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Grade 2 Mathematics
Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day. The practice problems align to important math concepts your student has worked with so far this year.

Specific instructions to guide your student are found at the top of each page.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade 2 Math concepts covered in this packet!

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		

Writing Three-Digit Numbers

Name: _____

Write the number using only digits.

1 one hundred sixty-four   _____

2 six hundred fifty-two   _____

3 three hundred twelve   _____

4 two hundred sixty-one   _____

5 two hundred five   _____

6 five hundred nineteen   _____

Write the number using only digits.

7 $100 + 10 + 6$ _____

8 $500 + 4$ _____

9 $300 + 40 + 5$ _____

10 $300 + 50 + 4$ _____

11 $400 + 60$ _____

12 $500 + 40$ _____

Name: _____

Write the number as a sum of hundreds, tens, and ones.
Then write the number using words.

13 522   _____ + _____ + _____

_____

14 435   _____ + _____ + _____

_____

15 218   _____ + _____ + _____

_____

16 310   _____ + _____

_____

17 Explain how problem 8 is the same and different from problem 12.

Ways to Compare Three-Digit Numbers

Name: _____

Compare the numbers in each problem two different ways.

1 Compare 250 and 200.

_____ < _____ and
_____ > _____

2 Compare 170 and 180.

_____ < _____ and
_____ > _____

3 Compare 346 and 325.

_____ < _____ and
_____ > _____

4 Compare 235 and 261.

_____ < _____ and
_____ > _____

5 Compare 424 and 453.

_____ < _____ and
_____ > _____

6 Compare 833 and 824.

_____ < _____ and
_____ > _____

7 Compare 637 and 682.

_____ < _____ and
_____ > _____

8 Compare 362 and 326.

_____ < _____ and
_____ > _____

9 Compare 531 and 513.

_____ < _____ and
_____ > _____

10 Compare 714 and 741.

_____ < _____ and
_____ > _____

11 Compare 468 and 486.

_____ < _____ and
_____ > _____

12 Compare 967 and 959.

_____ < _____ and
_____ > _____

13 What strategies did you use to compare the numbers?

Adding and Regrouping Ones

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

1   635
    + 321
	2 439
	    + 154
		3 336
		    + 123

4   825
    + 166
	5 512
	    + 336
		6 246
		    + 348

7   772
    + 109
	8 347
	    + 314
		9 483
		    + 208

10   225
    + 224
	11 548
	    + 406
		12 475
		    + 515

13   273
    + 211
	14 728
	    + 253
		15 627
		    + 263

Answers:

449	594	881	956	691
484	661	890	991	593
954	848	990	459	981

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Adding and Regrouping Tens

Name: _____

Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

1 (circled)
435
+ 283
___
718

2
205
+ 113

3
586
+ 130

4
378
+ 343

5
186
+ 175

6
476
+ 234

7
152
+ 169

8
214
+ 225

9
362
+ 556

10
481
+ 262

11
145
+ 239

12
347
+ 133

13
286
+ 644

14
267
+ 174

15
383
+ 319

16 How do you know that 361 + 283 is greater than 500 without finding the sum?

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Regrouping Tens to Ones

Name: _____

Circle all the problems where you must regroup a ten to subtract the ones. Then find the differences of only the problems you circled.

1. 875
   − 646
   ‾‾‾‾‾
    229

2. 478
   − 226

3. 692
   − 437

4. 345
   − 224

5. 761
   − 338

6. 514
   − 402

7. 953
   − 821

8. 474
   − 156

9. 320
   − 210

10. 663
   − 425

11. 619
   − 308

12. 847
   − 628

13. 736
   − 517

14. 563
   − 249

15. 375
   − 163

16. How can you tell by looking at the problem if you need to regroup a ten to subtract the ones?

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Regrouping Hundreds to Tens

Name: _____

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

1   816
     − 432

2   927
     − 563

3   506
     − 315

4   448
     − 160

5   743
     − 471

6   476
     − 293

7   628
     − 236

8   961
     − 470

9   527
     − 256

10   347
      − 154

11   835
      − 285

12   624
      − 382

13   329
      − 170

14   465
      − 195

15   519
      − 378

Answers:

193	242	191	384	272
364	271	491	288	392
183	141	550	159	270

Adding Four Two-Digit Numbers

Name: _____

Find the sum. Show your work.

1 29 + 34 + 21 + 36

$$50 + 70$$

_____

2 45 + 38 + 62 + 15

_____

3 17 + 36 + 43 + 74

_____

4 55 + 49 + 71 + 15

_____

5 32 + 24 + 68 + 46

_____

6 27 + 19 + 33 + 81

_____

7 32 + 13 + 29 + 35

_____

8 53 + 74 + 13 + 44

_____

9 24 + 12 + 74 + 68

_____

10 92 + 37 + 71 + 14

_____

11 Explain how you found the answer to problem 8.

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25

Measuring in Inches and Centimeters

Name: _____

1 Use a ruler to measure the length of the piece of tape in inches.

If you need a ruler, there are paper copies to cut out on the next page.

What is the length of the tape? _____ inches

2 Use a ruler to measure the length of the pencil in inches.
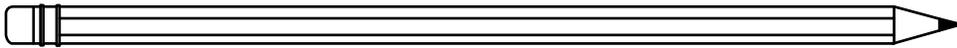
What is the length of the pencil? _____ inches

3 Use a ruler to measure the length of the shoe in centimeters.

What is the length of the shoe? _____ centimeters

4 Use a ruler to measure the length of the fish in centimeters.
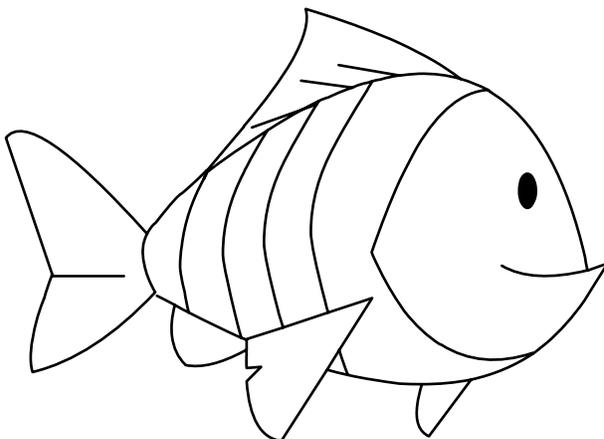
What is the length of the fish? _____ centimeters

Name: _____

5 Use a ruler to measure the length of the string in both inches and centimeters.

_____

What is the length of the string in inches? _____ inches

What is the length of the string in centimeters? _____ centimeters

6 Use a ruler to measure the length of the rectangle in both inches and centimeters.

What is the length of the rectangle in inches? _____ inches

What is the length of the rectangle in centimeters? _____ centimeters

7 For problem 6, did you write different numbers for the length in inches and the length in centimeters? Explain.

If you need a ruler, you can cut these out to use.

Measuring in Inches and Feet

1 Circle the objects that are easier to measure with an inch ruler. Underline the objects that are easier to measure with a yardstick.

a bike   a leaf   a table

a book   a sticker

2 Circle the objects that are easier to measure with an inch ruler. Underline the objects that are easier to measure with a yardstick.

a window   a cracker   a tent

a marker   a blanket

3 What is the length of the rectangle to the nearest inch?

```
0        1        2        3        4        5        6
inches
```
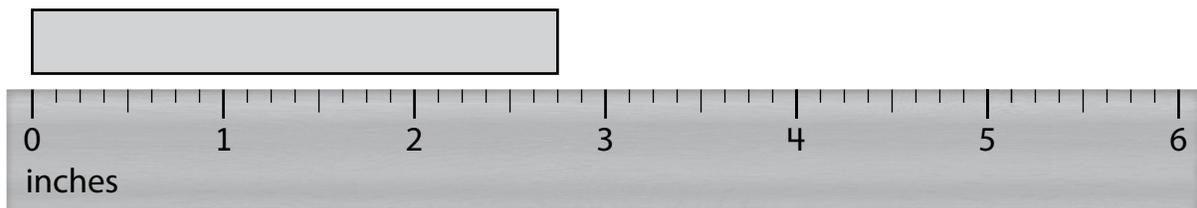
The rectangle is about _____ inches long.

4 What is the length of the baseball bat to the nearest foot?
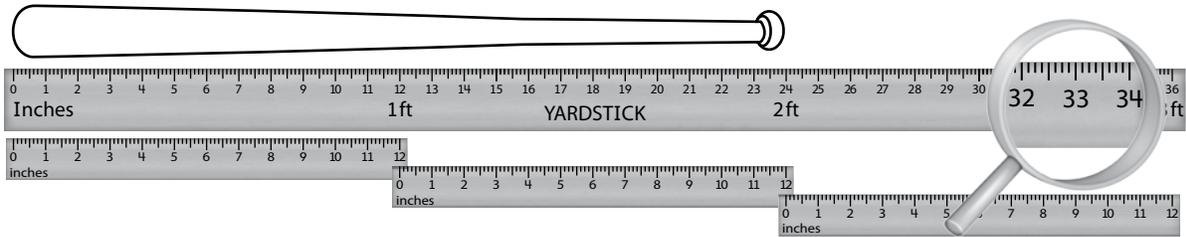
The baseball bat is about _____ feet long.

5 What is the length of the branch to the nearest foot?

The branch is about _____ foot long.

Measuring in Centimeters and Meters

Name: _____

1 Circle the objects that are easier to measure with a centimeter ruler. Underline the objects that are easier to measure with a meter stick.

a rug   a mitten   a pool

a bee   a shell

2 Circle the objects that are easier to measure with a centimeter ruler. Underline the objects that are easier to measure with a meter stick.

a porch   a spoon

a watch   a bus   a lunch bag

3 What is the length of the tape to the nearest centimeter?

```
|||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||||
0   1   2   3   4   5   6   7   8   9   10  11  12  13  14  15  16  17  18
centimeters
```
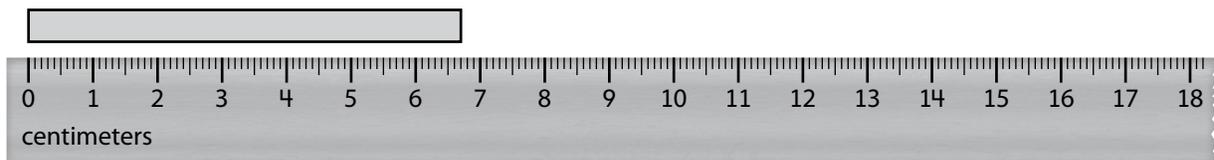
The tape is about _____ centimeters long.

Name: _____

4 What is the length of the bench to the nearest meter?
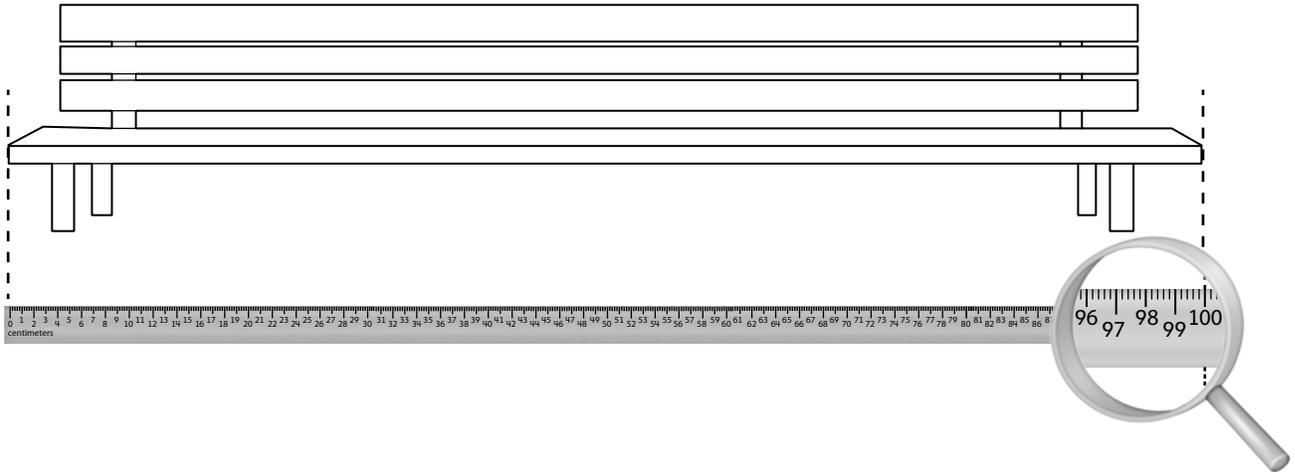
The bench is about _____ meter long.

5 What is the length of the rectangle to the nearest centimeter?
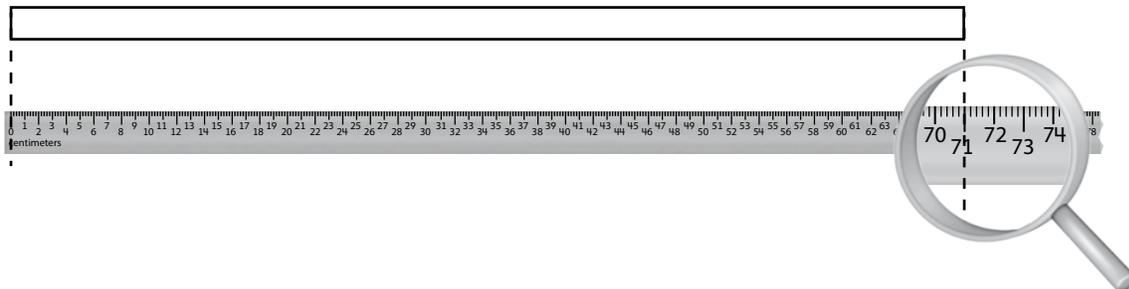
The rectangle is about _____ centimeters long.

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Grade 2 Reading
Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

Most lessons can be completed independently. However, there are some lessons that may benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons. A teacher will be in touch soon and your student can ask for help.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 2
Reading activities
included in this packet!

The Turkey Girl

a Zuni folktale

1   Long ago, there lived a poor girl who herded turkeys for a living. Every morning, she drove them out to the fields. And every evening, she drove them back to the safety of their cages. She treated them with great kindness, and the turkeys loved her for this.

2   One day, the girl heard some people in town talking. They wanted to go to the Dance of the Sacred Bird. This great event happened only once a year. And it was to take place in just four days.

3   "Oh, how I wish I could go!" the girl said to the turkeys. "But I cannot go in such old, ugly clothes."

4   The girl never once thought the turkeys could understand her. But on the day of the dance, one turkey stood tall and spoke. "Dear friend," he said. "We will help you go to the dance. You shall laugh and be merry. You have earned some fun!"

Go On

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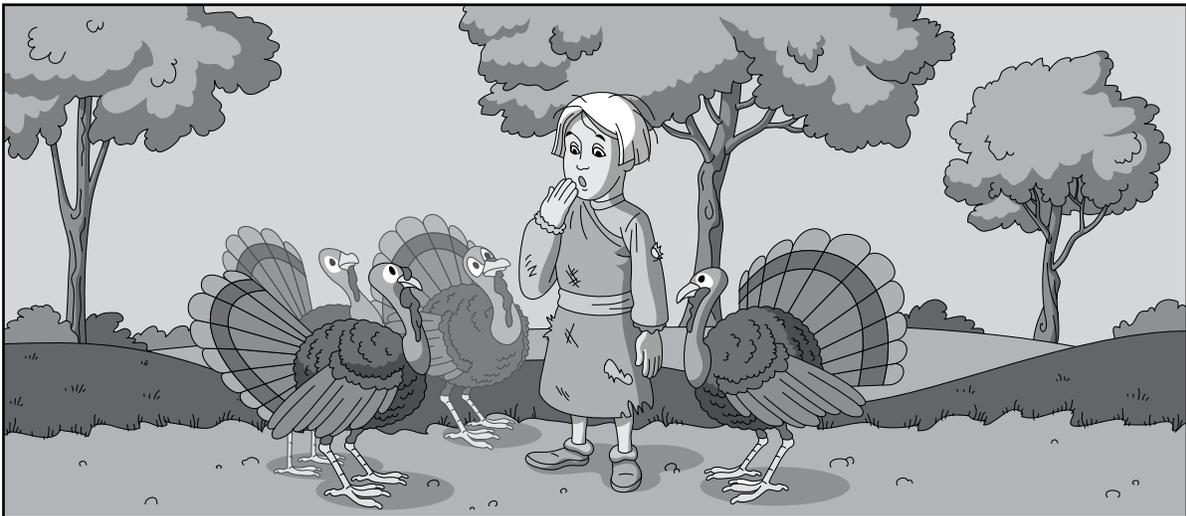
5   At first, the girl was shocked. Then somehow it felt right that the turkeys—her only friends—should speak.

6   "We only ask that you come back before sunset," said the turkey. "You are the one who keeps us safe." The turkeys then danced around the girl. They turned her old, ragged clothes into a beautiful white dress.

7   The girl thanked the turkeys again and again. She promised them she would return before sunset. Then she turned and ran down the path toward town.

8   At the dance, no one knew the girl in her new dress. Everyone praised her beauty. And all the young men wanted to dance with her. She was having so much fun that she forgot all about her friends the turkeys.

9   Finally, the sun set. The turkeys wondered why the girl had not returned. "She has forgotten us," one of them said. "For that reason, we will give her no more help! Come, let us move up into the hills. Our keeper is not as kind as we had once hoped."

10   When at last the dance ended, the girl ran back to the fields. She looked for the turkeys everywhere. But they were gone. As she stood there, sad and alone, her dress turned back into rags. She was the poor turkey girl once more.

22   What challenge does Cinderella face because of her new stepmother?

    A   She must find a way to leave for town with her father.

    B   She must keep her two stepsisters from getting new dresses.

    C   She must learn to love her stepmother as much as her real mother.

    D   She must do all the hard work while her stepsisters do nothing.

23   Read these sentences from paragraph 1 of "Cinderella."

> She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing.

Which **best** explains why the author repeats the words "cleaned" and "cooked"?

    A   to show that Cinderella wanted to please her new stepmother

    B   to show that Cinderella had so much work that she could never stop

    C   to show that Cinderella was very good at both cooking and cleaning

    D   to show that Cinderella liked to keep busy to make her stepsisters happy

24   What do the stepsisters think about Cinderella wanting to go to the dance?

    A   They would let her go if she had better shoes.

    B   They are surprised she even knows how to dance.

    C   They feel she is foolish for thinking she could go.

    D   They are worried the prince will like her the best.

Go On

25 What do we learn about Turkey Girl at the beginning of the story?

   A She is a good dancer who has a lot of friends.

   B She is very poor but takes good care of the turkeys.

   C She is tired of taking care of turkeys and wants to dance.

   D She is sometimes late because she forgets what time it is.

26 Which sentence **best** tells what happens soon after Turkey Girl wishes she could go to the special dance?

   A The girl hears some people in town talking about a dance.

   B The turkeys turn the girl's old clothes into a beautiful dress.

   C The girl runs back to the fields, but the turkeys are gone.

   D The girl's beautiful white dress turns back into old rags.

27 Which sentence **best** tells the lesson to be learned from "The Turkey Girl"?

   A Don't worry about others.

   B Be happy with what you have.

   C Enjoy your life.

   D Keep your promises.

28 What is one way both Cinderella and Turkey Girl are **alike**?

    A Both sleep by a fireplace at night.

    B Both have stepsisters who laugh at them.

    C Both are kind to the animals they herd.

    D Both have to spend all day working.

29 Which story event is the **same** in "Cinderella" and "The Turkey Girl"?

    A The girls are given new dresses so they can go to the dance.

    B The girls plant twigs that quickly grow into pretty hazel trees.

    C The girls need to fit their feet into slippers only they can wear.

    D The girls almost forget to go back to the birds who helped them.

Go On

Describing How Characters Act

Describing how characters in a story respond to important events and challenges will help you understand how and why they act the way they do.

▶ **Read** **Characters** are the people or animals in a story that face a **challenge.** A challenge is a problem that needs to be solved. Describing how characters **respond** to challenges will help you get to know them better.

Look at the picture. What is the challenge? How does each character respond? Think about why each boy acts that way.

▶ **Think** Complete the chart. Tell what the challenge is. Then tell how each character responds to it.

What the Challenge Is	How the Characters Respond
	• Little boy • Older boy

▶ **Talk** What will make the little boy happy? Use what you see in the picture to answer.

> ◎ **Academic Talk**
> Use these words to talk about the text.
> • **characters** • **respond** • **challenge**

A Puppy for Oscar

by Jane Lawrence

1   Oscar wanted a puppy more than anything in the world. But his mom kept saying they could not have a dog in their apartment.

2   "We do not have a yard," she said. "And a dog needs space to run."

3   Oscar had an idea. There was a city park very close to their apartment. The park was really big. Maybe part of it could be turned into a park for dogs. Then Oscar's puppy would have a place to run!

4   Now Oscar needed to turn his idea into a plan. Oscar worked very hard. He wrote letters to newspapers. He wrote to the mayor about his idea for a dog park. He talked to people about his idea. Then he got many of them to sign their names to a letter saying they wanted a dog park, too.

5   It took over a year, but Oscar finally got his dog park. And then he got what he really wanted—a new puppy!

Close Reader Habits

Circle a sentence that tells what Oscar's challenge is.
Underline a sentence that tells how he responds to the challenge.

What is the challenge in this story, and how does Oscar respond to it?

Think

> Rereading the story will help you figure out how Oscar responds to his challenge.

1 Complete the chart to help you understand Oscar's challenge and how he responds to the challenge.

Oscar's Challenge	How Oscar Responds to the Challenge

Talk

2 What is the main thing Oscar does to respond to his challenge? Describe an event from the story to explain your answer.

Write

3 **Short Response** What do Oscar's actions tell you about him? Use an event from the story to explain your answer. Write your answer in the space on page 140.

> **HINT** What does Oscar do? Make a list of the things he does in the story.

A Puppy for Oscar

3 **Short Response** What do Oscar's actions tell you about him? Use an event from the story to explain your answer.

> **HINT** What does Oscar do? Make a list of the things he does in the story.

_____

_____

_____

_____

_____

_____

_____

> Don't forget to check your writing.

The Snowstorm

by Annika Pedersen

1   The wind blew hard, shaking the barn. Outside, the falling snow whipped this way and that. Inside, Greta and her mother counted the sheep they had just brought down from the mountain. One of the sheep was missing, but which one? They saw that Lizzie, one of the new lambs, had been left behind.

2   Greta and her mother started back up the mountain to look for her, but there wasn't much time. Already, they could hardly see a thing in the heavy, blowing snow. "Lizzie! Lizzie!" they called out.

3   At last, they heard her crying back *baa-aa-aa!* They had found Lizzie, but now they were lost. How would they find their way home? Their whole world had gone white!

4   Then Greta saw a stream nearby. The blinding snow was still melting in it! She and her mother could follow the stream's twisting dark line down the mountain. It would lead them back to the gate near their barn.

5   Greta held the little lamb tight. Soon, everyone would be safe at home.

Close Reader Habits

What problem do Greta and her mom have *after* they find Lizzie? **Underline** two sentences that tell you what challenge they face.

▶ Think

1 Why is finding the lost lamb a challenge for Greta and her mother?

    A   They are not really sure the lamb is still missing.

    B   They know they will be in great danger from the storm.

    C   They have already climbed the mountain once and are worn out.

    D   They are afraid to leave the sheep alone in the barn.

> Rereading the story will help you figure out how the characters face a challenge.

2 Which **best** tells about the challenge that Greta and her mother must face after they find Lizzie?

    A   They can't get Lizzie to stop crying *baa-aa-aa*.

    B   They are getting very cold from the wind and snow.

    C   They have to make sure there aren't any other lost sheep.

    D   They can't see how to get back home in the snowstorm.

▶ Talk

3 What do Greta and her mom do to respond to the challenge of finding the lost sheep? Tell your partner.

▶ Write

4 **Short Response** Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home. Write your answer in the space on page 141.

> **HINT** Think about how Greta responds to the new challenge they face.

The Snowstorm

4 **Short Response** Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home.

> **HINT** Think about how Greta responds to the new challenge they face.

_____

_____

_____

_____

_____

_____

_____

Check Your 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?

USING ADJECTIVES AND ADVERBS TO DESCRIBE

Introduction When you write, choose **adjectives** and **adverbs** that make your ideas clear and interesting.

- Use the best adjective you know to tell about a noun. An **adjective** can tell how something looks, smells, tastes, sounds, or feels.

> Sue heard a squeaky noise.
>
> She smelled sweet muffins baking.
>
> Bright light came through the window.

- Use the best adverb you know to tell about a verb. An **adverb** can tell about how, where, or when something happens.

> Sue woke up late.
>
> She dressed quickly.
>
> She ran downstairs.

Guided Practice Choose the adjective or adverb in parentheses ( ) that best completes each sentence. Write the word on the line.

HINT Try each answer choice in the sentence. Does the sentence make sense?

1 Sue hears a _____ horn.
(loud   happy)

2 The bus came _____ !
(tomorrow   early)

3 Sue grabs her _____ backpack.
(warm   heavy)

4 Dad says, "We have to run _____ !"
(quickly   slowly)

Choose the correct word to complete each sentence.

1 The _____ school bus stops.

    A hungry

    B yellow

    C round

    D sleepy

2 Sue climbs _____ .

    A inside

    B after

    C down

    D outside

3 She finds an _____ seat.

    A excited

    B angry

    C unhappy

    D empty

4 She smiles and waves _____ to her dad.

    A meanly

    B noisily

    C happily

    D badly

Stone Soup

by Elsa Southern

1   A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

2   "Do you have a bit of food for a tired traveler?" the man asked. "I have been walking all day without a bite to eat."

3   "I'm sorry, but I have barely enough food for my family," the woman said.

4   When the other people in the village heard the man, they started shutting their doors. "Go away! We have only enough food for ourselves," they shouted from behind their locked doors.

5   The traveler sat down in the town square and thought for a while. Then he had a wonderful idea. "I only ask for a pot and some water!" he shouted. He took three gray rocks out of his pocket. "With these special stones I will make a delicious stone soup."
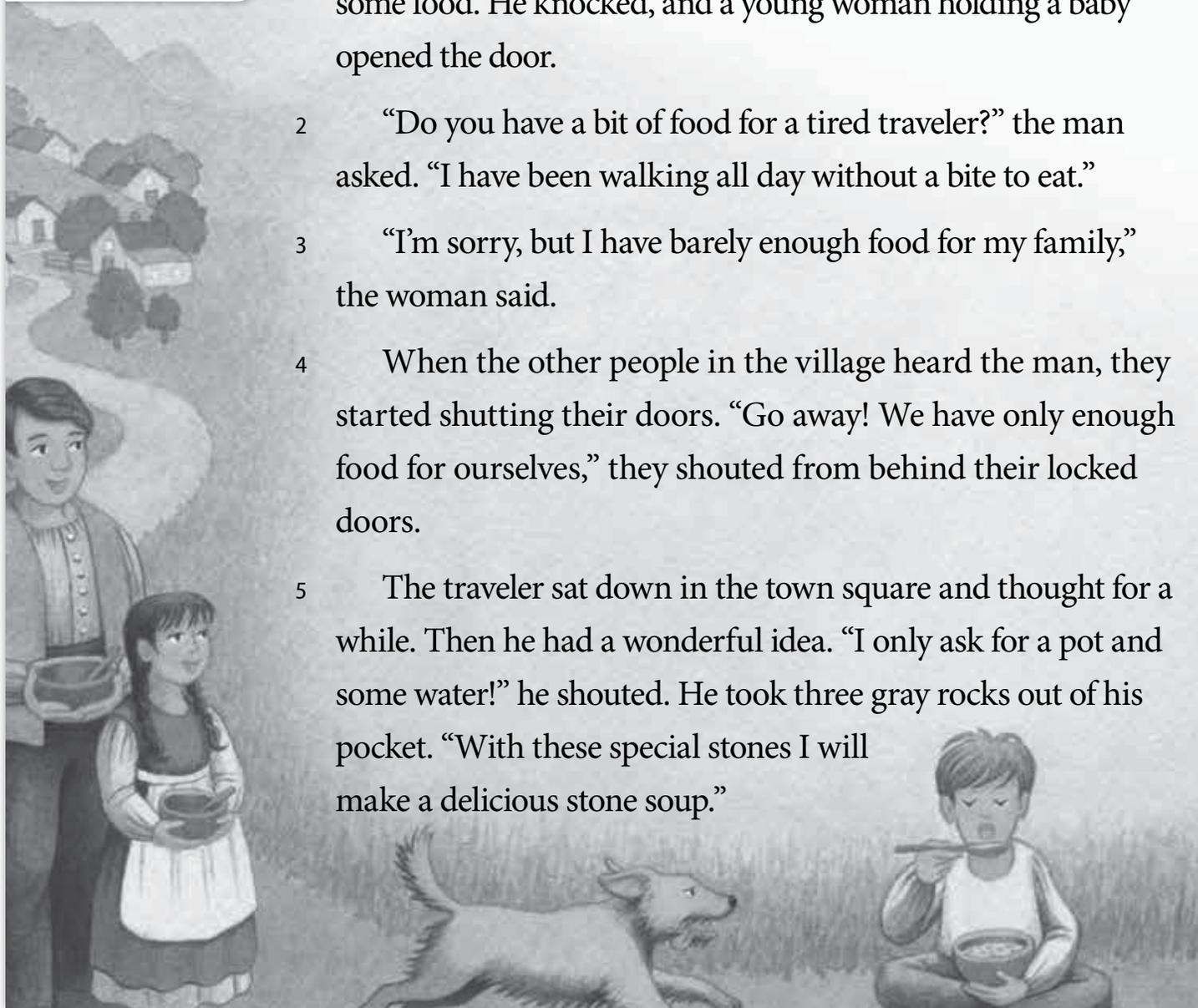
6   "Who has ever heard of stone soup?" the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

7   The traveler started a fire under the large pot of water. When it began to boil, he slowly added the three stones. After a while, he put his nose over the pot and breathed in. "Ah," he said with a twinkle in his eye. "This is almost perfect. If only we had some onions."

8   A villager quickly grabbed a bag of onions and passed it to the traveler, who added them to the pot.

9   "Oh!" sighed the traveler, breathing in again with his nose over the pot. "This is almost perfect! If only we had some potatoes."

10   The villagers ran to their homes. They came back carrying not only potatoes, but carrots and peas and beans and corn. Everyone wanted to help.

11   Very soon there was enough delicious soup for everyone in the village! They all ate soup until they were no longer hungry.

12   Even today, people tell the story of how such a wonderful soup could be made from stones.

▶ **Think** Use what you learned from reading "Stone Soup" to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A
What challenge does the traveler face when he first comes to the town?

    A   He is tired and needs a place to spend the night.

    B   He knocks on a door and a young woman holding a baby answers.

    C   He is hungry and hopes someone will give him food.

    D   He wants to fix a dinner but doesn't have a pot.

Part B
Underline a sentence from paragraph 1 below that **best** tells about the answer in Part A.

> A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

2 What is the challenge the traveler faces when no one will help him?

    A   He has to find wood so that he can build a fire to keep warm.

    B   He needs to learn how to make friends with everyone in town first.

    C   He has to walk to another town where people might be kinder to him.

    D   He must find a new way to get people to share their food with him.

3 Why does the traveler keep putting his nose over the pot and breathing in?

   A   to make the people think he is cooking something tasty

   B   to make the people want to make their own soup

   C   to make the people angry that they won't get any soup

   D   to make the people sad that they didn't help him

4 What do you learn about the traveler from the way he faces his challenge?

   A   He is clever because he gets people to choose to help him.

   B   He is lazy because he has other people do his work for him.

   C   He is unhappy because he is too poor to buy his own food.

   D   He is proud because he knows more about cooking than others.

5 Read the sentence from the passage.

   The villagers ran to their homes.

   The word "village" means "a small town." What is the **best** meaning of the word "villagers"?

   A   people who eat soup in a small town

   B   people who work in a small town

   C   people who live in a small town

   D   people who help others in a small town

6 Read paragraph 6 from the story.

> "Who has ever heard of stone soup?" the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

Underline the sentence in paragraph 6 that **best** explains why the people bring the traveler a pot filled with water.

Write How does the traveler respond to the challenge of getting food?

7 **Plan Your Response** Review the challenge the traveler has. Write three things he says in the story that help him get what he wants.

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8 **Write an Extended Response** How does the traveler respond to the challenge of getting food? Use details from the story in your answer.

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○ Learning Target

How does describing how characters respond to important events and challenges help you understand how and why they act the way they do?

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Read the story. Then answer the questions that follow it.

Too Much of a Good Thing

by Sybil Parrish

1   Zelda pressed the button on the spaceship's food maker. Normally, a food maker could make anything you wanted. All you had to do was say *pizza*, *popcorn*, or whatever and press a button. Then it would make whatever you had asked for instantly. But the food maker on the spaceship had been broken for days. Now it would only make ice cream. And the ship was still over a week away from her grandparents' planet.

2   "Yum! This is great," said Zelda, grinning. She sat down at the table with a heaping bowl of chocolate ice cream.

3   "Well, I for one am getting tired of ice cream," grumbled Zelda's dad. "A bowl of soup would taste great about now!"

4   Zelda's sister Anka piped up. "How can anyone get tired of ice cream? This is like a dream come true!"

5   Zelda's dad sighed. "We wouldn't even have this problem if we had lived two hundred years ago."

6   "I know," replied Zelda. "People used to fix their own food. They grew it or shopped at places called grocery stores. They never knew how great a broken food maker could be!"

7   But after two more days, even Zelda and her sister were tired of ice cream. Zelda just wanted something— anything—that wasn't cold and sweet.

8   Suddenly, Zelda smiled and said, "I have an idea! Let's fix some food for ourselves, like in the old days. We could ask to pick some vegetables from the ship's garden. It might even be *fun* to make our own meal."

9   "Make a meal? How will we know if we're picking beans or beets or broccoli?" Anka blurted out, shaking her head. "And, and . . . just how *do* we fix a potato?"

10   "That's easy!" laughed Zelda. "The ship's computer can help us. C'mon, let's get started!"

11   All the grown-ups thought the girls had a great idea, even the ship's captain. She'd had her fill of ice cream, too. "Just be sure to make me a big bowl of hot green beans. And add a side order of mashed potatoes!" the captain joked.

12   Zelda was so excited—they were going to be human food makers! She tried to remember the word once used for people who fixed meals. Then it came to her. They were called "cooks."

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1 Read the sentence from the story.

But the food maker on the spaceship had been broken for days.

What question does this sentence answer?

A   How do food makers work on a spaceship?

B   What kinds of food does the food maker make?

C   Why does the food maker make only ice cream?

D   What does a food maker look like?

2 What can you tell about the setting from the picture and the story?

A   It takes place outside a restaurant.

B   It takes place on another planet.

C   It takes place inside a spaceship.

D   It takes place next to an ice cream shop.

3 Read these sentences from the story.

> "How can anyone get tired of ice cream?" Zelda's sister Anka piped up. "This is like a dream come true!"

What kind of speaking voice could you use to show Anka's point of view in these sentences?

A an excited voice

B a quiet voice

C a mean voice

D a surprised voice

4 How does Zelda meet the challenge of having a broken food maker?

A She makes the best of having to eat so much ice cream.

B She remembers that people who fix meals are called "cooks."

C She thinks about planting a vegetable garden on the spaceship.

D She comes up with the idea of cooking a meal themselves.

5 Read the central message of this story.

> Even good things are best in small amounts.

Which detail from the story supports this central message?

A The food maker stops working the way it should.

B People in Zelda's time no longer shop at grocery stores.

C Zelda and Anka get tired of eating ice cream every day.

D Zelda thinks it might be fun to be a human food maker.

6 In the first part of the story, Zelda and her dad have different points of view about the broken food maker. Read their points of view below.

Zelda is happy about the broken food maker. Her dad doesn't like that it is broken.

Write one detail from the story that supports the sentence about Zelda and one detail that supports the sentence about her dad.

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