

**A.W. James Elementary
School**

English Language Arts

**Independent Learning
Packet**

Grade 2

Student Name _____

Day 1

Instructions

- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Practice brainstorming adjectives and writing sentences to describe the illustration.
- Read the passage and answer the questions about the main idea and details.
- Visit <https://www.storylineonline.net/books/sylvester-magic-pebble/> to listen to *Sylvester and the Magic Pebble* by William Steig, and begin the writing process by responding to the prompt provided.

Dolch Sight Words

Second Grade (46 words)

always	or
around	pull
because	read
been	right
before	sing
best	sit
both	sleep
buy	tell
call	their
cold	these
does	those
don't	upon
fast	us
first	use
five	very
found	wash
gave	which
goes	why
green	wish
its	work
made	would
many	write
off	your

Practice identifying sight words daily.

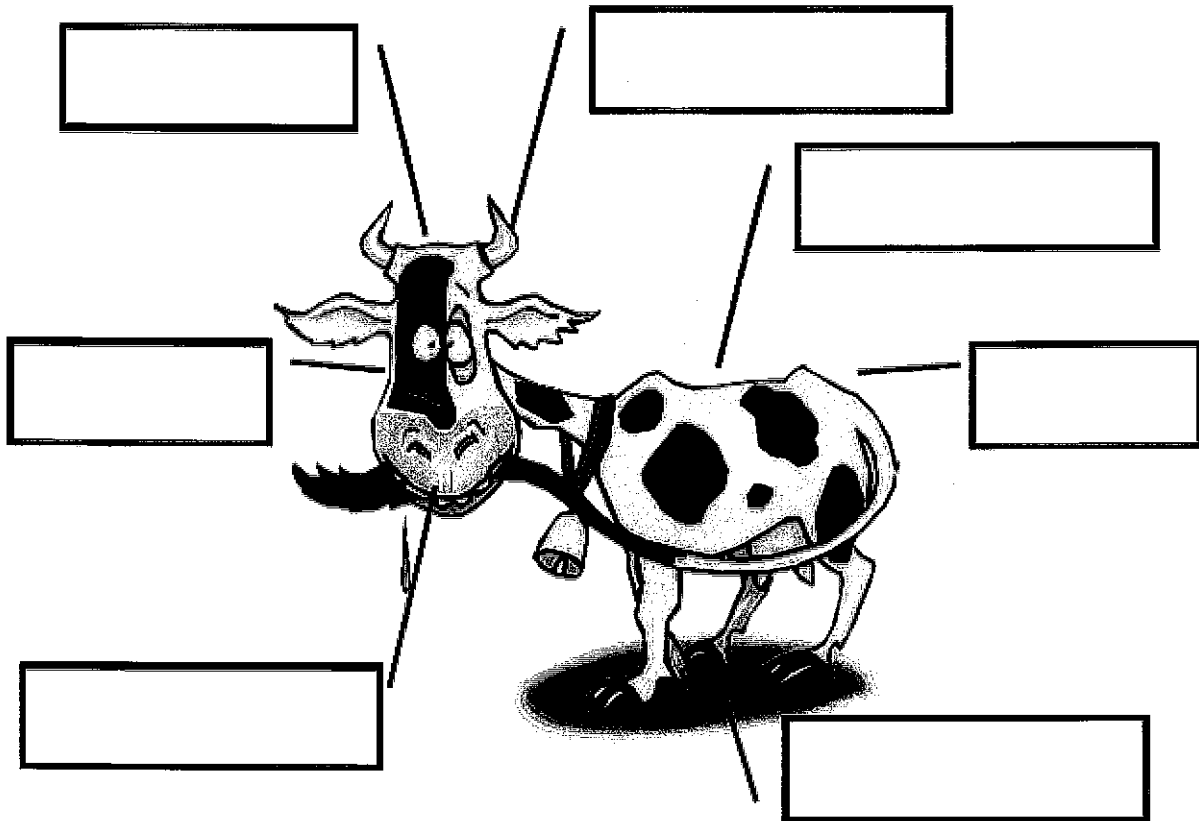
Name _____

Using Adjectives

L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

Using Adjectives in Descriptive Writing

An adjective is a word that describes a noun. Write as many words as you can think of to describe the cow below. Write one word in each box. Then write three sentences about the cow on the lines using the adjectives from the boxes.



Name _____

Read and Respond

Directions: Read the passage below about camels and answer the questions on the following page.

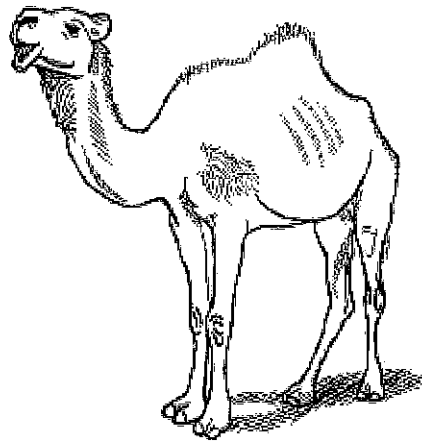
RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

The Camel

A Reading Exercise About Animals

The **camel** is an animal that can go without **water** for a long time. Many people think that the camel **stores** water in the big **hump** on its back. This is not correct. The hump is actually stored food. The camel **changes** the food into fat. This fat is then moved into the hump.



Most animals use fat to keep warm in the **winter**. The fat moves to places all over their bodies. But the camel lives in the hot **desert**. It does not need fat to help keep it warm. The hump stores all the fat. Some camels have two humps.

Camels have other **features** that are good for the desert. There is a lot of **sand** in deserts. Camels have big, **floppy** feet that make walking easier. Their feet do not **sink** into the sand. They also have long **eyelashes**. They help keep sand from **blowing** into their eyes.

Circle the correct answer to each question below.

(1) Most other animals

- a. have feet made for walking on sand
- b. also have humps
- c. can live a long time without water
- d. store fat all over the body to keep warm

(2) What keeps a camel from sinking into the sand?

- a. Long eyelashes
- b. Big, floppy feet
- c. Food stored in the hump as fat
- d. Fat all over its body

(3) The main idea of the story is

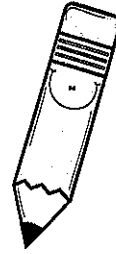
- a. how eyelashes help to store food
- b. how a camel's features help it live
- c. how the desert is full of sand
- d. how it gets cold in the winter

(4) Many people think

- a. camels cannot walk on the sand
- b. any animal can survive in the desert
- c. camels store water in the hump
- d. a camel would make a good pet



Name _____



Write and Respond

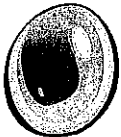
Directions: Visit <https://www.storylineonline.net/books/sylvester-magic-pebble/> to listen to *Sylvester and the Magic Pebble* by William Steig, and complete the graphic organizer below.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Use your imagination and write about what happened when you found Sylvester's magic pebble.



My adventure began when I found a magic pebble.



First,



Next,



Lastly,



Closing Sentence

Day 2

Instructions

- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Complete the handout to practice identifying adjectives and the nouns they modify.
- Build reading comprehension skills by completing the vocabulary activity.
- Revisit your writing from the previous day to write a draft of your paragraph. Include your topic, sequence of events, and a concluding sentence.

Name _____

Exploring Adjectives

Directions: Read each sentence and write the adjective on the line. Underline the noun it modifies.

L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

Adjectives in Sentences

An adjective modified a noun. Identify the adjective in each sentence and write it on the line. Then underline the noun it modifies.



1. Jean loves colorful flowers.
2. Frank bought a set of turquoise dishes.
3. Mike always carries some extra cash.
4. On a hot day, the children like to play in water.
5. That was really a spectacular movie.
6. Most wouldn't, but Helen loves the tedious work.
7. Please put those rambunctious dogs outside.
8. I gazed at the enormous stack of papers.
9. She ripped her black dress.
10. We watched the sleek lion prepare to pounce.

Name _____

The Camel: A Cloze Exercise

Directions: Recall the information from *The Camel*, and write the correct words from the box in the blanks below.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

features blowing changes eyelashes
desert stores floppy winter camel
sand water sink eyes hump

The _____ is an animal that can go without _____ for a long time. Many people think that the camel _____ water in the big _____ on its back. This is not correct. The hump is actually stored food. The camel _____ the food into fat. This fat is then moved into the hump.

Most animals use fat to keep warm in the _____. The fat moves to places all over their bodies. But the camel lives in the hot _____. It does not need fat to help keep it warm. The hump stores all the fat. Some camels have two humps.

Camels have other _____ that are good for the desert. There is a lot of _____ in deserts. Camels have big, _____ feet that make walking easier. Their feet do not _____ into the sand. They also have long _____. They help keep sand from _____ into their _____.

Day 3

Instructions

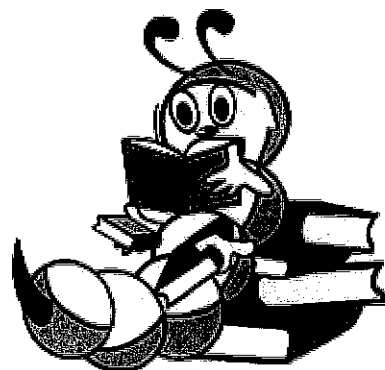
- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Write the noun that each adjective modifies.
- Complete the handout by drawing a box around each syllable in the word.
- Revisit your writing draft from the previous day and revise it by adding details to make your writing more interesting. Ask for guidance from a family member, and include clarification to any questions.

Exploring Adjectives and Nouns

Directions: Read each sentence and determine which noun the underlined adjective modifies. Write the noun on the line.

L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

Adjectives and Nouns



Each sentence below contains two nouns. Which one does the underlined adjective modify? Write your answer on the line.

It's a tough job but Joe can do it.

The red butterfly clip belongs to Susan.

All the yellow flowers are wilted in the vase.

Please hand me the blue screwdriver and some screws.

Pull the silver chain to turn on the lamp.

I would like some hot tea this morning.

Tuesday promises to be a long afternoon.

That performance was my best effort.

Name _____

Day 3, Week 5

Syllable Roundup

Directions: Draw boxes to separate the two-syllable words into their chunks. The first one has been done for you.

RF.2.3c Decode regularly spelled two-syllable words with long vowels.

1. clover



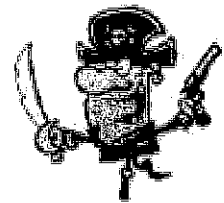
2. otter



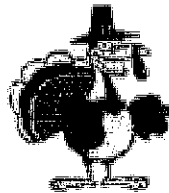
3. rabbit



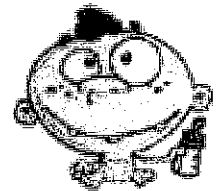
4. pirate



5. turkey



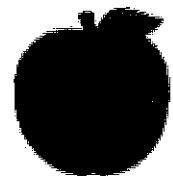
6. baby



7. table



8. apple



Day 4

Instructions

- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Identify the adverb in each sentence, and circle the word.
- Draw a line between the syllables in each word and practice reading the words.
- Revisit your writing from the previous day and make final edits. Ensure that sentences include proper capitalization and punctuation and check for correct spelling. Write the final draft of your writing assignment on the handout provided, and share your writing with a family member or friend.

Name _____

Practice with Adverbs

L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

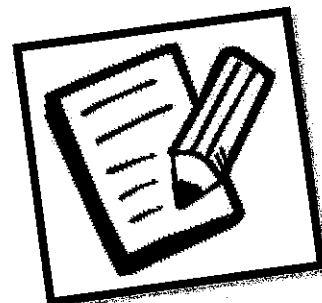
An adverb is a word that describes a verb, an adjective, or another adverb. Adverbs fall into three categories; When, Where, and How.

Directions: Circle the adverb in each sentence.

Example A: The tall player quickly jumped for the ball.

Answer: quickly

1. The boy calmly took his test.
2. The team eagerly awaited their next opponent.
3. The player politely asked the official a question.
4. The teams shook hands sincerely after the game.
5. The girl clumsily walked to her seat.
6. The boy walked dangerously close to the edge.
7. I barely finished my test on time.

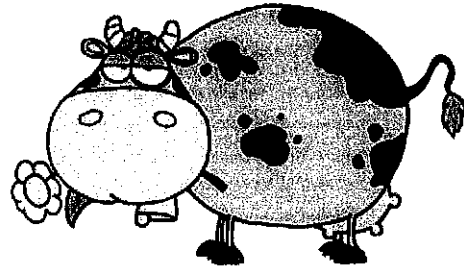


Exploring Syllables

RF.2.3c Decode regularly spelled two-syllable words with long vowels.

Breaking Words Down into Syllables

DIRECTIONS: Divide each word by putting a slash (/) symbol between each syllable. Use a dictionary if you are not sure where to divide the syllables.



1. highest

9. direct

2. invite

10. clover

3. supper

11. lighter

4. explode

12. explain

5. hopeless

13. mistake

6. repair

14. bubbly

7. enjoy

15. chilly

8. laundry

16. scooter

Day 5

Instructions

- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Read the sentence and determine if an adjective or adverb best completes the sentence. Circle the correct word.
- Read the words and sort them into categories based on their number of syllables. Write the words under the correct category.
- Revisit *Sylvester and the Magic Pebble* by William Steig, and write about the moral of the story. Give examples from the story to support your answer.

Name _____

Adjectives and Adverbs

L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

An adjective is a word that describes a noun. An adverb is a word that describes a verb, an adjective, or another adverb.

Directions: Circle the adjective or adverb that best completes each sentence below.

Example A: The (happy / happily) man walked to the restaurant.

Answer: happy

1. The boy (excitedly / excited) opened his birthday gift.
2. The lion roared (loudly / loud) in front of the audience at the zoo.
3. The cook (final / finally) brought the food to the table.
4. The (smart / smartly) student always listened to the teacher.
5. The young man (frantically / frantic) looked for his son.
6. The baseball player (furiously / furious) hit the ball over the wall.



Name _____

Day 5, Week 5

More Practice with Syllables

Directions: Write the correct contraction for the underlined words.

RF.2.3c Decode regularly spelled two-syllable words with long vowels.

A syllable is a unit of spoken language made up of a single uninterrupted sound formed by a vowel.

Directions: Read each word from the words box and write it in the correct column below.

pebble	rock	panic	eager
amaze	scold	night	hope
search	vanish	hill	embrace

One Syllable

Two Syllables

