

Grado 2 Escritura y lenguaje

Paquete 3 de actividades para el hogar del maestro

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.

Aunque estamos proporcionando una Clave de respuestas, queremos enfatizar que el esfuerzo es lo que realmente importa, y no cuántas preguntas un estudiante responda correcta o incorrectamente. 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

Entry Entrada	Writing Prompt Instrucciones de escritura	Resource Recurso	Answer Key Clave de respuestas	Page Página
1	Part 1 (Escribe sobre tu experiencia con un ayudante de la comunidad.)	Part 2 Grade 2 Ready Language Handbook Lesson 20 Root Words Second Words	Guided Practice 1. Root word: watch; Meaning: people who look at something 2. Root word: use; Meaning: helpful 3. Root word: puff; Meaning: soft and light 4. Root word: dark; Meaning: getting dark Independent Practice 1. B 2. D 3. A 4. C	7
2	Part 1 (Escribe sobre lo que ves en tu vecindario durante la primavera.)	Part 2 Grade 2 Ready Language Handbook Lesson 21 Compound Words The state of th	Guided Practice 1. Compound word: blackbird; Meaning: a bird with black feathers 2. Compound word: swordfish; Meaning: a fish with a jaw like a sword 3. Compound word: rattlesnake; Meaning: a snake with a tail like a rattle Independent Practice 1. C 2. B 3. D 4. earthworm	10



Entry Entrada	Writing Prompt Instrucciones de escritura	Resource <i>Recurso</i>	Answer Key Clave de respuestas	Page Página
3	Part 1 (Escribe un correo electrónico sobre lo que has estado haciendo o estudiando últimamente.)	Part 2 Grade 2 Ready Language Handbook Lesson 17 Comparing Formal and Informal Uses of English	Guided Practice 1. c 2. d 3. b 4. a Independent Practice 1. D 2. B 3. C 4. Thank you so much	13
4	Part 1 (Escribe una escena de una obra de teatro. Eres el personaje principal y tu perro acaba de comerse tu tarea.)	Part 2 Grade 2 Ready Language Handbook Lesson 19 Prefixes The state of the stat	Guided Practice 1. not happy 2. build again 3. not safe 4. plan before 5. cut before Independent Practice 1. A 2. D 3. C 4. B	16



Entry Entrada	Writing Prompt Instrucciones de escritura	Resource <i>Recurso</i>	Answer Key Clave de respuestas	Page Página
5	Part 1 (Ayer te despertaste y descubriste que tenías el tamaño de una hormiga. Escribe sobre ese día y lo que hiciste.)	Part 2 Grade 2 Ready Language Handbook Lesson 7 Past Tense of Irregular Verbs For Tense of Irregular Verb Indicate the sale that distance according to the sale Indicate the sale that distance according to the sale Indicate the sale that distance according to the sale Indicate the sale that distance according to the sale Indicate the sale that distance according to the sale Indicate the sale that distance according to the sale Indicate the sale that distance according to the sale Indicate the sale that distance according to the sale Indicate the sale that the sale that the sale Indicate the sale that the sale that the sale Indicate the sale that the sale that the sale Indicate the sale that the sale that the sale Indicate the sale that the sale that the sale Indicate the sale that the sale that the sale Indicate the sale that the sale that the sale Indicate the sale that the sale that the sale Indicate the sale that the sale that the sale Indicate the sale that the sale that the sale Indicate the sale that the sale that the sale Indicate the sale that the sale that the sale Indicate the sale that the sale that the sale Indicate the sale that the sal	Guided Practice 1. saw 2. sat 3. jumped 4. told 5. got Independent Practice 1. C 2. A 3. D 4. A	19
6	Part 1 (Escribe instrucciones para preparar un refrigerio saludable, hacer un proyecto de manualidades divertido o construir un fuerte con objetos caseros.)	Part 2 Grade 2 Ready Language Handbook Lesson 9 Complete Sentences Topic Sentences Top	Guided Practice 1. S 2. P 3. P 4. S 5. P Independent Practice 1. C 2. A 3. D 4. B	22



Entry Entrada	Writing Prompt Instrucciones de escritura	Resource Recurso	Answer Key Clave de respuestas	Page Página
7	Part 1 (Volviste a la década de 1970. Escríbele una carta a un amigo para contarle lo que hiciste la semana pasada y cuéntale lo que quieres hacer cuando vuelvas.)	Part 2 Grade 2 Ready Language Handbook Lesson 12 Punctuating Greetings and Closings of Letters Punctuating Greetings and closings of Letters Punctuating Greetings and closings of Letters	Guided Practice 1. Commas after Bin and friend 2. Commas after Harold and wishes 3. From, Independent Practice 1. D 2. A 3. Dear Papa 4. Lots of love, Rachel	25
8	Part 1 (Escribe sobre un viaje de vacaciones que te gustaría hacer en los Estados Unidos cuando todo regrese a la normalidad.)	Part 2 Grade 2 Ready Language Handbook Lesson 11 Capitalization in Holidays, Product Names, and Geographic Names	Guided Practice 1. Fourth of July 2. United States of America 3. Boston 4. Freezy Pops 5. Independence Day Independent Practice 1. D 2. C 3. B 4. New Year's Eve	28



Entry Entrada	Writing Prompt Instrucciones de escritura	Resource <i>Recurso</i>	Answer Key Clave de respuestas	Page Página
9	Part 1 (Escribe un menú para una cena familiar. Además, crea un cartel para invitar a tu familia a la cena.)	Part 2 Grade 2 Ready Language Handbook Lesson 8 Adjectives and Adverbs Comparison of the Compari	Guided Practice 1. adjective; scarf 2. adverb; wore 3. adjective; friends 4. adverb; look Independent Practice 1. A 2. D 3. three 4. today	31
10	Part 1 (Haz una lista de animales del zoológico y la comida que necesitan.)	Part 2 Grade 2 Ready Language Handbook Lesson 3 Collective Nouns Collective Nouns	Guided Practice 1. herd 2. bunch 3. flock 4. pile 5. swarm 6. crowd Independent Practice 1. C 2. D 3. A 4. bunch	34



Community helpers help people during emergencies. Name a community help that has helped you. It might even be a neighbor. Tell what that person has dor to help you.	er ie
One time helped in	,
	M

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.

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.

1 Weather <u>watchers</u> study people who look at clouds. people who look at

2 Clouds give <u>useful</u> hints getting dark about weather.

Puffy clouds mean the helpful day will be nice.

Darkening clouds mean soft and light it might rain.

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

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.

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	e)

Compound Words

Introduction 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.





= housefly

A housefly is a fly that gets into your house.

₩ Guided Practice

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

the second word in the compound word is a big clue to the word's meaning. For example, a "doghouse" is a house for a dog, not a dog that looks like a house.

1	black	+	bird	=	
	a bird	l with b	olack feat	hers	
	a blac	ck feath	ner shape	d like a bird	

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

- A catfish uses its whiskers to find food in the sea.
 - a fish that eats bugs Α
 - a cat that looks like a bird В
 - a fish with whiskers like a cat
 - a cat that likes boats
- 2 A sheepdog helps keep farm animals safe.
 - a sheep used for its wool
 - a dog that takes care of sheep
 - a sheep that plays with birds C
 - a dog that looks like a goat D
- A seahorse has fins and swims in the ocean.
 - an ocean shaped like a horse Α
 - a sea animal that looks like a snake
 - a horse that lives in a barn
 - 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.

lext:	
Email:	
	_
	Text: I've been
	Email: I have been
	<u> </u>
	$ \sim$ \sim

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.

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

Guided Practice

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

HINT Don't is a contraction of "Do not." That's is a contraction of "That is."

1	I don't get it	а	Yes, that is correct.

Best book ever! ____
b How are you today?

How's it going? ____ **c** I do not understand.

Yup, that's right. ____ **d** I liked this book very much.

Choose the answer to each question.

- What is the best way to greet an important person at your school?
 - Hey.
 - What's up, dude?
 - Hi there! C
 - 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.
- I found the ending difficult to believe.
- Boo, what a boring ending!
- 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
- are not gonna
- do not
- can't even D

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	un fair	not fair
re-	"again"	re + tell	retell	tell again
pre-	"before"	pre + pay	prepay	pay before

Guided Practice

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

not happy

HINT When you see a long word with a prefix, first look for a word you know in it. Then cover that word with your finger and look at the prefix. Think about what the prefix means and add the meaning to the word you know.

1 Dad and I are unhappy with our tree fort.

happy again

2 We will rebuild it.

build again not build

The roof is broken and unsafe.

not safe safe again

4 This time we will preplan how to build it.

not plan plan before

We buy precut boards for the walls and roof.

cut before not cut

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

- 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

- 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-.

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

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.

Lact wook L

Now	sit	come	get	see	tell	run
In the Past	sat	came	got	saw	told	ran

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

Aldo at the nool

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

	Lust Week, I / Hao ut	the pool.	5005	Juv
2	We by the side of the	ne pool.	sat	sits
3	Then we into the w	ater.	jumps	jumped
4	Aldo me he was co	ld.	told	telled
5	We out of the cold	water.	getted	got

C2W

Choose the correct past-tense verb.

Yesterday, Shia _____ to the beach.

- **A** go
- goes
- **C** went
- goed D

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.

ou get to share directions for making something with your classmates on the lass Facebook page. Write directions for making a healthy snack, creating a fun raft, or building a cool fort out of things you have at home.				
		√	\	
		First, you Then you		
		Last, you		
	- 0	~~		

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.
- Gracie goes down the slide.
- **3** Two children swing from the bars.
- 4 Mom and Uncle Ray sit on a bench.
- A black dog runs across the playground.



Choose the correct group of words to answer each question.

- What is the **subject** of this sentence? Two teams play kickball.
 - play kickball
 - teams play
 - C Two teams
 - kickball D
- What is the **predicate** of this sentence? Kevin and Maria chase the ball.
 - A chase the ball
 - Kevin and Maria chase B
 - **Kevin and Maria**
 - the ball D

- Which of these is a complete sentence?
 - The red ball.
 - Rolls into a puddle.
 - Right into a big puddle.
 - The ball rolls into a puddle.
- Which of these is a complete sentence?
 - The cute little dog.
 - The dog stands by the ball. В
 - The little dog and the red ball. C
 - 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,



Punctuating Greetings and Closings of Letters

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

greeting — Dear Nana,

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

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

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

Harold

Read each question. Then choose the correct answer.

How should this **greeting** be written?

Dear Mr. Gomez

- A Dear Mr. Gomez?
- В Dear, Mr. Gomez,
- Dear, Mr. Gomez
- Dear Mr. Gomez,
- 2 How should this **closing** be written?

Very truly yours

- **A** Very truly yours,
- Very truly yours!
- Very truly yours.
- 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.



Capitalization in Holidays, Product Names, and **Geographic Names**

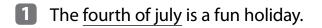
- Introduction The names of holidays, products, and places like towns, states, and countries are proper nouns. Use capital letters correctly when you write them.
 - Begin each word of a holiday, product, or place with a capital letter.
 - Do not begin words such as for and of with a capital letter.

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

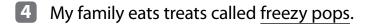
Read each sentence. Write the name of each underlined holiday, product, or place correctly.

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



People in the united states of america celebrate every year.

Some cities, such as boston, have fireworks.





This holiday is also called independence day.



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
- 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> honkers.
 - 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.

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.

make a sign to invite your family to your fancy dinner.	top. Two meatballs on the side.		
	Tonight's dinner		
	menu includes You are invited		
	Sur S		
0) —		

Adjectives and Adverbs

Introduction An adjective is a word that tells more about a noun. Adjectives usually tell "what kind" or "how many."

What Kind	red, loud, old, sweet, happy
How Many	one, ten, few, some, many

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

• Adverbs often tell "how." These adverbs usually end in -ly.

• Adverbs can also tell "when" or "where."

How	slowly, loudly, lightly, carefully
When	later, next, soon, yesterday
Where	there, nearby, somewhere

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	purpl	<u>le</u> scarf	•
---	---------	------	-----	-------	-----------------	---

- 2 She wore it to school yesterday. ______
- Two friends look for it. _____
- They look everywhere.

Choose the word that answers each question.

Which word in this sentence is an adjective?

> The friends quickly find the purple scarf.

- **A** purple
- scarf
- **C** find
- **D** quickly
- Which word in this sentence is an adverb?

Tia thanks her good friends gladly.

- A good
- **B** thanks
- **C** friends
- gladly D

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

widely three

3 My jeans have _____ holes in them.

> today warm

Bring a scarf with you _____.

Try It Reread your menu. Add adjectives and adverbs to better describe your meal.

Journal Entry 10

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:
·	



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.

HINT A noun that names a group often comes before the word of.

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

Choose the correct word to answer each question.

- 1 Which word can name a group of dogs?
 - **A** flock
 - swarm
 - pack
 - bunch
- 2 Which word can name a group of sticks?
 - **A** herd
 - school
 - swarm
 - pile

Which noun correctly completes this sentence?

> I see a _____ of fish swimming in the pond.

- **A** school
- herd
- 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.