

2

Grade 2

**Skills 2** | Digital Components

Grade 2

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## Skills 2

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**Digital Components**

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<b><i>/i/</i></b>	<b><i>/e/</i></b>	<b><i>/a/</i></b>	<b><i>/u/</i></b>	<b><i>/o/</i></b>
pit sit fit lip	bed fed pet bell	hat sat rat cap	run fun sun cup	pot hot mop sock

<b>/ae/ &gt; 'a_e'</b>	<b>/ie/ &gt; 'i_e'</b>
plane	Mike
take	bedtime
came	smiled
drapes	liked
face	
made	
tale	

<b>Story Title</b>	<b>Genre</b>	<b>Setting</b>	<b>Characters</b>	<b>Plot</b>	<b>Moral</b>
“Mike’s Bedtime”	Fiction				
“The Milk”	Fable				Take one step at a time.
“The Jumping Frog”	Trickster Tale				
“The Frog Race”	Trickster Tale				
“The Hare and the Hedgehog”	Trickster Tale				
“How the Hedgehog Tricked the Hare”	Trickster Tale				
“The Pancake”	Trickster Tale and Fable				
“The Panther”	Fable				Be careful who you trust.
“Cat and Mouse Keep House”	Fable				Be careful who you trust.

<b><i>/oe/ &gt; 'o_e'</i></b>	<b><i>/ue/ &gt; 'u_e'</i></b>
home	use
hope	cute
those	fumed
stone	

<b>/ee/ &gt; 'ea'</b>	<b>/ee/ &gt; 'e_e'</b>	<b>Two-Syllable Words</b>
stream	compete	problem



<b>'oo' &gt; /<u>oo</u>/</b>	<b>'oo' &gt; /oo/</b>
drooled	looked
whoop	took
	goodness



**PLAN**



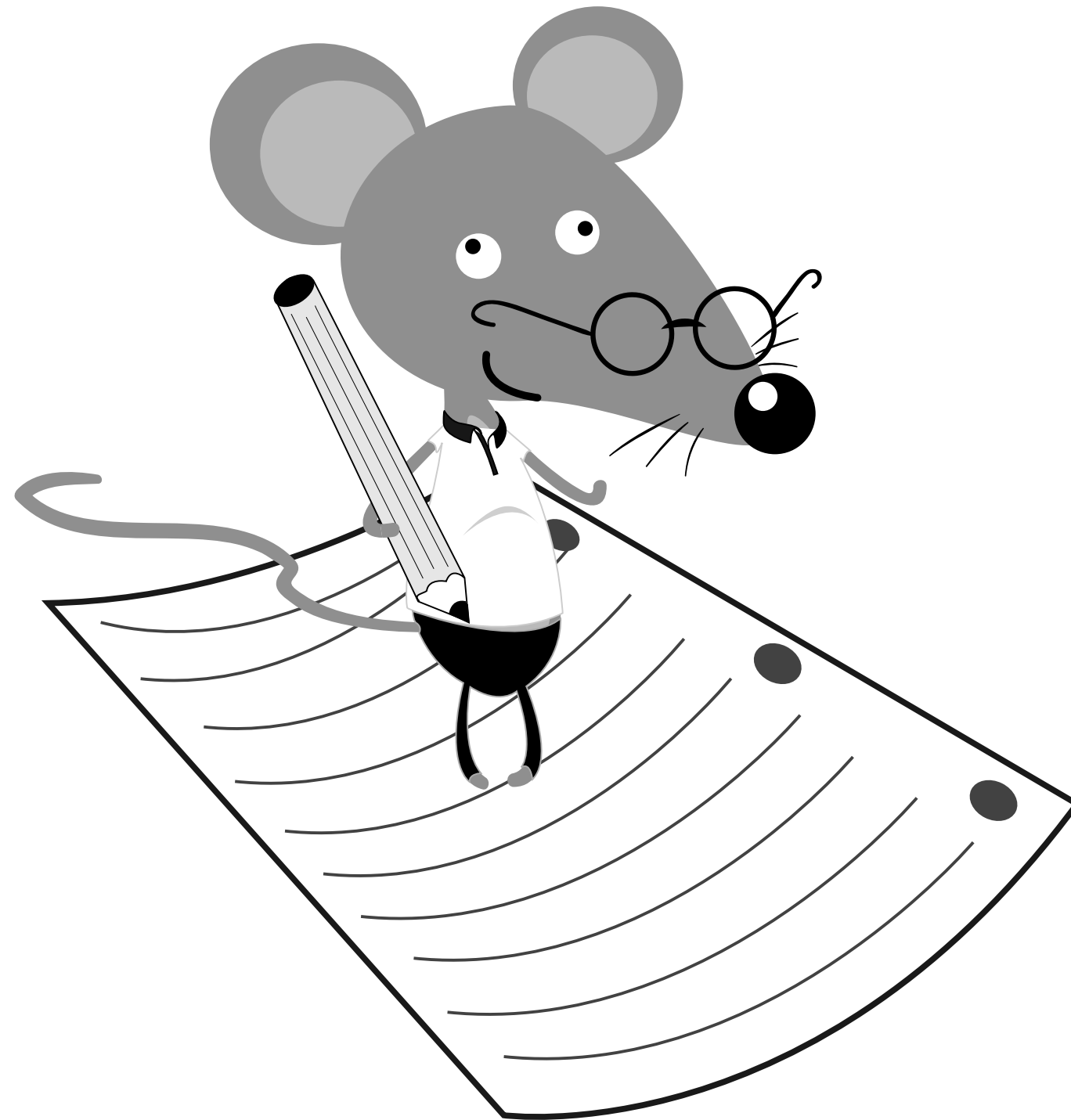
**DRAFT**



**EDIT**

<b>Title:</b>	
<b>Characters</b>	<b>Setting</b>
<b>Plot</b>	<b>Beginning</b>
	<b>Middle</b>
	<b>End</b>

<b>Title: “The Milk”</b>	
<b>Characters</b>	<b>Setting</b>
Jane -has dreams -has big plans	1. a long time ago 2. outside 3. a farm/road
<b>Plot</b>	<b>Beginning</b>
	Jane puts milk in a bucket to sell.
	<b>Middle</b>
	Jane makes lots of plans to use the cash from selling the milk.
	<b>End</b>
	Jane spills the milk and doesn't get any cash.



**Mr. M<sup>ö</sup>wse**

## the Milk

ther wuz a las namd jane

she tuk a bukt of milk to cell

she wuntd to by a dres she wantd  
to get a pigg

jane fell don

jane wuz sad

## the nd

## Editing Checklist

Ask yourself these questions as you edit your draft.

1. Do I have a title?	
2. Have I described the setting at the start?	
3. Have I named and described the characters?	
4. Do I have a plot with a beginning, middle, and end?	
5. Do all of my sentences start with uppercase letters?	
6. Do all of my sentences end with a final mark? (. ? or !)	
7. Have I spelled all of my words correctly?	
8. Have I added “sense” words that describe how things look, feel, taste, sound, or smell?	
9. Have I correctly used pronouns?	

<b><i>/oi/ &gt; 'oi'</i></b>	<b><i>/oi/ &gt; 'oy'</i></b>	<b><i>/ou/ &gt; 'ow'</i></b>	<b><i>/ou/ &gt; 'ou'</i></b>
join	enjoy	frown	house
coins		how	south
			out



1. her

2. verb

3. term

4. perfect

5. perhaps

6. cavern

7. modern

8. nerve

9. verse

10. sister

11. number

12. panther

<b>/er/ &gt; 'er'</b>	<b>Multisyllable Words with /er/ &gt; 'er'</b>	<b>Two-Syllable Words</b>
stern	perfect	outlined
	powerful	
	clever	
	runner	
	puckered	

1. fort

2. sort

3. sport

4. born

5. corn

6. thorn

7. order

8. boring

9. porch

10. torch

11. pork

12. fork

1. jar

2. car

3. star

4. yard

5. card

6. hard

7. arm

8. farm

9. charm

10. bark

11. dark

12. mark

13. ark

14. arch

15. march

16. barn

Directions: Have your student complete the activity page after reading "How the Hedgehog Tricked the Hare."

<b>Title:</b> "The Hare and the Hedgehog"	
<b>Characters</b>	<b>Setting</b>
the hare -likes to brag the hedgehog -clever	1. outdoors 2. a house on a hill, by a fence
<b>Plot</b>	<b>Beginning</b>
	The hedgehog made a plan to trick the hare.
	<b>Middle</b>
	The hedgehog's wife pretended to be the hedgehog at the finish line.
	<b>End</b>
	The hare thought he lost the race.

<b>/ar/ &gt; 'ar'</b>	<b>/ae/ &gt; 'a_e'</b>	<b>/ou/ &gt; 'ou'</b>	<b>/ou/ &gt; 'ow'</b>	<b>Two-Syllable Words</b>
yard	scared	outrun	gown	seven
barn	hare	shouted	plowing	
farmers	pancake			
smart				
started				

Case	Pronouns	Uses	Examples
Subjective	I, you, he, she, it, we, you, they	Use as the subject in a sentence.	<u>He</u> plays piano every day. <u>You</u> and <u>I</u> have homework tonight.
Objective	me, you, him, her, it, us, you, them	Use after an action verb.  Use after a preposition, such as <i>in, at, before, on, to,</i> <i>with, near, or from.</i>	Stu sent <u>us</u> to the store.  Grandma baked cookies with <u>me</u> .
Possessive	my, mine, your, yours, our, ours, her, hers, his, their, theirs, its	Use to show ownership.	<u>My</u> cousin plays hockey.  The artwork is <u>his</u> .  <u>Their</u> play is next week.  Is this book <u>yours</u> ?

<b>/ar/ &gt; 'ar'</b>	<b>/er/ &gt; 'er'</b>	<b>/or/ &gt; 'or'</b>	<b>Two-Syllable Words</b>
farmers	farmers	snorted	mistake
start	nearer	for	until
are	dinner		
smart			



<b>/oi/ &gt; 'oi'</b>	<b>/ee/ &gt; 'ea'</b>	<b>/ou/ &gt; 'ow'</b>	<b>/er/ &gt; 'er'</b>	<b>/oo/ &gt; 'oo'</b>	<b>/ue/ &gt; 'u_e'</b>	<b>/ou/ &gt; 'ou'</b>
joints	mean	owl	panther	fool	huge	mouth
	please		clever			out
	eat		understand			
	reason					

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