McGraw-Hill School Division

Name ___________________________ Date _________  Reteach 1

Sentences

RULES

• A **sentence** is a group of words that tells a complete thought.
  
  This is a sentence: → *The bike is red.*

• A group of words that does not tell a complete thought is not a sentence.
  
  This is *not* a sentence: → *The red bike.*

• A sentence **names the person** or **thing** you are talking about. It also **tells what happened.**
  
  **Judd** | **painted his bike red.**
  
  names | tells what
  a person | happened

Circle each group of words that is a sentence.
The first one is done for you.

1. **My bike is green.**
2. The sign.
3. Lin puts bows on her bike.
4. Asha and I watch her.
5. Harry puts stickers on his bike.
6. I like Ken’s bike.
7. It has a balloon on it.
8. The wheels.
10. All the bikes look great.

Decorate your bike today.

At Home: With a family member, write three rules for bike safety using complete sentences.
Statements and Questions

RULES
A sentence tells a complete thought. Here are two kinds of sentences.
- A statement is a sentence that tells something. It ends with a period.
  *We ride the train.*
- A question is a sentence that asks something. It ends with a question mark.
  *Where are we going?*

Read each sentence. Is it a statement or a question? Circle the correct word.

1. We go to the city on Saturday.  statement  question
2. How do you get there?  statement  question
3. We go by train.  statement  question
4. What do you hear?  statement  question
5. There are many people.  statement  question
6. The train is noisy.  statement  question
7. What is the next stop?  statement  question
8. The tunnels are long.  statement  question
9. Where do we get off?  statement  question
10. Is the train on time?  statement  question

At Home: Write two questions about riding on a train. Ask a family member to help you write an answer to each question.
Commands and Exclamations

RULES

• Every sentence begins with a capital letter.
• A command is a sentence that tells or asks someone to do something. It ends with a period. Look at that fish.
• An exclamation is a sentence that shows strong feeling. It ends with an exclamation mark. What big teeth it has!

Read each sentence. Is it a command or an exclamation? Circle the correct word.

1. Come over here. command exclamation
2. Wow, it’s a stingray! command exclamation
3. It’s coming right at me! command exclamation
4. I’m scared! command exclamation
5. Step away from the glass. command exclamation
6. Go up the stairs. command exclamation
7. What a surprise this is! command exclamation
8. Gee, that’s a big turtle! command exclamation
9. Read all about it. command exclamation
10. Point to the tiny fish. command exclamation

At Home: Ask family members to help you write two commands and two exclamations. Show them the correct end mark for each sentence.
Write each sentence. Be sure to begin and end each sentence correctly.

1. what is that fruit
2. it is a mango
3. peel it first
4. do I bite into it
5. wow, how sweet it is

At Home: With a family member, write a statement, question, command, and exclamation about a favorite snack.
Mixed Review

RULES

- A **sentence** tells a complete thought. Every sentence begins with a capital letter.
- A **statement** tells something. It ends with a **period**.
  
  *I like big cities.*
- A **question** asks something. It ends with a **question mark**.
  
  *Have you been to New York City?*
- A **command** tells or asks someone to do something. It ends with a **period**.
  
  *Get on the train.*
- An **exclamation** shows strong feeling. It ends with an **exclamation mark**.
  
  *Wow, we are going to the city!*

Circle the kind of sentence each group of words makes.

1. I have never been on a train.
   - statement
   - command

2. How fast does it go?
   - question
   - statement

3. Sit down while the train moves.
   - exclamation
   - command

4. Where are we now?
   - statement
   - question

5. I cannot wait to see the city!
   - exclamation
   - question

**At Home:** Think of a city you would like to visit. Work with a family member to write three sentences about it. Try to use different kinds of sentences.
Subjects in Sentences

**RULES**

- The **subject** of a sentence tells who or what does something.

  The rooster wakes us up.

  The cows moo.

Read each sentence. Then write the underlined subject on the line.

1. Dad and I milk the cows.

2. Mom and Sarah feed the chickens.

3. I get eggs from the henhouse.


5. Lee Ann sets the table.

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At Home: With a family member, write a list of chores people do in your home. Write a sentence about three of the chores. Circle the subjects.
Predicates in Sentences

**RULES**

- The **predicate** of a sentence tells what the subject does or what it is.

  - Our class **puts on a play**.
  - The play **is funny**.

Read each sentence. Write the underlined predicate on the line.

1. Our play **begins with a bark**.

2. Some children **play dogs**.

3. Other children **play cats**.

4. All the children **wear tails and ears**.

5. The animals **are friends at the end**.

**At Home:** With a family member, talk about a play or movie you have seen. Write a sentence about what the characters do. Point out the predicate.
Combining Sentences

RULES

• If you have two sentences with the same predicates, you can put them together to make one sentence.
• Use **and** to make two sentences into one.

*Cora wrote a book.*

*I wrote a book.*

*Cora** and **I wrote a book.*

Write **and** to combine each pair of sentences.

1. Matt made a story map.
   Fred made a story map.
   Matt ____________ Fred made a story map.

2. Tina listed ideas.
   Ana listed ideas.
   Tina ____________ Ana listed ideas.

3. Jill wrote a draft.
   Ali wrote a draft.
   Jill ____________ Ali wrote a draft.

   Tyrone checked the spelling.
   Luke ____________ Tyrone checked the spelling.

5. Larry made a new copy.
   Harold made a new copy.
   Larry ____________ Harold made a new copy.

**At Home:** Work with a family member to write two sentences using the same predicates. Show how to combine the two sentences into one.
Mechanics and Usage: Commas in a Series

**RULES**

- Use **commas** to separate three or more words in a series.

**Jed, Lee, and I** love the museum.

**It has** **animals, plants, and rocks.**

Draw a line under the series in each sentence. The first one is done for you.

1. **Kevin, Kara, and Ron** went to the museum.
2. They saw crows, jays, and robins.
3. They saw lions, tigers, and bears.
4. They loved the snakes, fish, and insects.
5. **Olga, Drew, and Ian** met them there.
6. They all saw the monkeys, apes, and gorillas.
7. **Leah, Tarik, and I** enter the hall.
8. **Boats, rafts, and floats** are everywhere!
9. One old raft makes **Tarik, Leah, and me** smile.
10. It is made of **sticks, twigs, and string.**
Mixed Review

RULES

- The **subject** of a sentence tells who or what does something.
- The **predicate** tells what the subject does or is.

\[ Jake \text{ eats } \text{nuts.} \]

subject  \ ↑  \ ↑  \ predicate

- Use **commas** to separate three or more words in a series.

\[ Jake, Eli, \text{ and } I \text{ raked leaves.} \]

commas  \ ↑  \ ↑

Circle each subject. Underline each predicate. Add commas where they belong.

1. My family likes October.
2. We go to the country.
3. We buy pumpkins pears and apples.
4. Mom and I buy nuts.
5. Dad Rico and I pick apples.
6. Mom finds the pumpkins.
7. Mom and I eat an apple in the car.
8. At home Dad and I carve a pumpkin.
9. Mom makes apple pumpkin and pecan pies.
10. The pies are delicious!

**At Home:** Write a sentence that tells what you like about October. Show the sentence to a family member. Circle the subject and underline the predicate.
Common Errors with Incomplete Sentences

RULES

• Remember, a sentence must tell a complete thought.

• Every sentence has a subject and a predicate.

\[ \text{My friend plays at my house.} \]

\[ \begin{align*}
\text{subject} & \quad \text{predicate} \\
\text{My friend} & \quad \text{plays at my house.}
\end{align*} \]

• Every sentence begins with a capital letter and ends with a punctuation mark.

Circle each group of words that is a sentence.

1. My friend Wendy.
   Wendy and I play together on Wednesday.

2. Last Wednesday rain.
   Rain fell last Wednesday.

3. Wendy had her raincoat.
   Jumps in puddles.

4. We did not get wet!
   Not get dry.

5. When the rain.
   We hope it rains every Wednesday!
Study Skills: Dictionary

RULES

A dictionary tells what words mean.

- **Entry words** are the words you find in a dictionary.
- The entry words are in ABC order.
- A **sample sentence** shows how the word is used.
- **Guide words** tell the first and last words on the page.

Look at this dictionary page. Circle the correct answers below.

<table>
<thead>
<tr>
<th>page/pan</th>
</tr>
</thead>
<tbody>
<tr>
<td>page</td>
</tr>
<tr>
<td>pain</td>
</tr>
<tr>
<td>pal</td>
</tr>
<tr>
<td>pale</td>
</tr>
<tr>
<td>pan</td>
</tr>
</tbody>
</table>

1. Which two words are guide words?
   - page/pan  pal/page  pain/pale

2. How many entry words are on this page?
   - five  seven  one

3. Which word means “A friend”?
   - pale  pal  page

4. What word is the last entry word on this page?
   - pal  pain  pan

5. Which word best finishes this sentence?
   - We heated the water in the _____.
     - page  pain  pan

At Home: With a family member, make up sample sentences of your own for each of the words on this dictionary page.
Vocabulary: Time-Order Words

• Time-order words show the order in which things happen.

• Here are some time-order words.
  - first, finally, yesterday
  - next, later, today
  - then, now, tomorrow
  - last of all, soon, long ago

Read the story. Circle the time-order words. Then write them on the lines below.

First, I get my toothbrush. Next, I put toothpaste on it. Then, I brush my teeth. Finally, I rinse. Last of all, I floss.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

At Home: Tell a family member what you do to get ready for bed. Use time-order words.
Write yes for each sentence that belongs in a paragraph about making a pizza. Write no for each sentence that does not belong.

1. First, we made the dough. 
2. Then, we put on the tomato sauce. 
3. Next, we added cheese. 
4. Sammy is my best friend. 
5. Finally, we baked the pizza in the oven.

Write a paragraph using the sentences above. Leave out the sentence that doesn’t belong. Indent the first line.

__________________________

__________________________

__________________________

__________________________

__________________________

At Home: What food do you help make at home? Write a paragraph about it with a family member.
Nouns

RULES

• A noun is a word that names a person, place, or thing.

Mom sets up a tent in the camp.

↑ ↑ ↑ noun noun noun

Circle the noun in each sentence.

1. The camp is nice.
2. The tent looks big.
3. My brother helps.
4. Mom goes swimming.
5. The sun is hot.
6. The wind blows.
7. My sister fishes.
8. A boat floats.
9. The river is warm.
10. Dad cooks.
More About Nouns

RULES

- A noun can name a person, a place, or a thing.

My [brother] sails a [boat] in the [pond].

↑ person ↑ thing ↑ place

Choose whether each underlined noun is a person, place, or thing. Circle the correct answer.

1. Pedro is happy today! person place thing
2. The wind is blowing. person place thing
3. The boat sails quickly. person place thing
4. Carmen is watching. person place thing
5. Carmen’s shoe is wet. person place thing
6. Juan pushed his boat. person place thing
7. Mother is coming. person place thing
8. The pond is very big. person place thing
9. The sun is going down. person place thing
10. It is time to go home. person place thing

At Home: Take turns with a family member naming people, places, and things you see every day.
Proper Nouns

**RULES**
- Some nouns name special people, pets, and places.
- This kind of noun is called a **proper noun**.

`Miss Lopez` and `Barky` live in `Rock City`.

<table>
<thead>
<tr>
<th>special name</th>
<th>special pet</th>
<th>special place</th>
</tr>
</thead>
</table>

Use capital letters to write the proper nouns correctly.

1. ella rides the bus.
2. Her brother jake goes, too.
3. The trip starts in west virginia.
4. They visit a friend in denver.
5. They play with jesse the dog.
6. My friend leon wants a dog.
7. The pet store is in newton.
8. A dog follows us along main street.
9. We call the dog patches.
10. My sister cora takes a picture.

At Home: Make a list of your relatives and where they live. Be sure to use capital letters correctly.
Days, Months, and Holidays

RULES

- Some **proper nouns** name days of the week, months, and holidays.
- The name of each **day**, **month**, and **holiday** begins with a capital letter.

*Valentine’s Day is on February 14.*

Circle the correct proper nouns and write them on the lines.

1. Valentine’s Day  
   valentine’s day

2. February  
   February

3. Sunday  
   sunday

4. October  
   october

5. Labor Day  
   Labor Day

6. Tuesday  
   tuesday

7. Thanksgiving  
   Thanksgiving

8. December  
   December

9. April  
   april

10. Friday  
    Friday

At Home: With your family, write a list with the day and month of each person’s birthday. Be sure to use capital letters correctly.
Mechanics and Usage: Using Capital Letters

RULES

- Begin the names for people, pets, and places with **capital letters**.

  *Ringo lives in Austin, Texas.*
  *Aunt Carolina lives there, too.*

- The names of days, months, and holidays begin with capital letters.

  *Next Saturday is Cinco de Mayo.*

Circle the proper nouns in each sentence that should begin with a capital letter.

1. Uncle Roberto keeps rabbits in his backyard.
2. He lives on Elm Street in San Antonio, Texas.
3. He names the rabbits funny names like Hippy or Flo.
4. I live nearby on Third Avenue.
5. We visit the rabbits every Saturday.
6. Sometimes Kevin and I feed the rabbits.
7. One rabbit named Pogo was born on my birthday.
8. My birthday is in January.
9. On New Year’s Day, there will be more rabbits!
10. I would like to name one of the rabbits Bingo.

At Home: With a family member, make up funny names you might give your pets. Use capital letters correctly.
RULES

• A noun names a person, place, or thing.
  
  friend = person  country = place  tree = thing

• Nouns that name special people, pets, and places begin with capital letters.
  
  Mom and Ruth = people  Taffy = pet  
  Miami = place

• Nouns that name days, months, and holidays begin with capital letters.
  
  Monday = day  March = month  
  Thanksgiving = holiday

Circle the noun or nouns in each sentence. If the noun needs a capital letter, write the noun on the line.

1. My sister goes to the fair. __________________________
2. My dad and I go on tuesday. __________________________
3. My brother goes on memorial day. __________________________
4. We can see the animals. __________________________
5. Uncle fred likes the rides. __________________________
6. Don’t eat too many apples. __________________________
7. Does jane like the show? __________________________
8. My friend lisa has a ticket. __________________________
9. The fair ends in june. __________________________
10. Is there a holiday in july? __________________________

At Home: Write a letter to a friend about a holiday. Begin proper nouns with capitals. Ask a family member to help you circle all the nouns.
Plural Nouns

RULES

- A **singular noun** names one person, place, or thing.
  
  *one fork*

- A **plural noun** names more than one person, place, or thing.
  
  *two forks*

- Add **-s** to form the plural of most singular nouns.
  
  *spoon, spoons*  *plate, plates*

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

  *glass, glasses*  *bench, benches*

  *dish, dishes*  *box, boxes*

Circle the plural noun in each sentence.

1. Two (boat, boats) are on the lake.

2. Both boats have (sails, sail).

3. The sailors pack their lunch in lunch (box, boxes).

4. There are (beach, beaches) on both sides of the lake.

5. Three of my (friends, friend) like to swim there.

6. Many (bush, bushes) are on the shore.

7. Sometimes (foxes, fox) hide behind the bushes.

8. My aunt picks (bunch, bunches) of flowers.

9. Four (birds, bird) fly by.

10. We walk between two (tree, trees).
More Plural Nouns

RULES

• To form the plural of nouns ending in a consonant and \( y \), change the \( y \) to \( i \) and add \(-es\).
  
  one pony  two ponies

• Some nouns change their spelling to name more than one.
  
  one tooth  many teeth

Circle the correct noun for each picture.

1. woman  women

2. mouse  mice

3. cherry  cherries

4. tooth  teeth

5. bunny  bunnies

At Home: Work with a family member to make a list of plural nouns. Circle the words that have spelling changes.
_singular_possessive_nouns

**RULES**

- Some nouns show who or what owns or has something. This kind of noun is called a **possessive noun**.

- Add an **apostrophe** (‘) and an **s** to a singular noun to make it possessive.

  *The boy’s mitt is too big! Mr. Day’s hat is too small!*

Circle the possessive form. The first one is done for you.

1. girl  girl’s  6. cat’s  cat
2. bird’s  bird  7. boy  boy’s
3. brother  brother’s  8. Joe’s  Joe
5. teacher  teacher’s  10. pig  pig’s

**At Home:** Ask family members to name a person or a thing. Then write the possessive form of the word.
Plural Possessive Nouns

**RULES**

- Add just an *apostrophe (’)* to most *plural nouns* to make them possessive.

This apostrophe is correct:  
\[ \text{two boy 's bikes} \]

This apostrophe is not correct:  
\[ \text{two boy s' bikes} \]

*The two boys’ bikes are shiny.*

Circle the noun that is plural possessive.

1. birds’  
2. girl’s  
3. student’s  
4. horses’  
5. store’s  
6. brothers’  
7. sister’s  
8. teachers’  
9. mothers’  
10. dog’s

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At Home: Work with a family member to put each of the possessive nouns on this page into sentences.
Circle the greeting or closing that is correct.

1. Dear Mayor, West  Dear, Mayor West  Dear Mayor West,
2. Your pal  Your pal,  Your, pal
3. Best wishes,  Best, wishes  Best wishes
4. Dear, Mr. Tanaka  Dear Mr., Tanaka  Dear Mr. Tanaka,
5. With, many thanks  With many thanks,  With many, thanks
6. Your friend  Your friend,  Your Friend
7. Sincerely  sincerely,  Sincerely,
8. Dear Linda  Dear Linda!  Dear Linda,
9. Your daughter,  your daughter,  your Daughter
10. Dear Ms. Taylor,  dear Ms. Taylor  Dear Ms Taylor

At Home: Write a letter to a family member thanking the person for something.

McGraw-Hill Language Arts
Grade 2, Unit 2, Nouns, page 86
Mixed Review

RULES

• Some nouns change their spelling to form the plural.
  
  *bunny → bunnies*  
  *fox → foxes*

• Add an **apostrophe** and an **-s** to singular nouns to make them possessive.
  
  *my brother’s shirt*

• Put an **apostrophe** after plural nouns to make them possessive.
  
  *the tigers’ stripes*

• Put a **comma** after the greeting and closing of a letter.
  
  *Dear Bruce, Yours truly, Margaret*

Read the letter. Add commas where they belong. Write if the noun in ( ) is **singular**, **plural**, or **possessive**.

1. Dear (Lian) ____________________________
2. I had fun at your (party). ____________________________
3. The party (games) were great! ____________________________
4. (Danny’s) piñata was full of surprises. ____________________________
5. The (clown’s) show made me laugh. ____________________________
6. I liked the magic (act). ____________________________
7. The (puppets’) story was funny. ____________________________
8. The (bunnies) were cute. ____________________________
9. I liked your new (glasses). ____________________________
10. Your friend (Megan) ____________________________

At Home: Write some sentences about things in your house. Who do they belong to? Use possessive nouns.
Common Errors with Possessive Nouns

**RULES**

- A **possessive noun** shows who or what owns or has something.

- To form the possessive of a singular noun, add ’s.
  
  This sentence is **not** correct:  *My sisters drum is red.*
  
  This sentence is correct:  *My sister’s drum is red.*

- To form the possessive of a plural noun that ends in -s, add an apostrophe (’).
  
  This sentence is **not** correct:  *My brothers drums are blue.*
  
  This sentence is correct:  *My brothers’ drums are blue.*

Circle the possessive noun.

1. boy  boy’s
2. dog’s  dog
3. girls  girls’
4. friend’s  friend
5. teachers  teachers’
6. cat  cat’s
7. sisters’  sisters
8. birds’  birds
9. doctors  doctor’s
10. father’s  fathers

**At Home:** Ask family members to name a person or a thing. Then write the possessive form of the noun.
Study Skills: Note-Taking and Summarizing

RULES

• When you read a paragraph for information, you can take notes. The notes will help you remember what is most important about the paragraph.
• You can use your notes to write a summary that tells what the paragraph is about.
• Be sure to use your own words when you write a summary.

Read the paragraph about cats and the notes next to it. Then answer the questions.

Cats
People like cats as pets. There are many different kinds of cats. Some cats have long fur. Some cats have short fur. Cats come in many colors—black, gray, white, and orange.

1. What is the paragraph about?

2. What does the paragraph tell you about the color of cats?

3. How does note-taking help you?

4. What can you use your notes to write?

5. Are the notes written in complete sentences?

At Home: Read a paragraph from a book about animals. Take notes and then write a summary. Read your summary to a family member.
A **compound word** is a word that is made from two smaller words. Knowing the meaning of the two smaller words can help you figure out the meaning of the compound word.

Write the compound word that is made from each pair of words.

1. sail + boat = ____________________________
2. table + cloth = __________________________
3. news + paper = __________________________
4. bed + room = ____________________________
5. mail + box = ____________________________
6. base + ball = ____________________________
7. side + walk = ____________________________
8. sun + shine = ____________________________
9. sun + flower = ____________________________
10. out + side = ____________________________

At Home: With a family member, think of three compound words. Then write a sentence using each one.
Composition: Leads and Endings

- A **lead** begins a piece of writing.
- The **most important idea** is often stated in the lead.
- An **ending** finishes a piece of writing.
- The ending **sums up** the writing or **states the main idea** again.

Write **lead** or **ending** to tell how each sentence can be used.

1. One day, my sister and I found an old coin.  
   That’s why the coin was important.

2. My trip began on a rainy day.  
   At last, I found the answer.

3. This will be my first airplane ride!  
   The airplane landed smoothly.

4. I even ate the burnt ones!  
   One time, Mom and I baked cookies.

5. I’ll never eat green apples again!  
   On Saturday, we picked 10 baskets of apples.

**At Home:** With a family member, think up a lead sentence for a story about an animal. Then take turns adding to the story. Give it a good ending.
Action Verbs

**RULES**

- An **action verb** is a word that shows action.

  > Juan and Ali **play** baseball.
  > Juan **hits** the ball.
  > Ali **catches** it.

Draw a line to match each verb to the picture that shows the action.

1. pitch
2. clap
3. run
4. slide
5. shake

At Home: Ask a family member to act out a sport. What actions can you name?
Present-Tense Verbs

RULES

- The **tense** of a verb tells when something happens.
- **Present-tense verbs** tell about actions that happen now.
- Add **-s** to present tense verbs to tell about one person or thing.
  - *The bird* **sings**.
- Add **-es** if the verb ends with *s*, *ch*, *sh*, *x*, or *z*.
  - *My aunt* **watches** the bird.

Draw a line under the present-tense verb in each sentence. Circle the ending **-s** or **-es**.

1. Aunt Bev watches birds.
2. She teaches me about them.
3. She sees a bird with a red head.
5. She learns its name.

At Home: Ask a family member to tell you about his or her hobby. Point out the present-tense verbs used.
Subject-Verb Agreement

RULES
• The subject and the verb in a sentence must agree.
• If you are telling about one, add -s or -es to the verb.
  A horse runs.
• If you are telling about more than one or you, do not add -s or -es to the verb.
  The horses run. You ride.

Underline the verb that agrees with the subject in each sentence.

1. Two (bark, barks).

2. One (cheep, cheeps).

3. Two (roar, roars).

4. The (buzz, buzzes).

5. The (hoot, hoots).

At Home: Look at an animal at home or near your home. Tell what it does. Use correct subject-verb agreement.
Mechanics and Usage: Abbreviations

**RULES**

- An **abbreviation** is a short way of writing a word.
- Abbreviations for the titles in people’s names start with a capital letter and end with a period.

*Here are Ms. Yee, and Mr. White.*

*They are waiting to see Mrs. Testa.*

Circle the letters that should be capitals in each sentence. Add periods where they are needed.

1. mr and mrs Daly wrote a letter to the teacher.
2. Their son John Daly, jr was sick for two weeks.
3. They took John to see dr Romer.
4. mrs Testa sent John’s schoolwork home.
5. The teacher’s aide, mr Lake, helped John.
Mixed Review

**RULES**

- An *action verb* is a word that shows action.
  
  *Every summer, Uncle George* **rides** *in a canoe.*
  
- **Present-tense** verbs tell about actions that happen now.
  
  *My sister Emma and I* **go** *with him.*
  
- Add **-s** or **-es** to a present-tense verb only if it tells about one person or thing.
  
  *Uncle George usually* **fishes** *in the river.*
  
- The **subject** and the **verb** in the same sentence need to agree, or go with each other correctly.
  
  **Emma and I** **look** *for birds on the shore.*

Read each sentence. Draw a line under the action verb. Draw a circle around the subject.

1. Emma and I pack supplies in the canoe.
2. Uncle George pushes the canoe into the water.
3. I paddle hard.
4. Emma almost falls into the water!
5. We travel down the White River.

At Home: With a family member, find a paragraph in a newspaper or magazine. Underline all the action verbs. Circle the subjects.
Past-Tense Verbs

RULES

- **Past-tense verbs** tell about actions that happened before now.
- To tell about actions in the past, add the ending *-ed* to most verbs.

> *Yesterday, a rabbit* **crossed** *our path.*

- If the verb ends in a short vowel followed by a single consonant, double the consonant and add *-ed.*
- If the verb ends in a silent *e*, drop the *e* and add *-ed.*

> *It* **stopped** *nearby. Then it* **raced** *away.*

Draw a line under the past-tense verb in each pair of words. Circle the past-tense endings.

1. fill **filled**
2. need **needed**
3. batted **bat**
4. liked **like**
5. blame **blamed**
McGraw-Hill Language Arts
Grade 2, Unit 3, Verbs, pages 150–151

The Verb *Have*

**RULES**

- The verb *have* has three forms: *have*, *has*, and *had*.
- The verbs *has* and *have* tell about present actions.
  
  \[
  \text{I have a plum. Yuen has an apple.}
  \]

- The verb *had* tells about the past.
  
  \[
  \text{Yesterday, we both had bananas.}
  \]

Circle the correct verb for each sentence.

1. We _______ lunch. \text{has, have}
2. Ty _______ a sandwich. \text{has, have}
3. Maria _______ a sandwich, too. \text{has, have}
4. Yesterday, she _______ pasta. \text{have, had}
5. Last week, I _______ chili. \text{have, had}
Combining Sentences: Verbs

**RULES**

- Sometimes parts of two sentences are the same.
- You can use **and** to combine the sentences so you do not repeat words.

**The girl flips. The girl turns. → The girl flips and turns.**

Draw a line under the sentence parts that are the same. Write **and** to combine each pair of sentences.

1. They roll on the mats. They jump over the beam.
   They roll on the mats ______ jump over the beam.

   Children hang on the rings ______ swing.

3. The gym teacher watches. The gym teacher helps.
   The gym teacher watches ______ helps.

   Kara walks on the beam ______ jumps on the mats.

5. Tanya tucks her legs. Tanya turns over.
   Tanya tucks her legs ______ turns over.
Mechanics and Usage: Commas in Dates

**RULES**
- Write a **comma** between the day and the year in a date.

  January 1, 1995  
  March 6, 2004  
  February 29, 2008

Write each date correctly.

1. January 6 2001

2. May 5 1922

3. April 21 1861

4. September 7 1998

5. December 5 2003

---

**At Home:** Ask a family member to help you name two important dates in your life. Work together to write a sentence about each one.
Underline the past-tense verb in ( ) in each sentence.

1. Last year, Aunt Kate (had, has) a big birdbath in her yard.
2. Many birds (use, used) the birdbath.
3. One time, a blue jay (splashed, splashes) in the water.
4. The sparrows (hopped, hop) out of the way.
5. Then, the rain (fills, filled) the birdbath again.

At Home: Watch the animals in your yard or in a park. Using past-tense verbs, write a story about what they did. Read your story to a family member.
Common Errors with Subject-Verb Agreement

**RULES**

- When you write a sentence, the **subject** and the **verb** must agree.

- Add **-s** or **-es** to the verb if the **subject** is one person or thing.
  
  **not correct** → *My dog jump when he sees me.*
  
  **correct** → *My dog jumps when he sees me.*

- Do not add **-s** or **-es** to the verb if the **subject** is more than one person or thing.
  
  **not correct** → *The monkeys hangs from the tree.*
  
  **correct** → *The monkeys hang from the tree.*

**Draw a line to match each subject with the correct predicate.**

<table>
<thead>
<tr>
<th>subject</th>
<th>predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>One duck</td>
<td>swim together.</td>
</tr>
<tr>
<td>Many ducks</td>
<td>bark at the cat.</td>
</tr>
<tr>
<td>The dog</td>
<td>barks at me.</td>
</tr>
<tr>
<td>The horses</td>
<td>swims fast.</td>
</tr>
<tr>
<td>The dogs</td>
<td>gallop quickly.</td>
</tr>
</tbody>
</table>

**At Home:** With a family member, think of a chore you do at home. Write three sentences about the chore and use correct subject-verb agreement.
Study Skills: Maps

**RULES**

- You can use a map to find your way from one place to another.
- A **map** helps you find places.
- The pictures on a map are called **symbols**.
- The **key** tells you what each symbol means.

The map below shows Juan’s apartment. Use the map to answer the questions.

1. Which rooms have two doors?

2. Which rooms have only one window?

3. What does this symbol show?

4. How many windows does the Living Room have?

5. What room is to the left of the Bedroom?

---

**At Home:** Ask a family member to hide an object, then draw a map to it. Follow the map. Can you find the object?
Vocabulary: Prefixes

- A prefix is a word part added to the beginning of a word.
- A prefix changes the meaning of a word.
- You can use prefixes to say things in a shorter way.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>not, opposite of</td>
<td>un- + happy = unhappy</td>
</tr>
<tr>
<td>re-</td>
<td>again, back</td>
<td>re- + build = rebuild</td>
</tr>
</tbody>
</table>

Add un- or re- to each word to tell about each picture. Write the new word on the line.

1. opened
2. paint
3. locked
4. heat
5. wash

At Home: Act out an activity for a family member. Have them guess what the opposite activity would be. For example: tie your shoes (untie); fold a piece of paper (unfold).
Composition: Logical Order

- **Time-order words** help you tell steps or directions in the order that they happen.
  
  *First, press the buttons.*
  *Next, say hello.*
  *Last, say goodbye.*

- **Space-order words** help you tell where people, places, and things are placed in space.
  
  *The phone is to the right of the picture.*
  *The rug is below the desk.*

Read the sentences. Circle the time-order words. Draw a line under the space-order words.

1. First, I turned on my computer.
2. I moved the mouse to the right of the computer.
3. Next, I e-mailed my friend.
4. She lives three blocks to the north of my house.
5. Finally, she e-mailed me back.

---

At Home: Draw a picture of a room in your home. Show it to a family member. Write three sentences about your picture. Use as many space-order words as you can.
The Verb *Be*

**RULES**

- The verb *be* has special forms in the present tense and in the past tense.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td><em>am</em></td>
<td><em>was</em></td>
</tr>
<tr>
<td>she, he, it</td>
<td><em>is</em></td>
<td><em>was</em></td>
</tr>
<tr>
<td>you, we, they</td>
<td><em>are</em></td>
<td><em>were</em></td>
</tr>
</tbody>
</table>

- The verbs *am, is,* and *are* tell about the present time.

  *My dog *is* dry today.*

- The verbs *was* and *were* tell about the past.

  *Yesterday he *was* wet.*

Circle the correct verb to complete each sentence.

1. I ____ out in the rain yesterday.  
   - is  
   - was

2. My dog ____ out with me, too.  
   - were  
   - was

3. We ____ both wet!  
   - was  
   - were

4. Today ____ sunny and bright.  
   - is  
   - are

5. We ____ happy to play outside.  
   - am  
   - are

**At Home:** Tell a family member what you did the last time it rained. Work together to write a sentence about it. Use the correct form of the verb *be.*
Helping Verbs

**RULES**

- A **helping verb** helps another verb show an action.
  - The verbs **be** and **have** can be helping verbs.
- Use forms of **be** to tell about things that are happening now.
  - *Our class* is putting on a play.
  - *I* am a queen.
  - *You* are playing the part of a prince.
- Use forms of **have** to tell about things that have already happened.
  - *We* have made all the costumes.
  - *Our teacher* has told our parents.
  - *I* have learned my lines.

Read the helping verbs in the box. Choose one to complete each sentence.

<table>
<thead>
<tr>
<th>have</th>
<th>has</th>
<th>am</th>
<th>is</th>
<th>are</th>
</tr>
</thead>
</table>

1. The play ____________ starting.

2. I ____________ saying my first line.

3. We ____________ acting out a story.

4. My mom ____________ never seen me act before.

5. We ____________ done a good job!

**At Home:** Tell a family member about taking part in a school play. Together write a sentence about it. Use a helping verb such as *is, am, are, has,* or *have.*
Linking Verbs

**RULES**

- A **linking verb** is a verb that does not show action. The verb *be* can be a linking verb.
  
  - *Jump* is an **action verb**. → *My dog jumps* high.
  - *Is* is a **linking verb**. → *My dog is* very big.

- The verb *be* links the subject to words that describe something about the subject.
  
  *The stars are bright.*

Read each sentence. Circle the linking verbs. Underline the action verbs.

1. That star is twinkling.

2. All of the stars are far away.

3. We see a few shooting stars.

4. The shooting stars are exciting!

5. The moon shines in the sky.

---

At Home: Go outside at night with a family member.
Write a sentence that tells what you see. Circle any linking verbs you use. Underline the action verbs.
McGraw-Hill School Division

Mechanics and Usage: Commas in Names of Places

**RULES**

- Use a **comma** between the name of a city and a state.

  Boston, Massachusetts

  Seattle, Washington

Circle the city and state with the comma in the correct place.

1. Jackson, Mississippi  
   Jackson Mississippi

2. Las Vegas Nevada  
   Las Vegas, Nevada

3. Butte, Montana  
   Butte Montana,

4. Phoenix, Arizona  
   Phoenix Arizona,

5. Garden City New, York  
   Garden City, New York

6. Nashville, Tennessee  
   Nashville Tennessee

7. Eugene Oregon  
   Eugene, Oregon

8. Iowa City, Iowa  
   Iowa, City Iowa

9. Gary Indiana  
   Gary, Indiana

    Philadelphia Pennsylvania

**At Home:** Ask a family member to help you write the names of five cities and states. Put the commas in the correct place between the cities and states.
Mixed Review

RULES

- The verb be has special forms.

  **Tells About Now**  
  am  I am riding my bike.  
  is  Nate is riding a bike, too.  
  are  We are riding our bikes.

  **Tells About the Past**  
  was  I was in the first grade last year.  
  were  There were ten boys in my class.

- **Helping verbs** like be and have help another verb show action.

  The boy has gone.

- A **linking verb** does not show action. The verb be links the subject to words that describe the subject.

  The boy is tall.

- **Use a comma** between the name of a city and state.

  Baltimore, Maryland

Circle each word or group of words that correctly completes each sentence.

1. There _____ ten girls in my class.  
   is  are

2. I _____ the only girl with short hair.  
   am  is

3. My school is in ______.  Athens Georgia  Athens, Georgia

4. I _____ counting the boys in class.  
   is  am

5. We _____ welcomed a new boy.  
   has  have

At Home: Write some sentences about a friend. Tell what you do together. Read your sentences to a family member. Circle the forms of the verb be.
The Verbs Go and Do

RULES

- Verbs like go and do do not add -ed in the past tense.
- These verbs change their spelling in the past tense.
- These verbs are called irregular verbs.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>We go to the park.</td>
<td>We went to the park.</td>
</tr>
<tr>
<td>I do not litter.</td>
<td>I did not litter.</td>
</tr>
<tr>
<td>Our dog goes with us.</td>
<td>Our dog went with us.</td>
</tr>
<tr>
<td>He does a trick.</td>
<td>He did a trick.</td>
</tr>
</tbody>
</table>

Circle the correct verb to complete each sentence. Then write the verb on the line.

1. Last Friday, I ________ to the park.  go went
2. Today I ________ with my friend Ana.  go goes
3. Last time we ________ forget our lunch. did do
4. ________ Ana have fruit today?  Does Do
5. Yesterday we ________ eat a lot!  do did

At Home: Tell a family member what you like to do at the park. Together write a sentence about it. Use one of these verbs: go, goes, went, do, does, did.
The Verbs *Say, See, and Run*

**RULES**
- *Say, see,* and *run* are irregular verbs. They do not add *-ed* to form the past tense.
  
  *Jake said* he would wave to us.
  
  *We saw* the team play.
  
  *Jake ran* across the field.

Circle the past-tense verb to complete each sentence. Then write the verb on the line.

1. Dad ________ we could go to the football game.
   
   said  say

2. We ________ to the gate.
   
   run  ran

3. We ________ a player kicking the ball.
   
   saw  see

4. Dad ________, “Look at that kick!”
   
   says  said

5. Then we ________ to our seats.
   
   run  ran

**At Home:** With a family member, look for an article about a sports event. Write a sentence about it, using the correct tense of *say, see,* and *run.*
The Verbs *Come, Give, and Sing*

**RULES**

- The past-tense forms of *irregular verbs* do not end in *-ed*.
- *Come, give,* and *sing* are irregular verbs.

*Lucy* came to *my* house on *Friday.*

*She* gave me a nice surprise.

*Lucy* sang *my* favorite song!

Circle the past-tense verb to complete each sentence. Then write the verb.

1. Last night, I ________ my bird some seeds.  
   give gave

2. Then she ________ a sweet song.  
   sing sang

3. So we ________ her a new treat.  
   gave give

4. Yesterday, Lucy ________ to hear her.  
   comes came

5. Lucy ________ with my bird!  
   sing sang

**At Home:** Ask family members which singers they like to listen to. Write down what they say. Circle the verbs you use. Tell which are in the past tense.
Contractions with *not*

**RULES**

- A *contraction* is a short form of two words.
- Put an apostrophe (’) in the place of the letters that are left out when the two words are combined.

**did not**

Alonzo *did not* paint. → Alonzo *didn’t* paint.

- *is* + *not* = *isn’t*
- *are* + *not* = *aren’t*
- *did* + *not* = *didn’t*
- *have* + *not* = *haven’t*
- *does* + *not* = *doesn’t*
- *do* + *not* = *don’t*
- *cannot* = *can’t*
- *has* + *not* = *hasn’t*

Circle the contraction for the underlined words.

1. Alonzo *did not* want to paint.  
   - didn’t  
   - aren’t

2. He *has not* tried yet.  
   - hadn’t  
   - hasn’t

3. “I *cannot* paint!” he said.  
   - can’t  
   - doesn’t

4. He *does not* know that painting is fun.  
   - doesn’t  
   - isn’t

5. I *have not* helped him yet.  
   - haven’t  
   - hasn’t

**At Home:** Think about something you would like to learn about. Work with a family member to write a sentence about it. Use a contraction.
Mechanics and Usage: Apostrophes

RULES

• Use an apostrophe (‘) to take the place of the letters that are left out in a contraction.

  Olga and Jill don’t have any pets.

• Add an apostrophe and -s to make a singular noun possessive.

  Olga’s dad said they can get two pets.

• Add an apostrophe to make most plural nouns possessive.

  Here are the girls’ new pets.

Circle the correct word to complete each sentence. Then write the word on the line.

1. Olga _______ want to go doesn’t doesn’t to the pet store.

2. _______ dad takes her to Jills’ Jill’s the pet store.

3. At first, Jill _______ decide cant can’t which kitten she wants.

4. Olga _______ know Jill would didn’t didnt bring home two kittens.

5. The _______ beds are in kitten’s kittens’ the kitchen.

At Home: Tell a family member why you would like to have a pet. Write a sentence about it. Circle the contractions you use.
Read each sentence. Draw a line under the word that correctly completes the sentence.

1. I _____ Pedro’s picture.   see   saw
2. I _____ know how to paint.   didn’t   didn’t
3. Pedro _____ me a set of paints.   give   gave
4. _____ the colors pretty?   Wasn’t   Aren’t
5. Blue and yellow _____ make red.   dont   don’t
6. I _____ to art class with Pedro.   went   go
7. My mom _____ to class, too.   come   came
8. _____ she surprised!   Wasn’t   Wasn’t
9. She _____ my painting was good.   say   said
10. Pedro _____ to see it, too.   ran   run

At Home: Draw a picture and write two sentences about it. Use contractions in your sentences. Read them to a family member.
Common Errors with Past-Tense Verbs

RULES

- Most verbs add -ed to show past tense.  
  *A little pig walked to town.*
- Some verbs have special spellings for the past tense.  
  *This sentence is not correct: The little pig goed to town.*  
  *This sentence is correct: The little pig went to town.*

Circle the word that best completes each sentence.  
Write it on the line.

1. Five little pigs _____________ to market.  
   goed  went
2. One little pig _____________ all the way.  
   ran  runned
3. One little pig _____________, “Let’s sing!”  
   said  sayed
4. So the little pigs _____________ a song.  
   singed  sang
5. The mayor _____________ to the market.  
   came  comed
6. What _____________ he see?  
   did  doed
7. He _____________ the pigs singing.  
   seed  saw
8. The mayor _____________, too.  
   sang  singed
9. Then he _____________ the pigs a prize.  
   gave  gived
10. Then the pigs _____________ home.  
    goed  went

At Home: With a family member, choose two of these verbs: sing, give, come, run, say, see, do, go. Use each in a sentence in the past tense.
Study Skills: Encyclopedia

RULES

• An encyclopedia is a set of books filled with information about people, places, and things.
• Each book is called a volume. The volumes are in ABC order.
• The letter or letters on each volume show what topics are in the book. The topics are in ABC order.
• To look up a topic, use the first letter of its name and find the volume with that letter.
• To look up a person, look under the first letter of the person’s last name.

Circle the correct encyclopedia volume for each topic.

1. William Jefferson Clinton
   3 4 21

2. telephones
   P T D

3. ice cream
   10 3 4

4. Georgia
   7 8 9

5. Africa
   A F C

6. fireworks
   F QR T

7. canoes
   3 4 5

8. Marie Curie
   3 4 13

9. robots
   B QR UV

10. washing machines
    20 21 13

At Home: Write your family’s last name. Find the volume where that name would be. Now do this for a relative who has a different last name.
Vocabulary: Suffixes

RULES

- A suffix is a word part that is added to the end of a word.
- A suffix changes the meaning of the word.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-less</td>
<td>without</td>
<td>$spot + less = spotless$</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>$help + ful = helpful$</td>
</tr>
</tbody>
</table>

The house is spotless.
I am helpful.

Look at each picture. Write the word that tells what the picture shows.

1. care + less
2. rest + ful
3. thought + ful
4. peace + ful
5. use + less

At Home: Tell a family member about a time you felt thoughtful or restful. Then draw a picture about that time and write a caption for it.
Composition: Sentence Style and Variety

**RULES**

- Make your sentences **different lengths**.
- Do not begin every sentence with the **same words**.
- **Combine the subjects** of two sentences to make one sentence.
  
  \[
  \begin{align*}
  Toby & \text{ can run.} \\
  I & \text{ can run.}
  \end{align*}
  \Rightarrow
  \text{Toby and I can run.}
  \]

- **Combine the predicates** of two sentences to make one sentence.
  
  \[
  \begin{align*}
  We & \text{ play outside.} \\
  We & \text{ play with friends.}
  \end{align*}
  \Rightarrow
  \text{We play outside with friends.}
  \]

Read the sentence pairs. Combine the sentences using **and**.

1. I walk my dog, Toby. I walk in the park.

2. My friends throw a ball. I throw a ball.


4. Toby loves to run. Toby loves to play.

5. My friends love Toby. I love Toby.

---

**At Home:** Write three sentences that tell about dogs. Make sure your sentences begin with different words and are different lengths. Show them to your family.
Pronouns

**RULES**

- A pronoun is a word that takes the place of a noun or nouns. Pronouns can tell about one person or thing.

  Gina *likes* kickball.

  She *likes* kickball.

- Pronouns can tell about more than one person or thing.

  Gina and I *play* kickball.

  We *play* kickball.

Circle the pronoun that can take the place of the underlined noun or nouns.

1. Harry kicks the ball to Gina.  
   He  She
2. Gina passes the ball to Amanda.  
   She  They
3. Gina and Harry are good players.  
   We  They
   They  We
5. The ball is big and colorful.  
   It  They

At Home: Tell a family member about good sports players at your school. What pronouns did you use? Write them in a list.
**I and Me**

**RULES**

- Use the pronouns *I* and *me* to tell about yourself.
  
  *I* like the bug book that Dad gave *me*.

- Use *I* when you are the subject of a sentence.
  
  *I* like my school.

- Use *me* when you talk about yourself after an action verb.
  
  Dad takes *me* in the car.

Circle the pronoun that completes each sentence.

1. ____ like to find bugs.  
   Me  I

2. Roy and ____ look for them.  
   me  I

3. Roy helps ____ find them.  
   I  me

4. ____ show Roy a black spider.  
   I  Me

5. He tells ____ a spider has eight legs.  
   I  me

---

**At Home:** Tell a family member what you like or don’t like about bugs. Use the words *I* and *me.*

---

McGraw-Hill Language Arts Grade 2, Unit 5, Pronouns, pages 282–283
Circle the word that replaces the underlined words.

1. Zipper leads **Kara and me** downstairs.  
   we us

2. **Kara and I** toss a ball of yarn. 
   We Us

3. **Fluffy brings Kara and me** the ball of yarn. 
   we us

4. **Kara and I** pet **Fluffy.** 
   We Us

5. **Fluffy and Zipper** love **Kara and me.**  
   we us

**At Home:** Write three sentences about you and a pet. Use **we** and **us.** Read your sentences to a family member.
Mechanics and Usage: Using *I* and *Me*

**RULES**

- The pronoun *I* is always a capital letter.

  *Michelle, Mom, and I* like to hike.

- Name yourself last when you talk about yourself and someone else.

  *Mom shows* **Michelle and me** the trail.

Circle the correct words to complete each sentence. Then write the words on the lines.

1. _____________________________ have new boots.
   
   Michelle and I  I and Michelle

2. Mom let _____________________________ lead the way.
   
   Michelle and me  me and Michelle

3. My dog followed ____________________________.
   
   me, Mom, and Michelle  Mom, Michelle, and me

4. ________________ was very hot and thirsty.  i  I

5. _____________________________ made it to the top!
   
   Mom, Michelle, and i  Mom, Michelle, and I

---

**At Home:** With a family member, draw a picture of a place where you would like to go hiking. Write two sentences about it using *I* and *me.*
Mixed Review

RULES

• A pronoun takes the place of one or more nouns. Pronouns match the noun or nouns they replace.
  
  The boy has a guinea pig. He has a guinea pig.

• Use the capital letter I to tell about yourself in the subject of a sentence. Use me after an action verb.
  
  I clean the cage. Mom helps me.

• Use we and us to talk about yourself and others. We is the subject of a sentence. Us comes after an action verb.
  
  We change the water. The guinea pig watches us.

• Name yourself last when talking about yourself and another person.
  
  Mike and I play with the guinea pigs.

Read each sentence. Circle the word or phrase in ( ) that correctly completes the sentence.

1. (I, Me) have two guinea pigs.
2. Mike and (I, me) like to pet them.
3. They run to (me, I).
4. Mike and (I, me) thought the guinea pigs were lost.
5. (I and him, He and I) could not find them.
6. (Us, We) got some guinea pig food.
7. We put (it, us) on the floor.
8. The guinea pigs found (we, us)!
9. (Us, We) fed them.
10. Mom showed (us, we) how to lock the cage.

At Home: Think about a pet you would like to have. Write some sentences that tell about it. Use pronouns. Show your sentences to a family member.
Pronoun-Verb Agreement

RULES

• Pronouns and verbs must agree, or work together, the same way nouns and verbs do. When the pronoun he, she, or it is in the subject of a sentence, add -s to most verbs in the present tense.

  pronoun verb
  She finds animals by the pond.

• If the subject is I, you, we, or they, do not add -s to most verbs in the present tense.

  pronoun verb
  They see butterflies and frogs.

Read each sentence. Circle the correct verb in ( ).

1. They (look, looks) for frogs.
2. I (tell, tells) Luca where to look.
3. We (hunt, hunts) for them at the pond.
4. He (find, finds) a big frog in the water.
5. It (hop, hops) away.
6. We (see, sees) it in the grass.
7. It (hide, hides) from us.
8. I (asks, ask) Luca for help.
9. He (shouts, shout) at the frog.
10. It (jump, jumps) back in the pond.

At Home: Go outside with a family member and look for an animal or insect. Write about what you find. Make sure your verbs agree with your pronouns.
Possessive Pronouns

**RULES**

- A **possessive pronoun** takes the place of a possessive noun. A possessive pronoun shows who or what owns or has something. Possessive pronouns can tell about one person or thing: my, your, his, her, its.
  
  Maria’s dog likes to run.  
  Her dog likes to run.

- Possessive pronouns can tell about more than one person or thing: our, your, their.
  
  People’s dogs go to the park.  
  Their dogs go to the park.

Circle the possessive pronoun in each sentence.

1. Luke and Sonia like their dog.
2. His name is Rusty.
3. Sonia takes her dog to the park.
4. I give the dog my sandwich.
5. Rusty drinks out of his bowl.
7. Her name is Bessie.
8. I feed my fish.
9. They swim in their tank.
10. We take care of our pets.

At Home: With a family member, write a list of what you use to take care of a pet, such as a brush. Use a possessive pronoun in a sentence about each item.
Contraction: Pronoun and Verb

RULES

• A contraction is the short form of two words. An apostrophe (') takes the place of the letters that are left out when the two words are combined.

  Look, I am dressed up!
  Look, I’m dressed up!

• Here are some contractions you can use.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am = I’m</td>
<td>she is = she’s</td>
</tr>
<tr>
<td>you are = you’re</td>
<td>he is = he’s</td>
</tr>
<tr>
<td>it is = it’s</td>
<td>we are = we’re</td>
</tr>
<tr>
<td></td>
<td>they are = they’re</td>
</tr>
</tbody>
</table>

Circle the contraction that stands for the underlined words. Write it on the line.

1. It is fun to dress up. It’s Its

2. You are wearing a black hat. Your You’re

3. I am wearing a long dress. Im I’m

4. We are trying on big shoes. Were We’re

5. She is holding a fan. She’s Shes

At Home: Draw a picture of yourself and a family member in fancy clothes. Describe the picture to the family member. Use contractions.
Mechanics and Usage: 
Contractions and Possessive Pronouns

RULES

• An apostrophe (’ ) takes the place of the letters that are 
left out in a contraction. Possessive pronouns do not 
have apostrophes.

You’re riding a bike. I like your new bike.

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Possessive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>it is → it’s</td>
<td>its</td>
</tr>
<tr>
<td>you are → you’re</td>
<td>your</td>
</tr>
<tr>
<td>they are → they’re</td>
<td>their</td>
</tr>
</tbody>
</table>

Circle the correct word to complete each sentence.

1. ____________ going too fast! You’re Your

2. ____________ bike has flat tires. You’re Your

3. ____________ riding down a big hill. They’re Their

4. ____________ bikes are big. Their They’re

5. ____________ a good day for riding. Its It’s

At Home: 
Draw a picture of yourself and a family member riding bikes. Describe the picture to a family member. Write the contractions you say.
At Home: Write a story about being late for school. Act out the story with a family member. Write a list of the pronouns and possessive pronouns you used.

RULES

• A present-tense verb must go with the pronoun in the subject of the sentence. Add -s to most verbs in the present tense with the pronouns she, he, or it.

She rides (ride + s) to school.

• Use possessive pronouns to take the place of possessive nouns.

my his her its your our

• A contraction is a short form of two words. An apostrophe takes the place of the left-out letters.

they are = they’re it is = it’s you are = you’re

• Possessive pronouns never have an apostrophe.

Her bus is outside. Its door is open.

Read each sentence. Is the underlined word correct? Circle yes or no. If the word is not correct, write the correct word on the line.

1. Its hard to get up in the morning. ________ Yes No

2. Mom gives me her clock. ________ Yes No

3. It rings loudly. ________ Yes No

4. But I don’t hear it’s alarm. ________ Yes No

5. She says, “I hope your not going to be late for school!” ________ Yes No
Common Errors with Pronouns

RULES

- Use I or we in the subject of a sentence.
  This sentence is correct:    Harry and I play ball.
  This sentence is not correct: Harry and me play ball.
- Use me or us in the predicate of a sentence.
  This sentence is correct:    Harry can pitch to me.
  This sentence is not correct: Harry can pitch to I.

Circle the word that best completes each sentence. Write it on the line.

1. _______ have a little brother.
   I     Me

2. He likes to follow ________.
   me       I

3. He always plays with ________.
   I         me

4. ________ show him how to play a game.
   Me         I

5. My brother and ________ play ball.
   I         me

At Home: With a family member, discuss a good game to play with a younger child. Write down the rules. Use pronouns correctly in your sentences.
At Home: Write the first names of all the people in your family. Then put the names in ABC order. Read your list to a family member.
Vocabulary: Synonyms

- A **synonym** is a word that has the same or almost the same meaning as another word.

  \[
  \begin{array}{ll}
  \text{That is a tiny dog.} & \text{The dog has a loud bark.} \\
  \downarrow & \downarrow \\
  \text{That is a little dog.} & \text{The dog has a noisy bark.}
  \end{array}
  \]

Draw a line to match each pair of synonyms.

1. tiny  
2. happy  
3. smile  
4. fix  
5. sick  
6. high  
7. begin  
8. end  
9. noisy  
10. mad  

   grin  
   loud  
   little  
   start  
   glad  
   tall  
   ill  
   angry  
   mend  
   finish
Composition: Main Idea and Supporting Details

A **main idea** is the most important idea in a piece of writing. It tells what the writing is about.

**Supporting details** tell more about the main idea.

All the sentences in a **paragraph** tell about the main idea.

Write **yes** or **no** on the line to tell if each sentence supports the main idea.

**Main idea:** Mia went to the circus on Saturday.

1. Mia saw women riding elephants. _________
2. Mia laughed at clowns riding bicycles. _________
3. Mia rides a bus to school. _________
4. A lion jumped through a hoop of fire. _________
5. Mia has a pet turtle. _________
Adjectives

RULES

• An adjective is a word that describes a noun.

• Some adjectives tell what kind.

> Ann is in an old forest.

> Ann looks at the huge tree.

Circle the adjective that describes the underlined noun.

1. What an old tree it must be!

2. It has a huge trunk.

3. Feel the bumpy bark.

4. Does it really have red wood?

5. Can you reach the long branches?

6. Look at the green needles.

7. What small cones it has!

8. The cones hold tiny seeds.

9. This is a big forest.

10. We had a good visit.

At Home: Ask family members to look at a tree with you. What words can you use to describe it?
Adjectives That Tell How Many

**RULES**

- Some adjectives tell **how many**.

![Diagram of a house with trees and cats]

The house has **one** door.

Circle the adjectives that tell **how many**.

1. Max drew one house.
2. I see four windows.
3. Do you see many trees?
4. There are four steps.
5. Look at the two cats.
6. They have four whiskers.
7. Is there one doorknob?
8. Max will add some flowers.
9. He can draw several birds.
10. Do you see one chimney?
Articles: a, an

**RULES**

- The words *a* and *an* are special adjectives called _articles_.
- Use *a* before a word that begins with a consonant sound.
  
  \[a\] turtle

- Use *an* before vowel sounds.

\[an\] owl

Circle the correct article: *a* or *an*. Then write it on the line.

1. ___________ (a, an) anteater

2. ___________ (a, an) zebra

3. ___________ (a, an) eagle

4. ___________ (a, an) alligator

5. ___________ (a, an) giraffe

At Home: Ask family members to name their favorite animals. Make a list. Use *a* and *an* correctly.
Adjectives That Compare

RULES

• You can use adjectives to compare nouns.

• Add -er to an adjective when you compare two nouns.
  
  Clara’s dog is **smaller** than Al’s dog.

• Add -est to an adjective to compare more than two nouns.
  
  Max has the **smallest** dog of all.

Circle the correct form of the adjective under each sentence. Write the adjective on the line.

1. Clara’s dog is ________________ than Al’s dog.
   older          oldest

2. Al’s dog has the ________________ tail of all.
   longer          longest

3. Max’s dog is the ________________ of the three dogs.
   lighter        lightest

4. Clara’s dog is ________________ than Max’s dog.
   younger        youngest

5. Al’s dog has ________________ ears than Clara’s dog.
   shorter        shortest

At Home: Find some objects of different lengths around your home. With a family member, decide which objects are longer and which are the longest.
Mechanics and Usage: Writing Book Titles

RULES

• Use capital letters for all important words in a book’s title.

• The first word of a title always gets a capital letter.

• Draw a line under the title.

May I Bring a Friend?

Harry and the Terrible Whatzit

Circle the words in each book title that need capital letters. Remember to draw a line under the titles.

1. Millions of cats

2. a children’s Zoo

3. bread and honey

4. snow queen

5. little rabbit’s big day

6. Hop on pop

7. The little house

8. one special Star

9. Too many mice

10. Stone soup

At Home: Choose three book titles. Work with a family member to write them correctly.
Mixed Review

RULES

• Add \textit{\textbf{-er}} to adjectives when you compare two nouns.

\[ \text{long} + \text{er} = \text{longer} \]

• Add \textit{\textbf{-est}} to adjectives when you compare more than two nouns.

\[ \text{long} + \text{est} = \text{longest} \]

• The words \textit{a} and \textit{an} are special adjectives called \textit{articles}.

• Use \textit{an} before a vowel sound: \textit{My aunt is an author}.

• Use \textit{a} before a consonant sound: \textit{She wrote a book}.

• Use capital letters for the important words in a book’s title. Underline the titles of books.

\[ \text{I Bet You Can! is the title of the book.} \]

Read each sentence. Circle the correct article, adjective, or title in ( ).

1. I found the (neater, neatest) books ever written.

2. One book is called (cool cats, Cool Cats).


4. I am reading (The Tales of Morris, The tales of Morris).

5. These three books have the (greater, greatest) photos of cats.

6. Morris is (a, an) unusual cat.

7. He doesn’t have (a, an) tail.

8. Morris is (a, an) Manx cat.

9. Morris is (nicer, nicest) than my cat.

10. He is such (a, an) intelligent cat, too!

At Home: Write some sentences about your favorite book. Use some adjectives and articles. Read your sentences to a family member.
Adverbs

RULES

- An **adverb** tells more about a verb.
- An adverb can tell **how**, **when**, or **where** the action takes place.

  *I do my homework **carefully**.*
  
The adverb **carefully** tells **how**.

  *I can play **now**.*
  
The adverb **now** tells **when**.

  *My friends are waiting **downstairs**.*
  
The adverb **downstairs** tells **where**.

Circle the adverb that tells about the underlined verb. Then write **how**, **when**, or **where** to tell what the adverb describes.

1. We **play** hide-and-seek outside. ________________

2. Alvin **counts** loudly. ________________

3. Ben, Lee, and I **hide** quickly. ________________

4. Now Alvin **opens** his eyes. ________________

5. Here he **comes**! ________________

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McGraw-Hill Language Arts
Grade 2, Unit 6, Adjectives and Adverbs, pages 356–357

**At Home:** Think of something you do at home. Tell family members **when**, **where**, and **how** you do it. Use adverbs.
Adverbs That Tell How

RULES

• Some adverbs tell how an action is done.

  *We* secretly baked some brownies for Mom.

  *Dad* gladly helped us.

• Many adverbs that tell how end with *-ly*.

Circle the adverb in each sentence that tells how.

1. Jody measured the flour exactly.
2. I mixed everything completely.
3. Greg held the bowl firmly.
4. The brownies baked slowly.
5. We proudly surprised Mom.

At Home: Make up sentences with adverbs that tell how. Ask family members to repeat each sentence after you and name the word that tells how.
Adverbs That Tell When or Where

**RULES**

- Some adverbs tell *when* an action happens.
  
  *School starts* **early**.

- Some adverbs tell *where* an action happens.
  
  *The children hurry* **inside**.

Draw a line under the adverb in each sentence. Then circle whether the adverb tells *where* or *when*.

1. I get dressed first. *where* *when*
2. I hurry downstairs. *where* *when*
3. Mom always makes breakfast. *where* *when*
4. I look around for my backpack. *where* *when*
5. Here comes the bus! *where* *when*

At Home: Write a sentence with an adverb that tells *when* and a sentence with an adverb that tells *where*. Ask family members to think of other adverbs to use.
Mechanics and Usage: Quotation Marks

RULES

• When you write a quotation, you write the exact words a person says.

• Use **quotation marks** (" ") at the beginning and at the end of the words a person says.

I asked.


"Where is Mom?" 

Dad said, "She’s outside feeding the birds."

Read each sentence. Add quotation marks where they belong.

1. Let’s look at the birds, Mom said.

2. Dad asked, Did the eggs hatch?

3. Take a look! said Mom.


5. How many babies are there? Dad asked.

At Home: Ask a family member to write a conversation from a favorite story book without quotation marks. Add the quotation marks.
Mixed Review

RULES

- An **adverb** tells more about a verb.
- Adverbs tell *how*, *when*, or *where* an action happens.
  
  - The big game starts **today**. *(when)*
  
  - The boys dressed **quickly**. *(how)*
  
  - They went **downstairs**. *(where)*
  
- Use quotation marks at the beginning and at the end of the words a person says.

  - Dad asked, “Is Ann ready yet?”

Circle each adverb. Some sentences have more than one. Add quotation marks where they are needed.

1. Lee yelled loudly, *Hurry!*
2. Seth added, *Come quickly!*
3. The game starts soon, said Dad.
4. Ann is never on time, mumbled Lee.
5. I’m coming down now, Ann said calmly.
6. Finally! Seth said loudly.
7. Ann looked around and asked, *Where is Mom?*
8. Dad said, *Mom is at the field already.*
9. She had to get there early, Seth added.
10. Let’s go then, Ann said cheerfully.

At Home: Write sentences using these adverbs: *calmly, loudly, and cheerfully*. Read the sentences aloud with a family member.
Common Errors with Adjectives

**RULES**

Sometimes writers forget when to use *-er* and when to use *-est* when comparing nouns.

- **Add *-er*** to an adjective to compare two nouns.
  - This sentence is **not** correct: *Ed’s cat has a shortest tail than my cat.*
  - This sentence is correct: *Ed’s cat has a shorter tail than my cat.*

- **Add *-est*** to an adjective to compare more than two.
  - This sentence is **not** correct: *My cat is the smaller cat in the whole town.*
  - This sentence is correct: *My cat is the smallest cat in the whole town.*

Read each sentence. Circle the correct form of the adjective in ( ).

1. Is Fritz the (bigger, biggest) cat of all?
2. Is Sasha a (smaller, smallest) cat than Sage?
3. Does Sage have (longer, longest) hair than Fritz?
4. Is Sasha the (younger, youngest) cat of the three?
5. Which cat is the (cuter, cutest) cat of the three?
Study Skills: Parts of a Book

RULES

• The **title page** tells the name of a book and the author and illustrator. It is the **first page** of a book.
• The **table of contents** lists the name and page number of each chapter. It follows the title page.
• The **index** lists in ABC order all the topics and their page numbers. The index is at the back of most books.

Read the questions. Circle the letter next to the correct answer.

1. What is the title of the book?
2. Who wrote the book?
3. How many chapters are in the book?
   a. 7  b. 6  c. 3
4. On what page does “Stop the Presses!” begin?
   a. page 51  b. page 35  c. page 43
5. What comes after “Goodbye, Boston!”?
   a. Index  b. Chapter 7  c. No More School

At Home: Show a family member the title page, table of contents, and index in a book. Then explain what each of them are.
Vocabulary: Antonyms

**RULES**

- Antonyms are words with opposite meanings.
  
  - top—bottom
  - front—back
  - tiny—huge
  - empty—full
  - easy—hard
  - right—wrong
  - yes—no
  - sit—stand

Draw a line to match the antonyms.

1. first  late  6. large  hard
2. wide  on  7. neat  short
3. early  last  8. good  bad
4. off  quietly  9. long  messy
5. loudly  narrow  10. easy  small

At Home: Draw pictures to illustrate several antonyms. Then ask a family member to look at your pictures and name the antonyms.
Composition: Beginning, Middle, and End

**RULES**

- Tell the events in a story in the order they happen.
- Introduce the characters and the problem at the **beginning**, or start of the story.
- Add details and tell how the characters plan to solve the problem in the **middle**.
- Show how the problem gets solved in the **end**, or last part of the story.

Draw a line to show if the sentences belong in the beginning, middle, or end. One sentence is done for you.

**Who Will Win the Race?**

1. Everyone knows Turtle is slower than Rabbit. **beginning**
2. Turtle passes Rabbit. **middle**
3. Turtle wins the race. **middle**
4. Rabbit stops for a rest. **end**
5. Rabbit races far ahead. **end**

At Home: Write the sentences above on strips of paper. Ask a family member to help you put the sentences in order. Then read the story together.