

# 2nd Grade - Day 1



ASHEVILLE CITY SCHOOLS

Learn. Discover. Thrive.

## **ACS Cougar Weather Packet 2021-2022**

**Asheville City Schools  
Second Grade Cougar Weather Packet  
Day 1**

Reading/Writing	Science/Social Studies	Enrichment/Physical Activity
<p><b>Reading:</b></p> <p>Have the child read their current book. If it is a fiction book here are possible questions to ask:</p> <p>Ask the oldies but goldies: who, what, when, where, and why questions.</p> <p>Go deeper:</p> <p>What lesson/moral/central message does the author want you to take away from this story?</p> <p>What was the problem in the story and how was it solved?</p> <p>How did the characters' feelings/behaviors change throughout the story?</p> <p>Did a secondary character affect the main character and visa versa?</p>	<p><b><u>Matter, Properties, and Change</u></b></p> <p>Put an ice cube and some water in separate bowls. Think about the similarities and differences that you observe. Do you notice that one is a liquid and one is a solid? Write 2-3 sentences that describe what you are observing (cold, wet, etc.).</p> <p>Put a mark on the bowls to show where the water level is. Draw a picture to record your observation.</p> <p>IF you want to continue tomorrow...</p> <p>Check in on the bowls from yesterday. What do you notice? What has changed? Where is the water level in the bowls? How can you use the words solid and liquid to describe the changes you see? Why do you think the solid and liquids changed?</p> <p>Record your observations and thoughts using the words solid and liquid.</p>	<p><b><u>Costume Challenge</u></b></p> <p>Choose a favorite character from a play, musical, book, or tv show and create a costume out of clothing (or other items) in your house. Practice talking &amp; walking like this character. If they had to say one sentence over and over, what would it be? How do they dance?</p>
<b>Phonics &amp; Word Work</b>		<b>Math</b>
<p>Student cuts words apart from the paper provided and sorts the word below the matching header. Student then glues the headers to a second piece of paper and glues each word in the correct column. Student then reads the words.</p> <p><b>OR</b></p> <p>Student writes the headers at the top of a second sheet of paper and writes each word in the correct column. Student then reads the words.</p> <p>ex.   <b>-ing-</b>       <b>-ink-</b></p> <p>          ring         link</p> <p>          thing        think</p>		<p>Complete the handouts</p>



# Word Sort

Level 2, Lesson 8

Score Box (Circle comments that apply)

Perfect    Good Job!    Much Better!    Check More Carefully!  
Nicely Done!    Cut More Carefully    Less Glue, Please  
Great Reading!    Practice Reading the Words

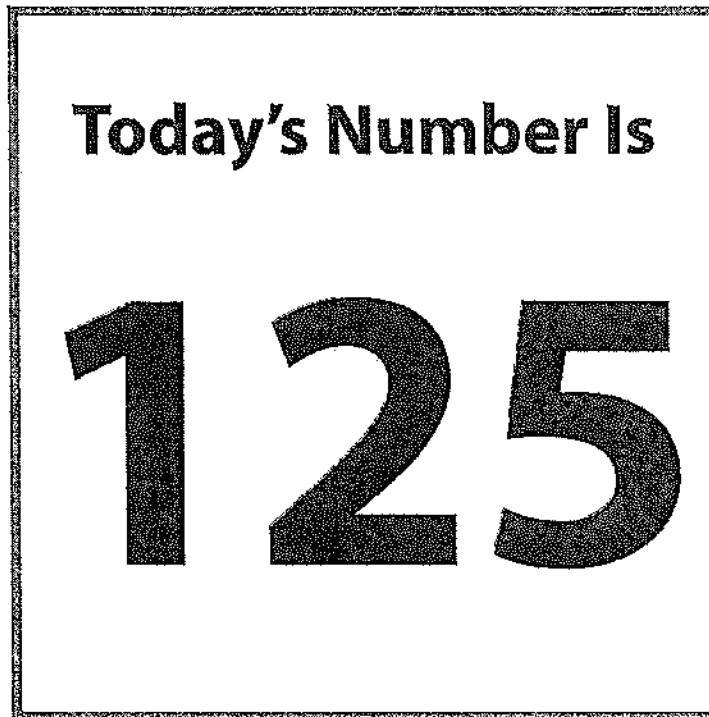
Name: \_\_\_\_\_ Date: \_\_\_\_\_

dr-	gr-	fl-	sk-	-st	Out-of-Sort Words
flag	drum	skate	just	are	grade
skit	flip	grin	and	drive	must
was	grab	test	flop	skim	drop
drag	list	you	skip	gripe	flab
gram	to	flake	drab	past	skid

21

## Today's Number: 125

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- What are some ways you can show 125?
- Write a story problem to go with one of your ways to show 125.

[ We'd love to see your thinking! [Share your work with The Math Learning Center.](#) ]

### Sample Responses & Solutions

NAME \_\_\_\_\_

DATE \_\_\_\_\_



# Cubes & Tens page 1 of 2

1 Write a number to show how many tens and ones are in each box below.

<b>ex</b>		<b>a</b>		<b>b</b>		<b>c</b>	
<b>Tens</b>	<b>Ones</b>	<b>Tens</b>	<b>Ones</b>	<b>Tens</b>	<b>Ones</b>	<b>Tens</b>	<b>Ones</b>
3	0						
<b>d</b>		<b>e</b>		<b>f</b>		<b>g</b>	
<b>Tens</b>	<b>Ones</b>	<b>Tens</b>	<b>Ones</b>	<b>Tens</b>	<b>Ones</b>	<b>Tens</b>	<b>Ones</b>

2 Fill in the missing numbers on the number line below.



3 Find each sum.

20	10	30	40	50	15	25
<u>+ 10</u>	<u>+ 5</u>	<u>+ 8</u>	<u>+ 6</u>	<u>+ 10</u>	<u>+ 5</u>	<u>+ 5</u>

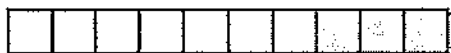
(continued on next page)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Cubes & Tens** page 2 of 2**4** Write an equation to match each cube train.**ex**

$$5 + 5 = 10$$

**a****b****c****5** Color in the cube train to match the equation.**ex**  $6 + 4 = 10$ **a**  $8 + 2 = 10$ **b**  $3 + 7 = 10$ **c**  $1 + 2 + 3 + 4 = 10$ **6** Find each difference.

$10 - 0 = \underline{\quad\quad\quad}$      $10 - 3 = \underline{\quad\quad\quad}$      $10 - 9 = \underline{\quad\quad\quad}$      $10 - 2 = \underline{\quad\quad\quad}$

$10 - 4 = \underline{\quad\quad\quad}$      $10 - 1 = \underline{\quad\quad\quad}$      $10 - 5 = \underline{\quad\quad\quad}$      $10 - 8 = \underline{\quad\quad\quad}$

$9 - 4 = \underline{\quad\quad\quad}$      $10 - 6 = \underline{\quad\quad\quad}$      $10 - 7 = \underline{\quad\quad\quad}$      $10 - 10 = \underline{\quad\quad\quad}$

**7** Fill in the missing numbers.

$5 + \underline{\quad\quad\quad} = 10$      $\underline{\quad\quad\quad} + 7 = 10$      $10 = 6 + \underline{\quad\quad\quad}$      $10 = 1 + \underline{\quad\quad\quad}$

# 2nd Grade - Day 2




ASHEVILLE CITY SCHOOLS

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# ACS Cougar Weather Packet 2021-2022

**Asheville City Schools  
Second Grade Cougar Weather Packet  
Day 2**

Reading/Writing	Science/Social Studies	Enrichment/Physical Activity
<p><b>Writing Prompt:</b> Pick any topic and write as many words about that topic as possible in three minutes.</p> <p><b>Reading:</b> If your child is reading a Nonfiction book: Possible questions to ask Same as fiction: who, where, why, what, when Go deeper: What does the author want you to know about _____? What information did you gather from the image on page _____? Why are these words bolded?</p>	<p>Create a map of an imaginary location. Make sure to include a scale, symbols, and key or legend.</p>	<p><b>Shape Tracing Designs</b> Collect round circle shapes like a plastic cup or lid. Trace the circle shape several times on a paper. Draw as many things from a circle as you can imagine. (A circle could be a balloon, a wheel, a pufferfish, etc.) Find other shapes to trace from around your house. Draw what you can from a rectangle, or a square, or an oval, etc.</p> 
<b>Phonics &amp; Word Work</b>		<b>Math</b>
<p>Student cuts words apart from the paper provided and sorts the word below the matching header. Student then glues the headers to a second piece of paper and glues each word in the correct column. Student then reads the words.</p> <p><b>OR</b></p> <p>Student writes the headers at the top of a second sheet of paper and writes each word in the correct column. Student then reads the words.</p> <p>ex.    <b>-ing-</b>        <b>-ink-</b>          ring            link          thing           think</p>		<p>Complete the handouts</p>





# Word Sort

Level 2, Lesson 10

Score Box (Circle comments that apply)

Perfect!

Good Job!

Much Better!

Check More Carefully!

Nicely Done!

Cut More Carefully

Less Glue, Please

Great Reading!

Practice Reading the Words

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

ch-	-ch	wh-	-sh	-th	Out-of-Sort Words
rush	chop	they	math	when	much
rich	wish	chase	are	with	white
and	lunch	path	whiz	choke	dish
cloth	was	whale	such	smash	chose
chip	while	inch	brush	broth	you

## Math in Our World: Our Dog, Sister

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This is our dog, Sister. She is a yellow Lab. Last year, Sister weighed 60 pounds. This year, Sister weighs 70 pounds.

This is Jimmy. Last year, Jimmy weighed 22 pounds. This year, Jimmy weighs 35 pounds less than Sister.

1. Use pictures, models, or numbers to show what is happening.
2. What do you notice? What do you wonder?
3. What math questions can you ask about this situation? Answer all the questions you can!

### How could you get started?

- Sketch one or more number lines and label the information you know.
- How much more did Sister weigh than Jimmy last year? How much more does she weigh than Jimmy this year? How could you figure this out?
- How much did Jimmy and Sister weigh together last year? How much do they weigh together this year?

### Follow-up

- Show your work to someone else, and explain your thinking. Did they understand?
- Ask whether they have any other questions you can answer!

### Challenge

Do you have a pet? If you do, can you weigh them? Does your pet weigh more or less than you? How much more? How much less? If you don't have a pet, what is an object that weighs more than you? How much more? What is an object that weighs less than you? How much less?

[ We'd love to see your thinking! [Share your work with The Math Learning Center.](#) ]

### Sample Responses & Solutions

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## Tens & Time page 1 of 2

**1** Make Ten facts are pairs of numbers that add up to 10, like  $5 + 5$ ,  $4 + 6$ , and  $8 + 2$ .

**a** Circle all the Make Ten facts in red. Then find each sum.

$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$
---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------

$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 0 \\ \hline \end{array}$
---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	----------------------------------------------------

$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$
---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------

**2** Find each sum. Use the Make Ten facts to help.

**ex**  $4 + \textcircled{5} + 2 + \textcircled{5} = \underline{16}$

**ex**  $\textcircled{8} + \textcircled{3} + \textcircled{2} + \textcircled{7} = \underline{20}$

**a**  $2 + 9 + 1 + 6 = \underline{\hspace{2cm}}$

**b**  $3 + 4 + 8 + 2 = \underline{\hspace{2cm}}$

**c**  $3 + 7 + 4 + 6 = \underline{\hspace{2cm}}$

**d**  $3 + 3 + 5 + 5 = \underline{\hspace{2cm}}$

**e**  $6 + 5 + 5 + 9 + 1 = \underline{\hspace{2cm}}$

**f**  $7 + 2 + 3 + 7 + 1 = \underline{\hspace{2cm}}$

*(continued on next page)*



## Facts & Numbers page 1 of 2

**1** Complete the problems below.

**a** Circle all the Doubles facts (e.g.,  $10 + 10$ ) in blue. Then find each sum.

**b** Circle all the Doubles Plus or Minus One facts (e.g.,  $4 + 5$ ) in red.

Then find each sum.

$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$
---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------

$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ + 11 \\ \hline \end{array}$
---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	----------------------------------------------------	-----------------------------------------------------

$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ + 13 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 13 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 14 \\ \hline \end{array}$
---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	-----------------------------------------------------	-----------------------------------------------------	-----------------------------------------------------	-----------------------------------------------------

**2** Complete the problems below.

**a** Circle all the Half facts (e.g.,  $8 - 4$ ) in blue. Then find each difference.

**b** Circle all the Take Away Ten facts in red. Then find each difference.

$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 10 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ - 10 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 10 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$
----------------------------------------------------	-----------------------------------------------------	---------------------------------------------------	-----------------------------------------------------	-----------------------------------------------------	----------------------------------------------------	---------------------------------------------------

$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ - 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ - 20 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ - 30 \\ \hline \end{array}$	$\begin{array}{r} 100 \\ - 50 \\ \hline \end{array}$	$\begin{array}{r} 80 \\ - 40 \\ \hline \end{array}$
----------------------------------------------------	-----------------------------------------------------	----------------------------------------------------	-----------------------------------------------------	-----------------------------------------------------	------------------------------------------------------	-----------------------------------------------------

**3** True or false? Circle one.

**a**  $6 + 7 = 13$     T   F      **b**  $9 + 8 = 17$     T   F      **c**  $5 + 5 = 9$     T   F

**d**  $14 - 7 = 8$     T   F      **e**  $16 - 8 = 10$     T   F      **f**  $12 - 6 = 6$     T   F

*(continued on next page)*

# 2nd Grade - Day 3



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## **ACS Cougar Weather Packet 2021-2022**

Asheville City Schools  
 Second Grade Cougar Weather Packet  
 Day 3

Reading/Writing	Science/Social Studies	Enrichment/Physical Activity
<p><b><u>Writing Prompt:</u></b>            Look around the room you are sitting in. Write down how many things you can see without moving from where you are sitting.</p> <p><b><u>Reading:</u></b>            Fiction questions to ask:            Ask your child to find a section of their book that has dialogue.            What do you think _____'s voice sounds like?            How do the characters feel during this part of the story?            Has it changed from the beginning of the book/story?</p>	<p>Create a set of postcards from Asheville, North Carolina showing Asheville during winter, spring, summer, and fall. Make sure they are colorful and fun!</p>	<p><b><u>Make Your Own Sock Puppets</u></b>            With an old sock and your parent's permission, create a sock puppet that will be the star of your next big show! As for your story, you can create your own or read a children's book.</p>
<b>Phonics &amp; Word Work</b>		<b>Math</b>
<p>Student cuts words apart from the paper provided and sorts the word below the matching header. Student then glues the headers to a second piece of paper and glues each word in the correct column. Student then reads the words.</p> <p><b>OR</b></p> <p>Student writes the headers at the top of a second sheet of paper and writes each word in the correct column. Student then reads the words.</p> <p>ex.    <b>-ing-</b>        <b>-ink-</b>                 ring        link                 thing        think</p>		<p>Complete the handouts</p>



# Word Sort

Level 2, Lesson 13

Score Box (Circle comments that apply)

Perfect    Good Job!    Much Better!    Check More Carefully!

Nicely Done!    Cut More Carefully    Less Glue, Please

Great Reading!    Practice Reading the Words

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

-ng	-nk	Out-of-Sort Words
bank	one	sing
have	bang	rink
from	long	junk
swing	skunk	they
honk	king	are
and	stink	gang
thank	was	thing
strong	you	spank
to	wink	wing
sink	sting	of



# Which One Doesn't Belong? Addition Mission

Look at this set of pictures. Decide which one doesn't belong with the other three. Use math words to describe your thinking. There are many ways to think about each one!

<p><b>A</b></p> <p><math>70 + 30 + 5</math></p>	<p><b>B</b></p> <p><math>90 + 15</math></p>
<p><b>C</b></p> <p><math>20 + 95</math></p>	<p><b>D</b></p> <p><math>105</math></p>

### Challenge

Find reasons why *each* of the pictures might not belong with the other three.

### Share

Explain your thinking to someone else. Do they have different reasons why one doesn't belong?

[ We'd love to see your thinking! [Share your work with The Math Learning Center.](#) ]

### Sample Responses & Solutions

NAME \_\_\_\_\_

DATE \_\_\_\_\_



## Twos & More page 1 of 2

- 1 Fill in the missing numbers. Then color in the count-by-2s numbers, starting with 2 (2, 4, 6, 8, and so on).

1			4					9	
	12			15					20
			24			27			
		33			36		38		

- 2 Find each sum.

$6 + 2 = \underline{\quad}$        $2 + 10 = \underline{\quad}$        $24 + 2 = \underline{\quad}$        $2 + 12 = \underline{\quad}$

$18 + 2 = \underline{\quad}$        $30 + 2 = \underline{\quad}$        $14 + 2 = \underline{\quad}$        $8 + 2 = \underline{\quad}$

- 3 Find each difference.

$8 - 2 = \underline{\quad}$        $12 - 2 = \underline{\quad}$        $16 - 2 = \underline{\quad}$        $10 - 2 = \underline{\quad}$

$28 - 2 = \underline{\quad}$        $36 - 2 = \underline{\quad}$        $24 - 2 = \underline{\quad}$        $40 - 2 = \underline{\quad}$

- 4 Fill in the blanks.

9

leaf-cutter ants



12

birds



7

elephants



How many antennae

How many wings

How many ears

in all? \_\_\_\_\_

in all? \_\_\_\_\_

in all? \_\_\_\_\_

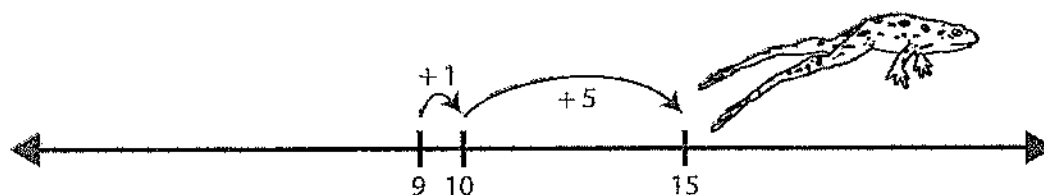
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**Make Tens** page 2 of 2**Number Line Problems**

DJ Hopper says you can use what you know about Making Tens to help subtract.

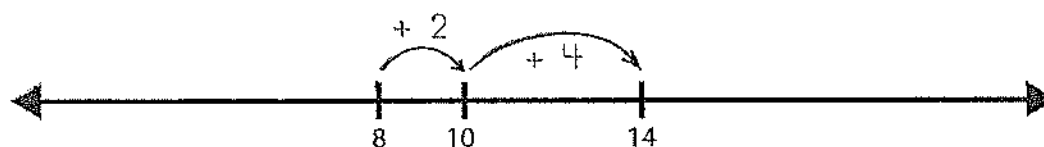
If the fact is  $15 - 9$ , you can think about making a ten ( $9 + 1 = 10$ ) and then adding 5 more to get to 15. DJ likes to show his work on the number line, like this.

$$15 - 9 = 6$$

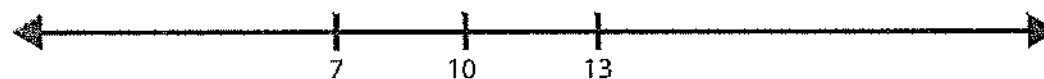


**1** Make hops on the number line and label them to solve subtraction problems.

**ex**  $14 - 8 = \underline{6}$



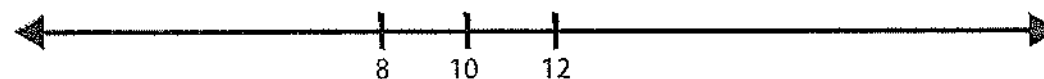
**a**  $13 - 7 = \underline{\quad}$



**b**  $15 - 7 = \underline{\quad}$



**c**  $12 - 8 = \underline{\quad}$



# 2nd Grade - Day 4



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## **ACS Cougar Weather Packet 2021-2022**

**Asheville City Schools  
Second Grade Cougar Weather Packet  
Day 4**

Reading/Writing	Science/Social Studies	Enrichment/Physical Activity
<p><b>Writing Prompt:</b> Free day - no writing!</p> <p><b>Reading:</b> <b>Nonfiction questions.</b> if the child is really into a certain topic (dinosaurs, dogs, cats...) ask what new information have you learned while reading this book about ____? What key details in each paragraph help you understand what the text is mostly about?</p>	<p>Look outside (or go outside with an adult if you can) and write about the observable changes that occur in the sky, (e.g., clouds forming and moving, the position of the Moon/Sun, etc).</p>	<p>See how many sit-ups you can do in 60 seconds. Take a break and try it again! Repeat 3 times.</p> <p style="text-align: center;">OR</p> <p>In a crab position place a toy on your tummy, see how far you can crab walk without it falling off. Have a race with a family member.</p>
<b>Phonics &amp; Word Work</b>		<b>Math</b>
<p>Student cuts words apart from the paper provided and sorts the word below the matching header. Student then glues the headers to a second piece of paper and glues each word in the correct column. Student then reads the words.</p> <p><b>OR</b></p> <p>Student writes the headers at the top of a second sheet of paper and writes each word in the correct column. Student then reads the words.</p> <p>ex.    <b>-ing-</b>        <b>-ink-</b>          ring        link          thing        think</p>		<p>Complete the handouts</p>



# Word Sort

Level 2, Lesson 16

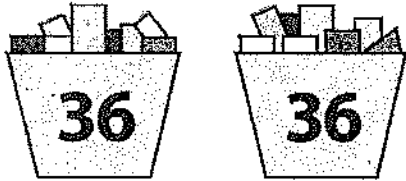
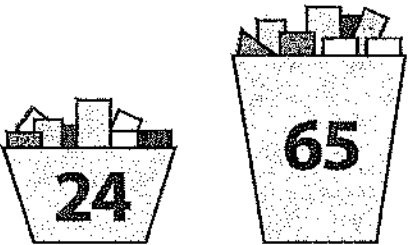
Score Box (Circle comments that apply)			
Perfect	Good Job!	Much Better!	Check More Carefully!
Nicely Done!	Cut More Carefully	Less Glue, Please	
Great Reading!		Practice Reading the Words	

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

-ai-	-ay	Out-of-Sort Words
may	there	plain
what	jail	bay
rain	day	one
clay	have	mail
from	wait	way
stay	nail	they
tail	are	bay
and	sail	say
play	main	was
pay	you	train

## Would You Rather? Baskets of Blocks

Would you rather play with...

<p><b>36 blocks today and then get 36 more tomorrow?</b></p> 	<p><b>24 blocks today and then get 65 more tomorrow?</b></p> 
A	B

Use pictures, models, words, numbers or symbols to explain your choice.

*I would rather play with ... because ...*

### Challenge

Can you think of a reason why the other choice might make sense?

### Follow-up

Ask a friend or family member to choose between the two groups of blocks. Did they make the same choice that you did? Why did they make their choice?

[ We'd love to see your thinking! [Share your work with The Math Learning Center.](#) ]

### Sample Responses & Solutions

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Adding, Counting & Solving Problems** page 1 of 2**1** Fill in the missing numbers to complete the addition facts.

$5 + 5 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$8 + \underline{\quad} = 16$

$9 + \underline{\quad} = 18$

$\underline{\quad} + 6 = 12$

$\underline{\quad} + 3 = 6$

$10 + 2 = \underline{\quad}$

$6 + 10 = \underline{\quad}$

$3 + \underline{\quad} = 13$

$10 + \underline{\quad} = 18$

$8 + \underline{\quad} = 16$

**2** Fill in the missing numbers to complete the pattern.**a** Skip-count forward by 5s5, 10, 15,       , 25,       ,       **b** Skip-count forward by 5s40,       , 50,       ,       , 65**c** Skip-count forward by 5s13, 18, 23,       , 33,       ,       **d** Skip-count forward by 5s19, 24,       , 34, 39,       , 49**e** Skip-count backward by 5s.30, 25,       , 15,       ,       **f** Skip-count backward by 5s.27, 22,       , 12,       ,       **3 CHALLENGE** Skip-count by 5s. Circle the word to show whether you went forward or backward each time.**a** 143, 138, 133,       , 123,       , 113,       ,       , 98      forward      backward**b** 332, 337, 342,       , 352, 357,       ,       , 372,             forward      backward**c** 488, 493, 498,       ,       , 513,       ,       ,       , 533      forward      backward**d** 267, 262, 257,       ,       ,       , 237,       , 227,             forward      backward*(continued on next page)*



NAME \_\_\_\_\_

| DATE \_\_\_\_\_

**Adding, Counting & Solving Problems** page 2 of 2

**4** Mrs. Brown is the gym teacher. She has 15 soccer balls and 8 footballs.

**a** How many more soccer balls than footballs does Mrs. Brown have? Show your work.

Mrs. Brown has \_\_\_\_\_ more soccer balls than footballs.

**b** How many soccer balls and footballs does Mrs. Brown have in all? Show your work.

Mrs. Brown has \_\_\_\_\_ soccer balls and footballs in all.



**5 CHALLENGE** Jason had 2 quarters and 1 dime. He went to the school store to spend all his money. What 3 things could he buy? Find at least 2 different answers. Show your work.

School Store Price List	
Markers	\$0.25 each
Tablets	\$0.30 each
Erasers	\$0.10 each
Pencils	\$0.20 each
Folders	\$0.15 each



# 2nd Grade - Day 5



ASHEVILLE CITY SCHOOLS

Learn. Discover. Thrive.

## **ACS Cougar Weather Packet 2021-2022**

**Asheville City Schools  
Second Grade Cougar Weather Packet  
Day 5**

Reading/Writing	Science/Social Studies	Enrichment/Physical Activity
<p><b><u>Writing Prompt:</u></b> If your class could have a class pet what would you select, Describe why and how your class would care for it.</p> <p><b><u>Reading:</u></b> Have the child go back into the text and write down 5 words that were challenging or new for him and her. Talk about the meaning of the words. You can go back into the text and help the child find clues to the word meaning!</p>	<p>Many things can make up a person's culture: food, language, clothing, tools, music, traditions, beliefs, and religion. Pick a photo/object that represents your culture and write 2-3 sentences explaining your choice.</p>	<p><b><u>Freeze Dance</u></b> Designate someone as "DJ," to play and stop the music. When the music stops, freeze like a posed statue until the music starts again. Elimination version: freeze in a one-legged pose; if you move before the music starts again, you're out!</p>
<b>Phonics &amp; Word Work</b>		<b>Math</b>
<p>Student cuts words apart from the paper provided and sorts the word below the matching header. Student then glues the headers to a second piece of paper and glues each word in the correct column. Student then reads the words.</p> <p><b>OR</b></p> <p>Student writes the headers at the top of a second sheet of paper and writes each word in the correct column. Student then reads the words.</p> <p>ex.    <b>-ing-</b>        <b>-ink-</b>          ring        link          thing        think</p>		<p>Complete the handouts</p>



# Word Sort

Level 2, Lesson 19

Score Box (Circle comments that apply)		
Perfect!	Good Job!	Much Better!
Check More Carefully!		
Nicely Done!	Cut More Carefully	Less Glue, Please
Great Reading!	Practice Reading the Words	

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

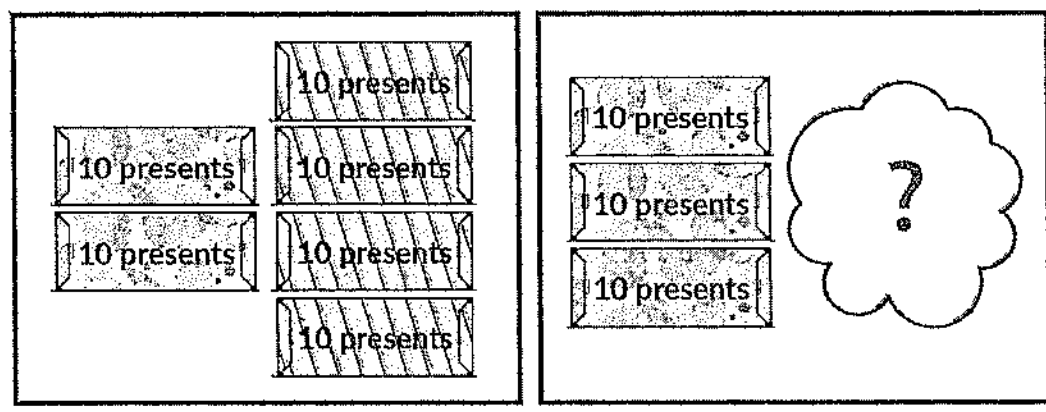
-ar	-or	Out-of-Sort Words
said	car	corn
born	arm	your
star	were	fork
there	for	mark
chart	sort	what
dark	one	horn
have	shark	short
north	start	from
stork	they	far
and	hard	storm

# How Many Are Hidden? Packages of Presents

Both pictures have the same number of presents. There are 10 presents in each box.

How many presents are hidden behind the cloud? How do you know? How can you finish the equation to make it true?

$$20 + 40 = 30 + \underline{\quad}$$



### Follow-up 1

What do you notice about how the blue number changed? What about the red number?

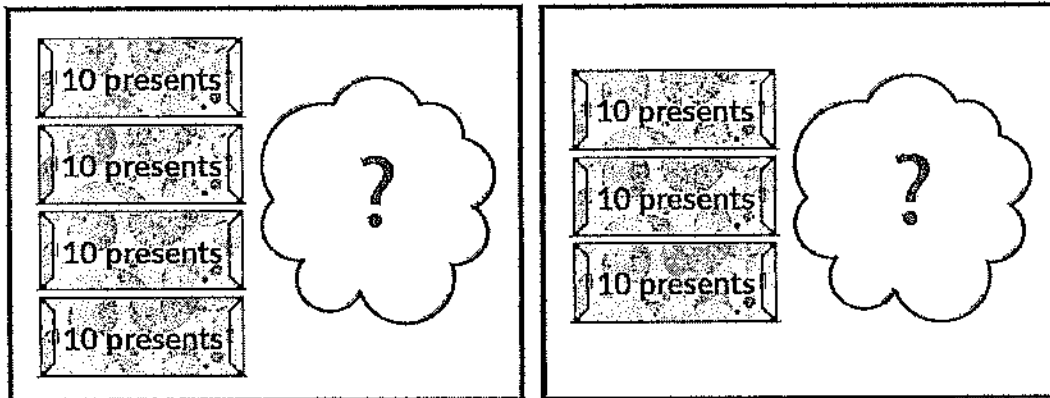
$$20 + 40 = 30 + \underline{\quad}$$

The diagram shows the equation  $20 + 40 = 30 + \underline{\quad}$ . A blue curved arrow starts at the number 20 and points to the number 30. A red curved arrow starts at the number 40 and points to the blank space in the equation.

### Follow-up 2

- Now there are more than 60 presents. You get to decide how many!  
How many presents might be hidden behind each cloud? How do you know?
- Finish the equation to make it true.  
What do you notice about how the numbers changed?

$$40 + \underline{\quad} = 30 + \underline{\quad}$$



[ We'd love to see your thinking! [Share your work with The Math Learning Center.](#) ]

### Sample Responses & Solutions

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# Tens & Ones, Nuts & Carrots page 1 of 2

1 Tell how many tens and ones there are in each set of base ten pieces. Then write an equation to show the total.

<b>ex</b> 	10s	1s
	3	6
	Equation	
	$30 + 6 = 36$	
<b>a</b> 	10s	1s
	Equation	
<b>b</b> 	10s	1s
	Equation	
<b>c</b> 	10s	1s
	Equation	
<b>d</b> 	10s	1s
	Equation	

2 Tell how many dimes and pennies there are in each box. Then write an equation to show the total.

<b>ex</b> 	Dimes	Pennies
	2	1
	Equation	
	$20¢ + 1¢ = 21¢$	
<b>a</b> 	Dimes	Pennies
	Equation	
<b>b</b> 	Dimes	Pennies
	Equation	
<b>c</b> 	Dimes	Pennies
	Equation	
<b>d</b> 	Dimes	Pennies
	Equation	

(continued on next page)

NAME \_\_\_\_\_

| DATE \_\_\_\_\_

**Tens & Ones, Nuts & Carrots** page 2 of 2

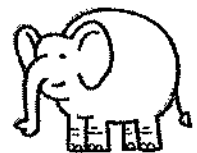
- 3** The squirrels are hiding nuts for the winter. Three of the squirrels each got 4 nuts. Five of the squirrels each got 5 nuts. How many nuts do they have in all? Show your work.

The squirrels got \_\_\_\_\_ nuts in all.



- 4** **CHALLENGE** The zookeeper brought 9 bunches of carrots for the elephants. Each bunch had 5 carrots. He gave one of the elephants 24 carrots. How many carrots were left for the other elephants? Show your work.

There were \_\_\_\_\_ carrots left for the other elephants.





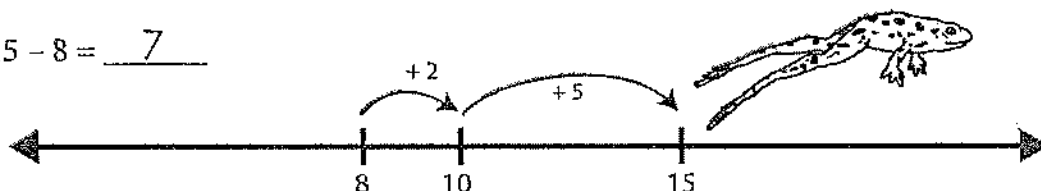


## Subtracting on the Line & Solving Story Problems page 1 of 2

DJ Hopper says you can use what you know about making 10 to help subtract.

If the fact is  $15 - 8$ , you can think about making 10 ( $8 + 2 = 10$ ) and then adding 5 more to get to 15. DJ likes to show his work on the number line, like this.

ex  $15 - 8 = \underline{7}$



1 Make hops on the number line and label them to solve subtraction problems.

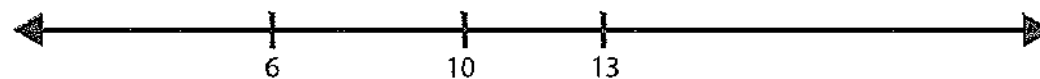
a  $14 - 7 = \underline{\hspace{2cm}}$



b  $16 - 9 = \underline{\hspace{2cm}}$



c  $13 - 6 = \underline{\hspace{2cm}}$



d  $14 - 8 = \underline{\hspace{2cm}}$



(continued on next page)

NAME \_\_\_\_\_

| DATE \_\_\_\_\_

**Subtracting on the Line & Solving Story Problems** page 2 of 2

- 2** Jose, Matt, and Dani went to the library. They each checked out 5 books. How many books is that in all? Show your work.

Jose, Matt, and Dani checked out \_\_\_\_\_ books in all.



- 3 CHALLENGE** Show your work on each problem. Four granola bars cost \$2.00.

**a** How much does 1 granola bar cost? \_\_\_\_\_

**b** How much do 2 granola bars cost? \_\_\_\_\_

**c** How much do 5 granola bars cost? \_\_\_\_\_

