

New Vision International School

GRAMMAR & WRITING BOOKLET



GRADE 2

S. Y. 2021 - 2022

Student's Name:

Grade 2:

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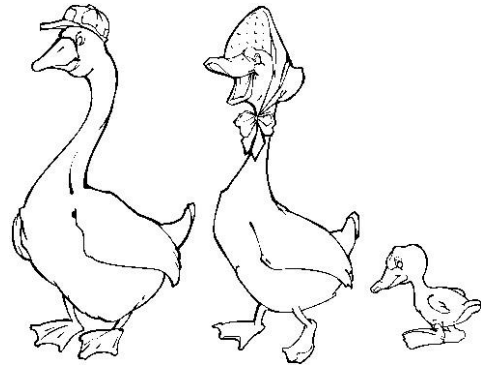
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Name: _____ Date: _____

Lesson 1: Plural Nouns That Change Spelling

Circle the plural nouns in each sentence.

1. The horses made noise with their feet.
2. Geese can swim with the ducks.
3. Mice come into the houses in winter.
4. The tigers have sharp teeth.
5. The children play with the kitten.



Change the underlined noun to mean more than one.
Write the plural noun on the line.

1. The band has no woman.

2. The child followed the boy with the flute.

3. The animals used their tooth.

Name: _____ Date: _____

Lesson 1: Plural Nouns That Change Spelling
Write the plural noun for each singular noun.

1. wolf

2. man

3. tooth

Write the plural form of the noun inside the () to complete each sentence.

1. All the _____ **(mouse)** eat the cheese.

2. The flock of _____ **(goose)** flew by earlier.

3. Do chicken and ducks have _____ **(tooth)**.



4. The _____ **(wolf)** cannot live alone, they live in packs.

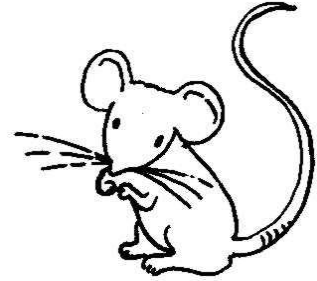
5. Foxes' nests are made of dried branches and _____ **(leaf)**.

Name: _____

Date: _____

Lesson 2: Possessive Nouns

**Add 's or ' to each noun in ().
Write the words on the line.**



1. two (snakes) holes

2. the (mouse) tail

3. many (animals) noises

**Add 's or ' to the underlined word.
Write the sentence on the line.**

4. Most crows feathers are black.

5. An armadillo shell protects its body.

6. Coyotes howls are loud.

Name: _____ Date: _____

Lesson 2: Possessive Nouns

Circle the correct possessive noun in each sentence.

1. Watch out for a (**porcupine's** , **porcupines**) quills.
2. All the (**quills** , **quills'**) tips are really sharp.
3. The quills will stick to an (**attacker's**, **attackers**) body.
4. We pulled quills out of our (**dogs'**, **dogs**) noses one time.
5. They stay away from that (**animals** , **animal's**) home since then.
6. Do (**skunk's**, **skunks**) odors protect them too?

Write about people you are grateful for.

Tell about each person's favorite color, food, or game.

Use possessive nouns to show ownership.



Name: _____

Date: _____

Lesson 3: Verbs

Underline the Verb in each sentence.

1. John cuts the wood.
2. I paint the parts.
3. Emma pounds the nails.
4. We make a birdhouse.

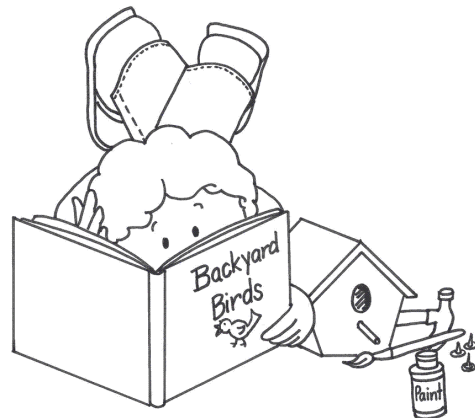
Write the Verb in each sentence.

5. Rob finds some paper.

6. Cindy brings crayons.

7. Mia clears the table.

8. They draw a picture.



Name: _____

Date: _____

Lesson 3: Verbs

Underline the Verb in each sentence.

1. Alex plays with Robin.
2. Robin talks to Alex.
3. They help each other.
4. He sets the plant in the dark.
5. One plant grows tall.
6. All plants need light to grow.
7. Henry puts the plants under the sun.



Write the Verb in each sentence.

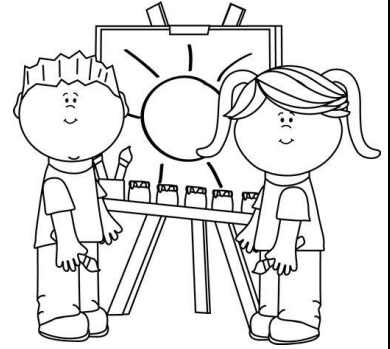
1. Ahmed finds a small piece of wood.
2. He sands the wood.
3. Next Ahmed cuts the edges.
4. He prints "The Best Dad" in black.
5. Then Ahmed wraps his gift.
6. Dad and Ahmed hug each other.

Name: _____ Date: _____

Lesson 4: Verbs with Singular and Plural Nouns

Underline the verb in () that completes each sentence.

1. Juno (draws, draw) a picture.
2. Mom and Dad (read, reads) the letter.
3. Juno and Sam (waits, wait) for the mail.
4. Grandma (send, sends) a photograph.



Write the verb in () that completes each sentence.

5. Grandma (visit, visits) us.

6. Ben and I (hugs, hug) her.

7. Ben (tell, tells) a joke.

8. Mom and Dad (laughs, laugh) too.

Name: _____ Date: _____

Lesson 4: Verbs with Singular and Plural Nouns

A. Circle the verb in the () that completes each sentence.

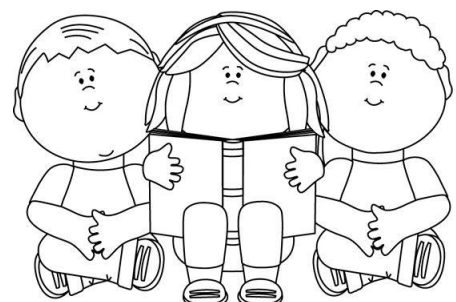
1. The students (**paints**, **paint**) a big picture.
2. Maria (**makes** **make**) a road.
3. Two boys (**adds**, **add**) cars and trucks.
4. Three girls (**colors**, **color**) the sky blue.
5. Abdullah (**uses**, **use**) yellow for a sun.
6. The teacher (**hangs**, **hang**) the picture on the wall.

Think of the things that you and your friend love to do.

My friend and I _____

My friend and I _____

My friend and I _____



Name: _____

Date: _____

Lesson 5: More about Verbs

A. Circle the correct verb in the parenthesis to complete each sentence.

1. Now Rosa **(helps, helped)** Blanca.
2. Yesterday Blanca **(helps, helped)** Rosa.
3. Last year Rosa **(plants, planted)** a garden.
4. Last week Rosa **(added, will add)** corn to the pile.
5. Today Blanca **(adds, will added)** tomatoes to the pile.
6. Next year Blanca **(planted, will plant)** a garden.
7. Now Rosa **(looks, looked)** at her pile of tomatoes.
8. Tomorrow Blanca **(looked, will look)** at her pile of corn.

B. Use the following verbs in meaningful sentences correctly.

1. will plant

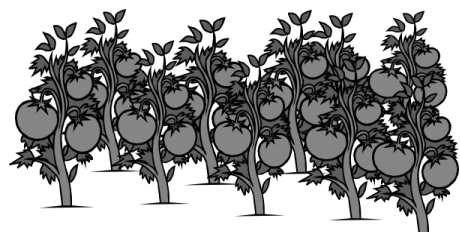
- - - - -

2. visited

- - - - -

3. plants

- - - - -



Name: _____ Date: _____

A. Add -s , -ed or will to the underlined verb.

- _____ 1. Brad stir some corn soup now.
_____ 2. Yesterday he boil corn on the cob.
_____ 3. Tomorrow he bake cornbread.
_____ 4. Next Saturday he pop popcorn.
_____ 5. Last week he fix corn muffins.

B. Complete each sentence with a verb from the box.

invites will make will glue
played calls picked

1. Last week Blanca and Rosa _____ at the beach.
2. They _____ up shells.
3. Now Blanca _____ Rosa on the phone.
4. She _____ Rosa to a birthday party.
5. Tomorrow Rosa _____ a gift for Blanca.
6. She _____ shells on a picture frame.



Name: _____ Date: _____

Lesson 6: Adjectives and Our Senses

☞ Choose an adjective in () that makes sense in the sentence. Underline the adjective.

1. The **(sticky, noisy)** otters moved in.
2. The **(loud, mean)** splashing bothered Frog.
3. The **(sweet, squawking)** blue jays made Frog mad.

☞ Choose the adjective from the box that makes sense in the sentence.

sharp

blue

tall

4. Lightning hit the _____ tree.
5. The _____ needle fell in the pond.
6. The _____ pond got dirty.



Name: _____

Date: _____

Find the sentence with the adjective. Circle the whole sentence and underline the adjective.

1. We buy colorful cloth.
Gina and I choose it.
2. Gina and I begin.
We sew warm quilts.
3. I use red squares.
I make squares and circles.
4. Gina like stars and triangles.
Gina cuts big stars.
5. We sew with needles and thread.
We hum quiet tunes.



Use the following adjectives in meaningful sentences.

long

sharp

sweet

Name: _____ Date: _____

Lesson 7: Adjectives for Number, Size and Shape

**A. Complete each sentence with an adjective from the box.
Use the clue in () to help you.**

a huge round

1. We bought _____ pumpkins. (size)
2. Dad cut them with _____ saw. (number)
3. Mom made _____ pies with the pulp. (shape)

B. Underline an adjective in () to complete each sentence.

4. Pumpkins begin as (use, oval) seeds.
5. Seeds are planted in (small, leaf) hills.
6. The hills have about (dirt, five) seeds in them.

C. Circle the adjective in each sentence. Then underline the noun it describes.

1. Tina planted ten sunflowers.
2. Sunflowers are tall plants.
3. They have big stalks.
4. Seeds grow in large heads.
5. Tina took out oval seeds.



Name: _____ Date: _____

Choose the adjective in () that completes each sentence.

1. Here is **(vine, an)** orange pumpkin.
2. Make a **(stir, giant)** pot of pumpkin soup.
3. Put the soup into **(round, pour)** bowls.
4. Eat the soup with **(square, spoon)** crackers.
5. Roast **(pan, eighty)** pumpkin seeds.

Write the sentences. Underline the adjective in each sentence.

1. Squashes grow on long vines.

2. Oval watermelons grow on vines.

3. Thin vines may climb poles.

4. Vines can crawl up a fence.



Name: _____ Date: _____

Lesson 8: Comparative and Superlative Adjectives

A. Circle the adjectives that compare two things. Underline the adjectives that compare three or more things.

1. The yellow sand is lighter than the brown soil.
2. That is the reddest soil I have even seen.
3. That brown soil has the darkest color of all the soils.



Add -er or -est to the underlined adjective to complete each sentence. Write the adjective on the space provided.

1. A lamb is short than a calf. _____
2. A chick is the short of all. _____
3. A kitten is tall than a mouse. _____
4. A cat is the tall of the three. _____
5. A turtle is the slow of all. _____

Name: _____ **Date:** _____

Think about how a plant changes as it grows. Describe how a flower or a tree changes. Use some words in the box to compare. Add **-er** or **-est** to the words when you use them in your sentences.

big -tall- pretty- strong -bright

Name: _____ Date: _____

Lesson 9: Adverbs that Tell When and Where

A. Circle the adverb in () that completes each sentence. Write *when* if the adverb tells when. Write *where* if the adverb tells where.

1. I looked (**around**, **spicy**).
2. (**Tomorrow**, **Downstairs**) I heard Mom singing.
3. Breakfast would be ready (**soon**, **down**).

B. Write the adverb from the list that completes each sentence.

4. I _____ have cereal for breakfast.
5. That is what I will have _____ .
6. Things _____ have not changed.

today
here
often

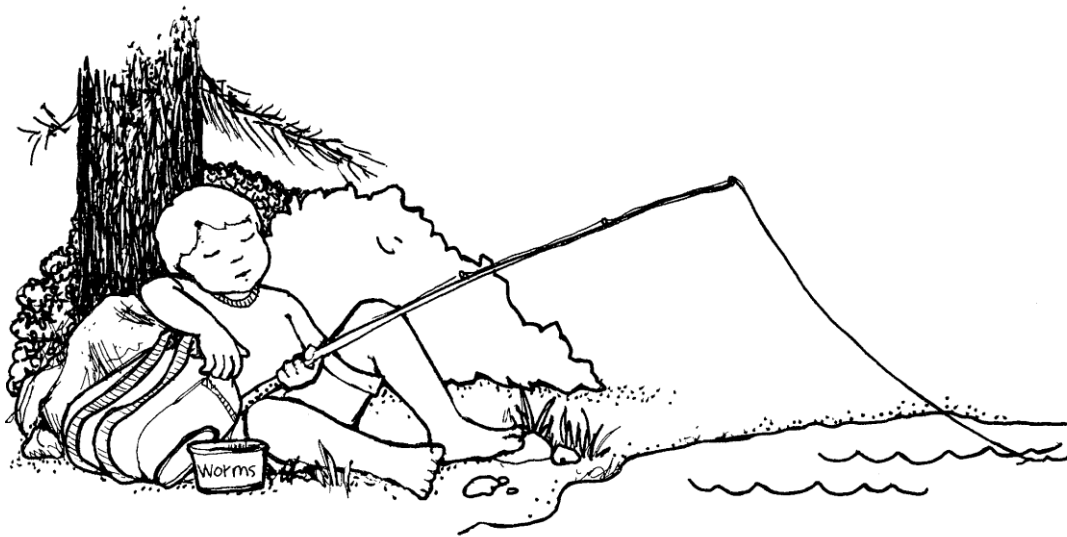


Name: _____ Date: _____

Describe what you like to do. **Use** words in the lists for ideas.

When: today, sometimes, always

Where: outside, nearby, overhead



Name: _____ Date: _____

Lesson 10: Adverbs That Tell How

A. Circle the adverb in each sentence.

1. Jade looked closely at the corn.
2. She carefully took one piece.
3. She knew exactly what to do.
4. She boiled the corn patiently.
5. I waited for the outcome excitedly.

B. Choose the adverb in () that completes each sentence.

Write the word.

6. Jade pressed it _____. (**gruffly, tightly**)
7. She _____ rolled it. (**slowly, directly**)
8. The tortillas were baked _____. (**darkly, rapidly**)



Name: _____ Date: _____

Tell about a storm you have been in. Use some adverbs from the box in your sentences.

loudly brightly softly wildly
slowly fiercely quickly





Name: _____ Date: _____

Lesson 11: Pronouns

**A. Write the pronoun that can take the place of each group of words.
Use *him, her, it, us, or them.***

1. Ms. Johnson _____
2. Karen and I _____
3. the fire truck _____
4. Mr. Brown _____
5. the hoses _____
6. Dad and I _____

B. Circle the pronoun in each sentence that could take the place of the underlined word or words.

7. Dan said he will build buildings.
8. Rudy and I know we will work with animals.
9. Lily hopes she can be mayor.
10. Anita and Rashid say they will be firefighters.



Name: _____ Date: _____

Draw a line from the underlined words to the pronoun that could take their place.

1. Maria Santos is a doctor. We
2. Don and Sara Bell are dentists. He
3. Ben Waters is a police officer. They
4. Sue and I are firefighters. She

Write about someone in the community who helps others. Use he, she, it, we, you, or they in some of your sentences.



Name: _____ Date: _____

Lesson 12: Concrete and Abstract Nouns

A **concrete noun** is a noun that you can see, hear, taste, smell or touch. It includes people, places, animals and objects.

Examples:



apple



tree



book

An **abstract noun** cannot be seen, heard, tasted, smelled or touched. It is an idea, emotion, quality or thought.

Examples:



love



peace



idea

A. Encircle the concrete nouns below.



flowers



computer



happiness



kindness



car

Name: _____ Date: _____

Lesson 12: Concrete and Abstract Nouns

B. Read each word in the box below. Determine whether the word is a concrete or abstract noun. Then write the word in the correct noun column below.

school	doctor	pain	park
intelligence	mirror	candy	beauty
trust	education	textbook	imagination
man	pizza	luck	friendship
dream	cloud	hunger	beach

Concrete Nouns	Abstract Nouns

Name: _____ Date: _____

Lesson 12: Concrete and Abstract Nouns

C. Write the letter C above the underlined words that are concrete nouns and A above the underlined words that are abstract nouns.

1. The cat is hairy.
2. Our friendship is important to me.
3. I hope you don't catch my sickness.
4. The girl is very nice.
5. Our school is big.

D. Choose the appropriate noun to complete the sentence. Write your answer on the blank. (H.W)

1. I felt (anger, happiness) when I broke my glasses. _____
2. There was (pupils, happiness) on his face. _____
3. The pupils came up with a brilliant (idea, sadness). _____
4. He felt (chair, encouragement) after getting a good grade.

5. There is (peace, trees) in our classroom. _____

Name: _____ Date: _____

Lesson 13: Singular and Plural Pronouns

Circle the pronoun in () that can take the place of the underlined words.

1. **The town hall** is a big building. (It, We)
2. **People from the community** talk about events in our town.
(She, They)
3. **Dale and I** held up our petition. (We, They)

Write the pronoun that can take the place of the underlined words.

Use **he, she, it, we or they.**

4. **Mary and Pete** went to the park.
_____ played on the swings.
5. **The petition** was ready.
_____ will need to be signed.
6. **Mr. Henry** complained about the noise.
_____ signed the petition.



Name: _____ Date: _____

Circle the pronoun in () that can take the place of the underlined word or words.

1. Carl was always complaining. (They, He)
2. Mary wanted to help Dale and Carl. (We, She)
3. The children worked together. (They, He)
4. Dale and I collected signatures around town. (We, He)

➤ Tell about a time when you and someone else worked together.
Write about what you did.
Use *he, she, it, we* or *they* in some of your sentences.



Name: _____ Date: _____

Lesson 14: Using I and Me

A. Read the riddle. Write *I* or *me* to complete each sentence.

1. _____ am soft and furry.
2. You can hear _____ purr.
3. What am _____?



B. Underline the pronoun that completes each sentence. Write it on the space.

4. Mom gave _____ a kitten. (**I, me**)
5. My kitten and _____ play with a feather. (**I, me**)
6. My kitten makes _____ laugh. (**I, me**)



Name: _____ Date: _____

Underline the pronoun in () that completes the sentence.

1. (I, Me) want a rabbit for my birthday.
2. A rabbit will make (I, me) smile.
3. (I, Me) will pet the rabbit's soft fur.
4. Dad got (I, me) a fluffy white rabbit.



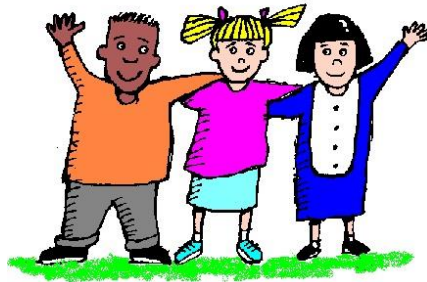
Write about a pet you would like to have. Tell what you and the pet would do. Use *I* and *me* in your sentences.

Name: _____ Date: _____

Lesson 15: Different Kinds of Pronouns

Draw lines to match the underlined words to the pronouns.

1. My friends and I do many fun things. her
2. Tony climbs high rocks. We
3. Hallie taught Lisa weaving. He



Write the pronoun from the list that can take the place of the underlined words.

us

they

it

4. Josh and Tina build terrific sand castles. _____
5. José drew a poster. _____
6. Dan helped Angela and me ski. _____

Name: _____ Date: _____

Circle the pronoun in () that can take the place of the underlined word or words.

1. **Zack and Max** were cats who loved adventure. (They, Them)
2. They climbed **the tallest tree**. (it, him)
3. Only Buster the dog frightened **Zack and Max**. (they, them)
4. Maybe **Buster** could be a friend. (he, him)

Write a make-believe story about two animal friends who have an adventure. **Use** pronouns from the box in your story.

I he she we they it
me him her us them you



Name: _____ Date: _____

Lesson 16: Using Capital Letters

Write the sentences. Use capital letters for the words in ()

1. Every (may) _____ our family goes to a baseball game.
2. This holiday is always on (monday) _____.
3. (dr.)_____ and (mrs.)_____ Ahmed brings food for everyone.
4. Dad packs everything on (sunday) _____.

Write the underline words correctly. Use capital letters correctly.

5. mr. james thomas was a basketball player.

6. He was born on november 16. 1941.

7. This year the fourth of july in on Friday.

8. My friend miss loomis has the same birthday.

Name: _____ Date: _____

Lesson 16: Using Capital Letters

Find the words that need capital letters. Write the words correctly.

1. Baseball practice begins on a wednesday in April.

2. I was practicing every day in march.

3. I even missed the parade on national day.

4. Our baseball coach will be mr. Gibson.

5. I will be ready for the first monday game.

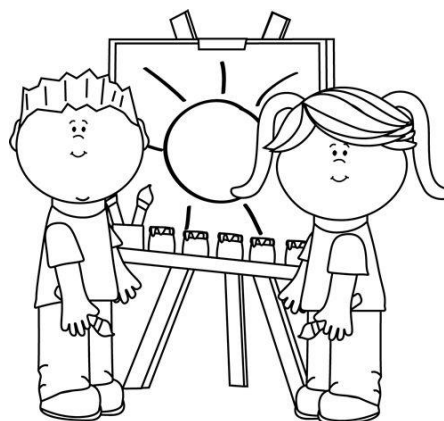
6. The game will be on memorial day.

Name: _____ Date: _____

Lesson 17: Prepositions and Prepositional Phrase

Circle the preposition in each sentence.

1. A huge bird flew across the sky.
2. It settled above a rocky cliff.
3. It stopped beside a huge nest.
4. Inside the nest baby eagles rested.



Write the prepositional phrase in each sentence.

5. Are the eagles the strongest birds in the world?

6. Eagles stay far from people.

7. Eagles are among the heaviest birds.

8. An eagle has strong claws on its feet.

Name: _____ Date: _____

Encircle the preposition in each sentence.

1. A nest of eagles is called aerie.
2. Each year the eagle returns to the same aerie.
3. Eagles lay eggs inside their aeries.
4. The mother eagle sits upon the eggs.
5. Eaglets leave the nest after 12 weeks.



Use the following prepositional phrases in a sentence.

on their necks

within the rainforest

in the desert

over the lake

Lesson 18: Using Commas

Commas are used in dates: July 31, 1987

Commas are used in addresses: St. Louis, Montana

Commas are used to separate three or more things in a sentence:

Canada, Australia, and New Zealand/ scissors, papers, and pens

Directions: Write the sentences. Add commas as needed.

1. Tia will visit on Tuesday March 12.

2. She lives in Bisbee Arizona.

3. You can see photos memorabilia and movies there.

4. I will help my mom clean shop and cook.

5. Tia will stay until Friday March 15.

6. I love the peaches pie and chicken.

Fix the comma errors in the following.

1. Dear Thomas

2. October 24 2009

3. palm pine and fruit trees

4. Your friend Justin

5. Dear Aunty Betty



Name: _____ Date: _____

Study and analyze the letter below. Add commas where needed.

558 Oak Lane
Mared Street Al Rayyan Area
Riyadh K.S.A.
October 24 2019

Dear Luke

Today we had a surprise party for mom. I gave her a card some beads and a rose. We ate sang and danced.

Your friend
Rianne

Name: _____ Date: _____

Play Scene The Strongest One

Play Scene- is a part of a *play*, a story that is acted out

Key features of a play scene:

- Has characters who speak
- Character's name at beginning of each speech tells who says it

Student Model:

The Lion's Strength

Little Red Ant: Lion, do you have a strong roar?

Lion: It is true. My roar is strong.

Little Red Ant: Roar so I can hear.

Lion: Roar!

Little Red Ant: Wow, that was really loud. Are you the strongest of all?

Lion: Thorn is stronger than me. When I get Thorn on my paw, I can't walk.



Name: _____ Date: _____

Writing Prompt:

Think about the questions Little Red Ant asks the characters in the play. Write a play scene in which the ant asks another animal about its strength.

Title: Who is the Strongest One?

Setting: At the desert

Narrator: The ant wanted to know who is the strongest, so he asked every animal he saw in the desert.

Ant : _____ **are you the strongest one of all?**

_____ : _____

Ant : _____

_____ : _____



Self-Editing Checklist:

Did I state the characters strength vividly?

Did I use punctuations and capital letter properly?

Name: _____ Date: _____

Narrative Nonfiction Tara and Tiree, Fearless Friends

Narrative nonfiction- tells about things that really happened.

Key features:

- tells a story about real people and event
- usually shows events in order they happened

Student Model:

One Good Deed

Yesterday, I was walking home from school. As I passed by the woods, I heard a sound of a crying bird. I looked around and saw a little bird fell from the nest. I picked it up and tried hard to put it back. I tried and tried but I can't make it. Good thing I saw my dad. I called him and asked for help. Dad climbed up the tree and put the little bird back.

Then, my dad and I headed home with a smile in our face. We saved that little bird that day.



Name: _____ Gr. 2- _____ Date: _____

Informational Paragraph

Scarcity

Informational Paragraph - tells a story about real people places and things.

Key features of informational paragraph:

- Gives information and details about real people, places or events
- Ideas are arranged in organized way
- With good introduction and ending

Student Model:

Tigers

Have you ever seen a 400-pound cat? If you have seen a tiger, then you have. Tigers are in a cat family, but they are much larger than pet cats. They can be 9 feet long. Tigers are beautiful because they have interesting colors. They have brown or orange coats with black stripes. Tigers hunt at night they can leap very far to catch their prey. Tigers could die out because people hunt them. Tigers are strong and beautiful animals.



Name: _____ Date: _____

Writing Prompt:

Write your own informational paragraph. Follow the format below to organize your thoughts.

Title: _____

What is scarcity?

How scarcity happens?

What will happen if there is scarcity?

Name: _____ Gr. 2- _____ Date: _____

Fairy Tale/Folk Tale

The Bremen Town Musicians

Fairy Tale - make-believe stories and magical events

-an old story that has been told for many years

Key features of Fairy Tale:

- Tells about magical characters and events
- Characters usually are very good or very bad
- Has simple problem and often the characters learn a lesson at the end of the story

Student Model:

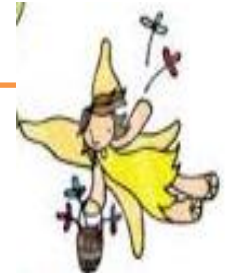


The Girl and the Elves

Once upon a time, a girl and two elves were walking. All of a sudden, a troll grabbed them and throw them in a hole.

The hole was so deep. But the girl and the elves had an idea. First, one elf stood on top on the other's shoulders. Then the girl stood on top of their shoulders and climbed out of the hole.

The girl found a long stick near some bushes, she used it to pull the elves out. Then they ran home and lived happily ever after.



Name: _____ Date: _____

Writing Prompt:

Write your own fairy tale about characters who work together. Tell your story by filling in the story chart below.

Story Chart:

Title: _____

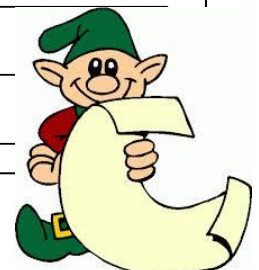
Characters:

Settings:

Beginning:

Middle:

End of the story:



Name: _____ Date: _____

Folk Tale
One Good Turn Deserves Another

Folk Tale - a story like the stories told long ago.

Key features of Folk Tale

- Like a story from long ago
- Good ways of acting usually are rewarded
- Bad ways of acting usually are punished

Student Model:

Title: Acorns For Dinner

Settings: Squirrel's house

Characters: Rat and Squirrel

Beginning:

Rat spent the day at Squirrel's house. For dinner, Squirrel put acorns in a pot. Rat took the acorns out.

Middle:

"I do not like the acorns," Rat said. "I love the acorns," said the squirrel. "I will not eat acorns." Rat yelled.

"I only eat acorns," yelled the Squirrel.

End of the Story:

The animals fight did not stop. So they both had no dinner.

What is the moral lesson of the story?

Name: _____ Date: _____

Writing Prompt:

Write your own folk tale. Tell your story by filling in the story chart below.

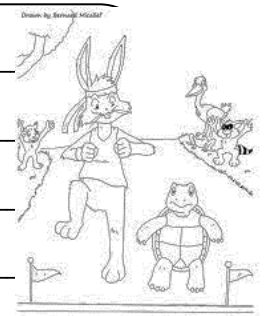
Story Chart:

Title: _____

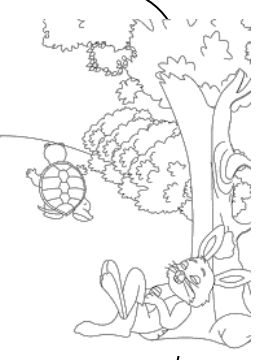
Characters: _____

Settings: _____

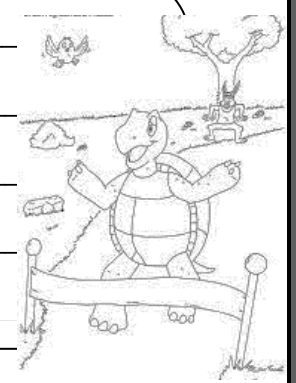
Beginning: _____



Middle: _____



End of the story: _____



Name: _____ Gr. 2-_____ Date: _____

Animal Fantasy

Pearl and Wagner, Two Good Friends

Animal Fantasy - a story with animal characters that act like real people.

Key features of Animal Fantasy:

- Characters are animals
- Events are make believe
- Characters do things that real animals cannot do

Student Model



The Flying Machine

Dog and Cat watch the birds in the sky. They wish they could fly too.

“Let’s build a flying machine,” says Dog.

First they make a place to sit. **Next** they add wings.

At last Dog and Cat wait for the wind. The wind carries them to up to the air.

“We’re flying,” says Cat. “Indeed we are.” says Dog.

Name: _____ Gr. 2-_____ Date: _____

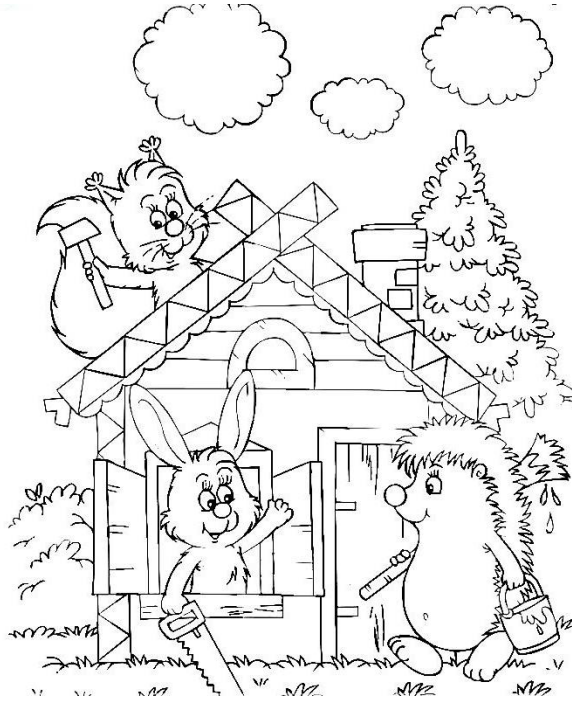
Writing Prompt:

Write your own animal fantasy. Use the pictures to make a story about animals helping each other.

Title: _____

Setting: _____

Characters:



Beginning: _____

Middle: _____

Ending: _____

Name: _____ Date: _____

Friendly Letter

Friendly Letter -a way to communicate with a friend or a family member who lives in a faraway place.

-your purpose is to communicate to a person you know

- you may share your new learning in school or something exciting that happened to you

Key features of a Friendly Letter:

- Includes the date, a greeting, the body, a closing and a signature
- The body of the letter has the message.
- Tells the writers ideas and feelings

Student Model: Label the parts of the letter below.

_____ → April 2, 2015

Dear Sam, ← _____

Gram sent my brothers a text message. She used her new phone. She wants them to come to my soccer game. Gram told them when the game starts. I hope they get the message and see me play.

_____ ↑
 _____ → Your friend,
 _____ ← Tom



Name: _____ Gr. 2-_____ Date: _____

Narrative Poem

Narrative Poem - poem that tells a story

Key features of Narrative Poem:

- It has well-chosen words arrange in lines.
- It tells a brief story.
- It usually has rhyming words.

Student Model:Narrative Poem Chart

Turtle's Race

Turtle wanted to win the race.
He could not run at a fast pace.
Turtle wanted to run a race.
He tried to roll on a roller skate.
The crowd said hi, wow and yey!
Turtle quickly rolled away.
Then turtle crossed the finish line.
He yelled "Winning is so fine!"



Beginning:

Turtle wanted to win a race.

Problem:

He could not run very fast.

Solution:

Turtle used a roller skate.
Other animals cheered for him
and he won the race.



Name: _____ Date: _____

Writing Prompt: Fill in the blanks with words from the box to complete the following narrative poems.

vegetable small there air talk

When I Was Very Small

I had no teeth, I couldn't _____
 When I was very small
I had no hair, I couldn't walk
 When I was very _____
I had to crawl from here to _____,
I waved my fat arms in the _____----ohhh,
 I ate mushy _____,
 When I was very small.

waffle done cry luck stuck

Just My Luck

 It's Monday morning, 8:01
I wish the day were already _____
 The start of my day was really awful.
I woke up late and burned my _____.
 Next, the school bus passed me by.
So I walked in the rain--- I wanted to _____.
Then, the zipper of my backpack got _____.
Today is the day for having a terrible _____!

Name: _____ Gr. 2-_____ Date: _____

Review

Review - includes the writer's comment about a reading

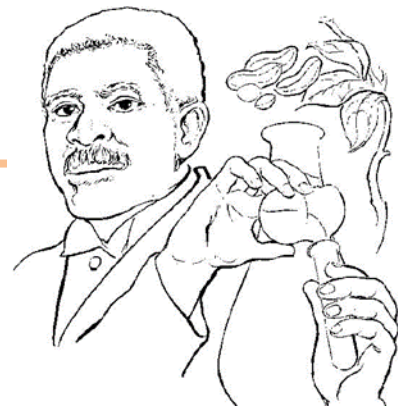
Key features of Review:

- It explains what you liked or did not like in a selection.
- It tells your opinion about what you have read.

Student Model:

Review of *A Weed Is A Flower*

I liked reading that George Washington Carver had so many talents. He was smart to make many things from sweet potatoes and peanuts . He could play the piano, sing, and paint. I liked finding out how he made a paper from peanuts. I am sure he was a great scientist. I like this biography.





Name: _____ Gr. 2-_____ Date: _____

Writing Prompt: Write a review. Enumerate the things that you like and dislike about the story. Choose from the list of the stories below.

Story 1: Anansi Goes Fishing

Story 2: Rosa and Blanca

Story 3: A Weed is a Flower

Review of _____

Like/s:

Dislike/s:

Proofreading Marks

The mark	What it means	How to use it
	Delete: take out something here.	car y mufflers should shou ld
	Insert: add something here.	You ^{are} afraid o ^f mice.
	Add space here.	Jugglers buy a lot of eggs.
	No space: close the gap.	some ⁽ body
	Delete and close the gap.	the gir ⁽ / r affe
	New paragraph here.	"Yes." said Jack. ¶ "All right." said Jill.
	No paragraph: keep sentences together.	The meeting was brief. [⤵] [⤴] It lasted twenty minutes.
	Transpose: switch these things.	fr ⁽ ends ⁾ both were ⁽ l
	Change or insert this letter.	l ⁱ ke ^c uccess
	Make this a capital letter.	old <u>dr.</u> smith
	Make this a small letter.	My U ncle lost a S hovel.
	Spell it out.	His ² friends are Fido ² Spot.
	Insert a period.	It was raining. ^o I got wet. ^o
	Insert a comma.	"London, [,] England [,] " he said.
	Insert an apostrophe.	It's a dog's life.
	Insert quotation marks.	"You're a pane." [∩] said the door.
	Is this correct? Check it.	Columbus sailed in <u>1942</u> . [?]

Name: _____

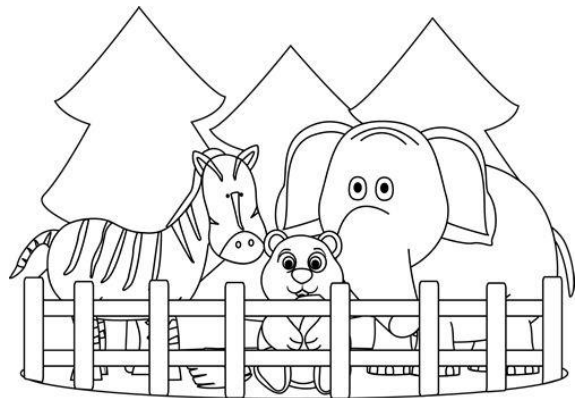
Date: _____

Editing: How many mistakes can you find?

A Day At The Zoo

mrs sitler class go to the zoo last friday in oakland. The kids see monkey, tigers, birds, and snakes. Everybody have a good time the boys like the tiger, and the snakes most. the girl liked the birds, especiallyteh singing birds They was very tired but happi.

Skills:
λcapitalization
λspelling



Name: _____

Date: _____

Directions: Read the story. Use proof reading marks to make corrections to the story.

clarence the cow hates rodeos. He especially Hates the cow roping part of rodeos Clarence has always wanted to be an ordinary cow why could he not spend his days out on the ranch Grazing on grass and hay Why did he have to be chased around an Arena by cowboys on horses trying to catch him and tie his legs together? His job was demeaning Every weekend the same thing, he is let out of the Shoot and chased down, tied up, and then let go.

one day Clarence decided that enough was enough? when they opened the shoot he did not come running out, he just sat down. The rodeo clowns pulled at his rope but he wouldn't budge the crowd was silent. They could not believe Their eyes. Clarence just sat there looking up at the clowns and the quite crowd.

finally, one of the Cowboys came over to the shoot? He grabbed the rope and tugged hard. Clarence jumped up and knocked the cowboy off his feet Before the cowboy could do anything clarence tied the Cowboy's hands and feet together and walked back into the shoot. That was Clarence's last rodeo. he now spends his days grazing at the ranch.

Name: _____

Date: _____

Editing: How many mistakes can you find?

Camping

i went camping with my family. We whent fishing and I caught a big fish. I also whent Swimming with my brother. We hade a camp fire every night. The camping trip was lots of fun



Skills:

- λ capitalization
- λ spelling
- λ compound words
- λ punctuation

- | | | | |
|--------|---------------|--------------|--------------------|
| e | Delete | # | Space |
| \$tret | Let it stand | ⊙ | Period |
| ¶ | New paragraph | A | Lower case |
| ^ | Insert | a | Uppercase |
| ∨ | Insert | sp | Spelling incorrect |
| ∩ | Transpose | Ⓢ | Spell out word |
| ⌋ | Close up | | |

Name: _____

Date: _____

Editing: How many mistakes can you find?

The Candy Shop

Jennifer Megan and Sarah whent to the candy shop. Jennifer bought a small bocks of fudge. Sarah paid fifty sents for a bag of jellybeans. Megan bought sum Twizzlers. The grls all walked to the park where they eated their candy.



Skills:

- λ commas in a list
- λ spelling
- λ missing words
- λ punctuation
- λ irregular verbs

Standard Proofreading Marks

- | | | | |
|------|---------------|----|--------------------|
| e | Delete | # | Space |
| stet | Let it stand | o | Period |
| ¶ | New paragraph | A | Lower case |
| ^ | Insert | a | Uppercase |
| v | Insert | sp | Spelling incorrect |
| u | Transpose | Ⓢ | Spell out word |
| ∪ | Close up | | |

Name: _____

Date: _____

Editing: How many mistakes can you find?














Pumpkin Patch

Yesterday Erica went to a pumpkin patch with her family. She picked out a huge, orange pumpkin to take home. It weighed over 15 pounds. Erica stumbled as she was carrying it to the car. Do you know what happened next. She dropped it. The pumpkin splattered all over the ground.

Erica yelled, Oh no!



Standard Proofreading Marks

- | | |
|---|--|
|  Delete |  Space |
|  Let it stand |  Period |
|  New paragraph |  Lower case |
|  Insert |  Uppercase |
|  Insert |  Spelling incorrect |
|  Transpose |  Spell out word |
|  Close up | |

Skills:

- λ punctuation
- λ homophones to/two/too
- λ capital letter to begin a sentence
- λ spelling
- λ subject-verb agreement
- λ wrong word
- λ quotation marks

Name: _____ Date: _____

Editing: How many mistakes can you find?

Street Hockey

Michael, Joey, justin, and Adam played street hocky. They all put on roller blades and divided into to teams. Michael and Joey's team score three goals. Justin and Adam's team scored five goal. everyone had a great tyme!



Skills:

- λ indenting
- λ capital letter to begin names
- λ spelling
- λ homophones two/to/too
- λ verb tense
- λ plural nouns
- λ capital letter to begin a sentence

Standard Proofreading Marks

- | | | | |
|--|---------------|--|--------------------|
| | Delete | | Space |
| | Let it stand | | Period |
| | New paragraph | | Lower case |
| | Insert | | Uppercase |
| | Insert | | Spelling incorrect |
| | Transpose | | Spell out word |
| | Close up | | |

Name: _____

Date: _____

Directions: Read the story. Use proof reading marks to make corrections to the story.

Cleaning Up

One day i help my next-door neighbor clean up his backyard we raked and put leaves in blue bags to recycle tham. then we sawed some branches off of a tree that was leaning againt the hous After we worked in the yard all afternoon, we sat down on his bak porch and had lemonade I felt good that day because I helped my neighbor.



**Skills: λ indenting λ capitalize the word I
λ verb tenses λ punctuation λ spelling**



Lesson 1

Name: _____

Copy the words on the line.

weekend bedtime mailbox

Copy the sentence on the lines.

You need to hop in the bathtub.

Cursive Writing: Trace and copy the sentence.

The first to apologize is the bravest.



Lesson 2

Name: _____

Copy the words on the line.

find

child

spider

Copy the sentence on the lines.

Hit the ball with your right hand.

Cursive Writing: Trace and copy the sentence.

If you cannot be kind, be silent.



Lesson 3

Name: _____

Copy the words on the line.

sooner

smaller

fatter

Copy the sentence on the lines.

Today is hotter than Tuesday.

Cursive Writing: Trace and copy the sentence.

A penny saved is a penny earned.

Lesson 4

Name: _____

Copy the words on the line.

sleep

teeth

party

Copy the sentence on the lines.

It is fun to fly kite on a windy day.

Cursive Writing: Trace and copy the sentence.

It's fun to do the impossible.



Lesson 5

Name: _____

Copy the words on the line.

ankle

purple

tickle

Copy the sentence on the lines.

The stars in the sky sparkle.

Cursive Writing: Trace and copy the sentence.

The truth is the strongest argument.

Lesson 6

Name: _____

Copy the words on the line.

stood

push

shook

Copy the sentence on the lines.

I was born on July.

Cursive Writing: Trace and copy the sentence.

Make each day your masterpiece.

Lesson 7

Name: _____

Copy the words on the line.

around

sound

flower

Copy the sentence on the lines.

Noise is the opposite of silence

Cursive Writing: Trace and copy the sentence.

Learning never exhausts the mind.

Lesson 8

Name: _____

Copy the words on the line.

boyhood

roadway

rainbow

Copy the sentence on the lines.

We played football after school.

Cursive Writing: Trace and copy the sentence.

Honesty is the best policy.

Lesson 9

Name: _____

Copy the words on the line.

fruit

clue

drew

Copy the sentence on the lines.

Let's start a new game.

Cursive Writing: Trace and copy the sentence.

A voice is a very powerful thing.