Sentences

Write Your Own Tongue Twister

Use each group of words below to make a complete sentence. Try to make most of the words in each sentence begin with the same sound.

The first one is done for you.

1. Cory the cat.

Cory the cat calls her friend Carol.

2. Fat fish.

3. Has a hamster.

4. Green grass.

5. Sees a silly.

Read the question that goes with each picture. Write a statement to answer each question.

What time is it?

What day is it?

What is the weather today?

What do you like for breakfast?

At Home: With family members, write statements on strips of paper and put them on the refrigerator. Take turns turning each statement into a question.
Commands and Exclamations

Write a command or an exclamation to match each picture. You can write what the boy might say or what Spot might be thinking.

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________

At Home: Think about a dog you know. Work with a family member to list four commands to teach the dog.

> Critical Thinking
Write a Postcard

Look at the picture postcard below. On the lines, write a postcard message to go with the picture. Write one statement, one command, one question, and one exclamation.

At Home: Draw a picture postcard of a place your family would like to visit. Take turns writing each kind of sentence to go with your picture postcard.
Make a Sentence Cartoon!

Imagine you run into a friendly lion that is lost in a city. What do you ask the lion? What does the lion say to you? Look at the cartoons below. Look at the labels under each cartoon. Write what the lion and the girl say. Make sure you write at least one of each kind of sentence.

At Home: Have a family member help you write other things the lion and girl could say to each other. Use the four kinds of sentences.

McGraw-Hill Language Arts
Grade 2, Unit 1, Sentences,
page 9

At Home: Have a family member help you write other things the lion and girl could say to each other. Use the four kinds of sentences.

Critical Thinking
Who’s Who at the Zoo?

Write a subject from the box to complete each sentence.

One boy
The peacocks
A flamingo
Two parrots
The polar bear
One big lion
The monkeys
The seals
The two girls

__________________________ swing from tree to tree.
__________________________ slides into the pool.
__________________________ roars.
__________________________ swim and splash.
__________________________ stands on one leg.
__________________________ talk to us.
__________________________ show their feathers.
__________________________ watches the tiger play.
__________________________ like the giraffes best.

At Home: Find a family photo. Tell a family member who the people are by saying their names and telling about them.
Predicates in Sentences

Make a Sentence

Draw a line to match each subject with each predicate.

1. Fish swings in a tree.
2. Ants eats peanuts.
3. The owls build an ant hill.
4. The elephant hoot at night.
5. The monkey swim in the sea.
Combining Sentences

Read the story. Circle each pair of sentences you could combine. The first one is done for you.

We had a special day in our town. It was called Park Pals Day. **Bill made signs. Lucia made signs.** Elena raked.

Brendan gave people their jobs. Anita gave people their jobs.

Dan picked up trash. Jeremy picked up trash.

**Pablo painted the fence. Luella cleaned the swings.**

The fence seemed to shine! The swings seemed to shine!

The boys were proud. The girls were proud. It’s fun to be a Park Pal!

At Home: Ask a family member to help you write two sentences about your community. Can you combine the sentences.

Critical Thinking
Mechanics and Usage: Commas in a Series

A Shopping Spree for Three

Write the three things you see in each picture to complete each sentence. Be sure to use commas correctly.

1. We buy ____________________________
______________________________
______________________________
at the store.

2. The ____________________________
______________________________
______________________________
also look good.

3. The ____________________________
______________________________
______________________________
are on sale.

4. Don’t forget the ________________________
______________________________
______________________________
Picture Yourself!

Look at the picture below. Choose one character to be yourself. Give names to the other people in the illustration. Write five sentences that tell about it. Then circle the subject in each sentence you wrote, and underline the predicate. Don’t forget to combine subjects!

1. 

2. 

3. 

4. 

5. 

At Home: Have a family member look at the illustration. Ask what they would like to do. Write a sentence that tells about it. Circle the subject and underline the predicate.
Common Errors with Incomplete Sentences

Read each group of words below. If they make a complete sentence, write, **It is a complete sentence.** If they do not, complete the tongue-twister sentence by using words that begin with the same sound.

1. Dainty dinosaurs dance with dragons. __________________________
   __________________________

2. Purple prancing ponies. __________________________
   __________________________

3. Frankie Frog. __________________________
   __________________________

4. Was wet and woolly. __________________________
   __________________________

5. Sneaky snakes slither sideways. __________________________
   __________________________

At Home: Write a tongue-twister sentence with a family member. Take turns saying it five times and see how well each of you can say it.

▶ Critical Thinking
Study Skills: Dictionary

Complete this dictionary page about animals in the rain forest. First, list the entry words from the box in ABC order. Then write the guide words at the bottom of the page.

**Entry Words:**
- alligator
- monkey
- parrot
- jaguar

**Guide Words:** ________________________________
Vocabulary: Time-Order Words

What Comes First?

Number the pictures in order. Decide what happens in the last box. Write a sentence that tells about each picture. Use some of these time-order words: before, first, then, soon, after, next.

1.  

2.  

3.  

4.
Then, I burned the toast. What a bad morning I had! Last, I missed the bus. First, I woke up late. Next, I spilled my milk.

At Home: With a family member, write about a good or bad day you had. Be sure all your sentences tell about one main idea.
Nouns

Color the eight leaves with nouns on them. Then write the nouns in the blanks below.

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

At Home: Go for a Noun Walk with a family member. Take turns naming nouns outside and around your neighborhood. Make a collage of the nouns and post it on the refrigerator.

Critical Thinking
More About Nouns

Nouns in the Garden

Look at the picture. Then write about the people, places, and things you see.

At Home: Play the Garden Game with a family member. See who can name the most vegetables for a vegetable garden.
Proper Nouns

Finish the story. Write special nouns for people, pets, and places.

The Pet Show

My Aunt ___________ went to the pet show in _______________. She walked up ______________ street with her pet snake in a basket. “I’m sure my snake ______________ will win first prize,” she said. At the pet show she saw her friend ______________ with a fluffy cat named ______________. Then she talked to Mr. ______________. His dog ______________ was huge! My aunt looked in the basket. Her snake was gone! Children from ______________ School began to scream. Something was wiggling on the ground. A girl named ______________ helped to catch the snake.
Days, Months, and Holidays

Choose a noun from the box. Write it correctly under Days of the Week, Holidays, or Months.

Days of the Week
1. 
2. 
3. 

Holidays
7. 
8. 
9. 

Months
4. 
5. 
6. 

At Home: Work with a family member to make a list of the holidays your family celebrates.
Mechanics and Usage: Using Capital Letters

All About Me

Write a special noun to answer each question.

1. What is your first name?  
   _______________________

2. Who is a friend of yours?  
   _______________________

3. On what street do you live?  
   _______________________

4. In which state do you live?  
   _______________________

5. In which month is your birthday?  
   _______________________
A Sticky Story

Mary spilled grape juice on some of the words of her story. Help her fill in the words that she can’t read.

Fill in the blanks with nouns. Remember to begin proper nouns with capital letters.

The Wonderful Gift

Ella and her big brother Jake were playing on the beach. 

_________ found a shell. They looked inside. Jake said, “I see a ________ in there. Let’s give the shell to Uncle ________.” Ella said, “He lives on __________ Street. We can ride our ________ there.”

Aunt __________ was surprised to see Ella and Jake. She let them in. They gave the shell to their uncle. He looked inside and saw a __________. “This is a wonderful gift,” he said. “Let’s put it back in the __________.”

_________ and Jake and their uncle took the shell back. The wonderful gift belonged to the sea.

At Home: With a family member, write a story about a favorite holiday. Be sure to use capital letters for all proper nouns.
This Old House

The underlined words below are nouns. Write the singular nouns on the lines under **Singular Nouns**. Write the plural nouns on the lines under **Plural Nouns**.

The front yard of the **house** is full of **weeds**. The **windows** are broken. Inside, the **rooms** are dusty. A **spider web** hangs from the **ceiling**. A **door** is off its **hinges**. Will you help us fix this old house?

**Singular Nouns**  

**Plural Nouns**

---

**At Home:** Ask family members to name a person, place, or thing. Then change the singular noun to a plural noun and use both words in a story.
More Plural Nouns

Word Scramble

The plural of each noun in the box is scrambled below. Unscramble the plurals and write them on the lines.

<table>
<thead>
<tr>
<th>woman</th>
<th>baby</th>
<th>penny</th>
<th>berry</th>
<th>pony</th>
</tr>
</thead>
<tbody>
<tr>
<td>tooth</td>
<td>mouse</td>
<td>man</td>
<td>foot</td>
<td>party</td>
</tr>
</tbody>
</table>

1. niesop

6. monew

2. tefe

7. risbree

3. nipesne

8. etteh

4. astperi

9. sabibe

5. ciem

10. nem

At Home: Choose five of the words you unscrambled and write a story using them. Read the story to a family member.

Critical Thinking
Singular Possessive Nouns

Write the possessive form and tell who or what owns something. For example:

*The bear has a chair.*

*bear’s chair*

1. The man has a can.  
6. The snake has a cake.

2. Bobby has a hobby.  
7. My sister has a blister.

3. The cat has a hat.  
8. The camper has a hamper.

4. Dale has some mail.  
9. My shoe sole has a hole.

5. The bunny has some honey.  
10. A king has a ring.
Plural Possessive Nouns

Write the nouns from the box that are singular possessive on the lines under **Singular Possessive Nouns**. Write the nouns that are plural possessive under **Plural Possessive Nouns**.

<table>
<thead>
<tr>
<th>Three firefighters’ hats</th>
</tr>
</thead>
<tbody>
<tr>
<td>one bird’s nest</td>
</tr>
<tr>
<td>six doctors’ coats</td>
</tr>
<tr>
<td>four cats’ paws</td>
</tr>
<tr>
<td>the kangaroo’s tail</td>
</tr>
<tr>
<td>many books’ covers</td>
</tr>
<tr>
<td>the girl’s mitten</td>
</tr>
</tbody>
</table>

**Singular Possessive**

**Plural Possessive**

---

At Home: With a family member, use the four plural possessive words above in a story. Share your story with other family members.
Mechanics and Usage: Letter Punctuation

For each letter, write a greeting and a closing.

1. ____________________________________________________________________
   Thank you for helping me study for the test. I made the highest score in the class.
________________________________________________________________________

2. ____________________________________________________________________
   Have a great birthday! I can’t wait to see you.
________________________________________________________________________

3. ____________________________________________________________________
   Good luck in your next basketball game. I hope you do well.
________________________________________________________________________

4. ____________________________________________________________________
   You are invited to my cookout party next Tuesday. I hope you can make it.
________________________________________________________________________

McGraw-Hill Language Arts
Grade 2, Unit 2, Nouns, page 86

At Home: Write a letter to a family member asking for help with something you would like to do. Ask the family member to write back. Take turns reading your letters aloud.

➡ Critical Thinking
Scrambled Letter

Some of the words in Fredo’s letter are scrambled! Read the words in the box. Then read Fredo’s letter. In each sentence, a word in ( ) is scrambled. Unscramble the word and write it on the line. Put commas where they are needed.

| puppet’s | Dear     | hats    |
| children’s | Ben’s    | friend  |
| boys     | glasses  | games   |

We had fun at your house. The girls and (soyb) all played (megas) together. I had three (lassegs) of juice. I loved the funny (stah) on the (nedrichl’s) heads.

Mr. (enB’s) show was great! I’m sorry about the (teppup’s) leg. My Mom can fix it.

Your (dienfr)

Fredo
Common Errors with Possessive Nouns

Which group of words correctly tells about the picture? Circle the answer.

1. my brother’s gloves
   my brothers gloves

2. the elephant’s trunks
   the elephants’ trunks

3. the friends toy
   the friends’ toy

4. the cooks’ books
   the cook’s books

5. the flies eyes
   the fly’s eyes

At Home: With a family member, write the name of two items you find in your home. Use these items in sentences with a singular possessive noun and a plural possessive noun.
Help Sam write a summary of the paragraph below. Circle five details. Then, write a short summary in your own words.

Stormy Weather
Bad weather can be dangerous. Heavy rains can cause flooding of farms and streets. A hurricane has strong winds that can blow down trees. Tornadoes can sweep up everything in their paths. Hail as large as golf balls can break windows and damage cars.
Vocabulary: Compound Words

Finish each sentence. Use two of the short words after each sentence to write a compound word.

1. Jessie uses her comb and _____________________.
   (hair, cut, brush)

2. She eats a stack of ______________________ with maple syrup for breakfast (cakes, pan, cup)

3. Her father reads the daily ______________________ at the table (back, paper, news)

4. Jessie brushes her teeth with ______________________ after she eats. (paste, tooth, pick)

5. Look at those dark clouds! Jessie puts on a ______________________ and goes to school. (rain, bow, coat)

Make other compound words from each set of words in ( ) above.
Story Detective

Detective Debbie found a story with a missing lead and a missing ending. Can you help her add the missing sentences?

Read the story. Then write a lead sentence and an ending sentence for the story.

My brother made the sandwiches. Mom and I packed the picnic basket. Dad carried the paddles. We climbed into the canoe. Oh, no! We forgot the life jackets! We went back to the house to get them.
Action Verbs

Ready for Action

Write an action verb from the box to match each sports clue. You will not use two of the words.

<table>
<thead>
<tr>
<th>surf</th>
<th>twirl</th>
<th>swing</th>
<th>dive</th>
<th>ride</th>
<th>serve</th>
</tr>
</thead>
<tbody>
<tr>
<td>ski</td>
<td>tackle</td>
<td>pitch</td>
<td>skate</td>
<td>shoot</td>
<td>kick</td>
</tr>
</tbody>
</table>

1.  
![Image of golf club and ball]

6.  
![Image of tennis racket]

2.  
![Image of baseball]

7.  
![Image of scissors]

3.  
![Image of soccer ball]

8.  
![Image of bat]

4.  
![Image of basketball ring and basketball]

9.  
![Image of surfboard]

5.  
![Image of ice skate]

At Home:
What game or sport do you play at home? With a family member, write three sentences that tell how you play.

Critical Thinking
Present-Tense Verbs

Runs and Errors

Keep score. Underline the present-tense verb in each sentence. If the verb is correct, circle the word run. If the verb is incorrect, circle the word error. Then fill in the scoreboard at the bottom.

1. My mom takes me to baseball tryouts. run error
2. She wishes me luck. run error
3. She watches me bat. run error
4. The coach pitch to me. run error
5. He throws it right at me. run error
6. The coach never miss the plate. run error
7. The ball zooms right by me. run error
8. The catcher toss it back to the coach. run error
9. The coach puts the ball over the plate. run error
10. My bat sends it far into the field. run error

SCOREBOARD

<table>
<thead>
<tr>
<th>Runs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Errors</td>
<td></td>
</tr>
</tbody>
</table>
Do Cats and Dogs Agree?

Read what the cat says. Then write what the dog might say. Use complete sentences. The first one is done for you.

<table>
<thead>
<tr>
<th>If the cat says . . .</th>
<th>Then the dog says . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>A cat makes the best pet.</td>
<td>1. A dog makes the best pet, too.</td>
</tr>
<tr>
<td>A dog brings in dirt!</td>
<td>2.</td>
</tr>
<tr>
<td>A cat walks itself.</td>
<td>3.</td>
</tr>
<tr>
<td>Cats love people.</td>
<td>4.</td>
</tr>
<tr>
<td>Cats are great!</td>
<td>5.</td>
</tr>
</tbody>
</table>
Complete the sentences in the speech balloons. Use abbreviations correctly.

I am Mr. Yang. Meet my wife, _______ Yang.

Next, meet my son who is a doctor. His name is _______ Lee Yang.

Here are the Grovers. Please meet _______ and _______ Grover.

Finally, meet my neighbor who is a doctor. Her name is _______ Romano.

**At Home:** Introduce family members or friends to each other. Include their titles.

**Critical Thinking**
Lighthouse Larry takes care of the lighthouse. Read about his day. Complete the sentences by drawing a line from each sentence to the correct verb in column 2.

1. Lighthouse Larry ____ along the beach.

2. A seal ____ in the water.

3. A wave ____ near Lighthouse Larry’s feet.

4. He ____ the spiral stairs to the top.

5. Lighthouse Larry ____ the big light.

6. He ____ the huge windows.

7. Lighthouse Larry ____ out over the ocean.

8. The lighthouse ____ ships to see the land.

verbs: looks, checks, helps, cleans, swims, climbs, crashes, walks
At Home: What are you doing now? What did you do yesterday? With a family member, make a chart like the one on this page. Write present and past actions.

Critical Thinking

Write a past-tense verb to complete each sentence.

Today the . . .
1. cows moo.
2. pigs oink.
3. horses trot.
4. chickens peck.
5. sheep graze.
6. rabbits hop.
7. farmer works.
8. dog barks.
9. cat naps.
10. children play.

Yesterday the . . .
1. cows ____________
2. pigs ____________
3. horses ____________
4. chickens ____________
5. sheep ____________
6. rabbits ____________
7. farmer ____________
8. dog ____________
9. cat ____________
10. children ____________
The Verb *Have*

Draw a line to match each subject to the correct predicate. Circle the picture that the complete sentence tells about. Make sure the subject agrees with the verb.

1. He
   - has a bottle.
   - have a baby.

2. The baby
   - have a nap.
   - has a smile.

3. This baby
   - has no teeth.
   - have no teeth.

4. These babies
   - has hats.
   - have no hats.

5. She
   - has a doll.
   - have no doll.

At Home: With a family member, find pictures of people in magazines. Write a sentence about what each person owns. Use the correct form of *have.*
Combining Sentences: Verbs

Use **and** to rewrite each pair of sentences as one sentence.

1. Skippy gets wet. Skippy cries.

2. Mom has an idea. Mom draws a plan.


4. She hammers. She saws.

5. She makes a frame. She builds walls.

6. She puts on a roof. She adds a door.

7. Skippy sees the house. Skippy wags his tail.

---

**At Home:** With a family member, write a few sentences about something someone has made or built. Then try combining some of your sentences.
Great Days for Grandpa

Put the dates from the box in order on the timeline. Use commas correctly in the dates. The first one is done for you.

June 3 1996  
May 16 1941  
August 4 1966  
December 2 1958  
February 19 1980  
October 7 1963

Grandpa born  
May 16, 1941  
First job  
Married  
First Child  
Started Business  
First Grandchild

At Home: With a family member, make a timeline showing important dates in the life of someone in your family.
How Does Your Garden Grow?

In each sentence, the past-tense of one of the verbs in the box is scrambled. Help Gina tell how she planted her vegetable garden. Unscramble the verb in ( ) and write it on the line.

measure plant watch drop dig use water

1. Gina (ugd) ______________________________ a big space for her vegetable garden.

2. First, she (seamreu) __________________________ the garden.

3. Then, she (seud) ______________________________ a small shovel to make holes in the dirt.

4. Next, Gina (erodppd) __________________________ some corn seeds in the rows.

5. She (etpldan) _______________________________ three tomato plants.

6. Finally, she (twareed) __________________________ the seeds and plants.

7. Gina (cheawtd) _____________________________ her garden grow all summer.
Tell what happens at the ball game. Complete each sentence with a verb that agrees with the subject. Use verbs from the box.

<table>
<thead>
<tr>
<th>throw</th>
<th>throws</th>
<th>go</th>
<th>goes</th>
<th>swing</th>
<th>swings</th>
</tr>
</thead>
<tbody>
<tr>
<td>hit</td>
<td>hits</td>
<td>jump</td>
<td>jumps</td>
<td>run</td>
<td>runs</td>
</tr>
<tr>
<td>scream</td>
<td>screams</td>
<td>come</td>
<td>comes</td>
<td>want</td>
<td>wants</td>
</tr>
</tbody>
</table>

1. The pitcher __________________ the ball.
2. The batter __________________ the ball hard.
3. The fans __________________, “Run, run!”
4. The players in the dugout __________________ in the air.
5. The next batter __________________ up to the plate.
6. He __________________ the bat.
7. The ball __________________ out of the park!
Mi Sook and Dan live in Hazelwood. Mi Sook is on her way to visit Dan. Help Mi Sook get there. Use the map to number the directions in order from 1 to 8. Then draw a line to show her the route on the map. Start at Mi Sook’s house.

1. ______ Pass the mall.
2. ______ Go up North Ave.
3. ______ Pass the playground.
4. ______ Pass the school.
5. ______ Turn right into Dan’s house.
6. ______ Turn left onto South Ave.
7. ______ Pass the library.
8. ______ Turn right onto Broadway.

At Home: Write down one way a map can help you. Ask family members when they use a map to help them. Compare your answers.
Vocabulary: Prefixes

What Do You Know About Ann?

Look at the picture of Ann. Share what you know about her. Use the words in the box to help you complete each sentence. You will not have to use all of the words.

At Home:

Pick a room or item at home. Tell a family member what you know about the room or item using words with the prefixes un- and re-.

unclear uncombed unmade rewashed
unopened untied repolished reread

1. Ann’s shoes are __________________________.

2. Ann’s hair is ____________________________.

3. Ann’s bed is ____________________________.

4. Ann’s dress needs to be ____________________________.

5. Ann has an ____________________________ gift.

McGraw-Hill Language Arts
Grade 2, Unit 3, Vocabulary,
At Home: Pick a room or item at home. Tell a family member what you know about the room or item using words with the prefixes un- and re-.

Critical Thinking
Cookie Order

Mom showed Sam how to bake cookies. Number the pictures in order. Then write a story to tell what the pictures show. Use the words in the box.

- first
- next
- then
- finally
- to the left
- next to
- above
- below
- on top
- between
- behind

At Home: Ask a family member to tell you how to cook something. Write what they say. Look for time-order and space-order words in your notes.
The Verb Be

Read each pair of sentences. Fill in the first sentence with the correct form of be. Then look closely at the second sentence. Find the same word hidden in the second sentence. Circle the letters of the word. Be careful! The letters can be hidden in more than one word. The first one is done for you.

1. I think jokes ___________ funny.  
   *are*

2. Do you want to hear Ed’s joke?


4. Ed only knows this silly joke.

5. If you ___________ listening, get ready to laugh.


7. I ___________ interested, so Amy and I ask a question.


9. A few minutes later Ed ___________ ready to answer.

10. “Canoe come out and play with me?” he now asked.
Helping Verbs

A Long Hike

Complete the story by filling in the blanks with a form of be or have.

Jenny ___________ hiked many miles with her mother.
They ___________ walked on trails that pass through high mountains. Together they ___________ hiked 300 miles.

Now Jenny ___________ thinking about a different hike.
She says to her mother, “I ___________ hoping we can go on an 800-mile hike someday!”

Jenny ___________ planned the hike on a map.
Her mother ___________ thought about it, too. They ___________ told Jenny’s father about the long hike.
He ___________ said he wants to go with them.

On the lines below, describe a place where you would like to hike. Use at least two helping verbs in your description.

At Home: Think of a trip you and your family would like to take. Together write a paragraph about it. Then circle all the helping verbs you used in the paragraph.
Linking Verbs

Read the paragraph below. Circle each word that is a form of be. Then write your own ending to the story. Use a linking verb in your ending.

It was Nicola’s first trip to Fun Adventure Park. She went on the Dragon Ride with her dad. As she went around, the wind blew her hair. “This ride is good!” she laughed.

When Nicola got off the ride, it was dark. The music was loud, and the lights were bright. The park was like a carnival.

Then she and her dad stopped by a popcorn stand. The popcorn was inviting. Nicola asked her dad to buy her some. Nicola was having a good time.

“This is fun,” Nicola said. “Let’s be here for a long time, okay?”

The next thing Nicola did was . . .
Mechanics and Usage: Commas in Names of Places

Tony wrote e-mail messages and sent them to his friends who live in the places shown on the map below. Where did he send his messages? Write the names of each city and state correctly on the lines below.

At Home: Choose three other states on this map. Work with a family member to find and write the names of the states with their capitals. Point out where the commas belongs.
Write a Journal Entry

What did you do yesterday? What are you doing today? Complete the journal entries below. Be sure to use helping and linking verbs such as is, am, was, were, have, has and had correctly.

What I did yesterday:

What I am doing today:

At Home: Ask a family member to read aloud your journal entry for today. Then circle all the helping and linking verbs you used.
The Verbs *Go* and *Do*

**Input/Output**

Each computer screen shows the directions the computer should follow to make a sentence. Draw a line from the computer screen to the box with the correct sentence.

---

**Verb:** *do*  
**Time:** past  
**Subject:** Erin  
*Erin does her art project.*

**Verb:** *go*  
**Time:** present  
**Subject:** Erin  
*Erin and her mother went to art class.*

**Verb:** *do*  
**Time:** present  
**Subject:** Erin  
*Erin goes to art class.*

**Verb:** *go*  
**Time:** past  
**Subject:** Erin and her mother  
*Erin did not finish her art project yet.*

---

**At Home:** With a family member, think of an activity that you like to do together. Then write a journal entry about the activity. Circle any irregular verbs you used.

---

**Critical Thinking**
The Verbs *Say, See,* and *Run*

Read each sentence. If the underlined verb is in the present tense, add the word **Today** at the beginning of the sentence. If the underlined verb is in the past tense, add the word **Yesterday** at the beginning of the sentence.

1. _______________ Mom **says** we can do an art project.

2. _______________ Jill and I **saw** some boxes.

3. _______________ Jill **ran** home for some markers.

4. _______________ we **see** the start of a good idea!

5. _______________ Jill **said**, “Let’s make a spaceship!”

6. _______________ I **say**, “Good thinking, Jill!”

McGraw-Hill Language Arts
Grade 2, Unit 4, Verbs,
pages 220–221

**At Home:** With a family member, look for things to use in an art project at home. Write about your project in your journal. Use **say**, **see**, and **run** in your sentences.

**Critical Thinking**
Read the paragraph. Find the five sentences that have the past-tense forms of go, sing, and give. Write the sentences on the lines below, using the present tense of the verbs.

My Trip to the Museum

My family and I love to go on trips together. On Saturdays, we went to the science museum. My mother sings a song as we go to the museum. We sang along with her. My brother, Peter, gives me a journal to write in about what I saw. He gave me a pen, too. We go up to the second floor of the museum. I went to the dinosaur exhibit. Peter goes to the exhibit on weather. Soon, we went home.

1. 
2. 
3. 
4. 
5. 

At Home: With a family member, think of a place you visited together. Write four sentences about the place, using go, goes, went, sing, sang, give, or gave in your writing.
Contractions with *not*

Write a contraction for each set of words below. Write one letter on each line, and use a line for the apostrophe. Use the letters in the circles to answer the riddle below.

1. are not
2. did not
3. have not
4. does not
5. were not

What has a mouth but can’t speak?

**Critical Thinking**

At Home: Take turns writing contractions with a family member. Time yourselves for two minutes. See who can think of the most contractions.
Mechanics and Usage: Apostrophes

Circle the word in each sentence that needs an apostrophe. Write the letters of the word and the apostrophe on each of the lines. Then use the circled letters in order to answer the question at the bottom of the page.

1. The new puppy didn’t like to sleep outside.
   ____  ____  ____  ____  ____  ____

2. “Can’t we help him?” Breda asked her dad.
   ____  ____  ____  ____  ____  ____

3. Breda’s dad had an idea.
   ____  ____  ____  ____  ____  ____  ____

4. Breda hadn’t used a hammer before.
   ____  ____  ____  ____  ____  ____  ____

5. Now the puppy’s house is warm and cozy!
   ____  ____  ____  ____  ____  ____  ____  ____

Whose tools did Breda use to build the doghouse?

__________________________

At Home: Talk with a family member about a pet you have or would like to have. Make a list of three things the pet needs. Use apostrophes in your writing.
Scavenger Hunt!

Read each sentence. Choose the word that correctly completes it. Write the word on the line.

1. Find something you _________ forget if it’s cold outside.
   - shouldn’t
   - shouldn’t

2. Find something that _________ break.
   - won’t
   - won’t

3. Name a chore that you _________ today.
   - did
   - does

4. Find an object that you _________ to a friend.
   - gives
   - gave

5. Name something you _________ in music class.
   - sings
   - sang

6. Find something you _________ like to wear.
   - don’t
   - don’t

7. Find a book that you _________ read yet.
   - haven’t
   - haven’t

8. Name the first person you _________ at school this morning.
   - sees
   - saw

At Home: Make up your own scavenger hunt list with a family member. Use contractions and possessives. Circle the past-tense verbs you use.
Dream On!

Tonia had a dream one night about a talent show the next day. To her surprise, the next day everything really happened! Circle the verbs in her dream. Then rewrite the dream in the past tense. Don’t forget to use special spellings to show the past tense!

I go to school. I sit down at my desk. Then I stand up.
I sing a song for everyone!
My best friend Orlando says, “You sing great!”
Then we run outside to play. Orlando gives me a big hat. I wear it all day long!

At Home: Tell a family member about a dream you had. Then write a story about it. Use past-tense verbs correctly.
Look It Up!

Look at the set of encyclopedias. In which book would you find the answer to each question?

1. How long is the Mississippi River? _________
2. What do elephants eat? _________
3. When did the first spacecraft fly into space? _________
4. Who was John F. Kennedy? _________
5. Who invented the computer? _________
6. Why does a rainbow have so many colors? _________
7. Who was Henry Ford? _________
8. Where was Martin Luther King, Jr., born? _________
9. Do giraffes sleep standing up? _________
10. What is the name of the largest dinosaur? _________
Vocabulary: Suffixes

Scrambled Letters

Read each definition. Then unscramble the letters to find the word that matches the definition. Write the word on the line. Then use it in a sentence that tells something you have learned or seen this year.

1. "without sense"  
esnslse 

2. "without end"  
seldnes 

3. "full of hope"  
opelhuf 

4. "without fear"  
ressfale 

5. "full of care"  
facrelu 

At Home: Tell a family member something you learned at school this week. Write a sentence with a word that ends in -ful or -less to tell about what you learned.
Composition: Sentence Style and Variety

Read each set of sentences. Rewrite them to make the writing more interesting. Make the sentences different lengths. Use different beginning words. Combine two sentences into one.

1. My soccer team had fifteen players. My team had no boys.

2. One day a boy tried out for our team. That day a boy got on our team.

3. Our team’s name is the Wildcats. Our team won all our games last year.

4. After each game my team celebrates. After each game my team eats pizza.
Pronouns

Circle the nouns that are the same in each sentence. Write the sentence and replace the repeated noun with a pronoun.

Example:

Mrs. Peterman says Mrs. Peterman will help us clean the park.

Mrs. Peterman says she will help us clean the park.

1. The classmates decide the classmates will spend the day at the park.

2. Kim and Allie find the trash can and fill the trash can.

3. Jessie and Eddie show how Jessie and Eddie rake leaves.

4. A woman asks if a woman can take pictures of us.

At Home: Write four sentences about ways you can help to keep a park clean. Show a family member all the pronouns you used in your writing.

Critical Thinking
Use words from the box to complete the riddle. You may use a word more than one time.

I  table
me  newspaper

__________________ am black and white all over. You can read _______________. What am I? ________________ am a ________________.

__________________ have legs, but ________________ can’t walk. What am I? I am a ________________.

Now write your own riddle. Use pronouns.

__________________

__________________

__________________

__________________

__________________

__________________

At Home: Tell family members a riddle that ends with “What am I?” Give them hints to help them solve the riddle.
At the Beach

Rewrite each sentence to tell about yourself and someone else at the beach. Replace the underlined noun and pronoun with either we or us.

Example:

*Mom took Maria and me to the beach.*

*Mom took us to the beach.*

1. Luis and I put our feet in the water.

2. The cold water made Luis and me shiver.

3. Luis and I jumped in the waves.

4. Mom gave Luis and me lunch.

5. Luis, Mom, and I made a big sand castle.

At Home: Draw a picture of yourself and a friend at the beach. Tell a family member about your picture. Use we or us.
Read the story. Cross out the pronouns that are used incorrectly. Then write your corrections above the line.

i did not know how to swim. My brother Reynaldo did not know how, either. So Mom took me and my brother to the pool. Reynaldo and me were going to learn how to swim!

Reynaldo and i were scared. The teacher asked me and Reynaldo to blow bubbles in the water. Then i went under and held my breath.

Me and Reynaldo kicked our legs. Then i splashed Reynaldo. Reynaldo splashed me. Reynaldo and me were having fun. Mom is taking me and Reynaldo swimming every day now!
All About You!

Read these questions about yourself. Write two sentences to answer each question. Be sure to use pronouns correctly!

1. What do you look like?

2. What do you like to do?

3. Who is your best friend? What do you like to do together?
Complete each sentence. First, find a verb in the box that rhymes with the pronoun you are given. Then write a sentence with the correct present tense of that verb. The first one is done for you.

1. I **spy** something green outside
   
   *Spy* rhymes with the word *I*.

2. They ________________________________

3. We ________________________________

4. We ________________________________

5. It ________________________________

6. She ________________________________

7. You ________________________________

8. I ________________________________

---

At Home: Write a long sentence, using as many pronouns as you can. Point out the pronouns to a family member.
Possessive Pronouns

Scrambled Possessives

Unscramble the possessive pronoun in each box. Then write the pronoun to complete the second sentence in each pair. Underline the word or words in the first sentence that the pronoun replaces.

1. My dad’s car was dirty.  
   I decided to wash _______________ car.

2. The car’s wheels had grime all over them.  
   I cleaned _______________ wheels with a sponge.

3. Now my family’s driveway is full of suds.  
   Now _______________ driveway is wet and slippery.

4. Mom’s car came into the driveway.  
   She wanted me to wash _______________ car, too!

5. So I washed Mom and Dad’s cars.  
   Soon _______________ cars were bright and clean!

At Home: Ask a family member what job you can do around the house. Write three sentences about it. Use possessive pronouns in your writing.

Critical Thinking

Name __________________ Date ____________

McGraw-Hill Language Arts
Grade 2, Unit 5, Pronouns, pages 290–291
You Write the Clues

Write the clues for the crossword puzzle on the lines below. Write a sentence for each contraction in the puzzle. Use the two words that make the contraction. The first one is done for you.

**ACROSS**

1. **We are ready.**

2. ____________________________

3. ____________________________

**DOWN**

4. ____________________________

5. ____________________________

6. ____________________________

---

**At Home:** Write pronoun-verb contractions on index cards. Ask family members to choose a card and name the two words that make up the contraction.

**McGraw-Hill Language Arts**

Grade 2, Unit 5, Pronouns, pages 292–293

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**Critical Thinking**
Mechanics and Usage: Contractions and Possessive Pronouns

The book reports below use *their*, *they’re*, *its*, *it’s*, *you’re*, and *your* incorrectly. Circle each word that is spelled incorrectly. Then write the correct word above it.

**At Home:**
Write a short book report with a family member. Use contractions and possessive pronouns in your report.

---

**Wild About Reptiles**
by Richard Russell

You’re friends will love this book. *It*’s about all kinds of reptiles—even snakes!
Their friendlier than you think.

---

**Dinosaurs**
by Roger Lee

I also think you’re going to like this book about dinosaurs. *It’s* pages are filled with facts about dinosaurs. They’re sizes and shapes will amaze you!
Riddle Up!

Read each riddle. Then use the correct word in a short sentence.

1. This word is a contraction. It stands for “You are.”

2. This word is the present-tense form of help. You use this word with he.

3. This word is a possessive pronoun. It means “belonging to him.”

4. This word is a contraction. It stands for “They are.”

At Home: Write some riddles about present-tense verbs, possessive pronouns, or contractions. Show your riddles to family members.
Yokio wrote a letter to his Uncle Yuki, but his computer got a little confused. Instead of printing pronouns, it printed out words like *(*& or **%#$! Help Yokio fix his letter to his uncle. Substitute the correct pronoun for each wacky word.

March 23, 2012

Dear Uncle Yuki,

Thank you so much for the birthday present you gave %. It is a really terrific kite! Yesterday Mom and % went to the park. $ flew the kite higher and higher. Mom let % pull the kite back down.

Mom said, “Uncle Yuki can watch $. Dad will ask him to come with $.”

% said to Mom, “Great!”

Your nephew,

Yokio

At Home: Write a letter to a relative to tell about something you are doing at school. Show the letter to a family member and point to the pronouns. Explain why you used each one.

Critical Thinking
Study Skills: Alphabetical Order

Computer Glossary

Can you put these computer words in order? Write the words in ABC order in the blanks.

mouse  modem  keyboard
disk    Internet hard drive
laptop  computer cable
screen  software program
monitor scanner printer

At Home: Ask a family member to tell you some special words he or she uses at work. With your family member, look up the words in a dictionary.
Vocabulary: Synonyms

Tic-Tac-Toe

Read each pair of words in the boxes. Draw an X in the box if the words are synonyms. Draw an O if they are not synonyms. Draw a line through the rows that have three X’s across, down, or diagonally.

<table>
<thead>
<tr>
<th>large / big</th>
<th>scared / frightened</th>
<th>skinny / thin</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple / house</td>
<td>tall / short</td>
<td>light / dark</td>
</tr>
<tr>
<td>neat / blue</td>
<td>well / sick</td>
<td>hot / cold</td>
</tr>
</tbody>
</table>

If they’re synonyms, I win.

If they’re not, you lose.

<table>
<thead>
<tr>
<th>loud / quiet</th>
<th>early / late</th>
<th>quick / fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>many / none</td>
<td>angry / mad</td>
<td>sad / happy</td>
</tr>
<tr>
<td>shiny / bright</td>
<td>start / stop</td>
<td>old / new</td>
</tr>
</tbody>
</table>

At Home: Play tic-tac-toe with a family member. Draw a grid. Use different colored pencils or crayons. In each square write two synonyms. When one player has three in a row, he or she wins.
Quincy Quit-Too-Fast wrote in his journal, but he forgot to add main ideas. Read each paragraph. Then add a main idea on the line.

My teacher was new, and I didn’t know anyone! The school was different from my old one. I was scared.

I learned where the countries are. We found places on a map. It was fun!

I thought about all the friends I made. I thought about what I learned. I hurried home!

At Home: Think about something you enjoyed in school today. Write a paragraph about it. Read it to a family member. Point out the main idea.
Adjectives

In the boxes, find an adjective and a noun that rhyme. Write the rhyming words under the riddle they answer.

cool gray funny spare wordy hot glad

chair lad pot tool day birdy bunny

1. What is a frozen hammer called?
   a __________________________

2. What is a silly rabbit called?
   a __________________________

3. What is a cloudy Monday called?
   a __________________________

4. What is a happy boy called?
   a __________________________

5. What is a container of boiling water called?
   a __________________________

6. What is an extra seat called?
   a __________________________

7. What is a parrot that talks a lot called?
   a __________________________

At Home: With a family member, make a list of nouns and adjectives that rhyme. Then make up your own rhyming word riddles.

Critical Thinking
Adjectives That Tell How Many

Sun, Shoe, Bee, Door . . .

Read each sentence. Circle the word that does not make sense. Then write an adjective from the box that rhymes with the word and makes sense in the sentence.

many three one four two nine six five

1. Ostrich eggs weigh about bee pounds.
2. The dromedary camel has sun hump.
3. Bactrian camels have shoe humps.
4. Black bears grow about hive feet long.
5. Chickens can run pine miles an hour.
6. Elephants can weigh over bricks tons.
7. Spiders have door pairs of legs.
8. Centipedes have penny pairs of legs.

At Home: Write some sentences like the ones above. With a family member, name the word that does not make sense, then tell what adjective belongs in its place.
Articles: *a, an*

**Riddle Fun**

Read each riddle. To find the answer, unscramble the letters in ( ). Write the answer using the correct article.

1. What grows bigger the more you take away?
   (lohe) ____________________________

2. What can you give away and keep at the same time?
   (dolc) ____________________________

3. What is the biggest ant?
   (hetanlep) ________________________

4. What has a head but no brain?
   (gabbace) ________________________

5. What eight-letter word has only one letter in it?
   (opevelen) ________________________

6. What can you put in a glass but never take out?
   (carck) __________________________

---

At Home: Make up some riddles like the ones above. Share them with your family. Together, find the answers to the riddles.

**Critical Thinking**
Adjectives That Compare

You are famous! You have discovered a sea creature called a Seasaurus. Complete the sentences to compare the Seasaurus to other animals in the sea. Use adjectives from the box. Write their correct forms on the lines.

At Home:
Draw your Seasaurus. Show the picture to a family member, and ask for the name of another animal. Tell how the Seasaurus compares to this animal.

---

1. The Seasaurus is _____________ than a blue whale.
2. It has the _____________ tail I’ve ever seen.
3. Its head is _____________ than an octopus’s head.
4. Its flippers are _____________ than a seal’s flippers.
5. Its roar is _____________ than an elephant seal’s roar.
6. The Seasaurus is the _____________ sea animal I know.
7. It has the _____________ eyes of any sea animal.
8. Its teeth are _____________ than a shark’s teeth.
9. The Seasaurus dives the _____________ of any animal.
10. It has the _____________ yellow spots on its back.

---

At Home: Draw your Seasaurus. Show the picture to a family member, and ask for the name of another animal. Tell how the Seasaurus compares to this animal.

McGraw-Hill Language Arts
Grade 2, Unit 6, Adjectives and Adverbs, pages 352–353

Critical Thinking
Can you help Edna the editor? Each book needs a title. First, read what each book is about. Then make up a title for the book. Write the title on the lines.

Mia has a special rocking chair. It takes her to a new, faraway place every time she sits in it.

Mr. Snoot’s sneezes are so powerful that everything around him rumbles.

Mrs. Golden seems to have a green thumb. The seeds she planted yesterday are full-grown plants today!

Alvin has a kitten named Maxwell. The kitten talks to Alvin, but no one else can hear him.

Jamie discovers an old radio in the attic. It plays only music from 50 years ago.
Wish You Were Here

It is the year 2404. You are on vacation on planet Zapp. What is it like on Zapp?
Think of some adjectives to describe this vacation spot. Then write an outer space postcard to your best friend back on Earth. Tell him all about Zapp.

At Home: Think about a real place you visited with your family. Write a paragraph to describe it. Then read it to your family. Do they agree with your description?
Adverbs

Circle the adverb in each sentence. Does it tell **when**, **where**, or **how**? Write the adverb in the correct grid. Write only one letter in each square.

1. The race starts soon.  
2. Dan looks around.  
3. His friends wave proudly.  
4. The runners take off.  
5. How quickly Dan runs!  
6. Dan moves ahead.  
7. The others fall behind.  
8. Then Dan crosses the line.  
10. Dan always wins.

**When**

```
     
     
    s
```

**Where**

```
   
   a
```

**How**

```
   
   u
```

---

At Home: Make up your own word puzzle and sentences, using adverbs that tell **where**, **when**, and **how**. Ask family members to solve your puzzle.

Critical Thinking
Adverbs That Tell How

Look at the picture. Complete each sentence by writing an adverb that tells how.

1. Reynaldo prints ____________________________.
2. The teacher smiles ____________________________.
3. The girls listen ____________________________.
4. Gabriella and Jim work ____________________________.
5. Sandra laughs ____________________________.
6. Lisa holds the rabbit ____________________________.
7. Nari looks at the fish ____________________________.
8. Ralph carries the books ____________________________.
9. Debbie holds the scissors ____________________________.
10. Teresa looks at her painting ____________________________.

At Home: Invite family members to say what they are doing, using an adverb that tells how. What will you say?
Complete each sentence with adverbs that tell when and where. Use adverbs from the box.

<table>
<thead>
<tr>
<th>after</th>
<th>then</th>
<th>later</th>
<th>around</th>
<th>where</th>
</tr>
</thead>
<tbody>
<tr>
<td>here</td>
<td>yesterday</td>
<td>first</td>
<td>down</td>
<td>there</td>
</tr>
<tr>
<td>finally</td>
<td>outside</td>
<td>soon</td>
<td>inside</td>
<td>early</td>
</tr>
</tbody>
</table>

1. We arrived _________________________ _________________________.
   
   where when

2. _________________________ Dad and I walked _________________________.
   
   when where

3. We went _________________________ _________________________.
   
   where when

4. _________________________ I sat _________________________.
   
   when where

5. _________________________ Dad and I left _________________________.
   
   when where

At Home: Rewrite the sentences above with a family member, using different adverbs that tell when and where.
Simon, the Talking Cat

Meet Simon. He is a talking cat. You find him sitting at your back door one morning. What does Simon say to you? What do you say to Simon? Write what you and Simon say to each other. Use quotation marks correctly. The first sentence has been started for you.

1. The cat said, “Good morning. I am ________________________

2. I said, ________________________________

3. Simon asked, ________________________________

4. I replied, ________________________________

5. Simon said, ________________________________

6. ________________________________, I answered.

7. Then Simon told me, ________________________________

8. I asked, ________________________________

9. Simon said, ________________________________

10. ________________________________, I said.

At Home: Ask family members to help you continue the story about Simon, the Talking Cat.

Critical Thinking
Who’s Calling?

The telephone call is for you! Who is it? Is it a famous musician? Is it a sports star? Is it the president of the United States? What do you say? What does the person say to you? Write the conversation. Include some adverbs that tell how, when, or where.

“Hello,” I said slowly. “This is ________________.”
Imagine a new animal, named a “snokeet,” that an explorer might find near the North Pole. Complete the sentences to compare the snokeet to other animals. Choose adjectives from the box. Write the correct forms on the line.

At Home: With a family member, write more sentences to compare the made-up snokeet to other animals. Then draw a picture of the snokeet.

1. The snokeet is _______________ than a polar bear.

2. It is _______________ than a whale.

3. It is the _______________ animal of all.

4. Its tail is _______________ than a whale’s tail.

5. It is the _______________ animal I know.
Pete the Printer made five mistakes on the contents page in a book about insects. Find his mistakes, then fill in the new contents page correctly on the form below.

<table>
<thead>
<tr>
<th>Chapter 1 What Is an Insect?</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 3 Ages and Stages</td>
<td>25</td>
</tr>
<tr>
<td>Chapter 2 All Kinds of Insects</td>
<td>17</td>
</tr>
<tr>
<td>Chapter 4 Insects, Insects Everywhere</td>
<td>34</td>
</tr>
<tr>
<td>Chapter 4 Insects That Live Together</td>
<td>45</td>
</tr>
<tr>
<td>Chapter 6 Insects and People</td>
<td>60</td>
</tr>
</tbody>
</table>

**Contents**

- Chapter 1 What Is an Insect? 2
- Chapter 3 Ages and Stages 25
- Chapter 2 All Kinds of Insects 17
- Chapter 4 Insects, Insects Everywhere 34
- Chapter 4 Insects That Live Together 45
- Chapter 6 Insects and People 60

**At Home:** Copy information from the title page and table of contents in a book onto slips of paper. Mix them up. Ask a family member to help put the title page and table of contents in order.
Vocabulary: Antonyms

Across and Down

Write the antonym for each word. Then, circle each antonym in the puzzle.

1. soft ____________________ 5. cloudy ____________________
2. worst ____________________ 6. neat ____________________
3. full ____________________ 7. mean ____________________
4. high ____________________ 8. different ____________________

At Home: Make up your own antonym word search puzzle with a family member. Then challenge another family member to solve it.
What’s Missing?

Read the beginning of the story. Then write a middle and an end. Look for clues at the beginning to help you.

Tomorrow is the pet parade at school. Everyone is excited except Benny. Benny doesn’t have a pet. Then Benny has a great idea! He makes a pet. First, Benny finds a big rock.

At Home: Write a beginning and a middle for a story. Ask a family member to tell the ending as you write it down. Read the finished story together.