Grade 2
Writing and Language
Student At-Home Activity Packet 3

This At-Home Activity Packet is organized as a series of journal entries. Each entry has two parts. In part 1, the student writes in response to a prompt. In part 2, the student completes a Language Handbook lesson and practices the skill in the context of their writing from part 1. We recommend that the student completes one part each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don’t worry! Just skip those lessons.

Encourage the student to do the best they can with this content. The most important thing is that they continue to work on their writing and language skills.

Directions for this packet:
Part 1:
• Read the writing prompt.
• If needed, use the sentence frames to help you get started writing.
Part 2:
• Complete Guided Practice.
• Complete Independent Practice.
• Complete the Try It prompt.

Flip to see the Grade 2 Writing and Language activities included in this packet!
## Grade 2 Writing and Language Activities

<table>
<thead>
<tr>
<th>Entry</th>
<th>Writing Prompt</th>
<th>Resource</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Part 1</td>
<td>Part 2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 2 Ready Language Handbook Lesson 20 Root Words</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Part 1</td>
<td>Part 2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 2 Ready Language Handbook Lesson 21 Compound Words</td>
<td></td>
</tr>
</tbody>
</table>
Grade 2 Writing and Language Activities (Cont.)

<table>
<thead>
<tr>
<th>Entry</th>
<th>Writing Prompt</th>
<th>Resource</th>
<th>Page</th>
</tr>
</thead>
</table>
| 3     | Part 1        | Part 2
Grade 2 Ready Language Handbook
Lesson 17
Comparing Formal and Informal Uses of English | 13   |
| 4     | Part 1        | Part 2
Grade 2 Ready Language Handbook
Lesson 19
Prefixes | 16   |
Grade 2 Writing and Language Activities (Cont.)

<table>
<thead>
<tr>
<th>Entry</th>
<th>Writing Prompt</th>
<th>Resource</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Part 1</td>
<td>Part 2</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 2 Ready Language Handbook Lesson 7 Past Tense of Irregular Verbs</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Part 1</td>
<td>Part 2</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 2 Ready Language Handbook Lesson 9 Complete Sentences</td>
<td></td>
</tr>
</tbody>
</table>
Grade 2 Writing and Language Activities (Cont.)

<table>
<thead>
<tr>
<th>Entry</th>
<th>Writing Prompt</th>
<th>Resource</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Part 1</td>
<td>Part 2</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Grade 2 Ready Language Handbook Lesson 12 Punctuating Greetings and Closings of Letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Part 1</td>
<td>Part 2</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Grade 2 Ready Language Handbook Lesson 11 Capitalization in Holidays, Product Names, and Geographic Names</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Grade 2 Writing and Language Activities (Cont.)

<table>
<thead>
<tr>
<th>Entry</th>
<th>Writing Prompt</th>
<th>Resource</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Part 1</td>
<td>Part 2</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Grade 2 Ready Language Handbook</td>
<td>Lesson 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adjectives and Adverbs</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Part 1</td>
<td>Part 2</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Grade 2 Ready Language Handbook</td>
<td>Lesson 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collective Nouns</td>
<td></td>
</tr>
</tbody>
</table>
Journal Entry 1

Community helpers help people during emergencies. Name a community helper that has helped you. It might even be a neighbor. Tell what that person has done to help you.

One time…
helped me by…
Lesson 20
Root Words

Introduction

Some words can be broken into parts. The main part of the word is called a root word. The root word will help you figure out the meaning of the whole word.

For example, to help means to make it easier for someone to do something.

| help     | Ann will help us learn about weather. |
| helper   | She is a great helper. |
| helpful  | She is a very helpful person. |
| helping  | She is helping us learn about clouds. |

Guided Practice

Circle the root word in each underlined word. Then draw a line from the sentence to the meaning of the word.

1. Weather **watchers** study clouds.
   - people who look at something

2. Clouds give **useful** hints about weather.
   - getting dark

3. Puffy clouds mean the day will be nice.
   - helpful

4. Darkening clouds mean it might rain.
   - soft and light

**HINT** If a word has an ending such as -er or -y, cover the ending with your finger, and read the smaller word. Think about what that word means.
Independent Practice

Look for the root word in each underlined word. Use this smaller word to help you answer the questions.

1. Read the sentence below.
   Be careful when you see big, dark clouds.
   What does the word “careful” mean in the sentence?
   A quiet
   B safe
   C noisy
   D silly

2. Read the sentence below.
   Dangerous weather may be coming.
   What does the word “Dangerous” mean in the sentence?
   A good
   B sunny
   C cold
   D harmful

3. Read the sentence below.
   Bad weather can move quickly.
   What does the word “quickly” mean in the sentence?
   A fast
   B soon
   C slowly
   D loudly

4. Read the sentence below.
   Don’t get caught in stormy weather!
   What does the word “stormy” mean in the sentence?
   A having lots of sunshine
   B without clouds or rain
   C with a lot of wind and rain
   D with clear, blue skies

Try It  Reread what you wrote in Part 1. Underline two root words. Then, in the margins, write what those words mean. Use the root words to help you figure out the meanings.
Journal Entry 2

They say April showers bring May flowers. If you were to go on a walk around your neighborhood, what might you see in springtime?

In springtime, I see...
A word that is made up of two smaller words is called a compound word.

Often you can figure out what a compound word means by thinking about the meanings of the two smaller words.

A housefly is a fly that gets into your house.

Put the two words together to make a compound word. Write the new word on the line. Then circle the correct meaning.

1. black + bird = ____________
   a bird with black feathers
   a black feather shaped like a bird

2. sword + fish = ____________
   a sword shaped like a fish
   a fish with a jaw like a sword

3. rattle + snake = ____________
   a rattle shaped like a snake
   a snake with a tail like a rattle
Independent Practice

Read the compound word in each sentence. Then choose the correct meaning for the word.

1. A catfish uses its whiskers to find food in the sea.
   A. a fish that eats bugs
   B. a cat that looks like a bird
   C. a fish with whiskers like a cat
   D. a cat that likes boats

2. A sheepdog helps keep farm animals safe.
   A. a sheep used for its wool
   B. a dog that takes care of sheep
   C. a sheep that plays with birds
   D. a dog that looks like a goat

3. A seahorse has fins and swims in the ocean.
   A. an ocean shaped like a horse
   B. a sea animal that looks like a snake
   C. a horse that lives in a barn
   D. a sea animal whose head looks like a horse’s

Choose one word from the box to complete the second sentence. Write the correct word on the line.

Choose one word from the box to complete the second sentence. Write the correct word on the line.

earthquake  earthworm  wormhole

4. The worm digs deep into the soil. This ____________________ crawls up out of the ground when it rains.

Try It  Reread what you wrote in Part 1. Circle any compound words. If you did not use any compound words, add at least two compound words to your writing.
Journal Entry 3

Write a text to a friend or family member. Tell them what you have been doing lately. Then write an email to your teachers. Tell them what you have been reading about or studying lately.

Text:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Email:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Text: I’ve been...

Email: I have been...
Comparing Formal and Informal Uses of English

Introduction

The words we use when we speak or write depend on whom we are speaking or writing to.

- We use “everyday” English with our friends and family. For example, we use short words and phrases called slang and contractions.

  Hi! What’s up?
  I’m going to a movie. Can’t wait!

- We use formal English with people we do not know well, or when we are in school. We use complete sentences and avoid slang and contractions.

  Hello, Mr. Chang. How are you?
  I am looking forward to the movie about pandas.

<table>
<thead>
<tr>
<th>Everyday English</th>
<th>Formal English</th>
</tr>
</thead>
<tbody>
<tr>
<td>yeah</td>
<td>yes</td>
</tr>
<tr>
<td>can’t</td>
<td>cannot</td>
</tr>
<tr>
<td>Thanks a lot!</td>
<td>Thank you very much!</td>
</tr>
<tr>
<td>Sorry about that.</td>
<td>I apologize for my mistake.</td>
</tr>
<tr>
<td>All done!</td>
<td>I am finished.</td>
</tr>
</tbody>
</table>

Guided Practice

Read each example of everyday English. Next to it, write the letter of the formal way to say it.

1. I don’t get it. _____  a. Yes, that is correct.
2. Best book ever! _____  b. How are you today?
4. Yup, that’s right. _____  d. I liked this book very much.

HINT Don’t is a contraction of “Do not.” That’s is a contraction of “That is.”
Choose the answer to each question.

1. What is the best way to greet an important person at your school?
   A. Hey.
   B. What’s up, dude?
   C. Hi there!
   D. Hello.

2. Read this sentence from a book report. What is the best way to rewrite it?
   I can’t believe the ending was so weird.
   A. I didn’t like the ending. Not a bit.
   B. I found the ending difficult to believe.
   C. Boo, what a boring ending!
   D. I totally didn’t get the ending.

3. Which word or words make the underlined word in this sentence more formal?
   This book is about why penguins don’t fly.
   A. wanna
   B. are not gonna
   C. do not
   D. can’t even

4. Dear Captain Rodriguez,
   I enjoyed your talk. Thanks a bunch for coming to our class.

Try It
Reread the text and email you wrote in Part 1. Underline an example in the text that is written using informal English. Underline an example in the email that is written in formal English.
The dog just ate your homework! Oh no! Now you will need to redo it! Write a scene for a play. You are the main character. You are telling someone about this unlucky event. Be sure to tell this person how you feel and what you will need to do to get your homework done.

I feel...about my homework.
I will need to...
Lesson 19
Prefixes

Introduction
You can use word parts to figure out what a word means.

A prefix is a word part added to the beginning of a word. It changes the meaning of the word.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Prefix + Word</th>
<th>New Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>“not”</td>
<td>un + fair</td>
<td>unfair</td>
<td>not fair</td>
</tr>
<tr>
<td>re-</td>
<td>“again”</td>
<td>re + tell</td>
<td>retell</td>
<td>tell again</td>
</tr>
<tr>
<td>pre-</td>
<td>“before”</td>
<td>pre + pay</td>
<td>prepay</td>
<td>pay before</td>
</tr>
</tbody>
</table>

Guided Practice
Look at the prefix in each underlined word. Then circle the correct meaning of the word.

1. Dad and I are unhappy with our tree fort.
   happy again   not happy

2. We will rebuild it.
   build again   not build

3. The roof is broken and unsafe.
   not safe      safe again

4. This time we will preplan how to build it.
   not plan      plan before

5. We buy precut boards for the walls and roof.
   cut before    not cut
Independent Practice

Look at the prefix in each underlined word. Then choose the correct meaning of the word.

1. We **redo** the walls of our fort.
   - A. do again
   - B. not do
   - C. do before
   - D. do wrong

2. We save the **unbroken** boards.
   - A. broken again
   - B. broken before
   - C. very broken
   - D. not broken

3. We **pretest** the old boards to be sure they are strong.
   - A. test again and again
   - B. do not test
   - C. test before
   - D. test later

4. We **repaint** the whole fort.
   - A. not paint
   - B. paint again
   - C. paint quickly
   - D. paint before

Try It  Reread the scene of your play. Circle any words with the prefixes re-, un-, or pre-. If you have not used any words with those prefixes, change a sentence to use a word with one of those prefixes. Tell the meaning of a word that uses re-, un-, or pre-. 
Journal Entry 5

Yesterday you woke up and discovered that you were the size of an ant. What did you do? How did you feel? Today you are back to your normal size. Write about the day you had yesterday and all that you did.

Yesterday I was the size of an ant and I...
Lesson 7
Past Tense of Irregular Verbs

Introduction
A verb tells what someone or something does or is. A past-tense verb shows an action that happened in the past.

- The letters -ed at the end of a verb show an action that happened in the past.

Today, I walk to the pool. Yesterday, I walked to the pool.

- Some verbs are irregular. They change in special ways to show an action that happened in the past. You just have to remember these.

Today, I go to the pool. Yesterday, I went to the pool.

<table>
<thead>
<tr>
<th>Now</th>
<th>sit</th>
<th>come</th>
<th>get</th>
<th>see</th>
<th>tell</th>
<th>run</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Past</td>
<td>sat</td>
<td>came</td>
<td>got</td>
<td>saw</td>
<td>told</td>
<td>ran</td>
</tr>
</tbody>
</table>

Guided Practice
Circle the correct past-tense verb to complete each sentence.

HINT Use the chart to find the correct spelling of each irregular past-tense verb.

1. Last week, I ______ Aldo at the pool. sees saw
2. We ______ by the side of the pool. sat sits
3. Then we ______ into the water. jumps jumped
4. Aldo ______ me he was cold. told telled
5. We ______ out of the cold water. getted got
Choose the correct past-tense verb.

1. Yesterday, Shia ______ to the beach.
   A. go
   B. goes
   C. went
   D. goed

2. Tommy ______ to the beach with me last week.
   A. came
   B. come
   C. comed
   D. camed

3. The lifeguard ______ in a tall chair.
   A. sit
   B. sited
   C. sate
   D. sat

4. Mom ______ me to be careful in the water.
   A. told
   B. toll
   C. tell
   D. teld

Try It  Reread what you wrote in Part 1. Circle any irregular past tense verbs you used.
Journal Entry 6

You get to share directions for making something with your classmates on the class Facebook page. Write directions for making a healthy snack, creating a fun craft, or building a cool fort out of things you have at home.

PART 1

First, you...
Then you...
Last, you...
Lesson 9
Complete Sentences

**Introduction**
A *sentence* is a group of words that tells a complete thought.

- Every sentence has a **subject**. The subject names the person or thing that the sentence is about.
  
  *subject*
  *The children* play in the park.

- Every sentence has a **predicate**. The predicate tells what the subject does or is.
  
  *predicate*
  *They love the big playground.*

- A sentence begins with a **capital letter**. It ends with a **period**.

**Guided Practice**
Read each sentence. Above the underlined words, write “S” for “Subject” or “P” for “Predicate.”

**HINT** The subject can name more than one person or thing.

1. The kids run on the playground.

2. Gracie goes down the slide.

3. Two children swing from the bars.

4. Mom and Uncle Ray sit on a bench.

5. A black dog runs across the playground.
Choose the correct group of words to answer each question.

1. What is the **subject** of this sentence?
   Two teams play kickball.
   - A. play kickball
   - B. teams play
   - C. Two teams
   - D. kickball

2. What is the **predicate** of this sentence?
   Kevin and Maria chase the ball.
   - A. chase the ball
   - B. Kevin and Maria chase
   - C. Kevin and Maria
   - D. the ball

3. Which of these is a complete sentence?
   - A. The red ball.
   - B. Rolls into a puddle.
   - C. Right into a big puddle.
   - D. The ball rolls into a puddle.

4. Which of these is a complete sentence?
   - A. The cute little dog.
   - B. The dog stands by the ball.
   - C. The little dog and the red ball.
   - D. Stands by the red ball.

**Try It**  Reread your directions. Did you use complete sentences to make your directions clear? Be sure to add capital letters and the correct punctuation. Circle the subject in one sentence. Underline the predicate in that sentence.
Journal Entry 7

You have stepped into a time machine and have gone back to the 1970s. You have no Internet. You can’t text on the phone. The only way to say hi to friends is to send a letter. Write a letter to a friend. Tell them what you have done during the last week. Then tell them plans for the first thing you will do when you get together again.

Dear...

I have...

Sincerely,
Lesson 12
Punctuating Greetings and Closings of Letters

Introduction
When you write a letter to someone, you begin with a greeting. You end with a closing.

- Use a comma (,) after the greeting and closing of a letter.

Guided Practice
Add commas where they belong in the first two letters. Then write a closing for the third letter.

1. Dear Bin
   I got a red bike for my birthday! Can you come visit?
   Your friend
   Harold

2. Dear Harold
   I hope to visit soon. I want to ride your new bike!
   Best wishes
   Bin

3. Dear Tracy,
   I got a letter from Bin. He may visit soon!

   Harold
Independent Practice

Read each question. Then choose the correct answer.

1. How should this **greeting** be written?

   Dear Mr. Gomez
   
   A. Dear Mr. Gomez?
   B. Dear, Mr. Gomez,
   C. Dear, Mr. Gomez
   D. Dear Mr. Gomez,

2. How should this **closing** be written?

   Very truly yours
   
   A. Very truly yours,
   B. Very truly yours!
   C. Very truly yours.
   D. Very truly yours

---

Read the letter. Then rewrite the greeting and closing correctly.

Dear, Papa

Thank you for the book. I can’t wait to find out how it ends.

Lots of love.

Rachel

---

Try It  Reread your letter. Point to the greeting. Add the correct punctuation if you don’t have it already. Point to the closing of your letter. Add the correct punctuation if you don’t have it already. Then mail your letter to your friend if you have their address.
Journal Entry 8

You open the mail and discover you have won a free trip to anywhere in the United States after everything returns to normal. You can take three people with you. You must go during an upcoming holiday. Where will you go? Who will you take with you? What holiday will you celebrate on your trip? What will you do? Write about your upcoming travel plans.

I am taking... to...
We will celebrate...
We will... on our trip.
Lesson 11
Capitalization in Holidays, Product Names, and Geographic Names

Introduction The names of holidays, products, and places like towns, states, and countries are proper nouns. Use capital letters correctly when you write them.

- Begin each word of a holiday, product, or place with a capital letter.
- Do not begin words such as for and of with a capital letter.

<table>
<thead>
<tr>
<th>Holidays</th>
<th>Thanksgiving, Presidents’ Day, Fourth of July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Products</td>
<td>Speedy Sneakers, Kites for Kids, Tummy Yums</td>
</tr>
<tr>
<td>Places</td>
<td>Hilltown, North Carolina, United States of America</td>
</tr>
</tbody>
</table>

Guided Practice Read each sentence. Write the name of each underlined holiday, product, or place correctly.

HINT The word day is part of the name of many holidays. Remember to begin it with a capital letter.

1. The fourth of July is a fun holiday.

2. People in the United States of America celebrate every year.

3. Some cities, such as Boston, have fireworks.

4. My family eats treats called freezy pops.

5. This holiday is also called Independence Day.
Independent Practice

Choose the correct way to write the underlined words in each sentence.

1. Two other American holidays are Thanksgiving and flag day.
   A. flag day  
   B. flag Day  
   C. Flag day  
   D. Flag Day

2. The city of New Orleans has parades on some holidays.
   A. New orleans  
   B. new Orleans  
   C. New Orleans  
   D. new orleans

   A. Happy honkers  
   B. Happy Honkers  
   C. happy Honkers  
   D. happy honkers

Read the sentence. Circle the three words that should begin with a capital letter.

4. I like to stay up late on New Year’s Eve.

Try It  Reread what you wrote in Part 1. Circle the names of the people going on the trip, the places you will go, and the holiday you will celebrate. Did you use capital letters for the names of these people, places, and holidays? If not, cross them off and write them correctly above.
Imagine that you are a master chef. Tonight you get to make dinner and serve everyone a fancy meal. What will you make? How will you get your family excited about coming to dinner? Make a menu for your meal. Write descriptions for everything you will serve. You can use the sample menu to help you. Then make a sign to invite your family to your fancy dinner.

**MENU**

**Spaghetti and Meatballs**
A serving of pasta with sauce, lightly sprinkled with cheese on top. Two meatballs on the side.

---

Tonight’s dinner menu includes…
You are invited…
Lesson 8
Adjectives and Adverbs

Introduction

An **adjective** is a word that tells more about a noun. Adjectives usually tell “what kind” or “how many.”

- My jacket is **green**. It has **two** pockets.

<table>
<thead>
<tr>
<th>What Kind</th>
<th>red, loud, old, sweet, happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Many</td>
<td>one, ten, few, some, many</td>
</tr>
</tbody>
</table>

An **adverb** is a word that tells more about a verb.

- Adverbs often tell “how.” These adverbs usually end in -**ly**.
  - I **quickly** zip my jacket. I tie my shoes **tightly**.

- Adverbs can also tell “when” or “where.”
  - I **soon** leave. I run **outside**.

<table>
<thead>
<tr>
<th>How</th>
<th>slowly, loudly, lightly, carefully</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>later, next, soon, yesterday</td>
</tr>
<tr>
<td>Where</td>
<td>there, nearby, somewhere</td>
</tr>
</tbody>
</table>

Guided Practice

Write “**adjective**” or “**adverb**” to name each underlined word. Then circle the noun or verb that it tells about.

**HINT** Adjectives and adverbs do not always go beside the word they tell about.

1. Tia has lost her purple **scarf**.
2. She wore it to school **yesterday**.
3. Two **friends** look for it.
4. They look **everywhere**.
Independent Practice

Choose the word that answers each question.

1 Which word in this sentence is an adjective?
   The friends quickly find the purple scarf.
   A purple  
   B scarf  
   C find  
   D quickly

2 Which word in this sentence is an adverb?
   Tia thanks her good friends gladly.
   A good  
   B thanks  
   C friends  
   D gladly

Write the correct word from the box to complete each sentence.

3 My jeans have ________________ holes in them.
   widely  three

4 Bring a scarf with you ________________.

Try It  Reread your menu. Add adjectives and adverbs to better describe your meal.
Oh no! One of the zookeepers is sick. Your mom is a zookeeper, too. She needs your help to care for the animals. Help her make a list of the groups of animals that need care. Then help her list the food that she might need to gather.

<table>
<thead>
<tr>
<th>Animals:</th>
<th>Food:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3
Collective Nouns

**Introduction**

A noun names a person, place, or thing. Some nouns name groups of people, animals, or other things that go together.

- a crowd of people
- a herd of buffalo
- a pack of wolves
- a bunch of bananas
- a pile of leaves
- a school of fish
- a swarm of bees
- a flock of birds

**Guided Practice**

Circle the noun that names a group in each sentence.

1. A herd of cows stood in the field.
2. The horse ate a bunch of carrots.
3. The dog chased a flock of geese.
4. The chickens pecked at a pile of seeds.
5. A swarm of flies buzzed around the pigs.
6. A crowd of children watched the sheep.

**HINT**

A noun that names a group often comes before the word **of**.
Choose the correct word to answer each question.

1. Which word can name a group of dogs?
   A. flock
   B. swarm
   C. pack
   D. bunch

2. Which word can name a group of sticks?
   A. herd
   B. school
   C. swarm
   D. pile

3. Which noun correctly completes this sentence?
   I see a ___________ of fish swimming in the pond.
   A. school
   B. herd
   C. pile
   D. flock

Write the best word from the box to complete the sentence.

- flock
- bunch
- crowd
- swarm

4. The farmer picked a __________________ of grapes.

Try It  Collective nouns name groups of things. A group of monkeys is called a troop. The troop needs bunches of bananas to eat. Read what you wrote in Part 1. Research collective nouns that name the groups of animals you listed. Then look for places to use collective nouns in what the animals will eat. Revise your lists to include these collective nouns.