



ELA GRADE 2

*SPRING BREAK LEARNING*

*MARCH 10-14*

*2025*

**The Office of  
Literacy**

# Spring Break Learning Packet



## *STUDENT RESOURCES*

**The materials contained in this packet provide students with additional practice reading, speaking, listening, and writing. Students can return the completed packet to their teacher for review.**

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# **Wonders**









Texts and Practice Page

Name \_\_\_\_\_

Words that rhyme end with the same sounds.



Say the name of each picture. Then draw two pictures whose names rhyme with it.

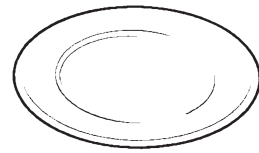
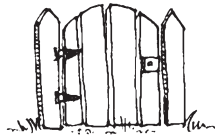
<p>1.</p> 	
<p>2.</p> 	
<p>3.</p> 	
<p>4.</p> 	

**Teacher Directions:** Read the box at the top of the page. Point to the pictures as you name each one: *cat*, *bat*, *hat*. Explain that these words rhyme. Read the directions with children.

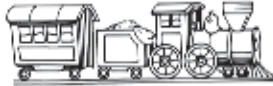
Name \_\_\_\_\_

Listen to the word your teacher says. Change the sound at the end with the new sound your teacher says. Circle the picture of the new word.

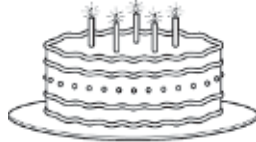
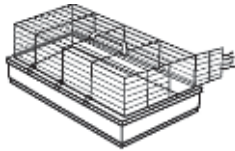
1.



2.



3.



4.



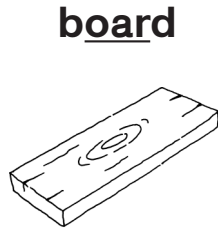
5.



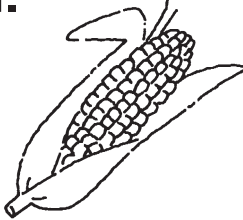

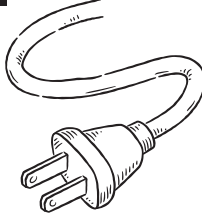



**Teacher Directions:** 1. **Model** Point to the picture and say: *This is a plane. I can change the sound at the end to /t/ to make a new word. The new word is plate.* Guide children to say the word and circle the picture. Have them do the following: 2. *braid*; change /d/ to /n/ 3. *cage*; change /j/ to /k/ 4. *bus*; change /s/ to /g/ 5. *art*; change /t/ to /m/.

Name \_\_\_\_\_

The letters ***or, ore,*** and ***oar*** can stand for the r-controlled vowel sound you hear in ***cork, board,*** and ***store.*** The letters ***ar*** can stand for the r-controlled vowel sound you hear in ***star.***



Read the words. Circle the one that names each picture.

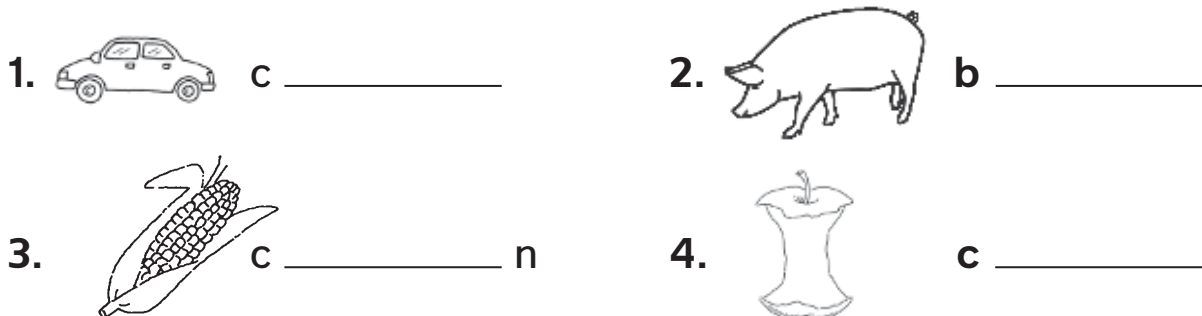
<p>1.  corn char care</p>	<p>2.  sore snore score</p>	<p>3.  cord cork curb</p>
<p>4.  fork fort flute</p>	<p>5.  core card chore</p>	<p>6.  scar soar sport</p>

Name \_\_\_\_\_

The letters ***or, ore,*** and ***oar*** can stand for the r-controlled vowel sound you hear in ***stork, roar,*** and ***snore.*** The letters ***ar*** can stand for the r-controlled vowel sound you hear in ***jar.***

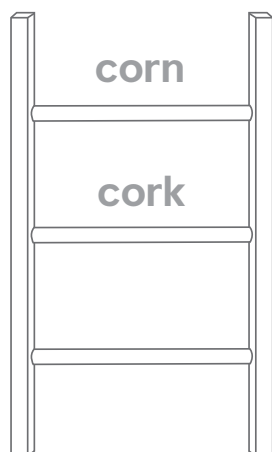


**A. Write *or, oar, ore,* or *ar* to complete each picture name.**

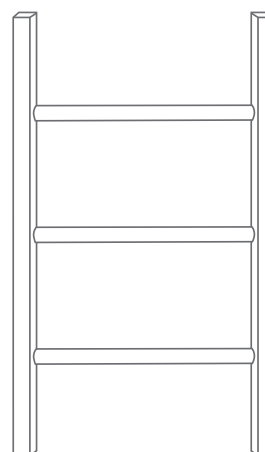


**B. Finish each word ladder. Change one letter at a time.**

5. Go from **corn** to **fork**.



6. Go from **part** to **bark**.



Name \_\_\_\_\_

A **plural** noun names more than one. To change a singular noun to plural, we usually add **-s** or **-es**.

**rug rugs      box boxes**

Some nouns change their spelling to become plural.

**man men      child children**

Some nouns do not change their spelling to become plural.

**sheep sheep**

**A. Read the words. Then write the plural form of the word on the line.**

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

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

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

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

**B. Read the sentence. Make the underlined word plural.**

5. Six goose swam in the lake. \_\_\_\_\_

6. How many man landed on the moon? \_\_\_\_\_

7. I like to get my foot wet. \_\_\_\_\_

8. Most deer live in the wild. \_\_\_\_\_

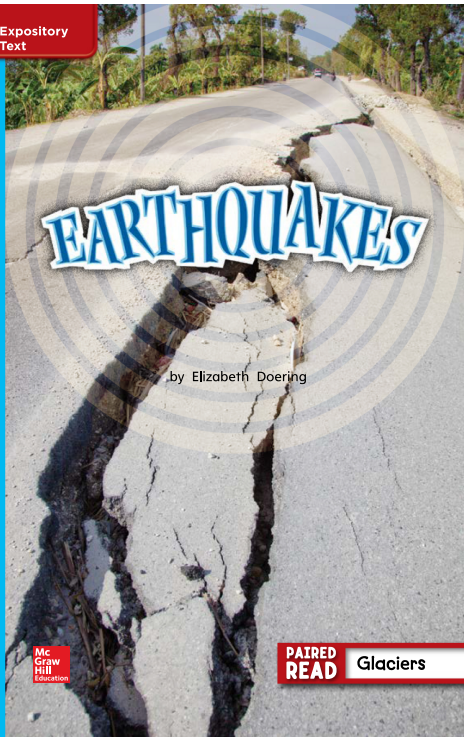


Name \_\_\_\_\_

Complete each sentence. Use the words in the box.

ago	carry	certain	everyone	heavy
outside	people	problem	together	warm

- I am \_\_\_\_\_ I can win this game.
- We should go \_\_\_\_\_ to play catch.
- This box is too \_\_\_\_\_ for me to lift.
- We went swimming two days \_\_\_\_\_.
- The game helped \_\_\_\_\_ have a good time.
- I can \_\_\_\_\_ your bag if it weighs too much for you.
- In the winter, you should wear a coat to stay \_\_\_\_\_.
- My friends and I all walked home from school \_\_\_\_\_.
- My desk shakes because there is a \_\_\_\_\_ with one of its legs.
- Most of the \_\_\_\_\_ from my school are still eating lunch right now.



## CHAPTER 1

# The Earth Moves

Imagine this. A hanging lamp at home starts to swing. You hear dishes and glasses rattle. Did a truck just pass by outside? Maybe you feel a jolt. Did something hit the house? That's what an earthquake can feel like.

A serious earthquake struck San Francisco, California, in 1989.



China was hit hard by an earthquake in 2010.

Big earthquakes are big news. They have been happening for a long time. But we know little about earthquakes from the past. We have no detailed records of these quakes. So we don't know their size or all of their effects. We know more about modern earthquakes.

©2009 Getty Images

Millions of Americans felt an earthquake in August 2011. Its center was in Virginia. People hundreds of miles away felt it. Buildings in Washington, D.C., and New York City shook. So did buildings as far away as New England!



The map shows the effects of the 2011 quake.

### Understanding the Map

The star shows the center of the quake. The circles show the area it affected. People near the center felt it most.

©2011 National Geographic

In March 2011, Japan had a strong earthquake. The earthquake moved the main island of Japan by 8 feet (2.4 meters). This earthquake was so strong that it actually shifted Earth on its axis!

The island nation of Japan has many earthquakes.



©2011 National Geographic

Earthquakes most often happen near fault lines, which are deep cracks in the ground. For example, California's San Andreas fault is active. Some nearby quakes have been serious. Other large American earthquakes have happened elsewhere.

### Did You Know?

The two biggest American earthquakes happened in Alaska in 1964 and 1965.

The San Andreas fault runs along most of the length of California.



©2011 National Geographic



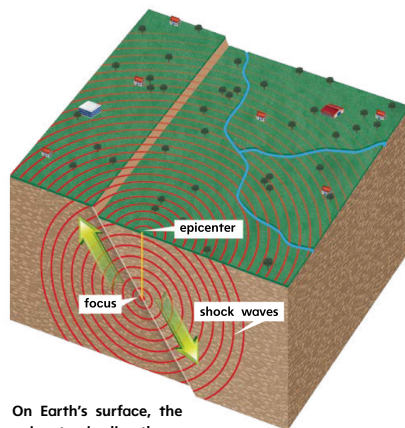
The Mississippi River flows from north to south and is over 2,300 miles long.

Earthquakes can make large areas of land rise and fall. This happened in 1811 and 1812 near the Mississippi River. Deep cracks opened in the ground. There were landslides off steep hills. The Mississippi River rose up in huge waves. Rivers usually flow in one direction, downstream. But these earthquakes made the water move the other way. It looked like the river was flowing upstream!

Source: American Photo/Alamy Images

## Shock Waves

Shock waves begin underground at a point called the focus. Then they travel through the ground. Some reach the surface and cause an earthquake.



On Earth's surface, the epicenter is directly above the focus.

Illustration: Bob Schuman

## CHAPTER 2

# What Causes Earthquakes?

Why do earthquakes happen? To understand why, let's take a closer look at the properties of Earth's surface. It is called the crust. It seems like one solid piece. But it is really made up of broken pieces. These pieces are called **plates**.

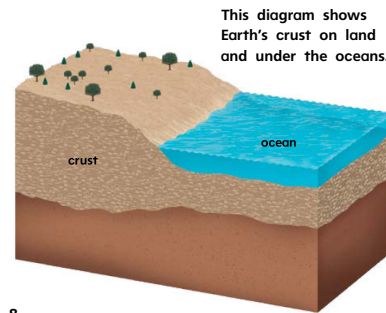


Illustration: Bob Schuman

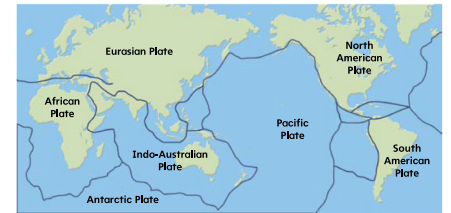
On the surface, the quake is most powerful at the epicenter. People don't feel the quake as much if they are farther away.

Earthquakes can happen underwater, too. These quakes can cause **tsunami**.

*Tsunami* is a Japanese word that means "harbor wave."



© iStockphoto.com/Markus Wenzel



Earthquakes usually happen near where two plates meet. The lines show the outlines of the plates.

## Plates

Plates are always moving. We cannot feel it. They move very slowly. Sometimes they slide past each other. In some places, plates pull away from each other. These underground movements can cause huge chunks of rock to explode. This makes shock waves.

Illustration: Bob Schuman

## Tsunami

Tsunami are giant ocean waves. They can be as tall as a ten-story building! Far out at sea, they are not very big. But they travel very fast. As they near land, they suck up all the water near the shore. Then a tsunami becomes a huge wall of water. It crashes down on land. It has tremendous force.

This is how a tsunami looks as it gathers force.





Modern seismographs measure the force of Earth's movements during a quake.

## Measuring Earthquakes

Some earthquakes cause a lot of damage. Some are too minor to be felt. However, scientists know they are happening. They study earthquakes. They use a machine called a **seismograph**. It measures earthquakes. It tells the local **magnitude**, which is how strong an earthquake is in a particular place.

Photo: iStockphoto.com/Photo

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Now people know a lot more about earthquakes than we did in the past. It is easier to know where they may happen. This makes life safer for people living in areas prone to earthquakes and tsunami.

This seismograph was used in ancient China to detect earthquakes.



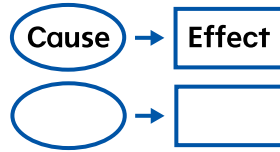
14

Science & Society Project, Library of Congress, Smithsonian Institution

# Respond to Reading

## Summarize

Use details to help  
you summarize  
*Earthquakes*.



## Text Evidence

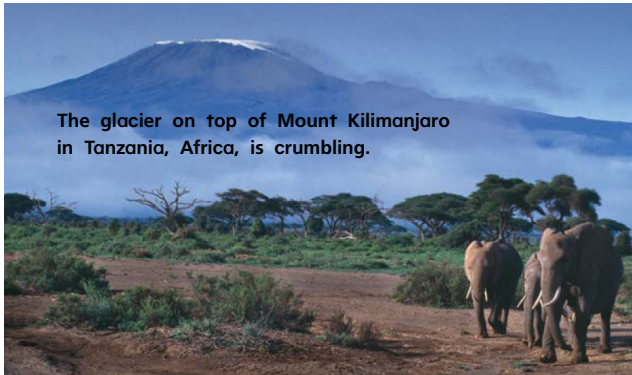
1. How do you know *Earthquakes* is expository text? Genre
2. What can result from an underwater earthquake? Cause and Effect
3. Use sentence clues to figure out the meaning of the word *minor* on page 13. Sentence Clues
4. Write about how earthquakes happen. Write About Reading

**Compare Texts**

Read to find out how glaciers change Earth.

# Glaciers

Sparkling glaciers are huge masses of ice, snow, rock, and water. They usually form on snowy mountain tops. New snowfalls pile up in heavy layers. They cover snow that's already there. The snow's crushing weight packs the layers down. Ice then forms under the top layer, making an ice field. The ice field begins sliding down the slopes into valleys. Slowly, the glacier starts moving.



## Melting Glaciers

Glaciers can melt over time. Warmer temperatures may be causing Earth's glaciers to melt faster. The ice in glaciers contains about three-quarters of the world's fresh water. What would happen if that ice melted?

Photo/Getty Images



### Make Connections

How do earthquakes change Earth?

Essential Question

How are glaciers like tsunamis? How are they different? **Text to Text**

## Rivers of Ice

Glaciers are like rivers of ice. They do not stand still. They flow. A huge mass of moving ice can carve new landscapes.



Huge chunks of this glacier in Alaska crash into the bay.

There are glaciers all over the world. There are even glaciers near the equator. Land there can get very, very hot. But the glaciers are up high in the mountains, where it is cooler.

Michael McLeod/The Image Bank/Getty Images

# Glossary

**axis** (*AKS-is*) an imaginary line around which Earth rotates (*page 5*)

**magnitude** (*MAG-ni-tood*) amount or size (*page 13*)

**plates** (*PLAYTZ*) very large sheets of rock that form part of Earth's surface (*page 8*)

**seismograph** (*SIGHZ-muh-graf*) a machine that measures and records earthquakes (*page 13*)

**tsunami** (*soo-NAH-mee*) a huge ocean wave that hits shore (*page 11*)

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# Focus on Science

**Purpose** To make a model to show how earthquakes change Earth's surface

## What to Do

**Step 1**

Work outside in a small group. Gather a pencil, a bake pan, two fabric pieces, wet soil, and small toy trees, houses, or people.

.....

**Step 2**

Place the fabric in the pan. Leave ends out. Fill the pan with soil and pat it down. With the pencil, carve a path down the middle.

.....

**Step 3**

Place toys on the surface. Then grab the ends of the fabric pieces. Pull hard in opposite directions.

**Conclusion** Write a paragraph about the results. How is this like an earthquake?



# Thinkmark

## Text Structure

What does the diagram on page 8 show?

What machine does the author describe in Chapter 3 of *Earthquakes*?

## Vocabulary

What new words did you learn?

What clues helped you figure out their meaning?

## Conclusions

What is the most important thing you learned in *Earthquakes*?

What conclusion can you draw about melting glaciers?

## Author's Purpose

What is the author's purpose for writing *Earthquakes*?

# Just For Fun!



hedyrath/Getty Images

Kids born in India do many things for fun. They are like kids all over the world.

29



These kids are playing ball together. They don't have a grassy place or a park to play. They play outside on the stone street. Kids throw and try to hit the ball to score!

Martin Benji/Westend61/SuperStock

30



Saumil Shah - flickr.com/sumil/Getty Images

Kids in India like to have even more fun and fly kites from the top of large buildings. Kites soar in the blue sky. The kites are painted in bright colors.

Flying kites is a big sport in India. Kids try to get the kites to stay up the longest and highest. Kids respect the best kite flyer.

31



Kids like Holi. This is a day when people party in the streets. This mom is tossing powder as her kids pass by.

The powder sticks to shirts, shorts, faces, and skirts. Everyone gets color all over them. The kids can pretend that they are like moving art!

Viago/Getty Images

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Name \_\_\_\_\_

Each syllable in a word has a vowel sound in it.

Say the picture name. Then say the syllables in the word.  
Draw an X in the box for each syllable you hear. Write the number of syllables on the line.

1.




\_\_\_\_\_

2.




\_\_\_\_\_

3.




\_\_\_\_\_

4.




\_\_\_\_\_

5.

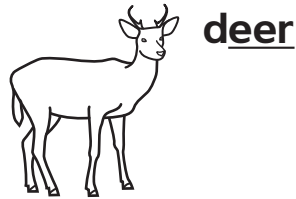



\_\_\_\_\_

**Teacher Directions: Model 1.** Listen as I say the first word: *pencil*. Say the syllables with me: *pen-cil*. Model drawing 2 X's and writing the number of syllables on the line.

Name \_\_\_\_\_

The letters **eer** can stand for the r-controlled vowel sound you hear in **deer**.



**A. Read the words. Use a word from the box to complete each sentence.**

career  
sneer

eerie  
steers

engineer  
deer

peer  
volunteer

1. Writing is his \_\_\_\_\_.
2. It is not nice to \_\_\_\_\_ at people.
3. She wants to work as an \_\_\_\_\_.
4. They \_\_\_\_\_ over the wall at the bird.
5. At night, the street lights look \_\_\_\_\_.
6. Mom \_\_\_\_\_ the car into the parking space.
7. The \_\_\_\_\_ ran into the forest when they saw us.
8. I like to do \_\_\_\_\_ work at the park.

Name \_\_\_\_\_

Some words have the sounds you hear at the ends of the words *deer*, *here*, and *smear*. The letters *eer*, *ere*, and *ear* can stand for this sound.

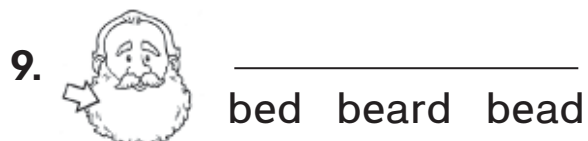
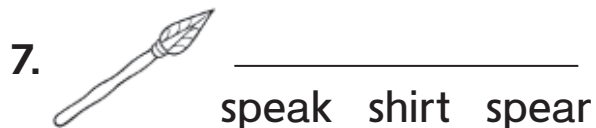
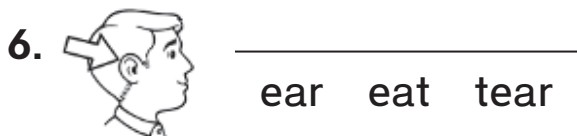


**A. Use a word from the box to complete each sentence.**

jeer    clears    here    cheer    hears

- Lance \_\_\_\_\_ birds singing.
- Noreen \_\_\_\_\_ her desk at night.
- It is not nice to \_\_\_\_\_ at strangers.
- We all just got \_\_\_\_\_.
- Kids \_\_\_\_\_ for the winning team.

**B. Circle the word that matches the picture and write it on the line.**



Name \_\_\_\_\_

An **abbreviation** is a short way to write a longer word.

Titles are often abbreviated.

**Mr.** for **Mister**

Places may also be abbreviated.

**Ave.** for **Avenue**

**A. Draw a line to match each word with its abbreviation.**

- |              |         |
|--------------|---------|
| 1. Street    | a. Rd.  |
| 2. Mount     | b. St.  |
| 3. Apartment | c. Dr.  |
| 4. Doctor    | d. Apt. |
| 5. Road      | e. Mt.  |

**B. Write each title or place on the line using an abbreviation.**

6. Doctor Smith \_\_\_\_\_
7. Seaside Avenue \_\_\_\_\_
8. Spring Road \_\_\_\_\_
9. Apartment 7A \_\_\_\_\_
10. Mount Olympus \_\_\_\_\_

Name \_\_\_\_\_

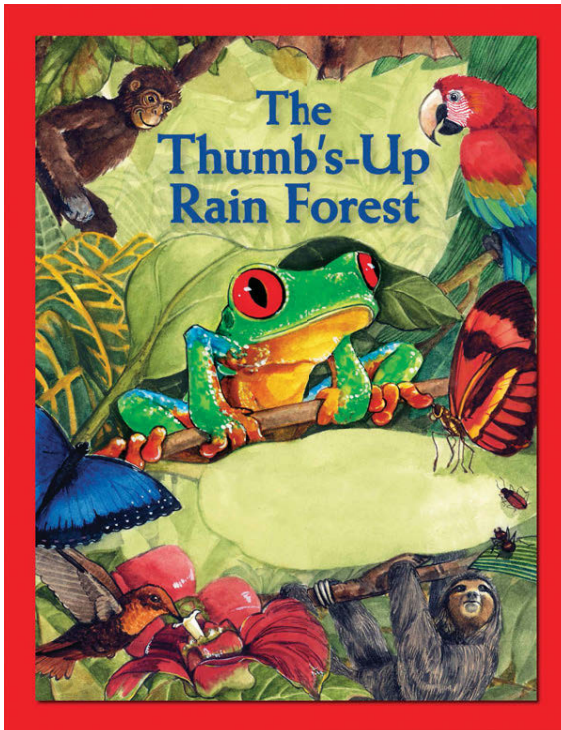
Complete each sentence. Use the words in the box.

again	behind	eyes	gone	happened
house	inside	neither	stood	young

1. What \_\_\_\_\_ at the store today?
2. This ball is \_\_\_\_\_ mine nor yours.
3. He has brown \_\_\_\_\_ and black hair.
4. Come back \_\_\_\_\_ before it gets dark.
5. She \_\_\_\_\_ on a chair to reach the high shelf.
6. How far away is your \_\_\_\_\_ from our school?
7. My brother is too \_\_\_\_\_ to go on that ride.
8. I looked for her, but she seems to be \_\_\_\_\_ now.
9. I don't want to go back to the same place \_\_\_\_\_.
10. Don't let him fall \_\_\_\_\_ the rest of us.

Writing/Spelling  
Connection

Look back through your writer's notebook for places you used these high-frequency words. Check that you spelled them correctly. Fix any mistakes you find.



It is morning in the rain forest. Fran Frog rests in a tree. "I know this rain forest is the very best place to be," Fran says. "I give it a thumbs up!"

"Do my pals like this scene, too?" asks Fran.

2

Fran asks Bob Bat.

"I like this rain forest. I can hang on this tree limb and sleep all day. I can fly in the sky at night. My mom and dad grew up here, too," says Bob. "This place is just right for me."



3



Fran asks Abe Ape.

Abe says, "Not a thing is wrong here. I can climb trees and get good food to eat. My friends are very helpful. No one is rude. I will make a sign that says this rain forest is great."

4

Fran asks Pat Parrot.

"This forest has many bright colors. I see gold, red, and green under a blue sky," says Pat. "And I hear wrens making beautiful music. I don't dislike a thing here."



5



Fran asks April Ant.

April says, "I roam all through this forest. I go from up high to down below. I can smell the fresh scent of flowers on my way. I like all the places in this huge rain forest."

6



Fran asks Sam Sloth.

"This forest can get hot, but I don't mind the heat. I just go very slowly," says Sam. "I am glad there aren't any gnats to bug me. This place is a great home for me."



7



Fran clings to a branch with sticky toes. "I knew it! My friends like this place as much as I do. We have lots of food to eat and many colorful things to see. This is a thumbs-up rain forest!"

8

## Watching and Hearing Animals



You can hear or see a lot of animals, big and small.

43



If you spot a fin sticking up on the top of the seawater, it might be a shark.

To see sharks up close, these divers stood inside the cage and watched sharks swim near them. The divers had no fear. The cage kept them safe.

46

Wendee/Getty Images

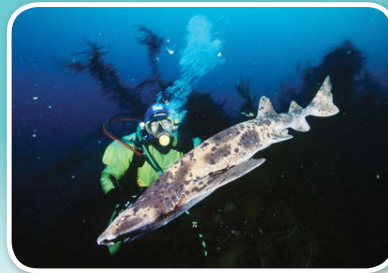


Spring peepers are the size of a paper clip. But they are so tiny that your eyes might not see them.

You might hear them if you are near a wet place. You might hear peepers from your own backyard!

44

©Philip Futer/Getty Images Plus/Getty Images ©Ken Coranigh/McGraw-Hill Education



Most sharks can't make sounds. But there is one shark that barks! If a net catches this shark, it feels fear. Then it takes in air. When the air blows out of the shark, it makes a barking sound.

47

Darryl Lewak/AGE Fotostock



Each year when spring comes, the males sing songs at dusk or nighttime. Peepers sound like tiny bells ringing when they sing together, "Peep, peep, peep!"

©Ken Coranigh/McGraw-Hill Education

45



Huge elephants can make a high scream that can hurt your ears. They can make low, roaring sounds, too.

Elephants like getting wet and dirty. They smear dirt and mud over their skin. Hearing and watching elephants is fun!


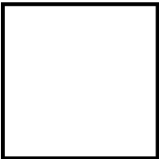
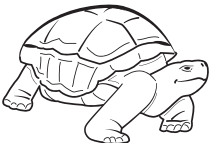


48

Fuse/Getty Images

Name \_\_\_\_\_

Each syllable in a word has a vowel sound in it.

Say the picture name. Then say the syllables in the word.  
 Draw an X in the box for each syllable you hear. Write the  
 number of syllables on the line.

1.			_____
2.			_____
3.			_____
4.			_____
5.			_____

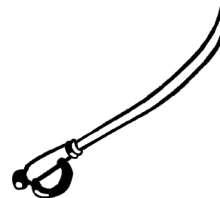
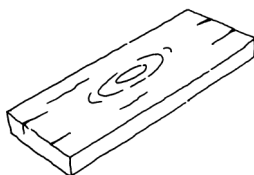
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**Teacher Directions: Model 1.** Listen as I say the first word: carrot. Say the syllables with me: car-rot. Model drawing 2 X's and writing the number of syllables on the line.

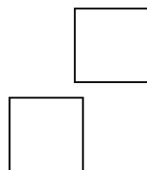
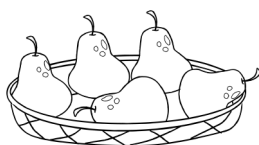
Name \_\_\_\_\_

Look at each picture. Say the name of each picture out loud. Say the vowel sound. Place an X on the picture whose name has a different vowel sound.

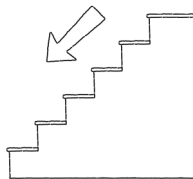
1.



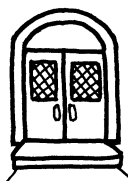
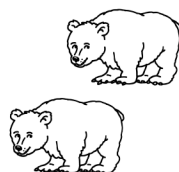
2.



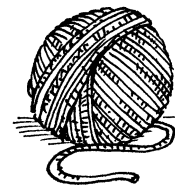
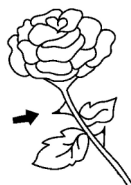
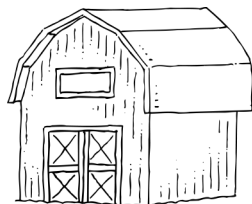
3.



4.



5.



**Teacher Directions:** Model item 1 by saying *beard*, *board*, and *sword*. Repeat, stressing the difference between the vowel sounds. Say: *The words board and sword have the same vowel sound: /ôr/. Beard has a different vowel sound: /îr/.* Guide children to cross out the picture with the beard.

Name \_\_\_\_\_

When the letters ***are, air, ear,*** and ***ere*** work together, they can stand for the sounds you hear in ***mare, pair, bear,*** and ***there.*** It is an *r*-controlled vowel sound.

**mare****pair****bear****there**

Find the words that complete the sentences. Write the word on the line.

air

rare

wear

pear

share

fair

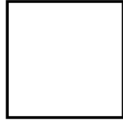
where

care

1. The \_\_\_\_\_ at the beach smells good.
2. Mike snacks on a \_\_\_\_\_.
3. Mel and Ray \_\_\_\_\_ their toys.
4. It is \_\_\_\_\_ to see a bear.
5. We \_\_\_\_\_ hats when it is cold.
6. Meg spots a pig at the \_\_\_\_\_.
7. I don't know \_\_\_\_\_ you went.
8. She doesn't \_\_\_\_\_ what is for dinner.

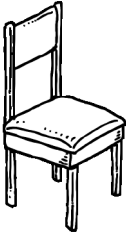
Name \_\_\_\_\_

When the letters *are, air, ear,* and *ere* work together, they can stand for the sounds you hear in *square, hair, pear,* and *there.* It is an *r*-controlled vowel sound.

squarehairpearthere

A. Look at each picture. Circle the word that names the picture. Write the word.

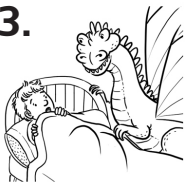
1.

\_\_\_\_\_   
 cheat bear chair

2.

\_\_\_\_\_   
 gear glare glory

3.

\_\_\_\_\_   
 scare square stairs

4.

\_\_\_\_\_   
 tear tire tea

5.

\_\_\_\_\_   
 spare spare stairs

6.

\_\_\_\_\_   
 peach pet pear

B. Go back and underline the letters that stand for the vowel sound you hear in the word *air* in each answer above.

Name \_\_\_\_\_

When a vowel or a pair of vowels is followed by the letter *r*, it changes the vowel sound. When dividing a word by syllables, the vowels and the *r* stay in the same syllable.

gar-dencon-certbor-der

Write the words from the word box that have the same *r*-controlled vowel as each word listed below. Then draw lines to divide the words into syllables.

birthday

prepare

turkey

circus

forget

market

parcel

normal

purple

careless

1. cart \_\_\_\_\_
2. fort \_\_\_\_\_
3. curl \_\_\_\_\_
4. dare \_\_\_\_\_
5. stir \_\_\_\_\_

Name \_\_\_\_\_

**Complete each sentence. Use the words in the box.**

among      bought      knew      never      once  
soon      sorry      talk      touch      upon

1. Dinner will be ready \_\_\_\_\_.
2. He \_\_\_\_\_ a new hat at the store.
3. I have \_\_\_\_\_ heard of them before.
4. Dad likes to \_\_\_\_\_ to his friends a lot.
5. Who \_\_\_\_\_ you would like to go first?
6. We \_\_\_\_\_ you would love this place.
7. She is \_\_\_\_\_ to have knocked you down.
8. My sister will be hungry \_\_\_\_\_ we arrive.
9. She put the hat \_\_\_\_\_ the head of the snowman.
10. I am tall enough to \_\_\_\_\_ the shelf but not to reach the books on it.



# Acadia Scenes



Maine's Acadia has the sea and high rocky mountains. But that's not all. Acadia has scenes packed with wildlife.

lightphoto/Getty Images

9



In this scene, an osprey floats in sea breezes. An osprey makes a nest high in a tree or on top of a pole. Ospreys like being up high!

An osprey has a knack for fishing. When it spots a fish, it dives and grabs a meal.

10

© Jason Crader/Getty Images, © Andrew Spaulle/Getty Images

To make a lodge, beavers cut down trees. How do they cut trees? They don't use knives! Their long teeth gnash tree branches and twigs. Mud is added to the limbs and branches. The lodge is so packed that it can't be wrecked.

Beavers get dry, eat, and sleep in the lodge. It keeps them safe as well.

© Bob Eastman/Getty Images, © Steve Greer/Getty Images



11



Whales swim in the sea close to Acadia. To see them, take a boat from a dock. At sea, you can watch them play, feed, and swim. It is a thrill to see a whale!

12

Carlos Davila/Photographer's Choice/Getty Images, (inset) Rod Liss Images/Getty Images Plus/Getty Images

# A Bear in the Forest



Lynn Bystrom/Getty Images

There is a black bear that stands in the forest among the trees. A bear can smell the air with its nose to find food or a mate.

59



This is a mama bear, and she takes care of her cubs. Her cubs will stay with her for two years.

Never go near a bear and her cubs, because she will get mad. Do not try to touch her cubs. A bear that is mad is dangerous.

Design Pics/Keith Levit

60



Photo by DC Davis/Getty Images

Bears eat grasses, berries, and bugs. Black bears can catch and eat fish, too. Black bears need a lot of space to get things to eat. Black bears roam from 15 to 80 square miles each day.

Never feed a bear. You will be sorry you did! A bear that wants your lunch is dangerous, too.

61



In winter, a bear sleeps inside its lair, or den, where it can be warm and safe. It does not eat or drink. A sleeping bear rarely wakes up. But if it hears you, it might get up. So take care near a bear's den!

Dorling Kindersley/Excelsiorstock-41268/Superstock

62

## HIGH FREQUENCY WORDS

### Grade K

answer	give	place	year	down	light
a	gone	poor	young	early	like
and	around	pretty	your	eat	little
are	away	great		eight	live
can	be	green		either	long
come	been	grow		even	look
do	before	guess		every	many
does	began	happy		everyone	me
for	better	hard		eyes	more
go	blue	heard		fall	morning
good	boy	help		family	move
has	brother	her		far	my
have	brought	how		few	neither
he	build	instead		field	never
help	busy	into		find	new
here	buy	jump		first	now
I	by	knew		five	number
is	call	know		flower	of
like	carry	large		food	off
little	caught	laugh		for	often
look	children	learn		found	old
me	climb	listen		friends	on
my	color	live		from	once
of	come	love		ball	one
play	could	make		beautiful	only
said	day	many		because	open
see	does	money		before	or
she	done	month		began	orange
the	door	more		gone	other
they	down	mother		good	our
this	early	move		great	out
to	eat	near		green	outside
too	eight	new		group	over
want	enough	no		grow	part
was	every	none		happened	people
we	eyes	not		has	picture
what	fall	nothing		have	places
where	father	now		he	play
who	favorite	of		buy	problem
with	few	oh		by	pull
you	find	old		carry	put
	flew	once		certain	ready
	food	one		change	right
	found	only		cheer	said
	four	or		climbed	Saturday
	friend	other		cold	hurt
	from	our		colors	idea
	ago	out		come	inside
	all	over		could	into
	animal	people		country	isn't
	another	picture		didn't	knew
				do	know
				don't	learn
				dona	leaves
					show

### Grade 2

### Grade 1

sky	started	those	touch	upon	were	work
sleep	stood	thought	toward	very	what	world
small	straight	three	try	walk	where	would
some	talk	through	turned	want	which	year
soon	the	to	two	warm	who	yellow
sorry	their	today	under	was	why	yes
sounds	there	together	under-	wash	without	you
special	they	too	stands	watch	won	young
start	this	took	until	water	won't	your

#### DECODING SKILLS TAUGHT TO DATE

short *a*, *i*; -s, -es (plural nouns); Short *e*, *o*, *u*; -s, -es (inflectional endings); two-letter blends: *r*-blends, *s*-blends, *t*-blends, *l*-blends; closed syllables; short *a*, long *a*: *a\_e*; -ed, -ing (inflectional endings); short *i*, long *i*: *i\_e*; possessives; short *o*, long *o*: *o\_e*; short *u*, long *u*: *u\_e*; -ed, -ing (w/ doubling final consonants; drop final *e*); CVCe syllables; soft *c* and *g*: *dge*, *ge*, *lge*, *nge*, *rge*; prefixes *re-*, *un-*, *dis-*; consonant digraphs *ch*, -*tch*, *sh*, *ph*, *th*, *ng*, *wh*; suffixes -*ful*, -*less*; three-letter blends: *scr*, *spr*, *str*, *thr*, *spl*, *shr*; compound words; long *a*: *a*, *ai*, *ay*, *ea*, *ei*, *eight*, *ey*; contractions with *'s*, *'re*, *'ll*, *'ve*; long *i*: *i*, *y*, *igh*, *ie*; open syllables; long *o*: *o*, *oa*, *ow*, *oe*; contractions with *not*; long *e*: *e*, *ee*, *ea*, *ie*, *y*, *ey*, *e\_e*; -s, -es (change *y* to *i*); long *u*: *u\_e*, *ew*, *ue*, *u*; comparative endings -*er*, -*est*; silent letters *wr*, *kn*, *gn*, *mb*, *sc*; prefixes/suffixes; *r*-controlled vowels: *er*, *ir*, *ur*, *or*; inflectional endings; *r*-controlled vowels: *or*, *ore*, *oar*, *ar*; plurals (irregular); *r*-controlled vowels: *eer*, *ere*, *ear*; abbreviations; *r*-controlled vowels: *are*, *air*, *ear*, *ere*; *r*-controlled vowel syllables