Short Vowels $a$, $i$

Put these letters together to write words that have the short $a$ or short $i$ sound.

1. $g + a + s = $ ________________
2. $b + i + b = $ ________________
3. $b + a + g = $ ________________
4. $s + i + x = $ ________________

Now use the words you wrote to complete these sentences.

5. The baby has food on her ________________.
6. The cat has ________________ kittens.
7. Tim cannot pick up the big ________________.
8. The bus needs ________________ to go.
One day at Han’s house, his friend Sue said, “You like to draw. Draw a picture of me!” Han said, “You like to sing. Sing a song about me!” So Han drew a picture of Sue singing. She sang a song about Han and all of his crayons. They both had a lot of fun and kept on singing and drawing until it was time to go home.

Read the story and complete the following story map.

Who?

Where?

What happens?

Beginning

Middle

End

Name______________________________
VCCV Pattern

Read the sentences.
Judd wants to make a puppet.
Pat has a pet rabbit.
Rob has a check-up with the dentist.
Jen needs a new soccer ball.

Look at the places in the building. Write the underlined words from the sentences to tell what people can see in the places.
Fantasy and Realism

Think about Ana’s pets to answer the questions.

1. Which characters do make-believe things?

2. Name three things about Ana’s pets that are make-believe.

3. Name three things about Ana and her pets that are real.
Long Vowels CVCe: $a$, $i$

Put these letters together to write words. Some words will have a short $a$ or short $i$ sound. Some will have a long $a$ or long $i$ sound.

1. $k+i+t+e=$ _______ 7. $m+a+d=$ _______

2. $k+i+t=$ _______ 8. $m+a+d+e=$ _______

3. $s+l+i+d=$ _______ 9. $c+a+n=$ _______

4. $s+l+i+d+e=$ _______ 10. $c+a+n+e=$ _______

5. $t+a+p+e=$ _______ 11. $P+e+t+t=$ _______

6. $t+a+p=$ _______ 12. $p+e+t=$ _______

Now write the words under the correct vowel sound.

<table>
<thead>
<tr>
<th>Short Vowel Sound</th>
<th>Long Vowel Sound</th>
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Grade 2  Theme 1: Silly Stories  PMES 1–5
Predicting Outcomes

Read the story. Write three things to tell what might happen next.

Sam likes music. He enjoys playing the flute and practices every day. Sam hopes to be in the school band. On the day for school band try-outs, Sam plays his best. When he finishes, everyone cheers and claps.

What might happen?

1. ________________________________
2. ________________________________
3. ________________________________
Two Sounds for *g*

Read the sentences. Circle each word with the letter *g* in it.

1. Grandma and I baked gingerbread cookies for the school fair.

2. We gave each cookie raisin eyes and a large smile.

3. Our grinning cookies were a huge hit at the fair.

4. People gently picked them up. Then people gobbled them down.

Now write each circled word under the word that has the same sound for *g*.

- goat
- giraffe

Name__________________________________________
My Two Pets

Snowflake is my cat. He is all white with long fur. Midnight is my dog. She is all black with short fur. Snowflake and Midnight are both three years old.

Snowflake and Midnight are best friends. Midnight kisses Snowflake’s nose. Snowflake rubs his head on Midnight’s chin.

Fill in the chart to tell how the two pets are alike and different.

<table>
<thead>
<tr>
<th>Snowflake</th>
<th>Both</th>
<th>Midnight</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Two Sounds for c

Read the sentences. Circle each word that has the letter c in it.

1. Dad and I drove the car out of the city.

2. We went to a place far out in the country.

3. It was a farm that sold nice red apples and sweet corn.

4. I also got a cold glass of fresh apple cider.

Now write each circled word under the word that has the same sound for c.

- cup
- cent
Fact and Opinion

Read about hermit crabs.

My Hermit Crab

A hermit crab lives in a shell. When it gets too big for its shell home, it moves into a larger shell.

It is easy to take care of a hermit crab. A hermit crab needs water and food pellets. I like watching my pet hermit crab. A hermit crab is a good pet for a small home.

Write two facts and two opinions about hermit crabs.

Facts:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Opinions:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
VCCV Pattern: Double Consonants

Read both words. Pick the one with two syllables. Write it in the sentence. Use a line to show where to break the word into syllables.

sudden  What was that ____________noise?
sweet

thick  Five cents is a ____________.
nickel

kitten  I like to play with my ____________.
kites

blade  Step up on the ____________.
ladder

Grade 2  Theme 2: Nature Walk
Categorize and Classify

Read each list. Cross out the item that does not belong. Tell what is alike about the items that are left.

Example:
crow, sparrow, **worm**, robin ___ birds ___

1. apples, hamburger, banana, orange _______________

2. cake, milk, juice, soda _______________

3. pond, lake, sea, boat _______________

4. bee, housefly, horse, beetle _______________

5. car, school, house, library _______________

Look at the pictures. Write a label to tell why they belong together.
Base Words and Endings

-er, -est

Read the sentences. Write a word from the box in each sentence.

necer  tallest  cooler  bigger  sweeter  freshest

1. It is _____________ in the shade than in the sun.
2. We’ll have lunch under the _____________ tree of all.
3. Mom took out a small jar and a _____________ one.
4. “The drink in the small jar tastes _____________,” she said.
5. We ate the _____________ bread in the world.
6. A picnic is _____________ than eating indoors!
Making Judgments

Read the paragraphs. Write answers to the questions.

There is a new water park in my town. It has great rides. Some rides are only for older children. A man checks to see how tall you are.

If you don’t want to go on the rides, you can swim in a huge pool. There are many places to get snacks. You can even listen to a band play. Watch out if it starts to rain. The people in charge close the park. Everyone has to go home.

What do you like about the water park?

What don’t you like about the water park?
Compound Words

Read the words in each list.

Draw lines to connect words and make compound words.

rain  time
high  box
day  coat
mail  way
rail  road

Write the compound words you made.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Name ___________________________
We took a class trip to an apple farm. There are many interesting things to do and see at an apple farm. We saw rows and rows of apple trees. Some trees had red apples growing on them, others had green apples, and others had yellow ones!

We saw the apples go into a huge apple washer. Then they were sorted into big boxes. We even went into the apple cider room. A big crusher squeezed the apples. A man gave us some fresh cider to taste.

**Topic:**

**Main Idea:** There are many interesting things to do and see at an apple farm.

**Details:** Write details that tell more about the main idea.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Suffix -ly

Read the words and the sentences.
Write a word from the box to complete each sentence.

| cuddly | exactly | gently | lonely | quietly | proudly |

1. Nela knows ____________ the kind of pet she wants.
2. She wants a ____________ little puppy.
3. In the pet store, she sees a puppy that looks ____________.
4. It sits ____________ in a corner.
5. She pets it ____________.
6. Nela ____________ shows her friends her new pet.
Problem Solving

Read the story. Then complete the chart.

Sara went downstairs for dinner. When she got back to her room, she said, “Oh, no! I must have left the cage door open. Now Mousey is gone.”

Sara sat quietly and waited for Mousey to come back. That plan did not work.

Then she shouted “Mousey” as she looked all around. No luck.

Then, Sara remembered that mice like cheese. She put some cheese on the floor. Mousey came back!

**Problem:** Sara’s mouse is missing.

**Solutions** — Put a star next to the one that worked.

1.  

2.  

3.  

Grade 2  Theme 3: Around Town
Read the words and the sentences.
Write a word from the box to complete each sentence.

mixture sculptures features nature creature picture

1. Ed likes to make clay _______________ in art class.
2. He makes odd-looking _______________.
3. They are a _______________ of different animals.
4. The one you see has the _______________ of a dog and a bird.
5. There is no such animal in _______________.
6. Can you draw a _______________ of what Ed will sculpt next?
Making Inferences
Read the paragraphs and answer the questions.

Tammy had a busy day. She got up early to help her mom do the wash. After clearing the breakfast dishes, she went outside to ride her skateboard. That’s when she saw her neighbor carrying lots of bags of food. Tammy took two small bags to carry.

What is Tammy like?

Max stood by the edge of the pool. He watched his friends link arms and dive in. They all were laughing and splashing. When they called to Max to jump in, too, he pretended not to hear what they were saying. Max just stared at the deep blue water.

What is Max like?
r-Controlled Vowels

**or, ore**

Use sounds you know to read the sentences. Draw a line to match each sentence with the correct picture.

1. Carl is tall, and his sister is short.

2. They will pick the corn.

3. She finds shells at the shore.

4. The trees blew in the storm.
Mom has the day off. She wants to do something for fun. She packs food in a basket. She packs cool drinks, too. She adds plates and napkins.

Where is Mom going?

Mom is going on a picnic.

Mom is going to the store.

Drawing Conclusions

Read each story. Look for clues that will help you draw conclusions. Put an X by your choice. Then circle the clues in the story.

Tuffy is our pet. He is black and white. He likes to play fetch with a stick. He likes to hide a bone in the yard. Tuffy always wags his tail and barks when I get home.

What is Tuffy?

_________ Tuffy is a cat.

_________ Tuffy is a dog.

_________ Tuffy is a skunk.

Mom has the day off. She wants to do something for fun. She packs food in a basket. She packs cool drinks, too. She adds plates and napkins.

Where is Mom going?

_________ Mom is going on a picnic.

_________ Mom is going to the store.
Use sounds you know to read the questions.
Circle Yes or No to answer each question.

1. Are kittens and puppies animal babies? Yes No
2. Can you find shells at beaches? Yes No
3. Can cars and buses fly? Yes No
4. Do watches tell the time? Yes No
5. Can you pay for things with pennies? Yes No
6. Are cherries sweet? Yes No
7. Are bushes as tall as trees? Yes No
8. Can bunnies hop? Yes No
Text Organization

Read the information. Then read the main idea. Use the caption for the picture and the details in the selection to tell about the main idea on the lines below.

Birds carry what they need to make nests.

Birds build nests as their homes. Some nests are in trees. Others are on the ground. Most nests are made of grass and twigs. Some nests are large, but others are small.

Main Idea: Birds build nests.

Detail: ________________________________

Detail: ________________________________

Detail: ________________________________

Detail: ________________________________

Detail: ________________________________

Grade 2  Theme 4: Amazing Animals
Vowel pairs _oa, ow_

Use sounds you know to read the story. Then find all the words with the long _o_ sound in the story. Write them on the lines.

A toad and a crow had a contest. The goal was to show who could make a plant grow faster. The crow put his plant in the sun and gave it water. The toad yelled at his plant, “Grow, grow!” The crow’s plant grew. The toad just got a sore throat from yelling.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
## Cause and Effect

Read what happens. Then check the circle next to the sentence that tells why it happens.

<table>
<thead>
<tr>
<th>What Happens</th>
<th>Why It Happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bird cannot fly. She must hop from place to place.</td>
<td>○ Bird wants to move like Rabbit.</td>
</tr>
<tr>
<td>Bear goes into the woods to pick ripe berries.</td>
<td>○ Bird broke her wing.</td>
</tr>
<tr>
<td></td>
<td>○ Bear needs to find a new cave.</td>
</tr>
<tr>
<td></td>
<td>○ Bear is hungry.</td>
</tr>
<tr>
<td>Bat does not know which road to follow. He is lost.</td>
<td>○ Bat left his map at home.</td>
</tr>
<tr>
<td></td>
<td>○ Bat forgot to take his backpack.</td>
</tr>
</tbody>
</table>
Name______________________________

The -er Ending in Two-Syllable Words

Each word names a thing. Write the word from the box that goes with that thing.

- hammer - member - butter - letter - water - finger

1. soap ____________________________

2. stamp __________________________

3. hand ____________________________

4. toast ____________________________

5. nails ____________________________

Grade 2  Theme 5: Family Time
Making Generalizations

Read each paragraph. Then read the generalization. Write a word to finish it.

Six children in Mrs. White’s class live in apartments. Twelve children live in houses. One girl lives in a trailer.

**Generalization:** Most of the children in the class live in _________.

There are three girls in Nora’s family. Nora is on a softball team. Her sisters Tessie and Jill play tennis.

**Generalization:** All the girls in the family play _________.

Our club collects books. Some members like funny books. Others like books that give facts about animals.

**Generalization:** The club members like to _________.

In our house, Mom shops and cooks. Dad cleans and does yard work. My brother and I set the table.

**Generalization:** Everyone in the family does _________.
The -/le Ending in Two-Syllable Words

Read the sentences. Write a word from the box in each sentence.

mumble  candle  giggle  puddle  apple  puzzle

1. Blow out the ________________.

2. She’ll ________________ when she hears the joke.

3. The rain left a big ________________ on the street.

4. We’re trying to solve the ________________.

5. I can’t hear you when you ________________.

6. The ________________ is red and juicy.

Grade 2  Theme 5: Family Time  PMES 5–3
Following Directions

The pictures show the steps for making a fruit smoothie. Look at them as you write directions someone can follow.

First

Then

Next

Last
The Prefix *un-*

Circle the word to finish each sentence. Write the word on the line.

1. The stacks of books are __________________________.
   unable       uneven

2. An icy road can be __________________________.
   unsafe       unsaid

3. Our team is __________________________!
   unlike       unbeaten

4. I like __________________________ carrots.
   unhooked     uncooked

5. He looked for an __________________________ pencil.
   unreal       unbroken

Draw an unhappy face in the box.

Name__________________________________________
Making Judgments

Read each story. Finish each sentence.

Ned has a bag of apple chips. He goes into the shed to eat the chips because he does not want to share them.

I think Ned is ____________________________.
I think that because ____________________________.

Jen wants to finish her puzzle. She knows it’s almost time for dinner. She gets up to help Dad set the table.

I think Jen is ____________________________.
I think that because ____________________________.
Silent Consonants *gh*, *k* in *kn*, and *b* in *mb*

Read the sentences. Draw a line to match each sentence with a picture.

1. The kitten climbs the ladder.

2. He slipped and hurt his knee.

3. Mom is cutting with a small knife.

4. She taught her dog a trick.

5. There is a big knot in the rope.
Sequence of Events

The sentences in the box are in the wrong order. Read them, and then write them in the right order.

Nela makes a snack at home.
The teacher waves goodbye to Nela.
Nela rides the school bus home.
Nela goes to Bonnie’s house.
She writes a note that says, “I’ve gone to Bonnie’s house.”
Name________________________________________

Vowel pairs oo, ew

Read the riddles. Answer each one with a word from the box.

- pool
- newspaper
- boot
- stew

1. I’m a tasty food. Eat me with a fork or spoon. What am I?

2. I’m something you can read. I’m not a book. What am I?

3. I’m something to put on a foot. I’m not a sock or slipper. What am I?

4. I’m something you can swim in. I’m not a lake or a pond. What am I?
**Author’s Viewpoint**

Read the story. Then circle the answer to the question. Draw lines under sentences in the story that helped you answer the question.

Hi! My name is Quan. I like to walk in the woods. I take a notebook with me and sometimes a camera to make notes and take pictures of the trees. I use my notes and pictures to give reports in class.

One day I told the class that there are many kinds of trees. I told them that people and animals need trees for food and that trees are homes for some animals, too. I told how trees help keep our air clean.

“I’m glad we have trees,” I said at the end of my report. The class agreed with me.

How does the author feel about trees?

The author thinks trees are important.
Long i (igh)

Read the words in the box and the numbered clues. Write the word from the box that goes with each clue.

1. not low, but ____________________

2. a lamp gives ____________________

3. not loose, but ____________________

4. people at war do this ____________________

5. something scary is ____________________

6. not day, but ____________________

Write clues that would help someone guess the word bright.

________________________________________

________________________________________
Name____________________________

Noting Details

Read the story. Then answer the questions.

Perry and Jerry are twins. The boys look alike and they dress alike, too. People sometimes get them mixed up, but their mom never does!

Perry likes to read and play video games. Jerry likes to be outdoors. Nothing frightens him. He climbs to the top of the huge tree in the yard.

1. Why do people get the twins mixed up?

2. Who can always tell the boys apart?

3. Which twin likes outdoor adventures?

4. What are some things Perry likes to do?
More Words with -ed or -ing

Read the sentences. Draw a line to match each one with a picture.

1. The dog is shaking to dry off.

2. The runner raced to the finish line.

3. She is placing the book on the shelf.

4. They are hiking on the trail.

5. She smiled when she got the prize.
Problem Solving

Read each paragraph. Think about the problem the character has. Circle the solution that is not a good one.

Mike wants to go camping with his friends Jamal and Ken. Mike never went camping before, and he doesn’t know what to pack. What can he do?

- Mike can ask his friends for help.
- Mike can read a book about camping.
- Mike can hope his friends will lend him things.

Meg slept too long. Her alarm did not ring. She missed the school bus. It is too far to walk to her school. What can she do?

- Meg can ask her mom to drive her to school.
- Meg can go back to bed.
- Meg can ride her bike to school.
Short Vowels *a*, *i*

Put these letters together to write words that have the short *a* or short *i* sound.

1. *h* + *i* + *l* + *l* = ___________________

2. *p* + *a* + *n* = ___________________

3. *h* + *a* + *t* + *s* = ___________________

4. *s* + *i* + *t* = ___________________

Now use the words you wrote to complete these sentences.

5. Kitty and Brad ___________________ together.

6. Cindy and her cat wear big ___________________.

7. Jack and Jill went up the ___________________.

8. Phil and Fran cook eggs in a ___________________.

Teaching Master ES 1-1

Grade 2 Theme 1: Silly Stories
Story Structure

The Tortoise and the Hare

One afternoon by the pond, Hare began making fun of how slowly Tortoise walked. Tortoise didn’t mind. In fact, he said he would race Hare around the pond. Hare agreed, and Tortoise began his slow and steady walk.

Hare looked at Tortoise and said, “He is so slow, I have time for a nap. Then I’ll catch up with him and beat him to the finish line.”

So Hare napped, and Tortoise walked on. When Hare woke up, he ran as fast as he could around the pond. But Hare was too late. Tortoise slowly crossed the finish line to win the race!
Short Vowels \( o, u, e \)

Dad has a big list:
- a truck for Ron
- a dress for a doll
- a drum for Dot
- a set of blocks for Bud
- a lap desk for Mom
Fantasy and Realism

Ana has three kittens—Poppet, Moppet, and Stoppet!

Poppet likes bags. He likes to blow them up like balloons. Then he jumps on the bags to pop them. The pop makes Poppet laugh.

Moppet is always spilling things. She likes to knock over a glass of milk or push over a water dish. Then she yells, “I’ll mop it!”

Stoppet gets into things. He messes up the blankets on Ana’s bed. He plays on Ana’s computer. Can you guess what Ana says to him?

<table>
<thead>
<tr>
<th>Could Really Happen</th>
<th>Could Not Really Happen</th>
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</tbody>
</table>
Long Vowels CVCe: a, i

Read the sentences. Draw a circle around each word that has a long vowel a or i sound.

1. We ride bikes and skate in the park.
2. We also wade to the side of the lake.
3. It is a safe place for ducks to glide and dive.

Now write each circled word under the word that has the same vowel sound.

lane

line
Predicting Outcomes

Anita likes to run. For a month, she has run the track after school. She has practiced very hard for her first meet. On the day of the meet, there are four other runners to race with. At the starting bell, she takes off and feels great!

What might happen?

1. 
2. 
3. 

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o, u, e in CVCe Patterns

cube    cute

That cub is so ______________.

Pete    These

____________ has a new pet.

hole    hose

Use a ______________ if you feel hot.
Compare and Contrast

Goose

Both

Duck

__________

__________

__________

__________

__________

__________

__________

__________

__________

__________

__________

__________
Consonant Clusters

\[ r, l, s \]

“Help!” cried Fred. “This bug is a pest.”
Fred shook his fist at the bug. “Stop flying here!”
Fred clapped to try to get rid of the bug.
The bug came to rest on Fred’s chest.
Fred gave himself a slap.
The bug flew off.
“At last, it is gone!” said Fred.

\begin{tabular}{|c|c|c|}
  \hline
  \textbf{\textit{l} clusters} & \textbf{\textit{r} clusters} & \textbf{\textit{s} clusters} \\
  \hline
  & & \\
  \hline
\end{tabular}
Fact and Opinion

- **Birds have feathers.**
- **Birds are the best pets.**
- **Soccer is fun for everyone.**
- **Soccer is played with a ball.**
- **Apples are a kind of fruit.**
- **Apples taste good with peanut butter.**
- **A guitar has strings.**
- **Guitar music is too loud.**
Double Final Consonants

Will the foot __________ the ball?

Jump for the __________!

I see a __________ of steam.

The glass is __________.

kick  kiss

stiff  stick

puff  puck

full  fuss
# Categorize and Classify

<table>
<thead>
<tr>
<th>Living Things</th>
<th>Things Made by People</th>
<th>Sky Objects</th>
</tr>
</thead>
</table>

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**Living Things**

**Things Made by People**

**Sky Objects**
Consonant Digraphs

The ship was near the beach.
A man shouted, “Let’s go to the shore.”
He chose a small boat for the ride.
Waves crashed around the boat.
The man checked his map.
“We will dig for a chest of gold,” he said.
Making Judgments

Things People in the Circus Do

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# Vowel pairs *ai, ay*

<table>
<thead>
<tr>
<th>paint</th>
<th>pants</th>
<th>pail</th>
<th>past</th>
</tr>
</thead>
<tbody>
<tr>
<td>sandy</td>
<td>saying</td>
<td>said</td>
<td>sailor</td>
</tr>
<tr>
<td>haystack</td>
<td>happen</td>
<td>hail</td>
<td>have</td>
</tr>
<tr>
<td>rocket</td>
<td>ranch</td>
<td>raid</td>
<td>railway</td>
</tr>
</tbody>
</table>

**Bonus Word**

__________
Details: You can find plump, round loaves of bread or thin, long loaves.

Some breads are flat such as pizza, pita, and tortillas.

There are special rolls made just to hold hot dogs.

Bagels are round with a hole in the middle.

Did you know pretzels and crackers are bread, too?
Welcome to New Town!
Here are some of the many places to see!

- Magic Fountain
- Flower Park
- Fair Grounds
- High Tower
- Downy Lake
- Mile High Mountain
- County Bridge
- Scout Hiking Trail
Problem Solving

Problem:
Ben cannot put together his model airplane.

Solutions:

1. 

2. 

3. 

Vowel pairs ee, ea

Bean Bag Toss Game

asleep
kettle
wheat
deeply
meal

speak
metal
self
present
heat

wheel

Grade 2  Theme 3: Around Town
What Ray Is Like | Story Clues

Ray studied hard. He missed a movie to study more.

Ray waited quietly while other children got their tests back.

Ray smiled and couldn’t wait to show his parents his test.
It’s a Party at the Park!

Where: The party will be at Bart’s house and the park nearby. His house is on Old Farm Road.

When: The party will be on Sunday, June 15. It will start at Bart’s at one o’clock and end before it gets dark.

What: We’ll all take part in games.
Drawing Conclusions

Mort likes to paint pictures and shape clay into animals. Sometimes he makes little books.

What I Think

Mort likes to spend time in the book corner.
Mort likes to spend time in the art room.

Clues
Final Consonant Clusters *nd, nk, nt*

1. The girls will __________ some seeds.
2. What is the __________ of your story?
3. The plane will __________ soon.
4. He __________ a glass of cold milk.
Text Organization

Read the information. Then read the main idea. Underline details in the paragraph that tell more about the main idea.

Animals need doctors, too. These doctors check dogs and cats for fleas and ticks. They give animals shots and pills to keep them well. Some can mend birds’ broken wings. I would like to help animals some day.

Main Idea: Animal doctors do many things to help animals.

What does the picture tell you an animal doctor can do?
Vowel pairs *oa*, *ow*

1. Catch the ball when I ________________ it!
2. Let’s walk on this ________________.
3. The cat naps on a fluffy ________________.
4. She will sing in the ________________.

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TMES 4–5

Grade 2  Theme 4: Amazing Animals
Today is a special day for Juan. His mom and dad invited his friends and family to their home. Juan wants to help out, so he and Dad make colorful decorations to put on the walls. Then he helps Mom make a cake. Soon all the guests arrive and say, “Happy Birthday!”

Why do Juan’s parents invite his friends and family to their home?

Why does Juan make decorations with his dad?

Copyright © Houghton Mifflin Company. All rights reserved.
The storm started at dinner time. Thunder boomed and boomed. Our dog hid under the bed. Mom said we had better close all the windows. She did not want to get rain on the rugs. After we ate, we put on our robes and slippers and watched the rain.
Making Generalizations

Generalization:
Little children can get into big trouble.

Supporting Details:

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________
Contractions

don’t
 can’t
 he’s
 I’m
 she’s
 We’ll

What’s in the bag? _______________________

1. Tom looks as if _____________ not happy.

2. Mom said, “___________ all eat here.”

3. I _____________ find my backpack.

4. “___________ the winner!” Joan boasted.

5. They _______________ want any pie.

6. Pam will call if ________________ late.

Grade 2  Theme 5: Family Time
Following Directions

Celery Stuffers

What I Need: ________________________________

What I Will Do:

First, **wash the celery and dry it.**

Next, ________________________________

Then, ________________________________

Last, ________________________________
Vera was tired of the rainy weather. The yard was all muddy. She couldn’t go outside. Vera’s mom had an idea. “Let’s make berry ice cream,” she said. “It is tasty.” Vera smiled. Vera helped her mom.

Later the whole family had ice cream. They ate every last bit of it. It was very good!
Making Judgments

Opinion of Reggie: ______________________________
________________________________________________________________________

Reasons: ____________________________________________
________________________________________________________________________
________________________________________________________________________

Opinion of Reggie: ______________________________
________________________________________________________________________

Reasons: ____________________________________________
________________________________________________________________________
________________________________________________________________________
Base Words and -ed, -ing Endings

flapping
shutting
dripping
shopped
dropped

a bucket of ________________

1. The boy _____________ for a pair of pants.
2. The little bird is ______________ its wings.
3. I am _________________ the window.
4. The glass broke when Dad ________________ it.
5. Water is ________________ from the pipe.
Sequence of Events

Henry’s Day

Beginning

Henry woke up.
He ate breakfast and got dressed.

Middle

__________________________________________
__________________________________________
__________________________________________
__________________________________________

End

__________________________________________
__________________________________________
__________________________________________
__________________________________________

TMES 5–8

Grade 2 Theme 5: Family Time
Vowel pairs oo, ew
Author’s Viewpoint

What the Story Says

What the Author Probably Thinks About Cats
Long \(i\) (igh)

A Frightful Night

What a storm! What a night! I was reading when the lights went out. It was very, very dark. I couldn’t see. I could only hear an odd rap, rap, rapping high over my head. I was frightened, but I went up the flight of stairs. In a flash, the lights came back on. What a sight! An open window was rap, rap, rapping. I sighed a happy sigh.
Noting Details

Tonya thinks she has a good chance to be voted the best second-grader.

Tonya is a whiz at math.

__________________________

__________________________

Tonya is the best in gym class.

__________________________

__________________________

Tonya helps in the community.

__________________________

__________________________
More Words with -ed or -ing

1. He __________________ some friends to visit.
   inviting      invited

2. Now he is __________________ a cake.
   baking        baked

3. First, he mixed the batter and ____________ it.
   tasted        tasting

4. When the cake was ready, he ____________ it.
   slicing       sliced

5. He is ________________ his friends will like it.
   hoping        hoped

6. Yes, his friends ________________ the cake!
   liked          liking
Problem Solving

Problem:

Solution:

Problem:

Solution:
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## Blending Routine 1

### Continuous Blending

#### Procedure

1. Display the letter cards or write the letters for the word.

2. Have children listen as you blend the sounds of the word, “stretching out” the word while pointing to each letter in a sweeping motion. Then say the whole word naturally.

3. Repeat step 2, this time having children blend the word with you.

4. Have children blend the sounds on their own and then say the whole word naturally.

5. Now have children blend the word silently, in their heads. After they say the whole word aloud, have them use it in a sentence.

#### Example: *sat*

- Display *sat*.

- Point to *sat* and say *ssssääät, sat*.

- Children blend *sat* with you, saying *ssssääät, sat*.

- Children blend *sat* on their own, saying *ssssääät, sat*.

- Children look at the letters and then:
  - blend the sounds in their heads, saying *ssssääät*
  - say the whole word *sat* aloud
  - use *sat* in a sentence
Blending Routine 2

Sound-by-Sound Blending

Procedure

Example: mask

1. Display or write the letter or letters that stand for the first sound in the word. Point to the letter as you say the sound.

   Display m and say /m/.

   m

2. Have children say the sound as you repeat it.

   Children say /m/.

   m

3. Display the letter or letters for the next sound and say the sound. Then have children say it with you.

   Add a to display ma. Point to a and say /ä/. Children say /ä/ with you.

   m a

4. Model blending the displayed letters, pointing to the letters in a sweeping motion as you say the sounds. Then have children repeat this with you.

   Model blending ma, saying mmmäää. Repeat. Children blend ma with you.

   m a

5. Display the letter or letters for the third sound and say the sound.


   m a s

6. Model blending the whole word, pointing to the letters in a sweeping motion as you blend the sounds. Then have children blend the word silently in their heads. Finally, have children say the whole word naturally and use it in a sentence.

   Model blending mask, saying mmmääässsk. Children blend mask silently in their heads. Children say the whole word mask and then use it in a sentence.

   m a s k
Blending Routine 3

Vowel-First Blending

Procedure

1. Display or write the letter that stands for the vowel sound in the word. Point to the letter as you say the sound.

2. Have children say the sound as you point to the letter and say the sound again. Explain that when you come to this letter as you blend the word, you will remember to say that sound.

3. Display the letter for the first sound in the word and say the sound. Then have children say it with you.

4. Model blending the word through the vowel, pointing to the letters in a sweeping motion as you say the sounds. Then have children repeat this with you.

5. Display the letter for the final sound and say the sound. Then have children say it with you.

6. Model blending the whole word, pointing to the letters in a sweeping motion as you blend the sounds. Have children blend the word with you and then silently in their heads. Have children say the whole word and use it in a sentence.

Example: *sat*

Display *a* and say /ā/.

Children say /ā/ as you point to the letter *a* and say /ā/. Say: When we come to this letter in the word, we will say /ā/.

Display *s* and *a*. Point to *s* and say /s/.

Have children say /s/ with you.

Model blending *sa*, saying *sssāáa*. Repeat, having children blend *sa* with you.

Add *t* to display *sat*. Point to *t* and say /t/. Then have children say /t/ with you.

Model blending *sat*, saying *sssāáat*. Repeat, having children blend *sat* with you. Children blend *sat* silently in their heads, then say the whole word. Have a volunteer use *sat* in a sentence.