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WORKBOOK

Grade 2

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WEEK 1



Read “Schools Around the World” on pages 439-455 in your reading book- Volume 1. Circle the correct answer to each question based on the story.

1. What is the article “Schools Around the World” MOSTLY about?
 - a. How children get to school
 - b. What children wear to school
 - c. How schools are alike and different

2. Why does the author use headings in this article?
 - a. To entertain the readers
 - b. To tell what each section is about
 - c. To explain what is in each picture

3. Why does each photo have a caption?
 - a. To make readers laugh
 - b. To tell who took the picture
 - c. To explain what is in each picture

4. What is one way that all schools are ALIKE?
 - a. They are all places where children can live.
 - b. They are all small buildings made of bricks.
 - c. They are all places where students go to learn.

5. Which of the following words from the story is a noun?
 - a. wear
 - b. bricks
 - c. all

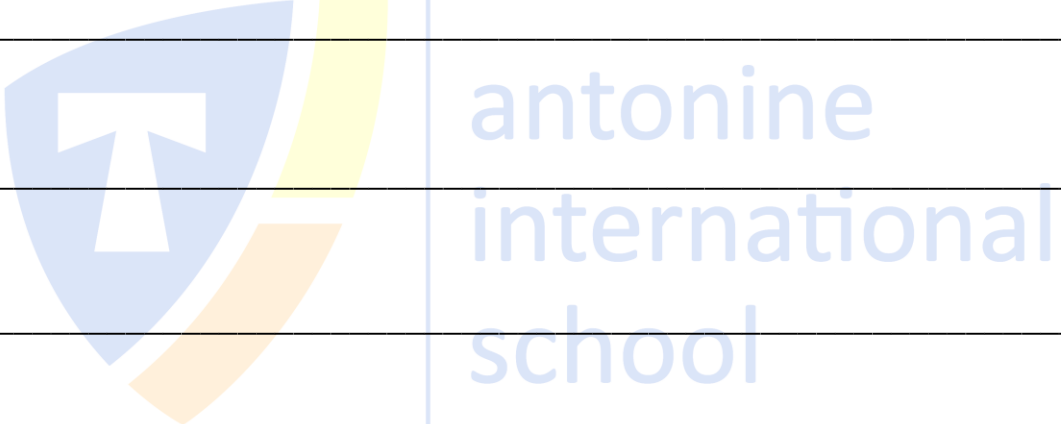
6. Which word in this sentence contains a long i?
“ The kind of school buildings children have depends on where they live”
- live
 - children
 - kind

**B. Find any three adjectives from the article “ Schools Around the World”.
Use each in a sentence.**

1. _____

2. _____

3. _____



C. Answer the following questions in complete sentences.

1. Why might some children wear warmer clothes than children in another part of the world?

2. How does your school day compare to the school day described on page 445?

3. Look at the small box labeled “Amazing School Facts” on page 453. How does the information in the box relate to the section?

4. What is a trade school? What words in the sentence help you figure out what a trade school is?

5. What is the author’s purpose of writing this story? (P.I.E – to persuade, to inform, to entertain) How could you tell?

في كتاب القراءة (الجزء الثاني) : أقرأ ص ٨١- ٨٢ (الهرّ العجوز)

أعالج ص ٨٦ رقم ١-٢-٣ و ص ٨٧ رقم ٤-٥



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ب النَّصُّ

أَهْرُ الْعَجُوزِ

كَانَ لِرَجُلٍ قِطٌّ يَصْطَادُ الْفَيْرَانَ . وَكَانَ ابْنُهُ رَامِي شَدِيدَ التَّعَلُّقِ بِهِ ...
كَبِرَ الْقِطُّ وَصَارَ عَاجِزًا عَنِ الصَّيْدِ . وَأَصْبَحَ لَا يَأْكُلُ إِلَّا الْجُبْنَ وَاللَّحْمَ
وَالْحَلِيبَ . فَغَضِبَتْ مِنْهُ أُمُّ رَامِي ، وَطَلَبَتْ إِلَى زَوْجِهَا أَنْ يَتَخَلَّصَ مِنْهُ .
وَضَعَ الزَّوْجُ الْقِطَّ فِي كَيْسٍ ، ثُمَّ حَمَلَهُ إِلَى الْغَابَةِ ، حَيْثُ تَرَكَهُ
وَحِيدًا ، وَرَجَعَ .



بَعْدَ الظُّهْرِ ، عَادَ رَامِي مِنَ الْمَدْرَسَةِ إِلَى الْبَيْتِ . فَلَمْ يَسْتَقْبِلْهُ هِرُّهُ عَلَى عَادَتِهِ . سَأَلَ أُمُّهُ عَنْهُ فَأَخْبَرَتْهُ ... حَزَنَ حُزْنًا شَدِيدًا ، إِلَّا أَنَّهُ ظَلَّ سَاكِتًا .
عِنْدَ الْعِشَاءِ ، رَفَضَ رَامِي تَنَاوُلَ الطَّعَامِ ، فَقَالَتْ لَهُ أُمُّهُ : «كُلْ يَا صَغِيرِي ، لِتَكْبُرَ» . فَأَجَابَ الْوَلَدُ : «لَا أُرِيدُ أَنْ أَكْبُرَ» . فَتَعَجَّبَ الْأَبُ وَالْأُمُّ لِهَذَا الْجَوَابِ . وَقَالَتْ الْأُمُّ بَدَهْشَةً : «وَلِمَاذَا لَا تُرِيدُ أَنْ تَكْبُرَ يَا حَبِيبِي ؟» .
فَقَالَ الْوَلَدُ : «لِكَيْ لَا يَأْخُذَنِي أَوْلَادِي إِلَى الْغَابَةِ مِثْلَ الْهَرِّ» .

بطاقات للدراس والتّحليل

مكتب الخدمات الجامعية.

على المستوى الدلالي

١. لماذا صار القِطُّ عاجزًا عن صيد الفِئرانِ ؟

٢. لماذا طلبتِ الأمُّ إلى زوجها أن يتخلَّص من القِطِّ ؟

طلبتِ الأمُّ إلى زوجها أن يتخلَّص من القِطِّ لسببَيْن:

• الأول :

• الثاني :

٣. لماذا وضع الرجلُ القِطَّ في كيسٍ ؟

أختارُ الجوابَ الصحيحَ :

لكي يستطيع حملهُ من دون مساعدة أحدٍ .

لكي لا يراه أحدٌ ، فيضحك عليه .

لكي لا يعرفَ الهرُّ طريقَ العودةِ إلى البيتِ .

لكي يخنقَ الهرُّ ويموتَ في الطريقِ .



٤. لماذا حزنَ رامي حزنًا شديدًا؟

٥. لماذا رفضَ رامي :

أَنْ يَتَنَاوَلَ الطَّعَامَ؟

أَنْ يَكْبُرَ؟

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Adding doubles

Write the sum.

$1 + 1 = \square$

$2 + 2 = \square$

$5 + 5 = \square$

$7 + 7 = \square$

$9 + 9 = \square$

$3 + 3 = \square$

$0 + 0 = \square$

$6 + 6 = \square$

$4 + 4 = \square$

$8 + 8 = \square$

$5 + 5 = \square$

$3 + 3 = \square$

$6 + 6 = \square$

$1 + 1 = \square$

$4 + 4 = \square$

$8 + 8 = \square$

$7 + 7 = \square$

$9 + 9 = \square$

Adding doubles plus 1

Add doubles plus 1 to find each sum:

Example: $2 + 3 = 2 + 2 + 1 = 4 + 1 = 5$

$7 + 8 = \square$

$3 + 4 = \square$

$5 + 6 = \square$

$1 + 2 = \square$

$8 + 9 = \square$

$2 + 3 = \square$

$0 + 1 = \square$

$6 + 7 = \square$

$4 + 5 = \square$

$1 + 2 = \square$

$4 + 5 = \square$

$8 + 9 = \square$

$6 + 7 = \square$

$2 + 3 = \square$

$7 + 8 = \square$

Adding a 2-digit number and a 1-digit number (no regrouping)

Find the sum.

1) $3 + 1 =$ _____

2) $78 + 0 =$ _____

3) $47 + 0 =$ _____

4) $64 + 1 =$ _____

5) $32 + 0 =$ _____

6) $57 + 2 =$ _____

7) $42 + 0 =$ _____

8) $9 + 0 =$ _____

9) $71 + 2 =$ _____

10) $74 + 5 =$ _____

11) $44 + 4 =$ _____

12) $72 + 1 =$ _____

13) $40 + 4 =$ _____

14) $54 + 3 =$ _____

15) $65 + 1 =$ _____

16) $41 + 7 =$ _____

17) $42 + 6 =$ _____

18) $41 + 2 =$ _____

19) $35 + 2 =$ _____

20) $21 + 1 =$ _____

WEEK 2



A. Read the story “Helen Keller” pages 472- 489 in your reading book volume 1. Circle the correct the answers to the questions below.

1. Could Helen see and hear before her illness?
 - a. No, she was born blind.
 - b. Yes, could see before her illness.
 - c. Yes, and she could still see after the illness.

2. In the beginning of the story, how did Helen show that she wanted something?
 - a. She tried to speak.
 - b. She wrote it down.
 - c. She used motions.

3. Read this sentence. “She could not see her father’s smile or the pretty flowers outside her window” Why does the author describe Helen this way?
 - a. To show that Helen is not missing much.
 - b. To show that it hard not to see or hear.
 - c. To show that sight and sound are not important.

4. What words does the author use to show that Helen was angry at first?
 - a. Alone, silence, darkness
 - b. Screamed, cried, kicked
 - c. Hungry, motions, pretended

5. How was Alexander Graham Bell different from the other doctors?
 - a. He was an inventor, he taught deaf people.
 - b. He liked telephones.
 - c. He was also deaf.

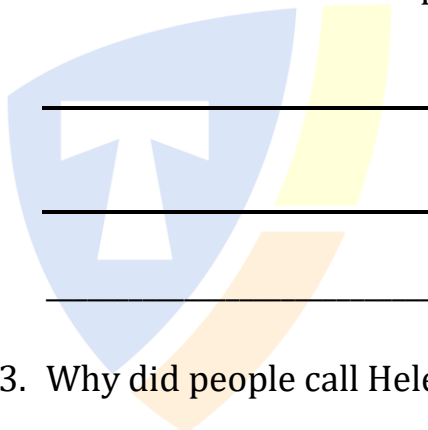
 6. Why does the author tell you that Helen locked Annie in a room?
 - a. To show that Annie could not be trusted
 - b. To show that Helen was a playful student
 - c. To show that Helen was hard to work with

 7. Which of these BEST shows that this article is about a real person?
 - a. There are some drawings of Helen.
 - b. The author describes Helen's feelings.
 - c. There are some photos of the real Helen.
- B. Make a list of Proper nouns (nouns that name a person, place, or thing) from the article.**

C. Write the answer to each question on the lines below.

1. Why do you think the author started her biography with this description on page 474? (biography- a description of someone's life)

2. How did Annie Sullivan, Helen's teacher help her? How did her being almost blind herself help her to be a better teacher for Helen?



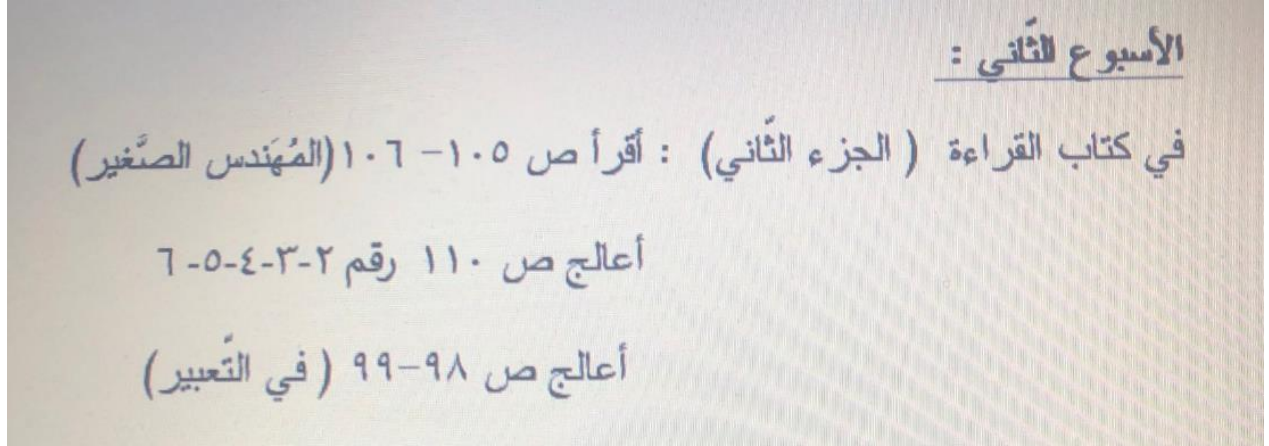
3. Why did people call Helen "the miracle girl"?

D. Write three sentences about Helen Keller : a statement, a question, and an exclamation.

1. _____

2. _____





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ب النص

المهندس الصغير

جاء العيد ، وكان حسان قد بلغ السابعة ، فاستصحبته^(١) جدّه إلى محلّ
للّعب ، لشرائه هديّة يُحبّها . وقرّر بالإتفاق بينه وبين أمّ حسان ، أن يترك
للصغير حريّة الاختيار ، ولا يتدخل في توجيهه والتأثير فيه .
راح^(٢) حسان يدور ، ويتفرّج في محلّ اللّعب . تمهّل أمام لعب
السّلاح ، ثمّ تركها ومشى . وقف لحظة أمام تماثيل الحيوانات ،
ومشى ... أقبل على زاوية كبيرة فيها مكعبات خشبيّة من مختلف الأحجام
والأشكال ، فأختار علبة كبيرة من المكعبات والأشكال الهندسيّة .



(١) استصحبته : أخذه بصحبته . - (٢) راح : بدأ .

سُرَّ الْجَدُّ بِمَا اخْتَارَ حَفِيدَهُ ، وَفَرِحَتْ الْأُمُّ كَثِيرًا ، ثُمَّ قَبَلَتْ وَلَدَهَا

بِحَنَانٍ .

أَمَّا حَسَّانٌ ، فَرَاخَ بَيْنِي أَوْلَادًا بَيْتًا حَوْلَهُ حَدِيقَةً لَهَا سَوْرٌ . ثُمَّ جَمَعَ مُكْعَبَاتِهِ

الْبَاقِيَةَ فِي كَوْمَةٍ وَاحِدَةٍ ، وَوَضَعَ تَصْمِيمًا لِبِنَايَةٍ عَالِيَةٍ مِنْ عِدَّةِ طَبَقَاتٍ . رَكَزَ

الْأَبْوَابَ وَالشَّبَابِيكَ ، وَجَعَلَ لِكُلِّ شِقَّةٍ شُرْفَةً تُطَلُّ عَلَى السَّاحَةِ الْعَامَّةِ أَمَامَ

الْبِنَاءِ .

إدفيك جريديني شيبوب - الْمُهَنْدِسُ

الصَّغِيرُ - مُرْسَسَةُ نَوْفَلٍ .

(بِتَصْرُفٍ)



١. أقرأ النَّصَّ قِرَاءَةً صَامِتَةً ، ثُمَّ أذكرُ :

- أَسْمَ كَاتِبِهِ ، وَأَسْمَ الْوَالِدِ الَّذِي تَكْتُبُ عَنْهُ .
- مَوْضُوعَهُ الْعَامَّ .

٢. أقرأ النَّصَّ جَهْرًا ، مُرَاعِيًا :

- الْوَضْلُ : بِالْإِتْفَاقِ - لِلصَّغِيرِ - حُرِّيَّةُ الْإِخْتِيَارِ - لُعْبُ السَّلَاحِ .
- الْوُقُوفُ الْقَصِيرُ عِنْدَ الْفَاصِلَةِ ، وَالطَّوِيلُ عِنْدَ النُّقْطَةِ .
- النُّطْقُ السَّلِيمُ .
- تَنْوِيعُ الصَّوْتِ .



٢. أَشْطَبُ مَا لَا أَرَاهُ صَحِيحًا :

- طَلَبْتُ الْأُمَّ إِلَى الْجَدِّ أَنْ يُسَاعِدَ حَفِيدَهُ عَلَى اخْتِيَارِ الْهَدِيَّةِ .
- اتَّفَقَتِ الْأُمُّ وَالْجَدُّ عَلَى شِرَاءِ عُلْبَةِ مُكَعَّبَاتٍ لِحَسَانٍ .
- اتَّفَقَتِ الْأُمُّ وَالْجَدُّ عَلَى تَرْكِ حَسَانٍ يَخْتَارُ مَا يُرِيدُ .

٣. هَلْ أَعْجَبْتُ لُعْبَ السَّلَاحِ حَسَانًا ؟ مَا الدَّلِيلُ عَلَى هَذَا ؟

٤. مَاذَا اخْتَارَ حَسَانٌ ؟

٥. لِمَاذَا سَرَّ الْجَدُّ وَالْأُمُّ بِهِذَا الْإِخْتِيَارِ ؟

- لِأَنَّ سِعْرَ عُلْبَةِ الْمُكَعَّبَاتِ لَمْ يَكُنْ غَالِيًا .
- لِأَنَّ لُعْبَ السَّلَاحِ وَتَمَاثِيلَ الْحَيَوَانَاتِ كَثِيرَةٌ فِي بَيْتِ حَسَانٍ .
- لِأَنَّ الْمُكَعَّبَاتِ لُعْبَةٌ تَرْبَوِيَّةٌ تُعَلِّمُ الْوَلَدَ التَّخْطِيطَ وَالْبِنَاءَ .
- لِأَنَّ لُعْبَ السَّلَاحِ وَتَمَاثِيلَ الْحَيَوَانَاتِ غَالِيَةٌ الثَّمَنُ .

٦. مَاذَا بَنَى حَسَانٌ ؟

الدَّرْسُ الْخَامِسُ

الْمُكْتَسَبَاتُ الْمُنْتَوَقَعَةُ

- كتابةُ خاتمةٍ لِقِصَّةٍ واقعيَّةٍ .
- تَرْتيبُ أحداثِ القِصَّةِ بِحَسَبِ التَّسْلُسِ الزَّمَنِيِّ .
- مُحاولَةُ كتابةِ قِصَّةٍ .

تَغْيِيرُ كِتَابِيٍّ



١. أعودُ إلى قِصَّةِ «الْهَرُّ الْعَجُوزُ» ، ثُمَّ أَتَخَيَّلُ خاتِمَةً لَهَا :

.....

.....

.....

٢. أَكْمِلُ تَرْتيبَ الْمَشَاهِدِ الْأَتِيَّةِ بِحَسَبِ تَسْلُسِ أحداثِ القِصَّةِ :





Make a 10 to add

1-

 $8 + 6 =$

2-

 $8 + 5 =$

3-

 $9 + 3 =$

4-

 $4 + 6 =$

5-

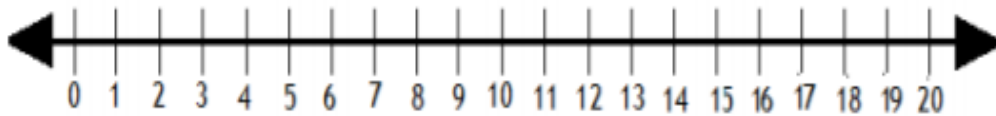
 $9 + 5 =$



Hi there! If you want to remember this lesson, look at page 18 in your books.

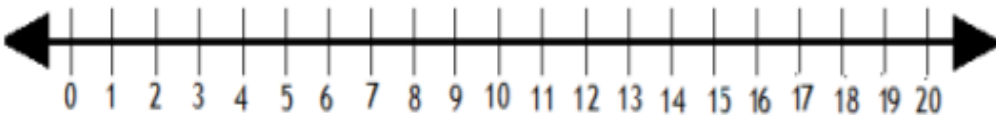
Subtracting using number lines

Count on to subtract



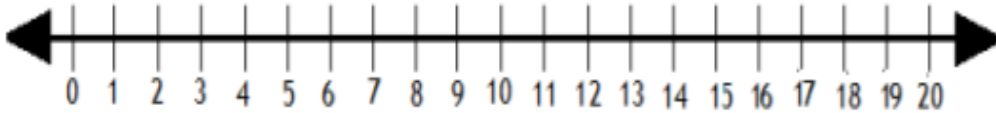
$$18 - 3 = \square$$

2.



$$11 - 6 = \square$$

3.



$$20 - 8 = \square$$

4.

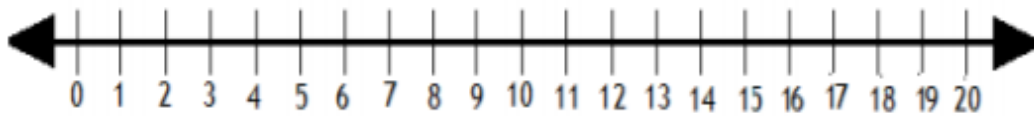


$$17 - 10 = \square$$

Subtracting using number lines

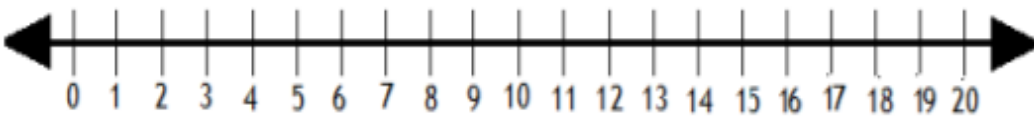
Count back to subtract

1.



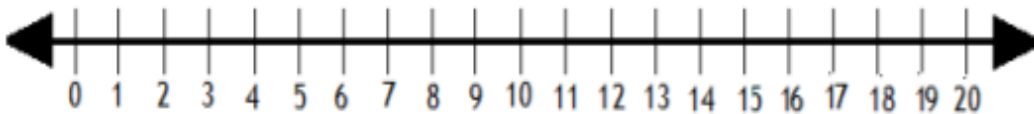
$$10 - 5 = \square$$

2.



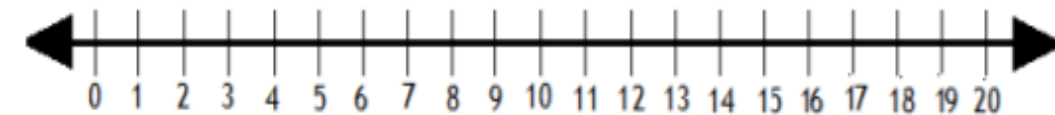
$$18 - 4 = \square$$

3.



$$11 - 3 = \square$$

4.



$$17 - 3 = \square$$

WEEK 3



Read Mr. Tanen's Tie Trouble pages 14- 35 in your Reading Book Volume 2.

A. Circle the correct answer to each question.

1. How does Mr. Tanen feel at the beginning of the story?
 - a. Angry
 - b. Happy
 - c. Sad
 - d. Surprised

2. Which BEST describes Mr. Tanen's problem?
 - a. No one wants to buy his ties.
 - b. His playground is too crowded.
 - c. He has about one thousand crazy ties.
 - d. There isn't enough money for a new playground.

3. What happens BEFORE Kaylee and Alex give Mr. Tanen the jar?
 - a. Mr. Tanen opens his tie closet.
 - b. Mr. Tanen puts signs up all over town.
 - c. Mr. Tanen puts on his Blue Ribbon Tie.
 - d. Mr. Tanen talks on the phone with Mr. Apple.

4. How does Mr. Tanen feel when Kaylee and Alex give him the jar of money?
 - a. Scared when he hears it clink clank
 - b. Angry that Kaylee and Alex brought him the money
 - c. Happy that the new playground can be built
 - d. Sad that there isn't enough money in the jar to build the playground

B. Read the following sentence. “Mr. Tanen sadly hung up the phone and gazed out at the broken-down playground.”

1. What words have a long a sound and what words have a short a sound in this sentence?

Long a _____

Short a _____

2. What words have a short u sound in the same sentence?

Short u _____

3. Look on page 22. What words with a long o sound spelled with an “ow” can you find?

Long o (ow) _____

C. Find three vocabulary words highlighted in yellow from the story. Try and use the rest of the sentence to understand its meaning. Look them up in the dictionary with the help of a parent , and then use them in a sentence.

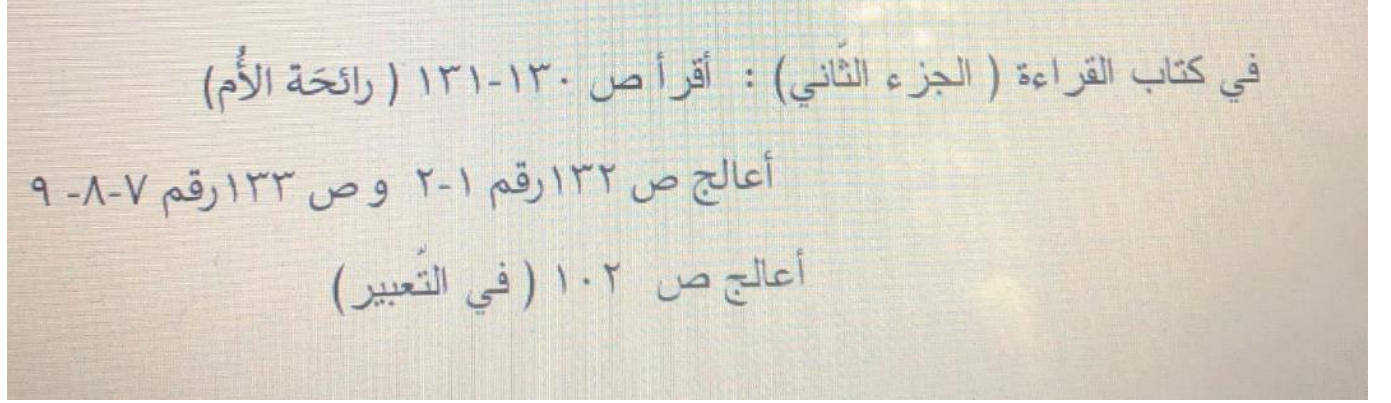
D. Answer the following questions in complete sentences.

1. What do you think Mr. Tanen means by being “in a real pickle” ?

2. What is Mr. Tanen’s plan for the playground fund?

3. Why do you think the townspeople pay so much for the ties?

4. Does Mr. Tanen miss his ties? Support your answer with evidence from the story.



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الدَّرْسُ الثَّانِي عَشَرَ

المكتسبات المتوقعة

الإجابة الخطيئة عن أسئلة تتعلق بهم
قصة واقعية واكتشاف بنائها .
التعبير عن المحبة المتبادلة بين الأم
وأولادها .

دراسة نص



رائحة الأم

استيقظت سوسن من نومها فرحة سعيدة ، فاليوم عيد الأم . أخذت ما
جمعه من نقود خلال الأيام الماضية ، وذهبت لتشتري هدية جميلة لأمها .
وصلت إلى محل للعطور ، فراحت تشم عطر زجاجة بعد أخرى ،
والبائع يتحير كيف لم تعجبها عطره ، وهي الأطيب والأغلى في المدينة
كلها .

أخيراً ، اشترت زجاجة عطر ، فعلفها البائع بورق جميل ، ثم حملتها
وعادت إلى البيت . أمسكت قلماً وكتبت على بطاقة : «ماما . لقد شممت
كُلَّ الروائح ، فلم أجد عطراً أطيب من رائحتك العطرة ، فأعذريني على
هديتي هذه ، وكل عيد وأنت بخير ، يا أطيب أم في الدنيا» .

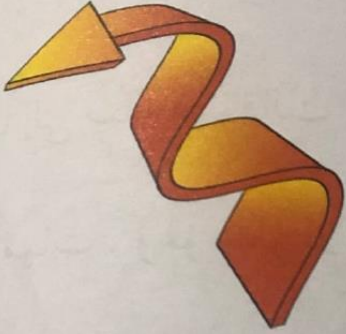
ثُمَّ قَدَّمَتِ الْبِطَاقَةَ وَالزُّجَاجَةَ لِأُمِّهَا ، فَشَمَّتِ الْأُمَّ عِطْرَ الزُّجَاجَةِ ، وَشَكَرَتْ
طِفْلَتَهَا ... ثُمَّ أَخَذَتْ تَقْرَأُ الْبِطَاقَةَ وَالذُّمُوعُ تَجْرِي عَلَى خَدَّيْهَا ... ضَمَّتْ
صَغِيرَتَهَا إِلَى صَدْرِهَا وَقَالَتْ لَهَا : «بلى يا حَبِيبَتِي ، هُنَاكَ عِطْرٌ أَطْيَبُ مِنْ
عِطْرِ الْأُمَّهَاتِ ، وَهُوَ عِطْرُ الْأَوْلَادِ» .

عَنِ الشَّبَكَةِ الْعَالَمِيَّةِ لِلْمَعْلُومَاتِ .



١ أقرأ النص ثلاث مراتٍ قراءةً صامتةً .

ب أجيب عن الأسئلة الآتية :



١. أضع سهمًا يصل الكلمة بمُرادفها :

- | | |
|--------------|----------|
| • روائح طيبة | • استيقظ |
| • غطى | • نقود |
| • أموال | • عطور |
| • أفاق | • غلف |

٢. لماذا استيقظت سوسن من نومها فرحة؟

٧. أيسبب الفرح جرت دموع الأم ، أم يسبب الحزن؟

٨. ما العطر الذي وجدته الأم أطيّب من رائحة الأمهات؟

٩. جرت أحداث هذه القصة في مكانين هما :
.....

الدَّرْسُ السَّادِسُ

المُكْتَسَبَاتُ الْمُنْتَوَقَعَةُ

- اِسْتِخْدَامُ رَوَابِطِ الزَّمَانِ فِي التَّعْبِيرِ .
- تَرْتِيبُ أَحْدَاثِ الْقِصَّةِ بِحَسَبِ التَّسْلُسِ الزَّمَنِيِّ .
- إِعَادَةُ سَرْدِ قِصَّةٍ .

تَغْيِيرُ شَفَهِيٍّ



١. اِسْتِخْدِمُ رَوَابِطَ الزَّمَانِ الْآتِيَّةِ فِي جُمْلٍ مِنْ اِنْشَائِي :

- فِجَاءَةٌ : كُنْتُ اَمْشِي عَلَى رَصِيفِ الشَّارِعِ ، فَجَاءَتْ ...
- مَا اِنْ ... حَتَّى : مَا اِنْ سَمِعْتُ صَوْتِ اَخِي الصَّغِيرِ ، حَتَّى ...
- لَمَّا - عِنْدَمَا - ثُمَّ - حِينَ - قَبْلَ اَنْ - بَعْدَ اَنْ - حَيْثُمَا .

٢. اُكْمَلُ تَرْتِيبَ الْأَحْدَاثِ الْآتِيَّةِ بِحَسَبِ تَسْلُسِهَا الزَّمَنِيِّ :



- ١. كَانَ مَرْوَانُ يَأْكُلُ مَوْزَةً .
- ٢. اَسْرَعَتْ الْمُعَلِّمَةُ اِلَيْهِ وَنَقَلَتْهُ اِلَى صَيْدَلِيَّةِ الْمَدْرَسَةِ .
- ٣. دَاسَهَا صَدِيقُهُ بِلَا اَنْبِيَاءِ ، فَوَقَعَ عَلَى الْأَرْضِ .
- ٤. اِسْتَدْعَتْ الْمُعَلِّمَةُ مَرْوَانَ .
- ٥. وَأُصِيبَ بِبَعْضِ الْجُرُوحِ الْخَفِيفَةِ .
- ٦. وَبَحَثْنَهُ عَلَى عَمَلِهِ .
- ٧. فَحَضَرَ حَالًا .
- ٨. فَرَمَى قِشْرَتَهَا عَلَى اَرْضِ الْمَلْعَبِ .
- ٩. حَيْثُ عَالَجَتْ الْمُمَرِّضَةُ جِرَاحَهُ الْخَفِيفَةَ .
- ١٠. فَاَعْتَذَرَ اِلَيْهَا وَاِلَى صَدِيقِهِ ، وَوَعَدَهَا بِأَلَّا يَرْمِي شَيْئًا خَارِجَ سَلَةِ الْمُهْمَلَاتِ .

Test
1

Count your points and write your score in the frame



.. / 40

. / 4

1 Write in standard or in word form.

- 42 ones, 42 hundredths :
- 8 millions, 10 thousands, five :
- 3,740,076,980 :
- 19.07 :

2 Frame each of the numbers by two consecutive multiples of 100,000 .

. / 4

- | | |
|---------------------------|-------------------------|
| < 381 174 < | < 381 000 < |
| < 9 234 084 < | < 918 101 < |

3 Complete by the greatest whole number .

. / 6

- | | | |
|---------------------------|------------------------------|----------------------------|
| $\frac{\dots}{3} < 1$ | $\frac{3}{\dots} > 1$ | $\frac{10 - \dots}{7} > 1$ |
| $\frac{3 + \dots}{4} < 1$ | $\frac{50 + \dots}{100} < 1$ | $\frac{19}{\dots + 1} > 1$ |

4 Write in fraction form .

. / 6

- | | | |
|---------------|---------------|----------------------|
| 13.05 = | 0.017 = | seven eighth = |
| 8.4 = | 0.009 = | three halves = |

5 Write each fraction as a decimal.

. / 6

- | | | |
|-----------------------------------|--------------------------|---------------------------------|
| $\frac{15}{10\ 000} = \dots$ | $\frac{17}{100} = \dots$ | $\frac{3}{10} = \dots$ |
| $\frac{429\ 762}{1\ 000} = \dots$ | $\frac{4}{10} = \dots$ | $\frac{1\ 865}{1\ 000} = \dots$ |

WEEK 4



English -4-

Read “Luke Goes to Bat” pages 53- 73 in your Reading Book
Volume 2.

A. Circle the correct answer to each question.

1. Read this sentence from the story. “ He’s just a squirt,” one of the older boys said laughing. Why did the author use the word *squirt* instead of the words *too young*?

- a. To sound like small children fighting
- b. To sounds like real kids talking
- c. To sound like an adult giving a speech
- d. To sound like a student talking to his teacher

2. Read these sentences from the story. “ He practiced his swing over and over again.” “He ran as fast as he could up and down the block.”

What do the sentences tell you about Luke?

- a. How small he is
- b. Why he likes baseball
- c. How hard he practices
- d. Why his brother will not let him play

3. What happens BEFORE Luke plays in the game?

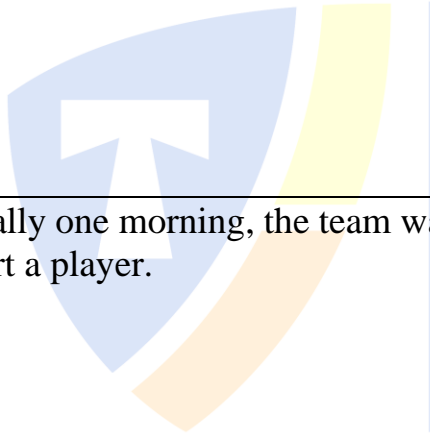

- a. Luke strikes out.
- b. Nicky hits a home run.
- c. Franky has to go to his aunt’s
- d. Luke goes to a baseball game at Ebbet’s field.

4. How does Luke probably feel when he strikes out in the game?

- a. Angry
- b. Happy
- c. Proud
- d. Sad

5. What does Luke do AFTER Franky comes back?
 - a. He plays left field
 - b. He sits on the curb
 - c. He hits a home run
 - d. He practices his swing

B. Fill in the Cause and Effect chart.

Cause	Effect
	<p>Luke hurried up to the roof whenever the Dodgers were playing.</p>
<p>Finally one morning, the team was short a player.</p>	

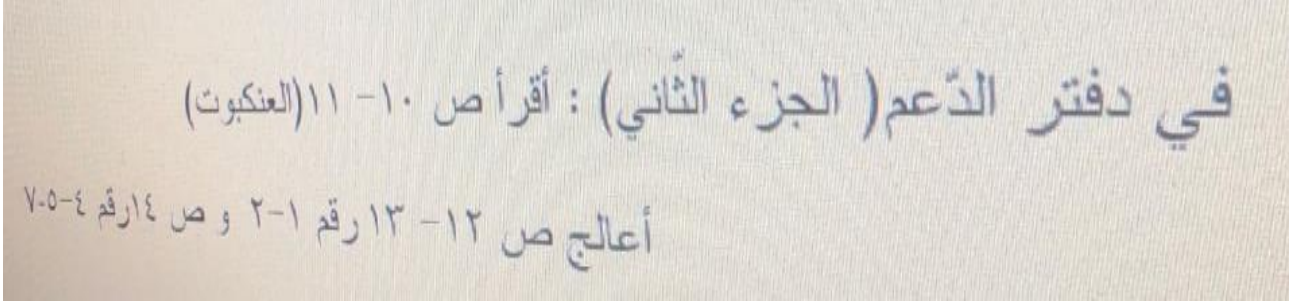
C. Answer the following questions on the lines below.

1. What words help you understand the sound Luke hears when Jackie hits the ball?

2. What does Grandma say to Luke after Jackie Robinson hits a home run and scores?

3. Do you think Luke really sees and talks to Jackie Robinson on the roof or does he just imagine it? What clues from the story make you think so?

4. Does Luke's brother care about him? How do you know? Use evidence from the story.



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الدرس الثاني

الأهداف

- الإجابة عن أسئلة هادفة إلى اختبار مدى فهم النص فهماً مجملاً ومفصلاً .
- المقابلة بين شخصيتين وإبداء الرأي فيهما .
- اكتشاف مغزى القصة الخيالية .

قراءة وَدِرَاسَة نَصّ



العنكبوت

سألت النملة العنكبوت: «كيف تكسبين قوتك». فأجابت العنكبوت:
«استريحي جانبا، وأنظري ماذا أفعل، وأنا قاعدة هنا» .
بعد حين، جاءت ذبابة طائشة تطن وتطير، فعلمت بشبكة العنكبوت .
إهتزت خيوط الشبكة، فأحست العنكبوت . فغادرت مخبأها، وأندفعت نحو
الذبابة، وأخذت تلفها بخيوط تفرزها، حتى هدأت حركتها . فراحت تمتص
دماءها حتى صارت منفوخة البطن .





قالت العنكبوت للتملة : «والآن ، هل عرفت كيف أكسب قوتي؟»

فردت التملة : «عرفت» .

- هل أعجبك ؟

- لا .

- لماذا ؟

- لأنه ظلم وأحتيال .

- وكيف تكسبين أنت قوتك ؟

- بالجهد والعمل .

- ولكن العمل متعب .

- الكسب الشريف لا يكون إلا بالعمل .

- هل تسمحين بأن أسكن في بيتك ؟

- لا .

- لماذا ؟


- لأن البيت النظيف لا تسكنه العنكبوت .

(الإنترنت)

ج أجيب عن الأسئلة الآتية :

١. أَسْتَخْرِجُ مِنَ النَّصِّ الْجُمْلَةَ الَّتِي تُعَبِّرُ عَنْهَا كُلُّ صُورَةٍ آتِيَةٍ :





٢. أَضْعُ سَهْمًا يَصِلُ الْكَلِمَةَ بِمُرَادِفِهَا :

• قوتٌ • تَرَكَ •

• غَادَرَ • اجْتِهَادٌ •

• جِدٌّ • طَعَامٌ •

٤. لماذا اهتزت خيوط الشبكة؟

٥. لماذا لفت العنكبوت الذبابة بخيوط تفرزها؟

٦. لماذا صارت العنكبوت منفوخة البطن؟

٧. هل أعجب النملة عمل العنكبوت؟ لماذا؟

Adding 2-digit numbers in columns (with regrouping)

Find the sum.

$$\begin{array}{r} 1. \quad 22 \\ + 90 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 5 \\ + 89 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 14 \\ + 73 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 78 \\ + 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 56 \\ + 92 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 40 \\ + 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 3 \\ + 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 79 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 19 \\ + 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 29 \\ + 40 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 39 \\ + 13 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 39 \\ + 64 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 65 \\ + 96 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 86 \\ + 43 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 95 \\ + 98 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 88 \\ + 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 74 \\ + 25 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 77 \\ + 86 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 82 \\ + 54 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 14 \\ + 23 \\ \hline \\ \hline \end{array}$$

Adding 2-digit numbers in columns (with regrouping)

Find the sum.

$$\begin{array}{r} 1. \quad 47 \\ + 21 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 15 \\ + 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 63 \\ + 49 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 43 \\ + 72 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 98 \\ + 36 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 43 \\ + 58 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 30 \\ + 30 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 47 \\ + 71 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 21 \\ + 27 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 45 \\ + 64 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 76 \\ + 85 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 78 \\ + 59 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 10 \\ + 86 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 8 \\ + 92 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 41 \\ + 30 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 82 \\ + 78 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 86 \\ + 95 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 27 \\ + 51 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 24 \\ + 82 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 32 \\ + 82 \\ \hline \\ \hline \end{array}$$

Adding three 2-digit numbers in columns

Find the sum.

$$\begin{array}{r} 1) \quad 85 \\ \quad 65 \\ + \quad 72 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 42 \\ \quad 66 \\ + \quad 70 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 33 \\ \quad 46 \\ + \quad 71 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 16 \\ \quad 58 \\ + \quad 42 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 39 \\ \quad 85 \\ + \quad 41 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 83 \\ \quad 74 \\ + \quad 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 65 \\ \quad 16 \\ + \quad 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 57 \\ \quad 35 \\ + \quad 45 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 95 \\ \quad 22 \\ + \quad 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 46 \\ \quad 43 \\ + \quad 35 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 56 \\ \quad 94 \\ + \quad 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 30 \\ \quad 65 \\ + \quad 45 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 44 \\ \quad 52 \\ + \quad 51 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 93 \\ \quad 76 \\ + \quad 63 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 16 \\ \quad 14 \\ + \quad 70 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 68 \\ \quad 37 \\ + \quad 66 \\ \hline \\ \hline \end{array}$$

WEEK 5



English -5-

- A. Read “The Signmaker’s Assistant” pages 127-149 in your Reading Book Volume 2. Circle the correct answer to each question based on the story.
- Which sign does Norman paint while the signmaker naps?
 - ENTER
 - GOOD FOOD
 - NO SCHOOL TODAY
 - PLEASE KEEP OFF THE GRASS
 - Where does Norman put up his OPEN FOR SWIMMING SIGN?
 - at the school
 - at the toy shop
 - at the fountain
 - at the swimming pool
 - How does the author let the reader know what happens AFTER Norman puts up his silly signs?
 - He lets the reader guess.
 - He uses pictures to show it.
 - He uses words to talk about it.
 - He writes another story to tell about it.
 - Why does Norman paint signs that tell people to do silly things?
 - He thinks it is funny.
 - He wants to start his own shop.
 - He wants to teach people a lesson.
 - He thinks the signmaker will be pleased.

5. What line from the story makes Norman wonder, and begin painting silly signs?
- “People thanked the signmaker and paid him well.”
 - “but not before you clean these brushes”
 - “They do whatever the sign says!”
 - “Without store signs, shoppers became confused”

B. Write either First, Next, Last on the line beside each sentence according to the order in which they happened in the story:

- The following day Norman jumped from the top of the fountain in the park.

- No school? muttered the principal. “How could I forget such a thing?”

- One day after his work was done, Norman stood at a window over the sign shop and watched people.

C. List the words that are in the past tense (with an ed) on page 129.

D. Write the answers to the following questions on the lines below based on the story.

1. What happens after the townspeople realize that they have been tricked?

2. Why do the townspeople become angry at the signmaker instead of at Norman?

3. Why does Norman pack his things?

4. Do you think the signmaker is a kind person? Use evidence from the story.

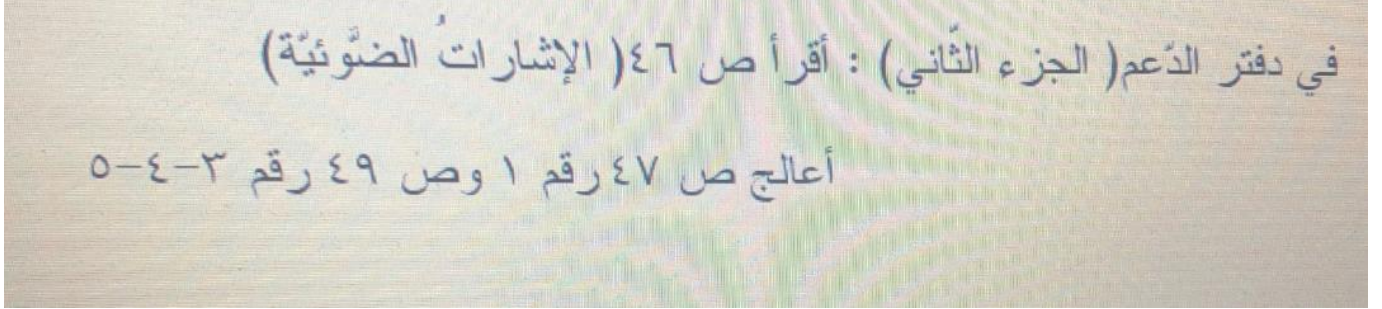
English -5-

5. List the words with consonant blends in the following sentence:
“Without stop signs, drivers didn’t know when to stop. Without street signs, firemen became lost.”
-

E. Reflection 😊

6. What was your favorite story and why?





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الدَّرْسُ الثَّانِي

الأهداف

- تَعَرَّفَ إشاراتِ المُرورِ .
- اكتشف أسلوب الأمرِ وأسلوب التَّهْيِ .
- فَهَمَ قَصيدةَ إرشاديةٍ فهِمَا مُجَمَّلاً وَمُقَصَّلاً .

قراءة وَدِرَاسَة نَصِّ



الإشارات الضوئية (شعر)

إحذَرُ إحذَرُ عِنْدَ المَعْبَرِ

لا تَتَقَدَّمْ حَتَّى تَنْظُرَ

فَإِذَا لَاحَ الضَّوْءُ الأَحْمَرُ

قِفْ بِهَدْوٍ لا تَتَحَيَّرْ

وَإِذَا لَاحَ الضَّوْءُ الأَخْضَرُ

فَاعْبُرْ حَالاً لا تَتَأَخَّرْ

يَنْجُو دَوْماً مَنْ يَتَبَصَّرُ

(مِنْ شَبَكَةِ النِّعِ الصَّافِي)



١. أَسْتَخْرِجُ مِنَ النَّصِّ الْجُمْلَةَ الْمُنَاسِبَةَ لِكُلِّ صَوْرَةٍ ، ثُمَّ أَكْتُبُهَا تَحْتَهَا :

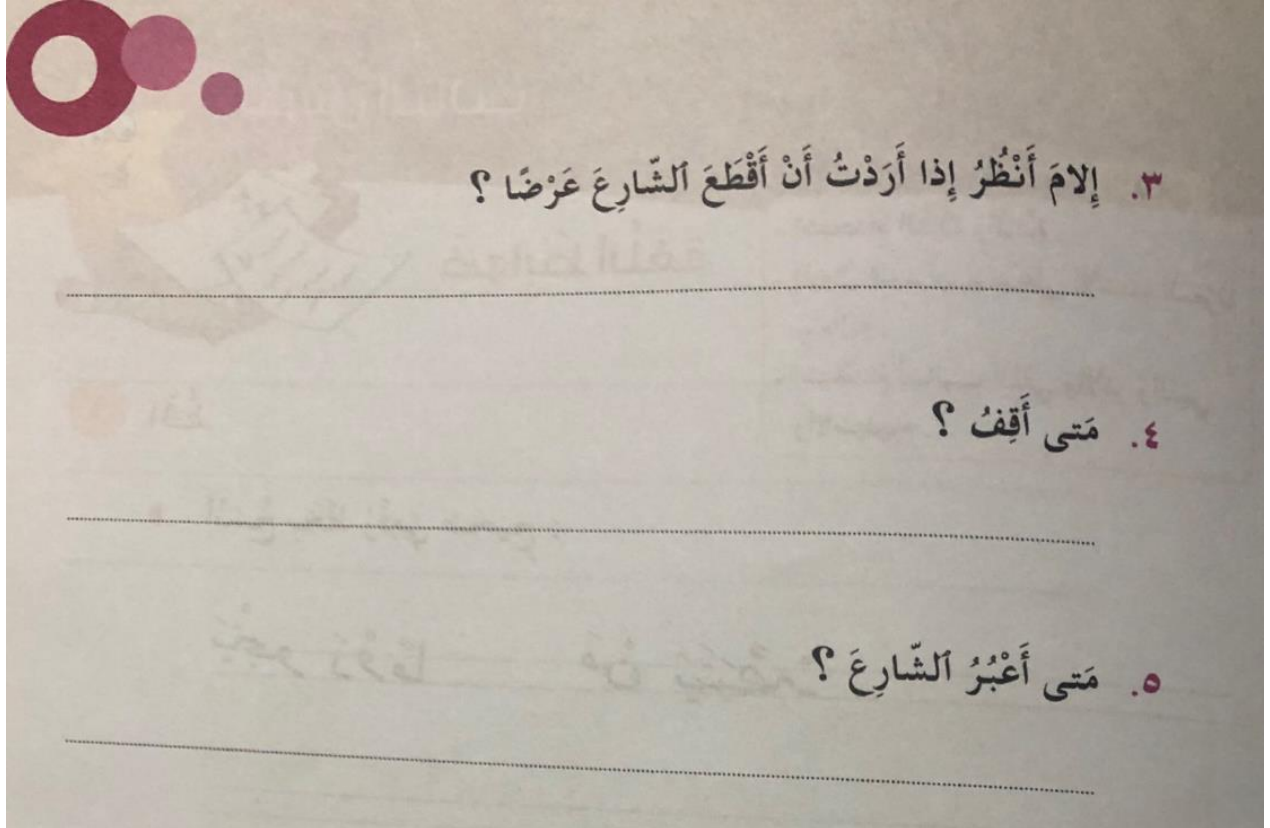


.....

.....

.....

.....



Subtracting 2-digit numbers

Find the difference.

$$\begin{array}{r} 1. \quad 81 \\ - 60 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 77 \\ - 50 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 61 \\ - 30 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 53 \\ - 42 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 45 \\ - 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 63 \\ - 33 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 56 \\ - 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 63 \\ - 0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 60 \\ - 0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 61 \\ - 11 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 23 \\ - 11 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 63 \\ - 51 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 88 \\ - 43 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 13 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 39 \\ - 6 \\ \hline \\ \hline \end{array}$$

Subtracting 2-digit numbers

Find the difference.

$$\begin{array}{r} 1. \quad 37 \\ - 18 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 76 \\ - 39 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 86 \\ - 58 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 97 \\ - 78 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 21 \\ - 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 56 \\ - 39 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 41 \\ - 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 21 \\ - 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 23 \\ - 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 43 \\ - 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 66 \\ - 19 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 38 \\ - 19 \\ \hline \\ \hline \end{array}$$

Subtracting without regrouping, missing number

Find the missing number.

1. $\underline{\quad} - 1 = 30$

2. $77 - \underline{\quad} = 77$

3. $11 - \underline{\quad} = 10$

4. $66 - 4 = \underline{\quad}$

5. $91 - 0 = \underline{\quad}$

6. $84 - \underline{\quad} = 80$

7. $13 - 3 = \underline{\quad}$

8. $52 - \underline{\quad} = 50$

9. $98 - 7 = \underline{\quad}$

10. $56 - \underline{\quad} = 52$

11. $80 - \underline{\quad} = 80$

12. $\underline{\quad} - 2 = 5$

13. $\underline{\quad} - 4 = 4$

14. $13 - 1 = \underline{\quad}$

15. $\underline{\quad} - 5 = 44$

16. $77 - 6 = \underline{\quad}$

17. $26 - 1 = \underline{\quad}$

18. $27 - \underline{\quad} = 23$

19. $97 - \underline{\quad} = 95$

20. $77 - 4 = \underline{\quad}$