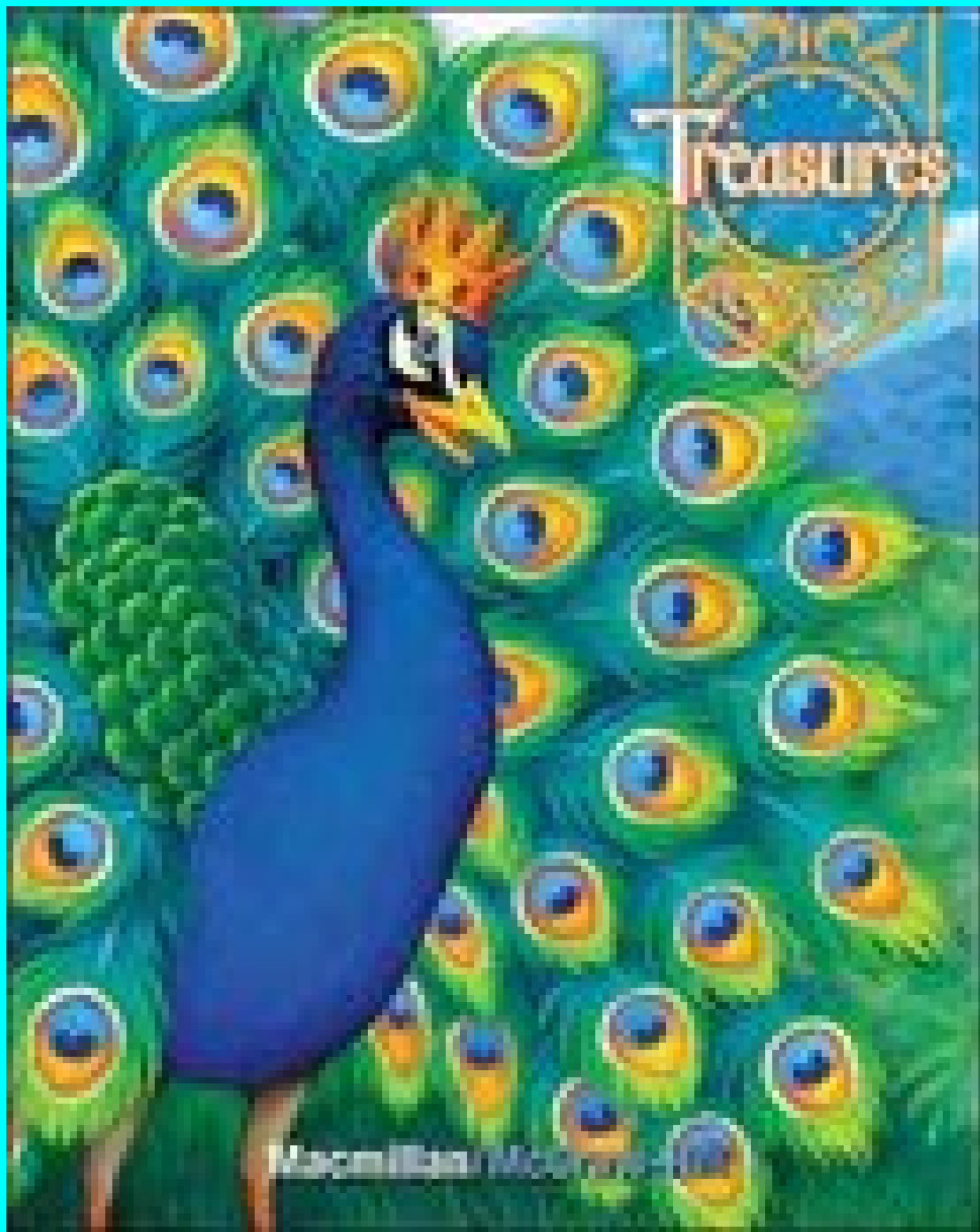


# 3.0 EDUCATION PROGRAM

**2**<sup>nd</sup>  
grade

# LANGUAGE ARTS

**2**<sup>nd</sup>  
grade



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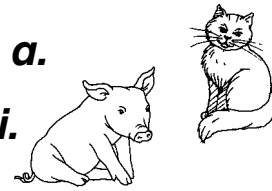
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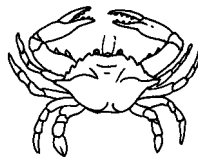
Name \_\_\_\_\_

The ***a*** in ***cat*** stands for the sound of short ***a***.The ***i*** in ***pig*** stands for the sound of short ***i***.

Write the word from the box that names each picture.

fan   crib   hat   crab   mitt   hand   pin   fish

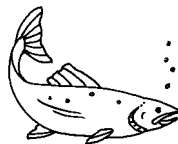
1. \_\_\_\_\_



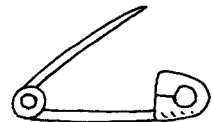
2. \_\_\_\_\_



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



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



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



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



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



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

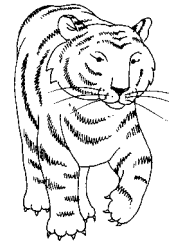


Name \_\_\_\_\_

**A. Choose a word from the box to finish each sentence. Write the word on the line.**

carefully different excited groan tomorrow whisper

1. Tigers are \_\_\_\_\_ from lions because they have stripes.
2. Karen had to \_\_\_\_\_ when she talked in the library.
3. Emily was \_\_\_\_\_ to start school.
4. We are going on a field trip \_\_\_\_\_.
5. Juan \_\_\_\_\_ cut out the small pieces of paper.
6. I heard Taylor \_\_\_\_\_ when he finished the race.



**B. Choose two words from the box. Then use each word in a sentence to tell about your first day of school. Write the sentences on the lines below.**

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

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

Name \_\_\_\_\_

As you read *David's New Friends*, fill in the Character and Setting Chart.

| Character | Setting |
|-----------|---------|
|           |         |
|           |         |
|           |         |

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How does the information you wrote in this Character and Setting Chart help you analyze story structure in *David's New Friends*?



**At Home:** Have your child use the chart to retell the story.

Name \_\_\_\_\_

The **characters** are the people or animals in a story.

The **setting** is where and when a story happens.

**Read the passage below. Then write the answers to each question on the line.**

It was the first day of school. Tim was worried. He saw the large playground and lots of children. He wondered if he would make new friends. When Tim heard the bell ring, he walked to his classroom. He sat at a desk next to a boy named Rob. Rob asked Tim if he would like to be friends. Tim was excited to have a new friend.

1. Who are the characters in the passage? \_\_\_\_\_

2. What is each character like?

\_\_\_\_\_

3. What is the setting of this passage? \_\_\_\_\_

\_\_\_\_\_

4. Write two sentences about your first day of school.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**As I read, I will pay attention to punctuation in each sentence.**

10 “It’s nearly time for our school fair,” said Mr. Jeffs.  
 17 “What is our class doing?” asked Lucy.  
 19 “We could grow vegetables in our garden,” said Sam.  
 26 “Then we could sell them,” said Chico.  
 33 “It’s too late,” said Mr. Jeffs. “Potatoes, beans, and  
 42 carrots need time to grow.”  
 47 Jing took a deep breath. “We could grow sprouts,”  
 56 she whispered.  
 58 “Sprouts?” said Mr. Jeffs. “That sounds interesting, Jing.”  
 66 “We grow sprouts at home,” said Jing. “They’re ready  
 75 to eat in a few days.”  
 81 “Sprouts!” Everyone was excited. “We’ll grow sprouts!” 88

**Comprehension Check**

1. How can you tell that Jing is shy? **Character and Setting**
2. Why is Jing’s solution a good idea? **Draw Conclusions**

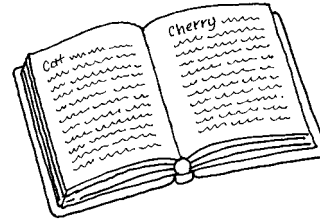
|             | Words Read | – | Number of Errors | = | Words Correct Score |
|-------------|------------|---|------------------|---|---------------------|
| First Read  |            | – |                  | = |                     |
| Second Read |            | – |                  | = |                     |



Name \_\_\_\_\_

**Dictionary** entries are listed in **alphabetical order**. To help you put words in alphabetical order, think about where you would find them in the dictionary.

**Write the following groups of words in alphabetical order.**



- |                  |                 |
|------------------|-----------------|
| 1. friend _____  | 2. share _____  |
| trust _____      | caring _____    |
| nice _____       | sweet _____     |
| 3. dog _____     | 4. love _____   |
| game _____       | ice _____       |
| bed _____        | jump _____      |
| 5. teacher _____ | 6. recess _____ |
| school _____     | reading _____   |
| principal _____  | math _____      |



Name \_\_\_\_\_

Short **a** is the middle sound heard in **trap** and **map**.

Short **i** is the middle sound heard in **sit** and **pick**.

Use **-s** or **-es** to make some words mean more than one.

**Read each sentence. Then complete the sentence with one of the words from the list below it.**

1. Please put all your \_\_\_\_\_ in the sink.

dish                      dishes                      dishes

2. Ken has three baseball \_\_\_\_\_.

bats                      bat                      bates

3. Which one of these \_\_\_\_\_ would you like?

cat                      cats                      cates

4. Laura has two \_\_\_\_\_ on her farm.

piges                      pig                      pigs

5. The baby gave me two wet \_\_\_\_\_ on the cheek.

kisses                      kiss                      kiss

6. My cat likes to take four \_\_\_\_\_ a day.

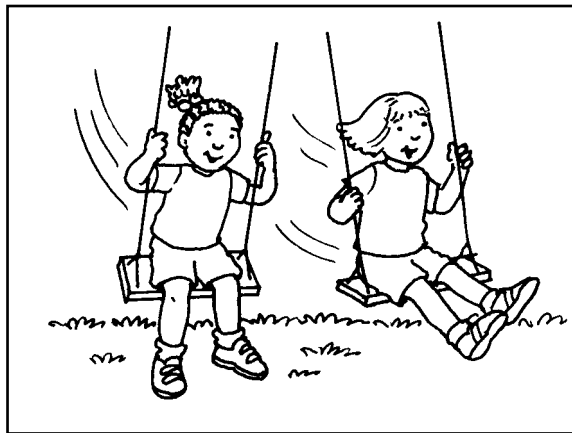
napes                      naps                      nap



Name \_\_\_\_\_

**Captions** are the words below a picture. They tell what the picture is about or explain what the people in it are saying or doing.

**1. Write a caption to go with this picture.**



**2. Read the caption and draw a picture to go with it.**



Recess is my favorite time of day.

