

2nd Grade  
Special  
Education  
Practice



## Special Education Support

Subject	Strategy
Reading Fluency	<ol style="list-style-type: none"> <li>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.</li> <li>2. Day 2: Choral Read: Have the student and another person read the passage together.</li> <li>3. Day 3: Practice: Set the timer for 1 minute and ask the student to read the passage for marking where they stop.</li> <li>4. Day 4: Practice: Repeat the steps for Day 3.</li> <li>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.</li> </ol>
Reading Comprehension	<ol style="list-style-type: none"> <li>1. Ask the student to read the text and use a writing tool to code the text using the symbols below.               <ul style="list-style-type: none"> <li>○ ! - surprising facts</li> <li>○ ? - questions they had about the event</li> <li>○ * - important information</li> <li>○ L - information that tells the location of the event</li> <li>○ P - information that describes the place of the event</li> </ul> </li> <li>2. Ask students to share with you what they coded and why.</li> <li>3. Ask students to reread the text.</li> <li>4. Read aloud the questions to the students. Ask students to use what they read to answer the multiple choice questions.</li> </ol>
Writing	<p>After reading the text, use the steps below to answer the short answer questions.</p> <p><b>K-5</b></p> <ol style="list-style-type: none"> <li>a. R: Restate the question</li> <li>b. A: Answer all parts of the questions</li> <li>c. C: Cite evidence from the text to support your answer.</li> <li>d. E: Explain how the evidence from the text supports your answer</li> </ol> <p><b>6-12</b></p> <ol style="list-style-type: none"> <li>a. Claim</li> <li>b. Support</li> <li>c. Evidence</li> <li>d. Tie-in</li> </ol>

<p>Math Calculation</p>	<p>Encourage students to use the following to solve math problems:</p> <ul style="list-style-type: none"><li>• Number lines</li><li>• 100 charts</li><li>• 200 charts</li><li>• Multiplication charts</li><li>• Formula sheets</li></ul> <p>Choose the tool that students are most comfortable with and apply to their problems.</p>
<p>Math Problem Solving</p>	<ol style="list-style-type: none"><li>1. Read word problems to the student.</li><li>2. Ask the student to highlight or underline the important information in the problem that is needed to solve the problem.</li><li>3. Write a number sentence or equation to solve the problem.</li><li>4. Use the math tool necessary to solve the problem.<ul style="list-style-type: none"><li>• Number lines</li><li>• 100 charts</li><li>• 200 charts</li><li>• Multiplication charts</li><li>• Formula sheets</li></ul></li></ol>

Name \_\_\_\_\_

Word Count: 102

### The Laughing Lady

There once was a lady who never stopped laughing. Someone looking at a book would make her chuckle. She would see the farmer in his field and giggle. Even when someone cried, she would keep laughing. When something was really funny, she laughed more and more.

People started to become angry with the lady.

They thought she was laughing at them.

One day, they asked her why she laughed all the time.

The lady said that laughing was the way she showed love.

Because she loved everyone so much, she couldn't stop laughing.

The people felt better and they all laughed together.





## Finding the Value of Three-Digit Numbers

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

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $300 + 50 + 1 =$  \_\_\_\_\_

2 2 hundreds + 6 tens + 7 ones =  
\_\_\_\_\_

3  $400 + 20 + 6 =$  \_\_\_\_\_

4  $400 + 60 + 2 =$  \_\_\_\_\_

5  $600 + 40 + 2 =$  \_\_\_\_\_

6 5 hundreds + 1 ten + 3 ones =  
\_\_\_\_\_

7 3 hundreds + 7 tens + 5 ones =  
\_\_\_\_\_

8  $500 + 20 + 6 =$  \_\_\_\_\_

9  $200 + 8 =$  \_\_\_\_\_

10 2 hundreds + 8 tens + 0 ones =  
\_\_\_\_\_

11  $600 + 70 + 1 =$  \_\_\_\_\_

12 6 hundreds + 0 tens + 7 ones =  
\_\_\_\_\_

13  $400 + 70 + 6 =$  \_\_\_\_\_

14 2 hundreds + 3 tens + 3 ones =  
\_\_\_\_\_

15 3 hundreds + 2 tens + 3 ones =  
\_\_\_\_\_

16 3 hundreds + 3 tens + 2 ones =  
\_\_\_\_\_

### Answers:

233

607

476

323

267

671

426

513

526

208

642

462

332

375

280

351





## Ways to Model Word Problems

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

### Solve problems 1–6. Show your work.

- 1** Tony has 37 building blocks. Then he buys more blocks. Now he has 51 blocks. How many blocks does Tony buy?

Tony buys \_\_\_\_\_ blocks.

- 2** There are some chairs in the art room. Mrs. Lopez brings in 16 more chairs. Now there are 42 chairs. How many chairs were in the room at the start?

There were \_\_\_\_\_ chairs in the room at the start.

- 3** Jen has some buttons. She gets 23 more buttons from her mom. Now she has 65 buttons. How many buttons did Jen have to begin with?

Jen had \_\_\_\_\_ buttons to begin with.

- 4** Colby packs 31 boxes in one day. He packs 12 boxes in the morning and some boxes after lunch. How many boxes does Colby pack after lunch?

Colby packs \_\_\_\_\_ boxes after lunch.

- 5** Ayanna reads 26 pages of her book at school. Later she reads more pages at home. Now she has read 54 pages. How many pages does Ayanna read at home?

Ayanna reads \_\_\_\_\_ pages at home.

- 6** The camp has some tents. Campers set up 42 more tents. Now the camp has 60 tents. How many tents did the camp have to begin with?

The camp had \_\_\_\_\_ tents to begin with.



# A Camping Trip

by Rachelle Kreisman



Ryan and his family went camping. They set up a tent and sleeping bags. Ryan's mom started to make a fire in the fire pit. Ryan and his sister, Lily, searched for sticks. The sticks had to be long with a point at the end. The family was going to roast marshmallows!

Ryan and Lily found the perfect sticks. Their mom opened a bag of marshmallows. Ryan put one marshmallow at the end of his stick. Lily did, too. Then they carefully held their marshmallows over the fire and waited.

The marshmallows started to heat up. Ryan observed as the white treat turned brown. He knew that his marshmallow could not change back to white. He made sure not to burn it. Then Ryan removed the brown marshmallow from the fire. He waited a minute for it to cool. Then he took a bite. It was warm, gooey, and delicious!

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

1. What did Ryan do with his family?

- A. He went camping.
- B. He took a walk.
- C. He learned to cook.

2. Ryan and Lily had to do some things before they could eat their roasted marshmallows. Which is the correct sequence of Ryan and Lily's actions?

- A. held the marshmallows over the fire, found the perfect sticks, put marshmallows on the sticks
- B. put marshmallows on the sticks, found the perfect sticks, held the marshmallows over the fire
- C. found the perfect sticks, put marshmallows on the sticks, held the marshmallows over the fire

3. Read these sentences from the text.

"Ryan put one marshmallow at the end of his stick. Lily did, too. Then they carefully held their marshmallows over the fire and waited.

"The marshmallows started to heat up. Ryan observed as the white treat turned brown."

What conclusion can you draw based on this evidence?

- A. Marshmallows will turn brown if they are outside for too long.
- B. The heat from the fire caused the marshmallow to change colors.
- C. Ryan's stick caused the marshmallow to change colors.

4. Roasting the marshmallow caused it to change in a way that could not be undone.

What information from the text best supports this statement?

- A. "Ryan removed the brown marshmallow from the fire."
- B. "Ryan observed as the white treat turned brown."
- C. "He knew that his marshmallow could not change back to white."

5. What is the main idea of this story?

- A. Ryan and his family make a fire in a fire pit.
- B. Ryan and his family learn about nature during their camping trip.
- C. Ryan and his family roast marshmallows on their camping trip.

6. Read these sentences from the text.

"The marshmallows started to heat up. Ryan observed as the white treat turned brown. He knew that his marshmallow could not change back to white."

What does the word "observed" mean in these sentences?

- A. heard
- B. tasted
- C. watched

7. Choose the answer that best completes this sentence.

The marshmallow turned brown \_\_\_\_\_ Ryan held it over the fire.

- A. so
- B. because
- C. but

8. What did Ryan do with his marshmallow after putting it at the end of his stick?

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9. How did the heat from the fire affect the marshmallow?

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10. Could Ryan make his marshmallow turn brown and gooey without using a fire?  
Explain your answer using evidence from the text.

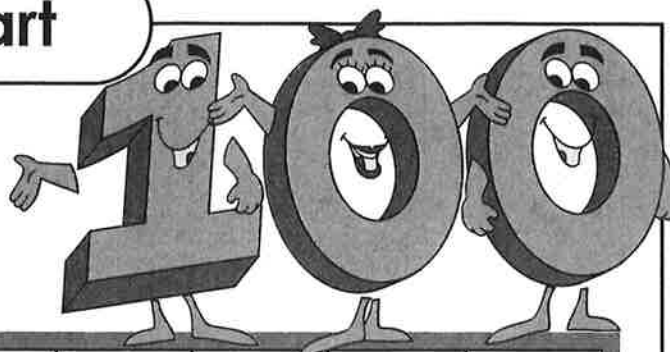
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Name: \_\_\_\_\_

# 100 Chart



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

