

**A.W. James Elementary
School**

English Language Arts

**Independent Learning
Packets**

Grade 2

Student Name _____

Daily Routine:

- Reading Foundational Skills Practice
- Language Practice
- Comprehension Practice
- Writing Practice

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 creating compound words and writing their meaning.
- Visit www.storylineonline.net/books/the-empty-pot/ and listen to the story *The Empty Pot* by Demi. Respond to the questions about the story.
- Complete the graphic organizer to write your opinion in response to the writing prompt.

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 _____

Compound Words

Directions: Choose the best word to write in the blank to create a compound word.

L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

back _____

fly

after _____

room

bed _____

bow

horse _____

pack

butter _____

back

rain _____

noon

Choose two compound words above and write the meaning of the words based on your understanding of the two parts that make up the word.

Example:

bedroom - a room containing a bed

1. _____

2. _____

Name _____

Read and Respond

Directions: Visit www.storylineonline.net/books/the-empty-pot/ and listen to the story *The Empty Pot* by Demi. Respond to the questions below.

RL.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

1. What kind of character is Ping?

2. What kind of character is the emperor?

3. Why did the emperor want to have a contest?

4. What was the problem in the story?

5. Do you think the emperor was fair?

6. What lesson did Ping learn?

Name _____

Write and Respond

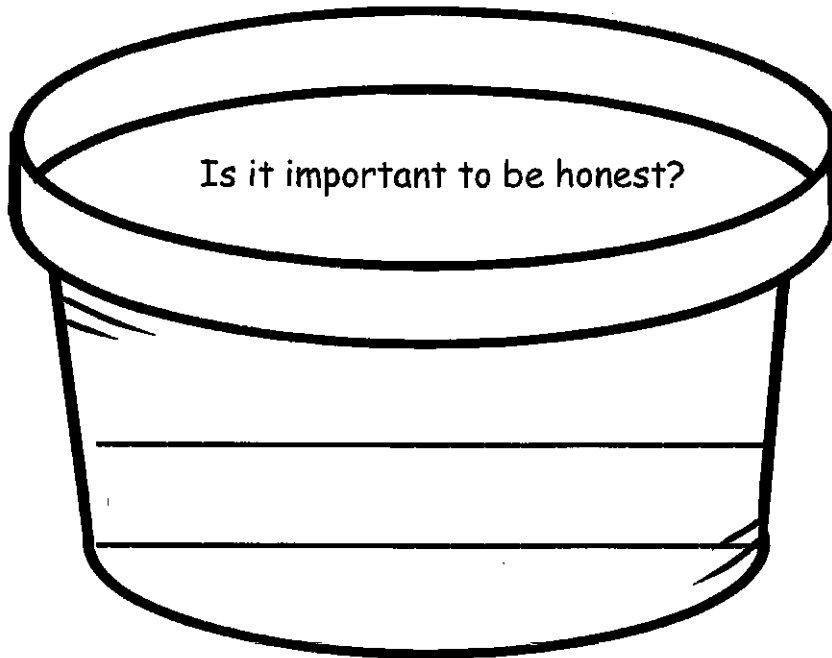
Directions: Complete the organizer below and respond to the question below.

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.

After reading *The Empty Pot*, you learned how Ping was rewarded for his honesty. Do you think it important to be honest? Share your opinion and explain why.

Reason 1

Reason 2



Reason 3

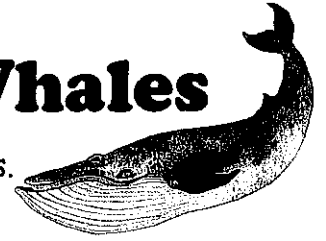
Day 2

Instructions

- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Read the passage about blue whales and answer the questions that follow.
- Complete the handout to create compound words and write their meaning.
- Use the graphic organizer from the previous day to write a draft of your paragraph. Include your topic, details, and a concluding sentence.

Name _____

Read and Respond - Blue Whales



Directions: Read the passage about blue whales and respond to the questions. Underline the sentences that include the answers.


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.

Do you know what the largest mammal ever to inhabit our planet is? If you said an elephant, you are wrong. Look up at the top of the page. That's right! Blue whales are the largest mammals to ever be on earth. Want to know more? Keep on reading below.

Blue whales are big. They can get between 70 to 80 feet in length (the longest one ever recorded was 106 feet long.)

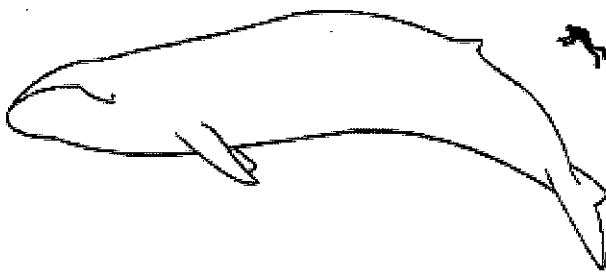
Get a ruler out and measure that. Blue whales can weigh as

much as 90 to 150 tons. With

 a body that big, you might think that whales eat other big animals. Actually, these enormous mammals eat tiny organisms, like plankton and

krill, which they filter through baleen plates. Baleen plates are filters that are in place of their teeth. A blue whale can eat up to 7,715 pounds of krill (small shrimp-like creatures) per day!

Blue whales are found throughout the world's oceans. These gentle giants have grayish-blue skin with light spots. They live in small groups called "pods." The number of blue whales in the world's oceans has dropped greatly. Blue whales are dying in fishing nets and being hunted illegally. Most scientist believe there are only around 2000 to 5000 blue whales left in the oceans.



Refer back to the passage to answer the questions below.

1. What do blue whales eat?

2. What are some reasons why blue whales are disappearing?

3. How big was the longest whale ever recorded? (circle one)

A. 30 feet

B. 106 feet

C. 150 feet

D. 106 pounds

4. What are small groups of whales called? (circle one)

A. herds

B. flocks

C. schools

D. pods

5. A blue whale is a mammal. Can you name some other mammals?

Name _____

Working with Compound Words

Directions: Choose the best word to write in the blank to create a compound word.

L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

out _____

thing

day _____

stairs

cow _____

side

some _____

boy

up _____

dream

Choose three compound words above and write the meaning of the words based on your understanding of the two parts that make up the word.

1. _____

2. _____

3. _____

Day 3

Instructions

- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Read the poem and answer the questions that follow.
- Complete the handout to practice forming contractions.
- 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.

Read and Respond - Poetry

Directions: Read the poem and respond to the questions that follow.

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Nobody's Home but the Dog!

A poem can tell a story. Read the poem. Think about what kinds of words it uses to tell you what is going on at the beginning, the middle, and the end of the story. Think about how the size of the words contributes to telling you what is happening in the story.

Ding dong!
Woof! Woof!
Ding dong!
Woof!

Knock! Knock!
Woof! Woof!
Knock! Knock!
Woof!

Bang! Bang!
Growl! Growl!
Bang! Bang!
Growl!



Step step step step Step step step.

Answer the questions.

1. What story does this poem tell?

2. What is the first thing that happens in this story?

3. What happens in the middle of this story?

4. What happens at the end of the story (Why do the words in the last line get smaller)?

5. How does this ending conclude the action of the story?

Name _____

Forming Contractions

Directions: Choose the correct contraction or words for each question.

L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.

1. What is another way to say we will ?

will

we'll

we's

2. What is another way to say I'm ?

I am

I will

I mad

3. What is another way to say did not ?

did'nt

didnt

didn't

4. What is another way to say she's ?

she is

she was

she did

5. What is another way to say was not ?

was'nt

wasn't

wasnt

6. What is another way to say it's ?

it was

it

it is

7. What is another way to say you are ?

you're

your

you're

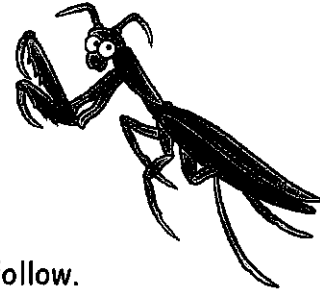
Day 4

Instructions

- Use the Dolch sight words list to review known sight words and choose one new word to learn for the day.
- Read the story about Sid the insect and answer the questions that follow.
- Complete the handout to gain more practice with contractions.
- 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 _____

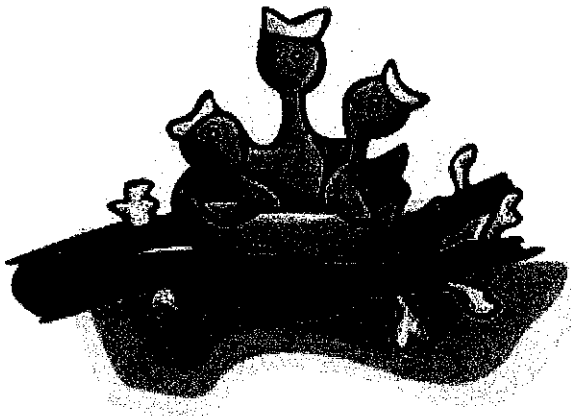
Comprehension Practice



Directions: Read the passage and answer the questions that follow.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

The Story of Sid



Sid was a stick insect. He was long, thin and brown, and looked very much like a twig with legs. Sid had a lot of friends, but sometimes he made his insect friends angry with his boasting.

“I am the best insect,” he would say. “I have the best camouflage. No bird will ever try to eat me, because when a bird sees me, he thinks I am a stick.”

One day, Sid was out walking when a bird swooped down and snatched him with his beak. Sid was terrified! The bird flew up and up and up, higher than Sid had ever been. Sid thought for sure that the bird was going to eat him. But the bird did not eat him. The bird took Sid to a nearby tree. There, he wove Sid into the twigs and grasses that made up the bird’s nest. Sid did not get eaten, but he was now part of a bird’s nest!

It took Sid a few days to get himself out of the bird’s nest, and to make his careful way down out of the tree. His friends watched him, laughing. Sid never boasted to his friends again!

Answer the questions below.

1. What does Sid do in the beginning of the story that makes his friends angry?

2. What happens to Sid in the middle of the story?

3. When a story teaches a lesson, the lesson is called the moral of the story. Some examples of story morals are:

Look both ways before you cross the street.

Don't count your chickens before they hatch.



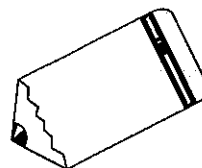
Think about what Sid learned from his experience. In your own words, write the moral of the story below.

Exploring Contractions

Directions: Write the two words that make up the underlined contraction in each sentence.

L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.

you're = you + are



1. She's at the park.

2. I think you've had enough cookies.

3. They're going to be home soon.

4. Do you think you'll like the movie?

5. I've been wanting to see that movie.

6. He's done a lot of work today.

7. They've been very loud.

8. You're late.

9. I bet she'll be surprised.

10. I'll be home soon.

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 poem and answer the questions that follow.
- Complete the handout to gain more practice with contractions.
- Visit www.storylineonline.net/books/please-please-bees/ to listen to the story *Please Please the Bees* by Gerald Kelley. Retell the story to a family member who has not heard the story, and write the story in your own words on the writing page provided.

Name _____

Practice with Poetry

Directions: Read the poem and respond to the questions that follow.

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.

Scarecrow



Scarecrow, oh scarecrow
lonely you must be
forced to scare away
your only company

Out in the open
surrounded by fields of ears
but no one to see your smile
or hear you cry your tears

Now your clothes are only tatters
your bounty almost grown
but the only thing that matters
is you spend your time alone.

Refer to the poem to answer the questions below.

1. What compound word can you find in this poem?

2. "Company" in this poem means *visitors* or *guests*. What company must the scarecrow scare away?

3. Why can nobody hear the scarecrow cry if he is surrounded by *ears*?

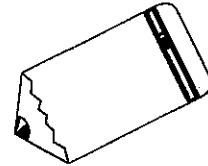


More Practice with Contractions

Directions: Write the correct contraction for the underlined words.

L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.

could + not = couldn't



1. We cannot go outside.

2. I do not know where the ball is.

3. It is not in the basket.

4. She did not bring her homework.

5. The kids are not here today.

6. They will not like the pizza.

7. I could not hear you.

8. Jon does not want more soda.

isn't

aren't

couldn't

can't

won't

don't

doesn't

didn't

