot lunches.
On Thursday they served 274 hot lunches. How many
hot lunches did they serve on these two days altogether?
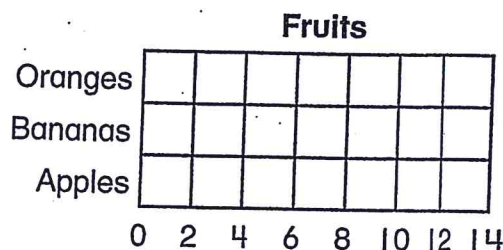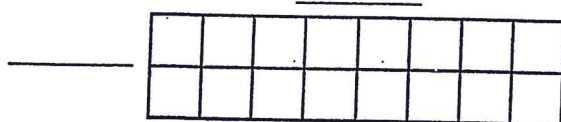
Number sentence _____

Answer _____

Workspace

2. Seven children chose bananas, ten children
chose apples, and eleven children chose
oranges.

Shade the graph to show the fruits the children
chose.

How many more children
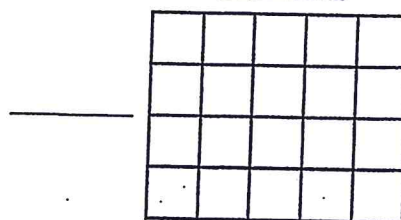chose oranges than apples? _____

Fruits

Oranges
Bananas
Apples

0 2 4 6 8 10 12 14

3. Label these arrays.

_____

number of tiles used _____

_____ × _____ array

_____

number of tiles used _____

_____ × _____ array

4. Use a crayon to trace a pair of perpendicular line segments in Problem 3.

5. Find the answers.

```
  627          $7.54          636          $1.58
- 292        -  1.28        +  95        +  6.27
_____        _____        _____        _____
```

Name

Inches

Math in My World

Watch   Tools

```
|  |     |     |     |
0        1     2     3
inches
```
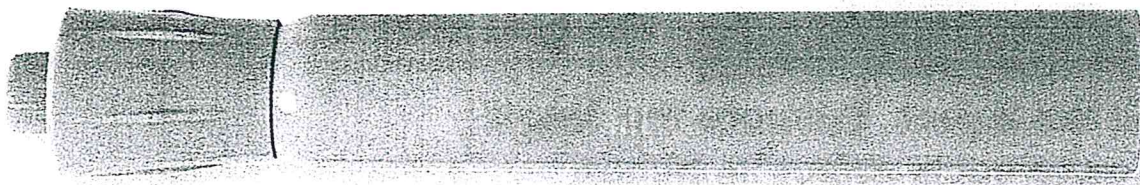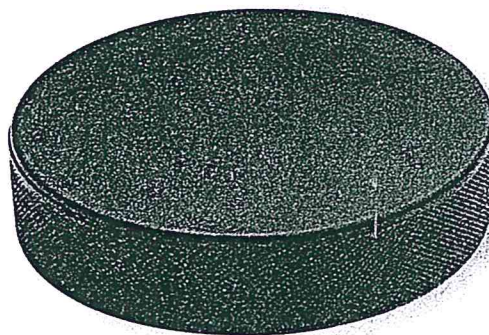
_____ inches

_____ inches

_____ inches

_____ inches

Teacher Directions: Place a color tile above the ruler. Line it up with the 0. The color tile is one inch long. Use color tiles to measure the length of each object on the page. Write each length in inches.
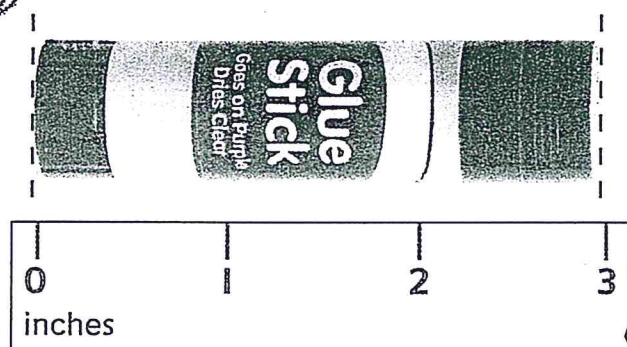
Guided Practice

One **inch** is about the **length** of one color tile. You can use what you know about inches to **estimate** the length of an object. Then use an inch ruler to **measure** the length.
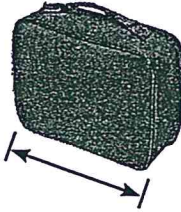
Helpful Hint
Estimate: The length is about 3 inches.

The glue stick is ___3___ inches long.

Find the object. Estimate the length.
Measure each object in inches.

Object	Estimate	Measure
1. CHALK	about _____ inches	about _____ inches
2.	about _____ inches	about _____ inches
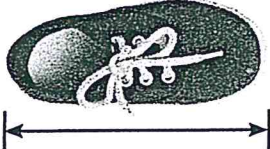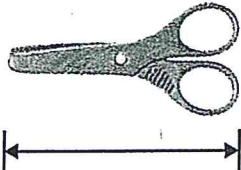
Talk Math   How do you use a ruler to measure inches?

Name ....

**Find the object. Estimate the length.
Measure each object in inches.**

| Object	Estimate	Measure
3.	about _____ inches	about _____ inches
4.	about _____ inches	about _____ inches
5.	about _____ inches	about _____ inches
6.	about _____ inches	about _____ inches
7.	about _____ inches	about _____ inches

8. Kaya's surfboard must be at least 15 inches longer than 48 inches. Should Kaya choose a surfboard that is 55 inches long or 65 inches long?

_____ inches long

9. Owen's foot is 6 inches long. His dad's foot is 6 inches longer than Owen's foot. How long is his dad's foot?

_____ inches
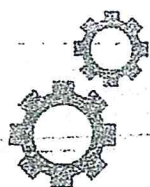
Brain Builders

10. Carter estimates his math book is 7 inches long. Wyatt estimates it is 15 inches long. The book is 8 inches long. Whose estimate is closer? Explain your reasoning to a friend.

_____

Write Math How are an estimate and an actual measurement different?

_____

_____

_____

NAME: _____

WHO	WHAT	WHERE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Beginning

_____

_____

_____

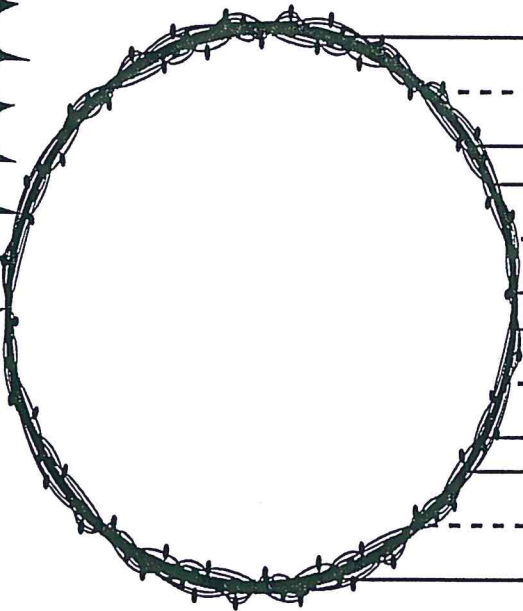## Middle
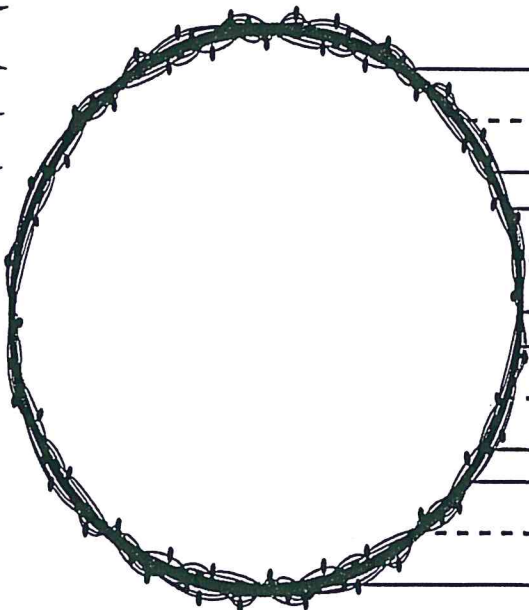
_____

_____

_____

End

_____

_____

_____

ALL ABOUT THE CHARACTERS

Name _____ Date _____

Title: Benny and the Sea Monster

Author: _____

Draw and write about 2 characters from the book. story
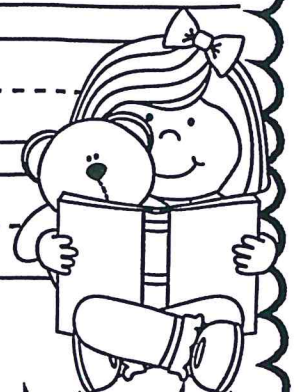
Words to Know

creatures

explore

mood

The **structure of a story** has three main parts: a beginning, a middle, and an ending.

Find Evidence

A Often the beginning of a story introduces the **characters**. Circle the name of the main character in this story. Put boxes around the names of the other characters.

B The story's **setting** is where the story takes place. Read paragraph 2. Underline the details that tell you about the story's setting.

Benny and the Sea Monster
(Genre: Realistic Fiction)

1 "Ready to **explore** some tide pools?" Uncle Tay asked.

2 He looked down at Benny and Jada, who rested on a big beach towel. The three of them had left home at dawn. They had driven a long way to get to this special beach.

3 Benny yawned and sat up. He liked playing at the water's edge. He loved seeing the blue-green waves roll in to shore, like moving mountains with white edges. The breeze cooled him. But Benny was not sure he was in the **mood** for tide pools. He was not sure he liked tide pools at all!
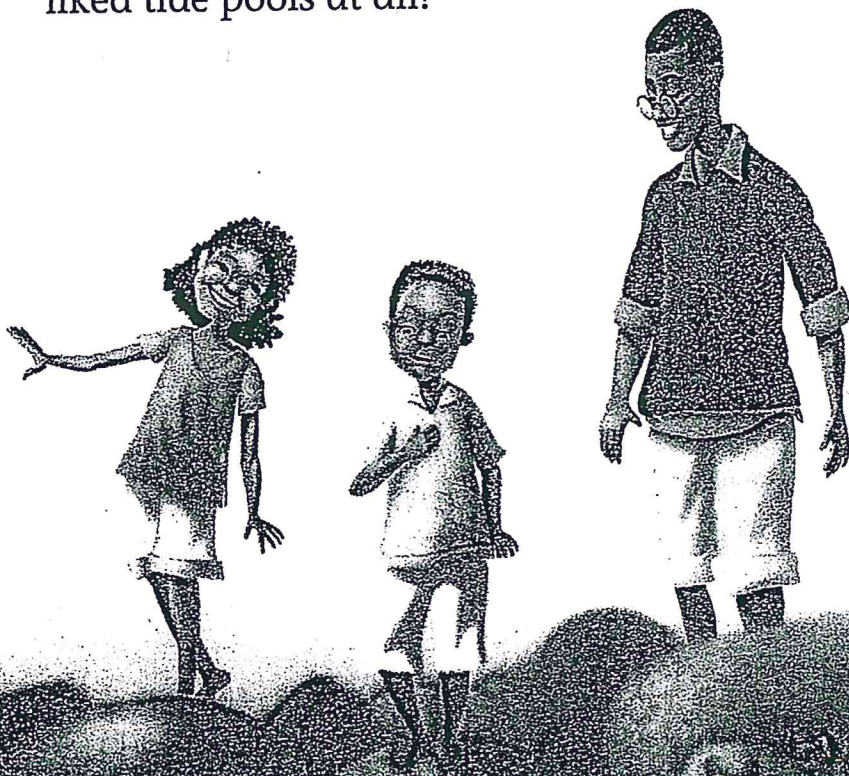
4   Benny's cousin Jada had told him all about tide pools. They sounded awful! They were full of strange-looking, slimy sea **creatures**. Benny did not like anything slimy. He hated worms and slugs and snails. Ugh!

5   At high tide, the ocean water came far up the beach. It covered most of the sand, leaving only a tiny part dry. Then low tide came. The waters pulled back, leaving the beach wet. Low tide also left tide pools. These were like small puddles filled with living sea creatures.

6   "Water worms! Crabs and clams!" Jada shouted as they walked toward a tide pool. "Horrible, slimy sea monsters! Be careful! They will crawl on you and stick to your skin!"

7   Jada laughed. Benny knew she was teasing him and trying to worry him. She was older, and Uncle Tay had taught her all about sea animals. Jada was not scared of water worms—whatever those were.

Find Evidence

C The story presents a **problem** for the main character to solve. A problem is a situation that bothers or upsets a character. Read paragraphs 3 and 4. Underline sentences that give hints about what Benny's problem might be.

D In the **ending** of a story, we learn how things turn out for the characters. How do you think this story will end? Use information from the beginning of the text to answer the question.

Comprehension Check

Why is it important for a reader to know the characters and setting at the beginning of a story?

Describing Story Structure

Guided Practice

Words to Know

spiky

squat

squirm

Find Evidence

A Benny's worries about the tide pool grow in this middle part of the story. Underline some words or sentences that tell you this.

B What does Jada do to make Benny's problem worse? Circle paragraphs that support your answer.

8   Benny started to **squirm** as he bent to **squat** by one of the pools. If he could go home right now, he would not have to see any horrible sea monsters.

9   "Look!" Uncle Tay said. "Those **spiky** purple things are sea urchins. They look like plants, but they are animals. Remember not to touch the creatures. It is against the rules, and you could hurt them." The sea urchins waved their arms. Benny thought they looked like they wanted to pull him underwater.

10   Uncle Tay went to look at another pool. Benny stood to follow him, but Jada grabbed him.

11   "Monster alert!" she shouted.

12   Something small and red popped out from under a rock in the pool. It had a giant blob of a head. Its eight long arms waved quietly in the water like thick, red spaghetti noodles.

13   "Ahhh!" Benny stepped backward.

14   Jada laughed again. "It is just a baby octopus, silly. Its legs are called tentacles," she said. "If they grab you, they will not let go!"

15   Benny shook his head. He looked worried.

16   "Scaredy-cat!" Jada teased.

17   "I am not afraid!" Benny shouted.

18   Suddenly Jada cried out, "Oh, no! The octopus! That bird is going to eat it!"

Describing Story Structure

Words to Know

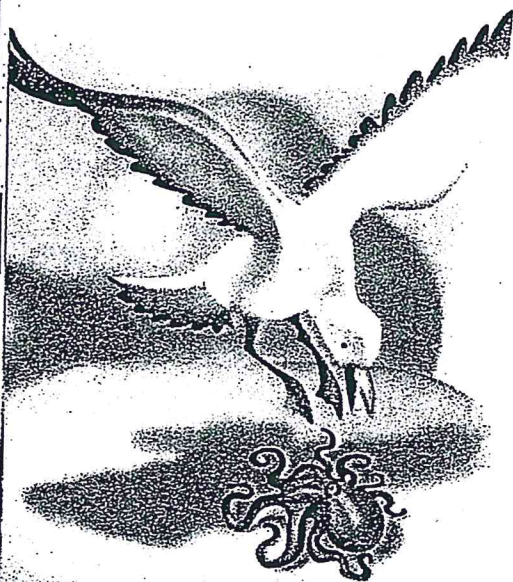**object**

scoop

swoop

Find Evidence

A A new problem begins in the middle of the story. Draw a star next to the paragraph where the new problem starts.

B Underline the sentences that describe how Benny solves the octopus's problem.

C Circle the paragraph that shows that Benny has changed from the beginning to the end of the story.

Benny and the Sea Monster *continued*

19   Benny turned around quickly. The octopus had crawled out of the tide pool and was slowly creeping across the wet sand. He watched a big gull **swoop** down. The gull was starting to poke at the little octopus with its sharp yellow beak. The octopus was squirming, trying to slide away over the wet sand. The little sea monster was helpless.

20   Uncle Tay was running toward them with an **object** in his hand. But Benny was already on the move. He ran toward the bird. He was yelling and waving his arms wildly. The frightened gull flew away. Uncle Tay and Benny stood over the little octopus.

21   Uncle Tay had a magazine. He gently pushed it under the wet sand to **scoop** up the octopus. Benny carefully took the magazine from his uncle. He could not let the octopus slide off. He rushed back to the tide pool.

22   The octopus looked squishy and slimy. Benny was worried that it would crawl onto him. He could almost feel its sticky tentacles. Quickly, he tipped the magazine and plopped the little sea monster back into the tide pool. Now he suddenly wanted to laugh—or maybe cheer.

23   Jada and Uncle Tay were already cheering. "That was so awesome!" Jada said. "I could never do that!" She hugged Benny.

24   Uncle Tay said, "You saved a life today!"

Name: _____

Synonyms

Synonyms are words that have almost the same meaning.

Synonyms for **big**: large, huge, gigantic

Circle the 2 synonyms for each set of words.

1.	toasty	chilly	cool	comfortable
2.	walk	crawl	stroll	run
3.	argue	scare	confuse	frighten
4.	bravery	honesty	courage	winner
5.	cook	drink	eat	munch
6.	record	paint	draw	sketch

Write a synonym for each word.

7. thin _____   8. tiny _____

9. store _____   10. fall _____

11. see _____   12. friendly _____

13. tasty _____   14. silent _____

15. smelly _____   16. smile _____

17. think _____   18. break _____

TUESDAY

Name _____

Date _____

Set 24: Multiplying by 3   Corrected by _____

1. Fill in the products.

$0 \times 3 =$ $5 \times 3 =$

$1 \times 3 =$ $6 \times 3 =$

$2 \times 3 =$ $7 \times 3 =$

$3 \times 3 =$ $8 \times 3 =$

$4 \times 3 =$ $9 \times 3 =$

2. Match the problems to the answers.

2×3 •   • 9

7×3 •   • 18

3×3 •   • 6

6×3 •   • 21

9×3 •   • 3

1×3 •   • 27

4×3 •   • 24

8×3 •   • 15

0×3 •   • 12

5×3 •   • 0

3. Fill in the missing factors.

$\boxed{} \times 3 = 15$

$\boxed{} \times 3 = 0$

$\boxed{} \times 3 = 24$

$\boxed{} \times 3 = 9$

$\boxed{} \times 3 = 18$

Saxon Math 2 (for use with **Lesson 122**)

1. The children in Mrs. Rosenberg's class read 352 books, and the children in Mrs. Limosani's class read 283 books. How many books did the children in the two classes read altogether?

   Number sentence _____

   Answer _____

   Workspace
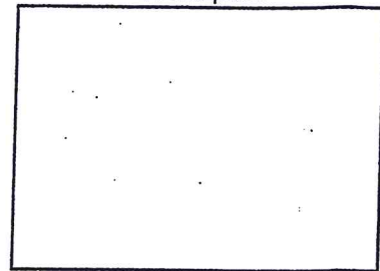
2. Write number sentences for these arrays.

   △ △ △ △ △
   △ △ △ △ △ _____

   ○ ○ ○ ○
   ○ ○ ○ ○
   ○ ○ ○ ○ _____
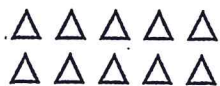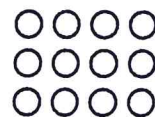
3. Color $3\frac{3}{4}$ squares.
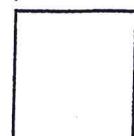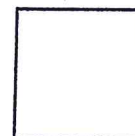
4. How many yellow tiles are in Bag B? _____

   Which color has one more tile than green? _____

   Which two colors make up half of the tiles in Bag B?

   blue and yellow   red and blue   green and blue

   Color Tiles in Bag B

   4 yellow / 7 red / 6 blue / 3 green
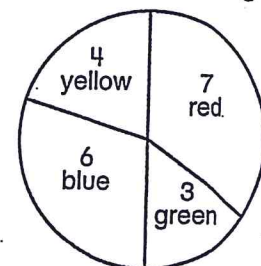
5. I have 1 quarter, 3 dimes, 1 nickel, and 9 pennies. Draw the coins.

   How much money do I have? _____

6. Trace a pair of perpendicular line segments in Problem 5 using a crayon.
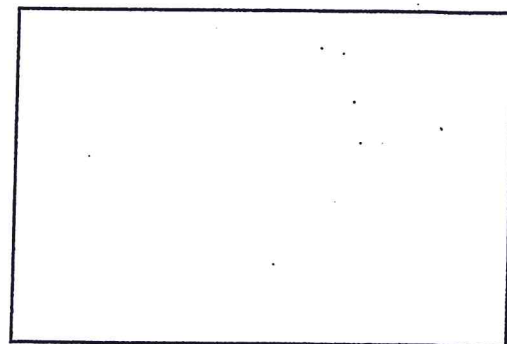
7. Find the answers.

   73 − 48   475 + 370   817 − 430

   −   +   −
   ___   ___   ___

Name _____

Lesson 2
Feet and Yards

Math in My World

Watch ▶

EXIT
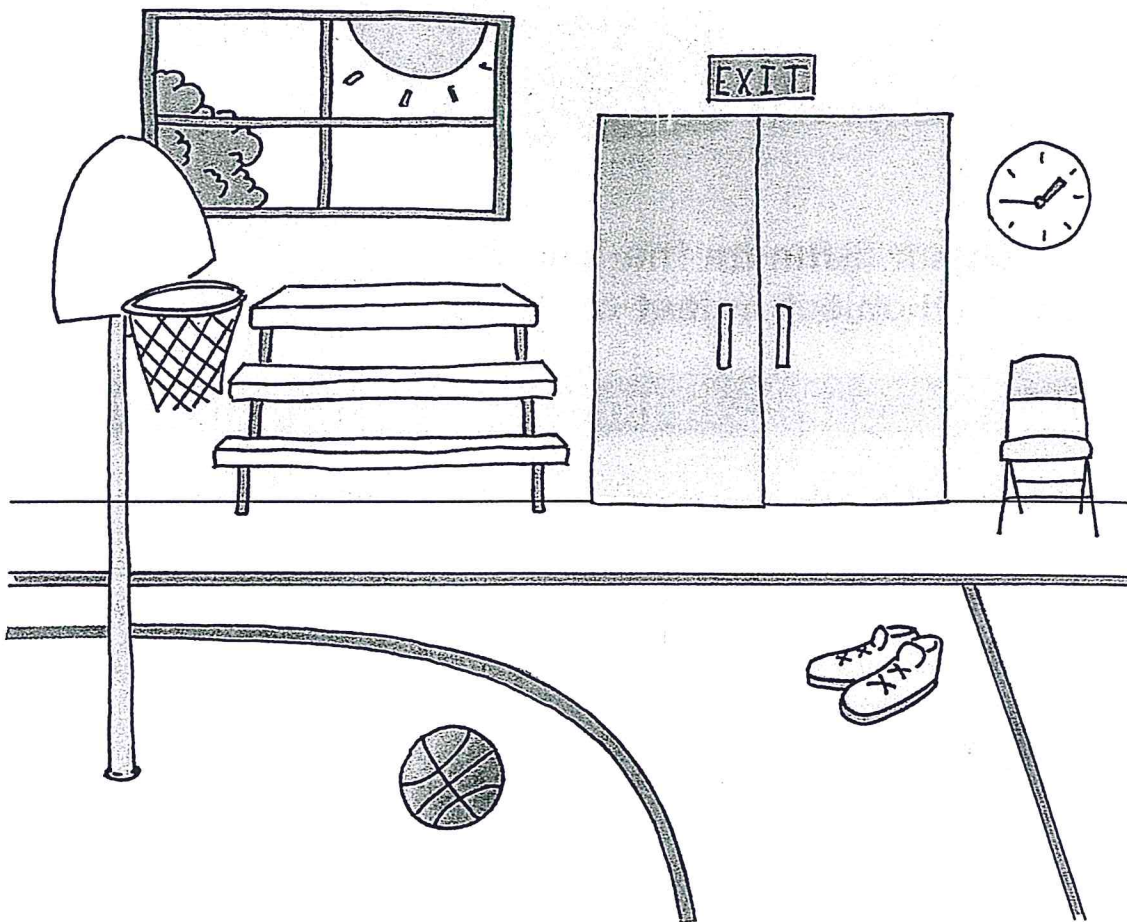
Teacher Directions: Discuss each object in the picture. Circle the objects that could be measured with an inch ruler. Draw an X on the objects that are too big to be measured with an inch ruler.
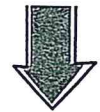
You can measure in feet or yards. A **foot** is equal to 12 inches. A **yard** is equal to 36 inches. Length can be measured in any direction.
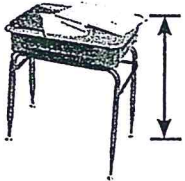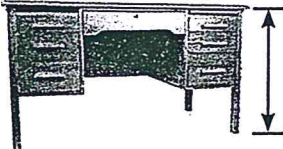
Helpful Hint
3 rulers is 3 feet.

3 rulers

about ___3___ feet

about ___1___ yard

Helpful Hint
1 yardstick is 1 yard.
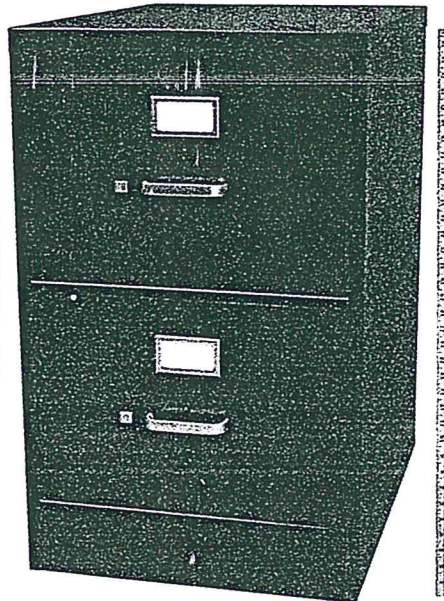
1 yardstick

Find the object. Estimate the length.
Measure each object in feet or yards.

Object	Estimate	Measure
1.	about _____ feet	about _____ feet
2.	about _____ yards	about _____ yards
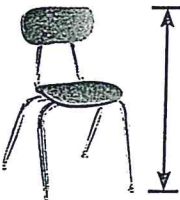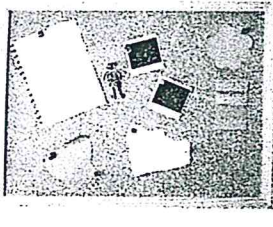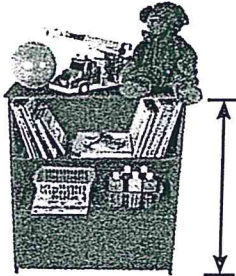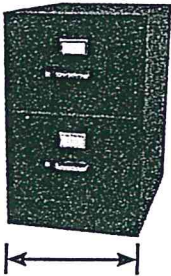
Talk Math How can you measure a large object with a ruler?

Name

....

Find the object. Estimate the length.
Measure each object in feet or yards.

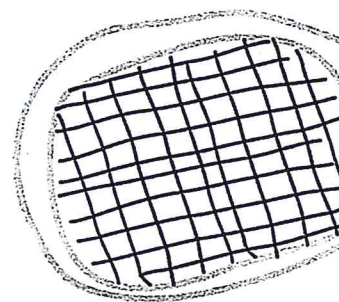| Object	Estimate	Measure
3.	about _____ feet	about _____ feet
4.	about _____ feet	about _____ feet
5.	about _____ feet	about _____ feet
6.	about _____ feet	about _____ feet
7.	about _____ yard	about _____ yard

Problem Solving

8. The length of Sydney's tennis racket is 2 rulers long. How many feet long is Sydney's tennis racket?

_____ feet

9. Gabriella is 2 inches taller than a yard. How many inches tall is Gabriella?

_____ inches
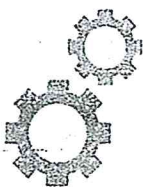
Brain Builders

10. The pool at the park is 19 feet wide. How many yardsticks would it take to measure the width of the pool? Explain.

_____

_____

11. Josh used 10 yardsticks to measure the length of his basement. How many rulers would he have used? Explain.

_____

_____

_____

L.2.5b– Language

I **can** – distinguish shades of meaning among closely related verbs and closely related adjectives.

Name

Match the Meaning

Draw a line to match the words that mean the same or almost the same.

slender	enormous
dangerous	feeble
weak	powerful
strong	skinny
empty	unsafe
huge	vacant

Name

_____

L.2.5a– Language

I can – identify real life connections between words and their use.

Directions: Read and write the answers in the blanks below.

Name 2 things that are **huge**:

_____   _____

Name 2 things that are **yellow**:

_____   _____

Name 2 **animals**:

_____   _____

Name 2 things that feel **soft**:

_____   _____

Name 2 things that feel **hard**:

_____   _____

Name _____

L.2.5a– Language

I can – identify real life connections between words and their use.

Directions: Read and write the answers in the blanks below.

Name 2 things that are **cold**:

_____   _____

Name 2 things that are **hot**:

_____   _____

Name 2 foods that are **sweet**:

_____   _____

Name 2 things that are **tiny** :

_____   _____

Name 2 things that you can **cut**:

_____   _____

FEAR

Barnabus Browning
Was scared of drowning,
So he never would swim
Or get into a boat
Or take a bath
Or cross a moat.
He just sat day and night
With his door locked tight
And the windows nailed down,
Shaking with fear
That a wave might appear,
And cried so many tears
That they filled up the room
And he drowned.

Wacky Wordplay

Shel's poems are full of humor, and now it's your turn to practice his signature style! Write your own version of "Fear" from *A Light in the Attic* by filling in the blanks in the poem below with a noun or verb. Be creative—the sillier the better! Don't forget to share and read your poem aloud when you're finished.

_____
[your name]

Was scared of _____ ,
[noun]

So he never would _____
[verb]

Or get into a _____
[noun]

Or take a _____
[noun]

Or cross a _____ .
[noun]

He just sat day and night

With his door locked tight

And the windows nailed down,

_____ with fear
[verb]

That a _____ might appear,
[noun]

And _____ so many tears
[verb]

That they filled up the _____
[noun]

And he _____ .
[verb]

Name _____

Date _____

Wednesday

Set 24: Multiplying by 3

1. Read the answers to someone.
2. Write the answers.
3. Ask someone to correct your paper. Corrected by _____

$$
\begin{array}{ccccc}
3 & 3 & 3 & 3 & 3 \\
\times 6 & \times 2 & \times 5 & \times 0 & \times 9 \\
\end{array}
$$

$$
\begin{array}{ccccc}
3 & 3 & 3 & 3 & 3 \\
\times 4 & \times 1 & \times 7 & \times 3 & \times 8 \\
\end{array}
$$

$$
\begin{array}{ccccc}
3 & 3 & 3 & 3 & 3 \\
\times 5 & \times 4 & \times 0 & \times 7 & \times 3 \\
\end{array}
$$

$$
\begin{array}{ccccc}
3 & 3 & 3 & 3 & 3 \\
\times 1 & \times 9 & \times 2 & \times 6 & \times 8 \\
\end{array}
$$

$$
\begin{array}{ccccc}
3 & 3 & 3 & 3 & 3 \\
\times 4 & \times 6 & \times 2 & \times 9 & \times 3 \\
\end{array}
$$

Saxon Math 2 (for use with Lesson 123)

Name _____

Date _____

1.

┌─────────┐
│   :   │
└─────────┘

_____

2.

┌─────────┐
│   :   │
└─────────┘

_____

_____

3.

┌─────────┐
│   :   │
└─────────┘

_____

4.

┌─────────┐
│   :   │
└─────────┘

_____

_____

Saxon Math 2 (for use with **Lesson 123**)

5.

┌─────────┐
│   :   │
└─────────┘

_____

_____

6.

┌─────────┐
│   :   │
└─────────┘

_____

_____

7.

┌─────────┐
│   :   │
└─────────┘

_____

_____

8.

┌─────────┐
│   :   │
└─────────┘

_____

_____

Name _____

Date _____

1. Four children in Mrs. Sheehan's class made books. Each book had 5 pictures. How many pictures did the children draw altogether?

Number sentence _____

Answer _____

2. Circle the time shown on the clock.

   quarter past 4   quarter past 5

   quarter to 4   quarter to 5
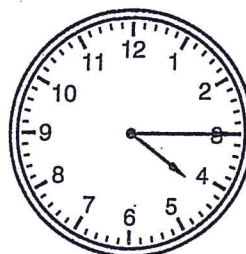
3. Fill in the missing numbers in these number patterns.

   100, 125, 150, _____, _____, _____, _____, _____, _____

   _____, _____, _____, 56, 66, 76, _____, _____, _____

4. Steven has 6 white socks, 10 black socks, and 4 blue socks in his drawer. If he takes out one sock without looking, which of these colors is he most likely to get?

   _____

5. Circle the number sentence for this array.

   $5 \times 5 = 25$ $2 \times 5 = 10$

   $8 + 2 = 10$ $5 + 2 = 7$
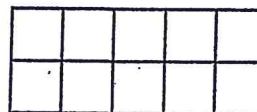
6. Find the answers.

   $86 - 27$ $35 + 29 + 31$ $\$2.96 + \$3.72$

Name _____

ESSENTIAL QUESTION
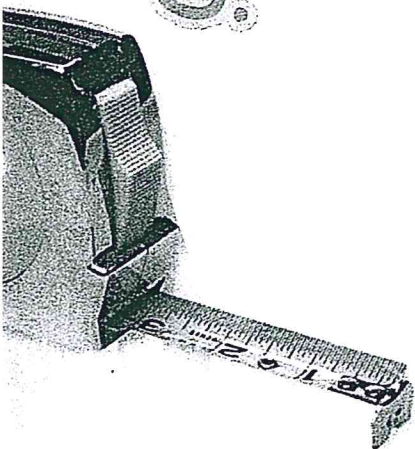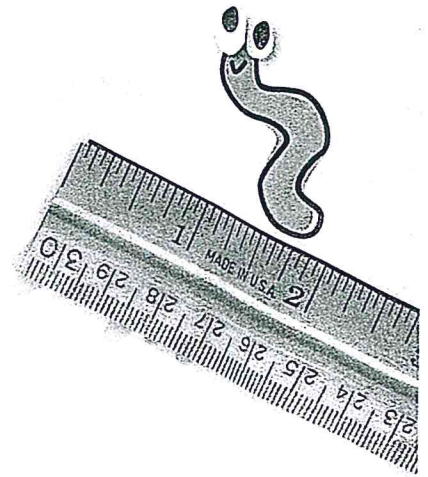How can I measure objects?

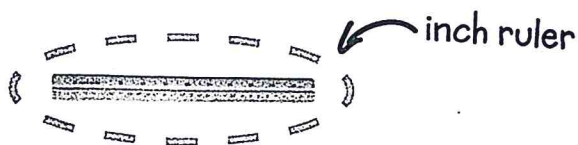## Math in My World

Watch   Tools

1.

2.

3.

Teacher Directions: Draw an object you would measure with an inch ruler in box
I. Draw an object you would measure with a yardstick in box 2. Draw an object
you would measure with a measuring tape in box 3. Explain your drawings.

Guided Practice

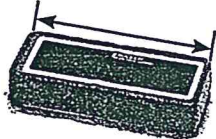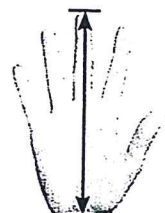You can select and use tools to measure length. Circle the tool you would use to measure a marker.

inch ruler

yardstick

measuring tape

marker

Find the object. Choose the tool and measure it. Explain why you chose that tool.

Object	Tool	Measure
1.	_____	about _____
2.	_____	about _____
3.	_____	about _____
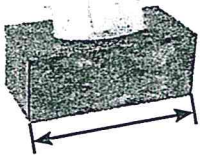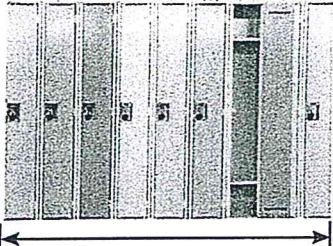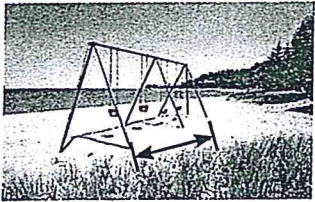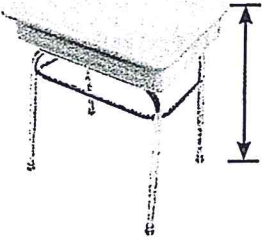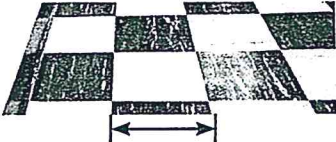
Talk Math

How do you know which tool to use to measure?

Name

....

Find the object. Choose the tool and measure it. Explain why you chose that tool.

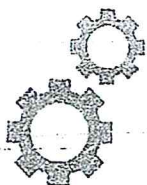| Object	Tool	Measure
4.	_____	about _____
5.	_____	about _____
6.	_____	about _____
7.	_____	about _____
8.	_____	about _____
9.	_____	about _____

10. Vijay measures the length of his bike with a yardstick. He says it is one yardstick long. How many inches long is it?

_____ inches

11. Ethan measured his foot with a yardstick. What other tool would have been a better choice?

_____

Brain Builders

12. Aisha measured her backyard with a ruler. Curtis measured his backyard with a yardstick. What other tool would have been a better choice? Explain your answer to a friend.

_____

13. Omar laid 6 yardsticks end to end to measure his driveway. He said it was 6 feet long. Tell why Omar is wrong. Make it right.

_____
_____
_____

Use the story " 'Making Tracks' " to complete this page- :)

WHO
_____
_____
_____
_____

WHAT
_____
_____
_____
_____

WHERE
_____
_____
_____
_____

Beginning
_____
_____
_____

Middle
_____
_____
_____

End
_____
_____