2nd Grade Special Education Practice
## Special Education Support

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<th>Subject</th>
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| **Reading Fluency**      | 1. Day 1: Cold Read: Set a timer for 1 minute, ask the student to read for one minute and mark the text where they stop. After they have marked where they stopped, read the passage aloud to the student.  
2. Day 2: Choral Read: Have the student and another person read the passage together.  
3. Day 3: Practice: Set the timer for 1 minute and ask the student to read the passage for marking where they stop.  
4. Day 4: Practice: Repeat the steps for Day 3.  
5. Day 5: Hot Read: Set the timer for 1 minute, ask the student to read for one minute and mark the text where they stopped. After multiple days of practice, the student should see that they can read farther and with less errors. |
| **Reading Comprehension** | 1. Ask the student to read the text and use a writing tool to code the text using the symbols below.  
   - ! - surprising facts  
   - ? - questions they had about the event  
   - * - important information  
   - L - information that tells the location of the event  
   - P - information that describes the place of the event  
2. Ask students to share with you what they coded and why.  
3. Ask students to reread the text.  
4. Read aloud the questions to the students. Ask students to use what they read to answer the multiple choice questions. |
| **Writing**              | After reading the text, use the steps below to answer the short answer questions.  
  **K-5**  
   a. R: Restate the question  
   b. A: Answer all parts of the questions  
   c. C: Cite evidence from the text to support your answer.  
   d. E: Explain how the evidence from the text supports your answer  
  **6-12**  
   a. Claim  
   b. Support  
   c. Evidence  
   d. Tie-in |
| Math Calculation | Encourage students to use the following to solve math problems:  
|                  | - Number lines  
|                  | - 100 charts  
|                  | - 200 charts  
|                  | - Multiplication charts  
|                  | - Formula sheets  
|                  | Choose the tool that students are most comfortable with and apply to their problems. |
| Math Problem Solving | 1. Read word problems to the student.  
|                      | 2. Ask the student to highlight or underline the important information in the problem that is needed to solve the problem.  
|                      | 3. Write a number sentence or equation to solve the problem.  
|                      | 4. Use the math tool necessary to solve the problem.  
|                      | - Number lines  
|                      | - 100 charts  
|                      | - 200 charts  
|                      | - Multiplication charts  
|                      | - Formula sheets |
Luis was excited. The new computer game he wanted was finally in stores. "The game is here!" he told his mom. "Can we go buy it?"

"How much does it cost?" Luis's mother asked.

"Thirty-five dollars," he replied.

"That is a lot of money, Luis. Do you have enough to buy it yourself?"

He shook his head.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."
"But I really want this game!" answered Luis. "What can I do?"

"You get eight dollars a week for doing chores," his mom said. "Try to save it. Before long, you will have enough to pay for the game."

"I do not think so," said Luis. "By then, all the games will be sold."

"Try it," replied his mother.

Weeks later, Luis came home very happy. "Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars."

"And," his mother added, "you did it with your own money!"
1. Why was Luis excited at the start of the story?
   A. He managed to save up thirty-five dollars.
   B. The new computer game he wanted was in stores.
   C. His mother bought him a computer game as a gift.

2. What is the main problem Luis faces in the story?
   A. He wants a new computer game, but the store has run out of that game.
   B. He wants a new computer game, but he doesn't have enough money to buy it.
   C. He wants a new computer game, but his mother hates all computer games.

3. Read this statement that Luis's mom said to Luis.

   "You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

   What conclusion can you draw from this evidence?
   A. A house and food are things that Luis's family needs.
   B. Luis's mom doesn't want to buy clothing, books, and gas for the car.
   C. Having clothing, books, and gas is more important than having a house and food.

4. How does Luis's mom most likely feel about the computer game?
   A. She feels excited because she wants to play the game, too.
   B. She feels angry that Luis wants to spend his money on a game.
   C. She feels like the game is not something that Luis really needs.

5. What is the main idea of this story?
   A. The computer game that Luis wants costs thirty-five dollars.
   B. Luis wants a new computer game, so he saves up money to buy it.
   C. Luis's mom has to spend money on things like food, clothing, and the house.
6. Read these sentences from the text.

"Luis was excited. The new computer game he wanted was finally in stores. 'The game is here!' he told his mom. 'Can we go buy it?'"

Why might the author have used an exclamation point when Luis tells his mother that the game is here?

A. to show that Luis is very excited
B. to show that Luis's mom is very excited
C. to show that the game is really fun to play

7. Read these sentences from the text.

"'You get eight dollars a week for doing chores,' his mom said. 'Try to save it. Before long, you will have enough to pay for the game.'"

What does the word "it" in the second sentence refer to?

A. the chores
B. the eight dollars
C. the week

8. Why doesn't Luis's mother buy the computer game when Luis first asks her for it?
9. Read these sentences from the text.

"Weeks later, Luis came home very happy. 'Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars.'
"'And,' his mother added, 'you did it with your own money!''"

How does Luis's mother probably feel about Luis saving up his money to buy the computer game?

____________________________________________________________________________________

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10. This story suggests that it is a good idea to save up your extra money to buy things that you want. Why might this be a good idea? Use evidence from the story to support your answer.

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One Fast Train Ride

It was Wes’s first time visiting Grandma in Japan. He was tired and grumpy. He had missed the end of the movie that played during the flight. Now the flight was getting in late. He and his parents still had to take a train to Grandma’s place.

“Don’t worry,” said Dad. “It’s the bullet train. It won’t take long.”

They caught the train just before it left. It was so fast! Even though Wes was tired, he couldn’t stop staring out the window. Each building went by in a flash. The scenery changed often as the train zoomed over the land. It was so quiet that it felt like sitting in a theater.

Grandma met the family on the other end. “How was the ride?” she asked.

“It was better than a movie,” laughed Wes.
Addition & Subtraction

10 +15 = __________

44 +36 = __________

81 +27 = __________

12 +88 = __________

24 -16 = __________

59 -40 = __________

99 -32 = __________

63 -29 = __________

35 +35 = __________

76 +25 = __________

13 +52 = __________

48 +16 = __________

92 -18 = __________

30 -21 = __________

76 -57 = __________

84 -61 = __________
Addition

Grade 2 Word Problems Worksheet

Read and answer each question.

The local food bank was receiving donations from the community.

1. During the first week, they received 12 boxes of canned soup and 36 boxes of crackers. During the second week, they received 25 boxes of canned soup and 24 boxes of crackers. How many boxes of crackers did they receive in total?

2. They had 40 boxes of pasta sauce in storage and received 47 more boxes last month. How many boxes of pasta sauce are there?

3. In the storage room, there are 16 boxes of corn flakes. There were 19 more boxes of cheerios than corn flakes. How many boxes of cereal are there?

4. The food bank expected to recruit 60 volunteers. 34 men and 45 women signed up. How many volunteers were recruited?

5. The local food bank opened 18 days in January and 21 days in February. If it will be opened for 15 days in March, how many days is it open in these three months?

6. Write the addition sentence that fits this: “The food bank opens for 4 hours on Friday and 5 hours each on Saturday and Sunday. It opens for 14 hours over those 3 days.”
### Number Chart (1 to 200)

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