

It's a 2nd
GRADE
Thing

SECOND GRADE LEARNING PACKET

- _____ The Fox and the Grapes Story Set—Answer Key included
- _____ The Hatchet—Read the story and answer comprehension questions (Answer Key Included)
- _____ Place Value practice set with answer key
- _____ Math practice set with answer key
- _____ 2nd grade math games to play with a deck of cards

Name: _____

Reading Literature

RI.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Directions: Read each story, choose the best answer for each question.

The Fox and the Grapes – Version #1:

Once upon a time, there was a fox strolling through the woods. He came upon a grape orchard. There he found a bunch of beautiful grapes hanging from a high branch. "Boy those sure would be tasty," he thought to himself. He backed up and took a running start, and jumped. He did not get high enough. He went back to his starting spot and tried again. He almost got high enough this time, but not quite. He tried and tried, again and again, but just couldn't get high enough to grab the grapes. Finally, he gave up. As he walked away, he put his nose in the air and said, "I am sure those grapes are sour."

The Fox and the Grapes – Version #2:

Once upon a time, there was a fox strolling through the woods. She came upon an apple orchard. There she found a bunch of beautiful apples hanging from a high branch. "Boy those sure would be tasty," she thought to herself. She backed up and took a running start, and jumped. She touched the bottom of the apple. She went back to his starting spot and tried again. She almost got high enough this time, but still couldn't grasp the apple. She tried and tried, again and again, but just couldn't get high enough to grab the apples. She refused to give up. She found some fallen tree branches and made a pile. From the top of the pile, she could reach the apple. As she walked away with the apple, she thought, "This is the best apple I have ever tasted."

1. Who is the character in both stories?
 - a. a fox
 - b. a wolf
 - c. a crane
 - d. a horse

Name: _____

2. What is the setting of both stories?
 - a. the meadow
 - b. the fox's house
 - c. the ocean
 - d. the woods

3. What is one thing the two stories have in common?
 - a. A fox was walking in the meadow.
 - b. A fox is trying to reach grapes.
 - c. A fox couldn't reach the fruit.
 - d. A wolf was walking in the woods.

4. What is one thing that was different in both stories?
 - a. One fox was a boy and one was a girl.
 - b. One fox could reach the grapes.
 - c. One story was about a fox and one was about a wolf.
 - d. The fox was walking in the woods.

5. What is the moral of the story?
 - a. Apples are a better fruit than grapes.
 - b. Never give up on what you want.
 - c. A fox is a better animal than a wolf.
 - d. All grapes are sour.

Name: _____

ANSWER KEY:

Q1:A

PTS:1

Q2:D

PTS:1

Q3:C

PTS:1

Q4:A

PTS:1

Q5:B

Second Grade
Weekly Assessment

Name: _____

RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.

Directions: Read the passage and answer the following questions.

The Hatchet

When George Washington was six years old, he was given a small ax called a hatchet as a gift. It was one of his favorite things. Each night, he polished it with a fine cloth to make sure it shined all the time. Then, he sharpened the blade with a stone.

George Washington later grew up to be the first President of the United States. While he was president, his aunt told this famous story about him chopping a tree down with his hatchet.

She told about one day when George was passing through the yard, he accidentally hit the trunk of his father's favorite beautiful young English cherry tree when he was swinging his hatchet. He noticed that the bark was soft and the cut left the trunk bare. Trying to fix it, he continued to strip the bark from the trunk until it was too late. He tried to bandage the poor cherry tree like a wounded soldier but it was too damaged. The tree was not going to live. George was worried that his parents would be mad.

When George's father came home, he noticed that the tree had been damaged beyond repair. He called out, "George, come in here boy." "Yes Pa?" asked George.

His father asked if he knew anything about the damaged cherry tree. George thought about it hard and he took a few minutes to answer. "Yes Pa," he said, "I cannot tell a lie, Pa. I hit the cherry tree with my hatchet."

George was an honest boy and he was not raised to lie to anyone. George's father was so proud of his son for telling the truth. He said, "Come over here, boy. You have made me so happy. The tree is of no concern, but you have made my heart very happy today. We will get another cherry tree." Even if the tree was made of silver and gold, telling the truth was more important.

It doesn't pay to lie. Being honest is always the best. George Washington's aunt told this story to tell everyone how honest he was. People will always remember him as a person who could never tell a lie.

1. Who are the characters?

- a. George and George's Father
- b. George
- c. George's Father
- d. George's Aunt

2. Which quotation shows if George's father was mad about the tree?

- a. "George, come in here boy."
- b. "He noticed that the bark was soft"
- c. "George's father was so proud of his son telling the truth."
- D. "George thought hard about it"

The following question has two parts. First, answer part A. Then, answer part B?

Part A

3. Which sentence states a central message of the story?
- a. It's a good thing to not tell the truth.
 - b. Always tell a lie.
 - c. Always tell the truth.
 - d. Being honest is not always best.

Part B

4. Which quotation from the story best supports the answer in part A?

- a. "Being honest is always best"
- b. "You have made me so happy"
- c. "He took a few minutes to answer."
- d. "The tree is no concern"

5. Which quotation explains why did George Washington's aunt tell the story about the cherry tree?

- a. "To tell everyone how honest he was"
- b. "telling the truth is more important"
- c. "if he knew anything about the cherry tree"
- d. "The tree was no concern"

ANSWER KEY:

Q1:A

PTS:1

Q2:C

PTS:1

Q3:C

PTS:1

Q4:A

PTS:1

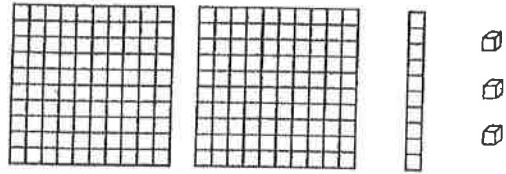
Q5:A

PLACE VALUE ASSESSMENT

1. How many TENS are in the number 326 ?

- A. 6
- B. 3
- C. 2

2. What number is shown by the blocks below?



- A. 132
- B. 213
- C. 345

3. Which is the expanded form of the number 528 ?

- A. $5 + 2 + 8$
- B. $500 + 20 + 8$
- C. $50 + 200 + 80$

4. What is the value of 7 in the number 759 ?

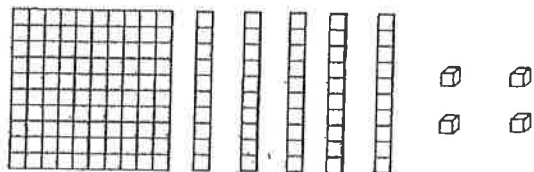
- A. 700
- B. 7
- C. 70

5. Which is the number for the words below?

five hundreds six tens and nine ones

- A. 359
- B. 278
- C. 569

6. Complete the chart.



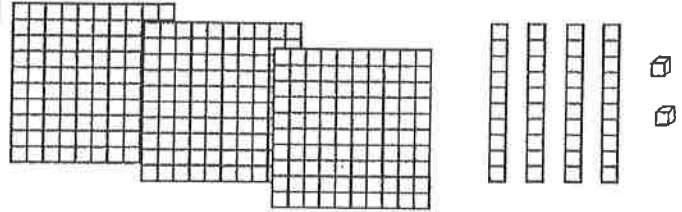
Hundreds	Tens	Ones

PLACE VALUE ASSESSMENT

7. How many HUNDREDS are in the number **873** ?

- A. 8
- B. 3
- C. 7

8. What number is shown by the blocks below?



- A. 145
- B. 234
- C. 342

9. Which is the expanded form of the number **137** ?

- A. $1 + 3 + 7$
- B. $100 + 30 + 7$
- C. $10 + 30 + 70$

10. What is the value of **5** in the number **254** ?

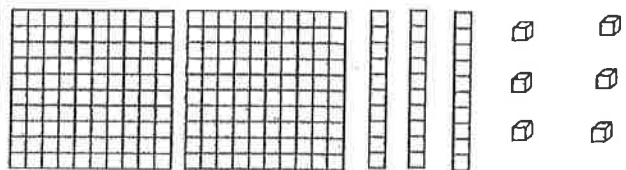
- A. 500
- B. 50
- C. 5

11. Which is the standard form of the number below?

$$400 + 50 + 2$$

- A. 452
- B. 245
- C. 524

12. Complete the chart.



Hundreds	Tens	Ones

ANSWER KEY: PLACE VALUE ASSESSMENT

Q1:C

PTS:1

Q2:B

PTS:1

Q3:B

PTS:1

Q4:A

PTS:1

Q5:C

PTS:1

Q6:T

PTS:1

Q7:A

PTS:1

Q8:C

PTS:1

Q9:B

PTS:1

Q10:B

PTS:1

Q11:A

PTS:1

Q12:T

ANSWER KEY: Practice Set: 2.NBT.1a - 2nd Math

- 1. B
- 2. C
- 3. A
- 4. C
- 5. A
- 6. C
- 7. B
- 8. A
- 9. B
- 10. A
- 11. A
- 12. C
- 13. B
- 14. A
- 15. C
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

- 21. _____
- 22. _____
- 23. _____
- 24. _____
- 25. _____

Name:
Class:
Date:

Question #1

Liz lives at 285 Dunn Street.



How does Liz write the number in her street address in word form?

- A two hundred fifty-eight
- B two hundred eighty-five
- C five hundred fifty-eight
- D five hundred eighty-two

Question #2

Marco has 110 toy cars. Shawn has 101 toy cars.

Which is the *correct* comparison of Marco and Shawn's toy cars?

- A $110 = 101$
- B $101 > 110$
- C $101 < 110$
- D $110 < 101$

Question #3

Which number makes this math sentence true?

$$\underline{\hspace{2cm}} < 486$$

A 468

B 486

C 488

D 496

Question #4

Which symbol belongs in the box to *correctly* compare these numbers?

$$357 \underline{\hspace{1cm}} 375$$

A =

B >

C <

D +

Question #5

Which comparison is correct?

A $232 > 223$

B $754 < 745$

C $565 = 665$

D $379 > 387$

Question #6

Which comparison of the numbers 326 and 362 is correct, and why?

- A $326 > 362$ because 6 in the ones place is more than 2 in the ones place.
- B $326 = 362$ because both numbers have a 3 in the hundreds place.
- C $326 < 362$ because they have the same number of hundreds, and 2 tens is less than 6 tens.
- D $326 < 362$ because they have the same number of hundreds, and 6 ones is less than 2 ones.

Question #7

There are 887 people watching the soccer game.

How is 887 written in expanded form?

- A $800 + 8 + 7$
- B $800 + 80 + 7$
- C $880 + 7$
- D $800 + 87$

Question #8

Which is the same as eight hundred ninety-two?

- A $800 + 90 + 2$
- B $800 + 20 + 9$
- C $80 + 90 + 2$
- D $8 + 9 + 2$

Which number is the same as $600 + 90 + 7$?

A 679

B 697

C 740

D 785

Question #10

The blocks in the figure can be used to represent a number.



What is the expanded form of the number represented by the blocks?

A $200 + 40 + 7$

B $200 + 4 + 7$

C $20 + 4 + 7$

D $2 + 40 + 700$

Question #11

Which symbol *correctly* compares the numbers shown?

582 528

A $>$

B $+$

C $=$

D $<$

QUESTION #12

Which number is the same as six hundred eighty-four?

- A 486
- B 648
- C 684
- D 846

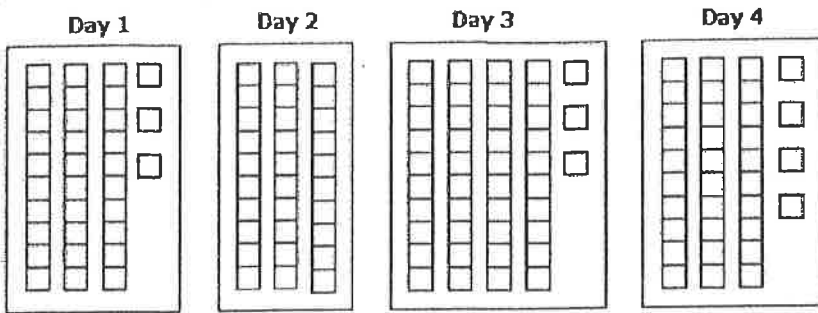
Question #13

John writes the number of pennies he has in expanded form. He writes $800 + 90 + 4$.

How many pennies does John have?

- A 849 pennies
- B 894 pennies
- C 948 pennies
- D 984 pennies

James records the number of apples he picks for 4 days by using base 10 blocks.



Which day does James pick thirty-three apples?

A Day 1

B Day 2

C Day 3

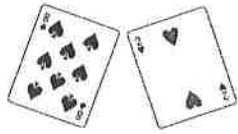
D Day 4

Question #15

Which house address sign has a number less than 618?



1st and 2nd Grade Card Games to Play at Home



Materials Needed: A Deck of Cards

Go Fish - Addition Math Facts

Each round played practices math facts for a specific number, making it easy to stick with one set of facts for as long as needed for student to learn the facts.

1. Sort through the deck to remove all cards that are higher than that featured number for the math game. For example, if the goal is to learn addition facts for the number seven, the game will be played with ones (aces) through sevens.
2. Deal out five cards to each player and place the remaining cards in a draw pile.
3. Have each player look through his or her hand of cards to find any pairs that add up to the featured number and place them face up in their discard pile. For example, if learning addition facts for the number seven, appropriate pairs would be $6+1$, $5+2$ or $4+3$. The 7 card would also be laid aside as a correct solution that doesn't require a pair.
4. First player asks for a number that can create the sum when added to one of their numbers in their hand. If the person asked has the card in his hand, he must give it up to the player that made the request. A player can keep asking for cards until no further matches are able to be made, at which point he is told to Go Fish! from the draw pile and the next player takes a turn trying to make a match.
5. If a player runs out of cards he can choose five more cards from the draw pile to stay in the game.
6. Continue playing until all the cards in the deck have been matched into pairs. The player with the highest number of pairs at the end of the game is the winner.

Memory

Learning Addition Facts by Playing Memory!

The card game Memory, or Concentration, is another great game that can be modified to teach addition facts to kids. As with the instructions for Go Fish! above, each game focuses on math facts for a specific number. This game can be played alone or with a group.

1. Sort through the deck to remove all cards that are higher than that featured number for the math game. For example, if the goal is to learn addition facts for the number six, the game will be played with ones (aces) through sixes.
2. Shuffle the deck and turn all the cards face down in a grid pattern.
3. Taking turns, have each player flip two cards to look for a matching pair. For example, if learning addition facts for the number six, appropriate pairs would be $5+1$, $4+2$ or $3+3$. The 6 card would also be laid aside as a correct solution that doesn't require a pair.
4. Continue playing until all the cards in the deck have been matched into pairs. The player with the highest number of pairs at the end of the game is the winner.

