



Summer Crash Course in  
**English Language**

Academic Year 2015-2016

# Weekly Review Worksheet

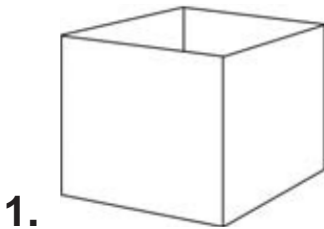
## English, Grade 2



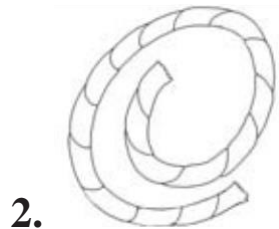
### Short o, Long o/Inflectional Endings **-ed, -ing**

The letter **o** can stand for the short **o** sound you hear in **not**.  
The long **o** sound you hear in **note** can be spelled **o\_e**.

#### A. Circle the correct spelling of each picture name.



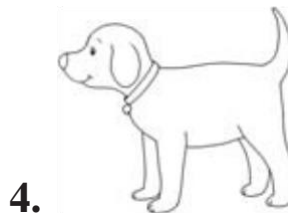
box  
boxe



rop  
rope



bon  
bone



dog  
doge

Before adding **-ed** or **-ing** to some verbs with short vowels, double the final consonant. Before adding **-ed** or **-ing** to some verbs with long vowels ending in e, drop the final e.

#### B. Add **-ed** and **-ing** to the end of each verb.

5. pat      patted      patting

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

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

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

Spelling: Short o, Long o : o\_e

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**



**Review Words**

**High-Frequency Words**

- |           |          |
|-----------|----------|
| 1. _____  | 1. box   |
| 2. _____  | 2. fox   |
| 3. _____  | 3. dog   |
| 4. _____  | 4. lock  |
| 5. _____  | 5. pot   |
| 6. _____  | 6. cone  |
| 7. _____  | 7. home  |
| 8. _____  | 8. nose  |
| 9. _____  | 9. poke  |
| 10. _____ | 10. rope |
| 11. _____ | 11. side |
| 12. _____ | 12. line |
| 13. _____ | 13. have |
| 14. _____ | 14. off  |
| 15. _____ | 15. took |



Weekly Review for Semester 2, Week 1  
Grade 2, English

**A. Reread 'A Visit to the Desert' and answer the questions.**

1. What happened at the beginning of the story?

.....

2. What happened in the middle of the story?

.....

3. What happened at the end of the story?

.....

**B. Fill in the blanks from the word box.**

|         |         |      |        |         |        |
|---------|---------|------|--------|---------|--------|
| friends | because | have | off    | picture | school |
| cold    | family  | know | family | took    |        |

1. I play with my .....

2. The pen fell .....the desk.

3. I drink water .....I am thirsty.

4. We ..... blue socks.

5. Did you see this ..... of my dog?

6. Pam likes to go to .....
7. My nose is .....
8. Do you have a big .....?
9. She ..... the test.
10. I ..... how to kick the ball into the net.

**C. Why is a visit to the desert a realistic fiction?**

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**D. Write 5-7 sentences about your favorite animal. Use descriptive details.**

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## Review for Semester 2, Weeks 1 and 2 English, Grade 2

### Topics discussed during the week:

- **Comprehension skills:**
  - Realistic fiction: A realistic fiction is a type of fiction ,but could happen in real life, it could include facts and the characters could be real people, or real animals in real places. Refer to Reading/Writing Workshop p.102.
  - Characters: A character is a person or animal in a story.
  - Plot: The plot is the event that happen in the beginning, middle, and end of the story. Refer to Reading/Writing Workshop p.109, and to practice book pages 53-55 for more practice.
- **Words in Context:** Determine the meaning of words and phrases as they are used in a text. Vocabulary: adapt, climate, eager, freedom, fresh, sense, shadows, silence, believe, delicious, feast, fond, lessons, remarkable, snatch, and stories. Refer to vocabulary copybook, Reading/Writing Wrokshop pages, 100, 101, 116, and 117, and to practice book pages, 51, and 61 for more practice.
- **High frequency words:** Read, spell, and write the words: because, friends, have, picture, school, off, know, cold, family, took. Refer to Writing/Spelling copybook, and Weekly Review Worksheet of Semester 2, Week 1 for more practice.
- **Phonics:** Reading and identifying spelling of words with short o, and long o sounds. Refer to practice book p. 52 for more practice.
- **Inflectional endings:** Before adding –ed or –ing to some verbs with short vowels, double the final consonant. Before adding –ed or –ing to some verbs with long vowels ending in e, drop the final e, (for example, save, saved, saving, trip, tripped, tripping) . Refer to practice book p. 52 for more practice.
- **Writing:** Using descriptive details to understand and write a story. Refer to Reading/Writing Workshop pages, 112 and 113, to writing copybook and to Weekly Review Worksheet of Semester 2, Week 1 for more practice.
- **Practice Questions:**
  - *Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*

## Question 1:

- Read the passage.

# Looking for Animals



Ms. Lee takes her class to the woods for a hike. She tells her students to look for animals. All the children carry notebooks. They plan to sketch and take notes about the animals they will see.

Birds sing high up in the trees. One boy points to what he thinks is a robin. The others disagree. They say it is just a leaf.

The children hear hooting. It is unlike the other sounds. The children are unable to see anything. An owl looks down. Its brown feathers blend in with the leaves. The children can not see the owl.

A deer is drinking at a small pond. It stands still as the group walks by. Its brown coat makes it seem to disappear into the woods. The deer slips away unseen.

One girl looks down at the uneven path. She sees some small lumps of dirt. The she stops watching. The lumps jump away. No one saw the tiny toads that blend in with the ground.

The hike is over. The students retrace their steps back to the bus. Maybe the class can come back again to look for more animals!

**A. Reread 'Looking for Animals' and answer the questions.**

1. Point to the Picture. What characters are in the picture?

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2. The plot is the key events that happen in a story.

a. What happened at the beginning of the story?

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b. What happened in the middle of the story?

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c. What happened at the end of the story?

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3. Name the animals that the children learned about in the hike.

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4. What is the sound that the owl makes?

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5. What is the color of the deer?

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6. Did the children see the tiny toads?

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7. Why is 'Looking for Animals' a realistic fiction?

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## Question 2:

Fill in the blanks from the word box.

|            |         |           |         |
|------------|---------|-----------|---------|
| remarkable | fond    | delicious | feast   |
| snatch     | believe | fresh     | silence |
| freedom    | sense   |           |         |

1. Emily is very \_\_\_\_\_ of her new book.
2. There was \_\_\_\_\_ while the children read their books in class.
3. Elise made a soup that tasted \_\_\_\_\_.
4. I have a \_\_\_\_\_ that it will rain soon.
5. At recess, you have the \_\_\_\_\_ to run and play.
6. There was lots of food at the \_\_\_\_\_!
7. We watched the duck \_\_\_\_\_ the bread we threw.
8. We filled the bowl with \_\_\_\_\_ fruit.
9. We \_\_\_\_\_ that Jack is telling the truth.
10. I saw \_\_\_\_\_ stars in the sky.

### Question 3:

Look at the spelling words in the box. Match each word to vowel sound. Write the words on the line.

|     |      |      |     |      |
|-----|------|------|-----|------|
| box | lock | cone | pot | home |
| fox | nose | poke | dog | rope |

#### Short o

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

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

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

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

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

#### Long o

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

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

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

9. \_\_\_\_\_

10. \_\_\_\_\_

### Question 4:

Add each ending and write the new word on the line.  
Read the new word.

1. pin +ed \_\_\_\_\_

pin +ing \_\_\_\_\_

2. hope +ed \_\_\_\_\_

hope +ing \_\_\_\_\_

3. hop +ed \_\_\_\_\_

hop +ing \_\_\_\_\_

4. bake +ed \_\_\_\_\_

bake +ing \_\_\_\_\_

### **Question 5:**

**Write 5-7 sentences about your favorite animal. Use descriptive details.**

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# Weekly Review Worksheet

## Semester 2, Week 3

### English, Grade 2

#### Topics discussed during the week:

- **Comprehension skills:**
  - Fable: A Fable is a made-up story that teaches a lesson. It has a beginning, middle, and end. Refer to Reading/Writing Workshop p.126, and to practice book p. 68 for more practice.
  - Problem and solution: The plot is often about the problem in the story. The solution is how the characters solve the problem by the end of the story. Refer to Reading/Writing Workshop p.125, and to practice book pages 63-65 for more practice.
- **Prefixes:** A prefix is a word part added to the beginning of a root word to make a new word. Readers can determine the meaning of a new word by looking for **prefixes**, (for example, the prefix **re-** means “**again.**”, the prefix **un-** means “**not.**”, the prefix **dis-** means “**opposite of**” or “**not.**”). Refer to Reading/Writing Workshop p. 111, and to practice book p.57 for more practice.
- **Practice Questions:**
  - *Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*

**Read the story “On the Farm” before answering Numbers 11 through 20.**

## **On the Farm**

Ann wanted to learn about farms. One morning, her mom took her to meet Farmer Pete. He let Ann help with the farm work. First, Ann and Farmer Pete went to feed the animals. The animals made a lot of noise when Farmer Pete walked into the barn. They were hungry. Ann gave hay to the horses. Farmer Pete gave corn to the pigs. He also threw seeds to the chickens. Soon, the barn was quiet. All the animals were happily eating.

Then, Ann and Farmer Pete milked the cows. Farmer Pete said he milks the cows every morning



Next, Ann and Farmer Pete went to the henhouse. They gathered fresh eggs. Farmer Pete was going to sell the eggs at the farmer’s market. The eggs were hard to find. The hens had hidden them. Farmer Pete said that he disliked hunting for the missing eggs. Ann had to disagree with him, though. She thought it was fun to look for the eggs.

After lunch, the goats got out of their pen. They went into the garden and ate some vegetables. Ann and Farmer Pete had to catch the goats. Farmer Pete was unhappy that he would not have as many vegetables to sell.

Farmer Pete does not use the tractor every week. He said the disuse could cause the moving parts to get stuck. So, Farmer Pete likes to start the tractor every few days. He took Ann for a ride all around the farm.

Finally, Ann and Farmer Pete went to clean the barn. Farmer Pete had left some of his tools on the floor. The barn was in disorder, and he could not find things. So, Ann helped him put all the tools back in their place.

At last, all the farm work was done. It was time to go. Ann thanked Farmer Pete for teaching her about his work. She was tired!

**Now answer Numbers 1 through 10. Base your answers on “On the Farm.”**

1. What does the reader learn FIRST?

- a. Cows make milk.
- b. The animals are hungry.
- c. Ann wants to learn about farms.
- d. Farmer Pete teaches about farm work.

2. Read this sentence from the story.

**Farmer Pete said that he disliked hunting for the missing eggs.**

What does disliked mean?

- a. liked after
- b. liked before
- c. did not like
- d. liked very much

3. What does Ann do when the goats get out of their pen?

- a. Ann helps Farmer Pete milk the cows.
- b. Ann helps Farmer Pete catch the goats.
- c. Ann learns how to feed animals in the barn.
- d. Ann learns that a truck comes to get the milk.

4. Why are the eggs hard to find?
- a. The hens have hidden the eggs.
  - b. Farmer Pete is going to sell the eggs.
  - c. Ann thinks it is fun to look for the eggs.
  - d. Farmer Pete and Ann gather fresh eggs.

5. Read these sentences from the story.

**Ann had to disagree with him, though. She thought it was fun to look for the eggs.**

If agree means “think the same way,” what does disagree mean?

- a. think the same way
- b. not think the same way
- c. think the same way again
- d. think the same way before

6. Read this sentence from the story.

**Farmer Pete was unhappy that he would not have as many vegetables to sell.**

What does unhappy mean?

- a. feel good about something before
- b. feel good about something again
- c. not feel good about something
- d. feel good about something

7. What is the BEST description of the story’s action?

- a. Ann helps Farmer Pete milk cows.
- b. Ann helps Farmer Pete do farm work.
- c. Farmer Pete cannot find tools he needs.
- d. Farmer Pete does not like to look for eggs.



8. Read these sentences from the story

**Farmer Pete said he milks the cows every morning and night. He explained that a truck comes to get the milk.**

What does explained mean?

- a. tell again
- b. tell a lot
- c. tell now
- d. told

9. Read this sentence from the story.

**The barn was in disorder, and he could not find things.**

If order means “in a set place,” what does disorder mean?

- a. not in a set place
- b. set in a place again
- c. able to be set in a place
- d. one who is in a set place

10. What happens at the END of the story?

- a. Ann thanks Farmer Pete.
- b. Farmer Pete and Ann clean the barn.
- c. Ann helps Farmer Pete do farm work.
- d. Farmer Pete and Ann go for a tractor ride.

Name: \_\_\_\_\_



## Weekly Review Worksheet

### Semester 2, Weeks 4 and 5

#### English, Grade 2

#### Topics discussed during the week:

- **Comprehension skills:**
  - Problem, steps to solution, and Solution. Refer to Weekly Review worksheet of Semester 2, Weeks 4 and 5, Reading/Writing Workshop pp.118-125, and to practice book pages 63-65 for more practice.
- **Prefixes:** A prefix is a word part that is added at the beginning of a root word to make a new word. (for example disappear, dis- means 'not', disappear means 'not appear'; un- means 'not', unlike means 'not like', re- means again, rewrite means 'write again'. Refer to Weekly Review Worksheet of semester 2, weeks 4 and 5, and to practice book p.59 for more practice.
- **Phonics:** Identify, Read, spell, and write words with Short u and Long u sound. Refer to Writing/Spelling copybook, Weekly Review Worksheet of Semester 2, Weeks 4 and 5, and to practice book p. 62 for more practice.
- **Grammar:** Identify Nouns. A noun is a word that names a person, place or thing, (for example: Mother, Lizard, Table, desert). Refer to Weekly Review Worksheet of Semester 2, Weeks 4 and 5, and to Worksheet of Semester 2, Week 5 for more practice.
  - **Commas in a series:** A series is a set of 3 words or more, Commas separate the words in a series. The word and or or comes before the last word in a series. (for example, Ducks eat fish, plants, and insects). Review Worksheet of Semester 2, Weeks 4 and 5, and Worksheet of Semester 2, Week 5 for more practice.
- 
- **Practice Questions:**
  - *Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*

- Read the passage.

## **Lost in the Forest**

Bart loved going for walks. Today Tom clipped on Bart's leas and said, "Do you want to go to the forest?" Tom and Bart were very excited. It was a really long walk. Bart loved it.

Bart had never seen so many trees! He pulled hard on the leash. He wanted to run.

"Stop it, Bart," said Tom. Bart did not want to displease Tom. But he smelled wonderful smells. He jerked hard on the leash. With one final jerk, he pulled free.

"Bart, come!" called Tom. Bart did not mean to disobey Tom. But he could not stop himself. Bart ran far away.

After a very long time, Bart decided it was time to find Tom again. He looked everywhere. Bart could not see or smell tom at all. Did Tom disappear?

Bart kept looking for Tom. A kind boy found Bart. "I will take you home. My parents will know what to do," the boy said.

Bart followed the boy into a house. The boy's parents looked at Bart's tag on his collar. Bart heard the boy talking on the phone, but then he fell asleep.

The doorbell startled him awake. There was Tom at the door! Bart blinked in disbelief. Tom kneeled down and Bart ran as fast as he could into his arms. Bart knew he would be home soon.



**A. Now answer Numbers 1 through 5. Base your answers on “Lost in the Forest”**

1. What does the reader learn FIRST about Bart?

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2. The word ‘displease’ starts with the prefix dis-. What is the meaning of displease?

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3. Why does Bart pull so hard on his leash?

---

4. The word ‘disobey’ starts with the prefix dis-. What is the meaning of disobey?

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5. What happens at the END of the story?

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**B. Read the spelling words.**

|      |      |      |     |
|------|------|------|-----|
| mule | fuse | plum | use |
| run  | huge | must | fun |

**Write the spelling words that have the short u sound as in up.**

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

**Write the spelling words that have the long u sound as in fume.**

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

**C. Circle the nouns in each sentence.**

1. Animals live in many places.
2. The boys like to watch the squirrel.
3. The nuts fell on the ground.
4. The bird flew to a tree.

**D. Write the correct sentence on the line.**

They quack when they are hungry mad or surprised.

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**E. Write a sentence that contains a series. Be sure to add the commas in the series.**

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Name: \_\_\_\_\_



## Weekly Review Worksheet

### Semester 2, Week 6

English, Grade 2

#### Topics discussed during the week:

- **Vocabulary:** Read and write the vocabulary words 'flapping, express, feathers, and behave', and determine their meanings in a text.
- **Grammar:** Identify Nouns. A noun is a word that names a person, place or thing, (for example: Mother, Lizard, Table, desert). Refer to Weekly Review Worksheet of Semester 2, Weeks 4 and 5, and to Worksheet of Semester 2, Week 5 for more practice.
  - o **Commas in a series:** A series is a set of 3 words or more, Commas separate the words in a series. The word and or or comes before the last word in a series. (for example, Ducks eat fish, plants, and insects). Review Worksheet of Semester 2, Weeks 4 and 5, and Worksheet of Semester 2, Week 5 for more practice.
- **Practice Questions:**  
*Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*



**A. Circle the nouns in the sentences.**

1. My grandmother grows vegetables.
2. The turtle is by the rock.

**B. Write the correct sentence on the line.**

1. Ducks eat fish plants and insects.

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2. Ducks can be white black or brown.

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**C. Fill in the blanks from the word box.**

|               |                 |                 |                |
|---------------|-----------------|-----------------|----------------|
| <b>behave</b> | <b>flapping</b> | <b>feathers</b> | <b>express</b> |
|---------------|-----------------|-----------------|----------------|

1. The peacock has colorful \_\_\_\_\_.
2. The bat is able to fly by \_\_\_\_\_ its wings.
3. I \_\_\_\_\_ myself by singing.
4. The children \_\_\_\_\_ by following the classroom rules.

# Weekly Review Worksheet

## Semester 2, Week 7

### English, Grade 2

| Topics covered this week  | Topics planned for next week   |
|---|--|
| <ul style="list-style-type: none"> <li>- <b>Writing:</b> Students read the poem 'Cat and Kittens', identified descriptive details. Imagined having a pet and described how their pet behave. Refer to Reading/Writing Workshop pp. 166-169, 174, 175 for more practice.</li> <li>- <b>Listening comprehension:</b> Students listened to a story and answered questions about the story.</li> <li>- <b>Poem:</b> Students read and understood the poem 'Cats and Kittens'. Refer to Reading/Writing Wrokshop pp.166-167, for more practice.</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Poem:</b> Students will recite the poem 'Cats and Kittens'.</li> <li>- <b>Writing:</b> Students will practice more about writing how their pet behaves using descriptive details.</li> <li>- <b>Listening comprehension:</b> Students will listen to a story and answer questions about the story.</li> <li>- <b>Comprehension:</b> Students will read a short text and answer questions related to the text.</li> </ul> |

#### Practice Questions:

*Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*

## **Write how your pet behave.**

What is your pet?

How does your pet look like?

What sound does your pet make?

What does your pet eat?

How does your pet play?

I have a \_\_\_\_\_.

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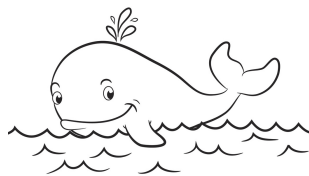
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# Revision Worksheet

## English, Grade 2, Semester 2

Name: \_\_\_\_\_

### All About Whales



All whales are mammals, just like us! They have hair and they are warm-blooded. They breathe air into their lungs through a small hole called a blowhole.

Whales swim many miles each year. They often move in groups called pods.

Did you know that whales can also sing?

Whales make a whistling sound that can sound like a song. Some whales can be heard from miles away. Whales are very interesting animals!

**A. Read each question. Circle the correct answer.**

1. Whales are mammals. What do they have?

a. hair

b. shells

2. Whales often swim in groups. What are the groups called?

a. pods

b. herds

3. Are whales cold-blooded or warm-blooded?

a. cold-blooded

b. warm-blooded

**Answer the following question.**

4. How do whales breathe?

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**B. Reread “The Boy Who Cried Wolf” in Reading/Writing Workshop p.118-123.**

**Answer the following questions.**

1. What happened at the beginning of the story?

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2. What happened in the middle of the story?

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3. What happened at the end of the story?

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**C. Fill in the blanks from the word box.**

|            |           |         |
|------------|-----------|---------|
| remarkable | delicious | eager   |
| flapping   | feathers  | silence |

1. The pizza was \_\_\_\_\_.
2. The bat flies by \_\_\_\_\_ its wings.
3. I saw a \_\_\_\_\_ tree.
4. The bird has blue and yellow \_\_\_\_\_.
5. I was \_\_\_\_\_ to see my friends.
6. When they were reading there was \_\_\_\_\_.

The letter **o** can stand for the short **o** sound you hear in **not**.

The long **o** sound you hear in **note** can be spelled **o\_e**.

**D. Look at the spelling words in the box. Match each word to its vowel sound. Write the words on the line.**

|            |             |             |             |
|------------|-------------|-------------|-------------|
| <b>box</b> | <b>lock</b> | <b>home</b> | <b>dog</b>  |
| <b>fox</b> | <b>nose</b> | <b>poke</b> | <b>note</b> |

**Short o**

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**Long o**

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The letter **u** can stand for the short **u** sound you hear in **cub**.

The long **u** sound you hear in **cube** can be spelled **u\_e**.

**E. Look at the spelling words in the box. Match each word to its vowel sound. Write the words on the line.**

|      |      |      |      |
|------|------|------|------|
| tub  | us   | fume | drum |
| tube | mule | use  | jump |

**Short u**

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**Long u**

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**F. Circle the nouns in the sentences.**

1. I like these beautiful flowers.
2. We saw many animals at the zoo.
3. The children were playing.

**G. Write the correct sentence on the line.**

1. My dog likes to run swim and play.

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2. I will paint my room blue green or red.

---

**H. Write a sentence that contains a series (as above). Be sure to add the commas in the series.**

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Before adding -ed or -ing to some verbs with short vowels, double the final consonant. Before adding -ed or -ing to some verbs with long vowels ending in e, drop the final e.

**I. Add -ed and -ing to the end of each verb.**

tag +ed \_\_\_\_\_ tag +ing \_\_\_\_\_

drop +ed \_\_\_\_\_ drop +ing \_\_\_\_\_

save +ed \_\_\_\_\_ save +ing \_\_\_\_\_

plan +ed \_\_\_\_\_ plan +ing \_\_\_\_\_



**J. The Prefix **dis-** means ‘**not**’. What is the meaning of the word **disappear**?**

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**K. The Prefix **un-** means ‘**not**’. What is the meaning of the word **unsafe**?**

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**L. The Prefix **re-** means ‘**again**’. What is the meaning of the word **repaint**?**

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**M. Write 5-7 sentences about your favorite animal. Use descriptive details.**

What is your favorite animal called? Is it big or small? What color is it? Is it covered with fur, feathers, hair, or shells? What does it eat and drink? Where does it live? How does it behave?

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## Topics for Semester 2 Exams

### English, Grade 2

| January 18 <sup>th</sup> 2016<br>Comprehension/Phonics   | January 21 <sup>st</sup> 2016<br>Grammar/Writing   |
|--|--|
| <ul style="list-style-type: none"> <li>- <b>Reading Comprehension:</b> Character, Setting, Plot (Refer to Reading/Writing Workshop pp. 102-107, 109, 118-123, 125, and Practice Book pp. 53-55, 63-65).</li> <li>- <b>Vocabulary:</b> Unit 2, Lessons 1 and 2 (Refer to Reading/Writing Workshop pp. 100, 101, 116, 117, Practice Book pp. 51, 61, and Vocabulary copybook).</li> <li>- <b>Vocabulary Strategy:</b> Prefixes (Refer to Practice Book p.59 and Reading/Writing Workshop p. 111).</li> <li>- <b>Phonics:</b> Long vowels o and u (Refer to Practice Book pp. 52, 62 and Writing/Spelling copybook). <ul style="list-style-type: none"> <li>○ <b>For all the above refer to Weekly Review Worksheets of Semester 2, and the Exam Review Worksheet.</b></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- <b>Structural Analysis:</b> Inflectional Endings -ed, -ing, (Refer to Practice Book p.52).</li> <li>- <b>Grammar:</b> Nouns, Commas in a Series (Refer to Grammar Worksheet).</li> <li>- <b>Writing:</b> Descriptive details (Refer to Reading/Writing Workshop pp.112, 113, 128, 129, and Writing/Spelling copybook). <ul style="list-style-type: none"> <li>○ <b>For all the above refer to Weekly Review Worksheets of Semester 2, and the Exam Review Worksheet.</b></li> </ul> </li> </ul> |

## Review Activity for Semester 2 Exams (below)

### English, Grade 2

**Part A: Read Katie's Cat's Kittens. Then Answer the questions that follow.**

### **Katie's Cat's Kittens**

Katie's cat just had eight kittens! Katie thinks the kittens are so cute! Katie asked her mom if they could keep them all, but her mom said she thinks it is best if they find each of the kittens a good home.



Mr. John took two of the kittens, Mrs. Wood took one kitten, and Ms. Green took three kittens. They could not find a home for any more kittens, so Katie kept the rest. Her cat was able to keep some of her kittens after all!

**Question 1. Read each question. Then circle the correct answer.**

a) What happened at the beginning of the story?

1. Ms. Green took three kittens.
2. Katie's cat had eight kittens.
3. Katie thought the kittens were cute.

b) What did Katie's mom decide to do with the kittens?

1. Keep all the kittens.
2. Give them to the animal shelter.
3. Find each of the kittens a good home.

**Question 2. Reread Katie's Cat's Kittens.  
Then answer the following questions in a  
complete sentence.**

a) How many kittens did Katie keep?

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b) What happened at the end of the story?

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**Question 3. Read the sentences. Choose words from the box to complete the sentences. Then write the answers on the lines.**

|                |                |                |
|----------------|----------------|----------------|
| <b>snatch</b>  | <b>sense</b>   | <b>express</b> |
| <b>believe</b> | <b>freedom</b> |                |

- a) The boy feels a \_\_\_\_\_ of pride when he learns to skate.
- b) Bears have the \_\_\_\_\_ to roam the forest without anyone bothering them.
- c) I \_\_\_\_\_ everything she says is true.
- d) I \_\_\_\_\_ my book quickly as I leave the house.
- e) Laughing is one way to \_\_\_\_\_ your feelings.

**Question 4. Write a sentence using the word stories.**

\_\_\_\_\_

**Question 5. Read the questions. Then write the answers on the line.**

a) The Prefix dis- means 'not'. What is the meaning of the word disagree?

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b) The Prefix un- means 'not'. What is the meaning of the word untrue?

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c) The Prefix re- means 'again'. What is the meaning of the word refill?

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**Question 6. Complete the following activities:**

The letter **o** can stand for the short **o** sound you hear in **not**.

The long **o** sound you hear in **note** can be spelled **o\_e**.

**a) Look at the spelling words in the box. Match each word to its vowel sound. Write the words on the line.**

**box**

**fox**

**robe**

**won**

**stop**

**bone**

**cone**

**hope**

**Short o**

**Long o**

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The letter **u** can stand for the short **u** sound you hear in **cub**.

The long **u** sound you hear in **cube** can be spelled **u\_e**.

**b) Look at the spelling words in the box. Match each word to its vowel sound. Write the words on the line.**

**cup**

**sun**

**mule**

**must**

**tube**

**fume**

**use**

**run**

**Short u**

**Long u**

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## **Part B:**

**Question 1. Circle the nouns in each sentence.**

- a) The family visits the park.
- b) A farmer cares for his horse.
- c) A baby smiles at the cat.

**Question 2. Write a sentence about a person, place, or thing. Circle the nouns in the sentence.**

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**Question 3. Add the commas in the sentences.**

a) We saw birds deer and lizards on our hike.

b) Would you like to read about fish snails or frogs?

**Question 4. Write a sentence that contains a series. Be sure to add the commas in each series.**

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**Question 5. Add -ed and -ing to the end of each verb.**

a) nap +ed \_\_\_\_\_ nap +ing \_\_\_\_\_

b) race +ed \_\_\_\_\_ race +ing \_\_\_\_\_

c) shop +ed \_\_\_\_\_ shop +ing \_\_\_\_\_

d) hike +ed \_\_\_\_\_ hike +ing \_\_\_\_\_

e) hop +ed \_\_\_\_\_ hop +ing \_\_\_\_\_

***Part C:***

**Question 1. Write 5-7 sentences about your favorite animal. Use descriptive details.**

What is your favorite animal called? Is it big or small? What color is it? Is it covered with fur, feathers, hair, or shells? What does it eat and drink? Where does it live? How does it behave?

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Draw in the box your favorite part of the story  
**A Visit to the Desert.**



Write two sentences about your drawing.

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# Weekly Review Worksheet

## Semester 3, Week 1

### English, Grade 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Topics covered this week   | Topics planned for next week   |
|--|--|
| <p>- <b>Vocabulary:</b> Students were able to read, spell, write, and identify the vocabulary words in a text (amazing, speed, true, measure, weight, force, objects, amazing) Refer to Writing/Spelling copybook, practice book p.101, Reading/Writing Workshop pp.180, 181, and Weekly Review Worksheet of Semester 3, Week 1 for more practice.</p> | <p>- <b>Comprehension:</b> Students will read the story 'Magnet's Work' and answer questions related to the story.</p> |

### Practice Questions:

*Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*

**1. Read each sentence. Choose the vocabulary word that completes the sentences.**

|       |      |         |       |        |
|-------|------|---------|-------|--------|
| speed | true | measure | force | weight |
|-------|------|---------|-------|--------|

a. You can \_\_\_\_\_ yourself to see how tall you are.

b. The bridge bent because of the 155 kg \_\_\_\_\_ of the big truck.

c. It is \_\_\_\_\_ that the world is round.

d. The \_\_\_\_\_ limit on this road is 25 miles per hour.

e. The \_\_\_\_\_ of the wind blew the chairs off the porch.



**2. Read the riddle. Select the vocabulary word that best solves the riddle.**

a. You used me if you showed something was true.  
What am I?

1.measure

2.force

3.objects

4.proved

b. I am things that you can see and touch. What  
am I?

1.proved

2.objects

3.force

4.measure

**3. Write a sentence using the word 'amazing'.**

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# Weekly Review Worksheet

## Semester 3, Week 2

### English, Grade 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Topics covered this week   | Topics planned for next week  |
|--|---|
| <ul style="list-style-type: none"> <li>- <b>Vocabulary Revision:</b><br/>Students were able to read, spell, write, and identify the vocabulary words in a text (amazing, speed, true, measure, weight, force, objects, amazing) Refer to Writing/Spelling copybook, practice book p.101, Reading/Writing Workshop pp.180,181, and Weekly Review Worksheet of Semester 3, Week 1 for more practice.</li> <li>- <b>Comprehension:</b> Students read the story 'Magnet's Work' and answered questions related to the story.</li> <li>- <b>Author's purpose:</b> Student were able to identify the author's purpose in a story (the main idea of the story)</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Revision of Author's purpose:</b> Student will be able to identify the author's purpose in a story (the main idea of the story)</li> <li>- <b>Structural Analysis:</b> Students will be able to identify similes in a text.</li> <li>- <b>Phonics:</b> Students will be able to read, write, and spell words with long /a/ sounds.</li> </ul> |

#### **Practice Questions:**

*Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*

**Read “This Is Friction!” before you answer Numbers 1 through 6.**

## This Is Friction!

You kick a ball. How far will it roll? When will it stop? It depends. If it lands on rough grass, it will stop soon. If it lands on a smooth playground, it will keep rolling.

Friction will stop the ball. Friction is a **force**. A force is a push or a pull.

Friction happens when two **objects**, or things, rub together. Rough surfaces have more friction than smooth surfaces. Sand is rough. Ice is smooth. Sand has more friction than ice. It is hard to push a sled on sand. It is easy to push a sled on ice.

Why is it easy to slip on a wet floor? Water makes the floor very smooth. There is not much friction.



**A. Use “This Is Friction!” to answer Numbers 1 through 6.**

**1.** You kick a ball. What stops the ball?

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**2. Underline** the sentence that explains what *force* means.

**3. Circle** the word that means the SAME as *objects*.

**4.** What does the author want you to know about rough and smooth surfaces?

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**5. Draw a box** around the sentence that helps you answer question 4.

**6.** Look back at the text and the diagram. What is the author’s purpose for writing this selection?

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# Weekly Review Worksheet

## Semester 3, Week 3

### English, Grade 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Topics covered this week   | Topics planned for next week  |
|--|---|
| <ul style="list-style-type: none"> <li>- <b>Revision of Author's purpose:</b> Student are able to identify the author's purpose in a story (the main idea of the story)</li> <li>- <b>Structural Analysis:</b> Students are able to identify similes in a text. Refer to RWW p.191 and practice book p.109 for more practice.</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Revision of similes:</b> Students will be able to identify similes in a text.</li> <li>- <b>Phonics:</b> Students will be able to read, write, and spell words with long /a/ sounds.</li> </ul> |

#### Practice Questions:

*Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*

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**Read the article "Flowing Rivers" before answering Numbers 1 through 4.**

## Flowing Rivers

Have you ever seen a river? A river is water that flows across land. Rivers affect the earth and people.

A river may start on a mountain. Snow melts. Drops of water form. Water runs

downhill. Little streams join bigger streams. Big streams join more streams. Soon they make a river.

When it starts, a river can be small. A river can be as narrow as a rope. Further down, it becomes bigger. A river can be as wide as a town. But big or small, all rivers move.

Where do rivers go? Most rivers go to the ocean. How can this be? Picture this. You are on a hill. You have a bucket of water. Pour it out. What happens? The water flows down the hill. That is how rivers work. Land is higher than the oceans. So water flows down to the oceans.

Rivers change the land. As rivers flow, they carry away rocks. Rocks scrape the land. This changes the area. Rivers can carve away the sides of mountains. They can make canyons. These changes take a long time. Rivers are like giant sandpaper.

Rivers carry soil as they flow. A river piles up the soil near the ocean. The soil

forms land. This is called a delta.  
Sometimes people build a city on a delta.

Many cities are next to rivers. That is because people use rivers. We may drink the water. We use the water to help grow food on farms. We eat fish from rivers.

Boats carry goods from city to city. People travel on rivers, too. Rivers are like highways.

People have fun on rivers, too. They ride in boats. They swim. Some people just enjoy the view.

Rivers are powerful and important. They affect the earth and people in many ways.



**The Colorado River carved out the Grand Canyon.**

**Now answer Numbers 1 through 4.  
Base your answers on “Flowing  
Rivers.”**

**1. Read this sentence from the article.**

At its beginning, a river can be as narrow as a rope.

**Why does the author compare a river to a rope?**

- a. to show how a river starts on a mountain
- b. to show how small a river may be
- c. to show how water runs downhill
- d. to show how rivers are big

**2. Read this sentence from the article.**

In some places, a river can be as wide as a town.

**Why does the author compare a river to a town?**

- a.to show that a town can move like a river
- b.to show that a river can be very wide
- c.to show how a town is wide
- d.to show how a river is busy



**3. Which sentence from the article is a simile?**

- a. Have you ever seen a river?
- b. Rivers are powerful and important.
- c. In this way, rivers are like highways.
- d. Sometimes people build a city on a delta

**4. Read this sentence from the article.**

Many towns and cities were built next to rivers.

**The author's purpose in giving this information is to show that**

- a. water runs downhill.
- b. rivers carry soil as they flow.
- c. rivers affect how people live.
- d. rivers can carve sides of mountains.

# Weekly Review Worksheet

## Semester 3, Week 4

### English, Grade 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Topics covered this week   | Topics planned for next week   |
|--|--|
| <ul style="list-style-type: none"> <li>- <b>Revision of similes:</b> Students are able to identify similes in a text.</li> <li>- <b>Long /a/:</b> Students are able to read, write, and spell words with long /a/ sounds. Refer to practice book p. 102 and Writing/Spelling copybook for more practice.</li> <li>- <b>Contractions:</b> Students are able to identify and write contractions of words (for example: she will – she'll). Refer to practice book p. 102 for more practice.</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Dictation:</b> long /a/ Spelling words. (paid, came, mail, strange, ate, steak, weigh, pay, grain)</li> <li>- <b>Grammar:</b> Singular and Plural Nouns.</li> <li>- <b>Writing:</b> Sequence of events.</li> </ul> |

#### **Practice Questions:**

*Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*

A **simile** is a phrase that compares two different things using the words **like** or **as**.

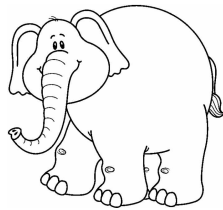
**A. Choose the correct word to complete each simile.**

**1.** The baby kitten is as light as a \_\_\_\_\_

**a.** feather



**b.** elephant



**c.** desert



**2.** My older brother is as tall as a \_\_\_\_\_

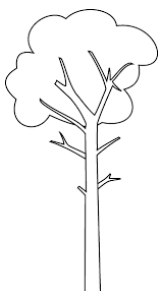
**a.** bat



**b.** bee



**c.** tree



**B. Read each row of words. Circle the long a word and write it on the line. Then underline the letters that spell the long /a/ sound.**

1. ice      run      play      \_\_\_\_\_

2. lamp      rain      sleep      \_\_\_\_\_

3. eight      tree      frog      \_\_\_\_\_

4. spell      they      cube      \_\_\_\_\_

5. name      cone      gift      \_\_\_\_\_

6. boat      great      mask      \_\_\_\_\_

A **contraction** is a short way of writing two words. An apostrophe stands for the missing letters.

**C. Write the contraction for each pair of words.**

1. We have \_\_\_\_\_ 2. It is \_\_\_\_\_

3. I will \_\_\_\_\_ 4. They are \_\_\_\_\_

# Weekly Review Worksheet

## Semester 3, Week 5

### English, Grade 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Topics covered this week  | Topics planned for next week   |
|---|--|
| <ul style="list-style-type: none"> <li>- <b>Revision of long /a/ spelling words.</b></li> <li>- <b>Practice of Spelling Bee words.</b></li> <li>- <b>Writing:</b> Students are able to write a paragraph with the correct order of events and beginning their paragraph with a topic sentence. Refer to Writing/Spelling copybook and RWW p. 192,193 for more practice</li> <li>- <b>Grammar:</b> Singular and plural nouns. Refer to Grammar Worksheet of Semester 3, Week 5 for more practice.</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Commas in a series:</b> Students will be able to punctuate a sentence by adding commas to a series of 3 words or more.</li> <li>- <b>Comprehension skills:</b> students will read the story 'Starry Night' and identify the sequence of events. Refer to RWW pp. 198-205</li> <li>- <b>Listening comprehension:</b> Students will listen to the short passage 'Red Fox in Yellowstone National Park' and answer questions related to the passage.</li> <li>- <b>Comprehension assessment:</b> Students will read the passage 'Shark's Teeth' and answer questions related to the passage.</li> </ul> |

#### **Practice Questions:**

*Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- Add **-s** to make the plural noun of most nouns.

I see one bird.

I see two birds.

- Add **-es** to form the plural of singular nouns that end in **s**, **ch**, **sh**, or **x**.

*wish-wishes    box-boxes*

- To form the plural of nouns ending in a consonant and **y**, change the **y** to **i** and add **-es**.

*story-stories*

**A. Complete each sentence with the noun in (). Write the plural form of the noun.**

1. There are many \_\_\_\_\_ about animals. (fable)

2. One of the \_\_\_\_\_ is about an ant. (story)

3. The ant gathered \_\_\_\_\_ of wheat. (grain)

4. He stored the food for his \_\_\_\_\_. (baby)

5. A grasshopper spent his \_\_\_\_\_  
playing. (day)

6. When winter came, the ant \_\_\_\_\_  
had food. (family)

7. The grasshopper begged for wheat, rice, or  
\_\_\_\_\_. (berry)

8. He had no food for his \_\_\_\_\_.  
(lunch)

**B. Write 5 sentences about what you do every day at school. Begin your paragraph with a topic sentence. Use the sequence words 'First, Next, Then, and Last'.**

\_\_\_\_\_

\_\_\_\_\_

First, \_\_\_\_\_

\_\_\_\_\_

Next, \_\_\_\_\_

\_\_\_\_\_

Then, \_\_\_\_\_

\_\_\_\_\_

Last, \_\_\_\_\_

\_\_\_\_\_

## Semester 3 Exam Review Worksheet

### English, Grade 2

| March 7 <sup>th</sup> 2016<br>Comprehension/Phonics  | March 18 <sup>st</sup> 2016<br>Grammar/Writing  |
|--|---|
| <ul style="list-style-type: none"> <li>- <b>Reading Comprehension:</b> Author's Purpose (Refer to RWW pp. 182-187, 189, and Practice Book pp. 103-105).</li> <li>- <b>Vocabulary:</b> Unit 3, Lesson 1 (Refer to RWW pp. 180, 181, Practice Book p. 101, and Vocabulary copybook).</li> <li>- <b>Vocabulary Strategy:</b> Similes (Refer to RWW p.191, and Practice Book p. 109).</li> <li>- <b>Phonics:</b> Long /a/ vowel (Refer to Practice Book p. 102, and Writing/Spelling copybook).</li> <li>○ <b>For all the above refer to Weekly Review Worksheets of Semester 3, and the Exam Review Worksheet.</b></li> </ul> | <ul style="list-style-type: none"> <li>- <b>Structural Analysis:</b> Contractions with 's, 're, 'll, 've (Refer to Practice Book p.102).</li> <li>- <b>Grammar:</b> Singular and Plural Nouns, Commas in a Series (Refer to Grammar Worksheet of Semester 3, Week 5).</li> <li>- <b>Writing:</b> Sequence (Refer to RWW p.192, and Writing/Spelling copybook).</li> <li>○ <b>For all the above refer to Weekly Review Worksheets of Semester 3, and the Exam Review Worksheet.</b></li> </ul> |



**Part A: Read 'Community Gardens'. Then answer the questions that follow.**

## **Community Gardens**

Cara and Leo help start community gardens. They hold meetings for people who want to help. Cara and Leo listen to people's ideas. Then, they share their thoughts. Gardens make a city look nice. They help bring people together.

One problem is finding a place for the garden. A *solution* is to use land owned by the city. When they solve the problem, work begins. People volunteer to help.

Some people want to plant fruits and vegetables. People save money when they grow their own food. They also learn how to eat better. Extra food can be sold at the farmers' market. The money helps the community. It helps Cara and Leo start more gardens. Community gardens make a city better!

**Question 1. Use 'Community Gardens' to answer the following questions.**

a) What do Cara and Leo help start?

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b) What does solution mean? **Underline the words in the passage that explain what solution means.**

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c) What do people learn when they grow their own food?

---

d) How does community gardens help Cara and Leo?

---

e) What is the author's purpose for writing this passage?

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**Question 2. Read the sentences. Choose words from the box to complete the sentences. Then write the answers on the lines.**

|                |                |                |
|----------------|----------------|----------------|
| <b>objects</b> | <b>force</b>   | <b>measure</b> |
| <b>proved</b>  | <b>amazing</b> |                |

a) Winning the football game made us feel \_\_\_\_\_.

b) Use your ruler to \_\_\_\_\_ the size of the paper in centimeters.

c) We moved the \_\_\_\_\_ out of the way to clear our path.

d) I \_\_\_\_\_ that I jumped high by winning the High Jump Contest.

e) The \_\_\_\_\_ of the wind swept the papers off the desk.

**Question 3. Write a sentence using the word 'true'.**

\_\_\_\_\_

**Question 4. Choose the correct word to complete each simile.**

|  |
|--|
| <b>desert    turtle    daisy    clown    bat</b> |
|--|

a) My little sister works as slow as a

\_\_\_\_\_.

b) The boy in my class is as funny as a

\_\_\_\_\_.

**Question 5. Make up your own simile.**

\_\_\_\_\_

\_\_\_\_\_

**Question 6. Read each row of words. Circle the long /a/ word and write it on the line. Then underline the letters that spell the long a sound.**

a) kite      plum      mail      \_\_\_\_\_

b) camp      weigh      hop      \_\_\_\_\_

c) whale      sheep      dog      \_\_\_\_\_

d) spell      May      fuse      \_\_\_\_\_

## Part B:

**Question 1. Make the underlined noun plural. Write it on the line provided.**

a) I checked out a book from the library.

\_\_\_\_\_

b) The butterfly has colorful wings.

\_\_\_\_\_

c) My friend came to see me yesterday.

\_\_\_\_\_

d) The mailman brought a box to the house. \_\_\_\_\_

e) I saw a bus at the school.

\_\_\_\_\_

**Question 2. Add the commas in the sentences.**

a) My dog likes to run swim and play.

b) I played with Tom Sally and Jim.

**Question 3. Write a sentence that contains a series. Be sure to add the commas in each series.**

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**Question 4. Write the contraction for each pair of words.**

a) I have \_\_\_\_\_ b) He is \_\_\_\_\_

c) They will \_\_\_\_\_ d) We are \_\_\_\_\_

***Part C:***

**Question 1. Write 5 sentences describing your day at the zoo. Begin your paragraph with a topic sentence. Use the sequence words 'First, Next, Then, and Last'.**

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**Question 2. Draw what you see at the zoo.**

A large, empty rectangular box with a thin black border, intended for a student to draw what they see at the zoo.

# Weekly Review Worksheet

Semester 4, Week 2

English, Grade 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Topics covered this week  | Topics planned for next week   |
|---|--|
| <ul style="list-style-type: none"> <li>- <b>Compound words:</b> Students are able to identify compound words in a text. Refer to RWW p. 207 and to Practice book p. 119.</li> <li>- <b>Irregular plural nouns:</b> Students are able to change Irregular nouns to their correct plural form. Refer to Grammar Worksheet of Semester 4, Week 2.</li> <li>- <b>Commas in Addresses:</b> Students are able to add to add commas properly in dates and addresses, and capitalize names of months and holidays. Refer to Grammar Worksheet of Semester 4, Week 2.</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Long /i/:</b> Students will be able to read, spell, and write words with long /i/ sounds.</li> <li>- <b>Writing:</b> Writing a descriptive paragraph.</li> </ul> |

## Practice Questions:

*Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*

A **compound word** is a word made of two smaller words.

**A. Write the compound word. Draw a line between the two smaller words.**

1. My brother plays basketball. \_\_\_\_\_
2. Todd picked up seashells on the beach. \_\_\_\_\_
3. The sidewalk is very icy. \_\_\_\_\_
4. Jenny will wear her hair in a ponytail. \_\_\_\_\_

Most nouns add **-s** or **-es** to make their plural form.

Some nouns change their spelling to make their plural form.

Some nouns stay the same.

**B. Complete each sentence with the noun in (). Write the plural form of the noun.**

1. Carrie saw a flock of \_\_\_\_\_ across the field. (goose)
2. There were too many \_\_\_\_\_ in line, so I left. (person)
3. Two \_\_\_\_\_ helped move the television. (man)
4. The baseball knocked out several of her \_\_\_\_\_. (tooth)

**C. Write sentences. Use the plural form of the nouns in ().**

1. (child)

\_\_\_\_\_

2. (foot)

\_\_\_\_\_

**D. Write “one” if the underlined word means one thing. Write “more than one” if it means more than one thing.**

1. Pete saw a sheep by the tree. \_\_\_\_\_
2. We caught several fish from the river. \_\_\_\_\_
3. Two deer crossed the road. \_\_\_\_\_

**E. Read the sentences. Make the corrections. Write the correct sentences on the lines.**

1. My brother was born on July 7 1999. (1 mistake)

\_\_\_\_\_

2. We lived in beirut Lebanon for a year. (2 mistakes)

\_\_\_\_\_

3. My grandmother was born on april 2 1945 in London England. (3 mistakes)

\_\_\_\_\_

# Weekly Review Worksheet

Semester 4, Week 3

English, Grade 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Topics covered this week  | Topics planned for next week   |
|---|--|
| <ul style="list-style-type: none"> <li>- <b>Vocabulary:</b> Students can identify the meaning of the words 'damage, dangerous, destroy, event, harsh, prevent, warning, weather.' Refer to RWW pp. 228, 229, practice book p. 131, and vocabulary copybook.</li> <li>- <b>Comprehension:</b> Students read the story 'Tornado!' then identified the main idea and key details. Refer to RWW pp. 230 - 237, and practice book pp. 133 - 135.</li> <li>- <b>Writing:</b> Students can write a paragraph that has a topic sentence that tells the main idea. Then give details about the main idea. Refer to RWW p. 244</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Long /i/:</b> Students will be able to read, spell, and write words with long /i/ sounds.</li> <li>- <b>Verbs:</b> Students will be able to identify verbs in a sentence.</li> </ul> |

## Practice Questions:

*Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*

**Read ‘Blizzards’ before you answer numbers 1 through 5.**

## **Blizzards**

Winter weather can cause problems. Schools and businesses may have to close. Snow may block the roads.

### **More Than a Snowstorm**

A blizzard is a big snowstorm with **harsh**, or rough, winds. A lot of snow falls in a short time. A blizzard can be **dangerous**, or cause harm. Trees can fall. Power lines can be knocked down.

The Northeastern United States is known for blizzards. They are called “Nor’easters.” They can last for more than a day.

### **Be Prepared!**

How can you stay safe during a blizzard? First, listen to the news. If you hear a blizzard is coming, be ready. Buy canned food and bottled water. Get a first-aid kit. Make sure your flashlights work. Then stay inside. It is easier to stay safe when you are prepared!

### **A. Use “Blizzards” to answer numbers 1 through 5.**

1. What is this article mainly about?

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2. Underline the word that means almost the same as harsh.

3. Circle the words that tell you what dangerous mean.

4. How long can a “Nor’easter” last?

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5. What is easier to do when you are prepared?

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**B. Complete the sentences using the words in the box.**

|         |         |       |         |        |
|---------|---------|-------|---------|--------|
| weather | prevent | event | warning | damage |
|---------|---------|-------|---------|--------|

1. Everywhere you look you can see \_\_\_\_\_ caused by the earthquake.
2. The snow will \_\_\_\_\_ us from going out.
3. Strong wind is a \_\_\_\_\_ that a storm is coming.
4. Yesterday, the \_\_\_\_\_ was cold and rainy.
5. He enjoys watching baseball, tennis and any other sporting \_\_\_\_\_.

**C. Write a sentence using the word 'destroy'.**

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**D. Imagine that you and your family are stuck inside because of a snowstorm! Describe the activities that you will do while you're inside for a couple of days. Start your paragraph with a topic sentence then add details.**

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# Weekly Review Worksheet

Semester 4, Week 4

English, Grade 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Topics covered this week  | Topics planned for next week  |
|---|---|
| <ul style="list-style-type: none"> <li>- <b>Phonics:</b> Students are able to read, write, spell, and identify words with long /i/ sounds. Refer to practice book p. 48.</li> <li>- <b>Action Verbs:</b> Students can identify action verbs in a sentence. Refer to grammar worksheet of semester 4, week 4.</li> <li>- <b>Present-tense Verbs – Subject Verb agreement:</b> Students can identify present-tense verbs in a sentence, and write the present-tense verb in its correct form by adding -s or -es to the verb. Refer to grammar worksheet of semester 4, week 4.</li> <li>- <b>Commas in a Series:</b> Students can add commas to a series of three words or more in a sentence. Refer to grammar worksheet of semester 4, week 4.</li> <li>- <b>Poetry:</b> Students read and understood the poem “Oh! What a World!” Refer to RWW p. 257.</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Writing:</b> Students will write a paragraph.</li> <li>- <b>Dictation:</b> pine, kite, ripe, line, bite, dimes, take, fig.</li> <li>- <b>Comprehension Assessment.</b></li> </ul> |

## Practice Questions:

*Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*



**A. Circle the action verb in each sentence.**

1. Martin drops the ball.
2. The ball rolls down the hill.
3. David pushes the swing.
4. The swing moves back and forth.

**B. Write the correct form of the present-tense verb so that it agrees with the subject.**

1. Rose and Jill \_\_\_\_\_ the night sky. (watch)
2. They \_\_\_\_\_ for shooting stars. (hunt)
3. Rose's mother \_\_\_\_\_ a telescope. (bring)
4. A telescope \_\_\_\_\_ them look at the stars. (help)

**C. Add commas to the sentences.**

1. We watch the sky in the spring summer fall and winter.
2. Jim Sara and Katie are in the Star Gazers Club.

**D. Read the paragraph. Circle the short /i/ and long /i/ words. Write the short /i/ and long /i/ words on the lines.**

I like to paint. First, I pick my colors. Then I mix them to make new colors. I use the tip of my brush to make dots. Then I use the flat side of my brush to make a line. Last, I show my mom and dad what I did. They said that the painting looks nice.

**Short i**

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**Long i**

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# Weekly Review Worksheet

Semester 4, Week 5

English, Grade 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Topics covered this week   | Topics planned for next week   |
|--|--|
| <ul style="list-style-type: none"> <li>- <b>Vocabulary:</b> Students can identify the meaning of the vocabulary words: ashamed, boast, dash, holler, plenty, similarities, victory, and wisdom. Refer to Vocabulary copybook, RWW pp. 302, 303, and practice book p. 181.</li> <li>- <b>Reading:</b> Students read the story 'Why the Sun and the Moon Live in the Sky.' Refer to RWW pp. 304-307.</li> <li>- <b>Dictation of short and long /i/ spelling words:</b> pine, kite, ripe, line, bite, dimes, take, and fig.</li> <li>- <b>Revision of the poem 'Oh! What a World!'</b></li> </ul> | <ul style="list-style-type: none"> <li>- <b>Reading comprehension:</b> Students will identify the theme of the story 'Why the Sun and the Moon Live in the Sky.'</li> <li>- <b>Writing:</b> Students will write a paragraph.</li> <li>- <b>Poem recitation:</b> Students will recite the poem 'Oh! What a World!'</li> <li>- <b>Comprehension Assessment.</b></li> </ul> |

## Practice Questions:

*Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*

**A. Complete the sentences using the words in the box.**

|                     |                |             |               |              |
|---------------------|----------------|-------------|---------------|--------------|
| <b>victory</b>      | <b>ashamed</b> | <b>dash</b> | <b>wisdom</b> | <b>boast</b> |
| <b>similarities</b> | <b>plenty</b>  |             |               |              |

1. We should use our \_\_\_\_\_ to make smart choices.
2. When it started to rain, we had to \_\_\_\_\_ to a dry place.
3. It was a \_\_\_\_\_ for Grade 2 when they finished first in the race.
4. We have \_\_\_\_\_ of time to study for the exam.
5. There are many differences and no \_\_\_\_\_ between the two books.
6. She is \_\_\_\_\_ of being rude to her friends.
7. They always \_\_\_\_\_ that they have never been defeated in a race.

**B. Write a sentence using the word 'holler'.**

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# Weekly Review Worksheet

Semester 4, Week 6

English, Grade 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Topics covered this week  | Topics planned for next week   |
|---|--|
| <p><b>Past-Tense Verbs:</b> Students can identify a past-tense verb in a sentence and write the present-tense verb in its correct form. Refer to grammar worksheet of Semester 4, Week 6.</p> <p><b>Future-Tense Verbs:</b> students can identify a future-tense verb in a sentence and write it in its correct form. Refer to grammar worksheet of Semester 4, Week 6.</p> <p><b>Reading Comprehension:</b> Students can identify a theme of a story. Refer to RWW pp. 309. 310.</p> <p><b>Poem recitation:</b> Students recited the poem 'Oh! What a World!' Refer to RWW p. 257.</p> | <p><b>Reading:</b> Students will read the story 'Why Fir Tree Keeps His Leaves'</p> <p><b>Writing:</b> Students will write a paragraph.</p> <p><b>Phonics:</b> Students will be able to identify, read, write, and spell words with Long /e/ sounds.</p> |

## Practice Questions:

*Students must practice these questions at home and the solution keys would be reviewed in class afterwards.*

**Read 'Ant and Eagle' before you answer numbers 1 through 5.**

### **Ant and Eagle**

**Narrator:** One fine day, Ant was by the river.

**Ant:** I am thirsty!

(Ant tries to drink from the river and falls in.)

**Ant:** Help! I cannot swim!

(Ant yelled out again. Eagle hears Ant holler. She flies down and pulls Ant from the water. Eagle always helps a friend in need.)

**Ant:** Thank you, Eagle!

**Eagle:** You are welcome!

(Eagle flies away.)

**Narrator:** Later that day, Ant was in the forest.

He saw a Bird Catcher sneak up behind Eagle.

**Ant:** Eagle helped me before. Now it is my turn.

I will dash over and help her.

(Ant runs over and tickles Bird Catcher's leg. Bird Catcher looks down, and Eagle flies away.)

**Narrator:** Ant and Eagle helped each other that day. They have been friends ever since.

**A. Use 'Ant and Eagle' to answer numbers 1 through 5.**

1. Underline the words that mean almost the same as holler.

2. How does Eagle help Ant?

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3. Why does Ant help Eagle?

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4. Circle the words that tell you what dash mean.

5. What is the lesson you learn from the story?

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**B. Write the past-tense of the verb to complete each sentence.**

1. Our class \_\_\_\_\_ as a team last Saturday. (work)

2. We \_\_\_\_\_ with Mrs. Johnson. (talk)

3. She \_\_\_\_\_ us to plant flowers. (want)

**C. Rewrite each sentence to tell about the future. Change the underlined verb to the future tense.**

1. We get some seeds.

---

2. We plant the seeds.

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3. The flowers make the park a beautiful place.

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**D. Rewrite the letter with the correct punctuation.**

Dear Officer Walker

Thank you for helping our community. You help everyone stay safe!

Yours truly

Mr. Neff's class

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## Semester 4 Exam Review Workshee

### English, Grade 2

June 1<sup>st</sup> 2016

Comprehension, Writing, Phonics, and Grammar.

- **Reading Comprehension:** Main Idea and Key details. Refer to RWW p. 237, and Practice Book pp.133-135, 143-145, 273-275.
- **Vocabulary:** Unit 2: lessons 1, 2, 5, Unit 3: lessons 1, 2, 4, Unit 4: lesson 4, Unit 6: lesson 1. Refer to RWW pp. 100, 101, 116, 117, 164, 180, 181, 196, 197, 228, 229, 302, 303, 404, 405, Practice Book p. 51, 61, 91, 101, 131, 181, 151 and Vocabulary copybook.
- **Phonics:** Long a, e, i, o, u vowels. Refer to Practice Book p. 32, 42, 52, 62, 132 and Writing/Spelling copybook.
- **Writing:** Topic Sentence and Key Details. Refer to Writing/Spelling copybook.
- **Grammar:** Singular and Plural Nouns, Irregular Plural Nouns, Present-Tense Verbs, Subject-Verb Agreement, Past and Future-Tense Verbs, and Commas in a Series. Refer to Grammar Worksheets of Semesters 2, 3, and 4.
  - For all the above refer to Weekly Review Worksheets of Semester 2, 3, and 4 and the Exam Review Worksheet.



**Part A:**

**Read “Life in a Bay” then answer the questions that follow.**

**Life in a Bay**

I live near a bay. A bay forms where a river meets the sea. Salt water and fresh water mix.

I stop at the bay after school. Bay soil is good for plants. The plants’ roots are **buried**, or covered, by mud.

**A Good Place for Animals**

I also see lots of different animals. Some animals come from rivers. Others come from the sea.

I see many fish today. Small fish like the calm water. Larger fish move to the sea.

Some birds eat the plants in a bay. Others eat the fish. I see herons standing in the water. They are hunting fish. I could stay here all day!

**Question 1. Write the correct answer on the space provided. Base your answers on the story “Life in a Bay”.**

**a)** Where does a bay form?

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**b)** What is the main idea of the story?

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**c)** Underline the word that means almost the same as buried.

d) What do small fish like about a bay?

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e) What do herons eat in the bay?

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**Question 2. Complete the sentences using the words in the box.**

|      |        |           |         |         |
|------|--------|-----------|---------|---------|
| dash | plenty | dangerous | ashamed | lessons |
|------|--------|-----------|---------|---------|

a) I learn many \_\_\_\_\_ at school.

b) A lion is a \_\_\_\_\_ animal.

c) The girl was late, she had to \_\_\_\_\_ to school.

d) There are \_\_\_\_\_ of books to read at the library.

e) I felt embarrassed and \_\_\_\_\_ about not telling the truth.

**Question 3. Write a sentence using the word 'enjoyed'.**

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**Question 4. Read each row of words. Circle the long a, e, i, o, or u word and write it on the line. Then underline the letters that spell the long a, e, i, o, or u sound.**

- |         |       |       |      |       |
|---------|-------|-------|------|-------|
| a) help | train | bring | car  | _____ |
| b) win  | sat   | they  | get  | _____ |
| c) fine | has   | pin   | sun  | _____ |
| d) top  | phone | not   | tin  | _____ |
| e) run  | swim  | jump  | team | _____ |
| f) pen  | free  | net   | web  | _____ |
| g) ink  | fin   | us    | use  | _____ |
| h) away | grin  | bring | and  | _____ |

**Part B:**

**Question 1. Complete each sentence with the noun in (). Write the plural form of the noun.**

- a) A fox saw some \_\_\_\_\_. (berry)
- b) He told the other \_\_\_\_\_. (fox)
- c) The tree \_\_\_\_\_ were too high. (branch)
- d) There were two \_\_\_\_\_ playing in the yard last night. (cat)
- e) The beautiful \_\_\_\_\_ live in the zoo. (deer)
- f) The \_\_\_\_\_ are under the floor. (mouse)
- g) This old dog is without \_\_\_\_\_. (tooth)
- h) \_\_\_\_\_ live in the sea. (fish)

**Question 2. Underline the present-tense verb that agrees with the subject.**

- a) The girls (see, sees) the moon.
- b) It (look, looks) big and white.
- c) A star (shoot, shoots) across the sky.
- d) It (flash, flashes) in the darkness.

**Question 3. Write the past-tense verb to complete each sentence.**

- a) Tom \_\_\_\_\_ with his friends at recess. (play)
- b) He \_\_\_\_\_ on the phone. (talk)
- c) I \_\_\_\_\_ ten minutes for the bus. (wait)
- d) He \_\_\_\_\_ to work yesterday. (walk)

**Question 4. Rewrite each sentence to tell about the future. Change the underlined verb to the future tense.**

- a) My grandparents visit us.

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- b) Kevin closed the door.

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- c) I planted a garden.

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- d) She listens to music.

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**Part C:**

**Question 1. Write a story about your favorite sea animal. Add details. How does it look like? Where does it live? What does it do?**

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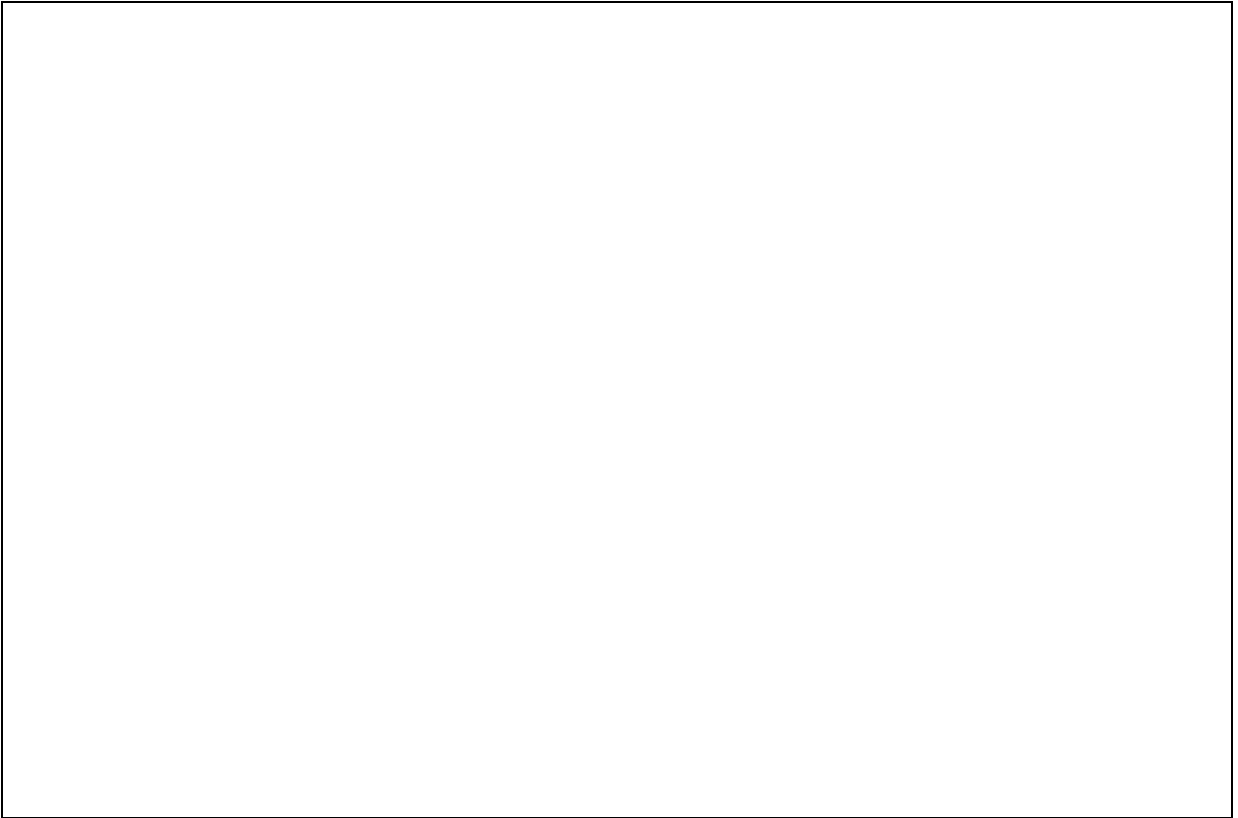
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**Question 2. Draw the character that you described in your writing.**



**Question 3. Write a sentence about your drawing.**

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