Grade 2 - Unit 1

UNIT 1 | Five Subjects | Original Student Practice and Study

Instructions: Read each teaching section and complete the questions. These fields can be filled in a compatible PDF application. SAVE the PDF to your own device to keep answers, or print blank and write by hand. This is a starting unit, not a complete school-year textbook.

A learner can work at different levels in different subjects. Choose additional advanced problems only after demonstrating prerequisites.

Student initials (optional):

Date:

Grade 2 | Unit 1 Student Learning Book

An original grade-labeled starting unit covering Mathematics, English Language Arts, Science, History and Social Studies, and Scripture. Complete one section at a time. These eight-question sections are a starting unit, not a full textbook or year of school. Advanced children may attempt higher grade material when they demonstrate prerequisites.

How to use: Read the lesson explanation, complete the eight numbered questions in your notebook, then explain an answer. Parents should check reasoning and save work privately. All page text is selectable and copyable. Use browser Print to produce a paper copy.

Mathematics | Place value to 1,000 and regrouping

Direct teaching: A three-digit number has hundreds, tens, and ones. For 368, write 300+60+8. To add 248+135, regroup 8+5 as 13 ones, then add tens and hundreds to get 383.

1.

Write 406 in expanded form.

2.

Write 7 hundreds, 2 tens, 5 ones as a number.

3.

Compare 538 and 583.

4.

Calculate 247+126.

5.

Calculate 368+245.

6.

Calculate 601-230.

7.

Calculate 700-365.

8.

Explain why 498+205 should be near 700.

Check your work: explain at least one answer using a drawing, calculation, exact passage, or evidence. If a task is too easy, try unfamiliar higher-level work rather than repeating memorized facts.

English Language Arts | Multisyllabic words and informational text

Direct teaching: Longer words can be divided into syllables. Informational reading asks what happened, who participated, and how the writer knows. A central idea summarizes the whole passage.

Original reading: Every Saturday, families visited the community garden. Volunteers measured the plants and wrote their heights in a notebook. After four weeks, they compared their records to learn which plants had changed.

9.

Divide Saturday into syllables.

10.

Find two action words in the passage.

11.

Who visited the garden?

12.

What did volunteers measure?

13.

How long did they collect records?

14.

State the central idea in one sentence.

15.

Write two details that support the main idea.

16.

Explain why the volunteers compared measurements rather than guessing.

Check your work: explain at least one answer using a drawing, calculation, exact passage, or evidence. If a task is too easy, try unfamiliar higher-level work rather than repeating memorized facts.

Science | Life cycles and evidence

Direct teaching: Many organisms have recognizable stages in their life cycle. A flowering plant may develop from seed to seedling, mature plant, and seed-producing stage. The duration and details vary by species.

17.

Draw a seed, seedling, mature plant, and new seeds in order.

18.

Define life cycle in your own words.

19.

State two needs of a seedling.

20.

Explain why a rock has no biological life cycle.

21.

Write one observable change in plant growth.

22.

Describe how you would measure plant height.

23.

Name a condition you would keep the same when comparing plants.

24.

Explain what information a single measurement cannot tell you.

Check your work: explain at least one answer using a drawing, calculation, exact passage, or evidence. If a task is too easy, try unfamiliar higher-level work rather than repeating memorized facts.

History and Social Studies | Primary evidence, Alabama, and maps

Direct teaching: People use maps, photographs, artifacts, documents, and interviews to learn about the past. The age and purpose of a source matter. Alabama entered the United States as a state in 1819, but its history began much earlier.

25.

Locate Alabama on a reference map.

26.

Label north and south.

27.

Write the year Alabama became a state.

28.

Explain why people lived here before statehood.

29.

Identify a photograph as a possible historical source.

30.

Give one question to ask about an artifact’s date.

31.

Explain why two people can remember an event differently.

32.

Describe one way to verify a historical claim.

Check your work: explain at least one answer using a drawing, calculation, exact passage, or evidence. If a task is too easy, try unfamiliar higher-level work rather than repeating memorized facts.

Scripture Study | Deuteronomy 6:4-9

Direct teaching: Read the command addressed to Israel in its covenant setting. Notice what the text says about loving Yahuah, keeping the words in the heart, and teaching children throughout daily life.

33.

Identify the book and chapter.

34.

Who is the instruction addressed to in context?

35.

Name one action commanded in the passage.

36.

What does the passage say should be taught diligently?

37.

Explain what the heart-language means in this teaching.

38.

Write a short summary without adding new commands.

39.

Distinguish what the text says from an application.

40.

Give one careful home-life application.

Check your work: explain at least one answer using a drawing, calculation, exact passage, or evidence. If a task is too easy, try unfamiliar higher-level work rather than repeating memorized facts.