Grade 2

Home Learning Packet

The contents of this packet contains 10 days of activities in paper copy. Students should be completing this packet, along with completing lessons on their math/reading online programs daily. If we surpass the 10 days without school, students should continue using their online math and reading programs for 45 minutes per day per program unless otherwise specified by your campus.

___________________________________________________________
(Student Name)
LEARN Charter Schools Reading Log

Name: ___________________________ Week Of: ___________________________

Directions: Record the amount of time you read each day.

At home reading goal:
I will read at least 45 minutes at home five times a week.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Title</th>
<th>Genre</th>
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<th>Total Time</th>
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### Weekly At-Home Reading Tally

<table>
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<tr>
<th>Day</th>
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<td><strong>Total Minutes This Week</strong></td>
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Teacher Initials for Meeting Weekly Goal: 

Your Weekly Goal is **225** minutes. Did you meet your goal? 

Did you exceed your goal? 

If yes, by how many minutes? 

What is your favorite book you read this week? Why was it your favorite?
**LEARN Charter Schools Reading Log**

Name: _______________________________ Week Of: _______________________________

**Directions:** Record the amount of time you read each day.

At home reading goal:
- I will read at least 45 minutes at home five times a week.

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Teacher Initials for Meeting Weekly Goal: ______

Your Weekly Goal is **225** minutes. Did you meet your goal? ________________

Did you exceed your goal? __________

If yes, by how many minutes? ________________

What is your favorite book you read this week? Why was it your favorite?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Adding by Counting On and Making a Ten

Name: ____________________________

Add.

1. 8 + 2 = _______
2. 8 + 3 = _______
3. 6 + 4 = _______
4. 6 + 8 = _______
5. 7 + 3 = _______
6. 7 + 5 = _______
7. 9 + 1 = _______
8. 9 + 6 = _______
9. 5 + 5 = _______
10. 5 + 8 = _______
11. 9 + 2 = _______
12. 2 + 9 = _______
13. 8 + 4 = _______
14. 4 + 8 = _______
15. 6 + 9 = _______
16. 6 + 7 = _______

17. Which strategy did you use to solve problem 11? Explain.
Artists use **color** to create patterns. Color can also show different moods. Bright colors make us feel happy and energetic. Dark colors make us feel calm or sad.

The primary colors are red, yellow, and blue. They are the colors that can be mixed together to make different colors. Mixing two primary colors makes a secondary color. The secondary colors are orange, green, and violet (purple). Orange is made by mixing yellow and red. Green is made by mixing yellow and blue. Violet is made by mixing red and blue. Intermediate colors can be made by mixing a primary and a secondary color together. Some intermediate colors are blue violet and red orange. Black, white, and gray are special colors. They are called neutral colors.

Colors have been organized into a color wheel. It shows the three primary colors, the three secondary colors, and the six intermediate colors. Artists use the color wheel. It helps them know which colors they want to use together.

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**Color Shows Mood**

**Cross-Curricular Focus: Visual Arts**

Answer the following questions based on the reading passage. Don’t forget to go back to the passage whenever necessary to find or confirm your answers.

1) What kinds of colors make us feel calm?

   __________________________________________

   __________________________________________

2) What kinds of colors make us feel like we have lots of energy?

   __________________________________________

   __________________________________________

3) What are the primary colors?

   __________________________________________

   __________________________________________

4) What are the secondary colors?

   __________________________________________

   __________________________________________

5) What tool do artists use to organize all the colors?

   __________________________________________

   __________________________________________
Day 1

**Directions:** What is your favorite book and why? Draw and describe using the lines below.
Current Events Log
Day 1

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?
Complete each set of equations.

1. $12 - 3 = \underline{}$
   
   $3 + \underline{} = 12$

2. $14 - 5 = \underline{}$
   
   $5 + \underline{} = 14$

3. $11 - 3 = \underline{}$
   
   $3 + \underline{} = 11$

4. $15 - 7 = \underline{}$
   
   $7 + \underline{} = 15$

5. $12 - \underline{} = 10$
   
   $12 - 4 = \underline{}$

6. $13 - \underline{} = 10$
   
   $13 - 6 = \underline{}$

7. $16 - \underline{} = 10$
   
   $16 - 9 = \underline{}$

8. $15 - \underline{} = 10$
   
   $15 - 9 = \underline{}$

9. In problem 6, how did you use your first answer to find your second answer?
Everything that is alive needs energy. All animals get the energy they need from food. People are animals. Think about the human body as an amazing machine. It can do all kinds of things for us. Food is the fuel that helps keep the amazing machine running.

Plants use sunlight to make their own food. Animals are not able to do that. Some animals eat plants. Some animals eat other animals as meat. Some animals, like people, eat both plants and animals.

Since plants make their own food using sunlight, the sun’s energy is found in plants. The sun’s energy is very strong. It loses a lot of its strength by the time it goes into a plant.

When we eat plants, we get more of the sun’s energy than when we eat animals. That’s why it is good to eat fruits and vegetables. When an animal eats a plant, the energy is less strong. The animal also used its energy to find the plant to eat. When a second animal eats the first animal, it gets even less energy than the first animal got. The second animal used a lot of energy to chase its prey.

Like a car that has to be filled with gasoline, living things have to eat again and again. Instead of gasoline, living things use food as fuel.

Answer the following questions based on the reading passage. Don’t forget to go back to the passage whenever necessary to find or confirm your answers.

1) Where do all animals get their energy?

2) Where do plants get their energy?

3) If our bodies are amazing machines, then food is our ____________________.

4) Why do we get more energy from eating vegetables than we get from eating meat?

5) If a third animal eats the second animal, will it get more or less energy?
Day 2

Directions: What would you do to change the world? Draw and describe using the lines below.
Current Events Log
Day 2

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?
Solve problems 1–6.

1. Hailey buys 9 potatoes. 4 potatoes are white. The rest are red. How many red potatoes are there? Show your work.

   Solution _______ potatoes are red.

2. Levi has 17 pet fish. 7 of the fish are goldfish. The rest are mollies. How many fish are mollies? Show your work.

   Solution _______ fish are mollies.

3. Ada wants to read 12 books over the summer. 5 books are stories about cats. The rest are stories about horses. How many books are stories about horses? Show your work.

   Solution _______ books are stories about horses.

4. There are 16 chairs at a table. 7 students sit down. The rest of the chairs are empty. How many chairs are empty? Show your work.

   Solution _______ chairs are empty.
What’s the Main Idea?
1. Our elementary school chorus had the largest participation in its history this year. They did eight performances - three in school, and five around town - and received an award for Most Improved School Vocal Group from the state. There was a lot of great talent, and ten students make All County Chorus.

2. Helen held the new baby carefully in her lap, while her anxious parents hovered nearby. Helen could hardly believe how tiny she was. Helen’s heart swelled with pride, and a new sense of responsibility.

3. John trudged off the field, his shoulders slumped, as the batter on deck hurried to home plate. John sighed. Was he ever going to get a hit???

A. Our elementary school chorus is very popular.

B. Our elementary school chorus had a very successful year.

C. There are a lot of students in our elementary school chorus.

A. Helen is going to babysit.

B. Helen is a nurse.

C. Helen has a new baby sister.

A. John is playing baseball.

B. John just struck out in baseball.

C. John is a baseball coach.
Day 3

Directions: Write a letter to President George Washington. What would you ask the country’s first president, George Washington, if he was alive today? Write a letter to President George Washington using the space below.
Current Events Log
Day 3

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?
Solve problems 1–6. Show your work.

1. Jack has 9 flowers to plant. He plants 2 flowers before lunch. Then he plants 3 more after lunch. How many flowers does Jack have left to plant?

   Jack has ________ flowers left to plant.

2. There are 8 girls at the park. First, 5 girls go home. Then 6 more girls come to the park. How many girls are at the park now?

   There are ________ girls at the park.

3. Bella paints 6 pictures on Monday and 8 pictures on Wednesday. Then she paints 3 more pictures on Friday. How many pictures does Bella paint this week?

   Bella paints ________ pictures this week.

4. Ali puts 12 books in a box. She takes 4 books out of the box. Then she puts 6 books in the box. How many books are in the box now?

   There are ________ books in the box.

5. Lucas has 5 crayons. His sister gives him 6 more. Then he gives 4 to a friend. How many crayons does Lucas have now?

   Lucas has ________ crayons.

6. Miss Brady puts 15 pencils in her desk. Then she takes out 9 pencils. After school she puts 5 pencils back in her desk. How many pencils are in Miss Brady’s desk now?

   There are ________ pencils in the desk.
We can watch things around us move. When something is in motion, it changes its position. Objects can move from one place to another. They can move in many directions. If you roll a ball, it might move in a straight line. It might also move in a curve. A swing can move back and forth. A light switch can move up and down. Fans have blades that move in a circle.

If you want to know if something is moving, you can compare it to other things around it that are not moving. If the things behind the object are changing, the object is probably moving. If they are not changing, the object is probably not moving.

You can measure the distance an object moves. Just measure the distance between where it was when it started to move and where it was when it stopped. Distance can be measured in inches, feet, yards or miles. Those measurements are in the customary system. It can also be measured in millimeters, centimeters, meters and kilometers. Those measurements are in the metric system.

Answer the following questions based on the reading passage. Don’t forget to go back to the passage whenever necessary to find or confirm your answers.

1) When something is in motion, what does it change?

________________________________________________________________________

________________________________________________________________________

2) How does a swing move?

________________________________________________________________________

________________________________________________________________________

3) How does a light switch move?

________________________________________________________________________

________________________________________________________________________

4) How can you test if something is moving or not?

________________________________________________________________________

________________________________________________________________________

5) What is one unit of measurement you could use to measure distance?

________________________________________________________________________

________________________________________________________________________
Day 4

**Directions:** Write a poem using the following words: love, happy, sunny. Draw a picture to illustrate your poem.
Current Events Log
Day 4

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?
Subtracting by Adding Up

Subtract.

1. $50 - 29 = ?$

   $29 + 20 = 49$
   $49 + 1 = 50$
   $20 + 1 = 21$

   $50 - 29 = 21$

2. $71 - 45 = ?$

   _____ + _____ = _____
   _____ + _____ = _____
   _____ + _____ = _____

   $71 - 45 = _____$

3. $80 - 41 = ?$

   _____ + _____ = _____
   _____ + _____ = _____
   _____ + _____ = _____

   $80 - 41 = _____$

4. $63 - 28 = ?$

   _____ + _____ = _____
   _____ + _____ = _____
   _____ + _____ = _____

   $63 - 28 = _____$

5. $43 - 28 = ?$

   _____ + _____ = _____
   _____ + _____ = _____
   _____ + _____ = _____

   $43 - 28 = _____$

6. $95 - 65 = ?$

   _____ + _____ = _____

   $95 - 65 = _____$
The New Girl

There was a new family in the neighborhood. They had a little girl about Fiona’s age, and Fiona really wanted to meet her. The first time Fiona saw the new girl in school, she smiled and said hello. When she saw her on the bus home from school, Fiona asked if they could sit together, and she told the new girl all about their neighborhood. One afternoon a few days later, when Fiona was outside playing with some of her friends, the new girl came outside. She stood in her front yard, looking uncomfortable. Fiona smiled, and waved, and called to her, and invited her to come play, which her new friend was happy to do!

What is the main idea? Circle the correct answer.

A. Fiona takes the bus to school.
B. There is a new family in the neighborhood.
C. Fiona is a very friendly girl.

Which of the following is a supporting idea?

A. Fiona smiles and says hello.
B. The family has a girl about Fiona’s age.
C. There is a new family in the neighborhood.
Day 5

**Directions:** Describe your favorite part of the school day. Write and draw using the lines below.
Current Events Log
Day 5

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?
Subtracting by Regrouping

Circle all the problems where you can regroup a ten to help subtract. Then solve the circled problems.

1. \[ \begin{array}{c}
   32 - 16 \\
   \hline
   16
   \end{array} \]

2. \[ \begin{array}{c}
   48 - 15 \\
   \hline
   \end{array} \]

3. \[ \begin{array}{c}
   57 - 25 \\
   \hline
   \end{array} \]

4. \[ \begin{array}{c}
   63 - 39 \\
   \hline
   \end{array} \]

5. \[ \begin{array}{c}
   76 - 26 \\
   \hline
   \end{array} \]

6. \[ \begin{array}{c}
   82 - 37 \\
   \hline
   \end{array} \]

7. \[ \begin{array}{c}
   38 - 28 \\
   \hline
   \end{array} \]

8. \[ \begin{array}{c}
   53 - 44 \\
   \hline
   \end{array} \]

9. \[ \begin{array}{c}
   42 - 25 \\
   \hline
   \end{array} \]

10. \[ \begin{array}{c}
   96 - 40 \\
   \hline
   \end{array} \]

11. \[ \begin{array}{c}
   92 - 56 \\
   \hline
   \end{array} \]

12. \[ \begin{array}{c}
   65 - 23 \\
   \hline
   \end{array} \]

13. \[ \begin{array}{c}
   86 - 19 \\
   \hline
   \end{array} \]

14. \[ \begin{array}{c}
   59 - 33 \\
   \hline
   \end{array} \]

15. \[ \begin{array}{c}
   77 - 48 \\
   \hline
   \end{array} \]

16. \[ \begin{array}{c}
   62 - 27 \\
   \hline
   \end{array} \]

17. How did you know which problems to circle?

18. Check one of your answers by solving it using a different strategy. Show your work.
Cause and effect is one way to explain things that happen around us. Many things happen because something **caused** or **influenced** them to happen. Sometimes it is hard to look at a cause and figure out the effect. It may help you to start with the effect and use your reasoning skills. Think about all the things you know that could be reasons for the effect you can see.

For example, you may see someone putting on a heavy jacket. This is the effect. To look for a cause, think to yourself, “What would make someone put on a heavy jacket?” Maybe the person is going outside into very cold weather. Maybe the person works in the penguin pen at Sea World. Maybe the person is going to visit an ice skating rink where the air is kept very cold. All of these things could be a cause for putting on a heavy jacket.

Now, think about another example. The effect is that the student had to go to the principal’s office. What are the possible causes? Maybe the student bullied another student. Maybe the student is just being picked up early. Maybe the student is being given a prize!

**Answer the following questions based on the reading passage. Don’t forget to go back to the passage whenever necessary to find or confirm your answers.**

**The effect is:** your clothes are wet.
Write two possible causes:
1. ______________________________  
   ______________________________
2. ______________________________  
   ______________________________

**The effect is:** you got an A+ on your spelling test! Write two possible causes:
3. ______________________________  
   ______________________________
4. ______________________________  
   ______________________________

5. In your own words, explain something you learned about cause and effect.
   ______________________________
   ______________________________
Day 6

**Directions:** If you could meet any celebrity, who would you meet and why? Write and draw using the lines below.
On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?
The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. $300 + 50 + 1 = \underline{351}$
2. $2 \text{ hundreds} + 6 \text{ tens} + 7 \text{ ones} = \underline{267}$
3. $400 + 20 + 6 = \underline{426}$
4. $400 + 60 + 2 = \underline{462}$
5. $600 + 40 + 2 = \underline{642}$
6. $5 \text{ hundreds} + 1 \text{ ten} + 3 \text{ ones} = \underline{526}$
7. $3 \text{ hundreds} + 7 \text{ tens} + 5 \text{ ones} = \underline{375}$
8. $500 + 20 + 6 = \underline{513}$
9. $200 + 8 = \underline{208}$
10. $2 \text{ hundreds} + 8 \text{ tens} + 0 \text{ ones} = \underline{642}$
11. $600 + 70 + 1 = \underline{671}$
12. $6 \text{ hundreds} + 0 \text{ tens} + 7 \text{ ones} = \underline{208}$
13. $400 + 70 + 6 = \underline{476}$
14. $2 \text{ hundreds} + 3 \text{ tens} + 3 \text{ ones} = \underline{267}$
15. $3 \text{ hundreds} + 2 \text{ tens} + 3 \text{ ones} = \underline{351}$
16. $3 \text{ hundreds} + 3 \text{ tens} + 2 \text{ ones} = \underline{332}$

Answers:

233  607  476  323  267  671
426  513  526  208  642  462
332  375  280  351
## Context Clues

Second Grade Vocabulary Worksheet

Read each sentence and work out the meaning of the bolded word using cross sentence clues. Fill in the circle next to the correct answer.

<table>
<thead>
<tr>
<th>The swimmer kept <strong>afloat</strong> by laying on her back in the water.</th>
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<tbody>
<tr>
<td>〇 to fall or drop slowly</td>
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<td>〇 to rest on the surface of the water</td>
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<tr>
<th>The boy <strong>claimed</strong> that someone else broke the window, but all the other children said it was him.</th>
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<tr>
<td>〇 a sentence that asks for a reply</td>
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<tr>
<td>〇 to state or demand as one's right</td>
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<tr>
<th>I <strong>shared</strong> the cake with my friends.</th>
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<tr>
<td>〇 to divide and give out to others while keeping a portion for oneself</td>
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<tr>
<td>〇 to put or store</td>
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<tr>
<th>The telephone was <strong>invented</strong> by Alexander Graham Bell.</th>
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<tr>
<td>〇 to think of, come up with, or create something new</td>
</tr>
<tr>
<td>〇 to ruin completely</td>
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Day 7

**Directions:** Write about something that always puts a smile on your face. Write and draw using the lines below.
Current Events Log  
Day 7

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?
The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

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<td>1</td>
<td>635</td>
<td>+ 321</td>
<td>449</td>
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<tr>
<td>2</td>
<td>439</td>
<td>+ 154</td>
<td>594</td>
</tr>
<tr>
<td>3</td>
<td>336</td>
<td>+ 123</td>
<td>881</td>
</tr>
<tr>
<td>4</td>
<td>825</td>
<td>+ 166</td>
<td>956</td>
</tr>
<tr>
<td>5</td>
<td>512</td>
<td>+ 336</td>
<td>956</td>
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<td>246</td>
<td>+ 348</td>
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<td>772</td>
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<td>+ 314</td>
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<td>483</td>
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<td>+ 515</td>
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<td>459</td>
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<td>15</td>
<td>627</td>
<td>+ 263</td>
<td>981</td>
</tr>
</tbody>
</table>

Answers: 449, 594, 881, 956, 691, 484, 661, 890, 991, 593, 954, 848, 990, 459, 981
Circle the word that describes the word in bold in each sentence.

1. The main **performer** had to change her costume many times during the play.
   - fan
   - actor
   - audience
   - student

2. He can't lift that **crate** by himself.
   - chest
   - lid
   - chair
   - mirror

3. The baby is crying as she’s **craving** milk.
   - playing
   - satisfied
   - heating
   - hungry

4. Please **calm** down kids; I want to read in peace.
   - settle
   - move
   - worry
   - disturb

5. We use a parasol to **shade** ourselves from the sun.
   - light
   - reveal
   - shield
   - show

6. This apple juice is one hundred per cent **pure**.
   - mixed
   - fixed
   - natural
   - different
Day 8

**Directions:** Imagine you are a spider. Where would you build your web? How would you build it? What bugs would you catch? Write and draw using the lines below.
Current Events Log
Day 8

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?
Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

1. 435 + 283 = 718
2. 205 + 113 = 318
3. 586 + 130 = 716
4. 378 + 343 = 721
5. 186 + 175 = 361
6. 476 + 234 = 710
7. 152 + 169 = 321
8. 214 + 225 = 439
9. 362 + 556 = 918
10. 481 + 262 = 743
11. 145 + 239 = 384
12. 347 + 133 = 480
13. 286 + 644 = 930
14. 267 + 174 = 441
15. 383 + 319 = 702
16. How do you know that 361 + 283 is greater than 500 without finding the sum?
It was time for math class, and they were measuring the distances between different places on the earth with rulers. There was a call from the office telling Jamie to bring her things and go to the office. She knew she had a dentist appointment. She had made sure to brush her teeth after lunch so she didn’t have bad breath for the dentist! On her way out the door, the cloth of her dress got stuck on the latch. Oops! She got to the dentist and he looked inside of her mouth at each tooth. “Do you brush your teeth every day?” he asked. “Yes!” I said. “Good, I don’t want to have to see you again next month with a cavity!” he replied. Jamie was happy after her dentist appointment since she did not have any cavities!
Day 9

Directions: Do you believe students should wear uniforms to school? Write a persuasive essay in favor or against uniforms.
Current Events Log
Day 9

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?
Regrouping Hundreds to Tens

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. \( \begin{array}{c} 816 \\ \hline -432 \end{array} \)
2. \( \begin{array}{c} 927 \\ \hline -563 \end{array} \)
3. \( \begin{array}{c} 506 \\ \hline -315 \end{array} \)

4. \( \begin{array}{c} 448 \\ \hline -160 \end{array} \)
5. \( \begin{array}{c} 743 \\ \hline -471 \end{array} \)
6. \( \begin{array}{c} 476 \\ \hline -293 \end{array} \)

7. \( \begin{array}{c} 628 \\ \hline -236 \end{array} \)
8. \( \begin{array}{c} 961 \\ \hline -470 \end{array} \)
9. \( \begin{array}{c} 527 \\ \hline -256 \end{array} \)

10. \( \begin{array}{c} 347 \\ \hline -154 \end{array} \)
11. \( \begin{array}{c} 835 \\ \hline -285 \end{array} \)
12. \( \begin{array}{c} 624 \\ \hline -382 \end{array} \)

13. \( \begin{array}{c} 329 \\ \hline -170 \end{array} \)
14. \( \begin{array}{c} 465 \\ \hline -195 \end{array} \)
15. \( \begin{array}{c} 519 \\ \hline -378 \end{array} \)

Answers:

193 242 191 384 272
364 271 491 288 392
183 141 550 159 270
You may have heard of 3-D movies. You may have even seen one. The *D* in 3-D stands for dimensional. A dimension is a direction that something can be measured. Flat things can be measured in two ways. They can be measured by length and by width. That’s why flat things are sometimes called 2-D or two-dimensional. Three-dimensional things can be measured in three ways. They can be measured by length and width like flat things. They can also be measured by their height. Height is what lets them come up off the paper or the screen.

Three-dimensional shapes in math are called solids. Let’s look at some of the most common solids.

- A **cube** has six square sides. The sides are called faces.
- A **rectangular prism** has six sides that are all shaped like rectangles.
- A **sphere** is shaped like Earth. It is also like a playground ball.
- A square **pyramid** has a square on the bottom, and four triangle-shaped sides.

**Answer the following questions based on the reading passage.** Don’t forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is a dimension?

2) How can flat, two-dimensional things be measured?

3) What are three-dimensional shapes called in math?

4) What shape are the sides of a cube?

5) What does a sphere look like?
**Day 10**

**Directions:** Do you have any brothers or sisters? If you do, describe what they’re like. If you don’t, tell whether or not you would like to have a brother or sister. Write and draw using the lines below.
Current Events Log
Day 10

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show. Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?