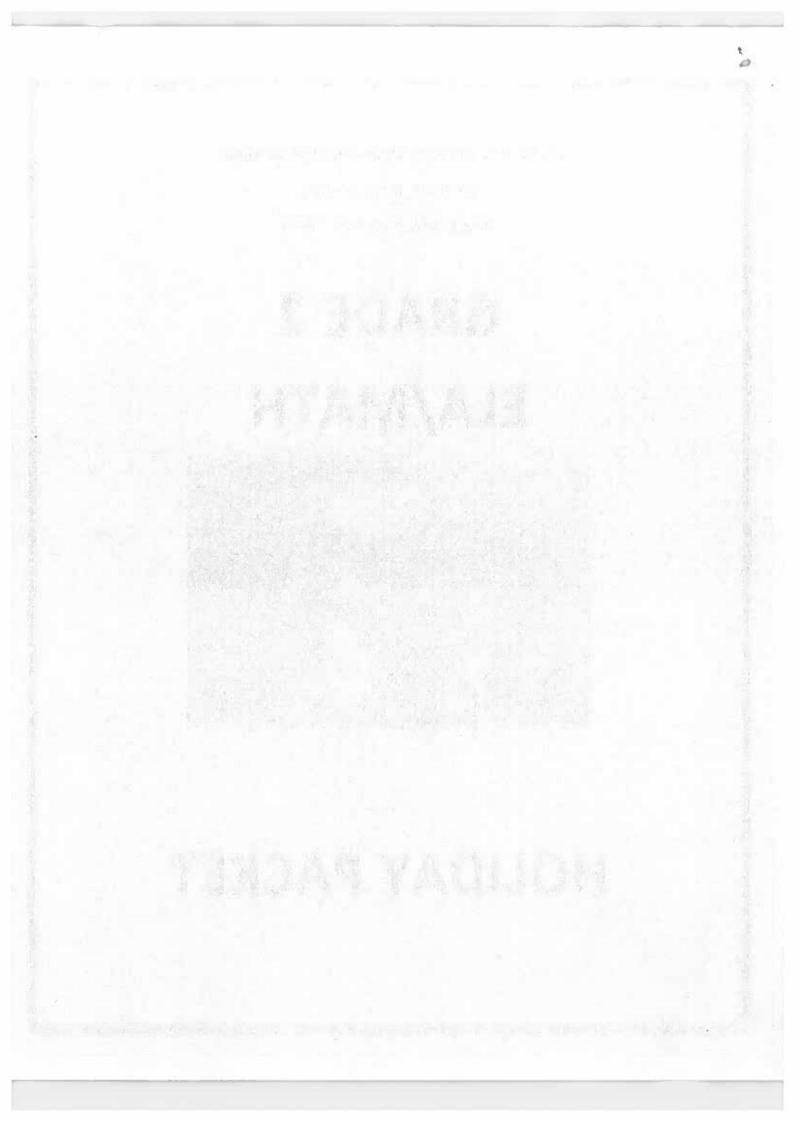
## **JOSEPH A. MCNEIL ELEMENTARY SCHOOL**

335 South Franklin Street Hempstead, New York 11550

## GRADE 2 ELA/MATH



**HOLIDAY PACKET** 



## December 2021

Happy Holiday's Parents,

The Second Grade Team would like to wish you a Merry Christmas and a Happy New Year. Please have your child to complete the Second Grade Packet over the Christmas Holiday. It is due on January 7, 2022.

The Second Grade Team:

Mrs. Fennell

Ms. Hallett

Mrs. LaFranco

## Lesson 1 Ask and Answer Questions About Key Ideas and Details



Ask questions about key ideas and details in a text and read closely to figure out the answers.

▶ **Read** Ask questions about what you read. Then find details to answer your questions and help you understand the key ideas and details in the text. **Key ideas** and **details** are important pieces of information.

Look carefully at the picture of a bird's nest. What questions could you ask about it?



▶ **Think** What are some questions you could ask and answer about the picture? In the chart below, answer the What? question. Then write a Why? question about the bird's nest and an answer to the question.

	Ask Questions	Answer Questions
Who?	Who lives in the home?	birds
What?	What is the home called?	
Why?		

▶ **Talk** Talk about the picture with a partner. What did the bird use to build its nest? What are more questions you can ask and answer?

(a) Academic Talk

Use these words and phrases to talk about the text.

# Rabbits' Cozy Homes by Arthur Kent

- What animal has long ears and a short, fluffy tail?

  A rabbit, of course! These small, furry creatures live in meadows. They also live in forests and deserts.
- Rabbits live in holes in the ground. A rabbit hole is called a burrow. It is used for sleeping and caring for kits, or baby rabbits. Rabbits make their homes cozy with grass, feathers, and fur. Living deep in the ground keeps rabbits safe from their enemies.
- Rabbits spend most of the day in their burrows.

  They come out at dawn and dusk to find food. On warm, sunny days, they may come out more often.

  You might see them sitting in your garden.

#### Close Reader Habits

Underline key details that tell important information in the



## Ask and Answer Questions About Key Ideas and Details Lesson 1

Explore

What questions can you ask and answer about the key ideas and details in the article?



### Think

Write questions about the article. Then find the answers in the text. Fill in the answers in the chart.

I ask questions to help me as I read. I can ask "who," "what," "where," and "how."

	Ask Questions	Answer Questions
Who?	ed of pre-figurescent	
What?		
Where?		
How?		nitt år ett krietinskrime.

## Talk

2 Think of a **why** question about this article, and circle the key idea or detail in the text that answers the question. Ask your partner the question and discuss the answer.

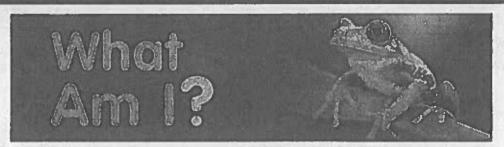
**HINT** Look for key ideas and details in the article.



Short Response Write a where question about this article. Then write a key idea or detail from the article that answers your question. Write your answer in the space on page 16.

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Leason 1 Ask and Answer Questions About Key ideas and Details



### by Ron Fridell

- I live on both land and water. I love to hop around. My skin is shiny green. My eyes are bright red. What am I?
- I am a red-eyed tree frog.
- My home is the rainforest. This huge, wet jungle is my habitat. What a wonderful place to live! Millions of insects live up in the trees. I grab them with my long, sticky tongue. Crunchy crickets are a favorite. YUM!
- I am glad that my habitat is so wet. I need lots of water to keep my shiny green skin moist. So I am glad it rains so much here.
- I do most of my hunting at night. In the daytime I sleep in the trees. My green skin makes me blend in with the leaves. And that helps keep me safe from all the hungry birds and snakes!
- My bulging red eyes help protect me too. When hungry enemies come near, I flash my eyes at them. They are so startled that they don't know what to do. And that gives me time to escape and live another day in my wonderful habitat!

#### Close Reader Habits

How does asking questions as you read help you learn about the red-eyed tree frog? **Underline** key details in the article.

## Ask and Answer Questions About Key Ideas and Details Lesson 1

#### Think

Where do red-eyed tree frogs live? Write the answer on the lines below. **Circle** the information in the article that helped you to answer the question.



Rereading the article will help you answer questions.

- Based on what you read, how are red-eyed tree frogs able to stay safe from hungry birds and snakes?
  - A They can hop from tree to tree.
  - **B** Their skin is very moist and shiny.
  - C Their long tongues are very sticky.
  - D They blend in with the green leaves.

## Talk

Reread the article. Think of another question about red-eyed tree frogs to ask your partner. Talk about the answer and underline the key details that answer the question.



Short Response Use information from the article to answer the question below. Write your answer in the space on page 17.

How do red-eyed tree frogs catch their food?

HINT Find the answer in the article and underline it before you write. Modeled and Guided Instruction



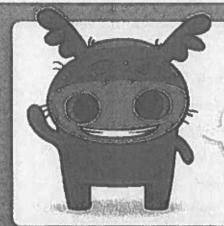


Write Use the space below to write your answer to the question on page 13.

## Rabbits' Homes

3	<b>Short Response</b>	Write a where question about this article. Then write a key
	idea or detail from	n the article that answers your question.

Witness Deep		-5 - 2	R. Hills	



Don't forget to check your writing.



Write Use the space below to write your answer to the question on page 15.

## What Am 1?

Short Response Use information from the article to answer the question below.

How do red-eyed tree frogs catch their food?

**HINT** Find the answer in the article and underline it before you write.

<b>Check Your</b>	Writing
-------------------	---------

- ☐ Did you read the question carefully?
- ☐ Can you say the question in your own words?
- Did you use proof from the text in your answer?
- ☐ Are your ideas in a good, clear order?
- ☐ Did you answer in full sentences?
- ☐ Did you check your spelling, capital letters, and periods?



#### **WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- · hollow
- muscles
- · quills



by Barbara Hesson, Highlights

- It is a warm day. A baby porcupine, or porcupette, sleeps in the hollow of a tree.
- When a beetle tickles the porcupette's toe, he wakes up.

  He follows it out of the tree.

## **Out On His Own**

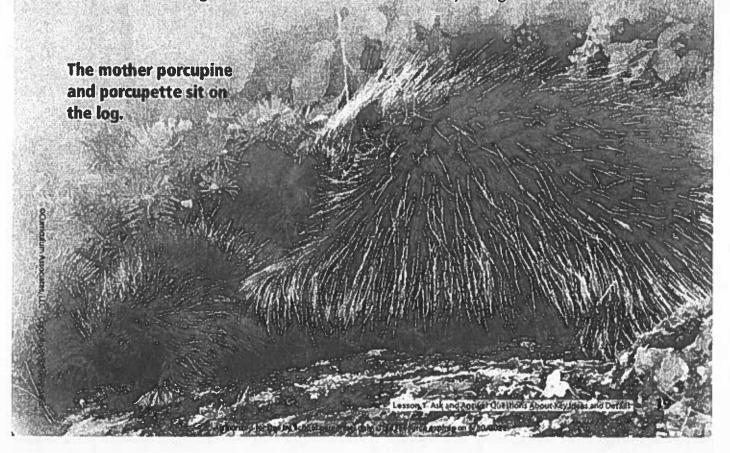
- The porcupette waddles on short legs through the forest.

  He munches on bark, twigs, and leaves. His favorite things to eat are dandelions and apples.
- The porcupette has keen ears. He hears a snap and the soft padding of footsteps. Is this his mother? He stands on hind legs and sniffs the air. He has a good sense of smell and knows right away it isn't his mother. He makes a sound like a human baby's cry. Something moves closer.
- 5 The something is a wolf.

## Ask and Answer Questions About Key Ideas and Details | Lesson 1

## Stay Back, Wolf!

- Now the porcupette is scared. His muscles tighten. This raises his quills. If the wolf touches the porcupette, the sharp quills will stick into the wolf's skin.
- The wolf approaches, and the baby porcupine gives two warnings. First, he makes a clacking noise with his teeth. Second, he gives off a strong smell from a small patch of skin on his lower back.
- The wolf steps back. He has come across quills before and didn't like them. He turns and runs into the forest.
- 9 Sniff, sniff. A new smell floats toward the porcupette. This time it is his mother. They touch nose to nose, and his mother grunts to him.
- Tired but safe, the porcupette follows his mother. They move through the forest in search of more tasty things to eat.



- **Think and Write** Use what you learned by reading "A Prickly Adventure" to respond to the following questions.
- What are a porcupette's favorite foods?
  - A bark and twigs
  - **B** twigs and leaves
  - C leaves and dandelions
  - D dandelions and apples
- Which words help you know what "munches" means in paragraph 3?
  - A "hears a snap"
  - B "sleeps in the hollow"
  - C "his favorite things to eat"
  - D "sniffs the air"
- 3 Read this sentence from paragraph 6.

If the wolf touches the porcupette, the sharp quills will stick into the wolf's skin.

Which question does this sentence answer?

- A How does a porcupette raise its quills?
- **B** Why would a wolf touch a porcupette?
- C When might a porcupette use its quills?
- **D** What part of the porcupette has quills?

## Ask and Answer Questions About Key Ideas and Details Lesson 1

Reread paragraph 7. What is one thing the baby porcupine does to warn the wolf? He stands on his back legs. He sniffs the air for smells. C .He cries like a baby. D He makes a noise with his teeth. Write What how question can you ask about this passage? What key idea or detail will answer it? Write your question: Write your answer: \_\_\_\_\_

<b>Short Response</b> How does a porcupette keep itself safe from a wolf?					
Plan Your Response List key ideas and details from the passage that tell how a porcupette keeps itself safe from a wolf.					
Write Your Response How does a porcupette keep itself safe from a wolf? Use the key details from the passage in your answer.					
safe from a wolf? Use the key details from the passage in					
safe from a wolf? Use the key details from the passage in					
safe from a wolf? Use the key details from the passage in					
safe from a wolf? Use the key details from the passage in					
safe from a wolf? Use the key details from the passage in					

## Ask and Answer Questions About Key Ideas and Details Lesson 1



## **Learning Target**

How does asking and answering questions about what you read help you understand important information?

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Lesson 1 Ask and Answer Questions About Key Ideas and Details

Lesson 10

Understand
Three-Digit Numbers

Name:

Prerequisite: How are two-digit numbers made up of tens and ones?



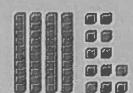
Study the example showing two-digit numbers as tens and ones. Then solve Problems 1–7.

## Example

You can show 52 as tens and ones. You can show this in different ways.



5 tens 2 ones50 + 2 = 52

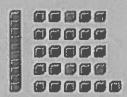


4 tens 12 ones40 + 12 = 52

1 Show 36 as tens and ones. Fill in the blanks to show different ways.



\_\_\_ tens \_\_\_\_\_ ones



\_\_\_\_\_tens \_\_\_\_ones

You can show tens and ones in a chart.
Complete the chart to show tens and ones in 36.

Tens	Ones
3	avii jila ili

Show tens and ones in 36 in a different way. Complete the chart.

Tens	Ones
188 18	

	A 90.00 to 10.00
	Name and Address of the Owner, where
E 46	Ive

What are two different ways 47 can be shown with tens and ones? Fill in the blanks.					
tens	ones				
tens	ones				
	fferent ways 91 can be and ones? Fill in the				
tens	ones				
tens	ones				
Amazonick Co.					
	shown with tens blanks tens  What are three dishown with tens blanks tens				

6 What are two different ways 83 can be shown with tens and ones? Complete the charts.

Tens	Ones
COMMERCIAL DESCRIPTION AND A	CONTRACTOR OF THE PARTY.

Tens	Ones

7 Circle all the ways that show 54. Then write three other ways to show 54.

4 tens 14 ones

5 tens 4 ones

50 + 4

40 + 5

5 tens 14 ones

1 ten 44 ones

## Understand Hundreds, Tens, and Ones

Study the example showing how to count hundreds, tens, and ones. Then solve Problems 1–6.

Example

100

100

10101010

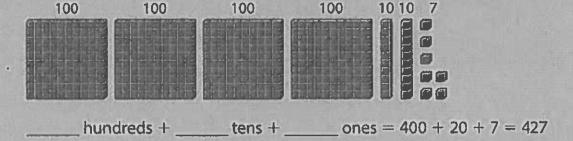
3

How many hundreds, tens, and ones are there?

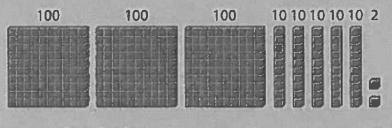
Count:

2 hundreds + 4 tens + 3 ones = 200 + 40 + 3 = 243

How many hundreds, tens, and ones are there?



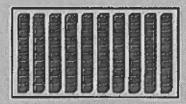
2 How many hundreds, tens, and ones are there?

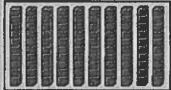


\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_ ones = 300 + 50 + 2 = 352

Solve.

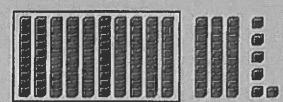
This model shows 200 in tens. How many tens are in 200?





200 = \_\_\_\_\_ tens

This model shows 136 in tens. How many tens are in 136? How many ones are left over?



136 = \_\_\_\_\_ tens and \_\_\_\_\_ ones

5 Complete the chart to show 7 hundreds + 5 ones.

Hundreds	Tens	Ones
	0	5

6 Complete the chart to show 9 hundreds + 4 tens + 8 ones.

Hundreds	Tens	Ones

### Reason and Write

Look at the example. Underline a part that you think makes it a good answer.

## Example

Eva uses her blocks to build towers of 10 blocks each. There are 15 towers and 2 blocks left over.

- Draw a picture to show Eva's blocks. Write the total number of blocks that Eva has.
- 2. Explain how you figured out how many blocks Eva has.
- 3. Show a different way you can write how many blocks Eva has.

Draw.



## Explain.

First I counted 10 towers because 10 tens is 100 blocks. Then I counted 5 more towers. That is the same as 50. Then I saw that there were 2 blocks left over. So Eva has 100 + 50 + 2, or 152 blocks.

## Show a different way.

1 hundred + 5 tens + 2 ones

## Where does the example ...

- · show the picture?
- · show the number of blocks?
- · use words to explain?
- · show a different way to write the number of blocks?



## Solve the problem. Use what you learned from the example.

Ty uses his blocks to build towers of 10 blocks each. There are 14 towers and 5 blocks left over.

- 1. Draw a picture to show Ty's blocks. Write the total number of blocks that Ty has.
- 2. Explain how you figured out how many blocks Ty has.
- 3. Show a different way you can write how many blocks Ty has.

Draw.

Did you ...

- · drawthe picture?
- · write the number of blocks?
- · use words to explain?
- · show a different way to write the number of blocks?

Explain.

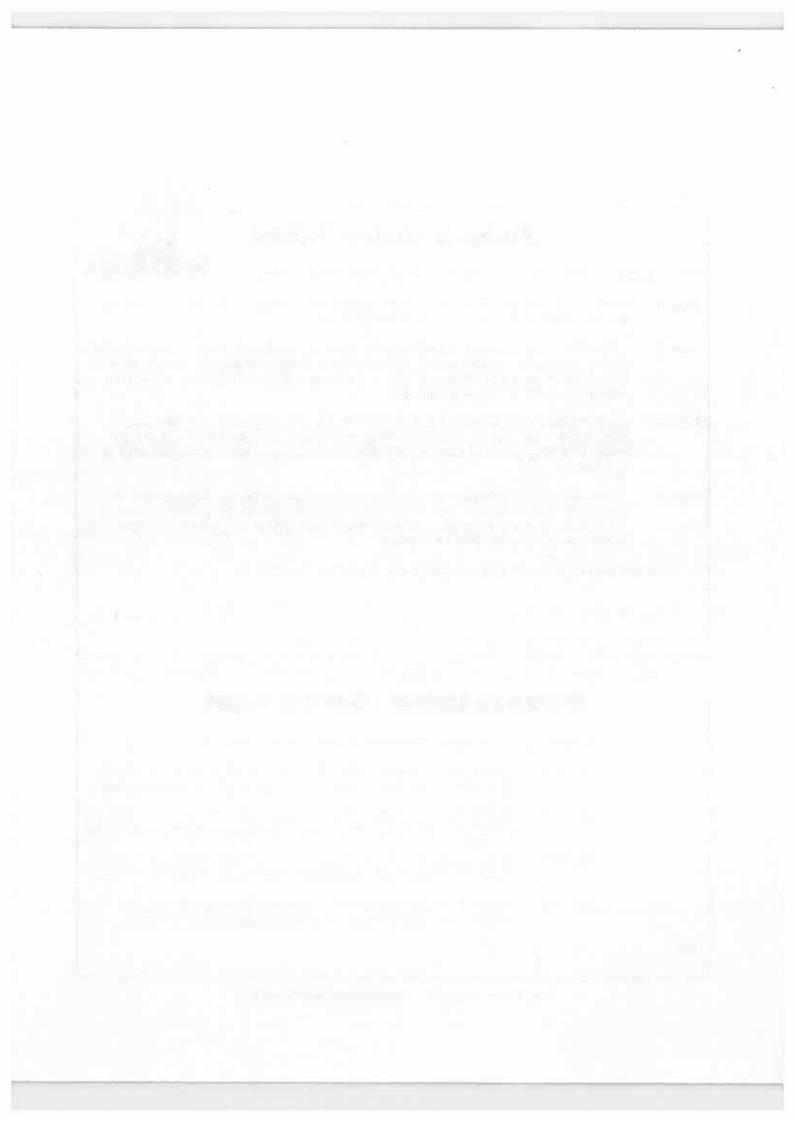
Show a different way.

Name:	
	States of Matter Project
Make a 4-	page booklet to show your understanding of solids, liquids, and gases.
Page 1:	Cover page. Neatly print the title of your project in fancy letters. Also write your name and the date. Draw and color a picture on the cover too.
Page 2:	Solids page. On the bottom-half of the page neatly write or type the characteristics of solid matter. Then, search through old magazines and newspapers for pictures of solid matter. Cut out the pictures and neatly glue them to the page. Label each picture. You should include 5 or more pictures of solid matter.
Page 3:	Liquids page. On the bottom-half of the page neatly write or type the characteristics of liquid matter. Then, search through old magazines and newspapers for pictures of liquid matter and attach them to the page and label. You should include 5 or more pictures of liquid matter.
Page 4:	Gases page. On the bottom-half of the page neatly write or type the characteristics of gas matter. Then, search through old magazines and newspapers for pictures of gases (or things filled with gases, like balloons or tires). Attach the pictures to the page and label. Yo should include 5 or more pictures of gases.
Combine	your pages into a neat-looking booklet and staple them together.
Your state	es of matter project is due on

Your states of matter project is due on \_\_

Your project may be on display at school, so do your very best work!

	State	s of Matter - Grading Sheet
	( 20 points)	Cover page includes litle, name, date, and illustration.
	(20 points)	Solids page has characteristics of a solid correctly written and includes 5 pictures of solids from magazines or newspapers. Pictures are labeled.
	(20 points)	Liquids page has characteristics of a liquid correctly written and includes 5 pictures of liquids from magazines or newspapers. Pictures are labeled.
	(20 points)	Gases page has characteristics of a gas correctly written and includes 5 pictures of gases from magazines or newspapers. Pictures are labeled.
	(20 points)	Project is neat and presentable. Handwriting is clear and error-free. Gluing and cutting are neat. Illustrations were created with care.
Total	(out of 100	points)

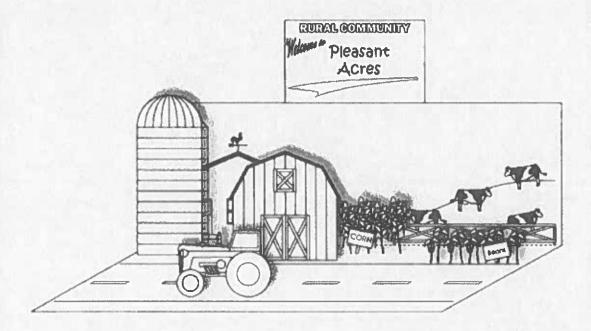


Name:			
radillo.			

## **Rural Community Diorama**

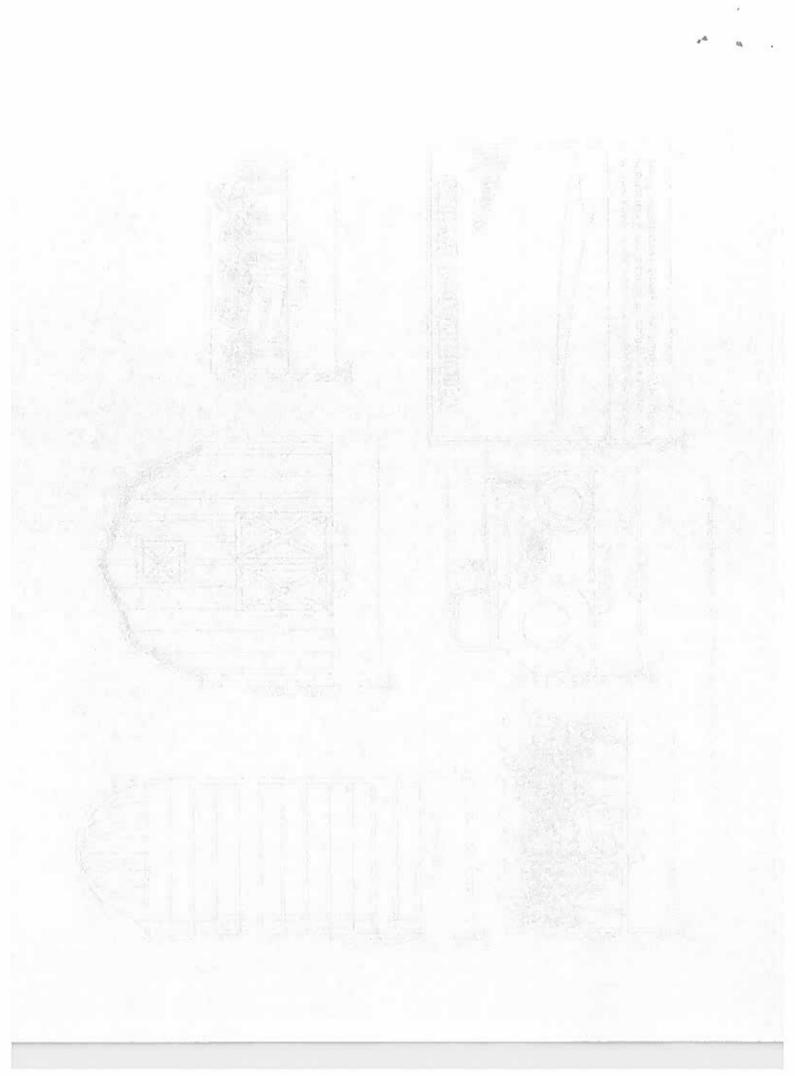
#### Directions:

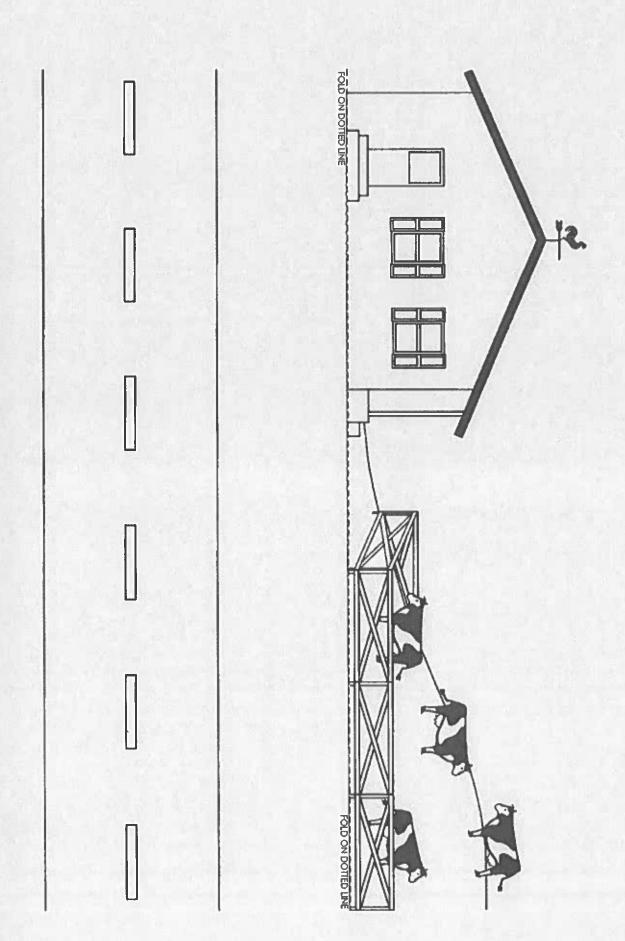
- Step 1: Color the backdrop and base for the diorama. Write your name on the back.
- **Step 2:** Color the cut outs. Be sure to give the community a name by writing it on the welcome sign.
- Step 3: Carefully fold the backdrop and base along the dotted line.
- Step 4: Carefully cut out the pieces along the dotted lines.
- Step 5: Fold the tabs on the tractor, corn, beans, barn, and the silo backward.
- **Step 6:** Glue the tabs on each piece to the base of the diorama:
  - · Glue the tractor to the street.
  - Glue the welcome sign to the back of the backdrop making sure it can be seen and read.
  - · Glue all other cut outs between the street and backdrop.

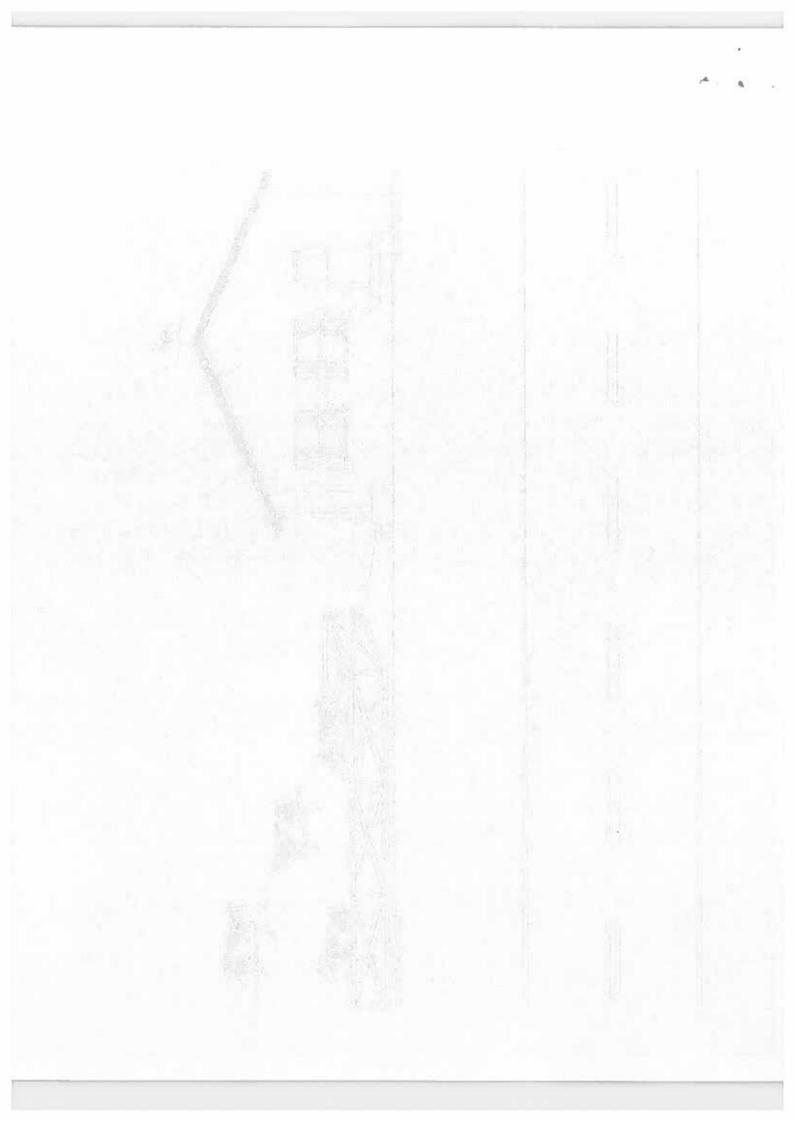


\*Note to teachers: For best results, reproduce the graphics pages on card stock.







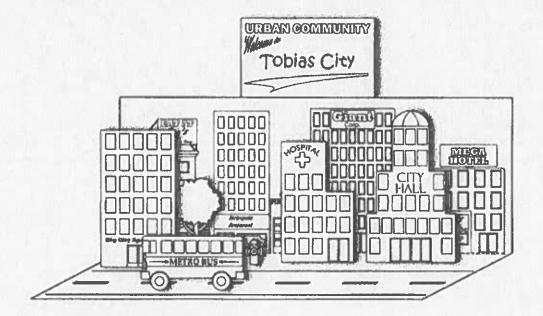


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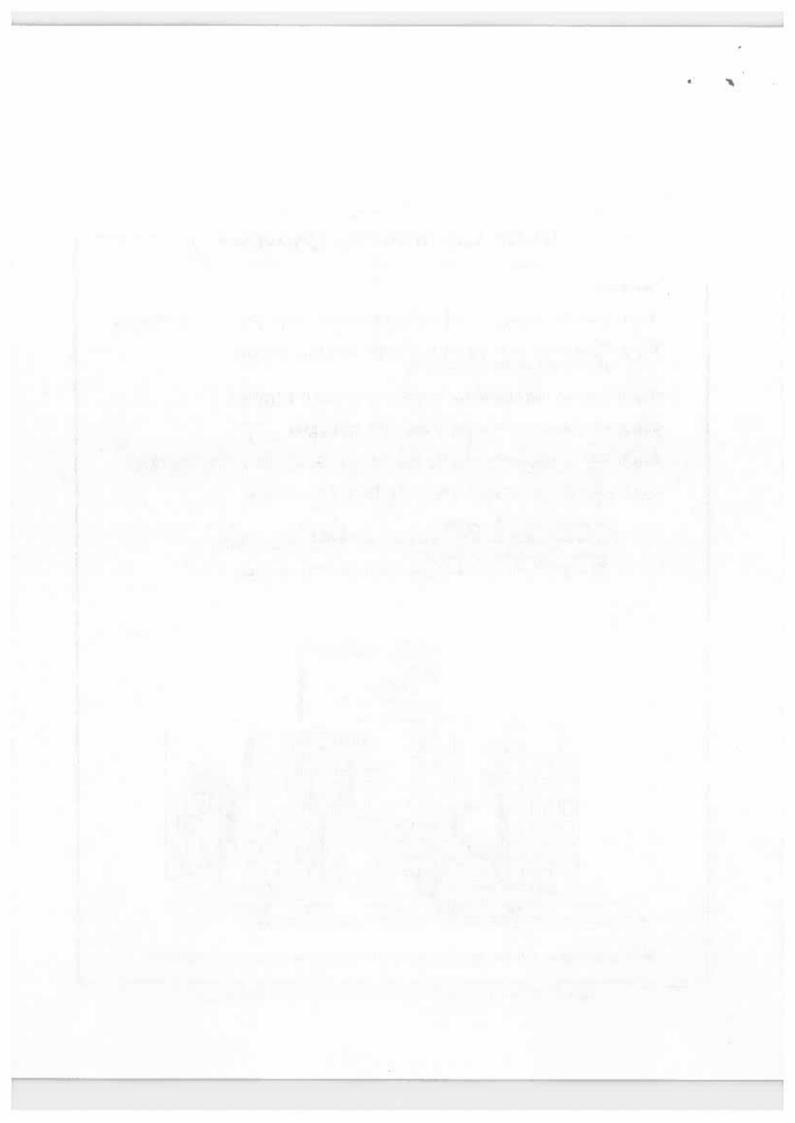
## **Urban Community Diorama**

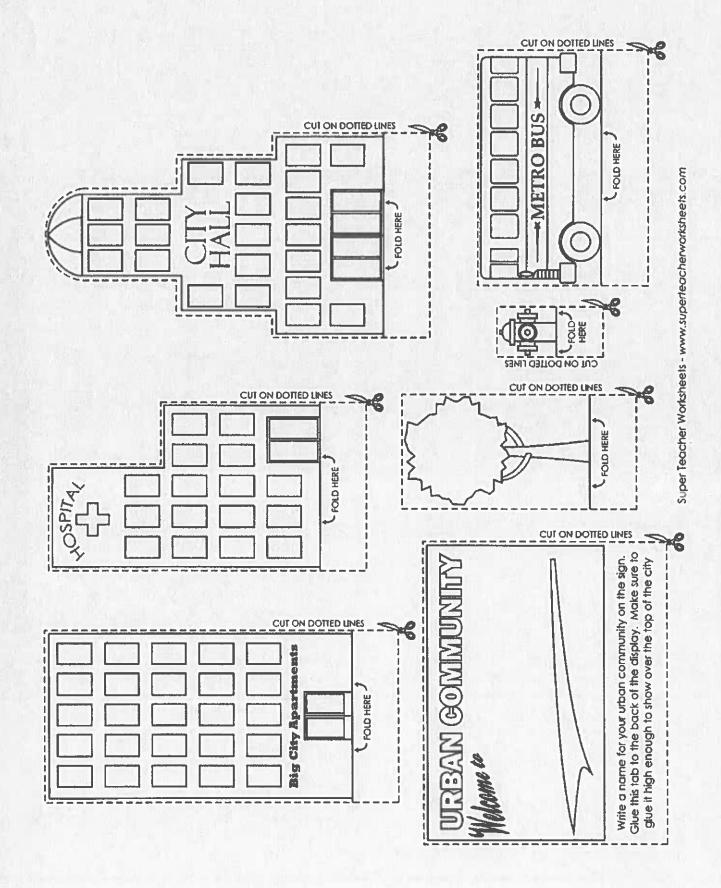
#### **Directions:**

- Step 1: Color the backdrop and base for the diorama. Write your name on the back.
- **Step 2:** Color the cut outs. Be sure to give the community a name by writing it on the welcome sign.
- Step 3: Carefully fold the backdrop and base along the dotted line.
- Step 4: Carefully cut out the pieces along the dotted lines.
- Step 5: Fold the tabs on the tree, the bus, the buildings, and the hydrant backward.
- Step 6: Glue the tabs on each piece to the base of the diorama:
  - Glue the bus to the street.
  - Glue the welcome sign to the back of the backdrop making sure it can be seen and read.
  - Glue all other cut outs between the street and backdrop.

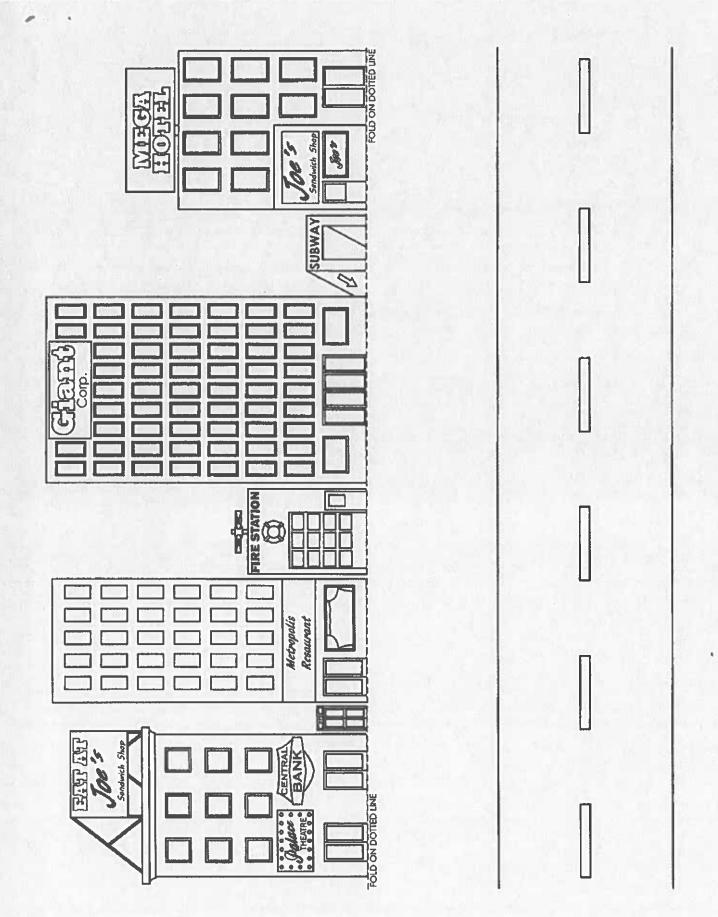


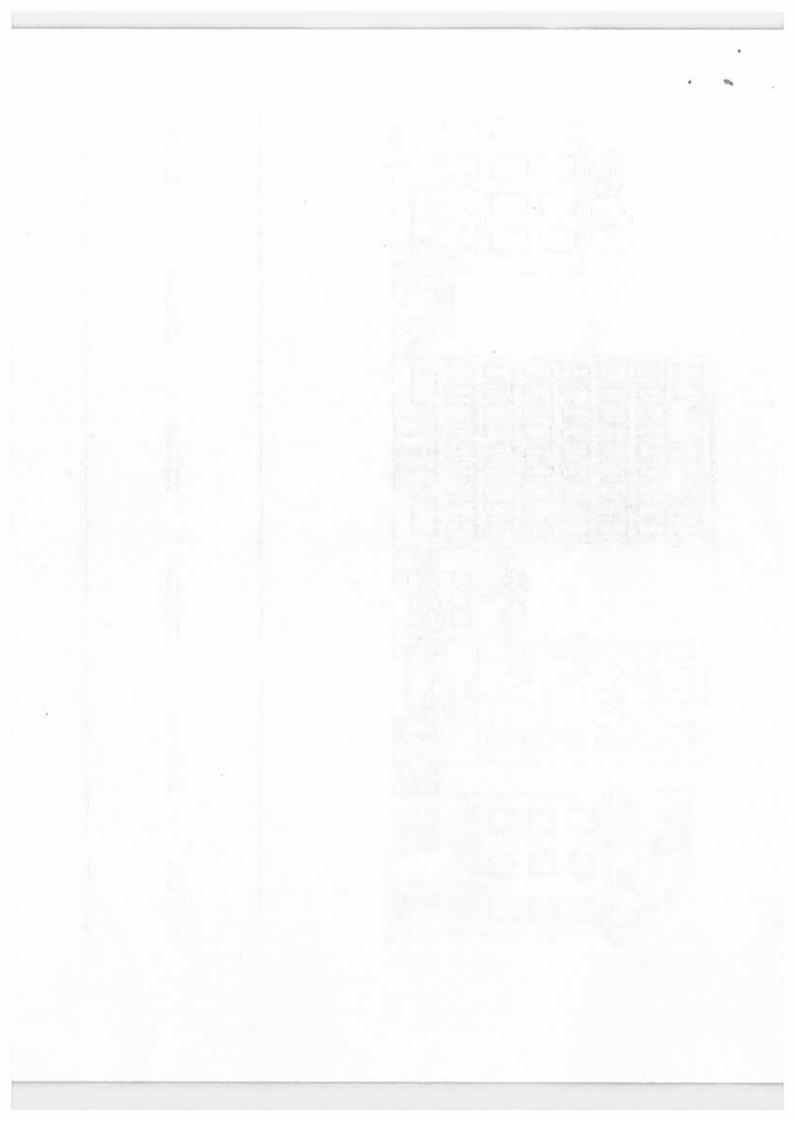
\*Note to teachers: For best results, reproduce the graphics pages on card stock.









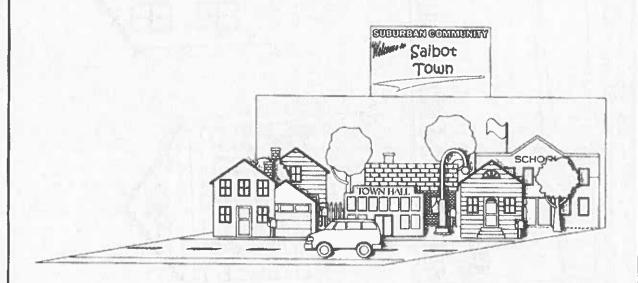


Name:			

## **Suburban Community Diorama**

#### Directions:

- Step 1: Color the backdrop and base for the diorama. Write your name on the back.
- **Step 2:** Color the cut outs. Be sure to give the community a name by writing it on the welcome sign.
- Step 3: Carefully fold the backdrop and base along the dotted line.
- Step 4: Carefully cut out the pieces along the dotted lines.
- Step 5: Fold the tabs on the trees, the car, the buildings, and the lampost backward.
- Step 6: Glue the tabs on each piece to the base of the diorama:
  - Glue the car to the street.
  - Glue the welcome sign to the back of the backdrop making sure it can be seen and read.
  - Glue all other cut outs between the street and backdrop.



\*Note to teachers: For best results, reproduce the graphics pages on card stock.



