Sentences

RULES

• A sentence is a group of words that tells a complete thought.
  
  This is a sentence: → The bike is red.

• A group of words that does not tell a complete thought is not a sentence.
  
  This is not a sentence: → The red bike.

• A sentence names the person or thing you are talking about. It also tells what happened.

  Judd painted his bike red.

  ↑       ↑
  names    tells what
  a person happened

Circle each group of words that is a sentence. The first one is done for you.

1. My bike is green.
2. The sign.
3. Lin puts bows on her bike.
4. Asha and I watch her.
5. Harry puts stickers on his bike.
6. I like Ken’s bike.
7. It has a balloon on it.
8. The wheels.
10. All the bikes look great.

Decorate your bike today.
Statements and Questions

RULES

A **sentence** tells a complete thought. Here are two kinds of sentences.

- A **statement** is a sentence that tells something. It ends with a period.
  
  *We ride the train.*

- A **question** is a sentence that asks something. It ends with a question mark.
  
  *Where are we going?*

Read each sentence. Is it a statement or a question? Circle the correct word.

1. We go to the city on Saturday. **statement**   **question**
2. How do you get there? **statement**   **question**
3. We go by train. **statement**   **question**
4. What do you hear? **statement**   **question**
5. There are many people. **statement**   **question**
6. The train is noisy. **statement**   **question**
7. What is the next stop? **statement**   **question**
8. The tunnels are long. **statement**   **question**
9. Where do we get off? **statement**   **question**
10. Is the train on time? **statement**   **question**

At Home: Write two questions about riding on a train. Ask a family member to help you write an answer to each question.
Commands and Exclamations

RULES

- Every sentence begins with a capital letter.
- A command is a sentence that tells or asks someone to do something. It ends with a period.
  
  Look at that fish.

- An exclamation is a sentence that shows strong feeling. It ends with an exclamation mark.
  
  What big teeth it has!

Read each sentence. Is it a command or an exclamation? Circle the correct word.

1. Come over here. command exclamation
2. Wow, it’s a stingray! command exclamation
3. It’s coming right at me! command exclamation
4. I’m scared! command exclamation
5. Step away from the glass. command exclamation
6. Go up the stairs. command exclamation
7. What a surprise this is! command exclamation
8. Gee, that’s a big turtle! command exclamation
9. Read all about it. command exclamation
10. Point to the tiny fish. command exclamation

At Home: Ask family members to help you write two commands and two exclamations. Show them the correct end mark for each sentence.
Mechanics and Usage:
Sentence Punctuation

**RULES**

- Begin every sentence with a capital letter.
- A **statement** ends with a period.
  
  *We try new foods.*

- A **question** ends with a question mark.
  
  *Is that a pear?*

- A **command** ends with a period.
  
  *Taste this pea pod.*

- An **exclamation** ends with an exclamation mark.
  
  *The new cereal is so good!*

Write each sentence. Be sure to begin and end each sentence correctly.

1. **what is that fruit**

2. **it is a mango**

3. **peel it first**

4. **do I bite into it**

5. **wow, how sweet it is**

---

At Home: With a family member, write a statement, question, command, and exclamation about a favorite snack.
Mixed Review

RULES

- A **sentence** tells a complete thought. Every sentence begins with a capital letter.
  
  I like big cities.

- A **statement** tells something. It ends with a **period**.
  
  I like big cities.

- A **question** asks something. It ends with a **question mark**.
  
  Have you been to New York City?

- A **command** tells or asks someone to do something. It ends with a **period**.
  
  Get on the train.

- An **exclamation** shows strong feeling. It ends with an **exclamation mark**.
  
  Wow, we are going to the city!

Circle the kind of sentence each group of words makes.

1. I have never been on a train.
   
   **statement**    **command**

2. How fast does it go?
   
   **question**    **statement**

3. Sit down while the train moves.
   
   **exclamation**    **command**

4. Where are we now?
   
   **statement**    **question**

5. I cannot wait to see the city!
   
   **exclamation**    **question**
Subjects in Sentences

RULES
• The subject of a sentence tells who or what does something.

The rooster wakes us up.

The cows moo.

Read each sentence. Then write the underlined subject on the line.

1. Dad and I milk the cows.

2. Mom and Sarah feed the chickens.

3. I get eggs from the henhouse.


5. Lee Ann sets the table.

At Home: With a family member, write a list of chores people do in your home. Write a sentence about three of the chores. Circle the subjects.
Predicates in Sentences

RULES

- The **predicate** of a sentence tells what the subject does or what it is.

Our class **puts on a play.**

The play **is funny.**

Read each sentence. Write the underlined predicate on the line.

1. Our play **begins with a bark.**

2. Some children **play dogs.**

3. Other children **play cats.**

4. All the children **wear tails and ears.**

5. The animals **are friends at the end.**

At Home: With a family member, talk about a play or movie you have seen. Write a sentence about what the characters do. Point out the predicate.
Combining Sentences

RULES

• If you have two sentences with the same predicates, you can put them together to make one sentence.
• Use **and** to make two sentences into one.

\[ \text{Cora wrote a book.} \]
\[ \text{I wrote a book.} \]
\[ \text{Cora and I wrote a book.} \]

Write **and** to combine each pair of sentences.

1. Matt made a story map.
   Fred made a story map.
   Matt ____________ Fred made a story map.

2. Tina listed ideas.
   Ana listed ideas.
   Tina ____________ Ana listed ideas.

3. Jill wrote a draft.
   Ali wrote a draft.
   Jill ____________ Ali wrote a draft.

   Tyrone checked the spelling.
   Luke ____________ Tyrone checked the spelling.

5. Larry made a new copy.
   Harold made a new copy.
   Larry ____________ Harold made a new copy.
Mechanics and Usage:
Commas in a Series

**RULES**

- Use **commas** to separate three or more words in a series.

```
Jed, Lee, and I love the museum.

It has animals, plants, and rocks.
```

Draw a line under the series in each sentence. The first one is done for you.

1. Kevin, Kara, and Ron went to the museum.
2. They saw crows, jays, and robins.
3. They saw lions, tigers, and bears.
4. They loved the snakes, fish, and insects.
5. Olga, Drew, and Ian met them there.
6. They all saw the monkeys, apes, and gorillas.
7. Leah, Tarik, and I enter the hall.
8. Boats, rafts, and floats are everywhere!
9. One old raft makes Tarik, Leah, and me smile.
10. It is made of sticks, twigs, and string.

At Home: What kind of a museum would you like to visit? With a family member, write a sentence with three things you could learn about in a museum.
Mixed Review

**RULES**

- The **subject** of a sentence tells who or what does something.
- The **predicate** tells what the subject does or is.

\[
\text{Jake eats nuts.}
\]

↑↑

subject  predicate

- Use **commas** to separate three or more words in a series.

\[
\text{Jake, Eli, and I raked leaves.}
\]

↑↑

commas

Circle each subject. Underline each predicate. Add commas where they belong.

1. My family likes October.
2. We go to the country.
3. We buy pumpkins pears and apples.
4. Mom and I buy nuts.
5. Dad Rico and I pick apples.
6. Mom finds the pumpkins.
7. Mom and I eat an apple in the car.
8. At home Dad and I carve a pumpkin.
9. Mom makes apple pumpkin and pecan pies.
10. The pies are delicious!

**At Home:** Write a sentence that tells what you like about October. Show the sentence to a family member. Circle the subject and underline the predicate.
Common Errors with Incomplete Sentences

RULES

• Remember, a sentence must tell a complete thought.

• Every sentence has a subject and a predicate.

My friend plays at my house.

↑↑

subject predicate

• Every sentence begins with a capital letter and ends with a punctuation mark.

Circle each group of words that is a sentence.

1. My friend Wendy.
   Wendy and I play together on Wednesday.

2. Last Wednesday rain.
   Rain fell last Wednesday.

3. Wendy had her raincoat.
   Jumps in puddles.

4. We did not get wet!
   Not get dry.

5. When the rain.
   We hope it rains every Wednesday!
Study Skills: Dictionary

A dictionary tells what words mean.

- **Entry words** are the words you find in a dictionary.
- The entry words are in ABC order.
- A **sample sentence** shows how the word is used.
- **Guide words** tell the first and last words on the page.

Look at this dictionary page. Circle the correct answers below.

**Page/pan**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>page</td>
<td>One side of a paper: <em>My name is on the first page.</em></td>
</tr>
<tr>
<td>pain</td>
<td>A feeling of being hurt: <em>I had a pain in my side.</em></td>
</tr>
<tr>
<td>pal</td>
<td>A friend: <em>Jennie is my pal.</em></td>
</tr>
<tr>
<td>pale</td>
<td>Having little color: <em>The sky was pale blue.</em></td>
</tr>
<tr>
<td>pan</td>
<td>A kind of dish: <em>We put the pan on the stove.</em></td>
</tr>
</tbody>
</table>

1. Which two words are guide words?
   - page/pan  pal/page  pain/pale

2. How many entry words are on this page?
   - five  seven  one

3. Which word means “A friend”?
   - pale  pal  page

4. What word is the last entry word on this page?
   - pal  pain  pan

5. Which word best finishes this sentence?
   - We heated the water in the _____.
     - page  pain  pan

**At Home:**
With a family member, make up sample sentences of your own for each of the words on this dictionary page.
Vocabulary: Time-Order Words

• Time-order words show the order in which things happen.

• Here are some time-order words.
  first  finally  yesterday
  next  later  today
  then  now  tomorrow
  last of all  soon  long ago

Read the story. Circle the time-order words. Then write them on the lines below.

1. First, I get my toothbrush. Next, I put toothpaste on it. Then, I brush my teeth. Finally, I rinse. Last of all, I floss.

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

MCGRaw-HiLL LAnguAge ArtS
    Grade 2, Unit 1, Vocabulary, pages 26–27

At Home: Tell a family member what you do to get ready for bed. Use time-order words.
Write yes for each sentence that belongs in a paragraph about making a pizza. Write no for each sentence that does not belong.

1. First, we made the dough.________________________
2. Then, we put on the tomato sauce.________________________
3. Next, we added cheese.________________________
4. Sammy is my best friend.________________________
5. Finally, we baked the pizza in the oven.________________________

Write a paragraph using the sentences above. Leave out the sentence that doesn’t belong. Indent the first line.
Nouns

RULES

• A noun is a word that names a person, place, or thing.

Mom sets up a tent in the camp.

↑ noun ↑ noun ↑ noun

Circle the noun in each sentence.

1. The camp is nice.
2. The tent looks big.
3. My brother helps.
4. Mom goes swimming.
5. The sun is hot.
6. The wind blows.
7. My sister fishes.
8. A boat floats.
9. The river is warm.
10. Dad cooks.

At Home: Take turns with a family member naming nouns that you can find at a camp or outside your home.
More About Nouns

RULES

• A noun can name a person, a place, or a thing.

My [**brother**] sails a [**boat**] in the [**pond**].

↑ person

↑ thing

↑ place

Choose whether each underlined noun is a person, place, or thing. Circle the correct answer.

1. **Pedro** is happy today! person place thing
2. The **wind** is blowing. person place thing
3. The **boat** sails quickly. person place thing
4. **Carmen** is watching. person place thing
5. Carmen’s **shoe** is wet. person place thing
6. **Juan** pushed his boat. person place thing
7. **Mother** is coming. person place thing
8. The **pond** is very big. person place thing
9. The **sun** is going down. person place thing
10. It is time to go **home**. person place thing

At Home: Take turns with a family member naming people, places, and things you see every day.
Proper Nouns

RULES

• Some nouns name special people, pets, and places.
• This kind of noun is called a proper noun.

\[\text{Miss Lopez and Barky live in Rock City.}\]

\[\text{special name} \quad \text{special pet} \quad \text{special place}\]

Write the nouns that need capital letters.

1. ella rides the bus. __________________________
2. Her brother jake goes, too. __________________________
3. The trip starts in west virginia. __________________________
4. They visit a friend in denver. __________________________
5. They play with jesse the dog. __________________________
6. My friend leon wants a dog. __________________________
7. The pet store is in newton. __________________________
8. A dog follows us along main street. __________________________
9. We call the dog patches. __________________________
10. My sister cora takes a picture. __________________________
Days, Months, Holidays

RULES

- Some **proper nouns** name days of the week, months, and holidays.
- The name of each **day, month, and holiday** begins with a capital letter.

*Valentine’s Day is on February 14.*

Circle the correct proper nouns and write them on the lines.

1. Valentine’s Day _valentine’s day_ 
2. February _February_ 
3. Sunday _Sunday_ 
4. October _October_ 
5. labor day _Labor Day_ 
6. Tuesday _Tuesday_ 
7. thanksgiving _Thanksgiving_ 
8. december _December_ 
9. April _April_ 
10. friday _Friday_ 

At Home: With your family, write a list with the day and month of each person’s birthday. Be sure to use capital letters correctly.
Circle the special nouns in each sentence that should begin with a capital letter.

1. Uncle Roberto keeps rabbits in his backyard.
2. He lives on Elm Street in San Antonio, Texas.
3. He names the rabbits funny names like Hippy or Flo.
4. I live nearby on Third Avenue.
5. We visit the rabbits every Saturday.
6. Sometimes Kevin and I feed the rabbits.
7. One rabbit named Pogo was born on my birthday.
8. My birthday is in January.
9. On New Year’s Day, there will be more rabbits!
10. I would like to name one of the rabbits Bingo.

RULES

- Begin the names for people, pets, and places with capital letters.
  
  Ringo lives in Austin, Texas.
  Aunt Carolina lives there, too.

- The names of days, months, and holidays begin with capital letters.
  
  Next Saturday is Cinco de Mayo.
Mixed Review

RULES

• A noun names a person, place, or thing.
  
  friend = person  country = place  tree = thing

• Nouns that name special people, pets, and places begin with capital letters.
  
  Mom and Ruth = people  Taffy = pet  Orlando = place

• Nouns that name days, months, and holidays begin with capital letters.
  
  Monday = day  March = month  Thanksgiving = holiday

Circle the noun or nouns in each sentence. If the noun needs a capital letter, write the noun on the line.

1. My sister goes to the fair. ____________________

2. My dad and I go on tuesday. ____________________

3. My brother goes on memorial day. ____________________

4. We can see the animals. ____________________

5. Uncle fred likes the rides. ____________________

6. Don’t eat too many apples. ____________________

7. Does jane like the show? ____________________

8. My friend lisa has a ticket. ____________________

9. The fair ends in june. ____________________

10. Is there a holiday in july? ____________________
Plural Nouns

**RULES**

- A **singular noun** names one person, place, or thing.
  
  *one fork*

- A **plural noun** names more than one person, place, or thing.
  
  *two forks*

- Add **-s** to form the plural of most singular nouns.
  
  *spoon, spoons*  
  *plate, plates*

- Add **-es** to form the plural of nouns that end with *s, sh, ch,* or *x*
  
  *glass, glasses*  
  *bench, benches*

  *dish, dishes*  
  *box, boxes*

Circle the plural noun in each sentence.

1. Two (boat, boats) are on the lake.
2. Both boats have (sails, sail).
3. The sailors pack their lunch in lunch (box, boxes).
4. There are (beach, beaches) on both sides of the lake.
5. Three of my (friends, friend) like to swim there.
6. Many (bush, bushes) are on the shore.
7. Sometimes (foxes, fox) hide behind the bushes.
8. My aunt picks (bunch, bunches) of flowers.
9. Four (birds, bird) fly by.
10. We walk between two (tree, trees).
More Plural Nouns

RULES

• To form the plural of nouns ending in a consonant and y, change the y to i and add -es.
  
  one pony  two ponies

• Some nouns change their spelling to name more than one.
  
  one tooth  many teeth

Circle the correct noun for each picture.

1. woman  women

2. mouse  mice

3. cherry  cherries

4. tooth  teeth

5. bunny  bunnies

At Home: Work with a family member to make a list of plural nouns. Circle the words that have spelling changes.
Singular Possessive Nouns

RULES

• Some nouns show who or what owns or has something. This kind of noun is called a **possessive noun**.

• Add an **apostrophe (’)** and an **s** to a singular noun to make it possessive.

  The **boy’s mitt** is too big! **Mr. Day’s hat** is too small!

Circle the possessive form. The first one is done for you.

1. girl  **girl’s**  6. cat’s  **cat**
2. **bird’s**  **bird**  7. boy  **boy’s**
3. brother  **brother’s**  8. Joe’s  **Joe**
4. Ana  **Ana’s**  9. Rosa’s  **Rosa**
5. teacher  **teacher’s**  10. pig  **pig’s**
Plural Possessive Nouns

**RULES**

- Add just an *apostrophe* (’) to most **plural nouns** to make them possessive.

This apostrophe is correct:  
**two boy**’s bikes

This apostrophe is not correct:  
**two boy**’s bikes

The *two boys’* bikes are shiny.

Circle the noun that is plural possessive.

1. birds’  
   bird’s  
   **6. brothers’**  
   brother’s

2. girl’s  
   girls’  
   **7. sister’s**  
   sisters’

3. student’s  
   students’  
   **8. teachers’**  
   teacher’s

4. horses’  
   horse’s  
   **9. mothers’**  
   mother’s

5. store’s  
   stores’  
   **10. dog’s**  
   dogs’

---

At Home: Work with a family member to put each of the possessive nouns on this page into sentences.
Mechanics and Usage: Letter Punctuation

**RULES**

- Put a **comma** after the greeting of a letter.

  > Dear Dad,

  Put the comma here.

- Put a **comma** after the closing.

  > Your son,

  Put the comma here.

Circle the greeting or closing that is correct.

1. Dear Mayor, West  Dear, Mayor West  Dear Mayor West,
2. Your pal  Your pal,  Your, pal
3. Best wishes,  Best, wishes  Best wishes
4. Dear, Mr. Tanaka  Dear Mr., Tanaka  Dear Mr. Tanaka,
5. With, many thanks  With many thanks,  With many, thanks
6. Your friend  Your friend,  Your Friend
7. Sincerely  sincerely,  Sincerely,
8. Dear Linda  Dear Linda!  Dear Linda,
9. Your daughter,  your daughter,  your Daughter
10. Dear Ms. Taylor,  dear Ms. Taylor  Dear Ms Taylor

At Home: Write a letter to a family member thanking the person for something.
Read the letter. Add commas where they belong. Write if the noun in ( ) is singular, plural, or possessive.

1. Dear (Lian) ________________________________
2. I had fun at your (party). ________________________________
3. The party (games) were great! ________________________________
4. (Danny’s) piñata was full of surprises. ________________________________
5. The (clown’s) show made me laugh. ________________________________
6. I liked the magic (act). ________________________________
7. The (puppets’) story was funny. ________________________________
8. The (bunnies) were cute. ________________________________
9. I liked your new (glasses). ________________________________
10. Your friend (Megan) ________________________________

At Home: Write some sentences about things in your house. Who do they belong to? Use possessive nouns.
Common Errors with Possessive Nouns

RULES

• A **possessive noun** shows who or what owns or has something.

• To form the possessive of a singular noun, add ’s.
  
  This sentence is **not** correct: *My sisters drum is red.*
  
  This sentence is **correct**: *My sister’s drum is red.*

• To form the possessive of a plural noun that ends in -s, add an apostrophe (’).  
  
  This sentence is **not** correct: *My brothers drums are blue.*
  
  This sentence is **correct**: *My brothers’ drums are blue.*

Circle the possessive noun.

1. boy    boy’s    6. cat    cat’s
2. dog’s    dog    7. sisters’    sisters
3. girls    girls’    8. birds’    birds
4. friend’s    friend    9. doctors    doctor’s
5. teachers    teachers’    10. father’s    fathers
Study Skills: Note-Taking and Summarizing

**RULES**

- When you read a paragraph for information, you can take **notes**. The notes will help you remember what is most important about the paragraph.
- You can use your notes to write a **summary** that tells what the paragraph is about.
- Be sure to use your own words when you write a summary.

Read the paragraph about cats and the notes next to it. Then answer the questions.

**Cats**

People like cats as pets. There are many different kinds of cats. Some cats have long fur. Some cats have short fur. Cats come in many colors—black, gray, white, and orange.

1. What is the paragraph about?

2. What does the paragraph tell you about the color of cats?

3. How does note-taking help you?

4. What can you use your notes to write?

5. Are the notes written in complete sentences?

**At Home:** Read a paragraph from a book about animals. Take notes and then write a summary. Read your summary to a family member.

McGraw-Hill Language Arts
Grade 2, Unit 2, Study Skills, pages 94–95
Vocabulary: Compound Words

• A **compound word** is a word that is made from two smaller words. Knowing the meaning of the two smaller words can help you figure out the meaning of the compound word.

Write the compound word that is made from each pair of words.

1. sail + boat = ____________________________
2. table + cloth = __________________________
3. news + paper = __________________________
4. bed + room = ____________________________
5. mail + box = ____________________________
6. base + ball = ____________________________
7. side + walk = ____________________________
8. sun + shine = ____________________________
9. sun + flower = ____________________________
10. out + side = ____________________________

At Home: With a family member, think of three compound words. Then write a sentence using each one.
A lead begins a piece of writing.
The most important idea is often stated in the lead.
An ending finishes a piece of writing.
The ending sums up the writing or states the main idea again.

Write lead or ending to tell how each sentence can be used.

1. One day, my sister and I found an old coin. 
   That’s why the coin was important.

2. My trip began on a rainy day.
   At last, I found the answer.

3. This will be my first airplane ride!
   The airplane landed smoothly.

4. I even ate the burnt ones!
   One time, Mom and I baked cookies.

5. I’ll never eat green apples again!
   On Saturday, we picked 10 baskets of apples.

At Home: With a family member, think up a lead sentence for a story about an animal. Then take turns adding to the story. Give it a good ending.
Action Verbs

**RULES**

- An action verb is a word that shows action.

  *Juan and Ali [**play**] baseball.*
  *Juan [**hits**] the ball.*
  *Ali [**catches**] it.*

Draw a line to match each verb to the picture that shows the action.

1. pitch
   ![Pitcher](image1)

2. clap
   ![Clapper](image2)

3. run
   ![Runner](image3)

4. slide
   ![Sider](image4)

5. shake
   ![Shaker](image5)

At Home: Ask a family member to act out a sport. What actions can you name?
Present-Tense Verbs

**RULES**

- The **tense** of a verb tells when something happens.
- **Present-tense verbs** tell about actions that happen now.
- Add **-s** to present tense verbs to tell about one person or thing.
  
  *The bird* **sings**.
- Add **-es** if the verb ends with *s, ch, sh, x, or z.*
  
  *My aunt* **watches**
  
  the bird.

Draw a line under the present-tense verb in each sentence. Circle the ending **-s** or **-es**.

1. Aunt Bev watches birds.

2. She teaches me about them.

3. She sees a bird with a red head.


5. She learns its name.

**At Home:** Ask a family member to tell you about his or her hobby. Point out the present-tense verbs used.
Subject-Verb Agreement

RULES

• The **subject** and the **verb** in a sentence must **agree**.
• If you are telling about one, add **-s** or **-es** to the verb.
  
  A horse **runs**.
• If you are telling about more than one or **you**, do **not** add **-s** or **-es** to the verb.
  
  The horses **run**.

Underline the verb that agrees with the subject in each sentence.

1. Two **(bark, barks)**.
2. One **(cheep, cheeps)**.
3. Two **(roar, roars)**.
4. The **(buzz, buzzes)**.
5. The **(hoot, hoots)**.

At Home: Look at an animal at home or near your home. Tell what it does. Use correct subject-verb agreement.
Mechanics and Usage: Abbreviations

RULES

• An **abbreviation** is a short way of writing a word.
• Abbreviations for the titles in people’s names start with a capital letter and end with a period.

   *Here are* **Ms.** Yee, and **Mr.** White.

   *They are waiting to see* **Mrs.** Testa.

Circle the letters that should be capitals in each sentence. Add periods where they are needed.

1. mr and mrs Daly wrote a letter to the teacher.
2. Their son John Daly, jr was sick for two weeks.
3. They took John to see dr Romer.
4. mrs Testa sent John’s schoolwork home.
5. The teacher’s aide, mr Lake, helped John.

At Home: Make a list of people to call in an emergency. Ask a family member to help you. Use people’s correct titles.
Mixed Review

RULES

• An action verb is a word that shows action.

   Every summer, Uncle George rides in a canoe.

• Present-tense verbs tell about actions that happen now.

   My sister Emma and I go with him.

• Add -s or -es to a present-tense verb only if it tells about one person or thing.

   Uncle George usually fishes in the river.

• The subject and the verb in the same sentence need to agree, or go with each other correctly.

   Emma and I look for birds on the shore.

Read each sentence. Draw a line under the action verb. Draw a circle around the subject.

1. Emma and I pack supplies in the canoe.
2. Uncle George pushes the canoe into the water.
3. I paddle hard.
4. Emma almost falls into the water!
5. We canoe down the White River.
Past-Tense Verbs

RULES

- **Past-tense verbs** tell about actions that happened before now.
- To tell about actions in the past, add the ending *-ed* to most verbs.

  \[
  \text{Yesterday, a rabbit} \quad \boxed{\text{crossed}} \quad \text{our path.}
  \]

- If the verb ends in a short vowel followed by a single consonant, double the consonant and add *-ed*.
- If the verb ends in a silent *e*, drop the *e* and add *-ed*.

  \[
  \text{It} \quad \boxed{\text{stopped}} \quad \text{nearby. Then it} \quad \boxed{\text{raced}} \quad \text{away.}
  \]

Draw a line under the past-tense verb in each pair of words. Circle the past-tense endings.

1. fill  \quad \boxed{\text{filled}}
2. need  \quad \boxed{\text{needed}}
3. batted  \quad \boxed{\text{bat}}
4. liked  \quad \boxed{\text{like}}
5. blame  \quad \boxed{\text{blamed}}

At Home: When was the last time you saw an animal outside? Ask a family member to help you write about it. Use past-tense verbs.
The Verb *Have*

**RULES**

- The verb *have* has three forms: *have*, *has*, and *had*.
- The verbs *has* and *have* tell about present actions.

\[
\text{I have a plum. Yuen has an apple.}
\]

- The verb *had* tells about the past.

\[
\text{Yesterday, we both had bananas.}
\]

Circle the correct verb for each sentence.

1. We _______ lunch.  
   has  have
2. Ty _______ a sandwich.  
   has  have
3. Maria _______ a sandwich, too.  
   has  have
4. Yesterday, she _______ pasta.  
   have  had
5. Last week, I _______ chili.  
   have  had
Combining Sentences: Verbs

**RULES**

- Sometimes parts of two sentences are the same.
- You can use **and** to combine the sentences so you do not repeat words.


---

Draw a line under the sentence parts that are the same. Write **and** to combine each pair of sentences.

1. They roll on the mats. They jump over the beam.
   
   They roll on the mats ______ jump over the beam.


   Children hang on the rings ______ swing.

3. The gym teacher watches. The gym teacher helps.

   The gym teacher watches ______ helps.


   Kara walks on the beam ______ jumps on the mats.

5. Tanya tucks her legs. Tanya turns over.

   Tanya tucks her legs ______ turns over.

---

At Home: Find pictures of people playing a sport or doing another activity. Ask a family member to help you write about it. Try combining some sentences.
Mechanics and Usage: Commas in Dates

RULES

• Write a comma between the day and the year in a date.

  January 1, 1995
  March 6, 2004
  February 29, 2008

Write each date correctly.

1. January 6 2001

2. May 5 1922

3. April 21 1861

4. September 7 1998

5. December 5 2003

At Home: Ask a family member to help you name two important dates in your life. Work together to write a sentence about each one.
Mixed Review

RULES

• **Past-tense verbs** tell about actions in the past.

<table>
<thead>
<tr>
<th>Add -ed</th>
<th>Double the last consonant and add -ed</th>
<th>Drop the final e and add -ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>splash</td>
<td>splashed</td>
<td>use → used</td>
</tr>
<tr>
<td>hop</td>
<td>hopped</td>
<td></td>
</tr>
</tbody>
</table>

• The verb **have** has three forms: *have, has, had.*

> We **have** one birdbath.

> Lydia **has** two birdbaths.

> Lyle **had** a birdbath, but it broke.

Underline the past-tense verb in ( ) in each sentence.

1. Last year, Aunt Kate (had, has) a big birdbath in her yard.
2. Many birds (use, used) the birdbath.
3. One time, a blue jay (splashed, splashes) in the water.
4. The sparrows (hopped, hop) out of the way.
5. Then, the rain (fills, filled) the birdbath again.

---

**At Home:** Watch the animals in your yard or in a park. Using past-tense verbs, write a story about what they did. Read your story to a family member.
Common Errors with Subject-Verb Agreement

RULES

• When you write a sentence, the subject and the verb must agree.

• Add -s or -es to the verb if the subject is one person or thing.
  not correct → My dog jump when he sees me.
  correct → My dog jumps when he sees me.

• Do not add -s or -es to the verb if the subject is more than one person or thing.
  not correct → The monkeys hangs from the tree.
  correct → The monkeys hang from the tree.

Draw a line to match each subject with the correct predicate.

subject  predicate
1. One duck  swim together.
2. Many ducks  bark at the cat.
3. The dog  barks at me.
4. The horses  swims fast.
5. The dogs  gallop quickly.
Study Skills: Maps

Rules
- You can use a map to find your way from one place to another.
- A map helps you find places.
- The pictures on a map are called symbols.
- The key tells you what each symbol means.

The map below shows Juan’s apartment. Use the map to answer the questions.

1. Which rooms have two doors?

2. Which rooms have only one window?

3. What does this symbol show? 

4. How many windows does the Living Room have?

5. What room is to the left of the Bedroom?

At Home: Ask a family member to hide an object, then draw a map to it. Follow the map. Can you find the object?
Vocabulary: Prefixes

- A prefix is a word part added to the **beginning** of a word.
- A prefix changes the **meaning** of a word.
- You can use prefixes to say things **in a shorter way**.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>not, opposite of</td>
<td>un- + happy = unhappy</td>
</tr>
<tr>
<td>re-</td>
<td>again, back</td>
<td>re- + build = rebuild</td>
</tr>
</tbody>
</table>

Add **un**- or **re**- to each word to tell about each picture.
Write the new word on the line.

1. opened
2. paint
3. locked
4. heat
5. wash

---

**At Home:** Act out an activity for a family member. Have them guess what the opposite activity would be. For example: tie your shoes (untie); fold a piece of paper (unfold).
Composition: Logical Order

- **Time-order words** help you tell steps or directions in the order that they happen.
  
  *First,* press the buttons.
  *Next,* say hello.
  *Last,* say goodbye.

- **Space-order words** help you tell where people, places, and things are placed in space.
  
  *The phone is* to the right of the picture.
  *The rug is* below the desk.

Read the sentences. Circle the time-order words. Draw a line under the space-order words.

1. First, I turned on my computer.

2. I moved the mouse to the right of the computer.

3. Next, I e-mailed my friend.

4. She lives three blocks to the north of my house.

5. Finally, she e-mailed me back.

**At Home:** Draw a picture of a room in your home. Show it to a family member. Write three sentences about your picture. Use as many space-order words as you can.
The Verb *be*

**RULES**

- The verb *be* has special forms in the present tense and in the past tense.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I</em></td>
<td><em>am</em></td>
<td><em>was</em></td>
</tr>
<tr>
<td><em>she, he, it</em></td>
<td><em>is</em></td>
<td><em>was</em></td>
</tr>
<tr>
<td><em>you, we, they</em></td>
<td><em>are</em></td>
<td><em>were</em></td>
</tr>
</tbody>
</table>

- The verbs *am, is,* and *are* tell about the present time.

> My dog *is* dry today.

- The verbs *was* and *were* tell about the past.

> Yesterday he *was* wet.

Circle the correct verb to complete each sentence.

1. I ____ out in the rain yesterday. is was
2. My dog ____ out with me, too. were was
3. We ____ both wet! was were
4. Today ____ sunny and bright. is are
5. We ____ happy to play outside. am are

**At Home:** Tell a family member what you did the last time it rained. Work together to write a sentence about it. Use the correct form of the verb *be.*
Helping Verbs

RULES

• A **helping verb** helps another verb show an action.
  
The verbs **be** and **have** can be helping verbs.

• Use forms of **be** to tell about things that are happening now.
  
  *Our class* **is** putting on a play.
  *I* **am** a queen.
  *You* **are** playing the part of a prince.

• Use forms of **have** to tell about things that have already happened.
  
  *We* **have** made all the costumes.
  *Our teacher* **has** told our parents.
  *I* **have** learned my lines.

Read the helping verbs in the box. Choose one to complete each sentence.

<table>
<thead>
<tr>
<th>have</th>
<th>has</th>
<th>am</th>
<th>is</th>
<th>are</th>
</tr>
</thead>
</table>

1. The play ____________ starting.

2. I ____________ saying my first line.

3. We ____________ acting out a story.

4. My mom ____________ never seen me act before.

5. We ____________ done a good job!

---

**At Home:** Tell a family member about taking part in a school play. Together write a sentence about it. Use a helping verb such as *is, am, are, has,* or *have.*

---

McGraw-Hill Language Arts
Grade 2, Unit 4, Verbs,
pages 212–213
Linking Verbs

RULES

• A linking verb is a verb that does not show action. The verb be can be a linking verb.

\[ \text{Jump} \text{ is an action verb.} \quad \rightarrow \quad \text{My dog} \text{ jumps} \text{ high.} \]

\[ \text{Is} \text{ is a linking verb.} \quad \rightarrow \quad \text{My dog} \text{ is} \text{ very big.} \]

• The verb be links the subject to words that describe something about the subject.

\[ \text{The stars are bright.} \]

Read each sentence. Circle the linking verbs. Underline the action verbs.

1. That star is twinkling.
2. All of the stars are far away.
3. We see a few shooting stars.
4. The shooting stars are exciting!
5. The moon shines in the sky.

At Home: Go outside at night with a family member. Write a sentence that tells what you see. Circle any linking verbs you use. Underline the action verbs.
Mechanics and Usage: Commas in Names of Places

**RULES**

- Use a **comma** between the name of a city and a state.

  *Boston, Massachusetts*
  
  *Seattle, Washington*

Circle the city and state with the comma in the correct place.

1. Jackson, Mississippi
   - Jackson Mississippi
2. Las Vegas Nevada
   - Las Vegas, Nevada
3. Butte, Montana
   - Butte Montana,
4. Phoenix, Arizona
   - Phoenix Arizona,
5. Garden City New, Jersey
   - Garden City, New Jersey
6. Nashville, Tennessee
   - Nashville Tennessee
7. Eugene Oregon
   - Eugene, Oregon
8. Iowa City, Iowa
   - Iowa, City Iowa
9. Gary Indiana
   - Gary, Indiana
    - Philadelphia Pennsylvania

**At Home:** Ask a family member to help you write the names of five cities and states. Put the commas in the correct place between the cities and states.
Mixed Review

**RULES**

- The verb *be* has special forms.
  
  **Tells About Now** | **Tells About the Past**
  --- | ---
  *am* | *was*  
  *is* | *were*  
  *are* |  
  *Nate* *is* riding a bike, too.  
  *were* There *were* ten boys in my class.

- Helping verbs like *be* and *have* help another verb show action.
  
  *The boy* *has* **gone**.

- A linking verb does not show action. The verb *be* links the subject to words that describe the subject.
  
  *The boy* *is* **tall**.

- Use a comma between the name of a city and state.
  
  *Baltimore, Maryland*

Circle each word or group of words that correctly completes each sentence.

1. There _____ ten girls in my class.  
   *is*  
   *are*  

2. I _____ the only girl with short hair.  
   *am*  
   *is*  

3. My school is in ____.  
   *Athens Georgia*  
   *Athens, Georgia*  

4. I _____ counting the boys in class.  
   *is*  
   *am*  

5. We _____ welcomed a new boy.  
   *has*  
   *have*
The Verbs Go and Do

**RULES**

- Verbs like *go* and *do* do not add *-ed* in the past tense.
- These verbs change their spelling in the past tense.
- These verbs are called *irregular verbs*.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>We go</em> to the park.</td>
<td><em>We went</em> to the park.</td>
</tr>
<tr>
<td><em>I do</em> not litter.</td>
<td><em>I did</em> not litter.</td>
</tr>
<tr>
<td><em>Our dog goes</em> with us.</td>
<td><em>Our dog went</em> with us.</td>
</tr>
<tr>
<td><em>He does</em> a trick.</td>
<td><em>He did</em> a trick.</td>
</tr>
</tbody>
</table>

Circle the correct verb to complete each sentence. Then write the verb on the line.

1. Last Friday, I _________ to the park.  
   - go  - went

2. Today I _________ with my friend Ana.  
   - go  - goes

3. Last time we _________ forget our lunch.  
   - did  - do

4. _________ Ana have fruit today?  
   - Does  - Do

5. Yesterday we _________ eat a lot!  
   - do  - did

**At Home:** Tell a family member what you like to do at the park. Together write a sentence about it. Use one of these verbs: *go, goes, went, do, does, did*.  

**Reteach**
The Verbs *Say*, *See*, and *Run*

**RULES**

- *Say*, *see*, and *run* are irregular verbs. They do not add *-ed* to form the past tense.

  - *Jake said* he would wave to us.
  - *We saw* the team play.
  - *Jake ran* across the field.

Circle the past-tense verb to complete each sentence. Then write the verb on the line.

1. Dad _______ we could go to the football game. *said* *say*

2. We _______ to the gate. *run* *ran*

3. We _______ a player kicking the ball. *saw* *see*

4. Dad _______, “Look at that kick!” *says* *said*

5. Then we _______ to our seats. *run* *ran*

**At Home:** With a family member, look for an article about a sports event. Write a sentence about it, using the correct tense of *say*, *see*, and *run*. 
The Verbs *Come, Give, and Sing*

**RULES**

- The past-tense forms of *irregular verbs* do not end in *-ed*.
- *Come, give,* and *sing* are irregular verbs.

Lucy *came* to my house on Friday.  
*She gave* me a nice surprise.  
Lucy *sang* my favorite song!

Circle the past-tense verb to complete each sentence. Then write the verb.

1. Last night, I _________ my bird some seeds.  
   give, gave

2. Then she _________ a sweet song.  
   sing, sang

3. So we _________ her a new treat.  
   gave, give

4. Yesterday, Lucy _________ to hear her.  
   comes, came

5. Lucy _________ with my bird!  
   sing, sang

*At Home:* Ask family members which singers they like to listen to. Write down what they say. Circle the verbs you use. Tell which are in the past tense.
Contractions with *not*

**RULES**

- A contraction is a short form of two words.
- Put an apostrophe (') in the place of the letters that are left out when the two words are combined.

**did not**

Alonzo *did not* paint. → Alonzo *didn’t* paint.

- is + not = isn’t
- did + not = didn’t
- does + not = doesn’t
- cannot = can’t
- are + not = aren’t
- have + not = haven’t
- do + not = don’t
- has + not = hasn’t

Circle the contraction for the underlined words.

1. Alonzo *did not* want to paint.  
   did’t aren’t

2. He *has not* tried yet.  
   hadn’t hasn’t

3. “I *cannot* paint!” he said.  
   can’t doesn’t

4. He *does not* know that painting is fun.  
   doesn’t isn’t

5. I *have not* helped him yet.  
   haven’t hasn’t

---

**At Home:** Think about something you would like to learn about. Work with a family member to write a sentence about it. Use a contraction.
Mechanics and Usage: Apostrophes

**RULES**

- Use an apostrophe (’’) to take the place of the letters that are left out in a contraction.

  *Olga and Jill don’t have any pets.*

- Add an apostrophe and -s to make a singular noun possessive.

  *Olga’s dad said they can get two pets.*

- Add an apostrophe to make most plural nouns possessive.

  *Here are the girls’ new pets.*

Circle the correct word to complete each sentence. Then write the word on the line.

1. Olga ___________ want to go  
   doesn’t  doesn’t  
   to the pet store.

2. ___________ dad takes her to  
   Jills’  Jill’s  
   the pet store.

3. At first, Jill ___________ decide  
   cant  can’t  
   which kitten she wants.

4. Olga ___________ know Jill would  
   didn’t  didn’t  
   bring home two kittens.

5. The ___________ beds are in  
   kitten’s  kittens’  
   the kitchen.

**At Home:** Tell a family member why you would like to have a pet. Write a sentence about it. Circle the contractions you use.
Read each sentence. Draw a line under the word that correctly completes the sentence.

1. I _____ Pedro’s picture. see saw
2. I _____ know how to paint. didn’t didn’t
3. Pedro _____ me a set of paints. give gave
4. _____ the colors pretty? Wasn’t Aren’t
5. Blue and yellow _____ make red. dont don’t
dont don’t
6. I _____ to art class with Pedro. went go
7. My mom _____ to class, too. come came
8. _____ she surprised! Was’nt Wasn’t
9. She _____ my painting was good. say said
10. Pedro _____ to see it, too. ran run

At Home: Draw a picture and write two sentences about it. Use contractions in your sentences. Read them to a family member.
Circle the word that best completes each sentence.
Write it on the line.

1. Five little pigs _____________ to market.  goed  went
2. One little pig _____________ all the way.  ran  runned
3. One little pig _____________, “Let’s sing!”  said  sayed
4. So the little pigs _____________ a song.  singed  sang
5. The mayor _____________ to the market.  came  comed
6. What _____________ he see?  did  doed
7. He _____________ the pigs singing.  seed  saw
8. The mayor _____________ a picture.  taked  took
9. Then he _____________ the pigs a prize.  gave  gived
10. Then the pigs _____________ home.  goed  went

At Home: With a family member, choose two of these verbs: sing, give, come, run, say, see, do, go. Use each in a sentence in the past tense.
An encyclopedia is a set of books filled with information about people, places, and things.

Each book is called a volume. The volumes are in ABC order.

The letter or letters on each volume show what topics are in the book. The topics are in ABC order.

To look up a topic, use the first letter of its name and find the volume with that letter.

To look up a person, look under the first letter of the person’s last name.

Circle the correct encyclopedia volume for each topic.

1. William Jefferson Clinton
   3  4  21

2. telephones
   P  T  D

3. ice cream
   10  3  4

4. Georgia
   7  8  9

5. Africa
   A  F  C

6. fireworks
   F  QR  T

7. canoes
   3  4  5

8. Marie Curie
   3  4  13

9. robots
   B  QR  UV

10. washing machines
    20  21  13

At Home: Write your family’s last name. Find the volume where that name would be. Now do this for a relative who has a different last name.
Vocabulary: Suffixes

RULES

- A suffix is a word part that is added to the end of a word.
- A suffix changes the meaning of the word.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-less</td>
<td>without</td>
<td>spot + less = spotless</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>help + ful = helpful</td>
</tr>
</tbody>
</table>

The house is spotless.
I am helpful.

Look at each picture. Write the word that tells what the picture shows.

1. care + less
2. rest + ful
3. thought + ful
4. peace + ful
5. use + less

At Home: Tell a family member about a time you felt thoughtful or restful. Then draw a picture about that time and write a caption for it.
Composition: Sentence Style and Variety

**RULES**

- Make your sentences **different lengths**.
- Do not begin every sentence with the **same words**.
- **Combine the subjects** of two sentences to make one sentence.

\[
\begin{align*}
Toby & \text{ can run.} \\
I & \text{ can run.}
\end{align*}
\]

\[\Rightarrow \quad \text{Toby and I can run.}\]

- **Combine the predicates** of two sentences to make one sentence.

\[
\begin{align*}
We & \text{ play outside.} \\
We & \text{ play with friends.}
\end{align*}
\]

\[\Rightarrow \quad \text{We play outside with friends.}\]

Read the sentence pairs. Combine the sentences using **and**.

1. I walk my dog, Toby. I walk in the park.

2. My friends throw a ball. I throw a ball.


4. Toby loves to run. Toby loves to play.

5. My friends love Toby. I love Toby.

---

**At Home:** Write three sentences that tell about dogs. Make sure your sentences begin with different words and are different lengths. Show them to your family.
Pronouns

RULES

• A pronoun is a word that takes the place of a noun or nouns. Pronouns can tell about one person or thing.

  Gina likes kickball.
  She likes kickball.

• Pronouns can tell about more than one person or thing.

  Gina and I play kickball.
  We play kickball.

Circle the pronoun that can take the place of the underlined noun or nouns.

1. Harry kicks the ball to Gina. He She
2. Gina passes the ball to Amanda. She They
3. Gina and Harry are good players. We They
4. Jasper and I watch Gina play. They We
5. The ball is big and colorful. It They

At Home: Tell a family member about good sports players at your school. What pronouns did you use? Write them in a list.
I and Me

RULES

• Use the pronouns I and me to tell about yourself.
  
  I like the bug book that Dad gave me.

• Use I when you are the subject of a sentence.
  
  I like my school.

• Use me when you talk about yourself after an action verb.
  
  Dad takes me in the car.

Circle the pronoun that completes each sentence.

1. _____ like to find bugs.  
   Me I

2. Roy and _____ look for them.  
   me I

3. Roy helps _____ find them.  
   I me

4. _____ show Roy a black spider.  
   I Me

5. He tells _____ a spider has eight legs.  
   I me

At Home: Tell a family member what you like or don’t like about bugs. Use the words I and me.
We and Us

RULES

• Use the pronouns *we* and *us* to tell about yourself and someone else.

  *Kara and I have two cats The cats play with Kara and me.*

  ▼

  *We have two cats. The cats play with us.*

• Use *we* as the subject of a sentence.

  *We are friends.*

• Use *us* after an action verb.

  *Fluffy and Zipper chase us.*

Circle the word that replaces the underlined words.

1. Zipper leads *Kara and me* downstairs. we us
2. *Kara and I* toss a ball of yarn. We Us
3. Fluffy brings *Kara and me* the ball of yarn. we us
4. *Kara and I* pet Fluffy. We Us
5. Fluffy and Zipper love *Kara and me*. we us

At Home: Write three sentences about you and a pet. Use *we* and *us*. Read your sentences to a family member.
Circle the correct words to complete each sentence. Then write the words on the lines.

1. ________________ have new boots.
   - Michelle and I
   - I and Michelle

2. Mom let ________________ lead the way.
   - Michelle and me
   - me and Michelle

3. My dog followed ________________.
   - me, Mom, and Michelle
   - Mom, Michelle, and me

4. ________________ was very hot and thirsty.
   - i
   - I

5. ________________ made it to the top!
   - Mom, Michelle, and i
   - Mom, Michelle, and I

At Home: With a family member, draw a picture of a place where you would like to go hiking. Write two sentences about it using I and me.
Mixed Review

RULES

• A pronoun takes the place of one or more nouns. They match the noun or nouns they replace.

  The boy has a guinea pig. He has a guinea pig.

• Use the capital letter I to tell about yourself in the subject of a sentence. Use me after an action verb.

  I clean the cage. Mom helps me.

• Use we and us to talk about yourself and others. We is the subject of a sentence. Us comes after an action verb.

  We change the water. The guinea pig watches us.

• Name yourself last when talking about yourself and another person.

  Mike and I play with the guinea pigs.

Read each sentence. Circle the word or phrase in () that correctly completes the sentence.

1. (I, Me) have two guinea pigs.
2. Mike likes to pet (they, them).
3. One day (they, them) got lost.
4. Mike and (I, me) looked everywhere!
5. (I and him, He and I) could not find them.
6. (Us, We) got some guinea pig food.
7. We put (it, us) on the floor.
8. The guinea pigs found (we, us)!
9. We fed (them, they).
10. Mom showed (us, we) how to lock the cage.

At Home: Think about a pet you would like to have. Write some sentences that tell about it. Use pronouns. Show your sentences to a family member.
Pronoun-Verb Agreement

**RULES**

- **Pronouns** and verbs must agree, or work together, the same way nouns and verbs do. When the pronoun *he, she,* or *it* is in the subject of a sentence, add -s to most verbs in the present tense.

<table>
<thead>
<tr>
<th>pronoun</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>finds animals by the pond.</td>
</tr>
</tbody>
</table>

- If the subject is *I, you, we,* or *they,* do not add -s to most verbs in the present tense.

<table>
<thead>
<tr>
<th>pronoun</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>see butterflies and frogs.</td>
</tr>
</tbody>
</table>

Read each sentence. Circle the correct verb in ( ).

1. They (look, looks) for frogs.
2. I (tell, tells) Luca where to look.
3. We (hunt, hunts) for them at the pond.
4. He (find, finds) a big frog in the water.
5. It (hop, hops) away.
6. We (see, sees) it in the grass.
7. It (hide, hides) from us.
8. I (asks, ask) Luca for help.
9. He (shouts, shout) at the frog.
10. It (jump, jumps) back in the pond.
Possessive Pronouns

**RULES**

- A **possessive pronoun** takes the place of a possessive noun. A possessive pronoun shows who or what owns or has something. Possessive pronouns can tell about one person or thing: *my, your, his, her, its.*

  *Maria’s* dog likes to run.
  *Her* dog likes to run.

- Possessive pronouns can tell about more than one person or thing: *our, your, their.*

  *People’s* dogs go to the park.
  *Their* dogs go to the park.

Circle the possessive pronoun in each sentence.

1. Luke and Sonia like *their* dog.
2. His name is Rusty.
3. Sonia takes *her* dog to the park.
4. I give the dog *my* sandwich.
5. Rusty drinks out of *his* bowl.
7. Her name is *Bessie*.
8. I feed my fish.
9. They swim in their tank.
10. We take care of our pets.

**At Home:** With a family member, write a list of what you use to take care of a pet, such as a brush. Use a possessive pronoun in a sentence about each item.
Contractions: Pronoun and Verb

RULES

• A **contraction** is the short form of two words. An **apostrophe (‘)** takes the place of the letters that are left out when the two words are combined.
  
  
  **Look, I am** dressed up!  
  **Look, I’m** dressed up!

• Here are some contractions you can use.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I am</em> = <em>I’m</em></td>
<td><em>we are</em> = <em>we’re</em></td>
</tr>
<tr>
<td><em>you are</em> = <em>you’re</em></td>
<td><em>she is</em> = <em>she’s</em></td>
</tr>
<tr>
<td><em>he is</em> = <em>he’s</em></td>
<td><em>they are</em> = <em>they’re</em></td>
</tr>
<tr>
<td><em>it is</em> = <em>it’s</em></td>
<td></td>
</tr>
</tbody>
</table>

Circle the contraction that stands for the underlined words. Write it on the line.

1. **It is** fun to dress up.  
   ________________________________  
   It’s Its

2. **You are** wearing a black hat.  
   ________________________________  
   Your You’re

3. **I am** wearing a long dress.  
   ________________________________  
   Im I’m

4. **We are** trying on big shoes.  
   ________________________________  
   Were We’re

5. **She is** holding a fan.  
   ________________________________  
   She’s Shes

---

**At Home:** Draw a picture of yourself and a family member in fancy clothes. Describe the picture to the family member. Use contractions.
Mechanics and Usage: Contractions and Possessive Pronouns

**RULES**

- An **apostrophe** (’) takes the place of the letters that are left out in a contraction. Possessive pronouns do not have apostrophes.

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Possessive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>it is</em> → it’s</td>
<td>its</td>
</tr>
<tr>
<td><em>you are</em> → you’re</td>
<td>your</td>
</tr>
<tr>
<td><em>they are</em> → they’re</td>
<td>their</td>
</tr>
</tbody>
</table>

Circle the correct word to complete each sentence.

1. ____________ going too fast!  
   You’re  Your

2. ____________ bike has flat tires.  
   You’re  Your

3. ____________ riding down a big hill.  
   They’re  Their

4. ____________ bikes are big.  
   Their  They’re

5. ____________ a good day for riding.  
   Its  It’s

At Home: Draw a picture of yourself and a family member riding bikes. Describe the picture to a family member. Write the contractions you say.
Mixed Review

RULES

- A **present-tense verb** must go with the pronoun in the subject of the sentence. Add *-s* to most verbs in the present tense with the pronouns *she, he, or it*.

  \[ \text{She rides (ride + s) to school.} \]

- Use **possessive pronouns** to take the place of possessive nouns.

  \[ \text{my his her its your our} \]

- A **contraction** is a short form of two words. An apostrophe takes the place of the left-out letters.

  \[ \text{they are = they’re it is = it’s you are = you’re} \]

- Possessive pronouns never have an apostrophe.

  \[ \text{Her bus is outside. Its door is open.} \]

Read each sentence. Is the underlined word correct? Circle **yes** or **no**. If the word is not correct, write the correct word on the line.

1. Its hard to get up in the morning. ________ Yes No

2. Mom gives me her clock. ________ Yes No

3. It rings loudly. ________ Yes No

4. But I don’t hear it’s alarm. ________ Yes No

5. She says, “I hope your not going to be late for school!” ________ Yes No
Common Errors with Pronouns

RULES

• Use I or we in the subject of a sentence.
  This sentence is correct: Heinz and I play ball.
  This sentence is not correct: Heinz and me play ball.

• Use me or us in the predicate of a sentence.
  This sentence is correct: Heinz can pitch to me.
  This sentence is not correct: Heinz can pitch to I.

Circle the word that best completes each sentence. Write it on the line.

1. ________ have a little brother.
   I           Me

2. He likes to follow ________.
   me          I

3. He always plays with ________.
   I           me

4. ________ show him how to play a game.
   Me          I

5. My brother and ________ play ball.
   I           me

At Home: With a family member, discuss a good game to play with a younger child. Write down the rules. Use pronouns correctly in your sentences.
Study Skills: Alphabetical Order

RULES

ABCDEF HIJKLMNOPQRSTUVWXYZ

• You can put some words in ABC order by their first letter.
  apple
  ball
  coat

• If words begin with the same letter, put them in order by the second letter.
  lad
  lid
  log

• If words begin with the same two letters, put them in order by the third letter.
  leaf
  leg
  let

Circle the word in each group that comes first in ABC order.

1. age   able
2. dog   fox
3. sit   sat
4. fix   fig
5. fall  fang
6. hike  jump  cry
7. lake  like  love
8. small  smell  smog
9. crop  crawl  creep
10. goat  got   give

At Home: Write the first names of all the people in your family. Then put the names in ABC order. Read your list to a family member.
Vocabulary: Synonyms

A synonym is a word that has the same or almost the same meaning as another word.

That is a tiny dog. The dog has a loud bark.

That is a little dog. The dog has a noisy bark.

Draw a line to match each pair of synonyms.

1. tiny grin
2. happy loud
3. smile little
4. fix start
5. sick glad
6. high tall
7. begin ill
8. end angry
9. noisy mend
10. mad finish

At Home: Choose two of the synonym pairs. Work with a family member to use each pair in a sentence.
A main idea is the most important idea in a piece of writing. It tells what the writing is about.

Supporting details tell more about the main idea.

All the sentences in a paragraph tell about the main idea.

Write yes or no on the line to tell if each sentence supports the main idea.

Main idea: Mia went to the circus on Saturday.

1. Mia saw women riding elephants. ___________
2. Mia laughed at clowns riding bicycles. ___________
3. Mia rides a bus to school. ___________
4. A lion jumped through a hoop of fire. ___________
5. Mia has a pet turtle. ___________
Adjectives

RULES

• An adjective is a word that describes a noun.

• Some adjectives tell what kind.
  
  Ann is in an **old** forest.
  
  Ann looks at the **huge** tree.

Circle the adjective that describes the underlined noun.

1. What an old **tree** it must be!
2. It has a huge **trunk**.
3. Feel the bumpy **bark**.
4. Does it really have red **wood**?
5. Can you reach the long **branches**?
6. Look at the green **needles**.
7. What small **cones** it has!
8. The cones hold tiny **seeds**.
9. This is a big **forest**.
10. We had a good **visit**.
Adjectives That Tell How Many

RULES

• Some adjectives tell how many.

The house has one door.

Circle the adjectives that tell how many.

1. Max drew one house. 6. They have four whiskers.
2. I see four windows. 7. Is there one doorknob?
3. Do you see many trees? 8. Max will add some flowers.
4. There are four steps. 9. He can draw several birds.
5. Look at the two cats. 10. Do you see one chimney?

At Home: With family members, make a list of adjectives to describe your home. Use these adjectives to draw a picture of your home.
Articles: *a, an*

**RULES**

- The words *a* and *an* are special adjectives called **articles**.
- Use *a* before a word that begins with a consonant sound.
  - *a* turtle
- Use *an* before vowel sounds.
  - *an* owl

Circle the correct article: **a** or **an**. Then write it on the line.

1. ___________ (a, an) anteater

2. ___________ (a, an) zebra

3. ___________ (a, an) eagle

4. ___________ (a, an) alligator

5. ___________ (a, an) giraffe

*At Home:* Ask family members to name their favorite animals. Make a list. Use *a* and *an* correctly.
Adjectives That Compare

**RULES**

- You can use adjectives to compare nouns.
- Add **-er** to an adjective when you compare two nouns.
  
  *Clara’s dog is **smaller** than Al’s dog.*

- Add **-est** to an adjective to compare more than two nouns.
  
  *Max has the **smallest** dog of all.*

Circle the correct form of the adjective under each sentence. Write the adjective on the line.

1. Clara’s dog is ____________ than Al’s dog.
   
   older    oldest

2. Al’s dog has the ____________ tail of all.
   
   longer    longest

3. Max’s dog is the ____________ of the three dogs.
   
   lighter    lightest

4. Clara’s dog is ____________ than Max’s dog.
   
   younger    youngest

5. Al’s dog has ____________ ears than Clara’s dog.
   
   shorter    shortest

**At Home:** Find some objects of different lengths around your home. With a family member, decide which objects are longer and which are the longest.
Mechanics and Usage: Writing Book Titles

**RULES**

- Use capital letters for all the important words in a book’s title.
- The first word of a title always gets a capital letter.
- Draw a line under the title.

**May I Bring a Friend?**

**Harry and the Terrible Whatzit**

Circle the words in each book title that need capital letters. Remember to draw a line under the titles.

1. Millions of cats
2. a children’s Zoo
3. bread and honey
4. snow queen
5. little rabbit’s big day
6. Hop on pop
7. The little house
8. one special Star
9. Too many mice
10. Stone soup
Mixed Review

**RULES**

- Add *-er* to adjectives when you compare two nouns.
  \[ \text{long} + \text{er} = \text{longer} \]
- Add *-est* to adjectives when you compare more than two nouns.
  \[ \text{long} + \text{est} = \text{longest} \]
- The words *a* and *an* are special adjectives called *articles*.
- Use *an* before a vowel sound: *My aunt is an author.*
- Use *a* before a consonant sound: *She wrote a book.*
- Use capital letters for the important words in a book’s title. Underline the titles of books.
  \[ \text{I Bet You Can! is the title of the book.} \]

Read each sentence. Circle the correct article, adjective, or title in ( ).

1. I found the (neater, neatest) books ever written.
2. One book is called (cool cats, Cool Cats).
4. Both books have the (greater, greatest) photos of cats.
5. I am reading (The Tales of Morris, The Tales of Morris).
6. Morris is (a, an) unusual cat.
7. He doesn’t have (a, an) tail.
8. Morris is (a, an) Manx cat.
9. Morris is (nicer, nicest) than my cat.
10. He is such (a, an) intelligent cat, too!

At Home: Write some sentences about your favorite book. Use some adjectives and articles. Read your sentences to a family member.
Adverbs

**RULES**

- An **adverb** tells more about a verb.
- An adverb can tell **how**, **when**, or **where** the action takes place.

*I do my homework* **carefully**.

The adverb *carefully* tells **how**.

*I can play* **now**.

The adverb *now* tells **when**.

*My friends are waiting* **downstairs**.

The adverb *downstairs* tells **where**.

Circle the adverb that tells about the underlined verb. Then write **how**, **when**, or **where** to tell what the adverb describes.

1. We **play** hide-and-seek outside. _____________

2. Alvin **counts** loudly. ________________

3. Ben, Lee, and I **hide** quickly. ________________

4. Now Alvin **opens** his eyes. ________________

5. Here he **comes**! ________________

---

McGraw-Hill Language Arts
Grade 2, Unit 6, Adjectives and Adverbs, pages 356–357

At Home: Think of something you do at home. Tell family members **when**, **where**, and **how** you do it. Use adverbs.
Adverbs That Tell How

RULES

• Some adverbs tell how an action is done.

   We **secretly** baked some brownies for Mom.

   Dad **gladly** helped us.

• Many adverbs that tell how end with -ly.

Circle the adverb in each sentence that tells how.

1. Jody measured the flour exactly.
   - **exactly**

2. I mixed everything completely.
   - **completely**

3. Greg held the bowl firmly.
   - **firmly**

4. The brownies baked slowly.
   - **slowly**

5. We proudly surprised Mom.
   - **proudly**

At Home: Make up sentences with adverbs that tell how. Ask family members to repeat each sentence after you and name the word that tells how.
Adverbs That Tell When or Where

**RULES**

- Some adverbs tell *when* an action happens.
  
  *School starts* **early**.

- Some adverbs tell *where* an action happens.
  
  *The children hurry* **inside**.

Draw a line under the adverb in each sentence. Then circle whether the adverb tells *where* or *when*.

1. I get dressed first. where when
2. I hurry downstairs. where when
3. Mom always makes breakfast. where when
4. I look around for my backpack. where when
5. Here comes the bus! where when

At Home: Write a sentence with an adverb that tells *when* and a sentence with an adverb that tells *where*. Ask family members to think of other adverbs to use.
Mechanics and Usage: Quotation Marks

**RULES**

- When you write a quotation, you write the exact words a person says.
- Use **quotation marks** (" ") at the beginning and at the end of the words a person says.

```
“Where is Mom?” I asked.

Dad said, “She’s outside feeding the birds.”
```

Read each sentence. Add quotation marks where they belong.

1. Let’s look at the birds, Mom said.
2. Dad asked, Did the eggs hatch?
3. Take a look! said Mom.
5. How many babies are there? Dad asked.

At Home: Ask a family member to write a conversation from a favorite story book without quotation marks. Add the quotation marks.
Mixed Review

RULES

• An **adverb** tells more about a verb.
• Adverbs tell *how*, *when*, or *where* an action happens.

  *The big game starts* **today**. (when)
  *The boys dressed** **quickly**. (how)
  *They went* **downstairs**. (where)

• Use quotation marks at the beginning and at the end of the words a person says.

  *Dad asked, “Is Ann ready yet?”*

Circle each adverb. Some sentences have more than one. Add quotation marks where they are needed.

1. Lee yelled loudly, *Hurry up!*
2. Seth added, *Come quickly!*
3. The game starts soon, said Dad.
4. Ann is never on time, mumbled Lee.
5. I’m coming down now, Ann said calmly.
6. Finally! Seth said loudly.
7. Ann looked around and asked, *Where is Mom?*
8. Dad said, *Mom is at the field already.*
9. She had to get there early, Seth added.
10. Let’s go then, Ann said cheerfully.

---

At Home: Write sentences using these adverbs: *calmly, loudly, and cheerfully*. Read the sentences aloud with a family member.
Common Errors with Adjectives

RULES

Sometimes writers forget when to use -er and when to use -est when comparing nouns.

• Add -er to an adjective to compare two nouns.
  This sentence is not correct: *Ed’s cat has a shortest tail than my cat.*
  This sentence is correct: *Ed’s cat has a shorter tail than my cat.*

• Add -est to an adjective to compare more than two.
  This sentence is not correct: *My cat is the smaller cat in the whole town.*
  This sentence is correct: *My cat is the smallest cat in the whole town.*

Read each sentence. Circle the correct form of the adjective in ( ).

1. Is Fritz the (bigger, biggest) cat of all?
2. Is Sasha a (smaller, smallest) cat than Sage?
3. Does Sage have (longer, longest) hair than Fritz?
4. Is Sasha the (younger, youngest) cat of the three?
5. Which cat is the (cuter, cutest) cat of the three?
Study Skills: Parts of a Book

RULES

- The **title page** tells the name of a book and the author and illustrator. It is the **first page** of a book.
- The **table of contents** lists the name and page number of each chapter. It follows the title page.
- The **index** lists in ABC order all the topics and their page numbers. The index is at the back of most books.

---

Read the questions. Circle the letter next to the correct answer.

1. What is the title of the book?
   - a. Young Ben Franklin  
   - b. No More School  
   - c. School Days
2. Who wrote the book?
   - a. Lee Marks  
   - b. Ben Franklin  
   - c. Ann Smith
3. How many chapters are in the book?
   - a. 7  
   - b. 6  
   - c. 3
4. On what page does “Stop the Presses!” begin?
   - a. page 51  
   - b. page 35  
   - c. page 43
5. What comes after “Goodbye, Boston!”?
   - a. Index  
   - b. Chapter 7  
   - c. No More School

---

**Contents**

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<td></td>
<td>Index . . . . . . . . . . . . . . . . . 60</td>
</tr>
</tbody>
</table>

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At Home: Show a family member the title page, table of contents, and index in a book. Then explain what each of them are.
Vocabulary: Antonyms

RULES

- Antonyms are words with opposite meanings.
  - top—bottom
  - tiny—huge
  - easy—hard
  - yes—no

Draw a line to match the antonyms.

1. first
2. wide
3. early
4. off
5. loudly
6. large
7. neat
8. good
9. long
10. easy

At Home: Draw pictures to illustrate several antonyms. Then ask a family member to look at your pictures and name the antonyms.
Composition: Beginning, Middle, End

**RULES**

- Tell the events in a **story** in the order they happen.
- Introduce the characters and the problem at the **beginning**, or start of the story.
- Add details and tell how the characters plan to solve the problem in the **middle**.
- Show how the problem gets solved in the **end**, or last part of the story.

Draw a line to show if the sentences belong in the beginning, middle, or end. One sentence is done for you.

**Who Will Win the Race?**

1. Everyone knows Turtle is slower than Rabbit. **beginning**
2. Turtle passes Rabbit. **middle**
3. Turtle wins the race. **middle**
4. Rabbit stops for a rest. **end**
5. Rabbit races far ahead. **end**

**At Home:** Write the sentences above on strips of paper. Ask a family member to help you put the sentences in order. Then read the story together.