

REMOTE WORK ASSIGNMENTS FOR GRADE 2

Dear Grade 2 Families:

In the event that we will be working remotely on 2/3 and/or 2/4/22
due to weather (freezing rain/snow)

please have your child complete the following assignments:

- * 1. Reading/Language Arts Read Story ("Luke"); Do WS pages
- 2. Math Do Math WS pages
- 3. Science or Social Studies Read p. 32-36; Discuss Q. pages

****ONLY COMPLETE THE ASSIGNMENTS IF WE ARE NOT IN SCHOOL!****

Thanks so much! Mrs. Hamm :) * Read "Luke" story to prepare for test.

* Continue HW in Spelling, Vocab, and Bible Verse to prepare for tests (when we return to school).

REMOTE WORK ASSIGNMENTS FOR GRADE 2

Dear Grade 2 Families:

In the event that we will be working remotely on 2/3 and/or 2/4/22
due to weather (freezing rain/snow)

please have your child complete the following assignments:

- 1. Reading/Language Arts Read Story ("Luke"); Do WS pages
- 2. Math Do Math WS pages
- 3. Science or Social Studies Read p. 32-36; Discuss Q. pages

****ONLY COMPLETE THE ASSIGNMENTS IF WE ARE NOT IN SCHOOL!****

Thanks so much! Mrs. Hamm :)

The Five Senses

Writers often tell us what things look, taste, sound, smell, and feel like.

Read the story, looking out for text about the senses.

Ocean Swim

Anna had never been to an ocean before. She could hear the roaring waves crashing onto the beach. The grainy sand below her feet was pale gray and, in front of her, sparkling blue water stretched out as far as she could see.

Anna dipped her toes into the water and then whipped them out again.

"It's cold!" she told her brother.

Slowly, bit by bit, she edged her way into the water. It felt a little warmer once she was used to it, and she started having fun. Then a wave knocked her over and she swallowed some seawater.

"Yuck, it's salty!" she said. "I'm getting out. Besides, I can smell the smoke from Dad's barbecue now. It's making me hungry."



Describe something Anna **saw**.

Describe something Anna **heard**.

Describe something Anna **felt**.

Describe something Anna **tasted**.

Describe something Anna **smelled**.



Question Words

Texts often answer these questions: who, what, where, why, and how.

Read this newspaper article and answer the questions below.

The Shoe Thief

In suburban Berlin, a thief was stealing people's shoes. If someone left their shoes outside at night, they were gone in the morning.

A man became angry when his new sneakers went missing. He decided to track down the thief, and that's when he got a surprise.

He saw the thief carrying away a pair of blue flip-flops. It was a fox! The man followed the fox back to its den. There he found more than 100 pairs of shoes.

No one knows for sure why the fox took the shoes. Perhaps it liked the smell.



What was the problem?

Who was the thief?

What did the thief steal?

Where did this story take place?

How did the man find the shoes?

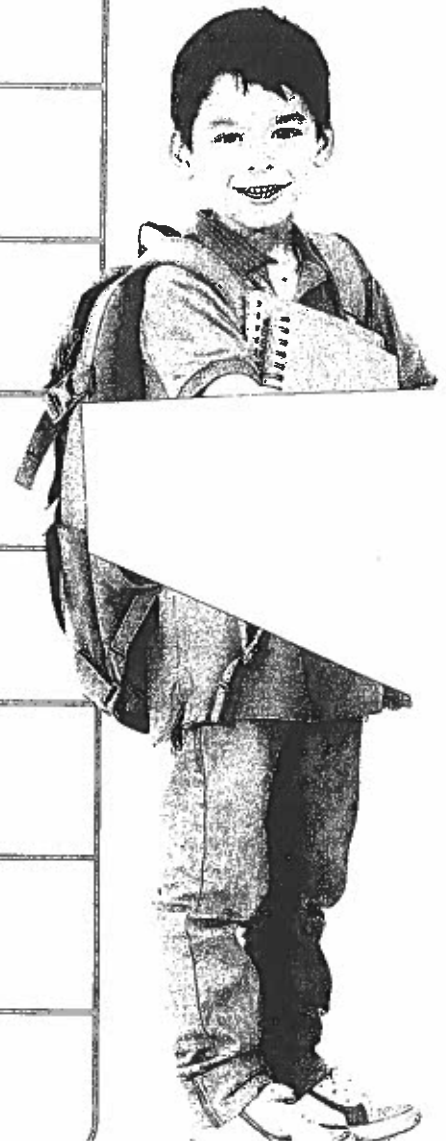
When did the shoes go missing?

Why did the fox take the shoes?

100's, 10's, or 1's?

For each underlined digit, write hundreds, tens, or ones in the place-value column. Then write the digit's value in the value column.

	Place Value	Value
<u>5</u> 27	hundreds	500
7 <u>3</u> 4		
8 <u>2</u> 4		
4 <u>7</u> 5		
6 <u>0</u> 3		
<u>9</u> 83		
2 <u>6</u> 0		
1 <u>4</u> 2		
<u>3</u> 72		
8 <u>0</u> 4		



Write the digit that is in each place.

583

- 8 is in the tens place.
- 5 is in the hundreds place.
- 3 is in the ones place.

734

- is in the ones place.
- is in the hundreds place.
- is in the tens place.

462

- is in the hundreds place.
- is in the ones place.
- is in the tens place.

614

- is in the hundreds place.
- is in the tens place.
- is in the ones place.

570

- is in the ones place.
- is in the tens place.
- is in the hundreds place.

361

- is in the hundreds place.
- is in the ones place.
- is in the tens place.

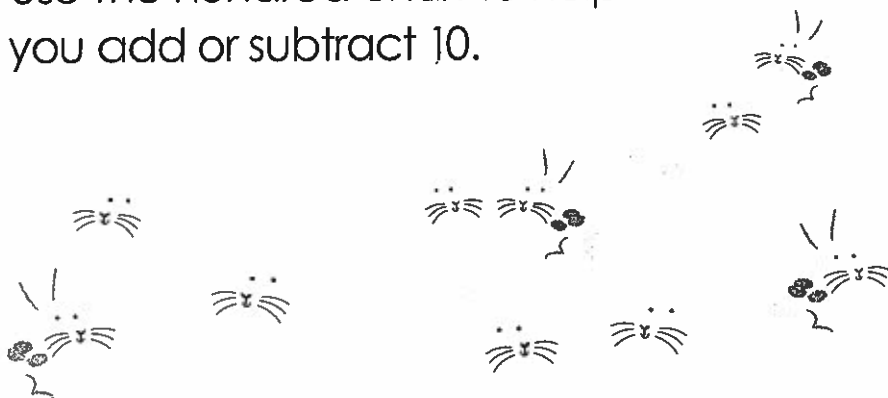
908

- is in the tens place.
- is in the hundreds place.
- is in the ones place.

800

- is in the hundreds place.
- is in the tens place.
- is in the ones place.

1 Use the hundred chart to help you add or subtract 10.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$23 + 10 = 33$

$32 + 10 = \square$

$89 + 10 = \square$

$15 + 10 = \square$

$40 + 10 = \square$

$74 + 10 = \square$

$60 - 10 = \square$

$46 - 10 = \square$

$77 - 10 = \square$

$53 - 10 = \square$

$99 - 10 = \square$

$65 - 10 = \square$

2 Fill in the missing numbers.



Working With 10

Add 10 to solve the problems.



$150 + 10 = \square$ $237 + 10 = \square$ $542 + 10 = \square$

$735 + 10 = \square$ $989 + 10 = \square$ $374 + 10 = \square$

$100 + 10 = \square$ $401 + 10 = \square$ $190 + 10 = \square$

$590 + 10 = \square$ $600 + 10 = \square$ $990 + 10 = \square$

Subtract 10 to solve the problems.

$482 - 10 = \square$ $734 - 10 = \square$ $827 - 10 = \square$

$227 - 10 = \square$ $565 - 10 = \square$ $379 - 10 = \square$

$100 - 10 = \square$ $205 - 10 = \square$ $670 - 10 = \square$

$901 - 10 = \square$ $400 - 10 = \square$ $1000 - 10 = \square$



LUKE GOES TO BAT

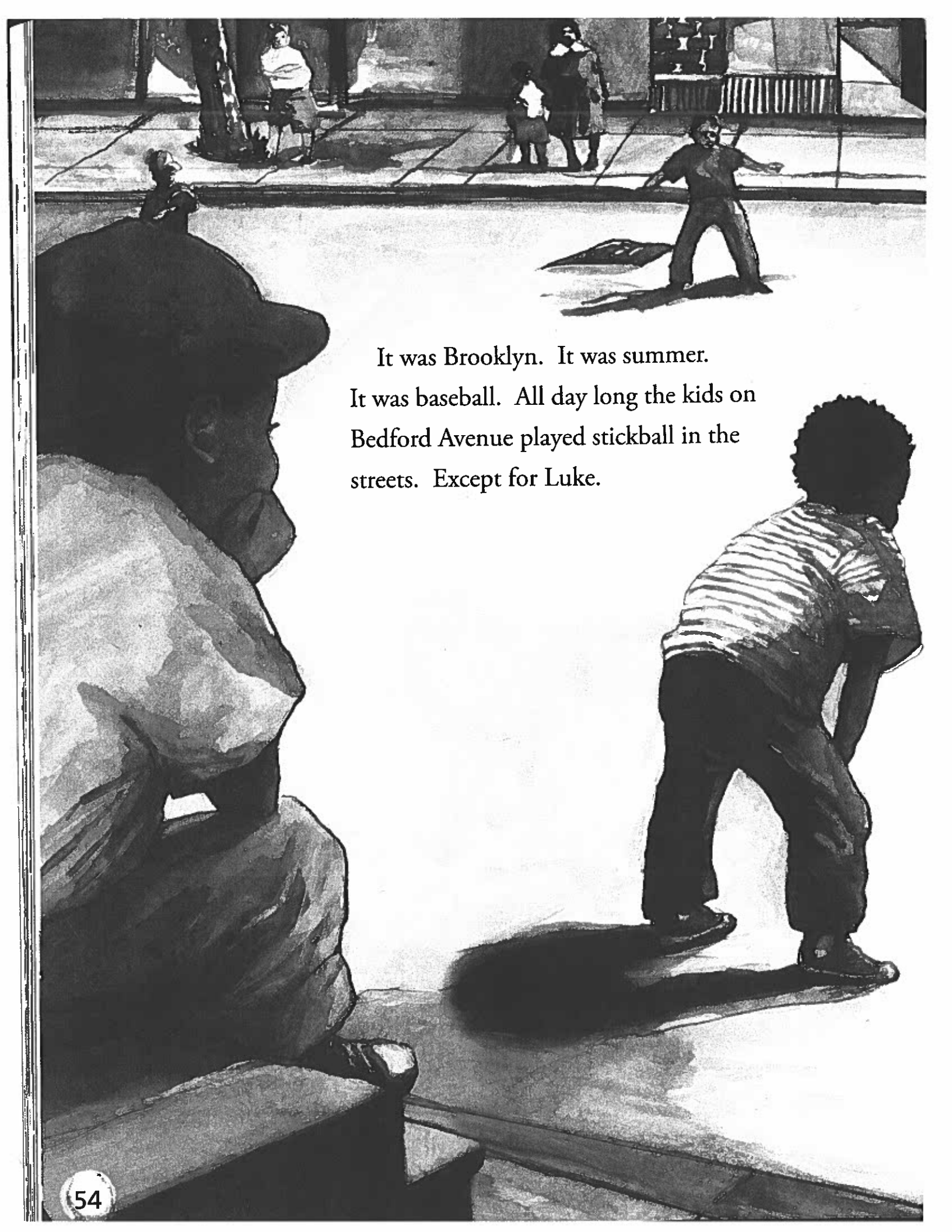
Gr.2
Reading Story

by Rachel Isadora



ESSENTIAL QUESTION

Why is it important
to keep trying even if
something is difficult
to do?



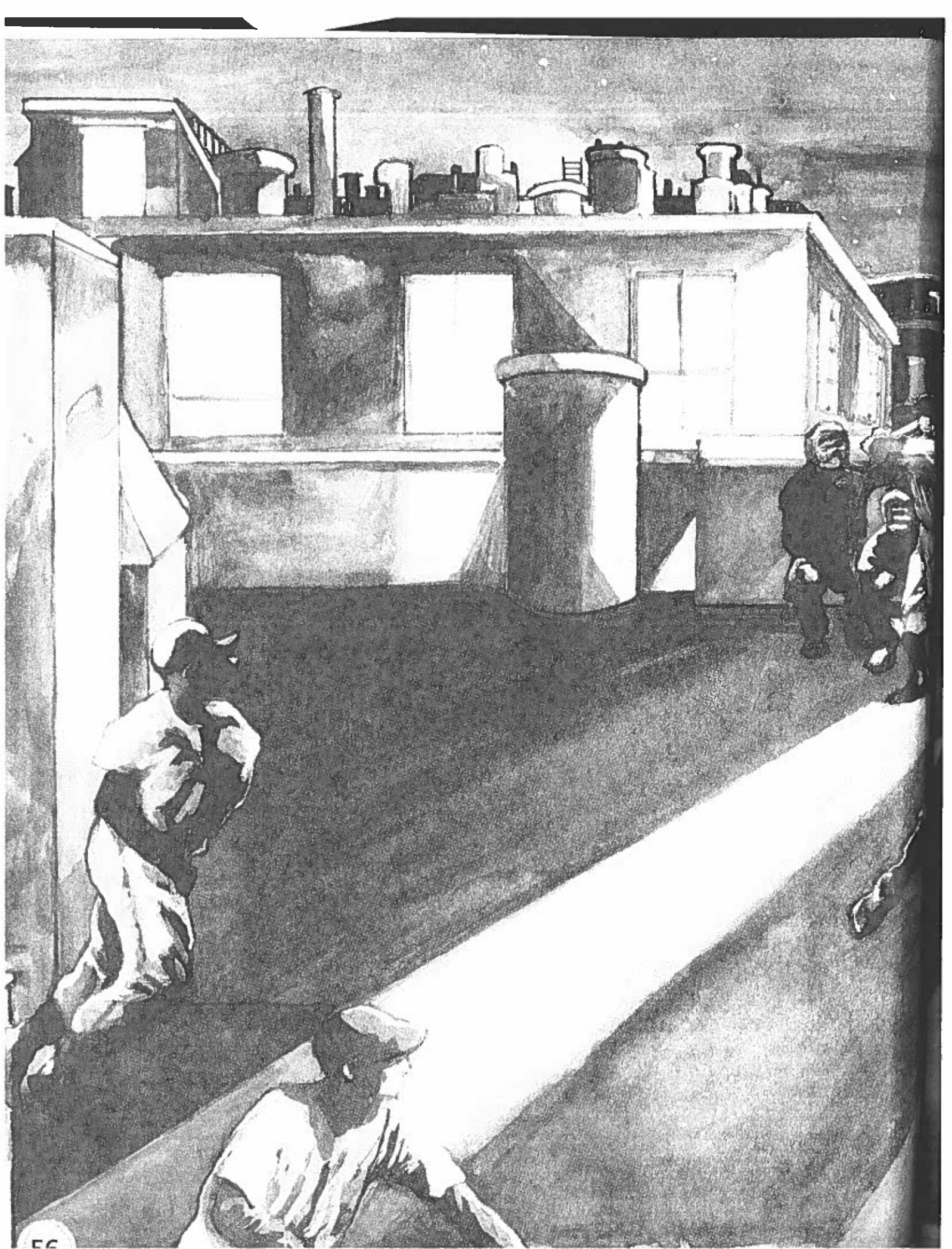
It was Brooklyn. It was summer.
It was baseball. All day long the kids on
Bedford Avenue played stickball in the
streets. Except for Luke.

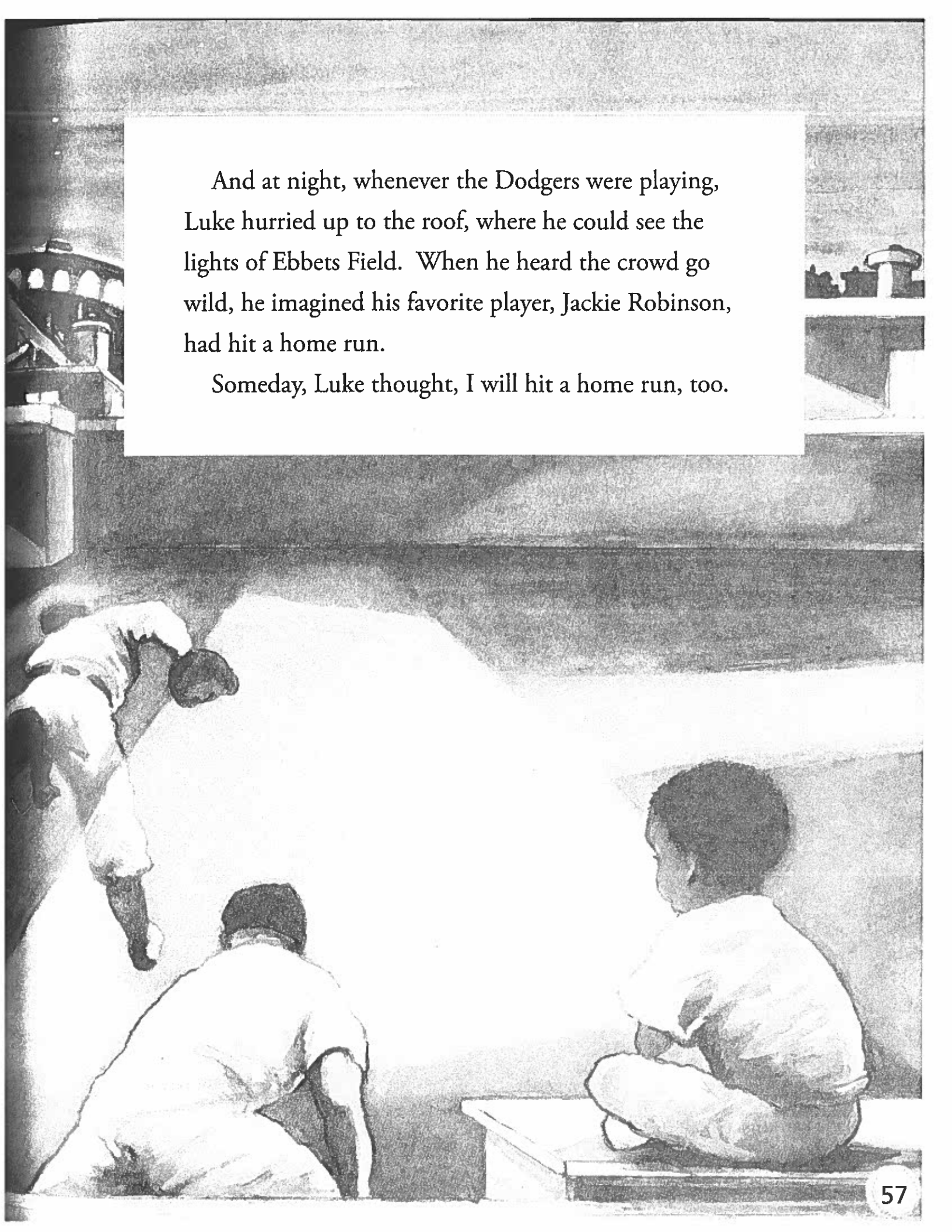


“When you’re older,” his big brother, Nicky, told him.
“He’s just a squirt,” one of the other kids said, laughing.
So Luke watched the games from the curb, and then
he’d practice.

He threw a ball against the wall next to the deli. He
practiced his swing over and over again. He ran as fast as
he could up and down the block.

He wanted to be ready when it was time.





And at night, whenever the Dodgers were playing, Luke hurried up to the roof, where he could see the lights of Ebbets Field. When he heard the crowd go wild, he imagined his favorite player, Jackie Robinson, had hit a home run.

Someday, Luke thought, I will hit a home run, too.

Finally, one morning, the team was short a player.

“Franky had to go to his aunt’s!”

“Who we gonna get?”

“Hey,” said Luke, “what about me?”

Everyone was quiet.

“Aw, come on,” said his brother.

“Give him a chance.”

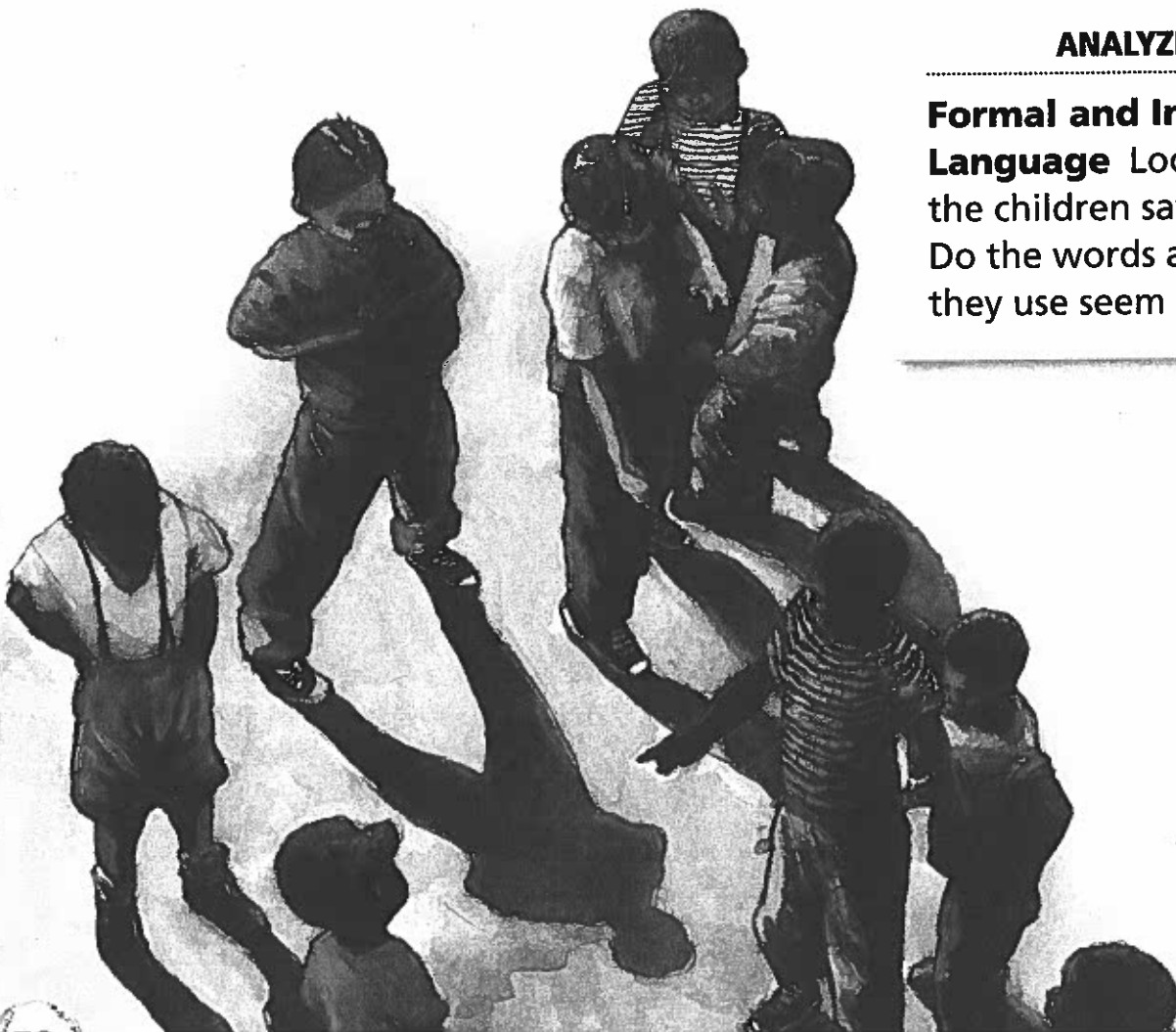
“We got nobody else.”

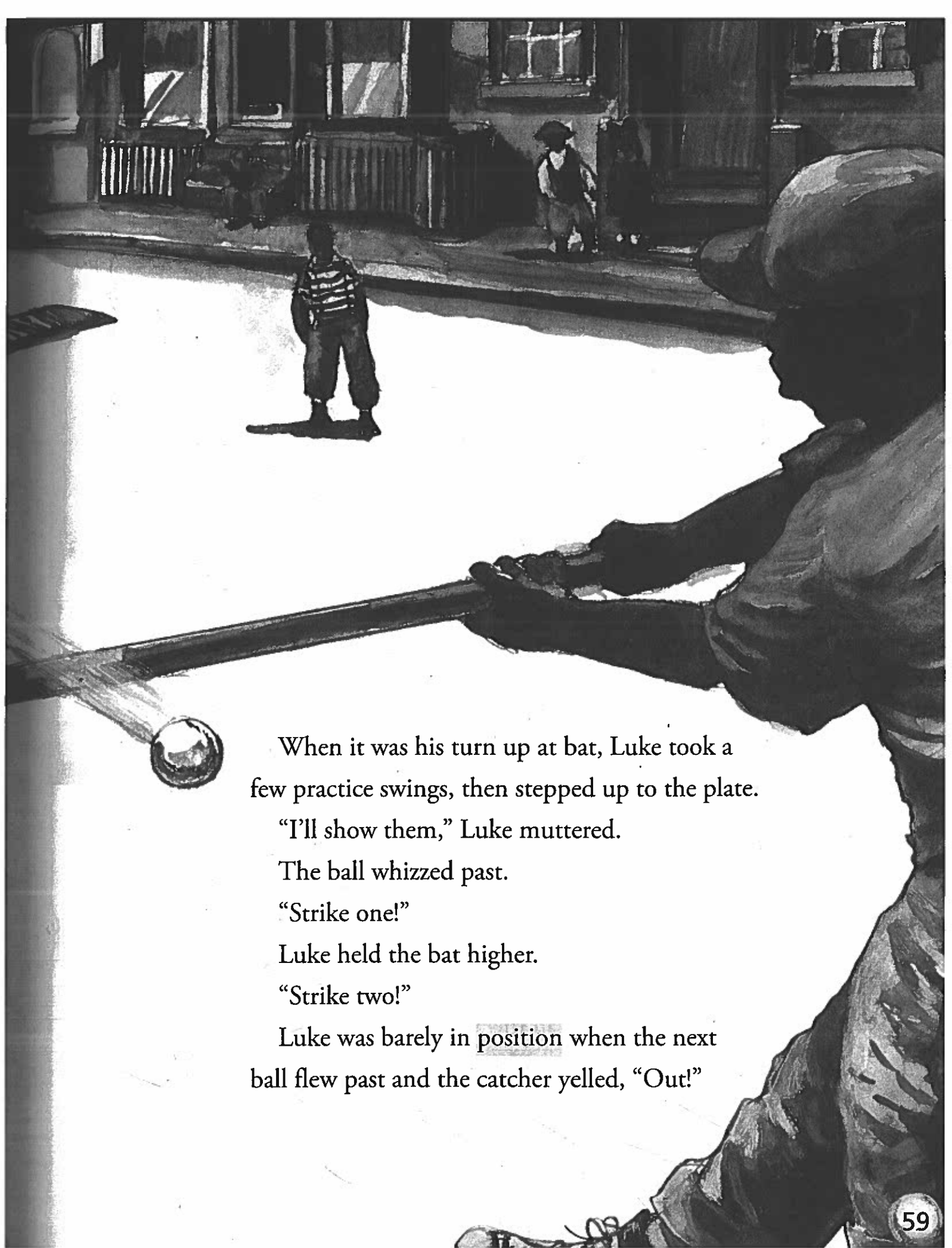
“He better not mess up.”

They put him in left field. No balls came his way,
so he just stood there.

ANALYZE THE TEXT

Formal and Informal Language Look back at what the children say to each other. Do the words and phrases that they use seem real? Explain.





When it was his turn up at bat, Luke took a few practice swings, then stepped up to the plate.

“I’ll show them,” Luke muttered.

The ball whizzed past.

“Strike one!”

Luke held the bat higher.

“Strike two!”

Luke was barely in position when the next ball flew past and the catcher yelled, “Out!”



“You stink,” Luke heard.

He got up to bat one more time but struck out again.

“Sometimes it just goes that way,” his brother told him.

Franky came back in the afternoon, so Luke spent the rest of the day on the curb. He was sure they’d never let him play again.

Grandma was in the kitchen when he got home.

“I finally got a chance to play with the team,” Luke told her.

Grandma could tell that the game hadn't gone well. “Not everyone plays like Jackie Robinson all the time,” she said. “Not even Jackie Robinson.”

Luke didn't smile.

“By the way,” Grandma said, “are you doing anything tomorrow night?”

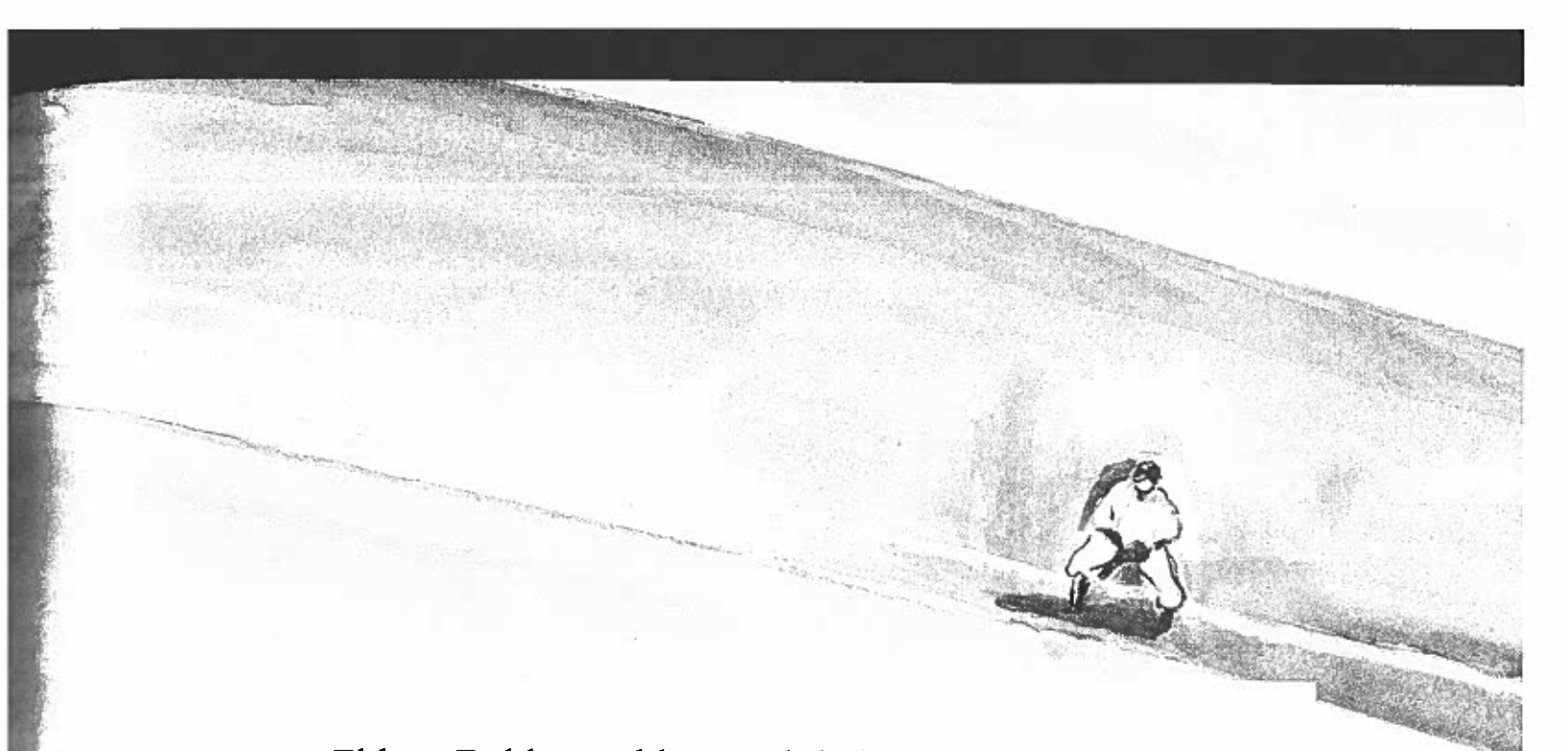
Luke shrugged.

“Well, if you're so busy, someone else will have to go with me to the game at Ebbets Field.”

“What? You mean a real game?”

Grandma held up two tickets.





Ebbets Field was ablaze with lights. But this time, Luke didn't have to imagine the game.

"Thanks for taking me, Grandma," he said.

They watched the Dodgers and Phillies battle it out. The game went into extra innings. By the time the Dodgers got up to bat in the bottom of the fourteenth inning, the score was still tied, 8–8. With two outs, Jackie Robinson was up.

The crowd roared.

"Come on, Jackie!" Luke yelled.

The pitcher threw a curveball. Jackie swung.

"Strike one!" the umpire called.



The pitcher wound up. He threw a fastball and Jackie missed.

“Strike two!”


Three balls followed.

All eyes at Ebbets Field rested on Jackie. The Dodgers could still win.

Luke shouted with the crowd. “Give it to ’em, Jackie! You show ’em!”

Jackie looked around from under his cap, then dug his feet into the dirt.

The pitcher began his windup. “You can do it, Jackie,” Luke whispered. “You can do it.”



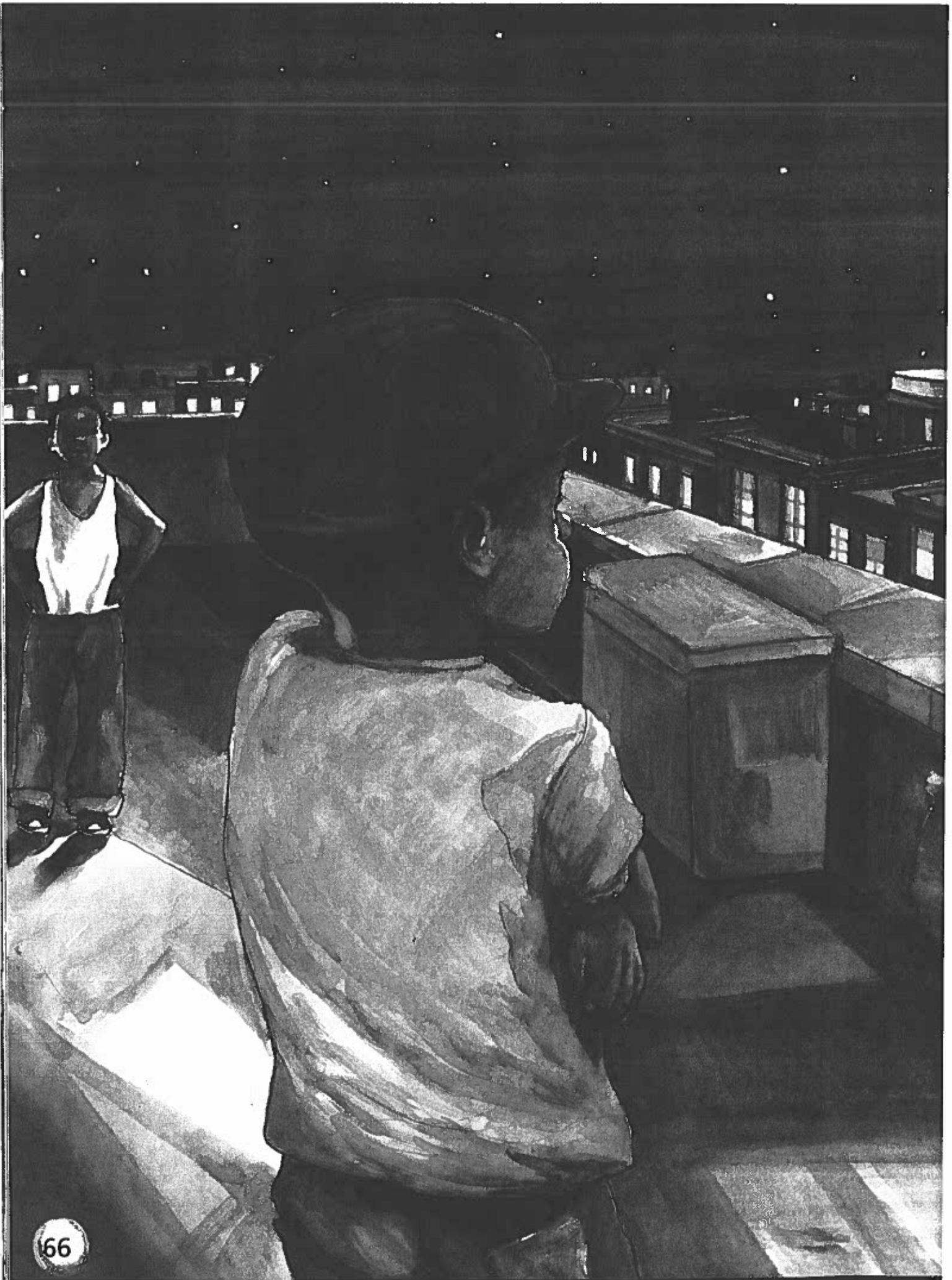
Suddenly, Luke heard the loud crack of a bat. When he looked up, the ball was flying over his head, flying over the scoreboard, flying over the walls of Ebbets Field! The crowd went wild!

Luke stood up on his seat and cheered, "You showed 'em, Jackie!"

"What a game!" Grandma said. "See, you can't give up. Even Jackie Robinson's got to keep trying."

Luke didn't answer.







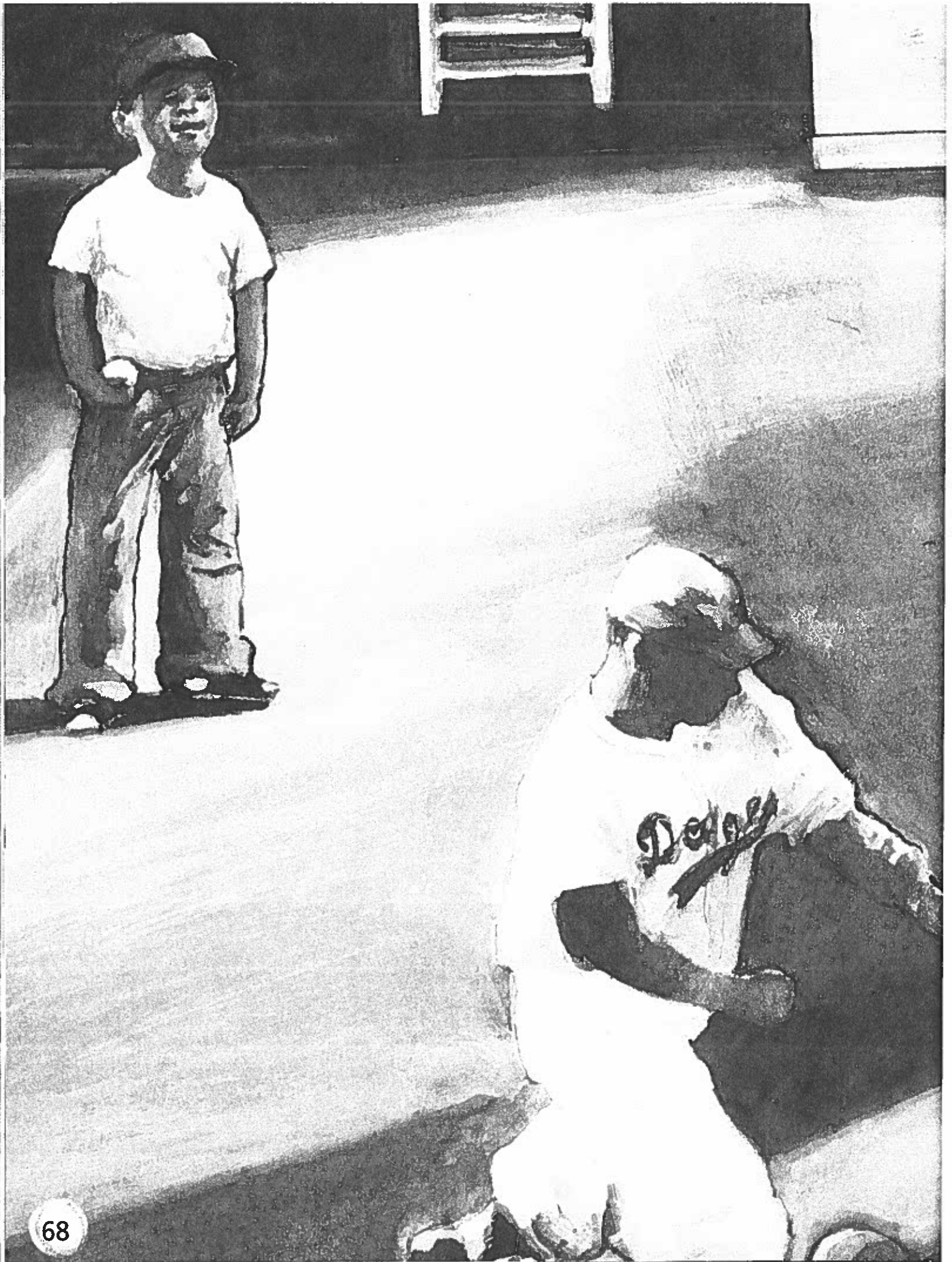
When Luke got home, he ran up to the roof. The lights were going out at Ebbets Field.

“Come on down! It’s bedtime!” Nicky called.

Just then, Luke saw a ball lying on the ground.

“Look!” he said, picking it up. “This is the home run ball that Jackie Robinson hit tonight!”

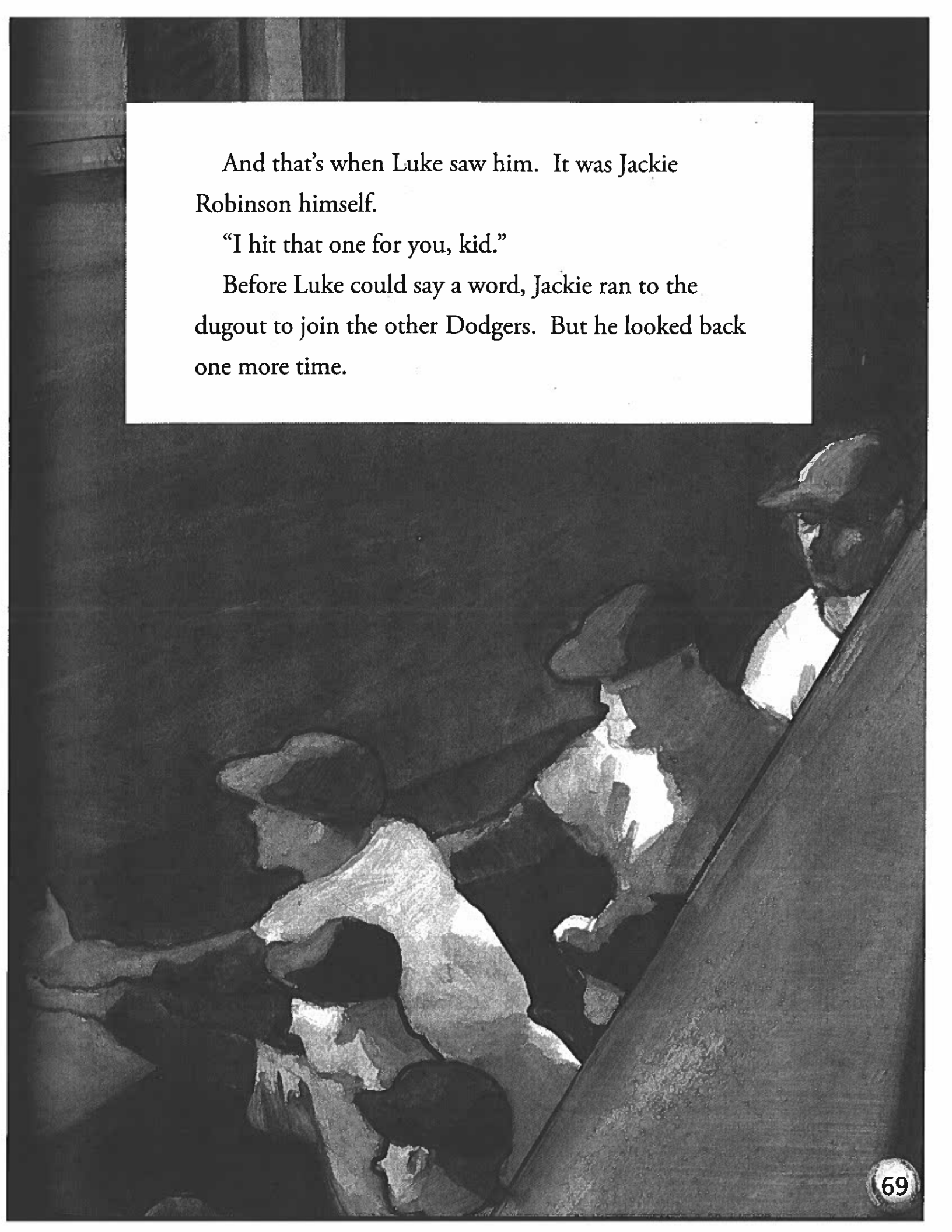
“Naw. That’s just some old ball a kid hit up on the roof,” Nick said, laughing, as he went downstairs.



And that's when Luke saw him. It was Jackie Robinson himself.

"I hit that one for you, kid."

Before Luke could say a word, Jackie ran to the dugout to join the other Dodgers. But he looked back one more time.

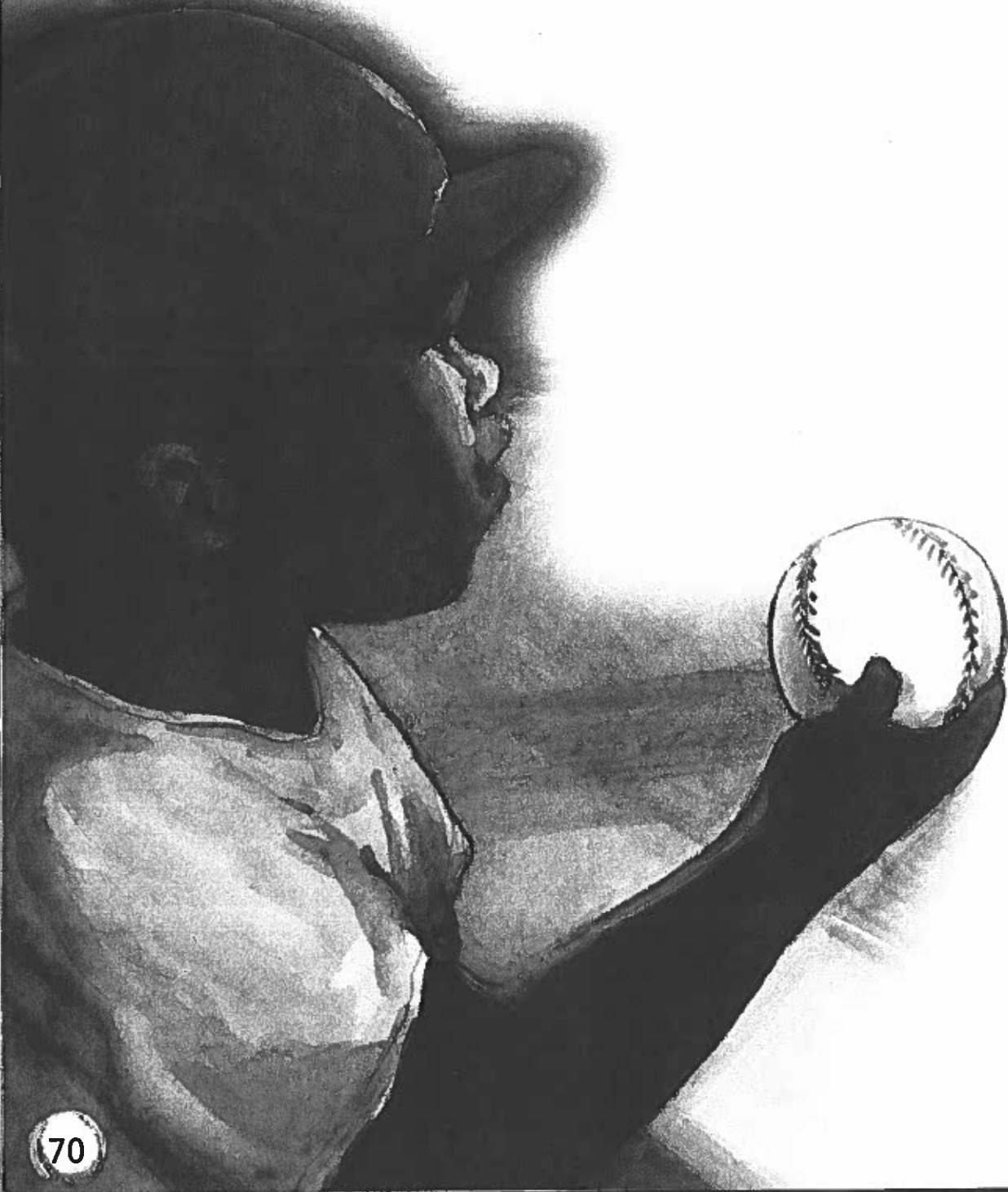


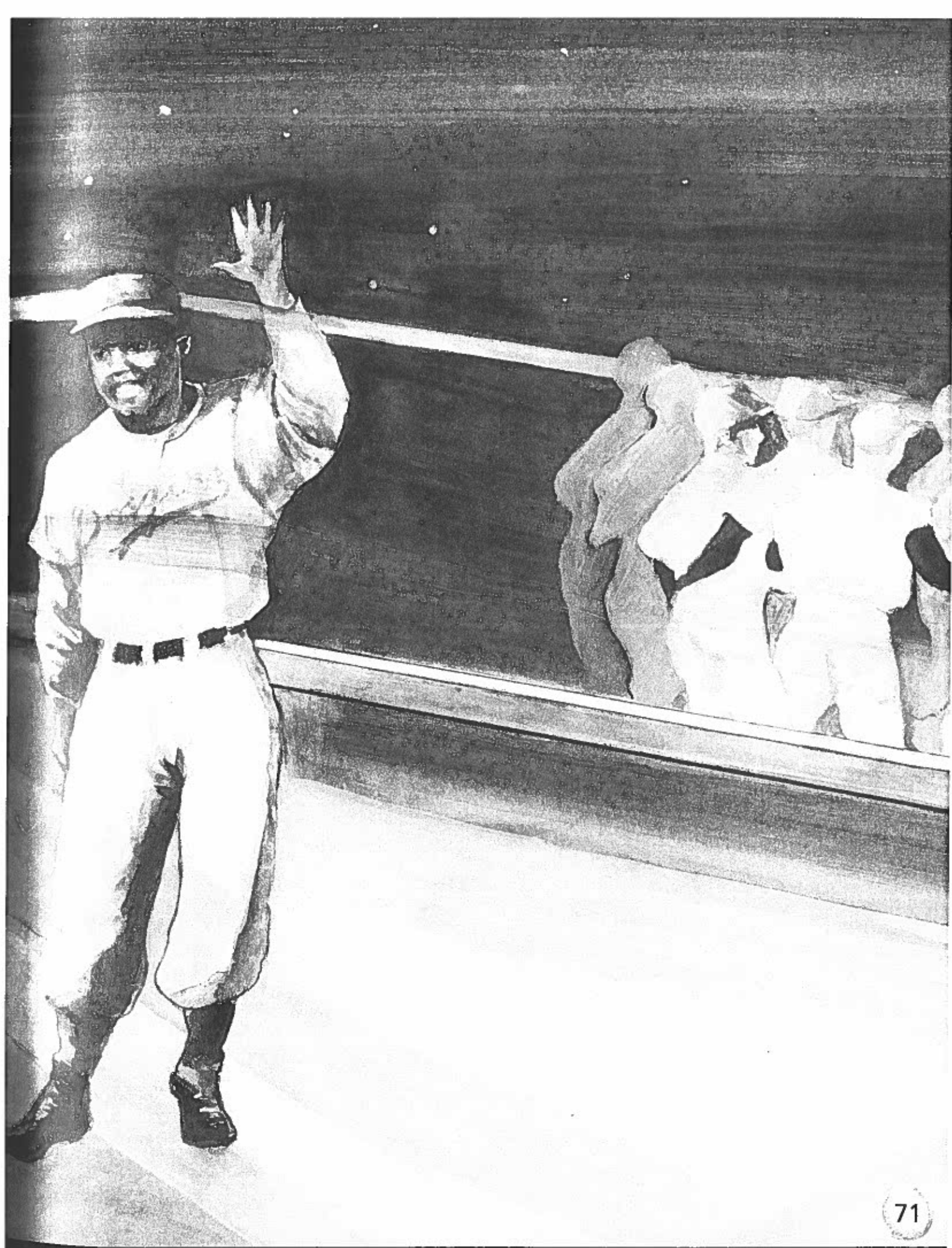
“Hey, kid,” he said. “Your grandma was right. You can’t give up.”

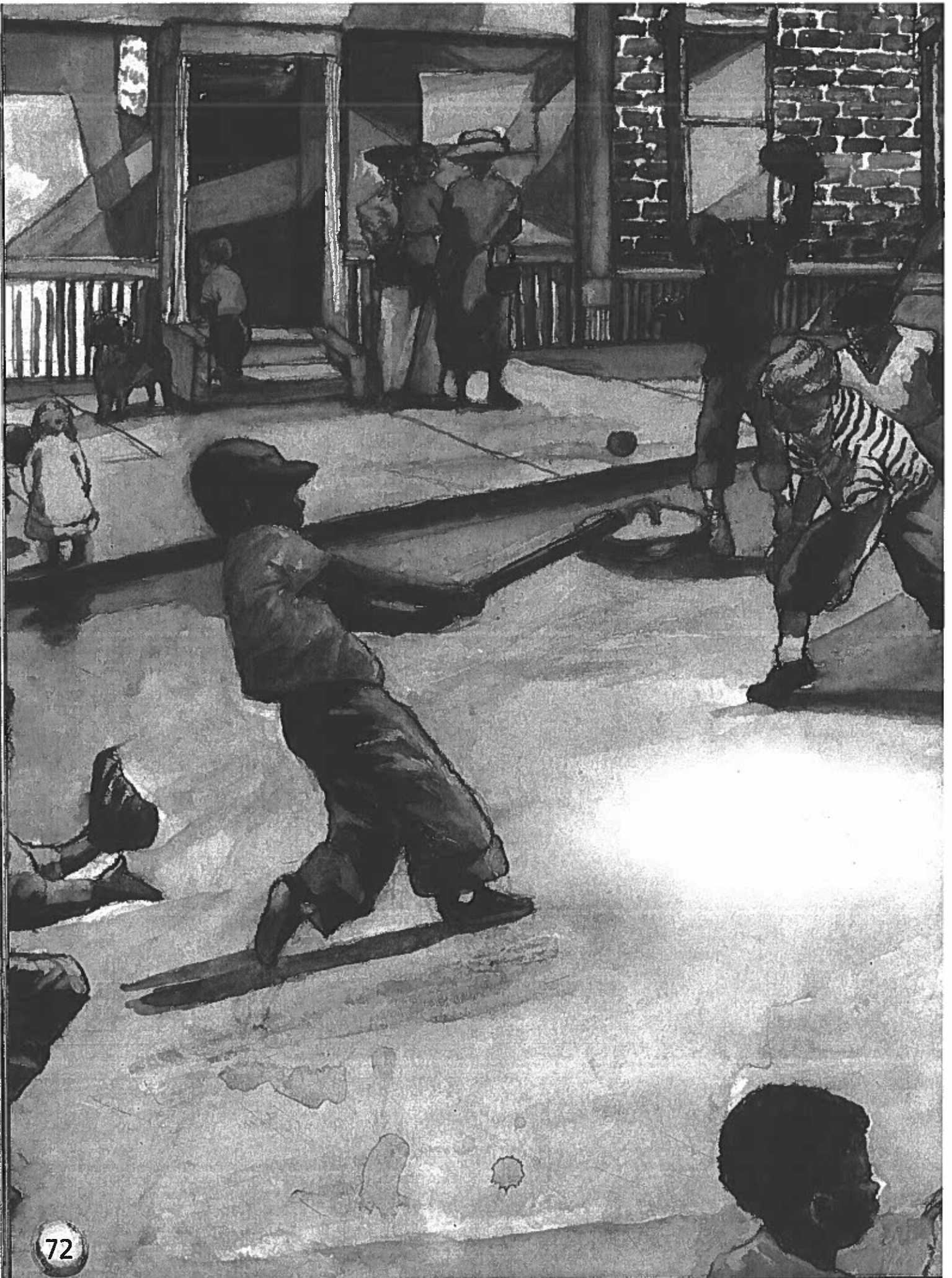
“Thanks, Mr. Robinson.”

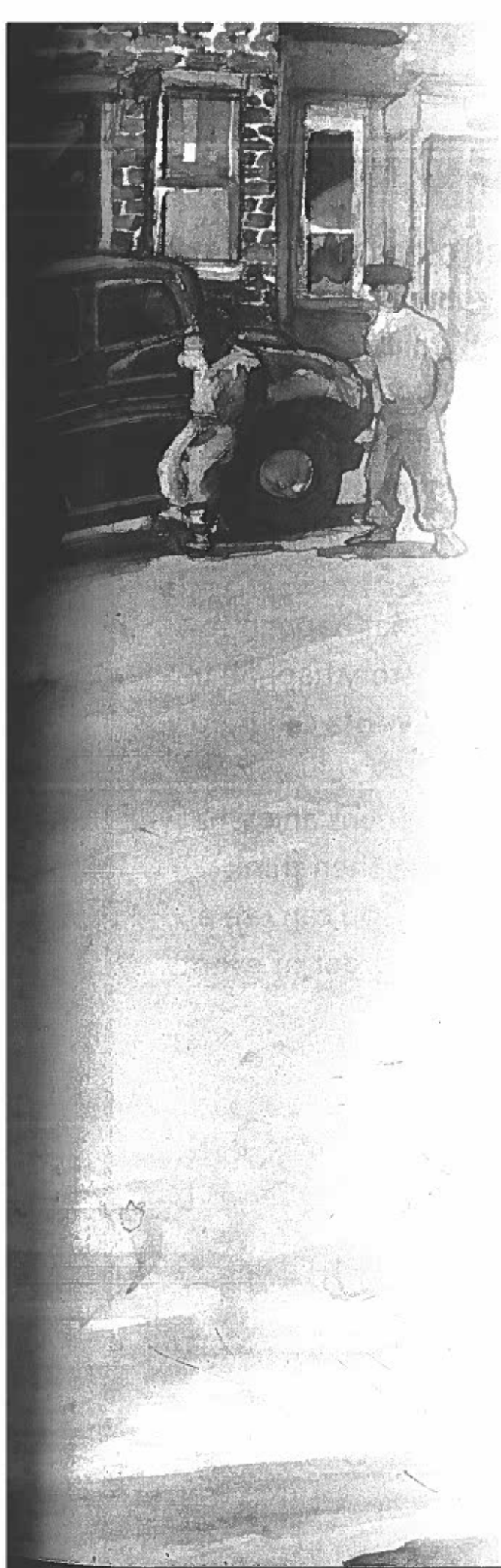
The final lights went out at Ebbets Field. Luke looked down at the winning ball and smiled.

“I won’t,” he whispered to himself.









And he didn't.

ANALYZE THE TEXT

Sequence of Events Think about the story's events. What lesson does Luke learn?

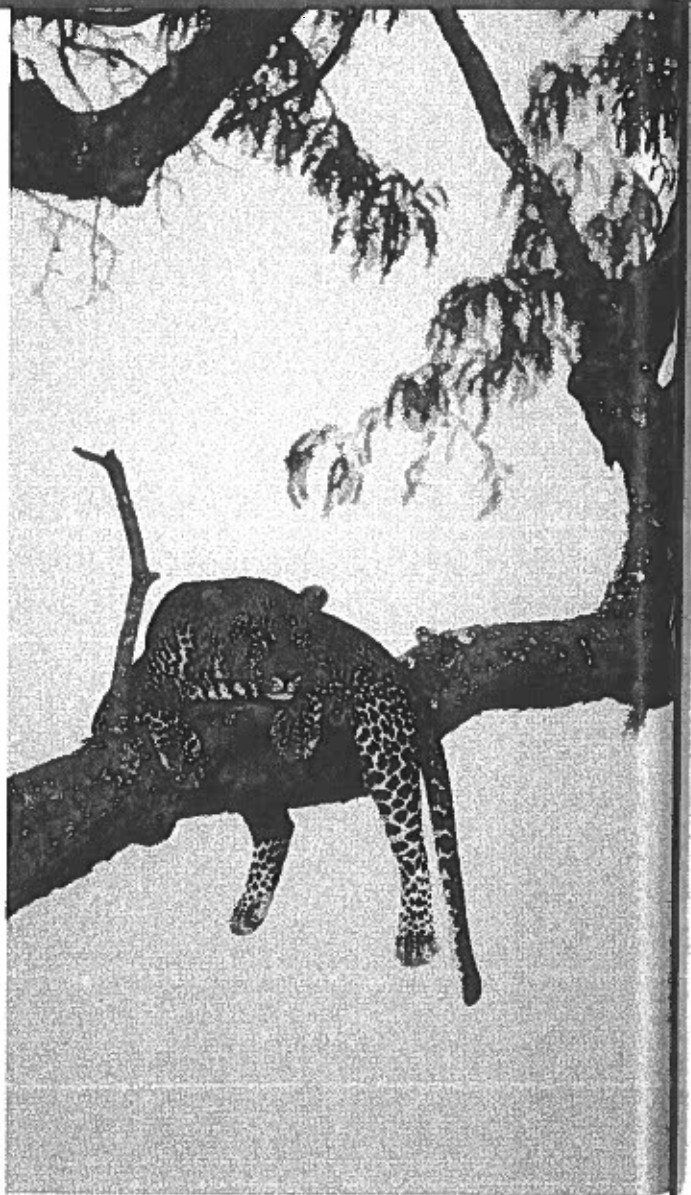
Enjoying the **Animal World**

The Bible Says,

*"For every beast of the forest
is Mine, and the cattle upon
a thousand hills."*

Psalm 50:10

Each animal is part of God's design, or plan, for our world, just as we are. When God formed each kind of animal, He gave it a job to do, a reason for living. He gave each animal the **instincts** and **equipment** to do the job that He planned for it.



Vocabulary instincts equipment



The Bible Says,

*"The spider taketh hold
with her hands, and is
in kings' palaces."*

Proverbs 30:28

Without spiders, we would have too many insects. Spiders catch insects in their webs. The webs are made from silk which the spiders make in their own bodies. Spider webs are beautifully made.

Some animals are designed to help us by giving us food. Some animals are used for meat. Other animals give us milk.



Chickens give us eggs and meat to eat. Chickens also help us by catching insects. Their feet and beaks are designed to help them catch the insects.



An **owl** eats insects, bats, rats, mice, and other animals that carry disease germs. His eyes, wings, and claws are designed for the purpose of catching animals that are harmful to us.



Vocabulary germs

A **praying mantis** has six legs, but walks on only four. He holds his front legs up in front of his face. It looks like he is praying. His front legs, which have little spikes on them, are designed to hold an insect for his dinner.

The praying mantis is one of God's gifts to the farmer. The praying mantis eats beetles, caterpillars, flies, moths, and grasshoppers which would hurt the farmer's crops.



**Do you
remember?**

1. Does God have a plan for each kind of animal?
2. What are some of the ways animals help us?

God made everything for a purpose. He would never expect you to do something that He did not give you the ability to do.

THINK ABOUT IT

1. Would God expect a praying mantis to catch a beetle in a web? Why not?
2. Would you expect a chicken to give you milk? Why not?

Something to do

Draw a line from each animal to a picture that shows what it gives us.

