

6

Grade 2

Skills 6 | Digital Components

Grade 2

Skills 6

Digital Components

Table of Contents

Digital Component 1.1	1
Digital Component 2.1	2
Digital Component 3.1	3
Digital Component 6.1	4
Digital Component 7.1.	5
Digital Component 9.1	6
Digital Component 11.1	7
Digital Component 12.1.	8
Digital Component 13.1.	9
Digital Component 14.1.	10

Digital Component 15.1.	11
Digital Component 16.1.	14
Digital Component 22.1.	15
Digital Component 27.1.	16
Digital Component 28.1.	17
Digital Component 29.1.	18
Digital Component 29.2	19
Digital Component 29.3	20
Digital Component 29.4	21
Digital Component 34.1	22

Circle the Spelling

Read these words that have the /f/ sound spelled 'ph'. Then, circle the letters that stand for the /f/ sound in each word.

phone

phrase

graph

sphere

dolphin

triumph

orphan

phantom

paragraph

alphabet

photograph

emphasize

physical

atmosphere

pharmacy

elephant

homophone

telephone

microphone

Joseph

amphibian

apostrophe

geography

biography

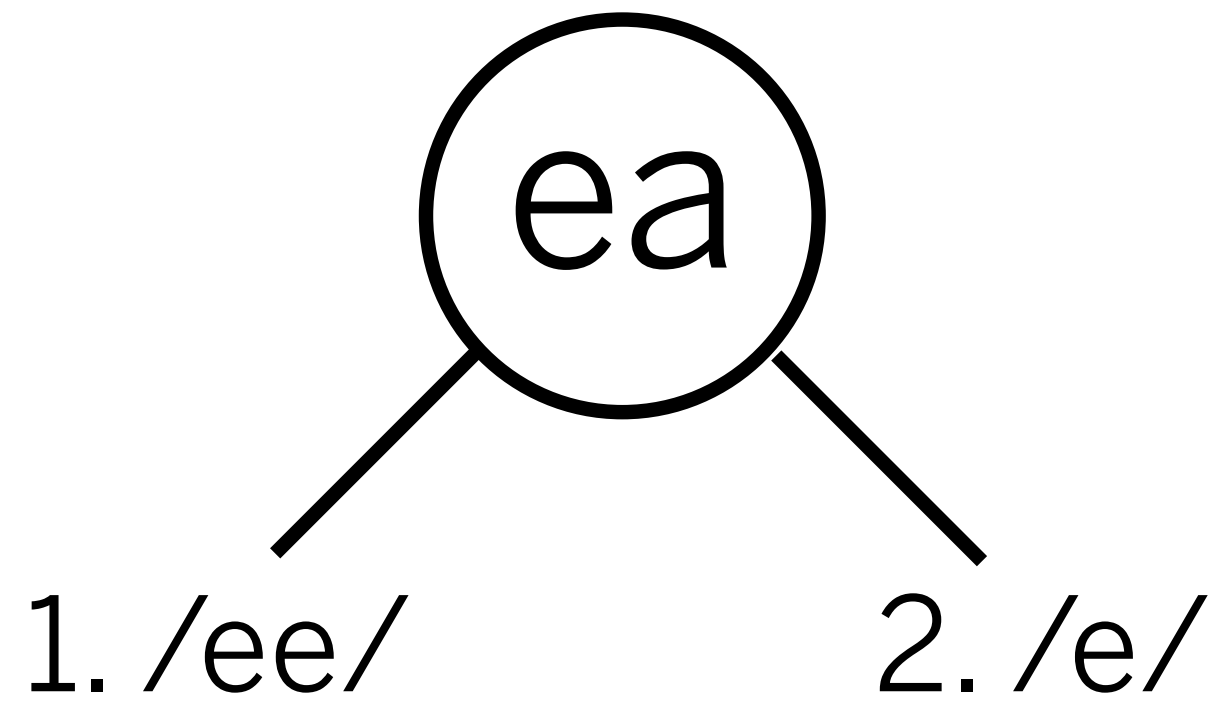
<i>The Cat Bandit</i>	Cats

Fill in the Blank

Use the best word from the box to complete each sentence.

thread	spread	meant	dead	bread
breakfast	feather	dread	head	lead

1. Would you _____ butter on the toast?
2. I _____ to pick up the paper but I forgot it.
3. It has been a very dry summer with little rain, so some of the plants in the garden are _____.
4. My _____ is hurting from the loud noise.
5. I like _____ and jam for a snack.
6. My mom fixed the rip in my pants with a needle and _____.
7. Most people _____ going to the dentist.
8. Do you like eggs and bacon for _____?
9. I found the _____ of a bird outside next to a nest.
10. The pipes were made of _____.



Verbs and Adverbs

Read each sentence and put a wiggly line under the verb and a triangle around each adverb. Then, draw an arrow from the adverb to the verb it describes.

1. Jane swims fast.
2. Mom bakes well.
3. They battled bravely.
4. Dogs barked loudly.
5. He prints his letters neatly.
6. The cat landed gently.
7. He ran quickly.
8. She sat still.
9. We ate dinner silently.
10. Dan tiptoed lightly down the stairs.

In each box there are three adverbs. Pick one and write a sentence using it.

1. quickly slowly loudly

2. well badly quietly

3. rarely never always

Adverbs

Read each sentence and draw a wiggly line under each verb and a triangle around the adverb. Then, draw an arrow from the adverb pointing to the verb it modifies.

Example: I  quickly made my bed.

1. I rode my bike slowly up the hill.
2. Mark walked painfully down the hall on his crutches.
3. The class quickly lined up for recess.
4. Dad carefully drove around the accident.
5. The little girl held her mother's hand tightly.
6. The nurse gently removed the bandage from my knee.
7. The liquid in the pan boiled rapidly on the stove.
8. My teacher patted me lightly on the back and said I did a good job.
9. Everyone was talking loudly.
10. Mom carried the platter of turkey carefully to the table.
11. She slept soundly at night.
12. The brown puppy sleeps soundly.
13. Speedy Jamie easily won the race.
14. The dog greedily lapped the food.

The War Starts

If a statement is true, write *true* on the line. If a statement is false, write *false* on the line. Also write the page number.

1. On June 18, 1812, the United States declared war on Great Britain. _____
Page _____
2. In 1812, the British were already at war with France, so they could only send some of their troops to fight the United States. _____
Page _____
3. At the start of the war, most people thought the United States would defeat the British easily. _____
Page _____
4. A monarchy is a nation that is ruled by a king or queen. _____
Page _____
5. In 1812, the United States was a monarchy. _____
Page _____
6. In 1812, most of the nations of Europe were ruled by presidents who were elected and served for four years. _____
Page _____

1. In 1812, the United States had a large army and a very powerful navy. _____
Page _____
2. At the beginning of the war, the U.S. Army attacked the British in Canada and won all of its battles there. _____
Page _____

Number these events in the order that they happened.

- ___ Today, the United States is a strong nation.
- ___ The U.S. Navy beat the British in a number of naval battles.
- ___ George Washington set up the first U.S. Navy.
- ___ President Madison asked farmers to join the army.
- ___ On June 18, 1812, the United States declared war on Great Britain.

Run-On Sentences

Change each run-on sentence into two sentences, adding correct capitalization and punctuation.

1. The flower is pink it has six petals.

2. The boy is eating an oyster the oyster is big.

3. Joyce enjoys eating fish Roy enjoys eating steak.

4. The town is far away it is forty miles from here.

5. A cow is an animal an owl is an animal, too.

Correct each run-on sentence by combining and rewriting it into one sentence.

6. The crowd is loud the crowd is angry.

7. The clown rode the bike it was red.

8. I think cookies taste good I think cupcakes taste good.


Tricky Spelling ‘i’

Write the word in each sentence that has the tricky spelling ‘i’ sounded /i/ under *it*, the word that has the tricky spelling ‘i’ sounded /ie/ under *driver*, or the word that has the tricky spelling ‘i’ sounded /ee/ under *ski*.

‘i’	→	/i/	it	fish	his
	→	/ie/	driver	find	writer
	→	/ee/	ski	taxi	easier

	/i/ as in <i>it</i>	/ie/ as in <i>driver</i>	/ee/ as in <i>ski</i>
1. My mom plays the p <u>i</u> ano.			piano
2. I like pepperon <u>i</u> p <u>i</u> zza.			
3. Instead of being mean, be k <u>i</u> nd.			
4. <i>Cu<u>r</u>ious</i> means to want to know.			
5. Rub some sunblock on your s <u>i</u> n.			
6. My dad was fu <u>r</u> ious when the glass broke.			
7. I do not like beans in ch <u>i</u> l <u>i</u> .			

	/i/ as in <i>it</i>	/ie/ as in <i>driver</i>	/ee/ as in <i>ski</i>
8. The huge waves tossed the sh <u>i</u> p.			
9. At the zoo, we saw a t <u>i</u> ger.			
10. Do you like spaghett <u>i</u> noodles?			
11. The lettuce is cr <u>i</u> sp.			
12. They play that song on the rad <u>i</u> o.			

	→	/ee/	pizza	piano	media
	→	/ie/	biking	hiking	kind
	→	/i/	fit	sit	bit

Glossary for *The War of 1812*

A

anthem—an important song

army—a group of soldiers trained to fight on land

B

branch—one of three major parts of the government

British—people who are from Great Britain

C

Capitol—the building in Washington, D.C., where Congress meets

charge—to rush into (**charged**)

charming—pleasing or delightful

commander—a high-ranking officer in the military

D

declare war—to officially say that one country will start a war with another country (**declaring war**)

defeat—loss in a contest or battle

diplomat—a person who represents his or her country (**diplomats**)

distant—far away

document—an official or important paper

drape—curtain (**drapes**)

F

flee—to run away from danger

fort—a large building constructed to survive enemy attacks (**forts**)

G

gallantly—impressively

general—a high-ranking officer in the military

H

hail—to greet or see (**hailed**)

harbor—an area of calm, deep water near land, where ships can safely put down their anchors

heavy blow—a difficult loss to deal with

hickory—a tree with very hard wood

hostess—a woman who entertains guests at an event

I

impressment—the state of being forced to serve in the British Navy (**impressed**)

inspired—wanting to do something

K

knotty—having many dark marks on wood where branches once grew

M

mast—the tall pole on a ship to which the sails are attached (**masts**)

meeting hall—an indoor space where many people can gather (**meeting halls**)

merchant—a person who sells things (**merchants**)

monarchy—a government ruled by a king or queen (**monarchies**)

mortar—a type of cannon (**mortars**)

mouth—the place where a river enters the ocean

N

national—relating to a nation or country

navy—a group of soldiers trained to fight battles at sea on board ships

niece—the daughter of your brother or sister (**nieces**)

O

open fire—to shoot a weapon in order to start a fight or battle (**opened fire**)

oppose—to be against something (**opposed**)

orphan—a child whose parents are no longer alive

P

panic—to suddenly become very scared (**panicked**)

patriotic—having or showing support and love for your country

peace—a state of no war or fighting

perilous—dangerous

pile up—to collect (**piled up**)

pitch in—to help with (**pitched in**)

plank—a long, thick board (**planks**)

port—a place on the water near land, where ships load and unload cargo

proof—something showing that something else is true or correct

R

ragtag—disorganized and made up of many different types

rampart—the wall of a fort (**ramparts**)

ransack—to search in order to steal and cause damage (**ransacked**)

rocket—a type of missile (**rockets**)

S

salute—to show respect (**saluting**)

soot—the black powder left behind when something burns

state dinner—a special dinner hosted by the president of the United States for important people (**state dinners**)

stitching—sewing (**stitched**)

streak—to move quickly (**streaking**)

string—a series

support the troops—to provide encouragement and sometimes food and supplies to soldiers

Supreme Court—the highest court of law in the United States

T

toast—to raise a glass and drink in honor of someone or something (**toasted**)

torch—a piece of wood that burns at one end (**torches**)

trader—someone who exchanges something to get something in return (**traders, traded, trading, trade**)

treaty—a formal agreement between countries

trunk—a large box or crate used to carry things

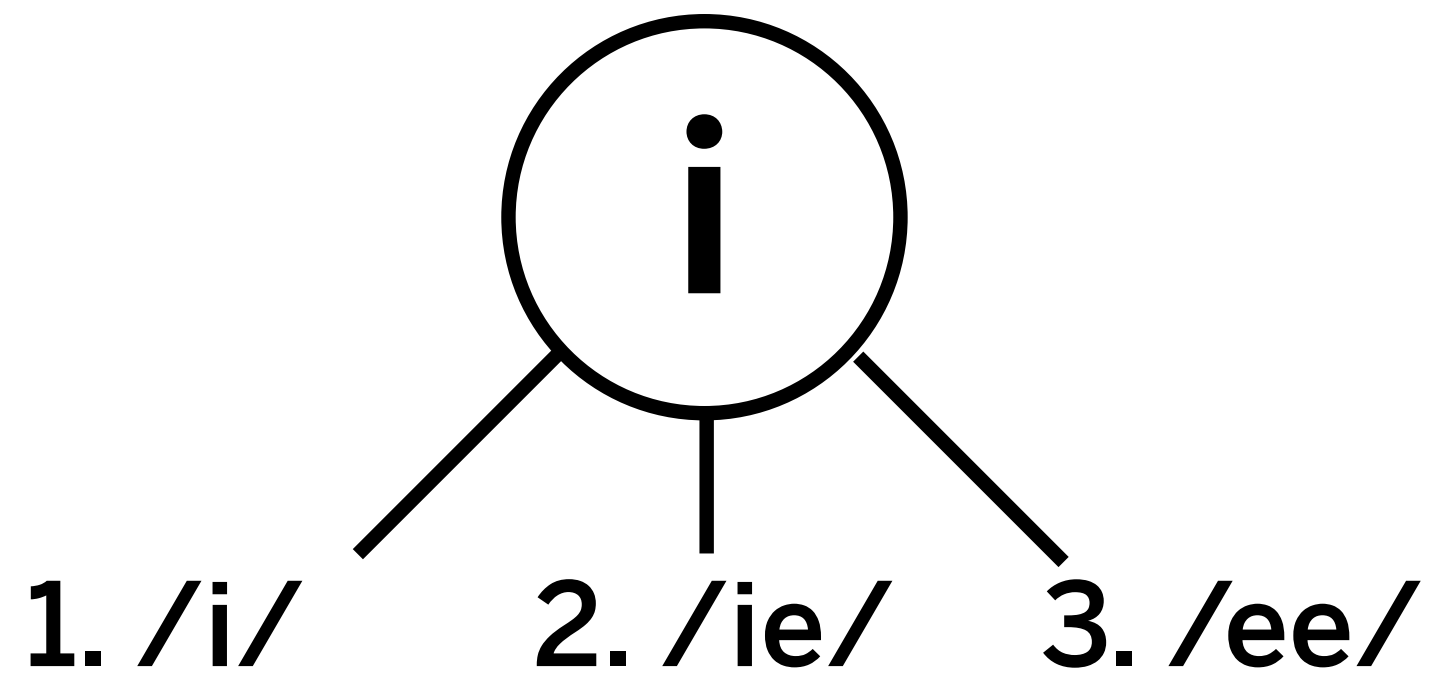
U

upbringing—the way a child is raised

U.S. Congress—the people elected to make laws for the United States

W

widow—a woman whose husband has passed away



A **paragraph** is a group of sentences on the same topic.

A **topic sentence** is one sentence, usually the first, that tells what the paragraph is mostly about.

A Letter from Mr. Mowse

Dear Boyz and Gurlz,

Greetings from yur old frend, Mr. Mowse! I hav really been injoying lising to you and yur teecher reading and talking about the War of 1812. I am really lerning a lot.

I even lerned that the Star Spangld Baner is our nashunil anthim! But I still hav some kwestjins a ubout our flag and the werdz to our anthim. Maybe you can help me find the ansers!

Yur pal,

Mr. Mowse

Dear Boys and Girls,

Greetings from your old friend, Mr. Mowse! I have really been enjoying listening to you and your teacher reading and talking about the War of 1812. I am really learning a lot.

I even learned that "The Star-Spangled Banner" is our national anthem! But I still have some questions about our flag and the words to our anthem. Maybe you can help me find the answers!

Your pal,

Mr. Mowse

Here are some of Mr. Mowse's questions:

1. What do the words of our national anthem describe?
2. When singing our national anthem, how should people behave?
3. How do people show respect for the flag?
4. How did the poem Francis Scott Key wrote become our national anthem?

-
1. What are the three times during the attack on Fort McHenry that Key looked for the flag?
 2. How could Key see the flag in the middle of the night?
 3. Why couldn't Key see the flag just before the sun came up?
 4. Why was it important to Key to see if the flag was still flying after the attack ended?

A **paragraph** is a group of sentences on the same topic.

A **topic sentence** is one sentence, usually the first, that tells what the paragraph is mostly about.

A **concluding sentence** is one sentence, usually the last, that restates the topic sentence to end the paragraph.

Write a Research Paper

Plan

1. _____
2. _____
3. _____

Draft

4. _____
5. _____

Edit

6. _____
7. _____
8. _____

Report Editing Checklist

Ask yourself these questions as you edit your draft.

1. Do I have a title?	
2. Have I organized information into paragraphs that relate to my topic?	
3. Does every paragraph have a topic sentence?	
4. Is every topic sentence indented?	
5. Does every paragraph have other sentences in a logical order that provide details supporting the topic sentence?	
6. Have I used prepositions?	
7. Does every paragraph have a concluding sentence?	
8. Do all of my sentences start with uppercase letters?	
9. Do all of my sentences end with a final mark? (. ? or !)	
10. Have I used commas in a series and in dates?	
11. Have I checked my spelling?	
12. Have I added other things such as illustrations to make my report interesting?	

Topic: _____

- What do the words of our national anthem describe?
- When singing our national anthem, how should people behave?
- How do people show respect for the flag?
- How did the poem Francis Scott Key wrote become our national anthem?
- What are the three times during the attack on Fort McHenry that Key looked for the flag?
- How could Key see the flag in the middle of the night?
- Why couldn't Key see the flag just before the sun came up?
- Why was it important to Key to see if the flag was still flying after the attack ended?

One reason Americans were angry with the British in 1812 was that the British forced some American sailors to serve in the British Navy. The British were also stopping American ships from trading freely with the French. Another reason Americans were angry was that the British were trading with Native Americans. This created problems for American pioneers who were trying to move west.

For a Reader chapter:

Name of the Reader (in italics), name of the chapter (in quotation marks)

Example: *The War of 1812*, “Our National Anthem”

For a book:

Name of author (last name, first name), title of book (underlined)

Example: Key, Francis, Our National Anthem

For Internet articles:

Name of author (last name, first name), title of article (in quotation marks)

Example: Key, Francis, “My Favorite Song”

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:
to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

