Hazelwood School District  
Barrington Second Grade Activities

Directions: On the first day of school closures, students should complete activities for each day.
• Reading and math activity

| Day 1 | Create a map/model of an imaginary city on a piece of paper. Include houses, schools, hospitals etc. as well as bodies of water and landforms. Include a map key.  
Using the map of your imaginary city, imagine the school system has 427 students. How many students would there be if 100 more enrolled? What if 100 students moved? If the students at that school were put in groups of ten, how many groups of ten would there be? Copy this problem and answer the questions on another piece of paper. Be sure to include an equation and a label and explain your thinking.  
Read the passage, *The Harmonica*. Answer the questions when you finish reading. Make sure to use complete sentences. |
| Day 2 | List 3 ways you can be a good citizen. What can you do at your house to be a good citizen?  
Imagine that your city has 982 citizens. Represent the number of citizens (982) in your city with 4 different equations using a variety of expanded forms. Record each equation on a piece of paper.  
Read the passage, *The Wishing Tree*. Find 5 words in the passage that have 1 syllable. Then, find 5 words in the passage that have 2 syllables. |
| Day 3 | Ask your parents for a collection of 4 different types of coins (no more than 15 coins). Organize your coins and make a bar graph to represent your coin collection. Also, create a line plot with your data.  
Our land and water provide resources for us all to live. Write a few sentences about what resources can be found in your city and what citizens will use them for. |
| Day 4 | Write a story about an adventure you will have while school is closed. Include a beginning, middle, and end. Check for capital letters at the beginning of each sentence and correct punctuation at the end. |
| Day 5 | Teachers and students have similarities and differences. Compare each job in a Venn Diagram.  
There are 91 city employees in your imaginary city. There are 56 teachers. |
| Hazelwood School District  
Barrington Second Grade Activities |
|---|
| **How many fewer teachers are there than city employees? Show your work, write an equation and circle your answer.**  
- Read the passage, *The Shepherd Boy and the Wolf*. Answer the questions after you have read the story. |
| **Day 6**  
- Watch your favorite show or movie. Write to tell your opinion on why it is your favorite. Include reasons to support your opinion, linking words and a concluding statement.  
- Ask your parent to ask you a math fact. For each correct answer, both of you should wad up a piece of scratch paper to make a snowball. After you are done practicing, have a “snowball” fight! |
| **Day 7**  
- Practice your math facts (addition and subtraction within 20) using the attached sheet.  
- Read the passage, *When Will We Have Flying Cars?* Answer the questions once you are finished reading. |
| **Day 8**  
- Interview a family member or friend about their job. Write 10 questions that will help you understand the job. Conduct the interview and write their answers.  
- Read the passage, *Colorful Crayons: Inside a Crayon Factory*. Answer the questions once you are finished reading. |
| **Day 9**  
- Write the numbers 1-100 on the blank 100s chart. If you were counting by 5s, you would only say every 5th number. For example, 5, 10, 15, 20…..Circle every 5th number up to 100 on your chart. Square every 10th number on your chart.  
- Read the passage, *The Time Machine*. Answer the questions once you are finished reading. |
| Day 10 | • Imagine that your city has 752 citizens. Represent the number of citizens (752) in your city with 4 different equations using a variety of expanded forms. Record each equation on a piece of paper. What would the new total number of citizens be if 100 new people moved to your city? What if 200 people moved to a different city, what would the new total be?  

• Create a list of laws in your city (no more than 10). Describe why these are important laws that would help keep people safe and healthy.  

• Write an informative paragraph about your favorite animal. Use the graphic organizer to plan your writing. Include interesting facts about the animal. Then use the attached paper to write your final copy. Make sure you use capital letters and correct punctuation in your writing. |
Day 1

My Imaginary City

Map Key
Day 1

Solve the problems. Make sure to show your work, write an equation, and circle the answer.

1. Imagine the school system has 427 students. How many students would there be if 100 more enrolled?

2. What if 100 students moved?

3. If students were put in groups of ten, how many groups of ten would there be?
Lola's brother is in a band. They practice in the garage every day after school. They make so much noise that Lola can't do her homework. She bangs on the garage door. She shouts, "Be quiet!" But they don't even hear her. Lola can't stand it anymore. She needs to go for a walk.

The woods behind Lola's house are peaceful. Just a hundred feet from her house, her brother's noise fades away. There is a little stream just behind her backyard. On weekends, she and her friends make paper boats to race in the stream. They like to pretend they are pirates, racing on the sea. Next to the stream, she sees a squirrel eating a nut.

"Hello Mr. Squirrel!" she says. The squirrel is scared, and runs away.

Lola hears a bird singing. It sounds like a happy bird. She wonders what kind of bird it is. It is red, with a fuzzy head. Maybe it's a robin? She will have to remember to look it up in the encyclopedia when she gets home. Lola tries to sing along with the bird. She doesn't know the words to his song.

Something shiny beside the stream catches Lola's eye. She jumps over the
stream and picks it up. It is a thin rectangular box made of metal. There are holes on its sides. Something is printed on the metal. It is so dirty that she can't make it out. She wipes the grime off with her sleeve. It says, "Old-Fashioned Blues Harmonica." Lola has heard her brother's friends talk about harmonicas. They are a very simple musical instrument. Anyone can play a song on a harmonica, even without a band.

Lola rinses the harmonica off in the stream. With the dirt gone, it looks as good as new. She dries it on her sleeve. Lola puts the instrument to her mouth and blows. It makes a high-pitched, whistling noise. She moves her mouth and blows again. Now the sound is deeper. She covers the back of it with her hand. Now when she blows, it sounds different. She blows harder and softer. She moves her hands and her mouth. Pretty soon, she is playing a song. It may not sound as good as the bird's but the robin doesn't seem to mind.

That night, Lola shows the harmonica to her brother.

"Cool!" he says. "My music teacher taught me how to play the harmonica a little. Do you want me to show you?"

"Sure!" says Lola.

The next time her brother has band practice, Lola plays along. Now that she has an instrument of her own, the noise doesn't sound so bad.
1. Where does Lola find the harmonica?
   A. by the stream
   B. in the garage
   C. in the stream

2. What event causes Lola to leave the house?
   A. She finishes her homework.
   B. The band plays too loud.
   C. Her friends ask her to go on a walk in the woods.

3. Lola enjoys being in the woods behind her house. What evidence from the story supports this conclusion?
   A. Lola and her friends pretend to be pirates when they are playing in the woods.
   B. The woods are a hundred feet from Lola's house.
   C. Lola rinses the harmonica off in the stream in the woods.

4. At what point in the story does Lola find the harmonica?
   A. at the beginning of the story
   B. in the middle of the story
   C. at the end of the story

5. What is this story mostly about?
   A. how bands practice
   B. how Lola makes paper boats
   C. how Lola finds a harmonica
6. Read the following sentences:

"The woods behind Lola’s house are peaceful. Just a hundred feet from her house, her brother's noise fades away."

What does the word fade mean?

A. to sound bad
B. to become less strong
C. to become stronger

7. Lola cleaned up the harmonica ___________ she found it by the stream.

A. before
B. after
C. but

8. Complete the following sentence.

Lola can't do her homework because

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9. What does Lola's brother do when Lola shows him her harmonica?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
10. Read the last two sentences of the story:

"The next time her brother has band practice, Lola plays along. Now that she has an instrument of her own, the noise doesn't sound so bad."

Why might Lola think that the noise doesn't sound so bad anymore?
Day 2

List 3 ways you can be a good citizen. What can you do at your house to be a good citizen?


Imagine that your city has 982 citizens. Record 5 different ways to make 982. (ex: 900+80+2=982).


Read the passage, The Wishing Tree. Find 5 words in the passage that have 1 syllable. Then, find 5 words in the passage that have 2 syllables.

1 syllable words

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

2 syllable words

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________
Deep in the woods is a secret tree. Only one boy knows about it. It's a wishing tree.

One day, the boy followed his dog into the woods. They stopped at the tree.

"I wish I could climb this tree!" the boy said.

POOF! His wish was granted. He was in the tree!

The leaves began to giggle.

"Hello!" they said. "Pleased to meet you!"

"My name is Noah," the boy said. "What's yours?"

All the leaves started to talk at once.
"We are the Wishing Tree," the leaves said. "We see good children and give them gifts.

"I wish I had one million dollars!" said Noah. But nothing happened.

"I said I wish I had a million dollars!" Noah said, louder.

"We heard you the first time," said the leaves.

"What good are you, anyway?"

"Very good," said the leaves. "This is a very good tree."

"Then give me money!" Noah demanded.

"We can only give you good things. Things that will make you a better person."

Well, that didn't sound like much fun. He thought of a new wish.

"I wish I could fight a dragon!" he said.

"Do you honestly think we would conjure a dragon?" asked the leaves.

"I guess not," said Noah. "Well, then, I wish I were brave enough to fight a dragon!"

Suddenly, Noah was standing at the bottom of the tree.

"Wish granted!" said the leaves.

"Arooo!" said Peanuts the dog.

"Let's go!" said Noah. He and Peanuts ran out of the woods. But Noah didn't feel very brave.
"Some wishing tree that was! No money! No dragons! What a waste!"

Crack! Suddenly, something hit him in the back of his head.

"Hey, No-Brains!" someone was shouting.

"Oh no!" Noah said to Peanuts. "It's Mitch the bully!"

Mitch was throwing peanuts at Noah.

"Here are some peanuts for your dumb dog!" Mitch said.

That was the last straw! Noah couldn't take it any more.

"Go away, bully!" he yelled. "You never hurt dogs!"

"Aroo!" howled Peanuts the dog.

"Whatever!" said Mitch. "You're not worth my time."

Mitch left.

"Yay! He left!" Noah said. "Thank you, wishing tree!"

Noah had never told Mitch to go away before. But on that day, he was very brave. Being brave was just like fighting a dragon. Being brave was better than having a million dollars.

You see, Noah thought his bravery came from the wishing tree. But the truth is, the tree didn't grant any wishes. Noah did it all himself. Being brave came from inside.

If you could make a wish like Noah, what would you wish for?
Bar Graph: Four Groups (Vertical)

Title: ____________________________
Day 3

Coin Line Plot
Day 3

Our land and water provide resources for us all to live. Write a few sentences about what resources can be found in your city and what citizens will use them for.
Day 4

Write a story about an adventure you will have while school is closed. Include a beginning, middle, and end. Check for capital letters at the beginning of each sentence and correct punctuation at the end.
Day 5

Teachers and students have similarities and differences. Compare each job in the Venn Diagram below.
Day 5

There are 91 city employees in your imaginary city. There are 56 teachers. How many fewer teachers are there than city employees? Show your work, write an equation and circle your answer.
The Shepherd Boy and the Wolf

by Aesop

This text is from "Aesop's Fables."

A Shepherd Boy tended his master's Sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe.

One day as he sat watching the Sheep and the quiet forest, and thinking what he would do should he see a Wolf, he thought of a plan to amuse himself.

His Master had told him to call for help should a Wolf attack the flock, and the Villagers would drive it away. So now, though he had not seen anything that even looked like a Wolf, he ran toward the village shouting at the top of his voice, "Wolf! Wolf!"

As he expected, the Villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there they found the Boy doubled up with laughter at the trick he had played on them.

A few days later the Shepherd Boy again shouted, "Wolf! Wolf!" Again the Villagers ran to help him, only to be laughed at again.
Then one evening as the sun was setting behind the forest and the shadows were creeping out over the pasture, a Wolf really did spring from the underbrush and fall upon the Sheep.

In terror the Boy ran toward the village shouting "Wolf! Wolf!" But though the Villagers heard the cry, they did not run to help him as they had before. "He cannot fool us again," they said.

The Wolf killed a great many of the Boy's sheep and then slipped away into the forest.

*Liars are not believed even when they speak the truth.*
1. What animals does the Shepherd Boy tend near a dark forest?
   A. cows
   B. goats
   C. sheep

2. Who is the main character in this story?
   A. a villager
   B. the Shepherd Boy
   C. the Shepherd Boy's master

3. Read these sentences about the Shepherd Boy from the text.

"One day as he sat watching the Sheep and the quiet forest, and thinking what he would do should he see a Wolf, he thought of a plan to amuse himself.

"His Master had told him to call for help should a Wolf attack the flock, and the Villagers would drive it away. So now, though he had not seen anything that even looked like a Wolf, he ran toward the village shouting at the top of his voice, 'Wolf! Wolf!'

Based on this evidence, what is the Shepherd Boy's "plan"?

   A. to trick the Villagers by pretending a Wolf has come
   B. to trick the Sheep by pretending a Wolf has come
   C. to trick a Wolf by pretending the Villagers have come

4. How do the Villagers feel about being tricked?

   A. They enjoy being tricked.
   B. They do not mind being tricked.
   C. They dislike being tricked.

5. What is the theme of this story?

   A. Sometimes telling a lie can be kinder than telling the truth.
   B. The only time telling a lie is okay is when you are in danger.
   C. If you tell lies, people will not believe you when you tell the truth.
6. Read this sentence from the text:

"Then one evening as the sun was setting behind the forest and the shadows were creeping out over the pasture, a Wolf really did spring from the underbrush and fall upon the Sheep."

What phrase in this sentence helps create a mood of fear?

A. "as the sun"
B. "shadows were creeping out"
C. "over the pasture"

7. Read these sentences from the text:

"In terror the Boy ran toward the village shouting 'Wolf! Wolf!' But though the Villagers heard the cry, they did not run to help him as they had before. 'He cannot fool us again,' they said."

What phrase could replace "But though" in the second sentence without changing the sentence's meaning?

A. "Even though"
B. "But so"
C. "But because"

8. Describe the response of the Villagers the third time the Boy shouts "Wolf! Wolf!"
9. What does the Wolf do to many of the Boy's sheep?

10. How might the Boy be feeling at the end of the story?

Support your answer with evidence from the text.
Day 6

Watch your favorite show or movie. Write to tell your opinion on why it is your favorite. Include reasons to support your opinion, linking words, and a concluding sentence.
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1) | 7  | 12 | 2) | 19 | - 6 | - 13 | 3) | 20 | - 10 | 4) | 15 | + 10 | 5) | 18 | 15 | 6) | 13 | + 7 | 7) | 13 | - 12 | 8) | 10 | 1 |
| 11) | 17 | 2) | 13 | 14) | 15 | 15) | 19 | 16) | 13 | 17) | 3 | 18) | 13 | 19) | 7 | 20) | 1 |
| 21) | 13 | 22) | 7 | 23) | 17 | 24) | 10 | 25) | 18 | 26) | 17 | 27) | 14 | 28) | 2 | 29) | 10 | 30) | 1 |
| 31) | 10 | 32) | 9 | 33) | 9 | 34) | 16 | 35) | 17 | 36) | 11 | 37) | 15 | 38) | 13 | 39) | 14 | 40) | 1 |
| 41) | 15 | 42) | 16 | 43) | 10 | 44) | 6 | 45) | 12 | 46) | 14 | 47) | 7 | 48) | 15 | 49) | 20 | 50) | 2 |
| 51) | 17 | 52) | 14 | 53) | 14 | 54) | 20 | 55) | 19 | 56) | 10 | 57) | 12 | 58) | 9 | 59) | 2 | 60) | 6 |
| 61) | 5 | 62) | 14 | 63) | 14 | 64) | 20 | 65) | 15 | 66) | 2 | 67) | 17 | 68) | 20 | 69) | 19 | 70) | 1 |
| 71) | 12 | 72) | 19 | 73) | 18 | 74) | 17 | 75) | 15 | 76) | 20 | 77) | 13 | 78) | 18 | 79) | 17 | 80) | 2 |
| 81) | 4 | 82) | 10 | 83) | 14 | 84) | 6 | 85) | 19 | 86) | 2 | 87) | 6 | 88) | 8 | 89) | 7 | 90) | 3 |
| 91) | 8 | 92) | 11 | 93) | 18 | 94) | 13 | 95) | 16 | 96) | 7 | 97) | 11 | 98) | 15 | 99) | 17 | 100) | 4 |
People have been trying to build a flying car for a long time. So far, no one has been able to get a car off the ground safely. But engineers keep trying!

One problem is that flying cars need wings. The wings must be designed so they will not stick out into other lanes of the road. Engineers are looking for solutions to that problem.

Two kinds of flying cars are being developed that may solve the problem. One type is called the *Transition*. It has rotating blades that spin and lift the car. Those blades fold flat against the sides when the car is on the ground.

Another kind is named the *Skycar*. It has large propellers. These propeller
wings fold up and can be packed in the car's trunk.

Flying cars will not just fly up from the road. They will have to take off from an airport runway. Still, some people are eager to have one of their own. Nobody is sure when flying cars will be available, but one company already has a hundred customers waiting for one.

So fasten your seat belts, and get ready for takeoff. Someday, cars may be on the road and in the air!
1. Which people are trying to build flying cars?
   A. engineers
   B. airplane pilots
   C. racecar drivers

2. What is a main problem engineers are trying to solve to make flying cars?
   A. Flying cars need wings that will not stick out into other lanes of the road.
   B. Flying cars need to have a special kind of gas to be able to fly.
   C. Flying cars need to be able to fly up into the air straight from the road.

3. It is difficult to make a flying car that can be used safely.

What evidence from the text supports this conclusion?
   A. Two kinds of flying cars are being developed that may solve the problem.
   B. One company already has a hundred customers waiting for a flying car.
   C. So far, no one has been able to get a car off the ground safely.

4. Read these sentences from the text.

"People have been trying to build a flying car for a long time. [...] Nobody is sure when flying cars will be available, but one company already has a hundred customers waiting for one."

What can you conclude based on this evidence?
   A. Engineers are very close to inventing a flying car.
   B. Many people are excited about flying cars.
   C. People are not interested in cars that can fly.
5. What is the main idea of this article?

   A. Flying cars will need to take off from an airport runway, instead of just flying up from the road.
   B. Engineers are trying to make flying cars, but first they have to solve the problems of flying cars by finding different solutions.
   C. Engineers are developing a flying car called the Skycar, which has wings that can fold up and fit in the car's trunk.

6. Read these sentences from the text.

"One problem is that flying cars need wings. The wings must be designed so they will not stick out into other lanes of the road. Engineers are looking for solutions to that problem."

What does the word "designed" mean here?

   A. thrown away
   B. planned and built
   C. forgotten

7. Read this sentence from the text.

"Nobody is sure when flying cars will be available, but one company already has a hundred customers waiting for one."

Choose the answer that best completes the sentence below without changing the meaning of the sentence from the text.

_______ nobody is sure when flying cars will be available, one company already has a hundred customers waiting for one.

   A. So
   B. Because
   C. Even though
8. Why are wings a problem for engineers trying to design flying cars?

9. What are the two solutions engineers have found to the flying cars' wings problem?

10. Which kind of flying car is the better solution to the problem of needing wings? Why? Support your argument with evidence from the text.
Day 8

Interview a family member or a friend about their job. Write 10 questions that will help you understand the job. Conduct the interview and write their answer.

1. Question: ____________________________________________
   Answer: ____________________________________________

2. Question: ____________________________________________
   Answer: ____________________________________________

3. Question: ____________________________________________
   Answer: ____________________________________________

4. Question: ____________________________________________
   Answer: ____________________________________________

5. Question: ____________________________________________
   Answer: ____________________________________________

6. Question: ____________________________________________
   Answer: ____________________________________________

7. Question: ____________________________________________
   Answer: ____________________________________________

8. Question: ____________________________________________
   Answer: ____________________________________________

9. Question: ____________________________________________
   Answer: ____________________________________________

10. Question: __________________________________________
    Answer: __________________________________________
10. Question: 

Answer: 
Colorful Crayons: Inside a Crayon Factory

If you are like most kids, you've probably drawn a picture with crayons. Have you ever wondered how crayons are made?

1. Mix

Crayon wax is melted in pots at the factory. Colored powder called pigment is mixed into the wax.

2. Mold

Colorful hot liquid wax is poured into crayon-shaped holes called molds. The liquid wax fills up the molds.

3. Cool

The crayon wax is left to cool. Then it is pushed out of the molds. Hard crayons come out!

4. Check

Workers check the hard crayons. Crayons that are not perfect are put aside to be melted in another batch.
5. Label

Perfect crayons are taken to a machine. It puts a label on each crayon. Finished crayons are sorted by color.

6. Box

The labeled crayons are placed into boxes, and the tops are closed. The colorful crayons are ready!

Colorful Crayon Facts

It takes about three to five minutes to make a crayon.

Most 2- to 8-year-olds color for about a half hour every day.

Experts say that the smell of a crayon is one of the easiest scents to recognize.

The nickname for worn-down crayons is "leftolas."

Most children in the United States will wear down 730 crayons by the time they are 10 years old!
1. What happens during the first step of crayon-making?

2. Each step in a process is important. What might happen if Step 4, Check, is skipped?

3. How long does it take to make a crayon?

4. What is the primary purpose of this passage?
5. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Some crayons are set aside at the factory ______ they are not perfectly formed.

A. but
B. so
C. because

6. Which picture shows something that is NOT generally made in batches?
Blank 100 Chart
"So you're telling me this is a time machine?" Eric asked. "Yes," his Uncle Joseph replied. "I've been working on it for years here in my lab." Eric looked around the lab. A bank of computers lined one of the walls. Metal shelves held bottles and jars filled with strange liquids. There was a big metal table in the middle of the room. There were wires and tiny machine parts scattered all over it. In the middle of the table was a silver box. The box had a small computer screen and keyboard on its face.

"All you do is type in the time you want to go to," Uncle Joseph said. "The box will transport anyone within ten feet to that location." "So you mean if you typed in January 3rd, 2033, it would send us back to yesterday?" Eric asked. Uncle Joseph nodded. "Yes. But it can do better than that. I could type in 150 million years BC, for example."

He typed in the date on the keyboard. "Cool," Eric said. "And then you just press this button?" Eric put his finger on the button. "Eric, no!" Uncle Joseph cried. But he was too late. Eric pressed the button. The room began to spin. When everything settled, they were no longer in the lab. Tall, green plants grew all around them. A volcano rose up in the distance. Then the ground began to rumble. A huge dinosaur stomped toward them! "Hey, a Brontosaurus!" Eric said. "Your time machine really works!"
1. This passage is an example of
   A. historical fiction.
   B. science fiction.
   C. a poem.
   D. a fairy tale.

2. Which of the following does not describe Uncle Joseph's lab?
   A. There are many computers.
   B. There are jars of strange liquids.
   C. There are wires and tiny machines parts on a table.
   D. There are tall, green plants all around.

3. At the end of the passage, the characters are
   A. in Uncle Joseph's lab.
   B. near a volcano.
   C. in the sea.
   D. in outer space.

4. This passage takes place
   A. in the past.
   B. both in the present and the past.
   C. both in the future and the past.
   D. in the present.

5. What is the problem in this passage? Explain.
Day 10

Imagine that your city has 752 citizens. Record 5 different ways to make 752. (ex: 700+50+2=752).

If your city had 752 citizens. What would the new total number of citizens be if 100 new people moved to your city? Show your work, write an equation and circle the answer.

If your city had 752 citizens. What would the new total number of citizens be if 200 people moved to a different city? Show your work, write an equation and circle the answer.
Day 10

Create a list of laws in your city (no more than 10). Describe why these are important laws that would help keep people safe and healthy.

1.

2.

3.

4.

5.

6.

7.

8.

9.
Informational Writing Graphic Organizer

Topic: 

Introduction: 

Heading: 

Facts: 

Heading: 

Facts: 

Heading: 

Facts: 

Conclusion: 

Name: __________________________ Date: __________________

Day 10
Day 10

Informative Paragraph