Lesson 10

Grade 2

Includes:
- Blackline Masters and Leveled Practice organized by lesson
- Answer Keys
- Weekly Tests for Key Skills

Observation Checklists and other Informal Assessments can be found in the Assessment section of the Grab-and-Go™ Resources for this grade.
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Dear Family,

This week we’ll explore the question, “What’s special about animals that live in the ocean?” We’ll read two informational texts about the deep blue sea. The first selection, Jellies, features beautiful underwater photographs and fascinating facts about jellyfish. In Splash Photography we’ll learn about the different equipment used when photographing animals that live in the ocean. What an exciting—and wet—job!

Activities to Do Together

Vocabulary
Use the words in this week’s Target Vocabulary to make up sentences about the ocean and the animals that live in it.

Adrift on an Imaginary Ocean
Using your sofa as an imaginary ship, pretend you and your child are sailing across the ocean. What animals do you see above the water? Put on a diving mask and go “underwater” to explore an old shipwreck or a deep-sea cave. Hoist the sails of your imagination and have fun exploring the ocean together!

Write About Your Adventure
Work together to write a summary of your “ocean adventure.” Write about the most important things that happened and the most amazing things you saw.

Go to the eBook to read and listen to this week’s selection.
Weekly To-Do List

Put an X in each box when you finish the activity.

<table>
<thead>
<tr>
<th>Must Do</th>
<th>May Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Practice pages</td>
<td>☐ Reading Log</td>
</tr>
<tr>
<td>☐ Comprehension and Fluency Literacy Center</td>
<td>☐ Vocabulary in Context Cards</td>
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<td>☐ Read</td>
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<td>millions</td>
<td>weaker</td>
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<td>choices</td>
<td>wrapped</td>
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<tr>
<td>drift</td>
<td>disgusting</td>
</tr>
<tr>
<td>simple</td>
<td>decide</td>
</tr>
</tbody>
</table>
Target Vocabulary

Fill in each blank with the Target Vocabulary word that best completes each sentence.

1. There are _________________ of animals and plants in the sea.

2. We make _________________ about what to wear to school.

3. Our teacher will _________________ which story we will read.

4. I _________________ the birthday gift in pretty paper.

5. The puzzle was _________________ and easy to do.

6. Some plants float or _________________ in the ocean.

7. Do you think chocolate ants would be tasty or _________________?

8. Is string stronger or _________________ than rope?
<table>
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<tr>
<th>Facts</th>
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</table>
**T-Map: Fact and Opinion**

**Title** *Life in Tide Pools*

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
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<td></td>
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<tr>
<td>Facts</td>
<td>Opinions</td>
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</tbody>
</table>
**T-Map: Fact and Opinion**

**Title**  *Tide Pools*

<table>
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<th>Opinions</th>
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</tbody>
</table>
Use “Snow Day” to answer questions 1–2. Use “Tornado!” to answer questions 3–4. Use information from the stories to support your answers.

1. What clues does the picture give you about when and where this story takes place?

2. How are Katie’s actions different at the beginning of the story than her actions at the middle and the end of the story?

3. What does the family do when they know the tornado is coming? Do they seem prepared? Use examples from the story to answer.

4. **CHALLENGE** How does Dad act at the end of the story? What does this tell you about him?
Contractions

Circle the two words that make up each contraction.

1. he’ll  he is  he will
2. she’d  she can  she would
3. you’re  you are  you would
4. wouldn’t  would have  would not
5. we’ll  we have  we will
6. didn’t  did not  does not
7. it’s  it is  it will
8. aren’t  you are  are not
Contractions

Circle the contraction in each sentence. Then write the words that make up the contraction.

1. We’re going on a field trip.  __________
2. I don’t have time to talk right now.  __________
3. Mom said it’s time for dinner.  __________
4. Sam and Jeb said they’ll come to our party.  __________
5. I’ve already cleaned my room.  __________
6. We said we’d help Mom after school.  __________
7. I can’t believe the school day is over already.  __________
8. I won’t be able to go until I finish my homework.  __________
9. Let’s play tag at recess today.  __________
10. I bet she’d like this flavor of ice cream.  __________
Cumulative Review

Use the two words to write a contraction.

1. I am
2. had not
3. they will
4. we are
5. she would
6. do not

Read the words below. Add -ed and -ing to make new words.

-ing
-ed

7. watch
8. hope
9. show
Base Words and Suffixes

-er, -est

Write the word that best completes the sentence.

1. My room is ___________________ than your room.
   cleaner       cleanest

2. Where is the ___________________ park?
   nearer        nearest

3. A string is ___________________ than a rope.
   thinner       thinnest

4. Trish is the ___________________ runner in our class.
   faster        fastest

5. August is the ___________________ month of the year in our town.
   hotter        hottest

6. It is ___________________ today than it was yesterday.
   colder        coldest
Contractions

Write the two words that make up each contraction.

1. he’ll
2. she’d
3. you’re
4. wouldn’t
5. we’ll
6. didn’t
7. it’s
8. aren’t
9. I’m
10. they’re
Contractions

Use the two words to write a contraction. Then use the contraction in a sentence.

1. have not

2. they would

3. you have

4. it is

5. will not
Cumulative Review

Write a scene for a play. In the play, a cat and a dog argue about which one is a better pet. Use all of the words from the box in your scene.

Cat: __________________________________________

Dog: __________________________________________

Cat: __________________________________________

Dog: __________________________________________

Cat: __________________________________________

Dog: __________________________________________

I’m can’t won’t walking cleaning

you’re chasing jumping
Base Words and Suffixes
-er, -est

Write a word with -er or -est to complete each sentence.

1. My room is _________________ than your room.
2. Where is the _________________ park?
3. A string is _________________ than a rope.
4. Trish is the _________________ runner in our class.
5. August is the _________________ month of the year.
6. It is _________________ today than it was yesterday.
7. Our dog barks _________________ than yours.
8. This year’s party will be the _________________ one ever.
Contractions

Write the two words that make up each contraction. Then say the words.

are not  he will  she would  would not
did not  it is    we will  you are

1. he’ll
2. she’d
3. you’re
4. wouldn’t
5. we’ll
6. didn’t
7. it’s
8. aren’t
Contractions

Circle the contraction in each sentence. Say the contraction. Then rewrite the sentence using two words instead of a contraction.

1. We’re going on a field trip.

2. I don’t have time to talk right now.

3. Mom said it’s time for dinner.

4. Sam and Jeb said they’ll come to our party.

5. I’ve already cleaned my room.
Cumulative Review

Use the two words to write a contraction. Say the contraction. Then write the letter or letters that the apostrophe replaces.

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Apostrophe Replaces</th>
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<tbody>
<tr>
<td>1. I am</td>
<td></td>
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<tr>
<td>2. they will</td>
<td></td>
</tr>
<tr>
<td>3. we are</td>
<td></td>
</tr>
<tr>
<td>4. she would</td>
<td></td>
</tr>
<tr>
<td>5. do not</td>
<td></td>
</tr>
<tr>
<td>6. that is</td>
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</table>

Read the sentences below. Then choose the word from the box that best completes each sentence.

- watching
- throwing
- showed

7. Hannah ____________ the ribbon to her friends.

8. Jim is ____________ the baby today.

9. He is ____________ the ball into the hoop.
Base Words and Suffixes
-er, -est

Write the word that best completes the sentence.

1. Your room is ___________ than my room.
   cleaner            cleanest

2. A string is ___________ than a rope.
   thinner            thinnest

3. Trish is the ___________ runner in our class.
   faster             fastest

4. August is the ___________ month of the year in our town.
   hotter             hottest

5. It is ___________ today than it was yesterday.
   colder             coldest

6. Our dog barks ___________ than yours.
   louder             loudest
<table>
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<tr>
<th>TEST RECORD FORM</th>
<th>Possible Score</th>
<th>Acceptable Score</th>
<th>Student Score</th>
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<td>10</td>
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<tr>
<td>Comprehension: Fact and Opinion, Author’s Purpose, Anchor Text</td>
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<td>7</td>
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<tr>
<td>Phonics: Contractions</td>
<td>10</td>
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<tr>
<td>Grammar: Verbs in the Present, Past, and Future</td>
<td>10</td>
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<tr>
<td>TOTAL</td>
<td>40</td>
<td>28</td>
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Total Student Score × 2.5 = %
Vocabulary

Answer Numbers 1 through 10. Choose the best answer for each question.

1. What does the word *choices* mean in the sentence below?
   
   You have two choices of sandwich meat.
   
   A. things to pick from
   B. things that must happen
   C. things that stay the same

2. What does the word *decides* mean in the sentence below?
   
   Peg decides to wear her pink dress to the party.
   
   F. will have to
   B. does not want to
   H. makes up her mind

3. What does the word *disgusting* mean in the sentence below?
   
   The rotten, old tomato looks disgusting.
   
   A. sad
   B. sour
   C. ugly

4. What does the word *drift* mean in the sentence below?
   
   The balloons drift slowly through the air.
   
   F. float
   B. pop
   H. zip
What does the word *millions* mean in the sentence below?

There are millions of people living in our country today.

- A. only a few
- B. different sizes
- C. a very big number

Which word BEST completes the sentence below?

The fruit here is ____ than the fruit there.

- F. fresh
- G. fresher
- H. freshest

Which word BEST completes the sentence below?

Of all the fruit stands in town, Baker’s is the ____.

- A. newer
- B. older
- C. oldest

Which word BEST completes the sentence below?

Some people tell Mr. Baker that his store is too small and he should build a ____ one.

- F. bigger
- G. biggest
- H. littlest
Comprehension

Answer Numbers 1 through 10. Base your answers on the article “Jellies.”

1. Why does the author begin the article with the words if you were a jellyfish?
   A. to teach you how to swim like a jellyfish
   B. to tell you that you are like a jellyfish
   C. to make you think about what it is like to be a jellyfish

2. Why does the author show pictures of jellyfish?
   F. to show what a good artist she is
   G. to show a scary story about jellyfish
   H. to show what different kinds of jellyfish look like

3. What words does the author use to help the reader understand how a jellyfish stings?
   A. “tiny, mechanical”
   B. “Like a bow and arrow”
   C. “stinging a friend or an enemy”

4. Why does the author compare some jellyfish to a cobra?
   F. to warn readers to stay away from cobras
   G. to explain how dangerous jellyfish are
   H. to help readers picture what jellyfish look like
5 Why does the author say that an upside-down jellyfish is like a greenhouse and a grocery store?
   A because a jellyfish grows its own food
   B because a jellyfish eats small bits of algae
   C because a jellyfish gives food to other animals

6 The article says a jellyfish is shaped like a bell. Why does the author use the word bell?
   F to tell you how a jellyfish sounds
   G to tell you what a jellyfish looks like
   H to tell you there is a bell in the ocean

7 Which sentence from the article gives an opinion?
   A “The Portuguese man-of-war is not a real jellyfish.”
   B “Jellyfish are almost all water and a little protein.”
   C “They look slimy and disgusting when they wash up on the beach.”

8 Which sentence from the article gives an opinion?
   F “In the sea, jellyfish are beautiful.”
   G “They don’t hunt and they can’t chase.”
   H “They are called Arctic lion’s mane jellyfish.”
9  Which of these ideas from the article is a fact?

A  People who see jellyfish are very lucky.

B  Some jellyfish look very elegant.

C  Jellyfish sting for protection.

10  Read this sentence below.

Seeing an ocean full of jellyfish is unforgettable.

How can you tell that this is an opinion?

F  It can be proven to be true.

G  It tells what the author thinks.

H  It tells something everybody knows.
Phonics

Answer Numbers 1 through 10. Choose the best answer for each question.

1 Which word is the CORRECT contraction for *can not* in the sentence below?

   *I can not see the moon in the sky tonight.*

   A can’t
   B canot
   C cann’t

2 Which word is the CORRECT contraction for *is not* in the sentence below?

   *The ocean is not far from Lucy’s house.*

   F is’nt
   G isn’t
   H is’not

3 Which word is the CORRECT contraction for *What is* in the sentence below?

   *What is the largest fish you have ever seen?*

   A Wha’s
   B Whats
   C What’s

4 Which word is the CORRECT contraction for *do not* in the sentence below?

   *Do not tap on the fish tank.*

   F D’nt
   G Do’nt
   H Don’t
5. Which word is the CORRECT contraction for *I am* in the sentence below?

   *I am hoping to see whales today.*

   A. Im  
   B. I’m  
   C. I’am

6. Which word is the CORRECT contraction for *she will* in the sentence below?

   *Angie says that she will look for sand dollars.*

   F. shell  
   G. sh’ill  
   H. she’ll

7. Which word is the CORRECT contraction for *They have* in the sentence below?

   *They have seen many different fish in the ocean.*

   A. They’ve  
   B. They’ve  
   C. They’ll

8. Which word is the CORRECT contraction for *they are* in the sentence below?

   *Either the sea lions are in the water or they are on the rocks.*

   F. there  
   G. the’re  
   H. they’re
Lesson 10
WEEKLY TESTS 10.9
Jellies
Phonics

Which word is the CORRECT contraction for will not in the sentence below?

Jackie will not go to the beach today.

A  won’t
B  will’nt
C  wolln’t

Which word is the CORRECT contraction for We will in the sentence below?

We will watch the water carefully for schools of fish.

F  Well
G  We’ll
H  We’lll
Grammar

Answer Numbers 1 through 10. Choose the best answer for each question.

1. What change should be made in the sentence below?
   Yesterday, Carla call her grandmother.
   - A. change call to calls
   - B. change call to called
   - C. change call to will call

2. What change should be made in the sentence below?
   Kiki visited her new school tomorrow.
   - F. change visited to visit
   - G. change visited to visits
   - H. change visited to will visit

3. What change should be made in the sentence below?
   Next summer, Jo climbs a tall mountain.
   - A. change climbs to climb
   - B. change climbs to climbed
   - C. change climbs to will climb

4. What change should be made in the sentence below?
   Allie waiting at the bus stop while Gina runs to catch up.
   - F. change waiting to wait
   - G. change waiting to waits
   - H. change waiting to will waiting
5. What change should be made in the sentence below?
   
   Tomás teases Max about his cap last week.

   A. change *teases* to *tease*
   B. change *teases* to *teased*
   C. change *teases* to *will teasing*

6. What change should be made in the sentence below?
   
   Clark and his family moved to Tampa next week.

   F. change *moved* to *moves*
   G. change *moved* to *moving*
   H. change *moved* to *will move*

7. What change should be made in the sentence below?
   
   Ryan will wonder why the ducks left the pond yesterday.

   A. change *will wonder* to *wonder*
   B. change *will wonder* to *wondered*
   C. change *will wonder* to *wondering*

8. What change should be made in the sentence below?
   
   Next Monday, Heather printed out three copies of her poem.

   F. change *printed* to *prints*
   G. change *printed* to *printing*
   H. change *printed* to *will print*
9. What change should be made in the sentence below?
When Mark _whistling_, the baby claps her hands.

A. change _whistling_ to _whistle_
B. change _whistling_ to _whistles_
C. change _whistling_ to _will whistle_

10. What change should be made in the sentence below?
In last week’s game, Cyndy _kicks_ the ball farther than anyone else.

F. change _kicks_ to _kicked_
G. change _kicks_ to _kicking_
H. change _kicks_ to _will kick_
Jellyfish

Take turns reading the dialogue with a partner. Then on a separate sheet of paper, use the words disgusting, millions, and wrapped in complete sentences.

**Sagari:** Look at this slimy jellyfish. It is disgusting!

**Mom:** A jellyfish has millions of cells that sting.

**Sagari:** They all drift over there. I can swim over here.

**Mom:** Make sure you don’t bump into one.

**Sagari:** I want to see them up close.

**Mom:** Be careful. Jellyfish can sting you.

**Sagari:** I will wear a wetsuit to protect myself. Then the jellyfish can’t sting my skin.

**Mom:** Okay. Just don’t come out of the water wrapped up in a jellyfish!
Jellies

Jellyfish are animals that live in the ocean. They are very **simple** animals. Some look like plastic in the sea. They look slimy and **disgusting** when they are on the beach.

A jellyfish is shaped like a bell. It has a mouth and tentacles. Jellyfish are made of water and protein. There are many kinds and sizes of jellyfish.

Jellyfish do not have brains. They do not make **choices** or **decide** what to do. They just float up and down in the ocean.

Jellyfish have **millions** of tiny cells that sting. They protect themselves by stinging. They also sting to catch food.

Jellyfish do not chase other animals for food. They just bump into things and sting them. Some jellyfish can use algae to grow their own food.

Jellyfish can float for miles around the ocean. Some jellyfish just pulse, or move with a steady rhythm, and **drift**.

Someday you might be lucky. You might see jellyfish in the ocean. Then you will know how beautiful they can be.
Target Vocabulary

Fill in each blank with the Target Vocabulary word that best completes each sentence.

1. There are ________ of animals and plants in the sea.
2. We make ________ about what to wear to school.
3. Our teacher will ________ which story we will read.
4. I ________ the birthday gift in pretty paper.
5. The puzzle was ________ and easy to do.
6. Some plants float or ________ in the ocean.
7. Do you think chocolate ants would be tasty or ________?
8. Is string stronger or ________ than rope?

T-Map: Fact and Opinion

Title: Animals at the Aquarium

Possible responses shown.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>An octopus has eight legs.</td>
<td>Some animals are cute.</td>
</tr>
<tr>
<td>There are millions of lobsters in the world.</td>
<td>Jellyfish look very strange.</td>
</tr>
</tbody>
</table>

Target Vocabulary

Fill in each blank with the Target Vocabulary word that best completes each sentence.

1. There are millions of animals and plants in the sea.
2. We make choices about what to wear to school.
3. Our teacher will decide which story we will read.
4. I wrapped the birthday gift in pretty paper.
5. The puzzle was simple and easy to do.
6. Some plants float or drift in the ocean.
7. Do you think chocolate ants would be tasty or disgusting?
8. Is string stronger or weaker than rope?

T-Map: Fact and Opinion

Title: Life in Tide Pools

Possible responses shown.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A barnacle makes its own glue. You can find tide pools at the beach. Waves crash in and out of tide pools.</td>
<td>The anemone looks like a flower. Plants and animals in a tide pool are beautiful and interesting. Life can be hard for animals in a tide pool.</td>
</tr>
</tbody>
</table>

T-Map: Fact and Opinion

Title: Bottlenose Dolphins

Possible responses shown.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>They work together. Dolphins are mammals. The largest dolphin is an orca, or killer whale.</td>
<td>They smile. Many people believe that dolphins are smarter than dogs, but not as smart as humans. It’s fun to watch these friendly, playful dolphins.</td>
</tr>
</tbody>
</table>
**T-Map: Fact and Opinion**

**Title**

Tide Pools

**Possible responses shown.**

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions中文</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A barnacle makes glue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can find tide pools at the beach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The anemone looks like a flower.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plants and animals in a tide pool are beautiful and interesting.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Use “Snow Day” to answer questions 1–2. Use “Tornado!” to answer questions 3–4. Use information from the stories to support your answers.**

1. What clues does the picture give you about when and where this story takes place?
   - The picture shows a lot of snow and a tree with no leaves. This means that the story happens in a place that has cold weather in the winter.

2. How are Katie’s actions different at the beginning of the story than her actions at the middle and the end of the story?
   - In the beginning, Katie doesn’t want to wake up. When she sees the snow she gets excited. In the end, she runs outside with her sister.

3. What does the family do when they know the tornado is coming? Do they seem prepared? Use examples from the story to answer.
   - The family runs to the basement when the tornado is coming. They seem prepared because they know what to do to stay safe.

4. **CHALLENGE** How does Dad act at the end of the story? What does this tell you about him?
   - Dad sees that there is damage from the storm, but he is calm.
   - This shows that he doesn’t get upset easily.
**Leveled Practice SR10.1–SR10.4**

**Base Words and Suffixes**

**-er, -est**

Write the word that best completes the sentence. (1 point each)

1. My room is **cleaner** than your room.
   - cleaner
   - cleanest

2. Where is the **nearest** park?
   - nearer
   - nearest

3. A string is **thinner** than a rope.
   - thinner
   - thinnest

4. Trish is the **fastest** runner in our class.
   - faster
   - fastest

5. August is the **hottest** month of the year in our town.
   - hotter
   - hottest

6. It is **colder** today than it was yesterday.
   - colder
   - coldest

**Contractions**

Circle the two words that make up each contraction. (1 point each)

1. he'll he is he will
2. she'd she can she would
3. you're you are you would
4. wouldn't would have would not
5. we'll we have we will
6. didn't did not does not
7. it's it is it will
8. aren't you are are not

**Cumulative Review**

Use the two words to write a contraction. (1 point each)

1. I am ____________
   - I'm
2. had not ____________
   - hadn't
3. they will ____________
   - they'll
4. we are ____________
   - we're
5. she would ____________
   - she'd
6. do not ____________
   - don't

Read the words below. Add -ed and -ing to make new words. (1 point each)

- **-ing**
  1. watch watching watched
  2. hope hoping hoped
  3. show showing showed

**Contractions**

Circle the contraction in each sentence. Then write the words that make up the contraction. (2 points each)

1. We're going on a field trip.
   - We are
2. I don't have time to talk right now.
   - do not
3. Mom said it's time for dinner.
   - it is
4. Sam and Jeb said they'll come to our party.
   - they will
5. I've already cleaned my room.
   - we would
6. We said we'd help Mom after school.
   - can not
7. I can't believe the school day is over already.
   - will not
8. I won't be able to go until I finish my homework.
   - Let us
9. Let's play tag at recess today.
   - she would
10. I bet she'd like this flavor of ice cream.
**Contractions**

Write the two words that make up each contraction. (1 point each)

1. he’ll **he will**
2. she’d **she would**
3. you’re **you are**
4. wouldn’t **would not**
5. we’ll **we will**
6. didn’t **did not**
7. it’s **it is**
8. aren’t **are not**
9. I’m **I am**
10. they’re **they are**

**Cumulative Review**

Write a scene for a play. In the play, a cat and a dog argue about which one is a better pet. Use all of the words from the box in your scene. Answers will vary. (8 points)

I'm **can't**
I'm **won't**
I'm **walking**
I'm **chasing**
I'm **jumping**

Cat:

Dog:

Cat:

Dog:

Cat:

Dog:

Cat:

Dog:

Cat:

Dog:

**Base Words and Suffixes**

- **er**, **est**

Write a word with **-er** or **-est** to complete each sentence.

Possible responses shown. (2 points each)

1. My room is **cleaner** than your room.
2. Where is the **nearest** park?
3. A string is **thinner** than a rope.
4. Trish is the **fastest** runner in our class.
5. August is the **hottest** month of the year.
6. It is **colder** today than it was yesterday.
7. Our dog barks **louder** than yours.
8. This year’s party will be the **biggest** one ever.
**Constructions**

Write the two words that make up each contraction. Then say the words. (1 point each)

are not  he will  she would  would not  did not  it is  we will  you are

1. he’ll he will
2. she’d she would
3. you’re you are
4. wouldn’t would not
5. we’ll we will
6. didn’t did not
7. it’s it is
8. aren’t are not

**Cumulative Review**

Use the two words to write a contraction. Say the contraction. Then write the letter or letters that the apostrophe replaces. (2 points each)

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Apostrophe Replaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>’m a</td>
</tr>
<tr>
<td>they will</td>
<td>’ll wi</td>
</tr>
<tr>
<td>we are</td>
<td>’re a</td>
</tr>
<tr>
<td>she would</td>
<td>’d woul</td>
</tr>
<tr>
<td>do not</td>
<td>don’t o</td>
</tr>
<tr>
<td>that is</td>
<td>that’s i</td>
</tr>
</tbody>
</table>

Read the sentences below. Then choose the word from the box that best completes each sentence. (1 point each)

- watching
- throwing
- showed

7. Hannah showed the ribbon to her friends.
8. Jim is watching the baby today.
9. He is throwing the ball into the hoop.

**Base Words and Suffixes**

-er, -est

Write the word that best completes the sentence. (1 point each)

1. Your room is cleaner than my room.
   cleaner  cleanest
2. A string is thinner than a rope.
   thinner  thinnest
3. Trish is the fastest runner in our class.
   faster  fastest
4. August is the hottest month of the year in our town.
   hotter  hottest
5. It is colder today than it was yesterday.
   colder  coldest
6. Our dog barks louder than yours.
   louder  loudest
Lesson 10

Grade 2

Includes:
• Blackline Masters and Leveled Practice organized by lesson
• Answer Keys
• Weekly Tests for Key Skills

Observation Checklists and other Informal Assessments can be found in the Assessment section of the Grab-and-Go™ Resources for this grade.