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PUBLICATIONS

2nd grade | Unit 9



LANGUAGE ARTS

VERB TYPES AND TENSES

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Learn with our friends!



When you see me, I will help your teacher explain the exciting things you are expected to do.



When you do actions with me, you will learn how to write, draw, match words, read, and much more.



You and I will learn about matching words, listening, drawing, and other fun things in your lessons.



Follow me and I will show you new, exciting truths that will help you learn and understand what you study. Let's learn!

VERB TYPES AND TENSES



Objectives

Read these objectives. They will tell what you will be able to do when you have finished this workbook.

1. You will be able to apply rules you have learned to correctly divide words into syllables.
2. You will be able to apply phonics rules to help you correctly pronounce two-syllable words.

3. You will be able to use text features to locate information (illustrations, parts of a dictionary entry, etc.).
4. You will be able to identify a purpose for reading (phone listing, menu, and simple map).
5. You will be able to identify and add prefixes to root words to make new words.
6. You will be able to identify the “be” verbs: *are, is, was, and were*.
7. You will be able to identify the tenses of verbs: past, present, and future.
8. You will be able to combine simple sentences into compound sentences.
9. You will be able to use correct subject-verb agreement.
10. You will be able to identify and write the cursive letters *n, m, v, x, y, z, a, d, g, q, o,* and *c*.
11. You will be able to identify the correct title for a reading selection.
12. You will be able to correctly read and spell sight and high-frequency second-grade words (Spelling Words).



1. SECTION ONE

In this section of the workbook, you will learn to use words in a story to help you predict what will happen in the story. You will name the characters, plot, and setting of a story. You will review action verbs and learn four state-of-being verbs. You will learn to read a menu from a pretend **restaurant**, and you will complete activities to help you learn your spelling words.



Words to Study

restaurant (rēs-tə-ränt)

context (kän-tĕkst)

unfamiliar (ən-fə-mīl-yər)

ingredients (īn-grē-dē-ənts)



Check one of these boxes.

- I can read all of these new words. (Go on.)
- I need HELP! (Talk to your teacher or a helper.)



Teacher Check

_____ Initial

_____ Date

Reading - Using Context Clues

In Unit 8, you learned that some stories are real (fact) and some stories are make-believe (fiction). You also learned that a story has characters, a plot, and a setting. You learned you can make predictions about a story by reading the title and looking at the illustrations.

Now you will learn how to predict what words should be in a story by looking at the other words in a story. This is called using **context** clues. *Context* means the words and sentences in a paragraph or story that are around a missing word or an **unfamiliar** word. You can use context clues to find what the missing word is or what the unfamiliar word means.

Read this paragraph of a story about Kristen. The boxes (□) show where there are missing words in the paragraph. As you read the paragraph, think about what words could be used in place of the boxes.

Kristen woke up early one winter morning.
She hopped out of □. She looked out her bedroom □.
She was surprised to see □ on the ground!

She put on her □. Kristen wanted to play in the □.
She needed to dress warmly to go out in the cold.
She put on her □, □, □, and □.

She was ready to go outside!





Answer these questions about the story.

1.1

- a. What did Kristen do after she woke up?

- b. What was in Kristen’s room that let her see outside?

- c. What would Kristen put on right after she got out of bed?

- d. The first sentence tells you that it was a winter morning. The seventh sentence tells you that it was cold outside. So what was Kristen surprised to see on the ground?

- e. What are some things that Kristen would need to wear if she was going outside in the cold?

You can see that by using the context clues in the story you were able to predict what the missing words would be. You will read more about Kristen on the next few pages.



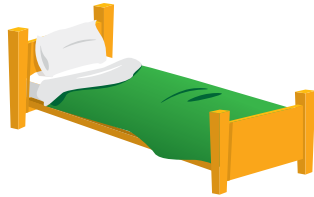
Read the words in the box. Write words from the box that go with each picture below.

bed	nose	scarf	carrot	snow	coat
angel	mittens	camera	cap	stones	twigs
window	wings	boots	snowman		

1.2



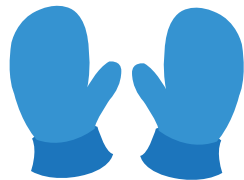
a. _____



c. _____



e. _____



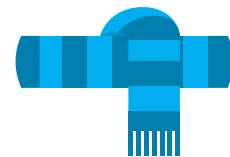
g. _____



b. _____



d. _____



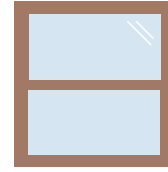
f. _____



h. _____



i. _____



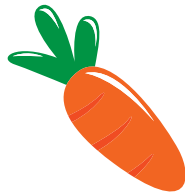
j. _____



k. _____



l. _____



m. _____



n. _____



o. _____




p. _____

Think about what you have read so far about Kristen. Think about the pictures and the words in activity 1.2. Can you predict what the rest of this story will be about?

Now you will read the rest of Kristen's story, but some of the words in the story have been replaced by pictures. The pictures are the same as the activity you just completed. The pictures will give you clues about the story. As you read, think about the *characters*, the *plot*, and the *setting*.

Kristen woke up early one winter morning.

She hopped out of . She looked out her bedroom .



She was surprised to see  on the ground!

She got dressed. Kristen wanted to play in the .

She needed to dress warmly to go out in the cold.

She put on her , , , , and .



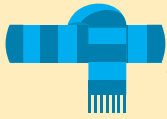













She was ready to go outside!




When Kristen got outside, she made a  .

She lay on the ground and moved her arms and legs to make the

 of the  .

She stood up and looked at the  . It looked great!

Next, Kristen made a . She got a , a , a , two , and several . She put the  on the  for arms. She used the  for the . Two large  were used for the eyes. Some smaller  were used for the mouth. Kristen put the  and the  on the . The  was finished!

Kristen's mother smiled when she saw the .
 She took a picture of Kristen and the  with her .
 Now Kristen would remember the  even after it melted!



Circle the best **title for this story.**

- 1.3** The Melting Snowman
 Mother's New Camera
 A Fun Winter Day

1.4 **Circle the **characters** in this story.**

- | | |
|--------------------|------------------|
| Frosty the Snowman | Kristen's mother |
| Kristen's father | Kristen |

1.5 **Circle the **plot** of this story.**

- Kristen makes a snow angel and a snowman.
 Mother takes Kristen's picture.
 Kristen wears a winter coat.

1.6 **Circle the **setting** of this story.**

- at the beach in the summer
 at Kristen's house in the winter
 at Kristen's school on a Saturday



Draw a picture of Kristen's snowman.

1.7

A large, empty rectangular box with a grey border, intended for the student to draw a snowman.

Teacher Check

Initial

Date

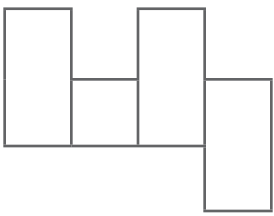
Spelling Words 9-1

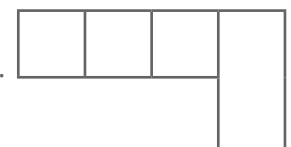
lady	<i>lady</i>	sandy	<i>sandy</i>	very	<i>very</i>
pull	<i>pull</i>	rainy	<i>rainy</i>	rusty	<i>rusty</i>
many	<i>many</i>	use	<i>use</i>	pinky	<i>pinky</i>
ruby	<i>ruby</i>	off	<i>off</i>	work	<i>work</i>




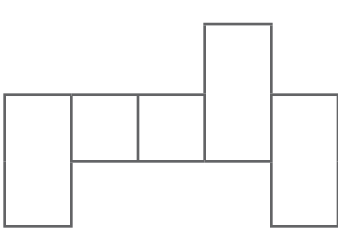
Word Shapes. Write the spelling words in the boxes.

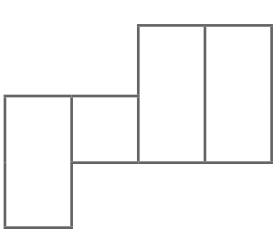
1.8

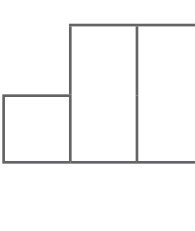
a. 

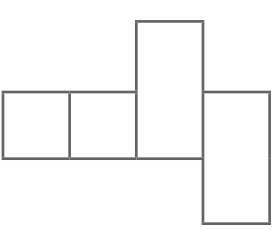
b. 

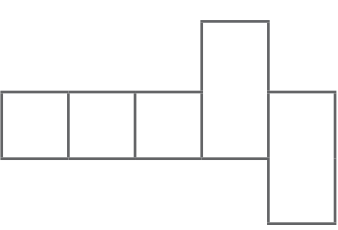
c. 

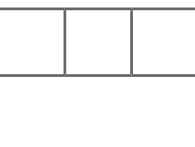
d. 

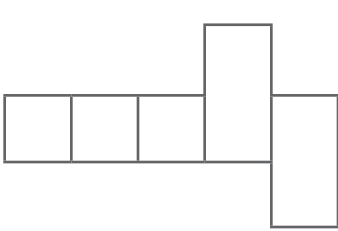
e. 

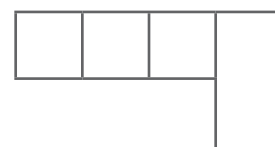
f. 

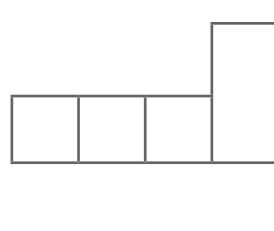
g. 

h. 

i. 

j. 

k. 

l. 

Phonics - Dividing Words into Syllables

In Unit 8, you learned if a word has *two vowel sounds*, the word has *two syllables*. Knowing how to divide a word into syllables is helpful when you want to sound out a word. You can use the things you have learned in your phonics lessons to help you know how to say the word.

Look at the word before you divide it into syllables. Ask yourself some questions about the word:

1. How many *vowel sounds* are in the word?
Remember that a word with only one vowel sound will usually have only one syllable.
2. Is the word a *compound word*?
Find the two small words that make a compound word.
3. What consonants are in the *middle* of the word?

Compound words are easy to divide into syllables. A compound word can be divided between the two small words that make up the compound word.

The word *carpool* is a compound word made up of the words *car* and *pool*. There are two vowel sounds in this word: *car* has one vowel sound and *pool* has one vowel sound (even though it has two vowels). You can divide this word into two syllables: *car/pool*.

SELF TEST 1

Each answer = 1 point

There are many things to read besides stories. What is something you can read that is **not** a story?

1.01 _____

Read the sentences. The first column is the subject, and the second column is the predicate. Underline the noun or pronoun that is the subject, and circle the action verb in each predicate.

1.02 My family went to the beach.

1.03 My little brother built a sand castle.

1.04 Molly rode her bike.

1.05 The tired children went to bed early.

1.06 I played with my best friend Mike.

1.07 We liked going to the beach.

Draw a line to match the parts of the compound words.

1.08 earth ▶ ◀ ball

foot ▶ ◀ ground

play ▶ ◀ mill

up ▶ ◀ stairs

wind ▶ ◀ worm

Read the words. Write **1** if the word has one syllable and **2** if the word has two syllables.

- 1.09**
- | | |
|------------------|-----------------|
| a. blame _____ | b. dress _____ |
| c. someone _____ | d. batter _____ |
| e. hurry _____ | f. fly _____ |
| g. velvet _____ | h. leave _____ |

Draw a line (/) to divide the words below into syllables.

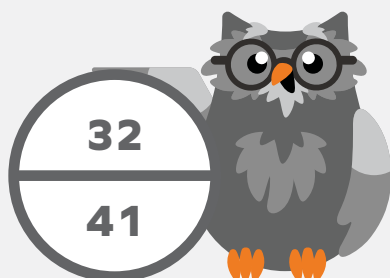
- 1.010**
- | | | |
|-----------|------------|------------|
| a. dinner | b. party | c. turtle |
| d. baggy | e. danger | f. zipper |
| g. corner | h. blossom | i. tunnel |
| j. garden | k. apple | l. thimble |

Read the sentences. If the underlined word is an **action verb**, write an **A** on the line. If the underlined word is a **be verb**, write a **B** on the line.

1.011 Jane is my older sister. _____

1.012 Jane and I do lots of things together. _____

1.013 We are best friends. _____



Teacher Check

Initial Date



My Score



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