

**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 identifying prefixes and root words by completing the handout.
- Read the passage and answer the questions by choosing the correct answer.
- Complete the writing organizer explaining which reptile would make the best pet.

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 _____

Day 1, Week 6

Learning with Prefixes

L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).



Prefixes are added to the beginning of root or base words. When you add a prefix to a base word, you change the word's meaning.

re--again, back

dis--not

pre--before

un--not, opposite

mis--wrong

under--below

6d Directions: Draw a box around the prefix in each word. Underline the root word in each word.

return

preschool

untied

dishonest

misbehave

underwater

replay

preheat

unable

dismount

mismatch

underage

redo

preview

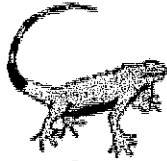
unlocked

Name _____

Read and Respond

Directions: Read the passage below about reptiles 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.



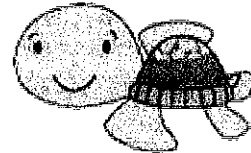
Reptiles

Story by Andrew Frinkle

Reptiles are a kind of animal. Reptiles usually live in warm places, but some live in the water. Snakes, turtles, lizards, iguanas, and alligators are some common reptiles.



Reptiles are vertebrates, so they have backbones. Reptiles have scales. Some also have shells. Most reptiles lay eggs. A few kinds of snakes and lizards have live young that don't come from eggs. Most reptiles are meat-eaters. A few kinds of lizards and tortoises are plant-eaters.



Reptiles are cold-blooded. They like the sun, because it keeps them warm. If they get too cold, they could die. Some reptiles just hibernate and go to sleep when it is cold. They wake up when it gets warm again!

Read and Respond

Reptiles

1. _____ reptiles are meat-eaters.

- (A) No (B) Some (C) Most (D) All

2. Which of these is a reptile?

- (A) rabbit (B) ladybug (C) snake (D) owl

3. What kind of body covering do reptiles have?

- (A) feathers (B) slime (C) scales (D) fur

4. DEFINITION: when animals goes to sleep for a long time

- (A) nap (B) doze (C) hibernate (D) dream

5. Reptiles are warm-blooded.

- (A) True (B) False

Name _____

Day 1, Week 6

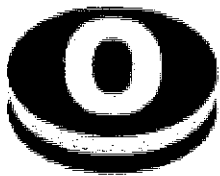
Write and Respond

Directions: Complete the organizer below to respond to the writing prompt.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Which reptile would make the best pet?

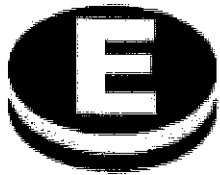
OREO Opinion Writing



Opinion – State your opinion.



Reason – Your reason for your opinion



Example – Give an example to support your opinion.



Opinion – Restate your opinion.

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 for practice with prefixes.
- Build reading comprehension skills by reading the passage and answering the questions.
- Revisit your writing from the previous day to write a draft of your paragraph. Include your opinion, reason, and example before restating your opinion.

Name _____

Exploring Prefixes

Directions: Read each word in the box. Choose the best word to complete each sentence, and write the word in the blank.

L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

preheat underwater misbehave unable

return dishonest unwrap untied

1. Mom said I had to wait until my birthday to _____ my presents.
2. We had to _____ the oven before we could put the cookies in.
3. Jon forgot his backpack and had to _____ home to get it.
4. Ashton was sad because she was _____ to get tickets for the concert.
5. Jakob almost fell down because his shoelaces were _____.
6. Tasha can swim _____ for over 1 minute.
7. Sherry was being _____ when she did not tell the truth.
8. Our teacher told us to not _____ on the field trip.

Name _____

Read and Respond

Read the passage below about reptiles 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.



Wetlands

Story by Andrew Frinkle

Earth has some very damp habitats. Wetlands are very important areas for animals and plants. Wetlands are also important for people and lands!

Wetlands are swamps, bogs, and marshes. Unlike lakes and rivers, there aren't waves. The water sits still. Wetlands are humid places full of animals and plants. Some of these plants and animals find their ways into rivers, lakes, and seas. Wetlands help clean the water. They also help prevent flooding.



Wetlands are full of life. They have many trees and grasses. Many alligators, turtles, snakes, birds, frogs, bugs, and fish make homes in wetlands. There are more types of animals in wetlands than in any other type of habitat!



Read and Respond

Wetlands

1. Wetlands are swamps, bogs, and _____ .

- (A) marshes (B) deserts (C) lakes (D) forests

2. Which of these is not a type of wetland?

- (A) bog (B) marsh (C) swamp (D) desert

3. Which word describes Wetlands habitats?

- (A) dry (B) lifeless (C) humid (D) empty

4. DEFINITION: having lots of moisture or water in the air

- (A) humid (B) dry (C) windy (D) cold

5. Alligators live in some wetlands.

- (A) True (B) False

Day 3

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 and write definitions of words using your understanding of prefixes.
- Determine if the group of words is a complete sentence or fragment.
- 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.

More Practice with Prefixes

Directions: Write the meaning of each word below.

L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

Prefixes are added to the beginning of root or base words. When you add a prefix to a base word, you change the word's meaning.

Some common prefixes and their meanings:

re--again, back

dis--not

pre--before

un--not, opposite

mis--wrong

under--below

6 Directions: Write the meaning of each word. Example: unhappy -- not happy

1. dishonest -- _____

2. replay-- _____

3. underwater-- _____

4. preview-- _____

5. unable-- _____

6. redo-- _____

7. preschool -- _____

8. untied -- _____

9. mistreat -- _____

10. underage -- _____

Identifying Complete Sentences

Directions: Read each group of words. If it is a complete sentence, write **Yes** on the line. If it is not a complete sentence, write **No** on the line.

L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

A complete sentence tells a complete thought. It begins with a capital letter and ends with a punctuation mark.

1. The farmer fed the pigs.

2. The black cat

3. on the playground.

4. Isaac played a song on the mandolin.

5. sat next to the tree.

6. A chameleon sat on a branch.

7. The green chameleon

8. ate a fly.

9. Lorelei ate waffles for breakfast.

Day 4

Instructions

- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Write the correct prefix to match the definition.
- Complete the handout by selecting the correct sentence.
- 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.

Working with Prefixes

L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

Prefixes are added to the beginning of root or base words. When you add a prefix to a base word, you change the word's meaning.

Some common prefixes and their meanings:

re--again, back

dis--not

pre--before

un--not, opposite

mis--wrong

under--below

64 Directions: Write the correct prefix next to each base word.

_____play	to play again
_____age	below age
_____print	to print incorrectly or wrongly
_____able	not able
_____heat	to heat before
_____wind	to wind back or again
_____honest	not honest
_____treat	to treat wrongly or badly
_____tied	not tied
_____water	below the water
_____happy	not happy
_____view	to view before

Name _____

Day 4, Week 6

Practice Combining Sentences



Directions: Circle the best way to combine the two sentences.

L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

1. The dog is hungry. The cat is hungry.

- A. The dog is hungry and the cat.
- B. The dog and cat is hungry.
- C. The dog and cat are hungry.
- D. The dog is hungry and the cat is hungry.

2. Lexi likes to eat pizza. I like to eat pizza.

- A. Lexi and I like to eat pizza.
- B. Lexi likes to eat pizza and I like to eat pizza.
- C. Lexi likes to eat pizza and I like.
- D. Lexi and I eat pizza.

3. Peyton is going to the store. Jurnee is going to the store.

- A. Peyton is going to the store and Jurnee is going.
- B. Peyton and Jurnee are going to the store.
- C. Peyton and Jurnee is going to the store.
- D. Peyton is going to the store and Jurnee.

Day 5

Instructions

- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Practice combining sentences to create a new sentence.
- Visit <https://www.youtube.com/watch?v=GLzna0Hrsco> to listen to *The Little Red Hen* and write about the moral of the story.

Name _____

Combine and Write

Directions: Combine the two sentences into one correct sentence.

L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

1. The moon is bright. The stars are bright.

2. Mason loves to play soccer. Leyton loves to play soccer.

3. Laci works at the flower shop. Michelle works at the flower shop.
