

2nd Grade-Distant Learning-Spelling, Grammar, and Writing

Writing

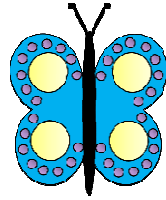
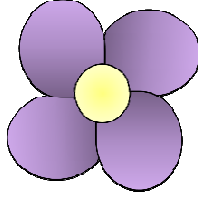
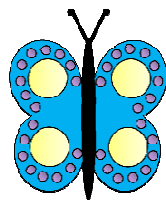
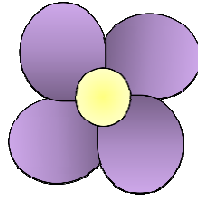
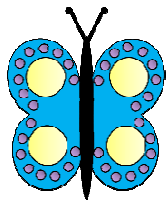
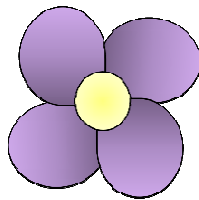
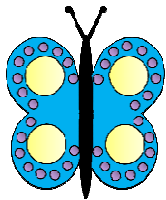
Enclosed is your child's writing journal. If you are doing the online option, your child can use any piece of lined paper. Please have your child write about the topic from the calendar each day. They should write for 5-10 minutes, at least, and try to have 4 or more sentences. Please remind them to use neat handwriting, include capitals, periods, word spacing, and read it back to make sure it makes sense.

Spelling/Phonics

Week 1-ou/ow	Pgs. 101-105
Week 2-oy/ui	Pgs. 106-110
Week 3-Variant vowels	Pgs. 111-116
Week 4-a,aw,au,augh, al,ough	Pgs. 117-120
Week 5-e,ea,/u,ou/i,y	Pgs. 121-125

Grammar

Week 1	Pgs. 101, 102, 103, 104, 105
Week 2	Pgs. 106, 107, 108, 109, 110
Week 3	Pgs. 111, 112, 113, 114, 115
Week 4	Pgs. 116, 117, 118, 119, 120
Week 5	Pgs. 121, 122, 123, 124, 125

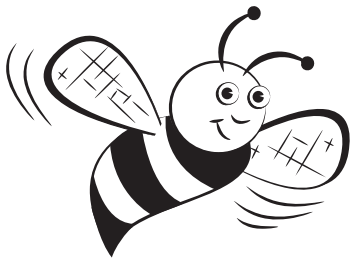


MONTH of MAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1		1 Write about something you learned this week in school.	2
3	4 Create a new flavor of ice cream. Give it a name and write down the recipe.	5 If you made dinner for your family what would you make? How would you serve it?	6 Write a mystery about some missing cookies.	7 Write about your favorite holiday.	8 Write about something you learned this week in school.	9
10	11 Make up a secret life for your teacher.	12 Would you rather be able to fly or be able to disappear? Explain what you'd do with this power.	13 Write about all the things you'd do if you lived in a candy factory.	14 Write a thank you letter to someone who was or is in the military.	15 Write about something you learned this week in school.	16
17	18 If you had 1 million dollars what would you do with it?	19 Pretend you work at Sea World. What would your job be? Why?	20 Pretend you woke up and were teeny tiny. Write about your day.	21 Make a list of the top 10 things that happened this school year.	22 Write about something you learned this week in school.	23
24	25 Invent a new holiday. Explain what happens on this day.	26 Write about a time you had good luck.	27 What are you looking forward to most about the summer?	28 Design a poster for Summer Vacation.	29 Write about something you learned this week in school.	30
31						

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



Review Words

High-Frequency Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

1. ball
2. small
3. paw
4. jaw
5. pause
6. sauce
7. taught
8. chalk
9. walk
10. sought
11. new
12. fruit
13. city
14. own
15. read

Name _____

ball	small	paw	jaw	pause
sauce	taught	chalk	walk	sought

A. Word Sort

Look at the spelling words in the box. Match each spelling word with the spelling of the vowel sound. Write the word.

a

aw

au

1. _____

3. _____

5. _____

2. _____

4. _____

6. _____

augh

al

ough

7. _____

8. _____

10. _____

9. _____

B. Missing Letter

A letter is missing from each spelling word below. Write the missing letter in the box. Then write the spelling word correctly on the line.

11. t ught _____

12. wa k _____

13. pa se _____

14. ja _____

15. s ught _____

Name _____

ball	small	paw	jaw	pause
sauce	taught	chalk	walk	sought

A. Word Sort

Look at the spelling words in the box. Write the spelling words that match the spelling pattern in each word below.

call

law

cause

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

caught

talk

bought

7. _____ 8. _____ 10. _____

9. _____

B. Find the Pattern

Read each group of words. Circle the word that does not fit the pattern of the vowel sound.

11. ball, walk, small
12. pause, sauce, taught
13. sought, chalk, walk
14. paw, jaw, pause
15. walk, taught, chalk

Name _____

ball	small	paw	jaw	pause
sauce	taught	chalk	walk	sought

A. Word Meaning

Write the spelling word for each definition.

1. little _____
2. showed how _____
3. searched for _____
4. stop _____
5. part of a face _____
6. an animal's foot _____



B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

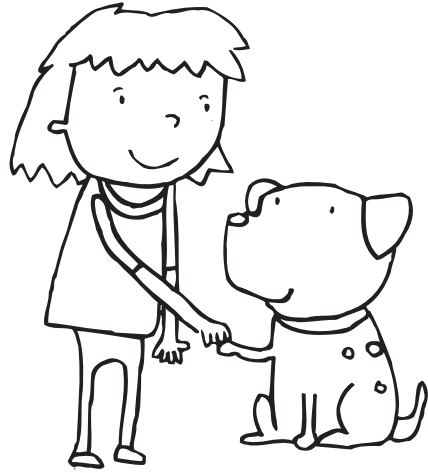
7. Shawn likes chocolate _____ on his ice cream.
8. The teacher uses _____ to write on the board.
9. Lily and Jake _____ to school.
10. Al threw the _____ to Rosa.

Name _____

A. Proofread

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines.

My sister Dawn is awesome! She can throw a baul really far. She makes the best strawberry sawce. It tastes great with a smal slice of cake! When I was little, Dawn showed me how to use chawk to draw a hopscotch game. Dawn tought our dog Lacy lots of tricks. Lacy can sit, roll over, and give us her paugh. Dawn knows how to do lots of things.



1. _____ 2. _____ 3. _____

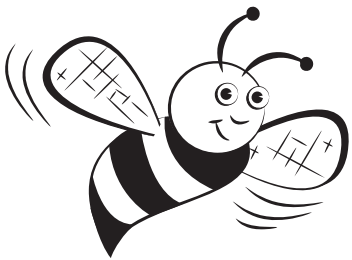
4. _____ 5. _____ 6. _____

B. Writing

Write about a person or a pet that you think is awesome. Use four spelling words in your paragraph.

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



Review Words

High-Frequency Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

1. dead
2. ahead
3. lead
4. thread
5. bread
6. breath
7. touch
8. trouble
9. gym
10. myth
11. small
12. chalk
13. instead
14. whole
15. words

Name _____

dead	ahead	lead	thread	bread
breath	touch	trouble	gym	myth

A. Word Sort

Look at the words in the spelling box. Write the spelling words that have the short *e* sound spelled *ea*.

- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |

Write the spelling words that have the short *u* sound spelled *ou*.

- | | |
|----------|----------|
| 7. _____ | 8. _____ |
|----------|----------|

Write the spelling words that have the short *i* sound spelled *y*.

- | | |
|----------|-----------|
| 9. _____ | 10. _____ |
|----------|-----------|

B. Misfit Letter

An extra letter has been added to each spelling word below. Draw a line through the letter that does not belong. Write the correct word on the line.

- | | |
|-------------------|-----------------|
| 11. gyme _____ | 12. leade _____ |
| 13. deayd _____ | 14. mythe _____ |
| 15. threade _____ | |

Name _____

dead	ahead	lead	thread	bread
breath	touch	trouble	gym	myth

A. Word Sort

Look at the spelling words in the box. Write the spelling words that match the spelling patterns of the vowel sounds.

ea

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

ou

7. _____
8. _____

y

9. _____
10. _____

B. Find the Pattern

Read each group of words. Circle the word that does not fit the spelling pattern.

- | | |
|------------------------|----------------------------|
| 11. gym, bread, ahead | 12. touch, thread, trouble |
| 13. breath, myth, lead | 14. thread, dead, touch |
| 15. bread, gym, myth | |

Name _____

dead	ahead	lead	thread	bread
breath	touch	trouble	gym	myth

A. Word Meaning

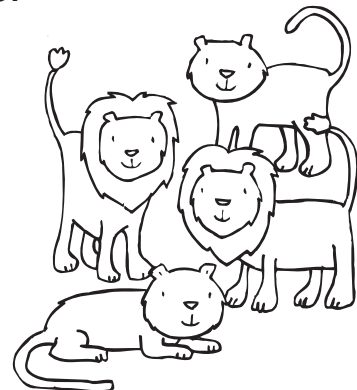
Write the spelling word for each definition.

1. an old story _____
2. a kind of metal _____
3. not living _____
4. in front of _____
5. problems, difficulties _____
6. a fine string used for sewing _____

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

7. Dad baked a loaf of _____.
8. We played soccer in _____ class.
9. Jim felt out of _____ after he swam across the pool.
10. Never _____ wild animals.



Name _____

A. Proofread

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines.

I used to have trouble catching my breth when I ran. I would tuch my face and it felt hot! So I started to eat better foods, such as healthy breade and fresh fruit. Then I started to walk and jog. I went to the gim, too. Now it is no truble for me to run a long way. When I run a race, I'm ahed of the other runners.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

B. Writing

Write about a time you worked to get better at something. Use four spelling words in your paragraph.



Name _____

- A **contraction** is a short form of two words.
- An **apostrophe (')** shows where one or more letters have been left out.
- Some contractions are formed by joining a pronoun with a verb.

I am I'm she is she's he is he's it is it's**A. Read each sentence. Form a contraction using the words in ().**

1. (I am) thinking about Earth. _____
2. (She is) worried about resources. _____
3. (He is) a member of the Earth Savers Club. _____
4. (It is) a club that helps people recycle. _____

B. Replace the underlined contraction with a pronoun and a verb.

5. He's an artist. _____
6. It's made from plastic bags. _____
7. She's helping in his shop. _____
8. I'm looking for some cardboard. _____

Name _____

- A **contraction** is a short form of two words.
- An **apostrophe (')** shows where letters have been left out.

we are we're you are you're they are they're

Write the contraction for the underlined words. Rewrite each sentence with the contraction.



1. You are a good worker. _____

2. They are trying to collect old papers. _____

3. We are going to help them. _____

4. I think that you are very helpful. _____

5. He says we are almost done. _____

6. We will be done when they are all collected. _____

Name _____

- Remember that an apostrophe takes the place of the letter or letters that are left out of a contraction.
- Possessive pronouns such as **their**, **your**, and **its** do not have an apostrophe.
- Possessive pronouns tell who or what has or owns something.
- Do not confuse possessive pronouns with contractions. Some sound the same, but they are spelled differently and have different meanings.

Possessive Pronoun

their

your

its

Contraction

they're (they are)

you're (you are)

it's (it is)

Read each sentence. Circle the correct word. Then write it on the line.

1. (They're, Their) making posters. _____
2. (They're, Their) posters will be put on the walls. _____
3. (You're, Your) helping with the posters. _____
4. (You're, Your) poster is about saving water. _____
5. (It's, Its) a very colorful poster. _____
6. What is (it's, its) message? _____



Name _____

- Remember that an **apostrophe** takes the place of the letter or letters left out of a contraction.
- **Possessive pronouns** do not have an apostrophe.

Draw a line below each mistake in the paragraph. Then rewrite the paragraph correctly on the lines.

Were learning about taking care of Earth. Mrs. Murphy knows a lot about Earth. Shes an expert! She says that its important to save resources. This planet is you're home. People should want they're home to be lovely for years to come!

Name _____

Underline two words in each sentence that could be used to form a contraction. Then write the contractions on the lines below.

1. We are reading a book about saving resources.
2. It is a story about real people.
3. In the story, they are living in a small town.
4. The dad is a farmer, and he is always busy.
5. The mom is a scientist, and she is fighting pollution.
6. I think that you are enjoying the story.
7. Someday I am going to save the planet.
8. Do you think that it is really possible?

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	

Name _____

- A pronoun is a word that replaces a noun or nouns.
- A present-tense verb tells about an action that is happening right now.
- A present-tense action verb must **agree** with the subject pronoun of the sentence.
- Add **s** to most action verbs in the present tense with the pronouns **he**, **she**, and **it**.

He makes rules.She votes for
the law.It explains the
rules.

Underline the verbs that agree with the subject pronouns. Write the sentences on the line.

1. She (like, likes) to think about history.

2. He (thinks, think) that history can teach us important lessons.

3. It (show, shows) us what people long ago thought was important.

4. He (learn, learns) about the Constitution.

Name _____

- A present-tense verb must **agree** with the subject pronoun of the sentence.
- Do **not** add **s** to most verbs in the present tense with the pronouns **I**, **we**, **you**, and **they**.

We visit the Statue of Liberty.

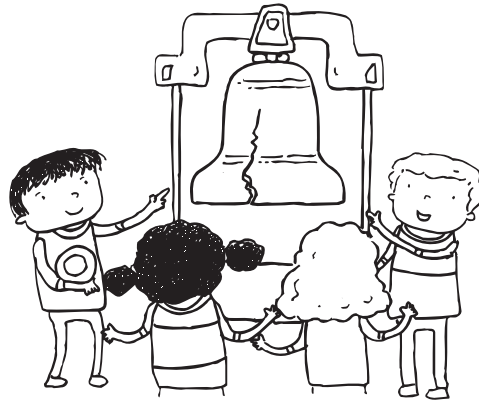
I see a copy of the Constitution.

You talk about its importance.

They ask questions about the past.

Circle the verb in () that agrees with the subject pronoun in each sentence.

1. We (like, likes) to visit historic places.
2. I (plan, plans) to visit the Liberty Bell.
3. They (wants, want) to see it, too.
4. We (know, knows) all about the bell.
5. You (plans, plan) to share part of the story, don't you?
6. I (reads, read) lots of books about history.
7. You (show, shows) us what our country was like long ago.
8. I (thinks, think) the bell is a special gift from the past.



Name _____

- Underline or italicize all words in the title of a book.
- Begin the first word, last word, and each important word in a book title with a capital letter.
- Any unimportant word in a book title, such as ***a***, ***and***, ***for***, ***of***, ***the***, and ***to*** should **not** begin with a capital letter, unless it is the first word.

The Liberty BellSymbols of Our Country

Correct the book titles in the sentences. Write the titles correctly on the lines below.

1. The book, our early country, tells about long ago.

2. The book, making the united States, is about how our country was formed.

3. I liked reading the book called gifts from the past.

4. A book called George and his friends is about George Washington.

5. Ben Franklin's story is told in Ben Of Philadelphia.

Name _____

- Add *s* to most present-tense verbs with the pronouns *he*, *she*, and *it*.
- Do **not** add *-s* to most present-tense verbs with the pronouns *I*, *we*, *you*, and *they*.
- Begin the first word, last word, and each important word in a book title with a capital letter. Underline or italicize all the words in a book title.

Find the mistakes. Rewrite the paragraph correctly.

Mom and I walks to the library. She read a book called how our country started. I reads let's visit the statue of liberty. The books tells us about the United States. We wants to learn about history. We thinks it is interesting.

Name _____

Underline the subject pronoun in each sentence. Then rewrite the sentence. Make the present-tense verb agree with its subject pronoun.

1. We visits a special place each year.

2. They waits to see the Statue of Liberty.

3. It stand tall in the harbor.

4. He tell us all about the statue.

5. She welcome visitors to our country.

6. I wants to see it again.

7. You likes studying history.

8. It seem like an interesting subject.
