



Grade 2

Writing and Language

Student At-Home Activity Packet 3

This At-Home Activity Packet is organized as a series of journal entries. Each entry has two parts. In part 1, the student writes in response to a prompt. In part 2, the student completes a Language Handbook lesson and practices the skill in the context of their writing from part 1. We recommend that the student completes one part each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Encourage the student to do the best they can with this content. The most important thing is that they continue to work on their writing and language skills.

Directions for this packet:

Part 1:

- Read the writing prompt.
- If needed, use the sentence frames to help you get started writing.


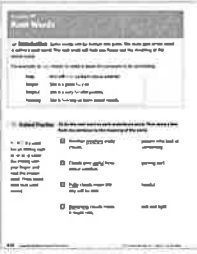

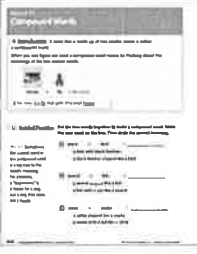
Part 2:

- Complete Guided Practice.
- Complete Independent Practice.
- Complete the Try It prompt.


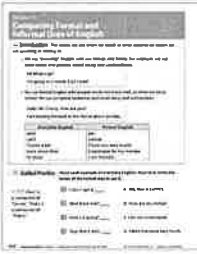

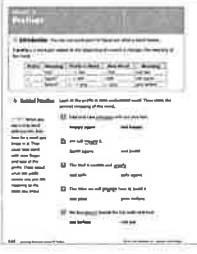
Flip to see the
Grade 2 Writing
and Language
activities included
in this packet!






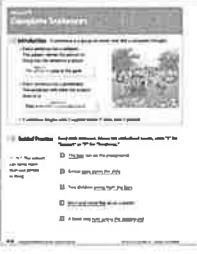
Grade 2 Writing and Language Activities

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2	<p>Part 1</p> 	<p>Part 2</p> <p>Grade 2 Ready Language Handbook Lesson 21 Compound Words</p> 	10


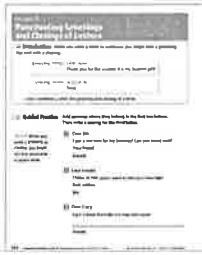

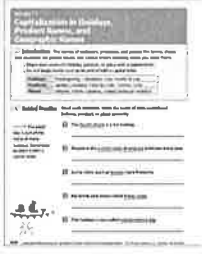
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Lesson 20

Root Words

 **Introduction** Some words can be broken into parts. The main part of the word is called a **root word**. The root word will help you figure out the meaning of the whole word.

For example, to help means to make it easier for someone to do something.

help	Ann will help us learn about weather.
helper	She is a great helper.
helpful	She is a very helpful person.
helping	She is helping us learn about clouds.

 **Guided Practice** Circle the root word in each underlined word. Then draw a line from the sentence to the meaning of the word.

HINT If a word has an ending such as *-er* or *-y*, cover the ending with your finger, and read the smaller word. Think about what that word means.

- | | | |
|---|--|------------------------------|
| 1 | Weather <u>watchers</u> study clouds. | people who look at something |
| 2 | Clouds give <u>useful</u> hints about weather. | getting dark |
| 3 | <u>Puffy</u> clouds mean the day will be nice. | helpful |
| 4 | <u>Darkening</u> clouds mean it might rain. | soft and light |

 Independent Practice

Look for the root word in each underlined word. Use this smaller word to help you answer the questions.

- 1 Read the sentence below.

Be careful when you see big, dark clouds.

What does the word “careful” mean in the sentence?

- A quiet
- B safe
- C noisy
- D silly

- 2 Read the sentence below.

Dangerous weather may be coming.

What does the word “Dangerous” mean in the sentence?

- A good
- B sunny
- C cold
- D harmful

- 3 Read the sentence below.

Bad weather can move quickly.

What does the word “quickly” mean in the sentence?

- A fast
- B soon
- C slowly
- D loudly

- 4 Read the sentence below.

Don’t get caught in stormy weather!

What does the word “stormy” mean in the sentence?

- A having lots of sunshine
- B without clouds or rain
- C with a lot of wind and rain
- D with clear, blue skies

► **Try It** Reread what you wrote in Part 1. Underline two root words. Then, in the margins, write what those words mean. Use the root words to help you figure out the meanings.

Lesson 21

Compound Words

Introduction A word that is made up of two smaller words is called a **compound word**.

Often you can figure out what a compound word means by thinking about the meanings of the two smaller words.



house

+



fly

= housefly

A housefly is a fly that gets into your house.

Guided Practice Put the two words together to make a compound word. Write the new word on the line. Then circle the correct meaning.

HINT Sometimes the second word in the compound word is a big clue to the word's meaning. For example, a "dog**house**" is a house for a dog, not a dog that looks like a house.

1 black + bird = _____

a bird with black feathers

a black feather shaped like a bird

2 sword + fish = _____

a sword shaped like a fish

a fish with a jaw like a sword

3 rattle + snake = _____

a rattle shaped like a snake

a snake with a tail like a rattle

 Independent Practice

Read the compound word in each sentence. Then choose the correct meaning for the word.

- 1 A catfish uses its whiskers to find food in the sea.
 - A a fish that eats bugs
 - B a cat that looks like a bird
 - C a fish with whiskers like a cat
 - D a cat that likes boats

- 2 A sheepdog helps keep farm animals safe.
 - A a sheep used for its wool
 - B a dog that takes care of sheep
 - C a sheep that plays with birds
 - D a dog that looks like a goat

- 3 A seahorse has fins and swims in the ocean.
 - A an ocean shaped like a horse
 - B a sea animal that looks like a snake
 - C a horse that lives in a barn
 - D a sea animal whose head looks like a horse's

Choose one word from the box to complete the second sentence. Write the correct word on the line.


earthquake earthworm wormhole

- 4 The worm digs deep into the soil. This _____ crawls up out of the ground when it rains.

► **Try It** Reread what you wrote in Part 1. Circle any compound words. If you did not use any compound words, add at least two compound words to your writing.

Lesson 17

Comparing Formal and Informal Uses of English

 **Introduction** The words we use when we speak or write depend on whom we are speaking or writing to.

- We use “everyday” English with our friends and family. For example, we use short words and phrases called **slang** and **contractions**.

Hi! What’s up?

I’m going to a movie. Can’t wait!

- We use **formal** English with people we do not know well, or when we are in school. We use complete sentences and avoid slang and contractions.

Hello, Mr. Chang. How are you?

I am looking forward to the movie about pandas.

Everyday English	Formal English
yeah	yes
can’t	cannot
Thanks a lot!	Thank you very much!
Sorry about that.	I apologize for my mistake.
All done!	I am finished.

 **Guided Practice** Read each example of everyday English. Next to it, write the letter of the formal way to say it.

HINT *Don’t* is a contraction of “Do not.” *That’s* is a contraction of “That is.”

- | | |
|----------------------------|--------------------------------|
| 1 I don’t get it. _____ | a Yes, that is correct. |
| 2 Best book ever! _____ | b How are you today? |
| 3 How’s it going? _____ | c I do not understand. |
| 4 Yup, that’s right. _____ | d I liked this book very much. |

 Independent Practice

Choose the answer to each question.

- 1 What is the best way to greet an important person at your school?
- A Hey.
 - B What's up, dude?
 - C Hi there!
 - D Hello.
- 2 Read this sentence from a book report. What is the best way to rewrite it?
- I can't believe the ending was so weird.
- A I didn't like the ending. Not a bit.
 - B I found the ending difficult to believe.
 - C Boo, what a boring ending!
 - D I totally didn't get the ending.

- 3 Which word or words make the underlined word in this sentence more formal?

This book is about why penguins don't fly.

- A wanna
- B are not gonna
- C do not
- D can't even

Rewrite the underlined words to be more formal.

- 4 Dear Captain Rodriguez,
- I enjoyed your talk. Thanks a bunch for coming to our class.

- **Try It** Reread the text and email you wrote in Part 1. Underline an example in the text that is written using informal English. Underline an example in the email that is written in formal English.

Lesson 19

Prefixes

 **Introduction** You can use word parts to figure out what a word means.

A **prefix** is a word part added to the beginning of a word. It changes the meaning of the word.

Prefix	Meaning	Prefix + Word	New Word	Meaning
un-	"not"	un + fair	unfair	not fair
re-	"again"	re + tell	retell	tell again
pre-	"before"	pre + pay	prepay	pay before

 **Guided Practice** Look at the prefix in each underlined word. Then circle the correct meaning of the word.

HINT When you see a long word with a prefix, first look for a word you know in it. Then cover that word with your finger and look at the prefix. Think about what the prefix means and add the meaning to the word you know.

1 Dad and I are unhappy with our tree fort.

happy again

not happy

2 We will rebuild it.

build again

not build

3 The roof is broken and unsafe.

not safe

safe again

4 This time we will preplan how to build it.

not plan

plan before

5 We buy precut boards for the walls and roof.

cut before

not cut

 Independent Practice

Look at the prefix in each underlined word. Then choose the correct meaning of the word.

- 1 We redo the walls of our fort.
- A do again
 - B not do
 - C do before
 - D do wrong
- 2 We save the unbroken boards.
- A broken again
 - B broken before
 - C very broken
 - D not broken
- 3 We pretest the old boards to be sure they are strong.
- A test again and again
 - B do not test
 - C test before
 - D test later
- 4 We repaint the whole fort.
- A not paint
 - B paint again
 - C paint quickly
 - D paint before

► **Try It** Reread the scene of your play. Circle any words with the prefixes re-, un-, or pre-. If you have not used any words with those prefixes, change a sentence to use a word with one of those prefixes. Tell the meaning of a word that uses re-, un-, or pre-.

Lesson 7

Past Tense of Irregular Verbs

 **Introduction** A **verb** tells what someone or something does or is.

A **past-tense verb** shows an action that happened in the past.

- The letters *-ed* at the end of a verb show an action that happened in the past.

Today, I **walk** to the pool. Yesterday, I **walked** to the pool.

- Some verbs are **irregular**. They change in special ways to show an action that happened in the past. You just have to remember these.

Today, I **go** to the pool. Yesterday, I **went** to the pool.

Now	sit	come	get	see	tell	run
In the Past	sat	came	got	saw	told	ran

 **Guided Practice** Circle the correct past-tense verb to complete each sentence.

HINT Use the chart to find the correct spelling of each irregular past-tense verb.

- 1 Last week, I _____ Aldo at the pool. **sees** **saw**
- 2 We _____ by the side of the pool. **sat** **sits**
- 3 Then we _____ into the water. **jumps** **jumped**
- 4 Aldo _____ me he was cold. **told** **telled**
- 5 We _____ out of the cold water. **getted** **got**

 Independent Practice

Choose the correct past-tense verb.

1 Yesterday, Shia _____ to the beach.

- A go
- B goes
- C went
- D goed

2 Tommy _____ to the beach with me last week.

- A came
- B come
- C comed
- D camed

3 The lifeguard _____ in a tall chair.

- A sit
- B sited
- C sate
- D sat

4 Mom _____ me to be careful in the water.

- A told
- B toll
- C tell
- D teld

► **Try It** Reread what you wrote in Part 1. Circle any irregular past tense verbs you used.

Lesson 9

Complete Sentences

Introduction A **sentence** is a group of words that tells a complete thought.

- Every sentence has a **subject**.
The subject names the person or thing that the sentence is about.

^{subject}
The **children** play in the park.

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

^{predicate}
They **love the big playground**.



- A sentence begins with a **capital letter**. It ends with a **period**.

Guided Practice Read each sentence. Above the underlined words, write "S" for "Subject" or "P" for "Predicate."

HINT The subject can name more than one person or thing.

- 1 The kids run on the playground.
- 2 Gracie goes down the slide.
- 3 Two children swing from the bars.
- 4 Mom and Uncle Ray sit on a bench.
- 5 A black dog runs across the playground.

 Independent Practice

Choose the correct group of words to answer each question.

1 What is the **subject** of this sentence?

Two teams play kickball.

- A play kickball
- B teams play
- C Two teams
- D kickball

2 What is the **predicate** of this sentence?

Kevin and Maria chase the ball.

- A chase the ball
- B Kevin and Maria chase
- C Kevin and Maria
- D the ball

3 Which of these is a complete sentence?

- A The red ball.
- B Rolls into a puddle.
- C Right into a big puddle.
- D The ball rolls into a puddle.


4 Which of these is a complete sentence?

- A The cute little dog.
- B The dog stands by the ball.
- C The little dog and the red ball.
- D Stands by the red ball.

► **Try It** Reread your directions. Did you use complete sentences to make your directions clear? Be sure to add capital letters and the correct punctuation. Circle the subject in one sentence. Underline the predicate in that sentence.

Lesson 12

Punctuating Greetings and Closings of Letters

 **Introduction** When you write a letter to someone, you begin with a **greeting**. You end with a **closing**.

greeting → Dear Nana,
Thank you for the scooter. It is my favorite gift!

closing → Yours truly,
Trina

- Use a **comma** (,) after the greeting and closing of a letter.

 **Guided Practice** Add commas where they belong in the first two letters. Then write a closing for the third letter.

HINT When you write a greeting or closing, you begin the first word with a capital letter.

1 Dear Bin
I got a red bike for my birthday! Can you come visit?
Your friend
Harold

2 Dear Harold
I hope to visit soon. I want to ride your new bike!
Best wishes
Bin

3 Dear Tracy,
I got a letter from Bin. He may visit soon!

Harold

 Independent Practice

Read each question. Then choose the correct answer.

1 How should this **greeting** be written?

Dear Mr. Gomez

- A Dear Mr. Gomez?
- B Dear, Mr. Gomez,
- C Dear, Mr. Gomez
- D Dear Mr. Gomez,

2 How should this **closing** be written?

Very truly yours

- A Very truly yours,
- B Very truly yours!
- C Very truly yours.
- D Very truly yours

Read the letter. Then rewrite the greeting and closing correctly.

Dear, Papa

Thank you for the book. I can't wait to find out how it ends.

Lots of love.

Rachel


3 _____

4 _____

► **Try It** Reread your letter. Point to the greeting. Add the correct punctuation if you don't have it already. Point to the closing of your letter. Add the correct punctuation if you don't have it already. Then mail your letter to your friend if you have their address.

Lesson 11

Capitalization in Holidays, Product Names, and Geographic Names

 **Introduction** The names of **holidays**, **products**, and **places** like towns, states, and countries are proper nouns. Use capital letters correctly when you write them.

- Begin each word of a holiday, product, or place with a capital letter.
- Do not begin words such as *for* and *of* with a capital letter.

Holidays	Thanksgiving, Presidents' Day, Fourth of July
Products	Speedy Sneakers, Kites for Kids, Tummy Yums
Places	Hilltown, North Carolina, United States of America

 **Guided Practice** Read each sentence. Write the name of each underlined holiday, product, or place correctly.

HINT The word *day* is part of the name of many holidays. Remember to begin it with a capital letter.

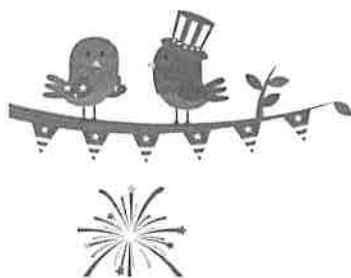
1 The fourth of july is a fun holiday.

2 People in the united states of america celebrate every year.

3 Some cities, such as boston, have fireworks.

4 My family eats treats called freezy pops.

5 This holiday is also called independence day.



 Independent Practice

Choose the correct way to write the underlined words in each sentence.

- 1 Two other American holidays are Thanksgiving and flag day.
- A flag day
 - B flag Day
 - C Flag day
 - D Flag Day
- 2 The city of new orleans has parades on some holidays.
- A New orleans
 - B new Orleans
 - C New Orleans
 - D new orleans
- 3 Kids blow loud horns called happy honkers.
- A Happy honkers
 - B Happy Honkers
 - C happy Honkers
 - D happy honkers


Read the sentence. Circle the three words that should begin with a capital letter.

- 4 I like to stay up late on new year's eve.

► **Try It** Reread what you wrote in Part 1. Circle the names of the people going on the trip, the places you will go, and the holiday you will celebrate. Did you use capital letters for the names of these people, places, and holidays? If not, cross them off and write them correctly above.

Lesson 8

Adjectives and Adverbs

 **Introduction** An **adjective** is a word that tells more about a noun. Adjectives usually tell “what kind” or “how many.”

My jacket is green. It has two pockets.

What Kind	red, loud, old, sweet, happy
How Many	one, ten, few, some, many

An **adverb** is a word that tells more about a verb.


- Adverbs often tell “how.” These adverbs usually end in *-ly*.

I quickly zip my jacket. I tie my shoes tightly.

- Adverbs can also tell “when” or “where.”

I soon leave. I run outside.

How	slowly, loudly, lightly, carefully
When	later, next, soon, yesterday
Where	there, nearby, somewhere

 **Guided Practice** Write “adjective” or “adverb” to name each underlined word. Then circle the noun or verb that it tells about.

HINT Adjectives and adverbs do not always go beside the word they tell about.

- 1 Tia has lost her purple scarf. _____
- 2 She wore it to school yesterday. _____
- 3 Two friends look for it. _____
- 4 They look everywhere. _____

 Independent Practice

Choose the word that answers each question.

- 1 Which word in this sentence is an **adjective**?

The friends quickly find the purple scarf.

- A purple
- B scarf
- C find
- D quickly

- 2 Which word in this sentence is an **adverb**?

Tia thanks her good friends gladly.

- A good
- B thanks
- C friends
- D gladly

Write the correct word from the box to complete each sentence.

widely three

- 3 My jeans have _____ holes in them.

today warm

- 4 Bring a scarf with you _____.

- **Try It** Reread your menu. Add adjectives and adverbs to better describe your meal.

Lesson 3

Collective Nouns

Introduction A **noun** names a person, place, or thing. Some nouns name groups of people, animals, or other things that go together.

a **crowd** of people

a **pile** of leaves

a **herd** of buffalo

a **school** of fish

a **pack** of wolves

a **swarm** of bees

a **bunch** of bananas

a **flock** of birds



Guided Practice Circle the noun that names a group in each sentence.

HINT A noun that names a group often comes before the word *of*.

- 1 A herd of cows stood in the field.
- 2 The horse ate a bunch of carrots.
- 3 The dog chased a flock of geese.
- 4 The chickens pecked at a pile of seeds.
- 5 A swarm of flies buzzed around the pigs.
- 6 A crowd of children watched the sheep.

 Independent Practice

Choose the correct word to answer each question.

- 1 Which word can name a group of dogs?
- A flock
 - B swarm
 - C pack
 - D bunch
- 2 Which word can name a group of sticks?
- A herd
 - B school
 - C swarm
 - D pile

- 3 Which noun correctly completes this sentence?

I see a _____ of fish swimming in the pond.

- A school
- B herd
- C pile
- D flock

Write the best word from the box to complete the sentence.

flock
bunch
crowd
swarm

- 4 The farmer picked a _____ of grapes.

► **Try It** Collective nouns name groups of things. A group of monkeys is called a troop. The troop needs bunches of bananas to eat. Read what you wrote in Part 1. Research collective nouns that name the groups of animals you listed. Then look for places to use collective nouns in what the animals will eat. Revise your lists to include these collective nouns.