

Grado 2 Escritura y lenguaje

Paquete 3 de actividades para el hogar del estudiante

Este Paquete de actividades para el hogar está organizado como una serie de notas. Cada nota tiene dos partes. En la parte 1, el estudiante escribe respondiendo a una instrucción. En la parte 2, completa una lección del Manual de lenguaje y practica la habilidad en el contexto de lo que escribió en la parte 1. Se recomienda que el estudiante complete una parte cada día.

La mayoría de las lecciones las pueden completar independientemente. Sin embargo, hay algunas lecciones que pueden requerir el apoyo de un adulto. Si no hay un adulto disponible, no hay por qué preocuparse. Simplemente pasen a la siguiente lección.

Anime a su estudiante a trabajar lo mejor que pueda con este contenido. Lo más importante es que continúe trabajando en sus habilidades de escritura y de lenguaje.

Guía para este paquete:

Parte 1:

- Lee la instrucción de escritura.
- Si es necesario, usa marcos de oración para comenzar a escribir.

Parte 2:

- Completa la Guided Practice.
- Completa la Independent Practice.
- Responde a la instrucción de "Try It".

iDé vuelta a la página para ver las actividades de Escritura y lenguaje del Grado 2 incluidas en este paquete!



Grado 2 Actividades de escritura y lenguaje

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Entry Entrada	Writing Prompt Instrucciones de escritura	Resource <i>Recurso</i>	Page Página
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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.

 \frown
 One time
 helped me by

Lesson 20 **Root Words**

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.

Suided Practice

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.

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

Weather watchers study clouds.
 Clouds give useful hints about weather.
 Clouds mean the day will be nice.
 Darkening clouds mean it might rain.

Independent Practice

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

Read the sentence below.

Be <u>careful</u> 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.

PART 2

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 <u>stormy</u> 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.

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

PART 2

Lesson 21 Compound Words

Solution A word that is made up of two smaller words is called a compound word.

= housefly

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



house +

⊦ fly

A housefly is a <u>fly</u> that gets into your <u>house</u>.

Guided Practice 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 +**HINT** Sometimes a bird with black feathers the second word in the compound word a black feather shaped like a bird is a big clue to the word's meaning. For example, 2 sword + fish a "dog**house**" is a sword shaped like a fish a house for a dog, a fish with a jaw like a sword not a dog that looks like a house. 3 rattle snake +a rattle shaped like a snake a snake with a tail like a rattle

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Independent Practice

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

- 1 A <u>catfish</u> 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 <u>sheepdog</u> 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 <u>seahorse</u> 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.

earthquake earthworm wormhole

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.

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:			
			5
		I've been	ſ
	Emai	l: I have been	
			\checkmark
		\sim	
	000		

Lesson 17

Comparing Formal and Informal Uses of English

Solution 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.

Everyday English	Formal English
yeah can't	yes
can't	cannot
Thanks a lot!	Thank you very much!
Sorry about that.	I apologize for my mistake.
All done!	I am finished.

Suided Practice

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

HINT Don't is	1 I don't get it	a Yes, that is correct.
a contraction of "Do not." <i>That's</i> is a contraction of	2 Best book ever!	b How are you today?
"That is."	3 How's it going?	c I do not understand.
	4 Yup, that's right	d I liked this book very much.

Independent Practice

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.
- 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

Rewrite the underlined words to be more formal.

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 feelabout 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.

Prefix	Meaning	Prefix + Word	New Word	Meaning
un-	"not"	un + fair	unfair	not fair
re-	"again"	re + tell	retell	tell again
pre-	"before"	pre + pay	prepay	pay before

Suided Practice Look at the prefix in each underlined word. Then circle the correct meaning of the word. Dad and I are unhappy with our tree fort. 1 **HINT** When you see a long word happy again not happy with a prefix, first look for a word you 2 We will rebuild it. know in it. Then cover that word build again not build with your finger and look at the 3 The roof is broken and unsafe. prefix. Think about what the prefix not safe safe again means and add the meaning to the 4 This time we will preplan how to build it. word you know. plan before not plan 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 <u>redo</u> the walls of our fort.
 - A do again
 - B not do
 - **C** do before
 - **D** do wrong
- 2 We save the <u>unbroken</u> boards.
 - A broken again
 - **B** broken before
 - **C** very broken
 - **D** not broken

- 3 We <u>pretest</u> 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 <u>repaint</u> 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-.

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.

 \frown
 Yesterday I was the size of an ant and I
000

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	•	-					
	Now In the Past	sit sat	come came	get got	see saw	tell told	run ran]
HINT chart to	uided Practic Use the o find the	1 L	ast week, l	past-tense	do at the p	ool. see	s sav	V
each ir	spelling of regular nse verb.	З т	hen we	by the side into t _ me he wa	he water.		nps jun	nped
		5 V	Ve	out of the o	cold water.	get	ted go	t

PART 2 Independent Practice Choose the correct past-tense verb. Yesterday, Shia _____ to the beach. 3 The lifeguard _____ in a tall chair. 1 **A** go A sit goes **B** sited В **C** went **C** sate goed D **D** sat 2 Tommy _____ to the beach with me 4 Mom me to be careful in last week. the water. **A** told **A** came **B** come **B** toll **C** tell **C** comed **D** camed **D** teld

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

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.

First, you
 First, you Then you Last, you

PART 2

Lesson 9 Complete Sentences

Solution 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.

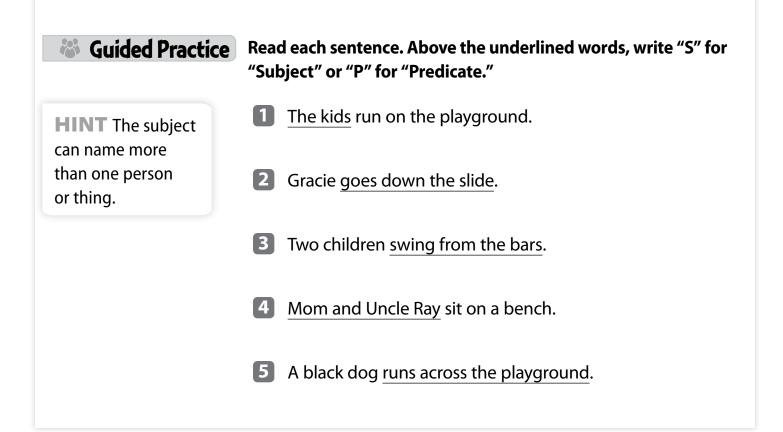
subject The children play in the park.

• 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**.



PART 2

Independent Practice

Choose the correct group of words to answer each question.

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.

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.

.....

\$i-Ready

 Dear
I have Sincerely,

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PART 2

Lesson 12 Punctuating Greetings and Closings of Letters

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

greeting	\longrightarrow	Dear	Nana	7	
		<u> </u>		~	

1

Thank you for the scooter. It is my favorite gift!

closing — Yours truly,

Trina

• 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.

HINT When you write a greeting or closing, you begin the first word with a capital letter.

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

Try It Reread your letter. Point to the greeting. Add the correct punct if you don't have it already. Point to the closing of your letter. Add the corpunctuation if you don't have it already. Then mail your letter to your fri you have their address.	orrect
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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
- 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

3

4



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 takingto We will celebrate We willon our trip.	
We will celebrate	
We willon our trip.	
	 We willon our trip.

PART 2

Lesson 11

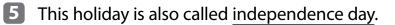
Capitalization in Holidays, Product Names, and Geographic Names

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.

Holidays	Thanksgiving, Presidents' Day, Fourth of July	
Products	Speedy Sneakers, Kites for Kids, Tummy Yums	
Places	Hilltown, North Carolina, United States of America	

- **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.
- The <u>fourth of july</u> is a fun holiday.
- 2 People in the united states of america celebrate every year.
- Some cities, such as <u>boston</u>, have fireworks.
- My family eats treats called freezy pops.





Independent Practice

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

- Two other American holidays are Thanksgiving and <u>flag day</u>.
 - A flag day
 - B flag Day
 - **C** Flag day
 - **D** Flag Day
- 2 The city of <u>new orleans</u> has parades on some holidays.
 - A New orleans
 - B new Orleans
 - **C** New Orleans
 - **D** new orleans
- 3 Kids blow loud horns called <u>happy</u> <u>honkers</u>.
 - 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.

PART 2

I like to stay up late on new year's eve.

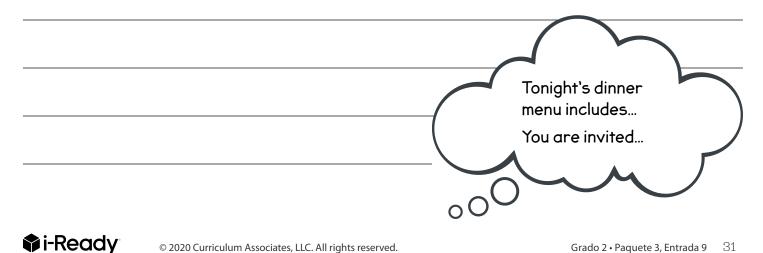
Try It Reread what you wrote in Part 1. Circle the names of the people going on the trip, the places you will go, and the holiday you will celebrate. Did you use capital letters for the names of these people, places, and holidays? If not, cross them off and write them correctly above.

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.

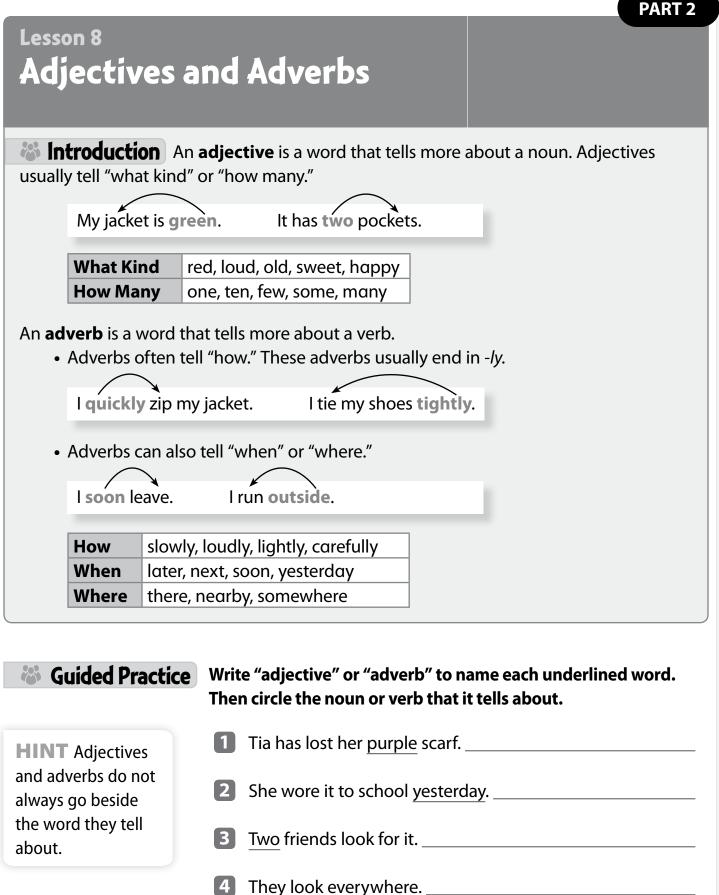
MENU

Spaghetti and Meatballs

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







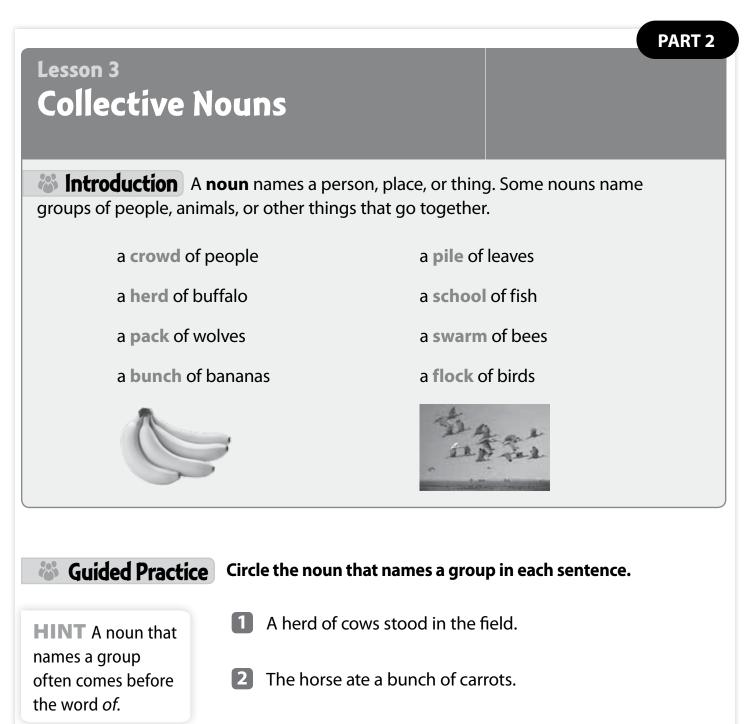
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i-Ready

	e the word that answers Juestion.	Write the correct word from the box to complete each sentence.
	/hich word in this sentence is n adjective ?	widely three
	The friends quickly find the purple scarf.	3 My jeans have holes in them.
Α	purple	
В	scarf	
C	find	today warm
D	quickly	
	/hich word in this sentence is n adverb ?	Bring a scarf with you
	Tia thanks her good friends gladly.	
Α	good	
В	thanks	Try It Reread your menu. Add adjectiv and adverbs to better describe your meal
C	friends	and adverbs to better describe your mean
D	gladly	

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.

Animals:	Food:



- 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.

Independent Practice	PART 2
Choose the correct word to answer each question.	3 Which noun correctly completes this sentence?
 Which word can name a group of dogs? A flock B swarm C pack D bunch 	 I see a of fish swimming in the pond. A school B herd C pile D flock
 Which word can name a group of sticks? A herd B school 	Write the best word from the box to complete the sentence.
C swarmD pile	crowd swarm
	The farmer picked a of grapes.
Try It Collective nouns name groups of this troop. The troop needs bunches of bananas to 1. Research collective nouns that name the groups for places to use collective nouns in what lists to include these collective nouns.	o eat. Read what you wrote in Part oups of animals you listed. Then

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