

## Sentences

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### Write Your Own Tongue Twister

Use each group of words below to make a complete sentence. Try to make most of the words in each sentence begin with the same sound.

The first one is done for you.

1. Cory the cat.

**Cory the cat calls her friend Carol.**

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2. Fat fish.
- 

3. Has a hamster.
- 

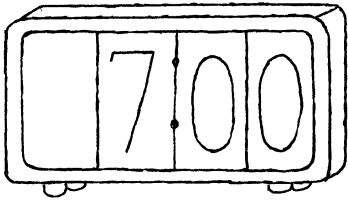
4. Green grass.
- 

5. Sees a silly.
- 

6. Dapper Dan.
-

# Statements and Questions

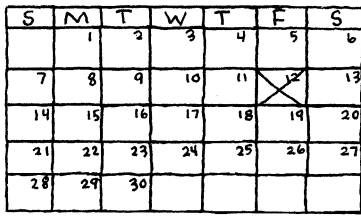
Read the question that goes with each picture. Write a statement to answer each question.



What time is it?

\_\_\_\_\_

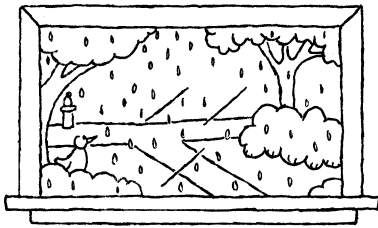
\_\_\_\_\_



What day is it?

\_\_\_\_\_

\_\_\_\_\_



What is the weather today?

\_\_\_\_\_

\_\_\_\_\_



What do you like for breakfast?

\_\_\_\_\_

\_\_\_\_\_

**At Home:** With family members, write statements on strips of paper and put them on the refrigerator. Take turns turning each statement into a question.

► **Critical Thinking**

# Commands and Exclamations

Write a command or an exclamation to match each picture. You can write what the boy might say or what Spot might be thinking.

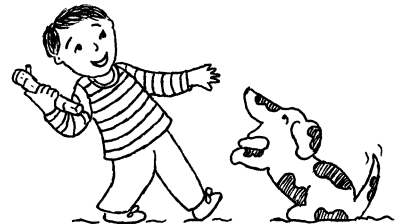
1. \_\_\_\_\_  
 \_\_\_\_\_



2. \_\_\_\_\_  
 \_\_\_\_\_



3. \_\_\_\_\_  
 \_\_\_\_\_



4. \_\_\_\_\_  
 \_\_\_\_\_



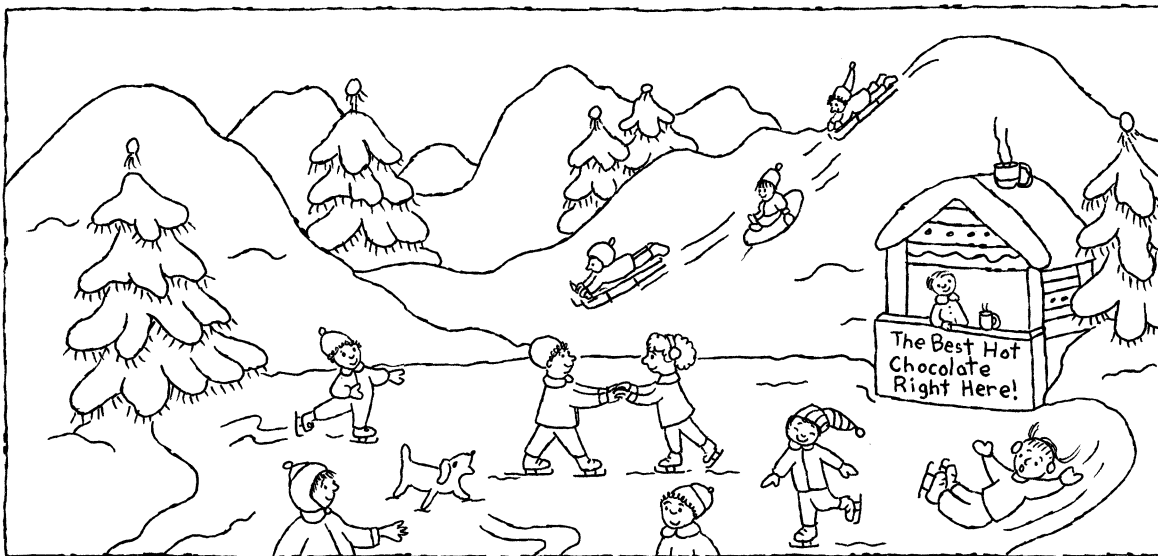
5. \_\_\_\_\_  
 \_\_\_\_\_



# Mechanics and Usage: Sentence Punctuation

## Write a Postcard

Look at the picture postcard below. On the lines, write a postcard message to go with the picture. Write one statement, one command, one question, and one exclamation.



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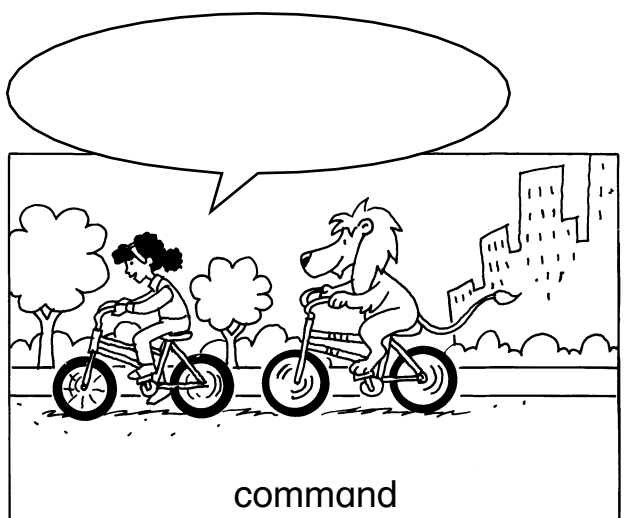
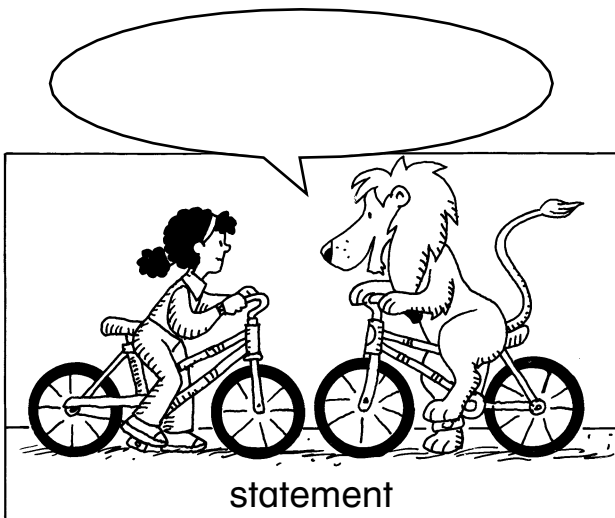
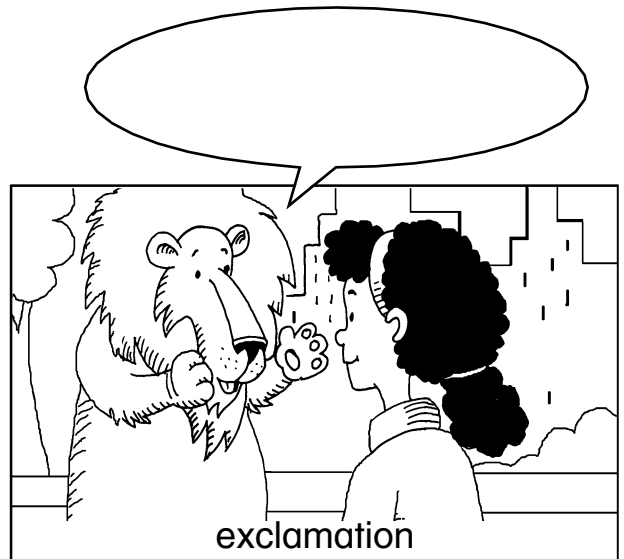
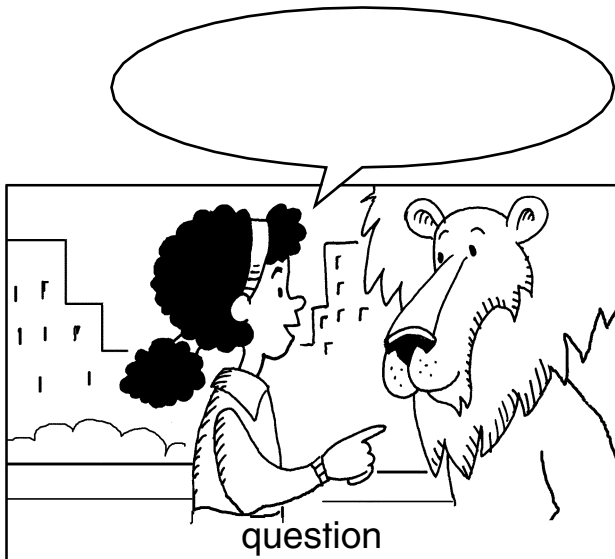
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**At Home:** Draw a picture postcard of a place your family would like to visit. Take turns writing each kind of sentence to go with your picture postcard.

## Mixed Review

### Make a Sentence Cartoon!

Imagine you run into a friendly lion that is lost in a city. What do you ask the lion? What does the lion say to you? Look at the cartoons below. Look at the labels under each cartoon. Write what the lion and the girl say. Make sure you write at least one of each kind of sentence.

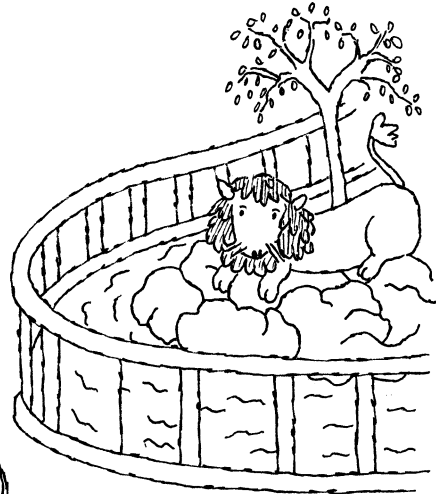
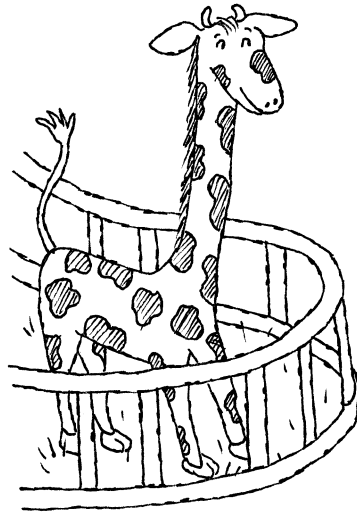


# Subjects in Sentences

## Who's Who at the Zoo?

Write a subject from the box to complete each sentence.

- One boy
- The peacocks
- A flamingo
- Two parrots
- The polar bear
- One big lion
- The monkeys
- The seals
- The two girls



- \_\_\_\_\_ swing from tree to tree.
- \_\_\_\_\_ slides into the pool.
- \_\_\_\_\_ roars.
- \_\_\_\_\_ swim and splash.
- \_\_\_\_\_ stands on one leg.
- \_\_\_\_\_ talk to us.
- \_\_\_\_\_ show their feathers.
- \_\_\_\_\_ watches the tiger play.
- \_\_\_\_\_ like the giraffes best.

**At Home:** Find a family photo. Tell a family member who the people are by saying their names and telling about them.

► **Critical Thinking**

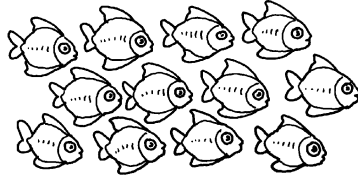
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**Grade 2, Unit 1, Sentences,**  
**pages 10-11**

# Predicates in Sentences

## Make a Sentence

Draw a line to match each subject with each predicate.

1. Fish



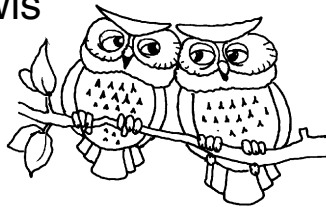
swings in a tree.

2. Ants



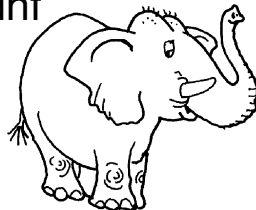
eats peanuts.

3. The owls



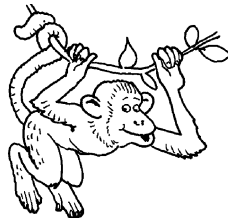
build an ant hill.

4. The elephant



hoot at night.

5. The monkey



swim in the sea.

## Combining Sentences

Read the story. Circle each pair of sentences you could combine. The first one is done for you.



We had a special day in our town. It was called Park

Pals Day. (Bill made signs. Lucia made signs.) Elena raked.

Brendan gave people their jobs. Anita gave people their jobs.

Dan picked up trash. Jeremy picked up trash.

Pablo painted the fence. Luella cleaned the swings.

The fence seemed to shine! The swings seemed to shine!

The boys were proud. The girls were proud. It's fun to be a Park Pal!

**At Home:** Ask a family member to help you write two sentences about your community. Can you combine the sentences?

► **Critical Thinking**

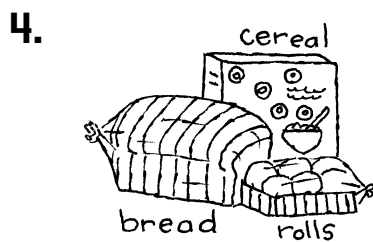
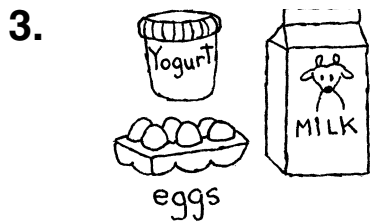
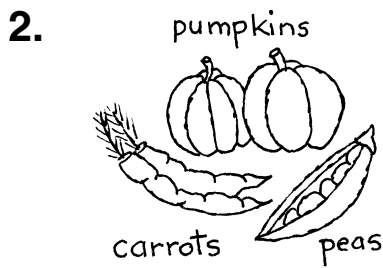
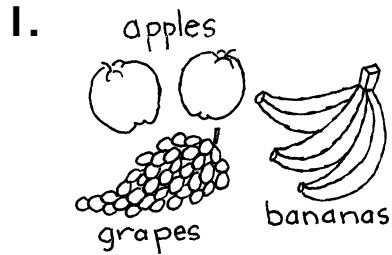
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**Grade 2, Unit 1, Sentences,**  
**pages 14–15**



# Mechanics and Usage: Commas in a Series

## A Shopping Spree for Three

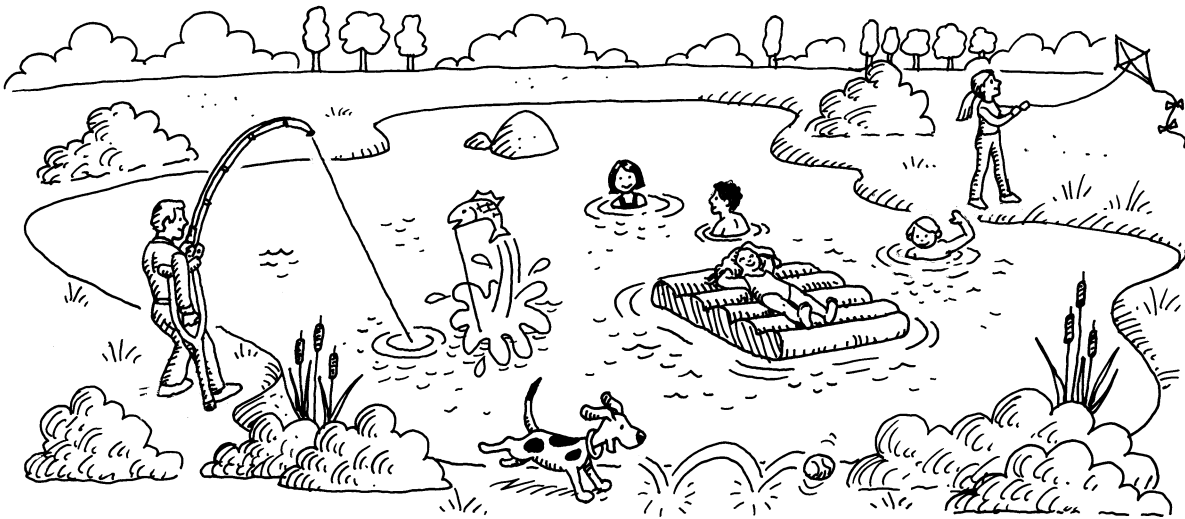
Write the three things you see in each picture to complete each sentence. Be sure to use commas correctly.



# Mixed Review

## Picture Yourself!

Look at the picture below. Choose one character to be yourself. Give names to the other people in the illustration. Write five sentences that tell about it. Then circle the subject in each sentence you wrote, and underline the predicate. Don't forget to combine subjects!



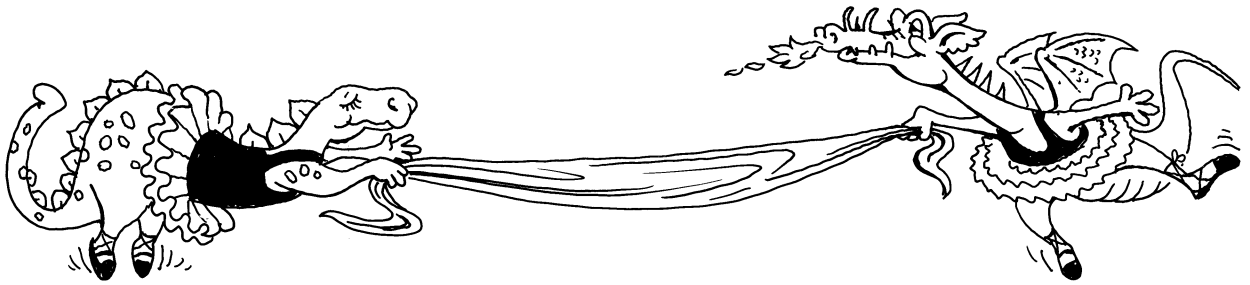
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**At Home:** Have a family member look at the illustration. Ask what they would like to do. Write a sentence that tells about it. Circle the subject and underline the predicate.

## Common Errors with Incomplete Sentences

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Read each group of words below. If they make a complete sentence, write, **It is a complete sentence.** If they do not, complete the tongue-twister sentence by using words that begin with the same sound.



1. Dainty dinosaurs dance with dragons. \_\_\_\_\_

\_\_\_\_\_

2. Purple prancing ponies. \_\_\_\_\_

\_\_\_\_\_

3. Frankie Frog. \_\_\_\_\_

\_\_\_\_\_

4. Was wet and woolly. \_\_\_\_\_

\_\_\_\_\_

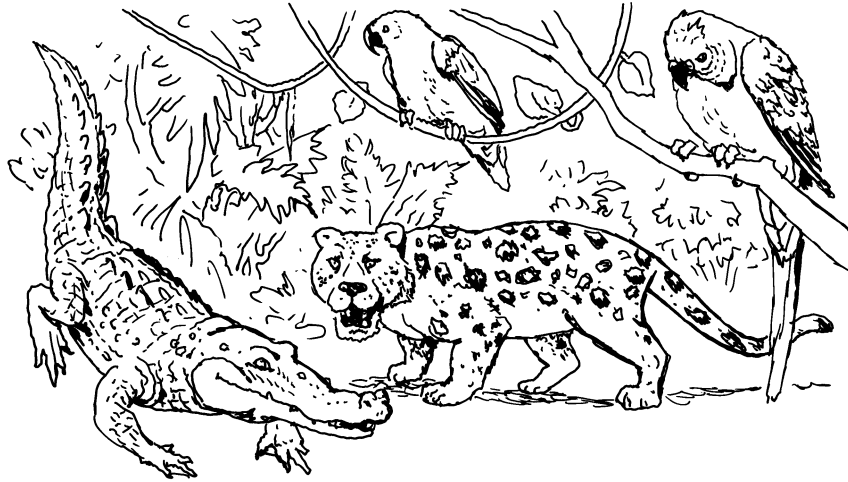
5. Sneaky snakes slither sideways. \_\_\_\_\_

\_\_\_\_\_

# Study Skills: Dictionary

Complete this dictionary page about animals in the rain forest. First, list the entry words from the box in ABC order. Then write the guide words at the bottom of the page.

alligator monkey  
parrot jaguar



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Guide Words: \_\_\_\_\_

**At Home:** With a family member, find unfamiliar words in a dictionary. Read the meaning aloud. Then take turns using the word in a sentence.

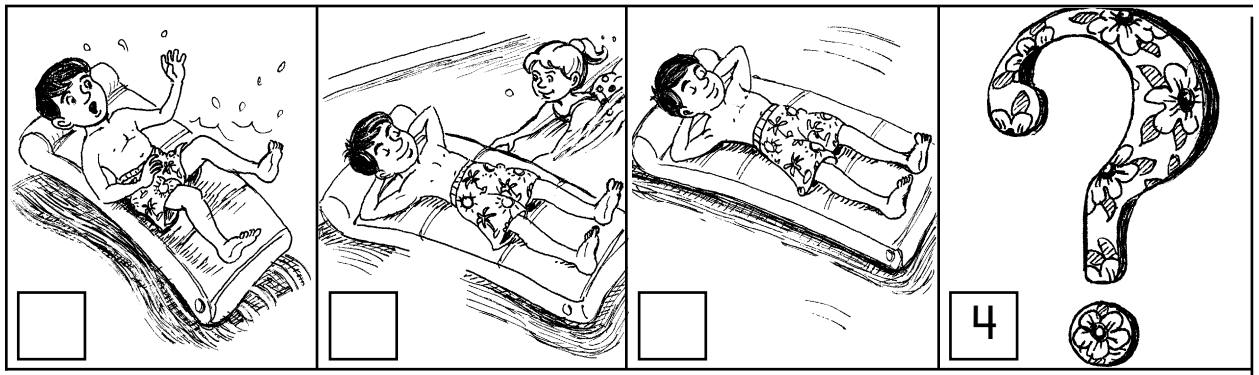
► **Critical Thinking**

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Grade 2, Unit 1, Study Skills,  
pages 24–25**

## Vocabulary: Time-Order Words

### What Comes First?

Number the pictures in order. Decide what happens in the last box. Write a sentence that tells about each picture. Use some of these time-order words: *before, first, then, soon, after, next.*

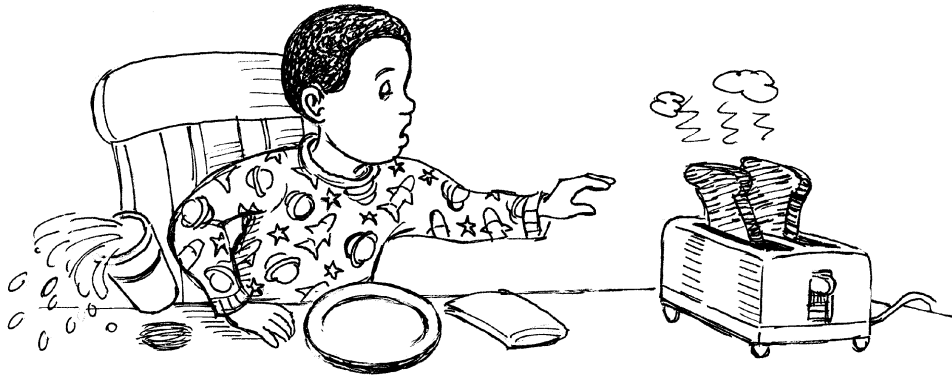


1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

# Composition: Paragraphs

## Pete's Paragraph

Poor Pete! His sentences got mixed up. Put his sentences in the correct order. Circle the main-idea sentence. Draw a box around the time-order words. Don't forget to indent the first sentence.



Then, I burned the toast. What a bad morning I had! Last, I missed the bus. First, I woke up late. Next, I spilled my milk.

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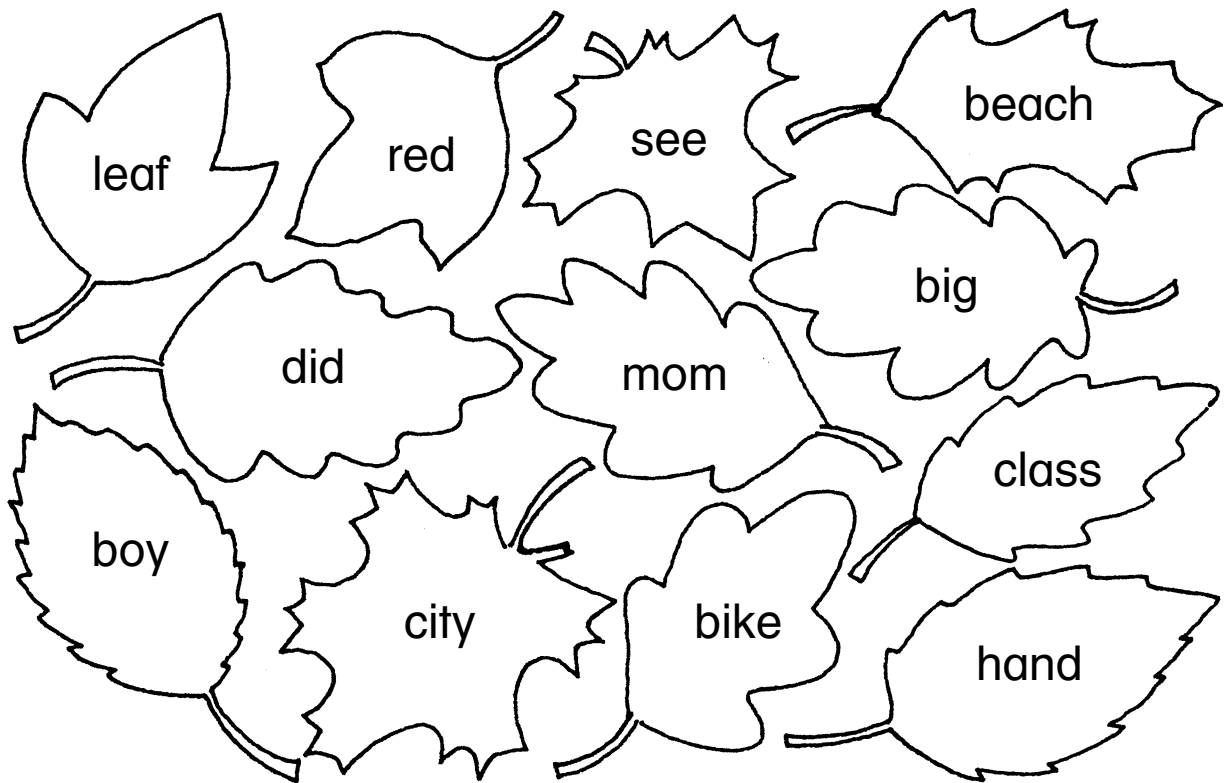
**At Home:** With a family member, write about a good or bad day you had. Be sure all your sentences tell about one main idea.

► **Critical Thinking**

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Grade 2, Unit 1, Composition,  
pages 28–29

## Nouns

Color the eight leaves with nouns on them. Then write the nouns in the blanks below.



1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_





## Proper Nouns

Finish the story. Write special nouns for people, pets, and places.

### The Pet Show

My Aunt \_\_\_\_\_ went to the pet show in \_\_\_\_\_ . She walked up \_\_\_\_\_ Street with her pet snake in a basket. "I'm sure my snake \_\_\_\_\_ will win first prize," she said. At the pet show she saw her friend \_\_\_\_\_ with a fluffy cat named \_\_\_\_\_. Then she talked to Mr. \_\_\_\_\_. His dog \_\_\_\_\_ was huge! My aunt looked in the basket. Her snake was gone! Children from \_\_\_\_\_ School began to scream. Something was wiggling on the ground. A girl named \_\_\_\_\_ helped to catch the snake .



# Days, Months, and Holidays

Choose a noun from the box. Write it correctly under Days of the Week, Holidays, or Months.

april	tuesday	monday	new year's day
september	thanksgiving	valentine's day	
december	sunday	independence day	

## Days of the Week

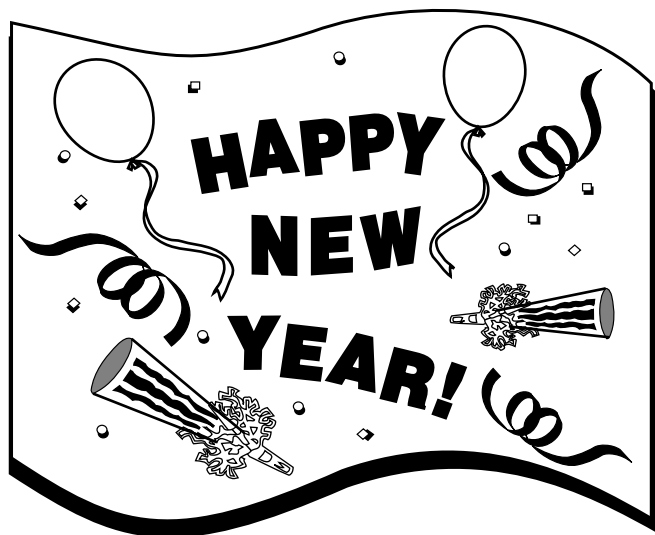
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Holidays

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Months

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**At Home:** Work with a family member to make a list of the holidays your family celebrates.

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Grade 2, Unit 2, Nouns,  
pages 74–75

## Mechanics and Usage: Using Capital Letters

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### All About Me

Write a special noun to answer each question.



1. What is your first name?

\_\_\_\_\_

2. Who is a friend of yours?

\_\_\_\_\_

3. On what street do you live?

\_\_\_\_\_

4. In which state do you live?

\_\_\_\_\_

5. In which month is your birthday?

\_\_\_\_\_

**Mixed Review****A Sticky Story**

Mary spilled grape juice on some of the words of her story. Help her fill in the words that she can't read.



Fill in the blanks with nouns. Remember to begin proper nouns with capital letters.

**The Wonderful Gift**

Ella and her big brother Jake were playing on the beach.

\_\_\_\_\_ found a shell. They looked inside. Jake said, "I see a \_\_\_\_\_ in there. Let's give the shell to Uncle \_\_\_\_\_." Ella said, "He lives on \_\_\_\_\_

Street. We can ride our \_\_\_\_\_ there."

Aunt \_\_\_\_\_ was surprised to see Ella and Jake.

She let them in. They gave the shell to their uncle. He looked inside and saw a \_\_\_\_\_. "This is a wonderful gift," he said. "Let's put it back in the \_\_\_\_\_."

\_\_\_\_\_ and Jake and their uncle took the shell back. The wonderful gift belonged to the sea.

**At Home:** With a family member, write a story about a favorite holiday. Be sure to use capital letters for all proper nouns.

► **Critical Thinking**

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Grade 2, Unit 2, Nouns,  
page 77

## Plural Nouns

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### This Old House

The underlined words below are nouns. Write the singular nouns on the lines under **Singular Nouns**. Write the plural nouns on the lines under **Plural Nouns**.

The front yard of the house is full of weeds. The windows are broken. Inside, the rooms are dusty. A spider web hangs from the ceiling. A door is off its hinges. Will you help us fix this old house?



#### Singular Nouns

#### Plural Nouns

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## More Plural Nouns

### Word Scramble

The plural of each noun in the box is scrambled below.  
Unscramble the plurals and write them on the lines.

woman	baby	penny	berry	pony
tooth	mouse	man	foot	party

1. niesop

\_\_\_\_\_

6. monew

\_\_\_\_\_

2. tefe

\_\_\_\_\_

7. risbree

\_\_\_\_\_

3. nipesne

\_\_\_\_\_

8. etteh

\_\_\_\_\_

4. astperi

\_\_\_\_\_

9. sabibe

\_\_\_\_\_

5. ciem

\_\_\_\_\_

10. nem

\_\_\_\_\_

**At Home:** Choose five of the words you unscrambled and write a story using them. Read the story to a family member.

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Grade 2, Unit 2, Nouns,  
pages 80–81

## Singular Possessive Nouns

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Write the possessive form and tell who or what owns something. For example:

*The bear has a chair.*  
*bear's chair*



1. The man has a can.

\_\_\_\_\_

2. Bobby has a hobby.

\_\_\_\_\_

3. The cat has a hat.

\_\_\_\_\_

4. Dale has some mail.

\_\_\_\_\_

5. The bunny has some honey.

\_\_\_\_\_

6. The snake has a cake.

\_\_\_\_\_

7. My sister has a blister.

\_\_\_\_\_

8. The camper has a hamper.

\_\_\_\_\_

9. My shoe sole has a hole.

\_\_\_\_\_

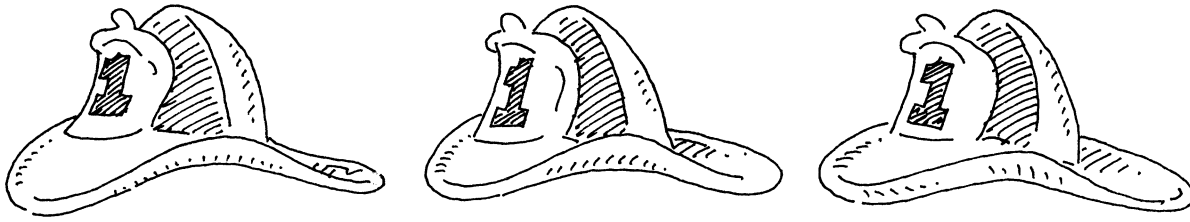
10. A king has a ring.

\_\_\_\_\_

## Plural Possessive Nouns

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Write the nouns from the box that are singular possessive on the lines under **Singular Possessive Nouns**. Write the nouns that are plural possessive under **Plural Possessive Nouns**.



*three firefighters' hats*

one bird's nest

four cats' paws

many books' covers

six doctors' coats

the kangaroo's tail

the girl's mitten

### Singular Possessive Nouns

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### Plural Possessive Nouns

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**At Home:** With a family member, use the four plural possessive words above in a story. Share your story with other family members.

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Grade 2, Unit 2, Nouns,  
pages 84–85



## Mechanics and Usage: Letter Punctuation

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For each letter, write a greeting and a closing.

1. \_\_\_\_\_

Thank you for helping me study for the test. I made the highest score in the class.

\_\_\_\_\_

2. \_\_\_\_\_

Have a great birthday! I can't wait to see you.

\_\_\_\_\_

3. \_\_\_\_\_

Good luck in your next basketball game. I hope you do well.

\_\_\_\_\_

4. \_\_\_\_\_

You are invited to my cookout party next Tuesday. I hope you can make it.

\_\_\_\_\_

**Mixed Review****Scrambled Letter**

Some of the words in Fredo’s letter are scrambled! Read the words in the box. Then read Fredo’s letter. In each sentence, a word in ( ) is scrambled. Unscramble the word and write it on the line. Put commas where they are needed.

puppet’s	Dear	hats
children’s	Ben’s	friend
boys	glasses	games

(eaDr) \_\_\_\_\_ Elena

We had fun at your house. The girls  
and (soyb) \_\_\_\_\_ all played  
(megas) \_\_\_\_\_ together. I had  
three (lassegs) \_\_\_\_\_ of juice. I  
loved the funny (stah) \_\_\_\_\_ on  
the (nedrichl’s) \_\_\_\_\_ heads.

Mr. (enB’s) \_\_\_\_\_ show was great! I’m sorry about  
the (teppup’s) \_\_\_\_\_ leg. My Mom can fix it.

Your (dienfr) \_\_\_\_\_

Fredo

**At Home:** Ask a family member to help you read a paragraph in a magazine or newspaper. Circle all the nouns. Draw a line under any possessives. How many nouns did you find?

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**Grade 2, Unit 2, Nouns,**  
**page 87**

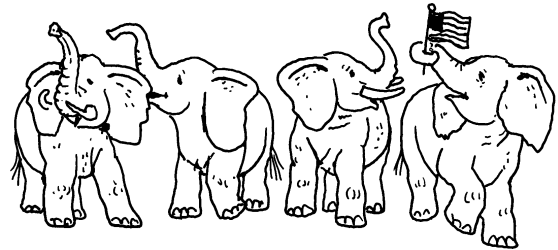
## Common Errors with Possessive Nouns

Which group of words correctly tells about the picture?  
Circle the answer.

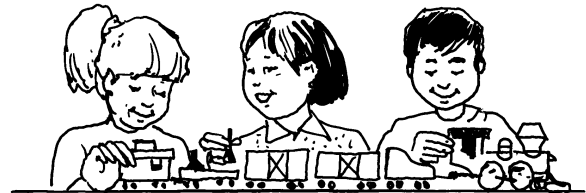
1. my brother's gloves  
my brothers gloves



2. the elephant's trunks  
the elephants' trunks



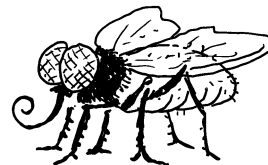
3. the friends toy  
the friends' toy



4. the cooks' books  
the cook's books



5. the flies eyes  
the fly's eyes



## Study Skills: Note-Taking and Summarizing

Help Sam write a summary of the paragraph below. Circle five details. Then, write a short summary in your own words.

### Stormy Weather

Bad weather can be dangerous. Heavy rains can cause flooding of farms and streets. A hurricane has strong winds that can blow down trees. Tornadoes can sweep up everything in their paths. Hail as large as golf balls can break windows and damage cars.



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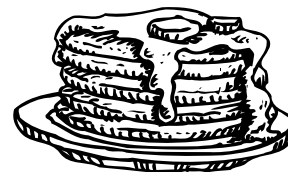
**At Home:** Listen as a family member reads aloud the weather forecast from a newspaper. Take notes. Then write a short summary and show it to the family member.

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Grade 2, Unit 2, Study Skills,  
pages 94–95**

## Vocabulary: Compound Words

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Finish each sentence. Use two of the short words after each sentence to write a compound word.



1. Jessie uses her comb and \_\_\_\_\_.  
(hair, cut, brush)
2. She eats a stack of \_\_\_\_\_ with maple syrup for breakfast. (cakes, pan, cup)
3. Her father reads the daily \_\_\_\_\_ at the table. (back, paper, news)
4. Jessie brushes her teeth with \_\_\_\_\_ after she eats. (paste, tooth, pick)
5. Look at those dark clouds! Jessie puts on a \_\_\_\_\_ and goes to school. (rain, bow, coat)

Make other compound words from each set of words in ( ) above.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Composition: Leads and Endings

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### Story Detective

Detective Debbie found a story with a missing lead and a missing ending. Can you help her add the missing sentences?

Read the story. Then write a lead sentence and an ending sentence for the story.



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My brother made the sandwiches. Mom and I packed the picnic basket. Dad carried the paddles. We climbed into the canoe. Oh, no! We forgot the life jackets! We went back to the house to get them.

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**At Home:** With a family member, write a story about an activity you like to do together. Give it a good lead and ending. Take turns adding to the story.

► **Critical Thinking**

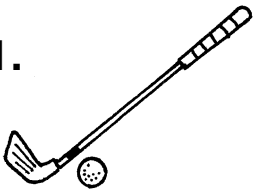
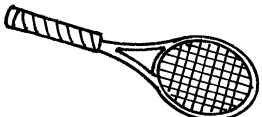

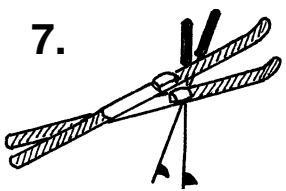

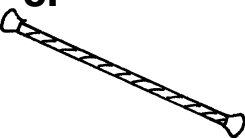
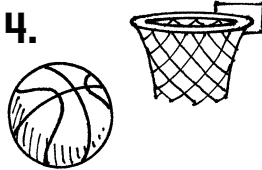
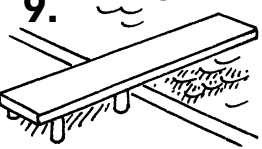


McGraw-Hill Language Arts  
Grade 2, Unit 2, Composition,  
pages 98–99

# Action Verbs

## Ready for Action

Write an action verb from the box to match each sports clue. You will not use two of the words.

surf    twirl    swing    dive    ride    serve  
 ski    tackle    pitch    skate    shoot    kick

1. 		6. 	
2. 		7. 	
3. 		8. 	
4. 		9. 	
5. 		10. 	

# Present-Tense Verbs

## Runs and Errors

Keep score. Underline the present-tense verb in each sentence. If the verb is correct, circle the word **run**. If the verb is incorrect, circle the word **error**. Then fill in the scoreboard at the bottom.

- |  |     |       |
|--|-----|-------|
| 1. My mom takes me to baseball tryouts.    | run | error |
| 2. She wishes me luck.                     | run | error |
| 3. She watches me bat.                     | run | error |
| 4. The coach pitch to me.                  | run | error |
| 5. He throws it right at me.               | run | error |
| 6. The coach never miss the plate.         | run | error |
| 7. The ball zooms right by me.             | run | error |
| 8. The catcher toss it back to the coach.  | run | error |
| 9. The coach puts the ball over the plate. | run | error |
| 10. My bat sends it far into the field.    | run | error |

### SCOREBOARD

Runs	
Errors	

**At Home:** Have a family member tell you about a favorite sport or game. Write down three or four present-tense verbs you hear.













**McGraw-Hill Language Arts**  
**Grade 2, Unit 3, Verbs,**  
**pages 142–143**



## Subject-Verb Agreement

### Do Cats and Dogs Agree?

Read what the cat says. Then write what the dog might say. Use complete sentences. The first one is done for you.

If the cat says . . .	Then the dog says . . .
<p>A cat makes the best pet.</p> 	<p>1. A dog makes the best pet, too.</p> 
<p>A dog brings in dirt!</p> 	<p>2.</p> 
<p>A cat walks itself.</p> 	<p>3.</p> 
<p>Cats love people.</p> 	<p>4.</p> 
<p>Cats are great!</p>  	<p>5.</p>  

## Mechanics and Usage: Abbreviations

Complete the sentences in the speech balloons. Use abbreviations correctly.

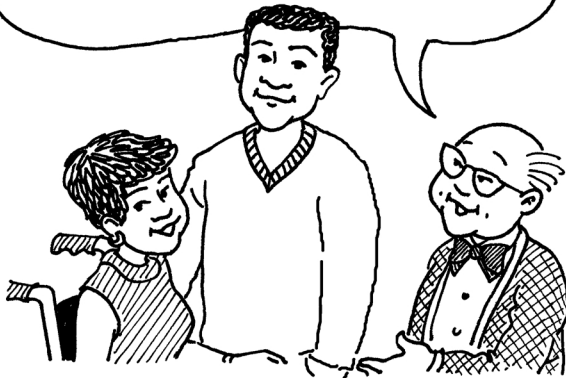
I am Mr. Yang. Meet my wife, \_\_\_\_\_ Yang.



Next, meet my son who is a doctor. His name is \_\_\_\_\_ Lee Yang.



Here are the Grovers. Please meet \_\_\_\_\_ and \_\_\_\_\_ Grover.



Finally, meet my neighbor who is a doctor. Her name is \_\_\_\_\_ Romano.



**At Home:** Introduce family members or friends to each other. Include their titles.

► **Critical Thinking**

McGraw-Hill Language Arts  
Grade 2, Unit 3, Verbs,  
page 146

## Mixed Review

### Lighthouse Larry

Lighthouse Larry takes care of the lighthouse. Read about his day. Complete the sentences by drawing a line from each sentence to the correct verb in column 2.



1. Lighthouse Larry \_\_\_\_\_ along the beach.
2. A seal \_\_\_\_\_ in the water.
3. A wave \_\_\_\_\_ near Lighthouse Larry's feet.
4. He \_\_\_\_\_ the spiral stairs to the top.
5. Lighthouse Larry \_\_\_\_\_ the big light.
6. He \_\_\_\_\_ the huge windows.
7. Lighthouse Larry \_\_\_\_\_ out over the ocean.
8. The lighthouse \_\_\_\_\_ ships to see the land.

looks

checks

helps

cleans

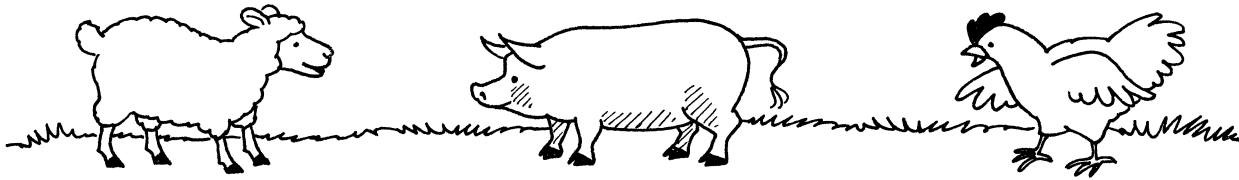
swims

climbs

crashes

walks

# Past-Tense Verbs



Write a past-tense verb to complete each sentence.

**Today the . . .**

**Yesterday the . . .**



1. cows moo.

cows \_\_\_\_\_



2. pigs oink.

pigs \_\_\_\_\_

3. horses trot.

horses \_\_\_\_\_



4. chickens peck.

chickens \_\_\_\_\_

5. sheep graze.

sheep \_\_\_\_\_

6. rabbits hop.

rabbits \_\_\_\_\_



7. farmer works.

farmer \_\_\_\_\_

8. dog barks.

dog \_\_\_\_\_

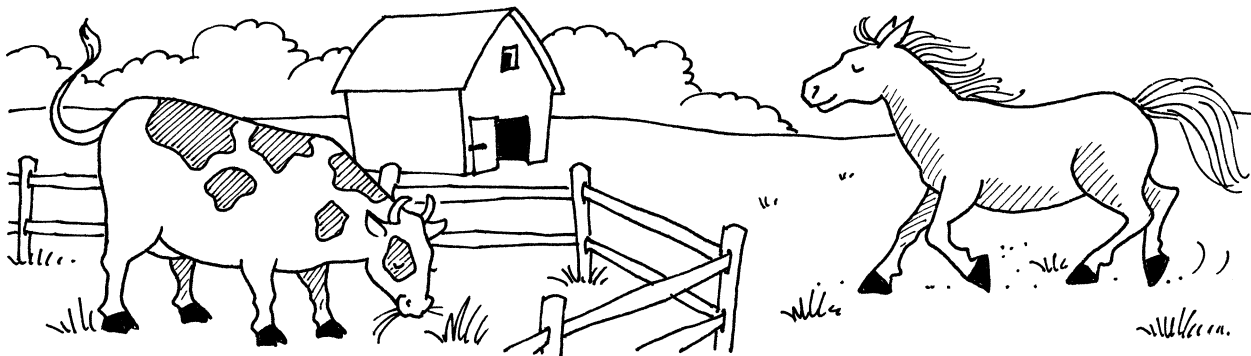


9. cat naps.

cat \_\_\_\_\_

10. children play.

children \_\_\_\_\_



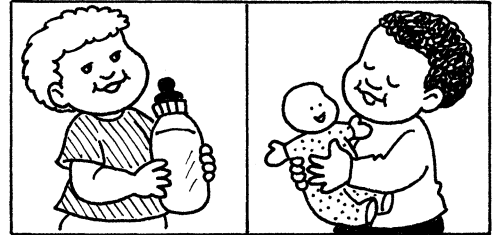
**At Home:** What are you doing now? What did you do yesterday? With a family member, make a chart like the one on this page. Write present and past actions.

**McGraw-Hill Language Arts**  
Grade 2, Unit 3, Verbs,  
pages 148–149

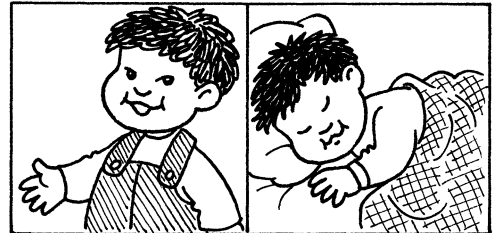
## The Verb *Have*

Draw a line to match each subject to the correct predicate.  
Circle the picture that the complete sentence tells about.  
Make sure the subject agrees with the verb.

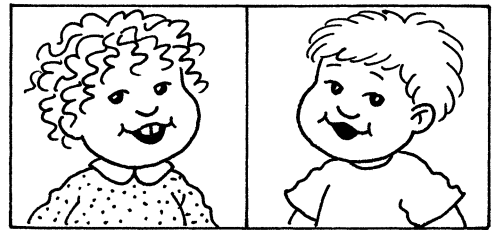
1. He has a bottle.  
have a baby.



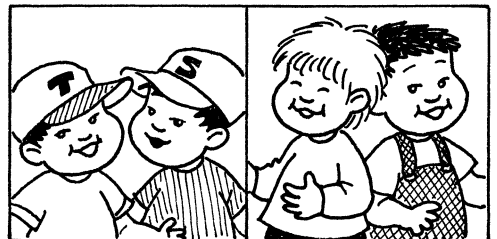
2. The baby have a nap.  
has a smile.



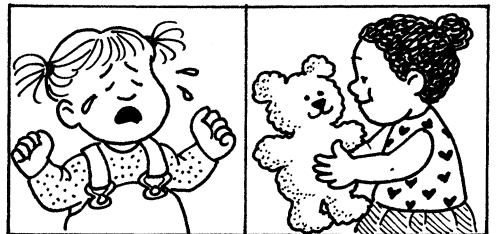
3. This baby has no teeth.  
have no teeth.



4. These babies has hats.  
have no hats.

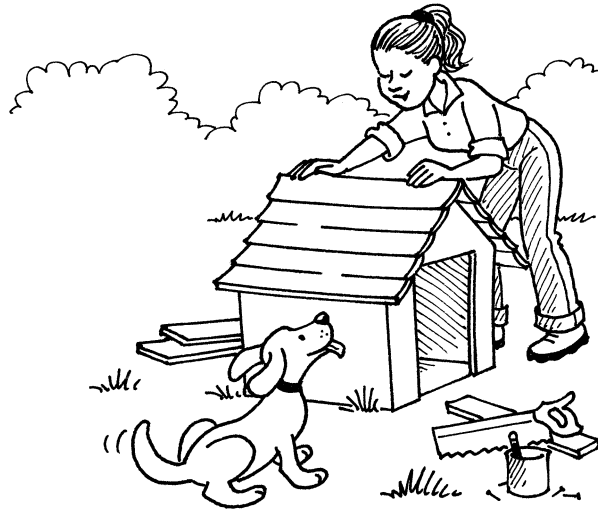


5. She has a doll.  
have no doll.



# Combining Sentences: Verbs

Use **and** to rewrite each pair of sentences as one sentence.



1. Skippy gets wet. Skippy cries.

\_\_\_\_\_

2. Mom has an idea. Mom draws a plan.

\_\_\_\_\_

3. Mom buys wood. Mom finds nails.

\_\_\_\_\_

4. She hammers. She saws.

\_\_\_\_\_

5. She makes a frame. She builds walls.

\_\_\_\_\_

6. She puts on a roof. She adds a door.

\_\_\_\_\_

7. Skippy sees the house. Skippy wags his tail.

\_\_\_\_\_

**At Home:** With a family member, write a few sentences about something someone has made or built. Then try combining some of your sentences.

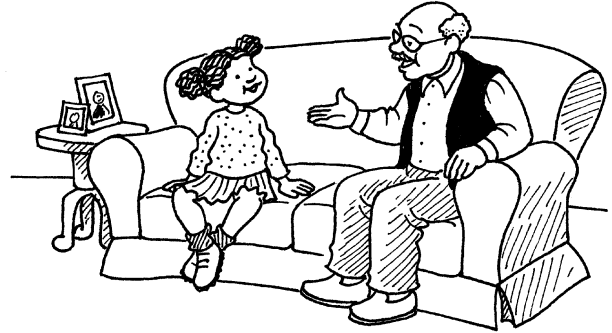
► **Critical Thinking**

**McGraw-Hill Language Arts**  
**Grade 2, Unit 3, Verbs,**  
**pages 152–153**

# Mechanics and Usage: Commas in Dates

## Great Days for Grandpa

Put the dates from the box in order on the timeline. Use commas correctly in the dates. The first one is done for you.



June 3 1996

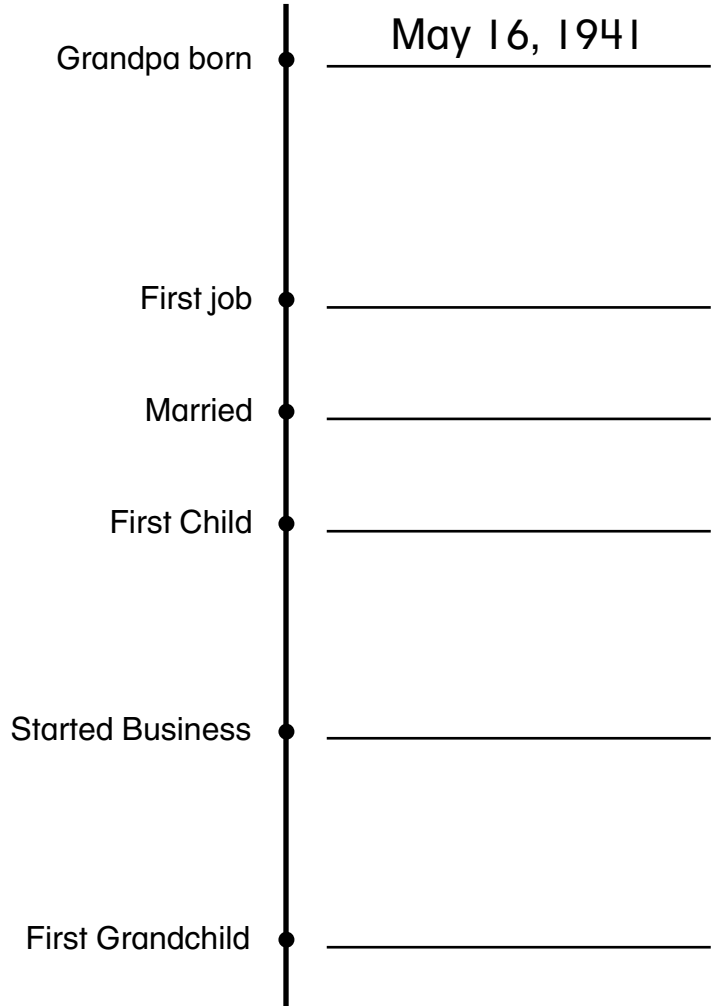
May 16 1941

August 4 1966

December 2 1958

February 19 1980

October 7 1963



# Mixed Review

## How Does Your Garden Grow?

In each sentence, the past-tense of one of the verbs in the box is scrambled. Help Gina tell how she planted her vegetable garden. Unscramble the verb in ( ) and write it on the line.

measure    plant    watch    drop    dig    use    water

1. Gina (ugd) \_\_\_\_\_ a big space for her vegetable garden.



2. First, she (seamredu) \_\_\_\_\_ the garden.



3. Then, she (seud) \_\_\_\_\_ a small shovel to make holes in the dirt.



4. Next, Gina (erodppd) \_\_\_\_\_ some corn seeds in the rows.



5. She (etpldan) \_\_\_\_\_ three tomato plants.



6. Finally, she (twareed) \_\_\_\_\_ the seeds and plants.



7. Gina (cheawtd) \_\_\_\_\_ her garden grow all summer.



**At Home:** Think of a task you know how to do. Write each step. Use past-tense verbs. Read your steps to family members. Could they do this, too?



## Common Errors with Subject-Verb Agreement

Tell what happens at the ball game. Complete each sentence with a verb that agrees with the subject. Use verbs from the box.

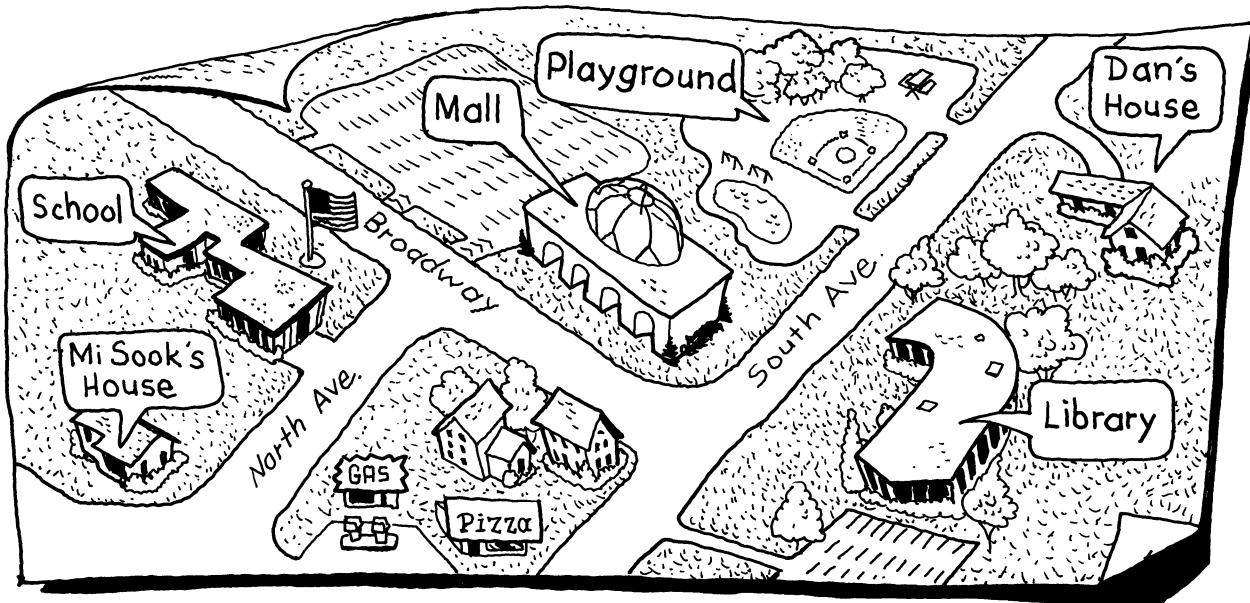


throw	throws	go	goes	swing	swings
hit	hits	jump	jumps	run	runs
scream	screams	come	comes	want	wants

1. The pitcher \_\_\_\_\_ the ball.
2. The batter \_\_\_\_\_ the ball hard.
3. The fans \_\_\_\_\_, "Run, run!"
4. The players in the dugout \_\_\_\_\_ in the air.
5. The next batter \_\_\_\_\_ up to the plate.
6. He \_\_\_\_\_ the bat.
7. The ball \_\_\_\_\_ out of the park!

## Study Skills: Maps

Mi Sook and Dan live in Hazelwood. Mi Sook is on her way to visit Dan. Help Mi Sook get there. Use the map to number the directions in order from 1 to 8. Then draw a line to show her the route on the map. Start at Mi Sook's house.



- |                               |                                       |
|-------------------------------|---------------------------------------|
| 1. _____ Pass the mall.       | 5. _____ Turn right into Dan's house. |
| 2. _____ Go up North Ave.     | 6. _____ Turn left onto South Ave.    |
| 3. _____ Pass the playground. | 7. _____ Pass the library.            |
| 4. _____ Pass the school.     | 8. _____ Turn right onto Broadway.    |

**At Home:** Write down one way a map can help you. Ask family members when they use a map to help them. Compare your answers.

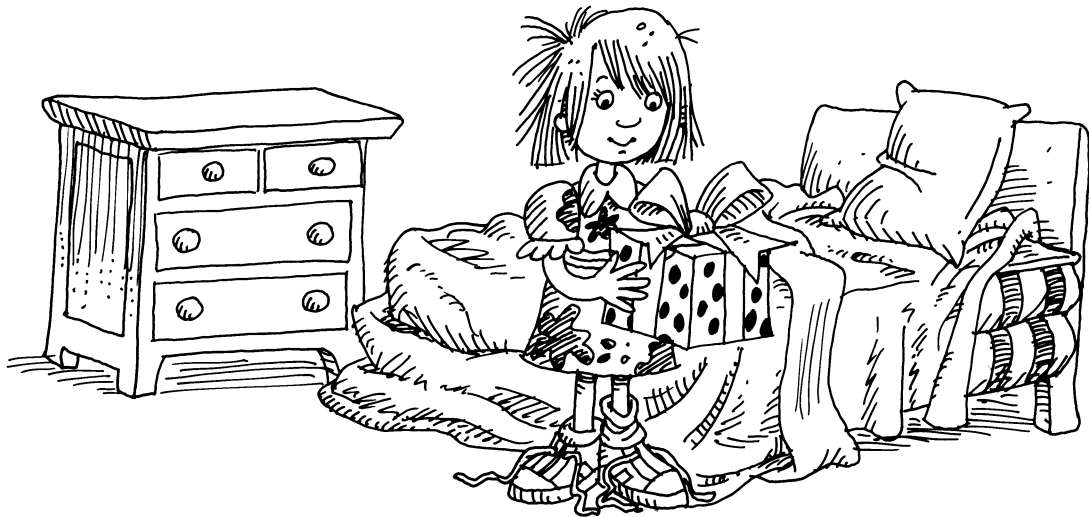
McGraw-Hill Language Arts  
Grade 2, Unit 3, Study Skills,  
pages 162–163

## Vocabulary: Prefixes

### What Do You Know About Ann?

Look at the picture of Ann. Share what you know about her. Use the words in the box to help you complete each sentence. You will not have to use all of the words.

unclear	uncombed	unmade	rewashed
unopened	untied	repolished	reread



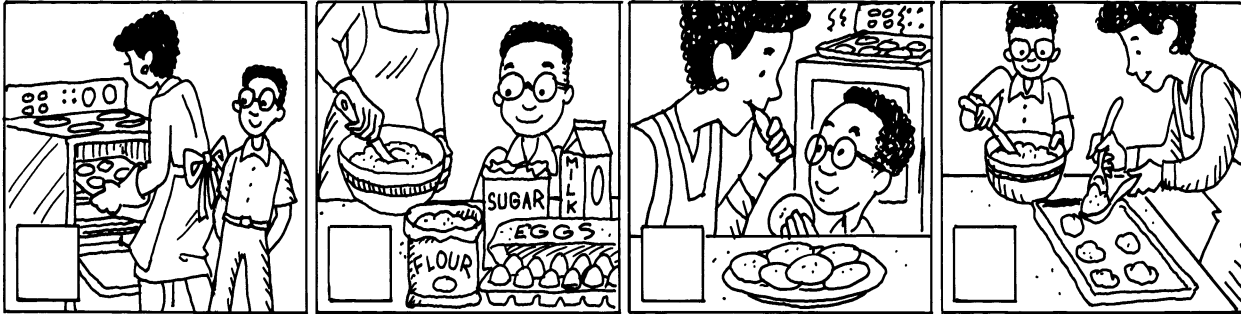
1. Ann's shoes are \_\_\_\_\_.
2. Ann's hair is \_\_\_\_\_.
3. Ann's bed is \_\_\_\_\_.
4. Ann's dress needs to be \_\_\_\_\_.
5. Ann has an \_\_\_\_\_ gift.

# Composition: Logical Order

## Cookie Order

Mom showed Sam how to bake cookies. Number the pictures in order. Then write a story to tell what the pictures show. Use the words in the box.

first   next   then   finally   to the left   next to  
above   below   on top   between   behind



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**At Home:** Ask a family member to tell you how to cook something. Write what they say. Look for time-order and space-order words in your notes.

McGraw-Hill Language Arts  
Grade 2, Unit 3, Composition,  
pages 166–167

## The Verb *Be*

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Read each pair of sentences. Fill in the first sentence with the correct form of **be**. Then look closely at the second sentence. Find the same word hidden in the second sentence. Circle the letters of the word. Be careful! The letters can be hidden in more than one word. The first one is done for you.

1. I think jokes \_\_\_\_\_ **are** \_\_\_\_\_ funny.

2. Do you want to hear **Ed**'s joke?

3. "Knock! Knock! Who \_\_\_\_\_ there?" Ed said.

4. Ed only knows this silly joke.

5. If you \_\_\_\_\_ listening, get ready to laugh.

6. "Canoe." Ed answers carefully.

7. I \_\_\_\_\_ interested, so Amy and I ask a question.

8. "Canoe who?" Amy asks.

9. A few minutes later Ed \_\_\_\_\_ ready to answer.

10. "Canoe come out and play with me?" he now asked.

# Helping Verbs

## A Long Hike

Complete the story by filling in the blanks with a form of **be** or **have**.



Jenny \_\_\_\_\_ hiked many miles with her mother.

They \_\_\_\_\_ walked on trails that pass through high mountains. Together they \_\_\_\_\_ hiked 300 miles.

Now Jenny \_\_\_\_\_ thinking about a different hike.

She says to her mother, "I \_\_\_\_\_ hoping we can go on an 800-mile hike someday!"

Jenny \_\_\_\_\_ planned the hike on a map.

Her mother \_\_\_\_\_ thought about it, too. They \_\_\_\_\_ told Jenny's father about the long hike.

He \_\_\_\_\_ said he wants to go with them.

On the lines below, describe a place where you would like to hike. Use at least two helping verbs in your description.

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**At Home:** Think of a trip you and your family would like to take. Together write a paragraph about it. Then circle all the helping verbs you used in the paragraph.

► **Critical Thinking**

**McGraw-Hill Language Arts**  
**Grade 2, Unit 4, Verbs,**  
**pages 212–213**

## Linking Verbs

Read the paragraph below. Circle each word that is a form of **be**. Then write your own ending to the story. Use a linking verb in your ending.

It was Nicola's first trip to Fun Adventure Park. She went on the Dragon Ride with her dad. As she went around, the wind blew her hair. "This ride is good!" she laughed.

When Nicola got off the ride, it was dark. The music was loud, and the lights were bright. The park was like a carnival.

Then she and her dad stopped by a popcorn stand. The popcorn was inviting. Nicola asked her dad to buy her some. Nicola was having a good time.

"This is fun," Nicola said. "Let's be here for a long time, okay?"

The next thing Nicola did was . . .




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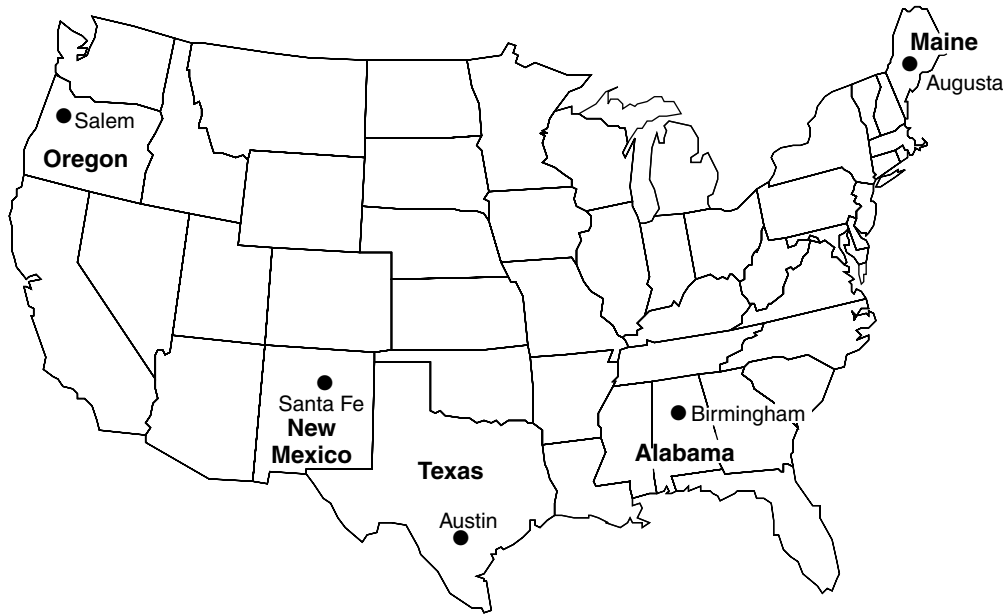
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McGraw-Hill School Division

## Mechanics and Usage: Commas in Names of Places

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Tony wrote e-mail messages and sent them to his friends who live in the places shown on the map below. Where did he send his messages? Write the names of each city and state correctly on the lines below.



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**At Home:** Choose three other states on this map. Work with a family member to find and write the names of the states with their capitals. Point out where the commas belongs.

McGraw-Hill Language Arts  
Grade 2, Unit 4, Verbs,  
page 216



# Mixed Review

## Write a Journal Entry

What did you do yesterday? What are you doing today? Complete the journal entries below. Be sure to use helping and linking verbs such as **is**, **am**, **was**, **were**, **have**, **has** and **had** correctly.

**is** **am**  
**was** **are** **were**  
**have** **had**

**What I did yesterday:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What I am doing today:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

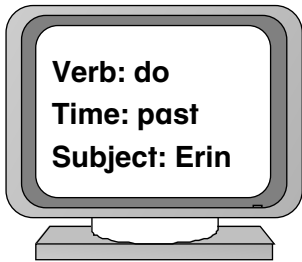
\_\_\_\_\_

\_\_\_\_\_

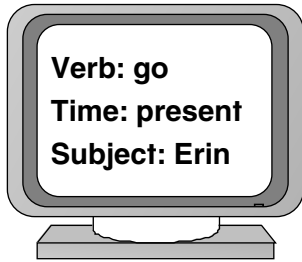
# The Verbs *Go* and *Do*

## Input/Output

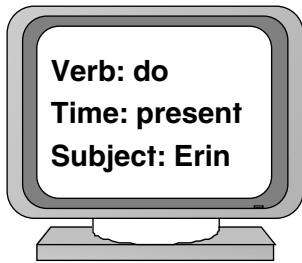
Each computer screen shows the directions the computer should follow to make a sentence. Draw a line from the computer screen to the box with the correct sentence.



Erin does her art project.



Erin and her mother went to art class.



Erin goes to art class.



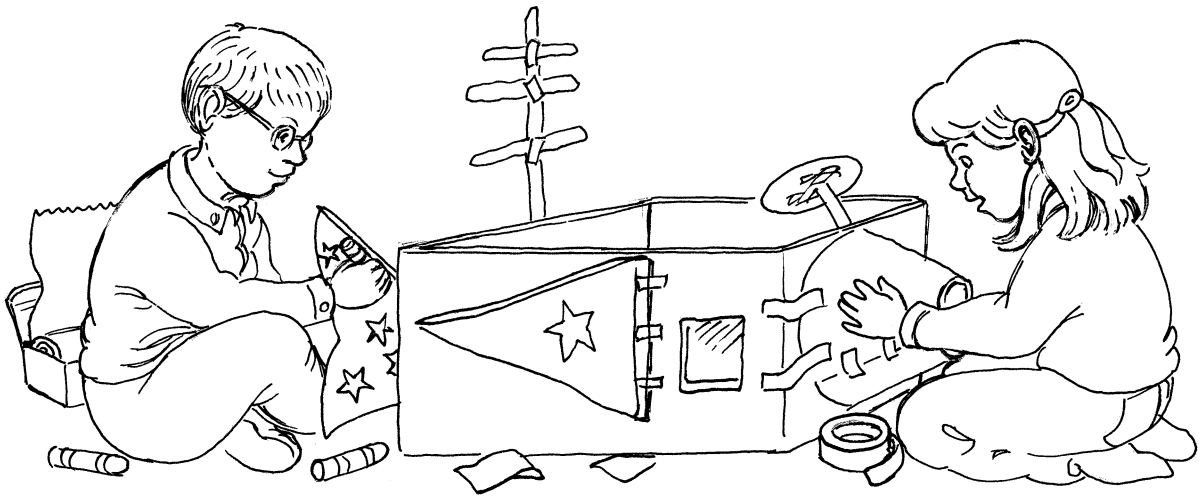
Erin did not finish her art project yet.

**At Home:** With a family member, think of an activity that you like to do together. Then write a journal entry about the activity. Circle any irregular verbs you used.

► **Critical Thinking**

## The Verbs *Say*, *See*, and *Run*

Read each sentence. If the underlined verb is in the present tense, add the word **Today** at the beginning of the sentence. If the underlined verb is in the past tense, add the word **Yesterday** at the beginning of the sentence.



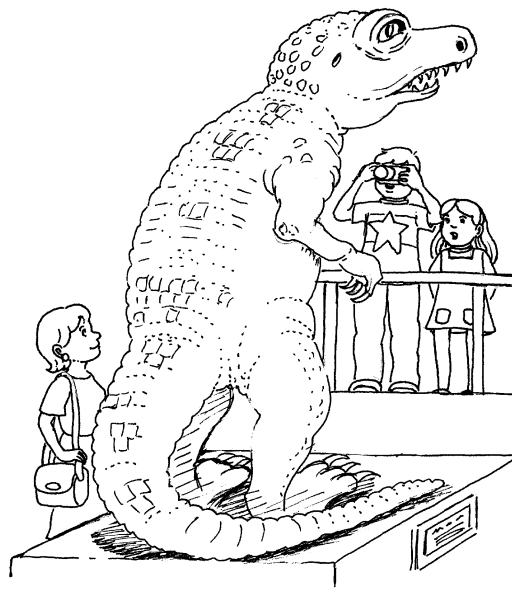
1. \_\_\_\_\_ Mom says we can do an art project.
2. \_\_\_\_\_ Jill and I saw some boxes.
3. \_\_\_\_\_ Jill ran home for some markers.
4. \_\_\_\_\_ we see the start of a good idea!
5. \_\_\_\_\_ Jill said, "Let's make a spaceship!"
6. \_\_\_\_\_ I say, "Good thinking, Jill!"

## The Verbs *Come, Give, and Sing*

Read the paragraph. Find the five sentences that have the past-tense forms of *go, sing, and give*. Write the sentences on the lines below, using the present tense of the verbs.

### My Trip to the Museum

My family and I love to go on trips together. On Saturdays, we went to the science museum. My mother sings a song as we go to the museum. We sang along with her. My brother, Peter, gives me a journal to write in about what I saw. He gave me a pen, too. We go up to the second floor of the museum. I went to the dinosaur exhibit. Peter goes to the exhibit on weather. Soon, we went home.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**At Home:** With a family member, think of a place you visited together. Write four sentences about the place, using *go, goes, went, sing, sang, give, or gave* in your writing.

► **Critical Thinking**

**McGraw-Hill Language Arts**  
**Grade 2, Unit 4, Verbs,**  
**pages 222–223**

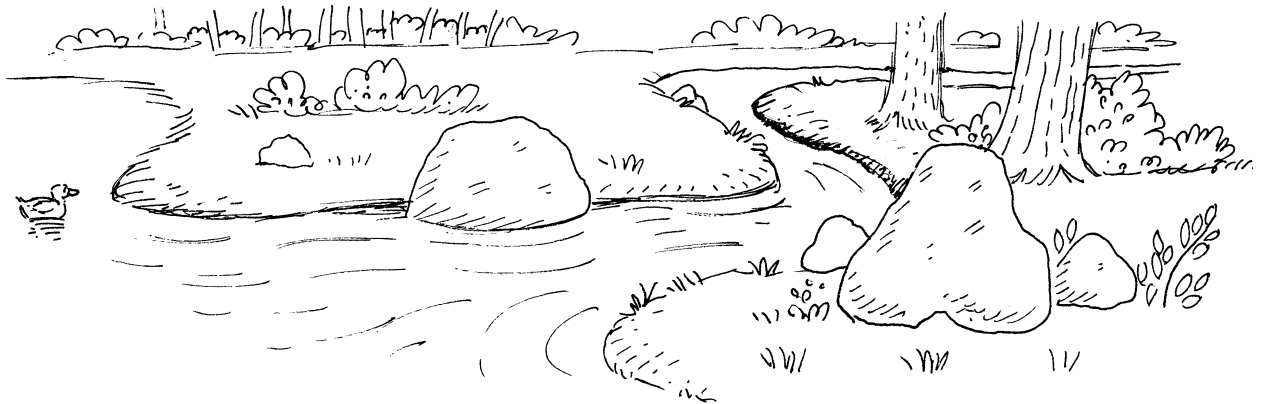
## Contractions with *not*

Write a contraction for each set of words below. Write one letter on each line, and use a line for the apostrophe. Use the letters in the circles to answer the riddle below.



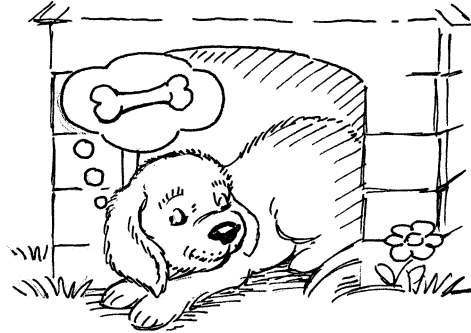
- |             |       |   |       |       |       |       |
|-------------|-------|---|-------|-------|-------|-------|
| 1. are not  | _____ | ○ | _____ | _____ | _____ | _____ |
| 2. did not  | _____ | ○ | _____ | _____ | _____ | _____ |
| 3. have not | _____ | ○ | _____ | _____ | _____ | _____ |
| 4. does not | _____ | ○ | _____ | _____ | _____ | _____ |
| 5. were not | _____ | ○ | _____ | _____ | _____ | _____ |

What has a mouth but can't speak? \_\_\_\_\_



## Mechanics and Usage: Apostrophes

Circle the word in each sentence that needs an apostrophe. Write the letters of the word and the apostrophe on each of the lines. Then use the circled letters in order to answer the question at the bottom of the page.



1. The new puppy didnt like to sleep outside.

\_\_\_\_\_        \_\_\_\_\_

2. "Cant we help him?" Breda asked her dad.

\_\_\_\_\_        \_\_\_\_\_

3. Bredas dad had an idea.

\_\_\_\_\_        \_\_\_\_\_

4. Breda hadnt used a hammer before.

\_\_\_\_\_        \_\_\_\_\_

5. Now the puppys house is warm and cozy!

\_\_\_\_\_        \_\_\_\_\_

Whose tools did Breda use to build the doghouse?

\_\_\_\_\_

**At Home:** Talk with a family member about a pet you have or would like to have. Make a list of three things the pet needs. Use apostrophes in your writing.

► **Critical Thinking**

**McGraw-Hill Language Arts**  
**Grade 2, Unit 4, Verbs,**  
**page 226**

## Mixed Review

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### Scavenger Hunt!

Read each sentence. Choose the word that correctly completes it. Write the word on the line.

- |  |          |           |
|--|----------|-----------|
| 1. Find something you _____ forget if it's cold outside.   | shouldnt | shouldn't |
| 2. Find something that _____ break.                        | wont     | won't     |
| 3. Name a chore that you _____ today.                      | did      | does      |
| 4. Find an object that you _____ to a friend.              | gives    | gave      |
| 5. Name something you _____ in music class.                | sings    | sang      |
| 6. Find something you _____ like to wear.                  | don't    | dont      |
| 7. Find a book that you _____ read yet.                    | haven't  | havent    |
| 8. Name the first person you _____ at school this morning. | sees     | saw       |

## Common Errors with Past-Tense Verbs

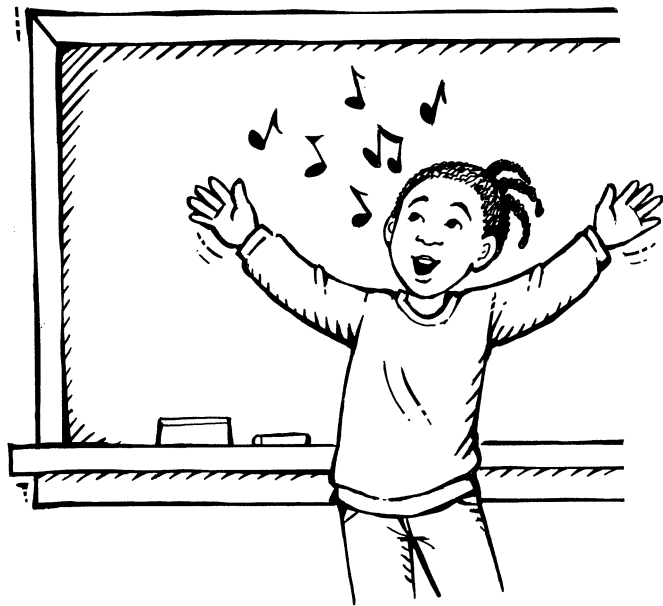
### Dream On!

Tonia had a dream one night about a talent show the next day. To her surprise, the next day everything really happened! Circle the verbs in her dream. Then rewrite the dream in the past tense. Don't forget to use special spellings to show the past tense!

I go to school. I sit down at my desk. Then I stand up. I sing a song for everyone!

My best friend Orlando says, "You sing great!"

Then we run outside to play. Orlando gives me a big hat. I wear it all day long!



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**At Home:** Tell a family member about a dream you had. Then write a story about it. Use past-tense verbs correctly.

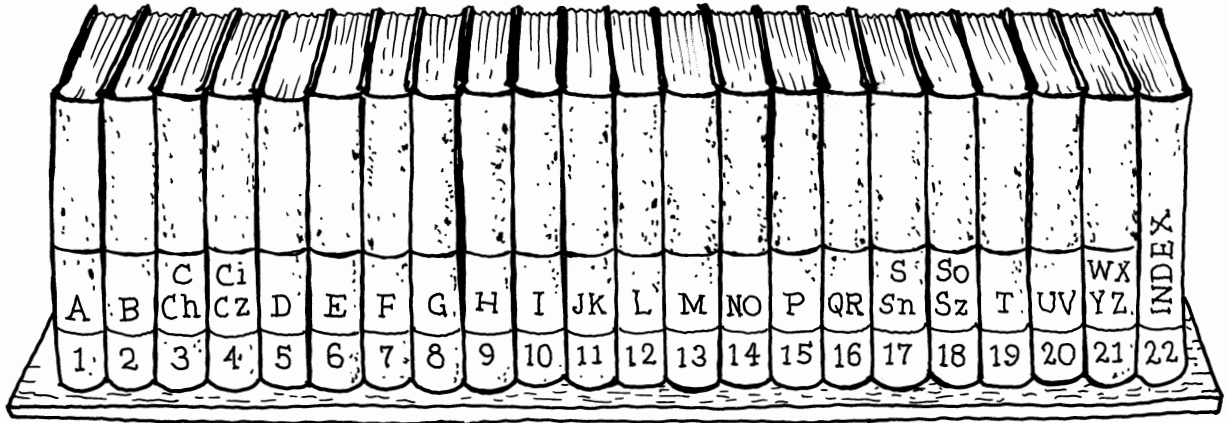
McGraw-Hill Language Arts  
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page 228



## Study Skills: Encyclopedia

### Look It Up!

Look at the set of encyclopedias. Write the letters and number of the book that will have the answer to each question.



1. How long is the Mississippi River? \_\_\_\_\_
2. What do elephants eat? \_\_\_\_\_
3. When did the first spacecraft fly into space? \_\_\_\_\_
4. Who was John F. Kennedy? \_\_\_\_\_
5. Who invented the computer? \_\_\_\_\_
6. Why does a rainbow have so many colors? \_\_\_\_\_
7. Who was Henry Ford? \_\_\_\_\_
8. Where was Martin Luther King, Jr., born? \_\_\_\_\_
9. Do giraffes sleep standing up? \_\_\_\_\_
10. What is the name of the largest dinosaur? \_\_\_\_\_

# Vocabulary: Suffixes

## Scrambled Letters

Read each definition. Then unscramble the letters to find the word that matches the definition. Write the word on the line. Then use it in a sentence that tells something you have learned or seen this year.

1. "without sense"    **essnslse**    \_\_\_\_\_

\_\_\_\_\_

2. "without end"    **seldnes**    \_\_\_\_\_

\_\_\_\_\_

3. "full of hope"    **opelhuf**    \_\_\_\_\_

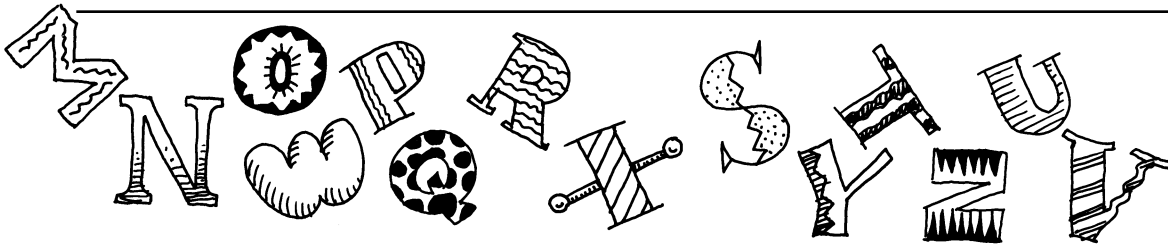
\_\_\_\_\_

4. "without fear"    **ressfale**    \_\_\_\_\_

\_\_\_\_\_

5. "full of care"    **facrelu**    \_\_\_\_\_

\_\_\_\_\_



**At Home:** Tell a family member something you learned at school this week. Write a sentence with a word that ends in *-ful* or *-less* to tell about what you learned.

McGraw-Hill Language Arts  
Grade 2, Unit 4, Vocabulary,  
pages 236–237

## Composition: Sentence Style and Variety

---

Read each set of sentences. Rewrite them to make the writing more interesting. Make the sentences different lengths. Use different beginning words. Combine two sentences into one.

1. My soccer team had fifteen players. My team had no boys.

---

---

2. One day a boy tried out for our team. That day a boy got on our team.

---

3. Our team's name is the Wildcats. Our team won all our games last year.

---

---

4. After each game my team celebrates. After each game my team eats pizza.

---

---

## Pronouns

---

Circle the nouns that are the same in each sentence.  
Write the sentence and replace the repeated noun with a pronoun.

Example:

*Mrs. Peterman says Mrs. Peterman will help us clean the park.*

*Mrs. Peterman says **she** will help us clean the park.*



1. The classmates decide the classmates will spend the day at the park.

---

2. Kim and Allie find the trash can and fill the trash can.

---

---

3. Jessie and Eddie show how Jessie and Eddie rake leaves.

---

4. A woman asks if a woman can take pictures of us.

---

# ***I and Me***

Use words from the box to complete the riddle. You may use a word more than one time.

I	table
me	newspaper



\_\_\_\_\_ am black and white all over. You  
can read \_\_\_\_\_. What am I? \_\_\_\_\_  
am a \_\_\_\_\_.

\_\_\_\_\_ have legs, but \_\_\_\_\_  
can't walk. What am I? I am a \_\_\_\_\_.

Now write your own riddle. Use pronouns.

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**At Home:** Tell family members a riddle that ends with "What am I?" Give them hints to help them solve the riddle.

**McGraw-Hill Language Arts**  
**Grade 2, Unit 5, Pronouns,**  
**pages 282–283**

## We and Us

---

### At the Beach

Rewrite each sentence to tell about yourself and someone else at the beach. Replace the underlined noun and pronoun with either *we* or *us*.

Example:

Mom took Maria and me to the beach.

Mom took **us** to the beach.



1. Luis and I put our feet in the water.

---

2. The cold water made Luis and me shiver.

---

3. Luis and I jumped in the waves.

---

4. Mom gave Luis and me lunch.

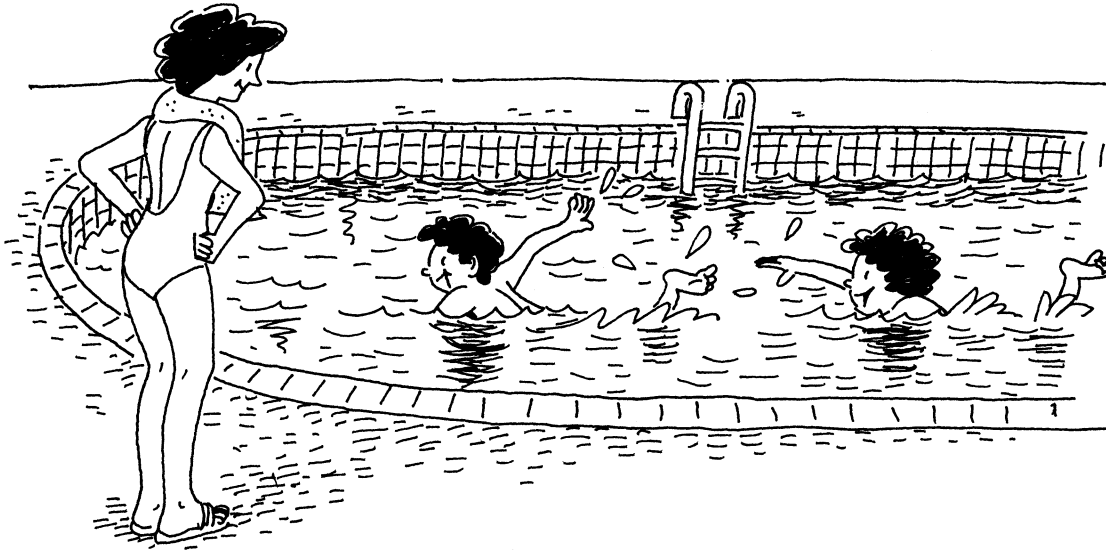
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5. Luis, Mom, and I made a big sand castle.

---

**Mechanics and Usage: Using *I* and *Me***

Read the story. Cross out the pronouns that are used incorrectly. Then write your corrections above the line.



i did not know how to swim. My brother Reynaldo did not know how, either. So Mom took me and my brother to the pool. Reynaldo and me were going to learn how to swim!

Reynaldo and i were scared. The teacher asked me and Reynaldo to blow bubbles in the water. Then i went under and held my breath.

Me and Reynaldo kicked our legs. Then i splashed Reynaldo. Reynaldo splashed me. Reynaldo and me were having fun. Mom is taking me and Reynaldo swimming every day now!

**At Home:** Tell a family member how you learned to do something new. Ask them to help you write a paragraph about it. Circle each time you use *I* and *me*.

McGraw-Hill Language Arts  
Grade 2, Unit 5, Pronouns,  
page 286

## Mixed Review

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### All About You!

Read these questions about yourself. Write two sentences to answer each question. Be sure to use pronouns correctly!



1. What do you look like?

---

---

2. What do you like to do?

---

---

3. Who is your best friend? What do you like to do together?

---

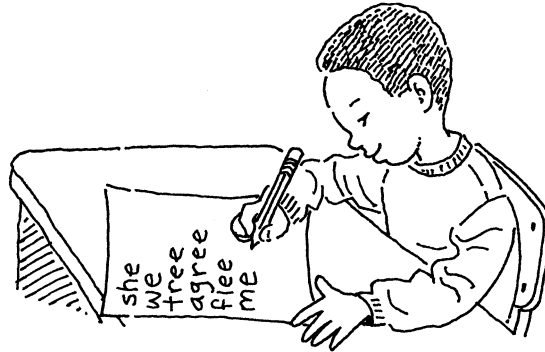
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# Pronoun-Verb Agreement

Complete each sentence. First, find a verb in the box that rhymes with the pronoun you are given. Then write a sentence with the correct present tense of that verb. The first one is done for you.

sit	agree
spy	see
fit	do
flee	may
try	feed



1. I **spy something green outside** \_\_\_\_\_  
*Spy rhymes with the word I.*
2. They \_\_\_\_\_
3. We \_\_\_\_\_
4. We \_\_\_\_\_
5. It \_\_\_\_\_
6. She \_\_\_\_\_
7. You \_\_\_\_\_
8. I \_\_\_\_\_

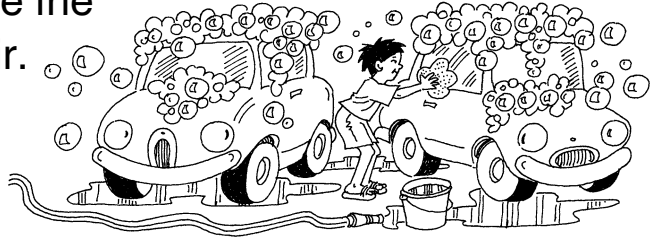
**At Home:** Write a long sentence, using as many pronouns as you can. Point out the pronouns to a family member.

**McGraw-Hill Language Arts**  
**Grade 2, Unit 5, Pronouns,**  
**pages 288–289**

## Possessive Pronouns

### Scrambled Possessives

Unscramble the possessive pronoun in each box. Then write the pronoun to complete the second sentence in each pair. Underline the word or words in the first sentence that the pronoun replaces.



1. My dad's car was dirty. s i h

I decided to wash \_\_\_\_\_ car.

2. The car's wheels had grime all over them. s i t

I cleaned \_\_\_\_\_ wheels with a sponge.

3. Now my family's driveway is full of suds. r u o

Now \_\_\_\_\_ driveway is wet and slippery.

4. Mom's car came into the driveway. r e h

She wanted me to wash \_\_\_\_\_ car, too!

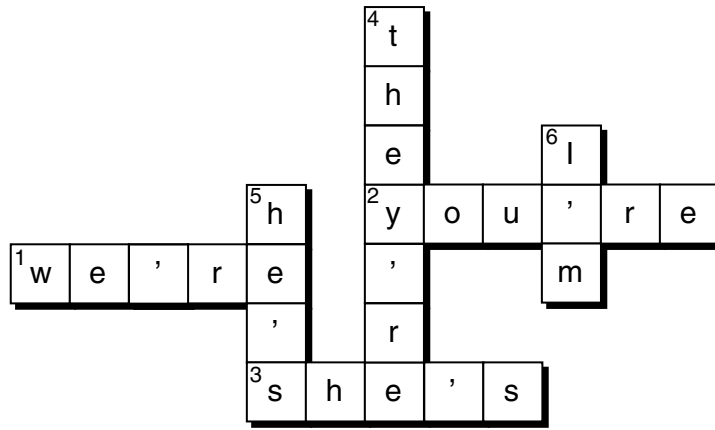
5. So I washed Mom and Dad's cars. h e i r t

Soon \_\_\_\_\_ cars were bright and clean!

# Contractions: Pronoun and Verb

## You Write the Clues

Write the clues for the crossword puzzle on the lines below. Write a sentence for each contraction in the puzzle. Use the two words that make the contraction. The first one is done for you.



### ACROSS

1. We are ready. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### DOWN

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**At Home:** Write pronoun-verb contractions on index cards. Ask family members to choose a card and name the two words that make up the contraction.

► **Critical Thinking**

**McGraw-Hill Language Arts  
Grade 2, Unit 5, Pronouns,  
pages 292–293**

## Mechanics and Usage: Contractions and Possessive Pronouns

---

The book reports below use *their*, *they're*, *its*, *it's*, *you're*, and *your* incorrectly. Circle each word that is spelled incorrectly. Then write the correct word above it.

### Wild About Reptiles

by Richard Russell

You're friends will love this  
book. Its about all kinds of  
reptiles—even snakes!  
Their friendlier than you  
think.

### Dinosaurs

by Roger Lee

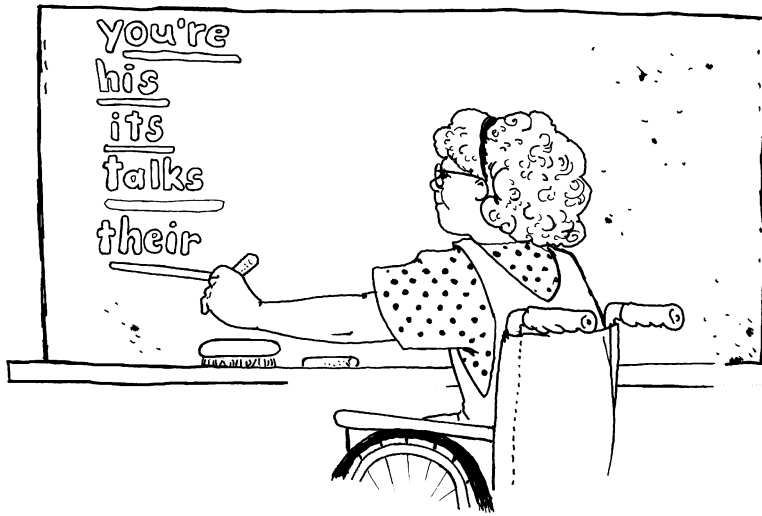
I also think your going to like  
this book about dinosaurs.  
It's pages are filled with facts  
about dinosaurs. They're  
sizes and shapes will amaze  
you!

## Mixed Review

---

### Riddle Up!

Read each riddle. Then use the correct word in a short sentence.



1. This word is a contraction. It stands for “You are.”

---

2. This word is the present-tense form of *help*.  
You use this word with *he*.

---

3. This word is a possessive pronoun. It means  
“belonging to him.”

---

4. This word is a contraction. It stands for “They are.”

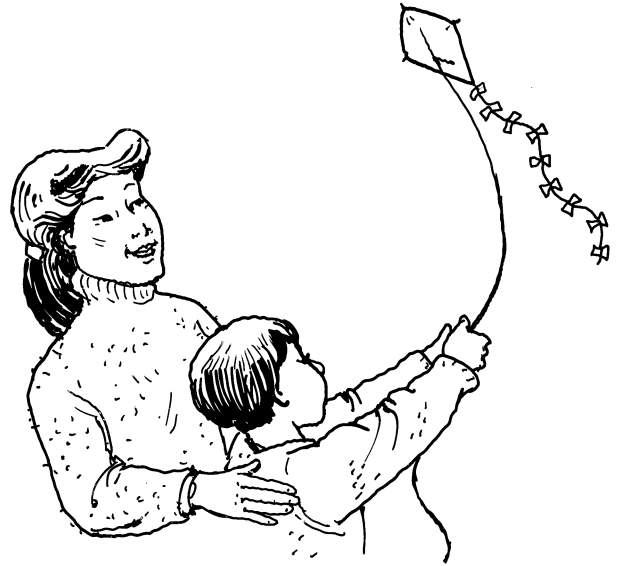
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**At Home:** Write some riddles about present-tense verbs, possessive pronouns, or contractions. Show your riddles to family members.

McGraw-Hill Language Arts  
Grade 2, Unit 5, Pronouns,  
page 295

## Common Errors with Pronouns

Yokio wrote a letter to his Uncle Yuki, but his computer got a little confused. Instead of printing pronouns, it printed out words like \*((\*&& or \*\*%#\$. Help Yokio fix his letter to his uncle. Substitute the correct pronoun for each wacky word.



**March 23, 2012**

Dear Uncle Yuki,

Thank you so much for the birthday present you gave %^ \_\_\_\_\_ . It is a really terrific kite! Yesterday Mom and % \_\_\_\_\_ went to the park. # \$ \_\_\_\_\_ flew the kite higher and higher. Mom let %^ \_\_\_\_\_ pull the kite back down.

Mom said, "Uncle Yuki can watch % \$ \_\_\_\_\_ . Dad will ask him to come with % \$ \_\_\_\_\_ ."

% \_\_\_\_\_ said to Mom, "Great!"

Your nephew,

Yokio

# Study Skills: Alphabetical Order

## Computer Glossary

Can you put these computer words in order? Write the words in ABC order in the blanks.

mouse  
disk  
laptop  
screen  
monitor

modem  
Internet  
computer  
software  
scanner

keyboard  
hard drive  
cable  
program  
printer

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



**At Home:** Ask a family member to tell you some special words he or she uses at work. With your family member, look up the words in a dictionary.

► **Critical Thinking**

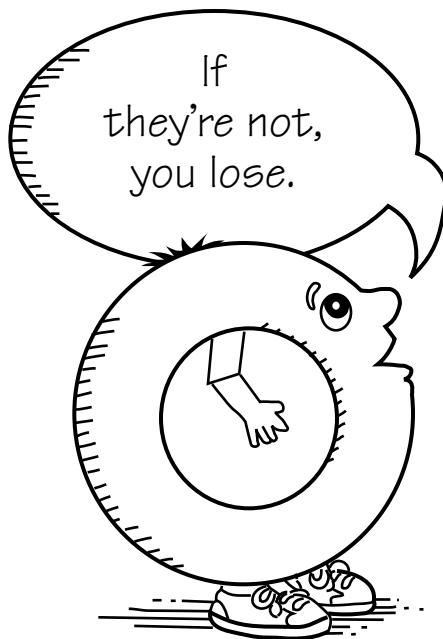
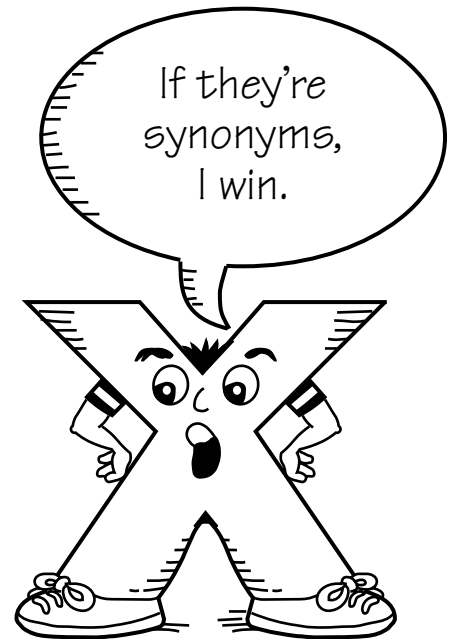
McGraw-Hill Language Arts  
Grade 2, Unit 5, Study Skills,  
pages 302–303

# Vocabulary: Synonyms

## Tic-Tac-Toe

Read each pair of words in the boxes. Draw an **X** in the box if the words are synonyms. Draw an **O** if they are not synonyms. Draw a line through the rows that have three **X**'s across, down, or diagonally.

large / big	scared / frightened	skinny / thin
apple / house	tall / short	light / dark
neat / blue	well / sick	hot / cold



loud / quiet	early / late	quick / fast
many / none	angry / mad	sad / happy
shiny / bright	start / stop	old / new



## Composition: Main Idea and Supporting Details

---

Quincy Quit-Too-Fast wrote in his journal, but he forgot to add main ideas. Read each paragraph. Then add a main idea on the line.

My teacher was new, and I didn't know anyone! The school was different from my old one. I was scared.

---

---

I learned where the countries are. We found places on a map. It was fun!

---

---

I thought about all the friends I made. I thought about what I learned. I hurried home!

---

---

---

---

**At Home:** Think about something you enjoyed in school today. Write a paragraph about it. Read it to a family member. Point out the main idea.

**McGraw-Hill Language Arts**  
**Grade 2, Unit 5, Composition,**  
**pages 306–307**

## Adjectives

In the boxes, find an adjective and a noun that rhyme.  
Write the rhyming words under the riddle they answer.

cool    gray    funny    spare    wordy    hot    glad

chair    lad    pot    tool    day    birdy    bunny

1. What is a frozen hammer called?

a \_\_\_\_\_

2. What is a silly rabbit called?

a \_\_\_\_\_

3. What is a cloudy Monday called?

a \_\_\_\_\_

4. What is a happy boy called?

a \_\_\_\_\_

5. What is a container of boiling water called?

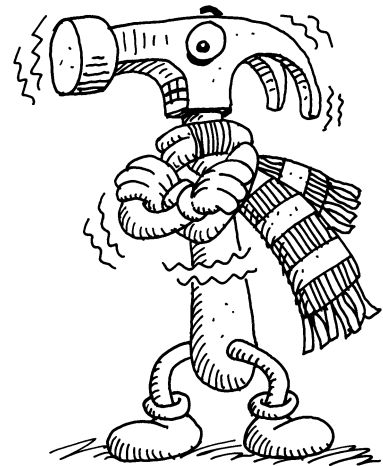
a \_\_\_\_\_

6. What is an extra seat called?

a \_\_\_\_\_

7. What is a parrot that talks a lot called?

a \_\_\_\_\_



# Adjectives That Tell How Many

## Sun, Shoe, Bee, Door . . .

Read each sentence. Circle the word that does not make sense. Then write an adjective from the box that rhymes with the word and makes sense in the sentence.

many      three      one      four      two      nine      six      five

1. Ostrich eggs weigh about bee pounds.

\_\_\_\_\_

2. The dromedary camel has sun hump.

\_\_\_\_\_

3. Bactrian camels have shoe humps.

\_\_\_\_\_

4. Black bears grow about hive feet long.

\_\_\_\_\_

5. Chickens can run pine miles an hour.

\_\_\_\_\_

6. Elephants can weigh over bricks tons.

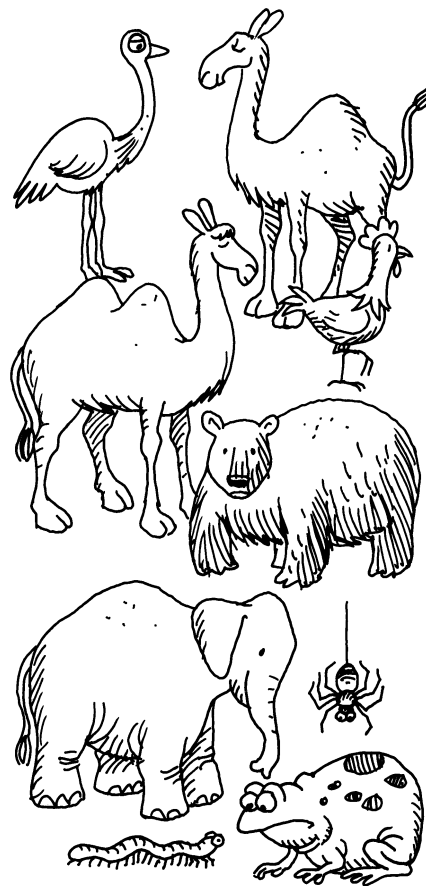
\_\_\_\_\_

7. Spiders have door pairs of legs.

\_\_\_\_\_

8. Centipedes have penny pairs of legs.

\_\_\_\_\_

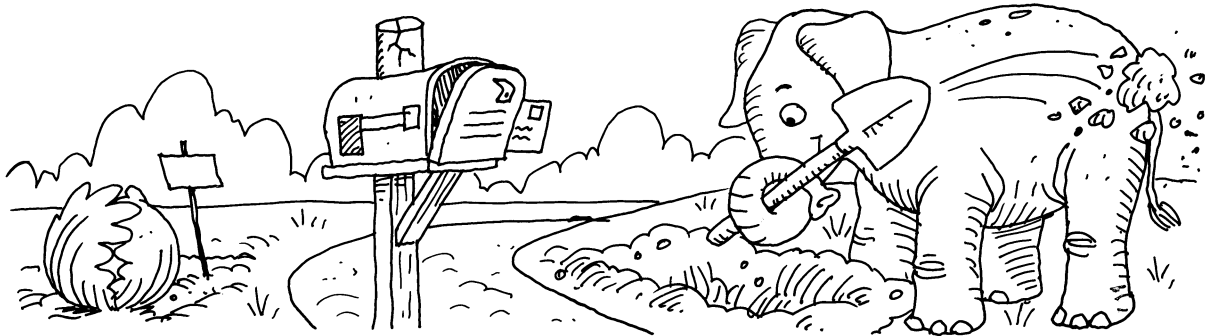


**At Home:** Write some sentences like the ones above. With a family member, name the word that does not make sense, then tell what adjective belongs in its place.

► **Critical Thinking**

**Articles: a, an****Riddle Fun**

Read each riddle. To find the answer, unscramble the letters in ( ). Write the answer using the correct article.



1. What grows bigger the more you take away?

(lohe) \_\_\_\_\_

2. What can you give away and keep at the same time?

(dolc) \_\_\_\_\_

3. What is the biggest ant?

(hetanlep) \_\_\_\_\_

4. What has a head but no brain?

(gabbace) \_\_\_\_\_

5. What eight-letter word has only one letter in it?

(opevelen) \_\_\_\_\_

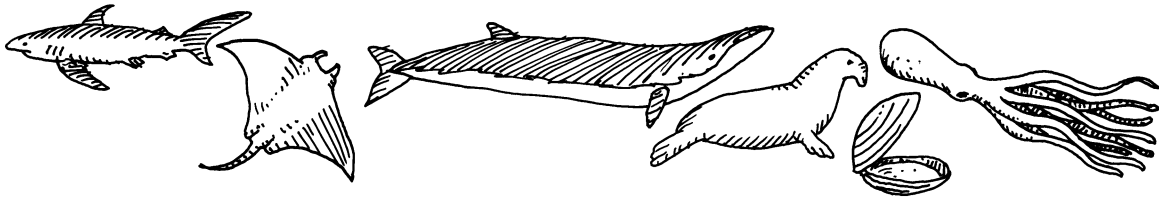
6. What can you put in a glass but never take out?

(carck) \_\_\_\_\_

## Adjectives That Compare

You are famous! You have discovered a sea creature called a Seasaurus. Complete the sentences to compare the Seasaurus to other animals in the sea. Use adjectives from the box. Write their correct forms on the lines.

deep	big	dark	soft	loud
sharp	rough	fast	thick	gray
smooth	long	bright	small	round



1. The Seasaurus is \_\_\_\_\_ than a blue whale.
2. It has the \_\_\_\_\_ tail I've ever seen.
3. Its head is \_\_\_\_\_ than an octopus's head.
4. Its flippers are \_\_\_\_\_ than a seal's flippers.
5. Its roar is \_\_\_\_\_ than an elephant seal's roar.
6. The Seasaurus is the \_\_\_\_\_ sea animal I know.
7. It has the \_\_\_\_\_ eyes of any sea animal.
8. Its teeth are \_\_\_\_\_ than a shark's teeth.
9. The Seasaurus dives the \_\_\_\_\_ of any animal.
10. It has the \_\_\_\_\_ yellow spots on its back.

**At Home:** Draw your Seasaurus. Show the picture to a family member, and ask for the name of another animal. Tell how the Seasaurus compares to this animal.

McGraw-Hill Language Arts  
Grade 2, Unit 6, Adjectives and Adverbs,  
pages 352–353

## Mechanics and Usage: Writing Book Titles

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Can you help Edna the editor? Each book needs a title. First, read what each book is about. Then make up a title for the book. Write the title on the lines.



Mia has a special rocking chair. It takes her to a new, faraway place every time she sits in it.

---

Mr. Snoot's sneezes are so powerful that everything around him rumbles.

---

Mrs. Golden seems to have a green thumb. The seeds she planted yesterday are full-grown plants today!

---

Alvin has a kitten named Maxwell. The kitten talks to Alvin, but no one else can hear him.

---

Jamie discovers an old radio in the attic. It plays only music from 50 years ago.

---

# Mixed Review

## Wish You Were Here

It is the year 2404. You are on vacation on planet Zapp. What is it like on Zapp? Think of some adjectives to describe this vacation spot. Then write an outer space postcard to your best friend back on Earth. Tell him all about Zapp.



**At Home:** Think about a real place you visited with your family. Write a paragraph to describe it. Then read it to your family. Do they agree with your description?

► **Critical Thinking**

McGraw-Hill Language Arts  
Grade 2, Unit 6, Adjectives and Adverbs,  
page 355

# Adverbs

Circle the adverb in each sentence. Does it tell **when**, **where**, or **how**? Write the adverb in the correct grid. Write only one letter in each square.

- |                              |                               |
|------------------------------|-------------------------------|
| 1. The race starts soon.     | 6. Dan moves ahead.           |
| 2. Dan looks around.         | 7. The others fall behind.    |
| 3. His friends wave proudly. | 8. Then Dan crosses the line. |
| 4. The runners take off.     | 9. Everyone cheers loudly.    |
| 5. How quickly Dan runs!     | 10. Dan always wins.          |

### When

							s

### Where

			a				

### How

	u						



# Adverbs That Tell How

Look at the picture. Complete each sentence by writing an adverb that tells how.



1. Reynaldo prints \_\_\_\_\_.
2. The teacher smiles \_\_\_\_\_.
3. The girls listen \_\_\_\_\_.
4. Gabriella and Jim work \_\_\_\_\_.
5. Sandra laughs \_\_\_\_\_.
6. Lisa holds the rabbit \_\_\_\_\_.
7. Nari looks at the fish \_\_\_\_\_.
8. Ralph carries the books \_\_\_\_\_.
9. Debbie holds the scissors \_\_\_\_\_.
10. Teresa looks at her painting \_\_\_\_\_.

**At Home:** Invite family members to say what they are doing, using an adverb that tells how. What will you say?

**McGraw-Hill Language Arts**  
**Grade 2, Unit 6, Adjectives and Adverbs,**  
**pages 358–359**

## Adverbs That Tell When or Where

Complete each sentence with adverbs that tell when and where. Use adverbs from the box.

after	then	later	around	where
here	yesterday	first	down	there
finally	outside	soon	inside	early



1. We arrived \_\_\_\_\_  
  where  when

2. \_\_\_\_\_ Dad and I walked \_\_\_\_\_  
  when  where

3. We went \_\_\_\_\_  
  where  when

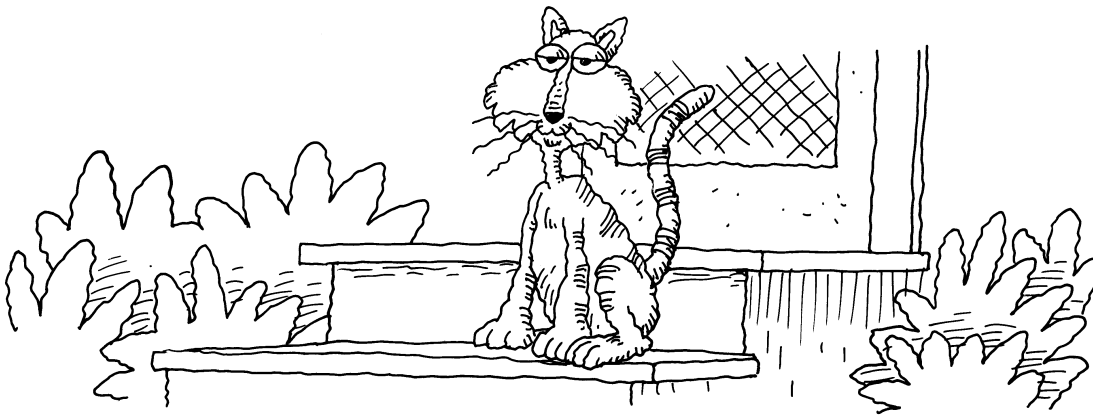
4. \_\_\_\_\_ I sat \_\_\_\_\_  
  when  where

5. \_\_\_\_\_ Dad and I left \_\_\_\_\_  
  when  where

## Mechanics and Usage: Quotation Marks

### Simon, the Talking Cat

Meet Simon. He is a talking cat. You find him sitting at your back door one morning. What does Simon say to you? What do you say to Simon? Write what you and Simon say to each other. Use quotation marks correctly. The first sentence has been started for you.



1. The cat said, "Good morning. I am \_\_\_\_\_
2. I said, \_\_\_\_\_
3. Simon asked, \_\_\_\_\_
4. I replied, \_\_\_\_\_
5. Simon said, \_\_\_\_\_
6. \_\_\_\_\_, I answered.
7. Then Simon told me, \_\_\_\_\_
8. I asked, \_\_\_\_\_
9. Simon said, \_\_\_\_\_
10. \_\_\_\_\_, I said.

**At Home:** Ask family members to help you continue the story about Simon, the Talking Cat.

► **Critical Thinking**

**McGraw-Hill Language Arts**  
**Grade 2, Unit 6, Adjectives and Adverbs,**  
**page 362**

## Mixed Review

### Who's Calling?

The telephone call is for you!  
Who is it? Is it a famous musician? Is it a sports star? Is it the president of the United States? What do you say? What does the person say to you? Write the conversation. Include some adverbs that tell how, when, or where.



"Hello," I said slowly. "This is \_\_\_\_\_."

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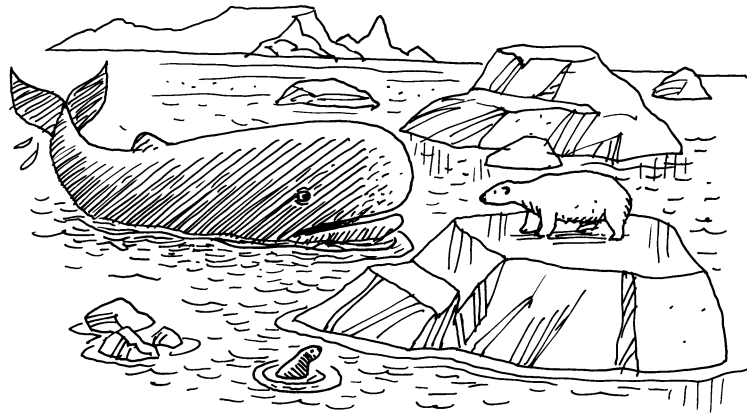
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## Common Errors with Adjectives

Imagine a new animal, named a “snokeet,” that an explorer might find near the North Pole. Complete the sentences to compare the snokeet to other animals. Choose adjectives from the box. Write the correct forms on the line.

long	short
tall	light
loud	fast
smart	slow
strong	small
shy	proud
soft	wild



1. The snokeet is \_\_\_\_\_ than a polar bear.
2. It is \_\_\_\_\_ than a whale.
3. It is the \_\_\_\_\_ animal of all.
4. Its tail is \_\_\_\_\_ than a whale's tail.
5. It is the \_\_\_\_\_ animal I know.

**At Home:** With a family member, write more sentences to compare the made-up snokeet to other animals. Then draw a picture of the snokeet.

McGraw-Hill Language Arts  
Grade 2, Unit 6, Adjectives and Adverbs,  
page 364



## Vocabulary: Antonyms

### Across and Down

Write the antonym for each word. Then, circle each antonym in the puzzle.

- |                |                    |
|----------------|--------------------|
| 1. soft _____  | 5. cloudy _____    |
| 2. worst _____ | 6. neat _____      |
| 3. full _____  | 7. mean _____      |
| 4. high _____  | 8. different _____ |

x	s	a	m	e
n	i	c	e	m
l	x	l	s	p
o	b	e	s	t
w	x	a	y	y
h	a	r	d	x

**At Home:** Make up your own antonym word search puzzle with a family member. Then challenge another family member to solve it.

**McGraw-Hill Language Arts  
Grade 2, Unit 6, Vocabulary,  
pages 372–373**

## Composition: Beginning, Middle, End

### What's Missing?

Read the beginning of the story. Then write a middle and an end. Look for clues at the beginning to help you.

*Tomorrow is the pet parade at school. Everyone is excited except Benny. Benny doesn't have a pet. Then Benny has a great idea! He makes a pet. First, Benny finds a big rock.*

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