

2nd Grade ELA
Quarter 1
Remote Learning
Practice and Enrichment Packet



Hello SCS Family,

This resource packet was designed to provide students with activities, which can be completed at home independently, or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for ELA and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents, which lists each activity.

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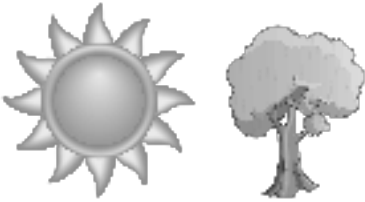
- Practice Pages (*Grouped by Instructional Week*)
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Literacy Project

2nd Grade Literacy Project: Fables and Folktales	
Estimated Time	Approximately 5 days of 45-minute activities.
Grade Level Standard(s)	<p>2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2.RL.KID.3 Describe how characters in a story respond to major events and challenges.</p> <p>2.W.TTP.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
Caregiver Support Option	<p>Read the folktales and fables included in the project plan and engage in conversations about the events with your child. This is a good way to check their comprehension of the story.</p> <p>Folktales and Fables Included in the Project:</p> <ul style="list-style-type: none"> • The Lion and the Mouse • The Fox and the Grapes • How Zebras Got Their Stripes <p>To further build background about fables and folktales, help your child access popular examples of fables and folktales in the form of read alouds.</p> <p>Read Alouds (via YouTube)</p> <p>Fables</p> <p><i>The Ant and the Grasshopper</i> https://www.youtube.com/watch?v=svBrlehmMo</p> <p><i>The Tortoise and the Hare</i> https://www.youtube.com/watch?v=JxpthK_PTC0</p> <p>Folktales</p> <p><i>King Midas and the Golden Touch</i></p>

	<p>https://www.youtube.com/watch?v=VT0fxyeHSZM</p> <p><i>Anansi Tries to Steal All the Wisdom in the World</i></p> <p>https://www.youtube.com/watch?v=zG9eknk6mqw&list=TLPQMTgwODlwMjCYmSh-B22q-Q&index=1</p> <p>Writing: During portions of the project, please encourage your child to sound out words as they write. Don't worry about correcting their spelling as they write. You can help correct the spelling with your child after they have captured their ideas in writing.</p>
Materials Needed	Pencil, Paper, access to stories listed in project and the online read alouds to build background knowledge.
Question to Explore	<ul style="list-style-type: none"> • How is a fable different from a folktale? • How do I determine the central message or moral in a folktale or fable?
Student Directions	For this project, you will create your own folktale. Once completed share your folktale with others. Make sure and discuss the central message of your folktale.

Activity 1: Fables versus Folktales - Think about all of the stories you have ever read. Have you ever read a fable or folktale? In this lesson we will learn the difference between a fable and folktale. We will also learn about how stories may have a moral, lesson, or central message. Let's take a closer look. Read the information in the chart below and be ready to answer questions about what you learned.

 <p>Fable: A story usually with animals as characters that tells a lesson or moral.</p>	 <p>Folktale: A folktale is a story that explains things about life or nature that are told orally over time. Folktales may include human characters.</p>
<p>Moral or lesson of a story: A moral or lesson of the story will teach us something about life. The moral or lesson will tell us how to think or how to act.</p>	<p>Central message: The central message is what the author wants you to learn from reading the story.</p>

A. Write the statements below on a sheet of paper. Fill in the blanks with information from the chart above.

- A _____ is a story that has animals as the main character and teaches a lesson or _____.
- A _____ is a story that explains things about life or _____ that are told orally over time.
- A moral or _____ of the story will teach us something about _____. The _____ or lesson of the story will tell us how to think or how to _____.

Now that we've learned the definitions for fables, folktales, morals, lessons, and central messages, let's read a story. Read carefully and be ready to answer questions about the story, The Lion and the Mouse.

B. During your reading, circle information in the story that helps you know if it is a fable or a folktale.



The Lion and the Mouse a retelling of an Aesop fable

Early one morning, Little Mouse found himself awake in the jungle. He explored the leaves and fallen branches. Then he came upon the biggest creature he had ever seen. A lion was fast asleep under the trees. Curious to learn more, Little Mouse ran up and down, over and around the sleeping lion. Suddenly, a huge paw came down on top of Little Mouse. He couldn't move a muscle. "Pardon, O King," cried Little Mouse. "Forgive me this time. I didn't mean to bother you." "Bother me? You did far more than bother me. You woke me up," said Lion. "Please let me go. If you do, I shall never forget it. Who knows? Perhaps one day I will be able to repay you with a favor," begged Little Mouse. Lion laughed. "How could someone as small and weak as you help someone as big and strong as me?" "If you give me a chance, you will not regret it," begged Little Mouse. Lion was so amused by the idea that he let Little Mouse go.

He ran far and fast. Some time later, Little Mouse was again exploring the jungle. This time he heard a terrible noise. He found Lion caught in a net. Some hunters had captured him and planned to carry him away to a distant land. When Lion saw Little Mouse, he remembered the promise. "Help me!" cried Lion. Quickly, Little Mouse set to work. He ran up and down, over and around Lion. All the while, he nibbled and chewed at the ropes of the net. Soon a large hole opened up, and Lion broke free. "Was I not right?" asked Little Mouse. "I repaid your favor." "You did, indeed. Thank you, Little Mouse. You are a true friend." The moral is: Little friends may prove great friends.

Source: <https://www.raz-plus.com>

C. On a sheet of paper fill in the information in the chart with information from the story.

Story Title:	
Characters:	
What happened in the story?	Include a beginning, a middle, and an ending.
What was the author's moral of the story?	Little friends may prove great friends.
Create your own moral for the story:	

Activity 2: Similar and Different - Let's read another story, The Fox and the Grapes. Read the story carefully and be ready to answer the questions that follow.

A. During your reading, circle information in the story that helps you know if it's a fable or a folktale.

The Fox and the Grapes *a retelling of an Aesop fable*



One summer's day, Fox was walking through an orchard. The sun was quite hot, and he had been walking for some time. He spied a rabbit sitting under a tree. "Excuse me.

Can you tell me where I might find something to drink? I am hot and thirsty," asked Fox. "The stream is far from here. The only drink you will find is in the juice of those grapes," said Rabbit as she pointed to a vine hanging above them. "Ah! Those look very plump and juicy. They are perfect," said Fox. "They do look delicious, but they are also very high. You will have trouble reaching them," said Rabbit.

"No. I think not. I can jump quite high," said Fox with a proud smile. Drawing back three paces, he took a run and a jump. He sailed through the air missing the grapes by a foot. "Hmmm," mumbled Rabbit. "Seems the grapes are quite out of reach." "I just needed to warm my legs a bit. I am sure I can reach them now," said Fox. He stretched, stepped back five paces, and made another running start. This time he missed the grapes by only a few inches.

Rabbit shook her head. Fox grew more determined. He took ten full steps back and bent low to the ground. Then he launched himself at full speed toward the grapes. Jumping with all his might, Fox flew into the air. His paws just brushed the fruit before he landed back on the ground with a thud. Fox stood up and brushed himself off. He shook his head and started walking away. "What about the grapes?" asked Rabbit. Lifting his nose to the air, Fox replied, "I'm sure they are sour."

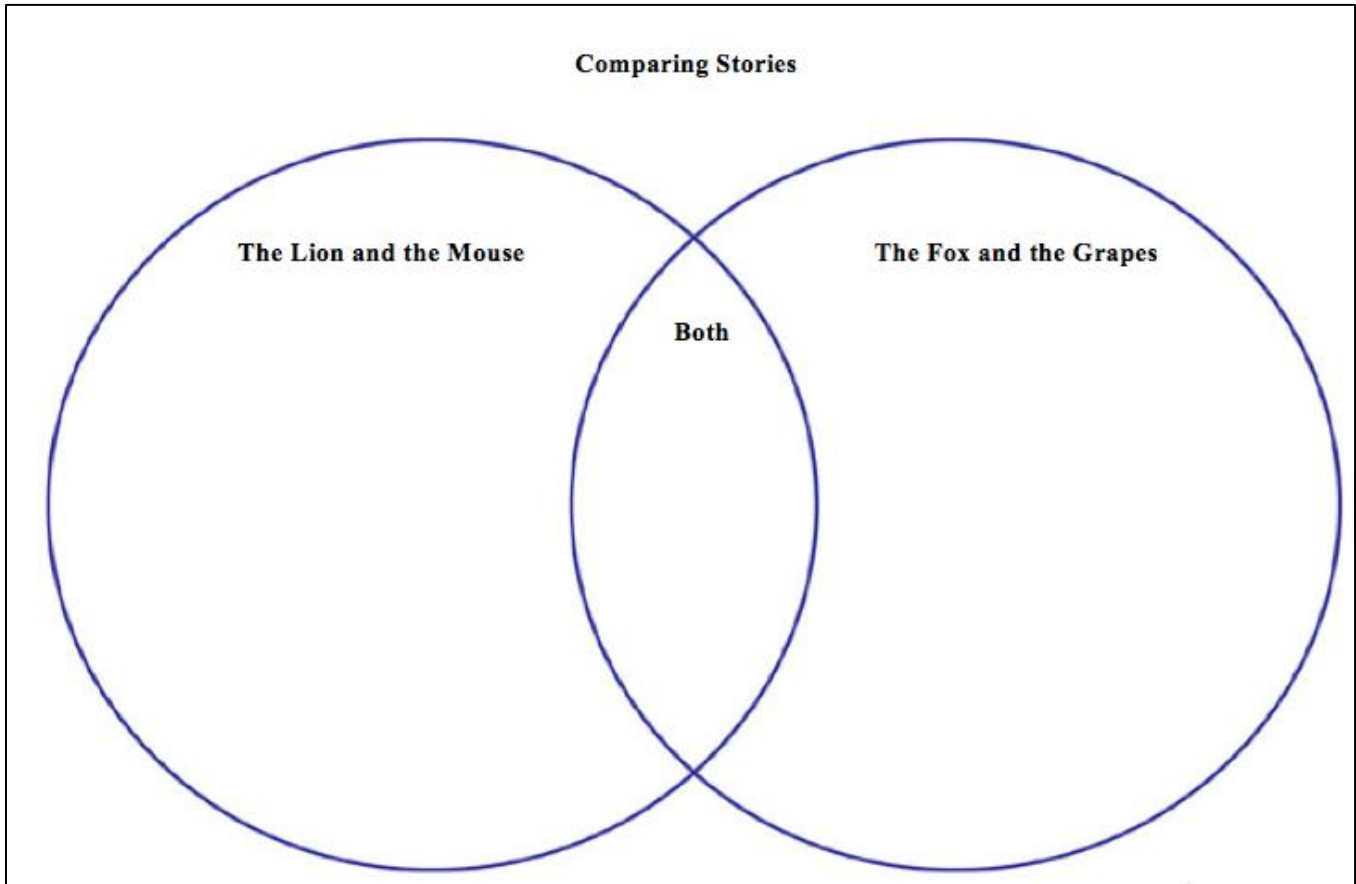
Source: <https://www.raz-plus.com>

B. On a separate sheet of paper answer the questions below about the story, *The Fox and the Grapes*. Remember to go back into the story if you need help answering any of the questions.

- Who are the characters in the story?
- What is Fox trying to do?
- How does the story end? What can you learn from Fox's behavior?
- Is this story a fable or a folktale? Explain how you know which one it is.
- What is the moral of this story?

Do you remember how to compare and contrast events or characters in a story? Great! Let's do it again. When you compare, you are looking for things that are similar or the same about two or more things. When you contrast, you are looking for things that are different. Re-read both stories, *The Lion and the Mouse* and *The Fox and the Grapes* and let's get ready to compare and contrast.

- C.** On a sheet of paper, draw a Venn diagram (see the example below). On the left side of the Venn diagram add details that are different about the story, *The Lion and the Mouse*. On the right side of the Venn diagram, add details that are different about the story, *The Fox and the Grapes*. In the middle, add details that are the same in both stories.



Activity 3: Recounting Stories - Let's read another story. Read carefully and be ready to answer questions about the story, *How Zebras Got Their Stripes*.

- A.** During your reading, circle information in the story that helps you know if it's a fable or a folktale.



How Zebras Got Their Stripes *A Ugandan Folktale retold by Ned Jensen*

Long, long ago there were no zebras. But there were a lot of donkeys. The donkeys worked hard each and every day. They had no time to play or to relax. It was just work, work, work. The donkeys carried heavy bundles. They carried the bundles for miles, but they never felt appreciated for the work they did.

One day two donkeys got fed up. They decided they did not want to work all the time. Instead, they wanted to graze in green fields. They wanted to drink from clear streams, and they wanted to lie on soft grass. The donkeys went to see a wise old man. They told him their problem. The wise old man thought and thought. He agreed that they worked too hard, and he wanted to help the donkeys. Then suddenly the wise old man jumped up. "I have an idea," he said. "What is your idea?" asked the donkeys. "I am going to paint you," said the man. "I will paint you, and no one will know you are donkeys."

The wise old man went off to find some paint, and he returned in just a matter of minutes. He had two pots of paint. One pot was filled with white paint, and the other was filled with black paint. The old man began to paint the donkeys. First he painted them white, and then he painted black stripes over the white paint. When he was finished, the donkeys did not look at all like donkeys. "You no longer look like donkeys," the wise old man said. "Everyone will be fooled. I will call you something else. I will call you zebras."

The zebras went to a field to graze. No one bothered them, and they did not have to work. Instead, they lay in the grass and slept. Soon other donkeys saw the zebras. They asked the zebras where they came from. When the zebras told the donkeys their secret, the donkeys all rushed to see the wise old man. "Make us into zebras, too," they pleaded.

So the wise old man painted more donkeys. As he did, more and more donkeys came. The old man could not paint fast enough. Soon the donkeys became impatient. They began to kick and stir about, and they knocked over the paint pots. There was no more paint. The painted donkeys ran off to become zebras.

The unpainted donkeys, because of their impatience, had to return to work. This is why both donkeys and zebras roam the earth. This is also why it is important to be patient.

Great job reading the story! Now let's see what you have learned.

B. On a sheet of paper answer the questions below.

- Think about the difference between a fable and folktale. Is this story a fable or a folktale? Give text evidence to support your answer.
- What is the central message of the story? Review the chart to help answer the question.
- Draw a picture of a zebra and a donkey. How are both animals different and how they are alike?

We have read so many fables and folktales. Now let's recount the events of the story, How Zebras Got Their Stripes. When you recount events of a story you retell what happened in the story.

C. On a separate sheet of paper let's retell the information from the story, How Zebras Got Their Stripes. Answer the questions in the chart below.

Title:	Setting (where did the story take place):
Main characters:	Problem (what was wrong in the story):
Main Events (give important details from the story):	Solution (how did the characters solve the problem):
Central Message:	

Activity 4: Reflection - We've read fables and a folktale and recounted (retold) events of stories told by others. Now it's time for you to write. Think about an important event that happened in your life where you may have learned an important lesson. Maybe you want to share a story about your time out of school and learning from home, or your best birthday celebration, or maybe even a family vacation. Whatever you decide, here are some things to include in your writing.

Make sure your personal narrative has the following:

- Include a beginning, a middle, and an ending.
- Include signal words in your writing such as, first, next, then, finally, and last.
- Describe people, places, and things in your writing.
- Share how you feel or how you were changed or a lesson you learned.



Cross Content Connection

Final Folktales Project

Now that you have begun writing let's keep going. It is your turn to create your own story. Complete one of the folktale projects below.

Remember: A folktale is a story that explains things about life or nature and includes a central message.

- **Science:** Take a nature walk around the neighborhood with a family member. Choose an object in nature and think about how it was created. Just like in a folktale, share how you think the object came to be or was created. Remember to follow safe practices during your walk.
- **Social Studies:** When family members get together they often share stories about events that happened in their lives. Sit and talk with a parent or grandparent or call them on the phone. Ask them to tell you a story about when they were growing up. Take notes about the story and create a storybook with words and pictures to tell their story. Make it fun and interesting so that it becomes a story that you can share again and again over time.

Unit 1 Week 1

Practice Pages

Week 1

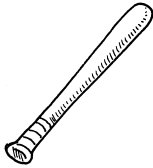
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Phonics Short <i>a</i>, Short <i>i</i>	3
Phonics Short <i>a</i>, Short <i>i</i>	4
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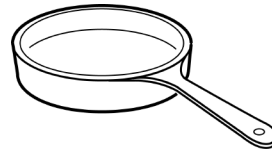
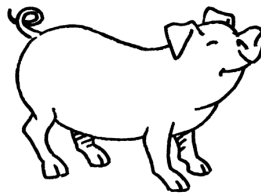
Name _____

Say the name of each picture. Say the middle sounds. Circle the picture whose name has a different middle sound.

1.



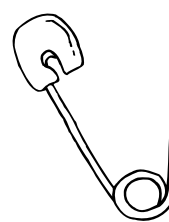
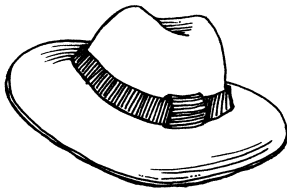
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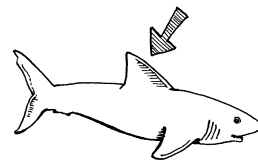
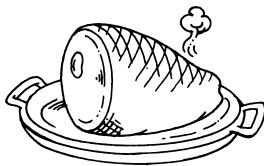
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4.



5.

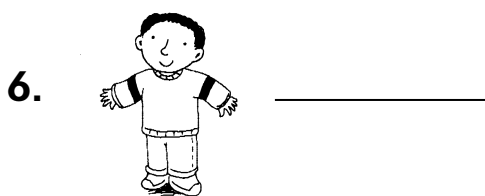
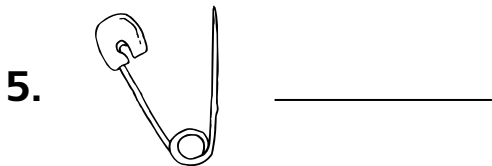
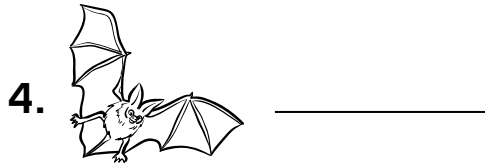
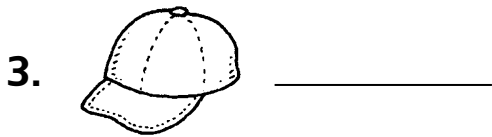
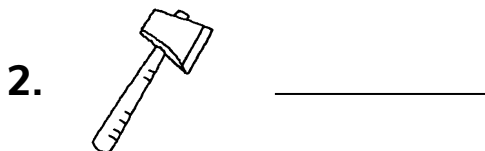
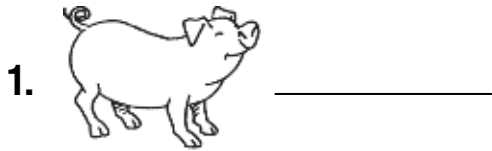


Teacher Directions: Model item 1. Say: *Listen to the middle sounds of these words: bat, cat, rip.* Stress the difference between short vowel sounds /a/ and /i/. Say: *I hear that the words bat and cat have the same middle sound: /a/. The word rip has the middle sound /i/.* Guide children to circle the picture that goes with *rip*.

Name _____

Read the words. Listen for the short *a* or short *i* sound. Write the word that names each picture.

bat ax pig cap pin kid



Change one letter to make a new word with the short *a* or short *i* sound. Then write the word.

1. did _____

2. tap _____

3. hat _____

4. sick _____

Name _____

A **plural noun** names more than one person, place, or thing. Add **-s** to form the plural noun for most words. Add **-es** to form the plural of nouns that end in **s**, **ss**, or **x**.

A. Write the plural form for each noun.

1. win _____

2. tag _____

3. tax _____

4. tip _____

5. pass _____

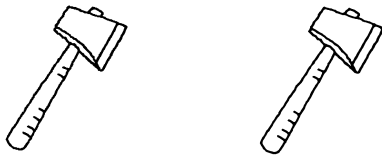
6. kiss _____

7. nap _____

8. gas _____

B. Look at the picture and write the word.

1.



2.



Name _____

has

wag

bad

six

will

sat

had

fix

him

if

A. Write the spelling words that have the short a sound.

1. _____

4. _____

2. _____

5. _____

3. _____

B. Write the spelling words that have the short i sound.

6. _____

9. _____

7. _____

10. _____

8. _____

C. Read each group of words. Circle the words that have the same vowel sound.

11. has him bad

14. has six will

12. fix him had

15. had wag will

13. six sad if

Name _____

- A **sentence** is a group of words that tells a complete thought.
- Every sentence begins with a capital letter.
- A **statement** is a sentence that tells something.
- A statement ends with a period.

Max is my friend. He plays with me.

Circle the sentence in each row.

- | | |
|----------------------------------|--------------------------------|
| 1. My friend helps me. | my friend helps me |
| 2. Jake goes with me to the park | Jake goes with me to the park. |
| 3. we walk to school together | We walk to school together. |
| 4. Kara likes to dance. | Kara likes to dance |
| 5. I showed Kara how to sing | I showed Kara how to sing. |
| 6. I sing with my friend. | i sing with my friend. |



Use the sentences as a model. Write about a time you played with a friend. Be sure to use complete sentences.

Unit 1 Week 2

Practice Pages

Week 2

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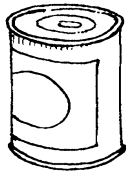
Name _____

Words that rhyme end with the same sounds.



Say each picture name. Then draw two pictures of things whose names rhyme with it.

1.



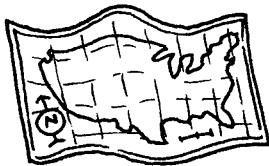
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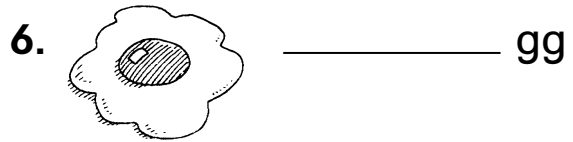
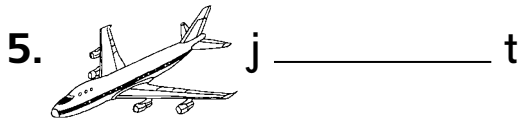
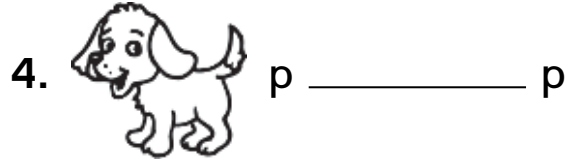
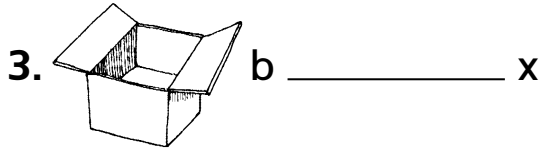
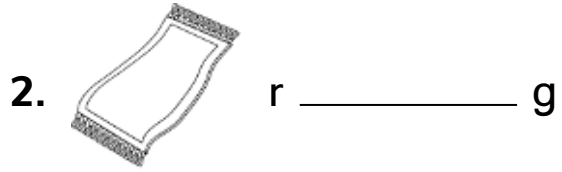
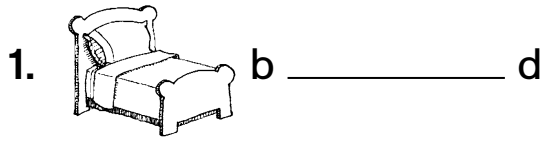
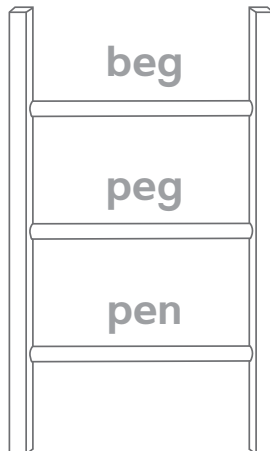
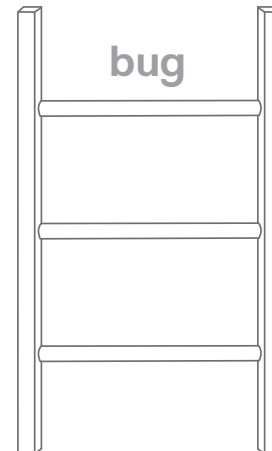


4.



Teacher Directions: Read the box at the top of the page. Point to the pictures as you say *cat*, *bat*, and *hat*. Emphasize the ending sounds in each word. Point out that all three words rhyme.

Name _____

A. Write *e*, *o*, or *u* to complete each picture name.**B. Change one letter at a time to make a new word with the short *e*, short *o*, or short *i* sound. The first one has been done for you. Finish the second ladder.**1. Go from **beg** to **pen**2. Go from **bug** to **run**

Name _____

You can add the ending **-s** to a noun to name more than one.
 When a noun ends in **-s**, **-ss**, **-sh**, **-ch**, or **-x**, add **-es** to tell about more than one.

rams

glasses

foxes

You can add **-s** or **-es** to a verb in the same way.

She sits on the chair.

He fixes his hair.

A. Add -s or -es to the underlined word. Write the new word.

1. Ann run fast. _____
2. My dog nap in the sun. _____
3. Dad rush to work. _____
4. Tom had two ax. _____

C. Use the words to complete the sentences.

eggs

messes

mugs

matches

5. Mom put _____ in the pan.
6. He can fill ten _____ .
7. The pup gets in lots of _____ .
8. The team won both _____ .

Name _____

went	tell	pet	job	fog
not	tug	hut	tub	bun

A. Look at the spelling words in the box. Match each spelling word to a word below that has the same vowel sound. Write the words on the lines.

*nut**red**mop*

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 8. _____ |
| 2. _____ | 6. _____ | 9. _____ |
| 3. _____ | 7. _____ | 10. _____ |
| 4. _____ | | |

B. Read each group of words. Circle the words that have the same vowel sound.

11. not job went
12. tug fog bun
13. hut tell pet
14. bun tell tub
15. fog not hut

Name _____

- Begin each sentence with a capital letter.
- End each **command** with a period.
- End an **exclamation** with an exclamation point.

Get ready.

We don't want to be late!

Read the sentences. Write the commands and exclamations correctly on the lines.

1. i can't wait for the Chinese festival

2. come to the party with my family

3. nana's moon cakes are my favorite

4. sit next to me

5. Lee's dragon mask is cool

6. Lee loves a parade

Unit 1 Week 3

Practice Pages

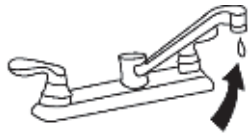
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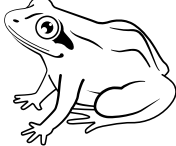
This section includes pages 38, 39,42,45, and 51 ONLY.

Name _____

Some words begin with a blend of sounds. Listen to the beginning sounds in the words **drip** and **gross**. You can hear the sound for each letter in the blend.

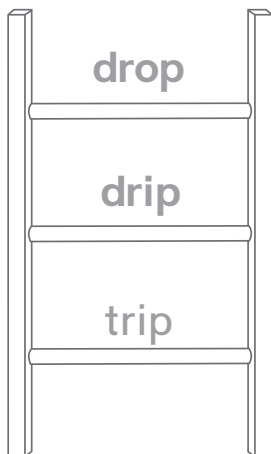
drip**gross**

A. Write the missing letters to finish the picture name.

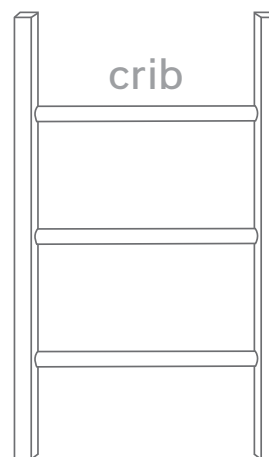
1.  _____ um
2.  _____ ock
3.  _____ uck
4.  _____ og

B. Change one letter at a time to make a new word. The first one has been done for you. Finish the second ladder.

1. Go from **drop** to **trip**.



2. Go from **crib** to **grab**



Name _____

A **closed syllable** ends with a consonant. It has a short vowel sound. Some words have two closed syllables. Read the word ***sunset***. You can see that each syllable ends with a consonant.

sunset

A. Put the two closed syllables together to form a word that matches the picture. Then write and read the word.

1. pen cil _____



2. pup pet _____



3. mit ten _____



4. den tist _____



B. Complete each sentence using a word from above.

5. This _____ is a lion.

6. The _____ fixes my teeth.

Name _____

grass	trips	crack	still	west
mask	clap	plans	milk	belt

A. Look at the spelling words in the box. Write words in the column with the correct two-letter blend.

r-blends:
cr, tr, gr

s-blends:
st, sk

l-blends:
cl, pl, lk, lt

- | | | |
|----------|----------|-----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |
| | | 10. _____ |

B. Write the spelling word that has the same pattern as each word below.

11. risk _____
12. trots _____
13. plops _____
14. list _____
15. tilt _____

Name _____

- A **subject** tells who or what the sentence is about.
- The **subject** is often at the beginning of a sentence.

The cat is white. Jim and Pam like cats.

A. Underline the subject in each sentence.

1. Sam has a pet dog.
2. His dog can run fast after a ball.
3. Sam and his dog have a ball that is red.
4. Mom and Dad will pet the dog.

B. Write two more sentences about pets. Underline each subject.



Use the sentences as a model. Write about a pet that you have or wish you had. Be sure to use complete sentences including subjects and predicates.

Name _____

Draw lines to match the words with their meanings.

- | | |
|--------------|--|
| 1. depends | A. The way of life of a group of people |
| 2. share | B. To give away part of something |
| 3. invited | C. Feeling fear |
| 4. rescue | D. Asked someone to go somewhere or do something |
| 5. culture | E. Relies on or trusts |
| 6. plead | F. To save from danger or harm |
| 7. nervously | G. To beg or ask seriously for something |
| 8. afraid | H. Showing worry about what could happen |

Unit 1 Week 4

Practice Pages

Week 4

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Grammar Predicates	66

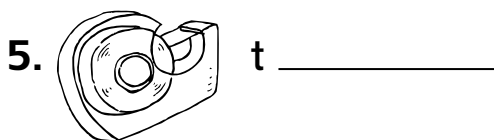
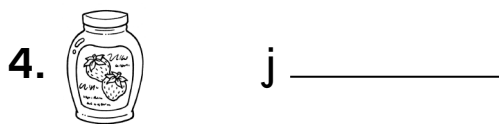
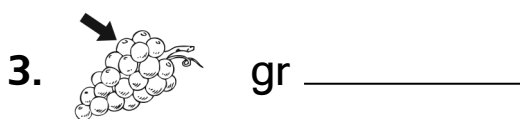
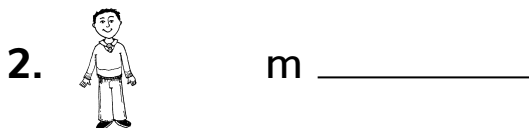
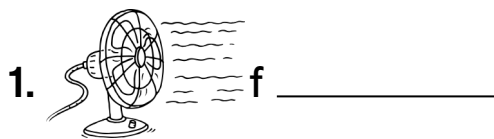
This section includes pages 55, 56, 59, 62, and 68 ONLY.

Name _____

The letter **a** can stand for the short **a** sound you hear in **can**.
The long **a** sound you hear in **cane** can be spelled with **a_e**.

can**cane**

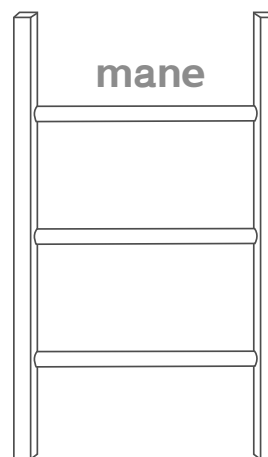
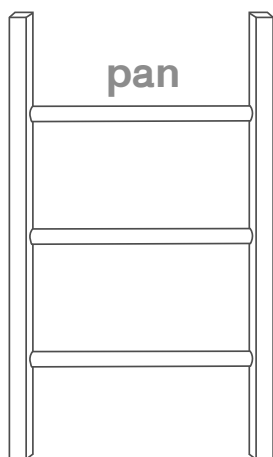
A. Write the correct letters to complete each picture name.



B. Change one letter at a time to make a new word with the short *a* or Long *a*: *a_e* sound.

7. Go from **pan** to **tap**

8. Go from **mane** to **fake**



Name _____

The ending ***-ed*** can be added to an action word to show that an action has already happened.

pack**packed**

The ***-ing*** ending in an action word means that the action is happening now.

smell**smelling**

A. Circle the word that completes each sentence. Then write the word.

1. Dad _____ the lamp.

fixed

fixing

2. Jeff is _____ Mrs. Lin for help.

asked

asking

3. Pat is _____ on nuts.

snacked

snacking

4. My dog _____ up on my lap.

jumped

jumping

5. Dad is _____ his red truck.

washed

washing

B. Add *-ed* and *-ing* to each word to make new words.

Write the words on the lines below.

6. rest _____

7. look _____

8. start _____

Name _____

bag

cap

ham

bake

ate

mad

back

cape

made

rake

A. Write the spelling words that have the short a sound as in *plan*.

1. _____

3. _____

5. _____

2. _____

4. _____

B. Write the spelling words that have the long a sound as in *plane*.

6. _____

8. _____

10. _____

7. _____

9. _____

C. Read each group of words. Circle the words that have the same vowel sound.

11. bag cap bake

14. bake back bag

12. cap rake cape

15. ate mad made

13. ham ate mad

Name _____

- Every sentence has a subject and a predicate.
- The **subject** tells who or what the sentence is about.
- A **predicate** tells what the subject does or is.

Les has a dog.

A. Draw a line from each subject on the left to its predicate on the right.

- | | |
|----------------|----------------------------|
| 1. The cat | runs to get the ball. |
| 2. Dad and Mom | pets the dog. |
| 3. The dog | runs up a tree. |
| 4. Bill | get the cat from the tree. |

B. Draw a circle around the predicate.

- The girl and boy go there every day.
- The little boy has a yellow hat.
- They both have small boxes.



Use the sentences as a model. Write about an interaction you have had with a pet or animal. Notice the importance of nouns when writing your sentences.

Name _____

To figure out a new word, separate the **root word** from the ending. The endings *-s*, *-es*, and *-ing* mean the action is happening now. The ending *-ed* means the action happened in the past.

A. Read each sentence. Look at each underlined word. Draw a line between the root word and the ending.

1. Van's eyes opened wide.
2. Food booths were set up showing colorful flags.
3. People were selling Greek salad there.

B. Underline the verb in each sentence. Then change each verb so that it tells about an action happening now. Write the new word.

4. Mom stopped at the first booth.

5. At last, the family reached the end of the street.

Unit 1 Week 5

Practice Pages

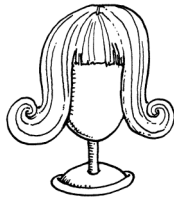
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This section includes pages 71, 73, 76, 79, and 81 ONLY.

Name _____

The letter *i* can stand for the sound you hear in the middle of **wig**. It can also stand for the sound you hear in the middle of **nine**.

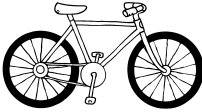
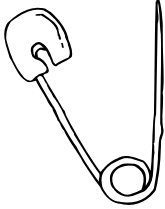






wig

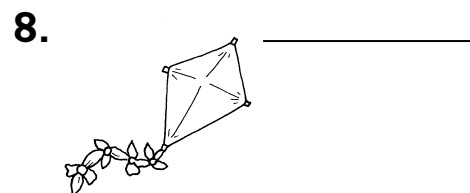
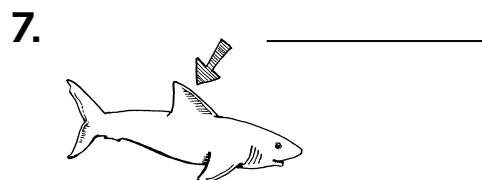


nine

A. Circle the word that names each picture.

<p>1.  bit bike hike</p>	<p>2.  pine pin pan</p>	<p>3.  line like lip</p>
<p>4.  dim mad dime</p>	<p>5.  fin five fill</p>	<p>6.  mate mite mitt</p>

B. Write a word that names each picture.



Name _____

A **possessive noun** ends with an apostrophe (') and an **s** to show who owns something, such as *Meg's bike*.

Rewrite each phrase using a possessive noun.

1. the snack that belongs to the boy _____
2. the tent that belongs to Dad _____
3. the skates that belong to Mom _____
4. the smile that belongs to Dave _____
5. the string that belongs to the kite _____
6. the hand that belongs to Jill _____
7. the cup that belongs to the girl _____
8. the nap that belongs to the cat _____
9. the pond that belongs to the frog _____
10. the socks that belong to Jan _____

Name _____

did

fin

pick

line

pipe

tip

mix

five

side

hike

A. Write the spelling words that have the short *i* sound spelled *i* as in *big*.

1. _____

3. _____

5. _____

2. _____

4. _____

B. Write the spelling words that have the long *i* sound spelled *i_e* as in *time*.

6. _____

8. _____

10. _____

7. _____

9. _____

C. Write a spelling word that rhymes with each word below.

11. bike _____

16. ride _____

12. hid _____

17. ripe _____

13. fine _____

18. dive _____

14. lick _____

15. fix _____

Name _____

- When you **expand a sentence**, you add more details to the subject or predicate.

The boy helps.The young boy helps.The man rakes.The man rakes leaves.**A. Add details to the subjects of these sentences.****Write the new sentences on the lines.**

1. The boys worked in the garden.

2. The gardener gave them some seeds.

3. The seeds were in bags.

B. Add details to the predicates of these sentences.**Write the new sentences on the lines.**

4. The boys planted.

5. The gardener smiled.

Name _____

- A **series** is a set of three or more words.
- Use commas to separate three or more words in a series.
- The word **and** or **or** comes before the last word in a series.

Ducks eat fish, plants, and insects.

Ducks can be white, black, or brown.

A. Write the correct sentence on the line.

1. Ducks swim walk and fly.

2. They quack when they are hungry mad or surprised.

B. Write two sentences that each contain a series. Be sure to add the commas in each series.

3. _____

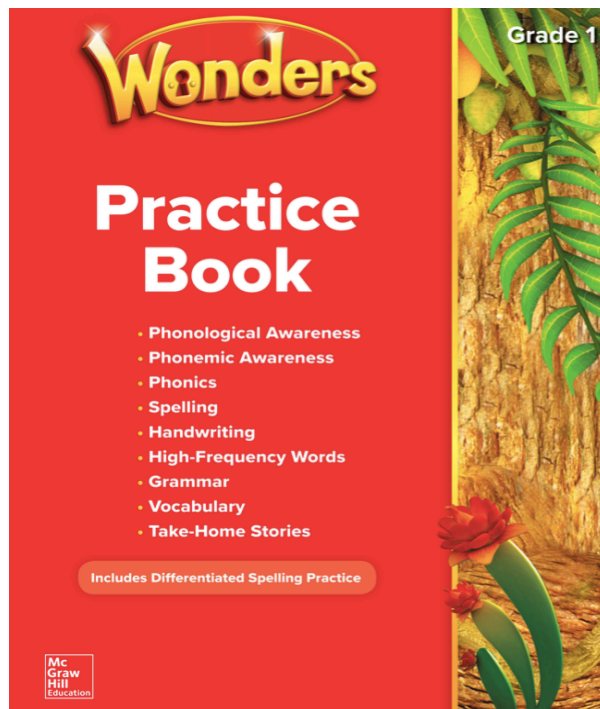
4. _____

Connect to
Community

Explain how you and your friends or siblings can help your community. Practice combining sentences.

Unit 1 Week 6

Practice Pages



There are no practice pages for week 6. This is because week 6 is dedicated to reviewing and extending. Therefore, during week six students should ensure they have completed both their literacy project(s) and the first six weeks of practice pages.

Unit 2 Week 1

Practice Pages

Week 1

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Vocabulary Content Words	102
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This section includes pages 88, 89, 93, 97, and 99 ONLY.

Name _____

The long **o** sound you hear in **cone** can be spelled with **o_e**.**cone****A. Use a word from the box to complete each sentence.**



bone

on

hot

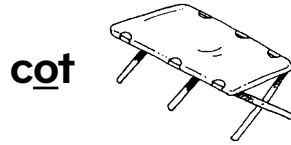
home

- The cat sits _____ top of the mat.
- The dog ate the _____
- The pot is _____.
- Dad drove us _____.

B. Circle the word with the short o sound. Then write the word.5.  ox  bone _____6.  globe  dog _____7.  hose  box _____

Name _____

The letter **o** can stand for the short **o** sound you hear in **cot**.



A. Look at each picture. Read the words and circle the one that names the picture. Write the word.

1.



 robe rob rub

2.



 con cone clap

3.



 lot glob globe

4.



 note nut not

5.



 slop stop slope

6.



 lob lobe log

B. Go back and underline the letters that stand for the long o sound in the answers above. Circle the letters that stand for the short o sound in the answers above.

Name _____

box

fox

dog

lock

pot

cone

home

nose

poke

rope

A. Write the spelling words that have the short *o* sound as in *on*.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

B. Write the spelling words that have the long *o* sound as in *note*.

6. _____ 7. _____ 8. _____

9. _____ 10. _____

C. Read each group of words. Circle the words that have the same vowel sound.

11. box dog home

12. poke fox nose

13. rope lock cone

14. pot poke lock

15. cone lock box

Name _____

- A **noun** is a word that names something.
 - Some nouns name people.
- Our teacher has a cat.

A. Circle the nouns that name people in each sentence.

1. The boy walks his dog.
2. His mother takes the bag.
3. My sister sees a frog.
4. The family visits the park.
5. A farmer plants her seeds.
6. A baby smiles at the cat.

B. Write two sentences about people. Circle each noun that names a person.

7. _____

8. _____



Use the sentences as a model. Write about an interaction you have had with a pet or animal. Notice the importance of nouns when writing your sentences.

Name _____

- A **series** is a set of three or more words.
- Use commas to separate three or more words in a series.
- The word *and* or *or* comes before the last word in a series.

Jill, Kamma, and Lee are coming over.

We can play softball, basketball, or soccer.

A. Write the correct sentence on the line.

1. We have played football dodgeball and tennis.

2. Do you want a red ball a green ball or a yellow ball?

B. Write two sentences that contain a series. Be sure to add the commas in each series.

3. _____

4. _____

Unit 2 Week 2

Practice Pages

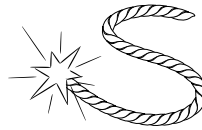
Week 2

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This section includes pages 106, 111,115,116, and 117 ONLY.

Name _____

The short *u* sound you hear in ***cub*** is spelled with *u*. The long *u* sound you hear in ***fuse*** can be spelled with *u_e*.

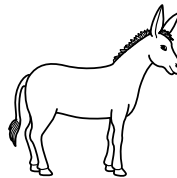
cub**fuse**

A. Look at each picture. Read the words and circle the one that names the picture. Write the word.

1.

_____
 rag rug

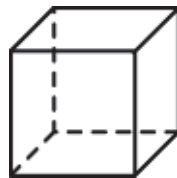
2.

_____
 mule mole

3.

_____
 jug jog

4.

_____
 cub cube

cute

mug

sun

mute

B. Write the missing words to complete the sentences.

5. The _____ is up.

6. Our new puppy is _____.

7. His _____ is hot.

8. A person who cannot speak is _____.

Name _____

mule

fuse

plum

use

dug

cub

hum

cute

must

fun

A. Write the spelling words that have the short *u* sound as in *up*.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

B. Write the spelling words that have the long *u* sound as in *fume*.

7. _____ 8. _____

9. _____ 10. _____

C. Read each group of words. Circle the words that have the same vowel sound.

11. cub plum use

12. hum cute fuse

13. must use dug

14. fun fuse hum

15. use cute cub

Name _____

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- Add **-s** to make the plural of most nouns.

I see one cat.You see two cats.

Make the underlined noun plural. Write it on the line provided.

1. The fox saw the grape in a tree. _____
2. The fox took the step to reach them. _____
3. The rabbit ate the carrot. _____
4. The farmer saw the golden egg. _____
5. The bird flew over the trees. _____
6. The cat liked to chase the dog. _____



Use the sentences as a model. Write about how different kinds of animals find food.

Name _____

- Add **-s** to make the plural of most nouns.
- Add **-es** to form the plural of singular nouns that end in **s**, **ch**, **sh**, or **x**.

wish → *wishes**box* → *boxes*

- To form the plural of nouns ending in a consonant and **y**, change the **y** to **i** and add **-es**.

story → *stories*

Complete each sentence with the nouns in (). Write the nouns in their plural forms.

1. The shepherd boy made up many _____. (story)
2. He saw _____, dragons, and dogs in the sky. (fox)
3. One of his _____ was to watch the sheep. (duty)
4. One of the sheep had several _____ (baby)
5. A wolf hid in the _____ (bush)

Name _____

- An **abbreviation** is a shortened form of a word. It begins with a capital letter and ends with a period. Street names are often abbreviated.

Street → St. Avenue → Ave. Drive → Dr Road → Rd.

- The abbreviation of a **title** before a name begins with a capital letter and ends with a period. First and last names are proper nouns and begin with capital letters.

Dr. Allen

Mrs. Lucas

Ms. Jennifer Bailey

A. Write each name and abbreviation correctly.

1. mr mark adams

2. dr sally gordon

3. ms amy smith

4. mrs. mary jones

B. Write each address using an abbreviation.

5. 245 Oak Street

6. 563 Hill Avenue

7. 749 Wilson Drive

8. 322 Valley Road

Unit 2 Week 3

Practice Pages

Week 3

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This section includes pages 124, 126, 129, 132, and 138 ONLY.

Name _____

Sometimes the letter **c** stands for the **s** sound, as in **face**.

The letter **g** can stand for the **j** sound, as in **gel**.

The letters **dge** can stand for the **j** sound, as in **fridge**.

face



gel



fridge



A. Fill in the blank with the word that completes each sentence.

1. A penny is worth one _____.
a. cent b. can
2. Sam likes _____ ball.
a. dog b. dodge
3. Grace makes spicy _____.
a. rice b. rack
4. My mom has a big _____ in her ring.
a. gum b. gem
5. Madge has a _____ on her leg.
a. black b. brace

B. Circle the letters that stand for the *s* and *j* sounds in each answer above.

Name _____

A **prefix** is a word part added to the beginning of a word to change its meaning.

The prefix ***un-*** means “not.”

The prefix ***re-*** means “again.”

The prefix ***dis-*** means “opposite of.”

unlock react displace

A. Match each sentence to a word with a prefix. Use the underlined words to help you.

- | | |
|--|-------------|
| 1. I will <u>use</u> the bag <u>again</u> . | a. unlocked |
| 2. Ken will <u>fill</u> the fish tank <u>again</u> . | b. dislike |
| 3. She left the door <u>not</u> <u>locked</u> . | c. reuse |
| 4. He is <u>not</u> <u>wise</u> . | d. refill |
| 5. What I feel is the <u>opposite of</u> <u>like</u> . | e. unwise |

B. Add a prefix to the underlined word to tell the meaning of the two words. Write the new word on the line.

6. play again _____
7. not able _____
8. opposite of trust _____
9. not safe _____

Name _____

trace	place	badge	cage	space
ice	bulge	range	edge	mice

A. Write the spelling words that have the soft *c* sound, as in *spice*.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

B. Write the spelling words that have the soft *g* sound, as in *page*.

6. _____ 7. _____ 8. _____

9. _____ 10. _____

C. Read each group of words. Circle the words that have the same end sound.

11. place edge trace

12. ice badge bulge

13. mice space range

14. cage bulge place

15. edge trace ice

Name _____

- A **common noun** names any person, place, or thing.
- A **proper noun** names a special person, place, or thing.
- A proper noun begins with a capital letter.

Polar bears live near the Arctic Circle.

Bats sleep in caves all over the United States.

A. Circle the proper nouns.

1. Many frogs live on the banks of the Mississippi River.
2. Ducks can be found in wetlands across North America.
3. Many buffalo live in the grasslands of Montana.
4. Many fish swim in Walden Pond.
5. Some crocodiles live in the Florida Everglades.

B. Underline the common nouns in the sentences above. List them on the lines below.

_____	_____
_____	_____
_____	_____
_____	_____

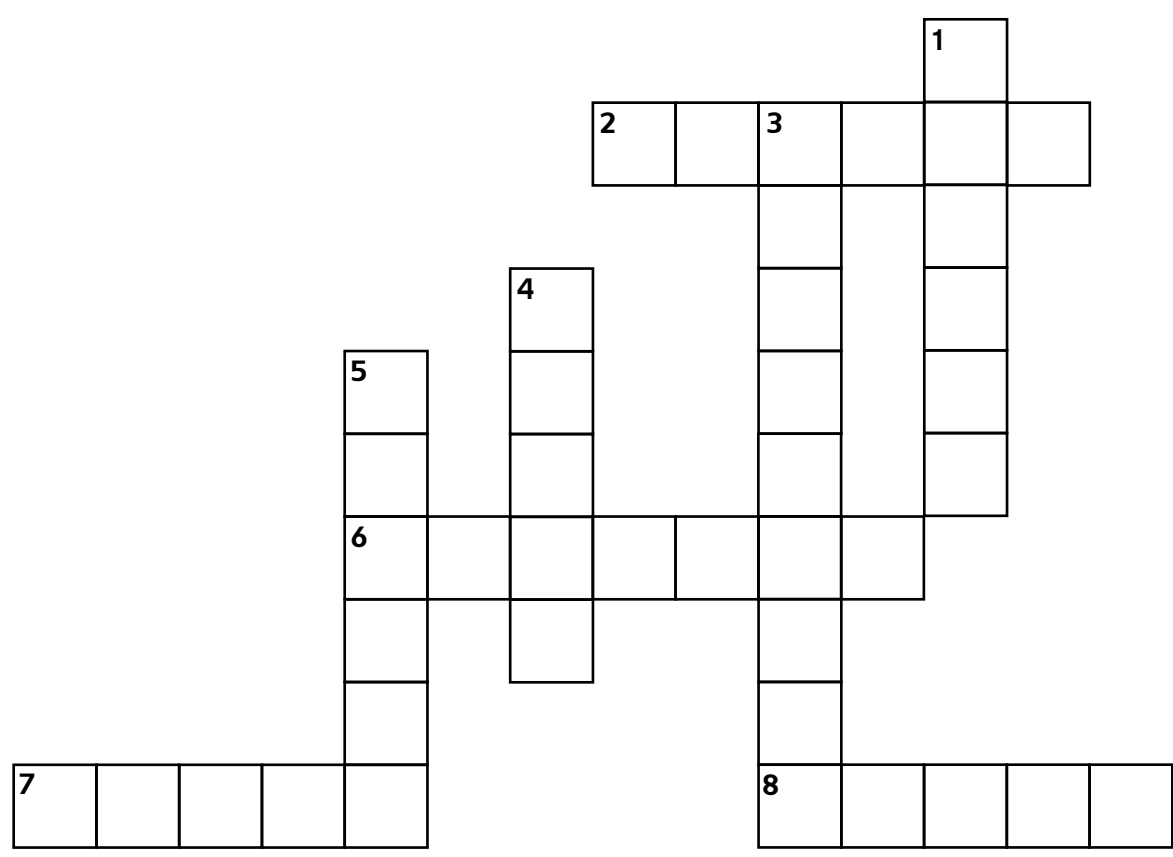


Use the sentences as a model. Write about a group of animals you have seen. Use common, proper, and collective nouns.

Name _____

Use a word from the box that matches the definition.

- | | | | |
|-----------|--------|-------|---------|
| depend | chores | giant | secret |
| offspring | groom | adult | culture |



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Across

- 2. Small jobs or tasks
- 6. A way of life
- 7. A person or thing that is very large
- 8. To make a person or animal cleaner or neater

Down

- 1. To rely on or trust
- 3. The young of a person, animal, or plant
- 4. A person or animal who is fully grown
- 5. Known only to a few