



SUMMER WORK

Terence C. Reilly School #7

2nd grade



Solve each problem.

Answers

- 1) Faye had ninety-five pieces of candy. Her friend gave her three more pieces. How many pieces of candy did Faye have total?
- 2) A grocery store had sixty-three bottles of regular soda and two bottles of diet soda. How many bottles did they have total?
- 3) For a party Billy bought ninety-nine cupcakes. If fifty-nine were eaten, how many cupcakes would Billy have left?
- 4) Carol spent twenty-seven minutes drawing at school and nine minutes drawing at home. How many minutes total did she spend drawing?
- 5) Oliver owned ninety-three video games. He sold seventy-four. How many games does Oliver have now?
- 6) Vanessa went to the movies twelve times last year and twelve times this year. How many times did Vanessa go to the movies total?
- 7) Lana had seventy-eight photos on her computer. She deleted fifty-six. How many photos does she have left?
- 8) Mike was playing basketball with his friend. Mike scored ninety-five points and his friend scored four points. How many points did they score total?
- 9) At the fair Emily had \$86 to spend. She spent \$71 on rides. How much money does she have left?
- 10) A pet store had eighty-seven kittens. If they got another four kittens, how many would they have total?
- 11) At the zoo a cage had thirty-nine snakes. If twenty-five were hiding, how many snakes were not hiding?
- 12) A baker made forty cakes. If he sold twenty-eight of them how many cakes would the baker still have?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



Solve each problem.

Answers

$$\begin{array}{r} 1) \quad 674 \\ +152 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 468 \\ +226 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 712 \\ +259 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 896 \\ +54 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 437 \\ +434 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 791 \\ +187 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 531 \\ +383 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 618 \\ +98 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 816 \\ +140 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 709 \\ +64 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 500 \\ +318 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 849 \\ +53 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 553 \\ +195 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 923 \\ +59 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 683 \\ +242 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 823 \\ +86 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 331 \\ +236 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 388 \\ +199 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 479 \\ +381 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 436 \\ +426 \\ \hline \end{array}$$

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Name _____

Date _____

$$\begin{array}{r} 738 \\ + 551 \\ \hline \end{array}$$

$$\begin{array}{r} 335 \\ + 932 \\ \hline \end{array}$$

$$\begin{array}{r} 776 \\ + 189 \\ \hline \end{array}$$

$$\begin{array}{r} 162 \\ + 197 \\ \hline \end{array}$$

$$\begin{array}{r} 243 \\ + 111 \\ \hline \end{array}$$

$$\begin{array}{r} 349 \\ + 255 \\ \hline \end{array}$$

$$\begin{array}{r} 679 \\ + 100 \\ \hline \end{array}$$

$$\begin{array}{r} 724 \\ + 752 \\ \hline \end{array}$$

$$\begin{array}{r} 777 \\ + 141 \\ \hline \end{array}$$

$$\begin{array}{r} 739 \\ + 734 \\ \hline \end{array}$$

$$\begin{array}{r} 472 \\ + 544 \\ \hline \end{array}$$

$$\begin{array}{r} 559 \\ + 449 \\ \hline \end{array}$$

$$\begin{array}{r} 510 \\ + 221 \\ \hline \end{array}$$

$$\begin{array}{r} 923 \\ + 304 \\ \hline \end{array}$$

$$\begin{array}{r} 232 \\ + 230 \\ \hline \end{array}$$

$$\begin{array}{r} 972 \\ + 614 \\ \hline \end{array}$$

$$\begin{array}{r} 664 \\ + 938 \\ \hline \end{array}$$

$$\begin{array}{r} 301 \\ + 716 \\ \hline \end{array}$$

$$\begin{array}{r} 338 \\ + 303 \\ \hline \end{array}$$

$$\begin{array}{r} 723 \\ + 640 \\ \hline \end{array}$$

Name _____

Date _____

$$\begin{array}{r} 58 \\ 98 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ 89 \\ + 56 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ 73 \\ + 53 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ 11 \\ + 90 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ 42 \\ + 51 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ 25 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ 87 \\ + 96 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ 86 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ 99 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ 22 \\ + 30 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ 98 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ 85 \\ + 79 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ 73 \\ + 80 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ 35 \\ + 81 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ 34 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ 78 \\ + 96 \\ \hline \end{array}$$

Name _____ Date _____

$$\begin{array}{r} 62 \\ - 20 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ - 76 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ - 44 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ - 49 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ - 59 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 59 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ - 31 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ - 65 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 41 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ - 41 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ - 49 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ - 29 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ - 73 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ - 39 \\ \hline \end{array}$$



Subtracting Across Zero

Name: _____

Use subtraction to solve the following problems.

Answers

$$\begin{array}{r} 1) \ 802 \\ - 126 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \ 501 \\ - 202 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \ 803 \\ - 721 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \ 504 \\ - 72 \\ \hline \end{array}$$

1. _____

2. _____

3. _____

4. _____

$$\begin{array}{r} 5) \ 806 \\ - 805 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \ 509 \\ - 180 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \ 605 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \ 309 \\ - 216 \\ \hline \end{array}$$

5. _____

6. _____

7. _____

8. _____

$$\begin{array}{r} 9) \ 405 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \ 102 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \ 505 \\ - 483 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \ 908 \\ - 439 \\ \hline \end{array}$$

9. _____

10. _____

11. _____

12. _____

$$\begin{array}{r} 13) \ 701 \\ - 260 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \ 402 \\ - 230 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \ 909 \\ - 510 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \ 909 \\ - 27 \\ \hline \end{array}$$

13. _____

14. _____

15. _____

16. _____

$$\begin{array}{r} 17) \ 107 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \ 906 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \ 906 \\ - 397 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \ 902 \\ - 179 \\ \hline \end{array}$$

17. _____

18. _____

19. _____

20. _____

Name _____ Date _____

$18 \div 9 =$ $18 \div 2 =$ $3 \div 1 =$ $21 \div 7 =$ $0 \div 2 =$

$32 \div 8 =$ $14 \div 7 =$ $8 \div 8 =$ $12 \div 3 =$ $25 \div 5 =$

$2 \div 2 =$ $20 \div 5 =$ $30 \div 6 =$ $28 \div 7 =$ $8 \div 1 =$

$12 \div 2 =$ $0 \div 1 =$ $14 \div 2 =$ $81 \div 9 =$ $0 \div 8 =$

$0 \div 5 =$ $20 \div 4 =$ $64 \div 8 =$ $12 \div 4 =$ $24 \div 6 =$

$9 \div 9 =$ $15 \div 3 =$ $2 \div 1 =$ $6 \div 3 =$ $15 \div 5 =$

$24 \div 4 =$ $27 \div 3 =$ $40 \div 5 =$ $72 \div 9 =$ $4 \div 1 =$

$45 \div 5 =$ $0 \div 4 =$ $7 \div 1 =$ $6 \div 1 =$ $16 \div 2 =$

$24 \div 3 =$ $24 \div 8 =$ $9 \div 1 =$ $35 \div 5 =$ $0 \div 7 =$

$36 \div 4 =$ $10 \div 5 =$ $42 \div 6 =$ $54 \div 6 =$ $56 \div 7 =$

$54 \div 9 =$ $12 \div 6 =$ $21 \div 3 =$ $63 \div 9 =$ $6 \div 6 =$

$8 \div 2 =$ $16 \div 8 =$ $27 \div 9 =$ $5 \div 5 =$ $0 \div 9 =$

$45 \div 9 =$ $48 \div 6 =$ $7 \div 7 =$ $30 \div 5 =$ $35 \div 7 =$

$0 \div 6 =$ $42 \div 7 =$ $49 \div 7 =$ $36 \div 9 =$ $40 \div 8 =$

$28 \div 4 =$ $1 \div 1 =$ $48 \div 8 =$ $63 \div 7 =$ $5 \div 1 =$

$6 \div 2 =$ $18 \div 3 =$ $72 \div 8 =$ $18 \div 6 =$ $16 \div 4 =$

$3 \div 3 =$ $8 \div 4 =$ $4 \div 2 =$ $32 \div 4 =$ $36 \div 6 =$

$9 \div 3 =$ $0 \div 3 =$ $56 \div 8 =$ $10 \div 2 =$ $4 \div 4 =$

Name _____ Date _____

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ - 6 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 3 \\ \hline \end{array} \quad 6\overline{)18} \quad \begin{array}{r} 6 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ - 7 \\ \hline \end{array} \quad 3\overline{)15} \quad \begin{array}{r} 2 \\ \times 9 \\ \hline \end{array} \quad 2\overline{)10} \quad \begin{array}{r} 4 \\ - 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 7 \\ \hline \end{array} \quad 3\overline{)9} \quad \begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ - 9 \\ \hline \end{array} \quad 2\overline{)16} \quad \begin{array}{r} 9 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 8 \\ \hline \end{array} \quad 8\overline{)56} \quad \begin{array}{r} 4 \\ + 2 \\ \hline \end{array} \quad 9\overline{)9} \quad \begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array} \quad 7\overline{)42} \quad \begin{array}{r} 9 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 4 \\ \hline \end{array} \quad 8\overline{)48} \quad 4\overline{)36} \quad \begin{array}{r} 4 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ - 6 \\ \hline \end{array} \quad 7\overline{)21} \quad \begin{array}{r} 5 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$4\overline{)12} \quad \begin{array}{r} 2 \\ \times 6 \\ \hline \end{array} \quad 7\overline{)56} \quad \begin{array}{r} 12 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 3 \\ \hline \end{array} \quad 1\overline{)3} \quad \begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 17 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 6 \\ \hline \end{array} \quad 4\overline{)4} \quad \begin{array}{r} 8 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 2 \\ \hline \end{array} \quad 5\overline{)10} \quad 5\overline{)20}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 3 \\ \hline \end{array} \quad 5\overline{)25}$$

$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ - 6 \\ \hline \end{array} \quad 9\overline{)27} \quad \begin{array}{r} 12 \\ - 8 \\ \hline \end{array} \quad 1\overline{)9} \quad 8\overline{)40} \quad \begin{array}{r} 17 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

Name _____

Date _____

Array Practice

An **array** is a visual representation of numbers. It is an arrangement of objects, pictures, or numbers in columns and rows.

This **array** has 4 rows and 3 columns.



Directions: Write a number sentence for each array.

1.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3.



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

4.



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

5.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

6.



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

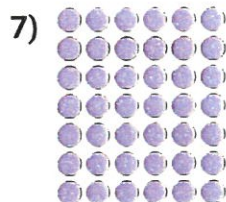
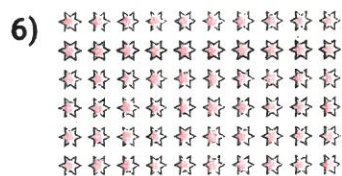
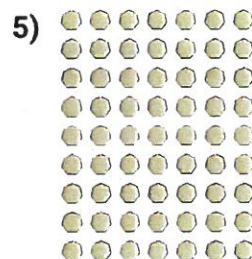
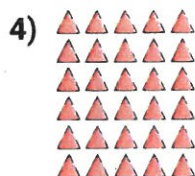
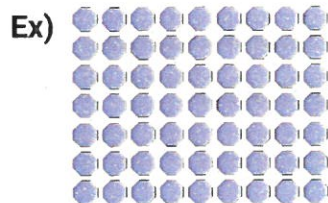
Directions: Read each word problem. Then, draw an array, write a number sentence, and solve.

7. Tess, Hal, and Joe each have 2 dollars. How many dollars do they have in all?

8. Cathy has 5 boxes of crayons. Each box has 8 crayons. How many crayons does she have in all?



Write each array as a multiplication problem and solve.

**Answers**

Ex. $7 \times 9 = 63$

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

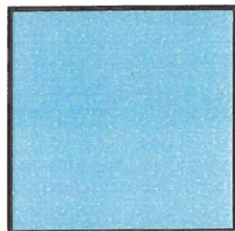
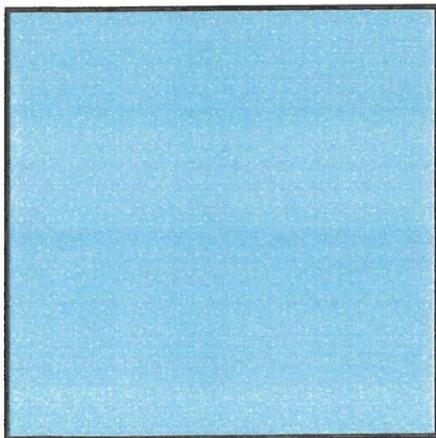
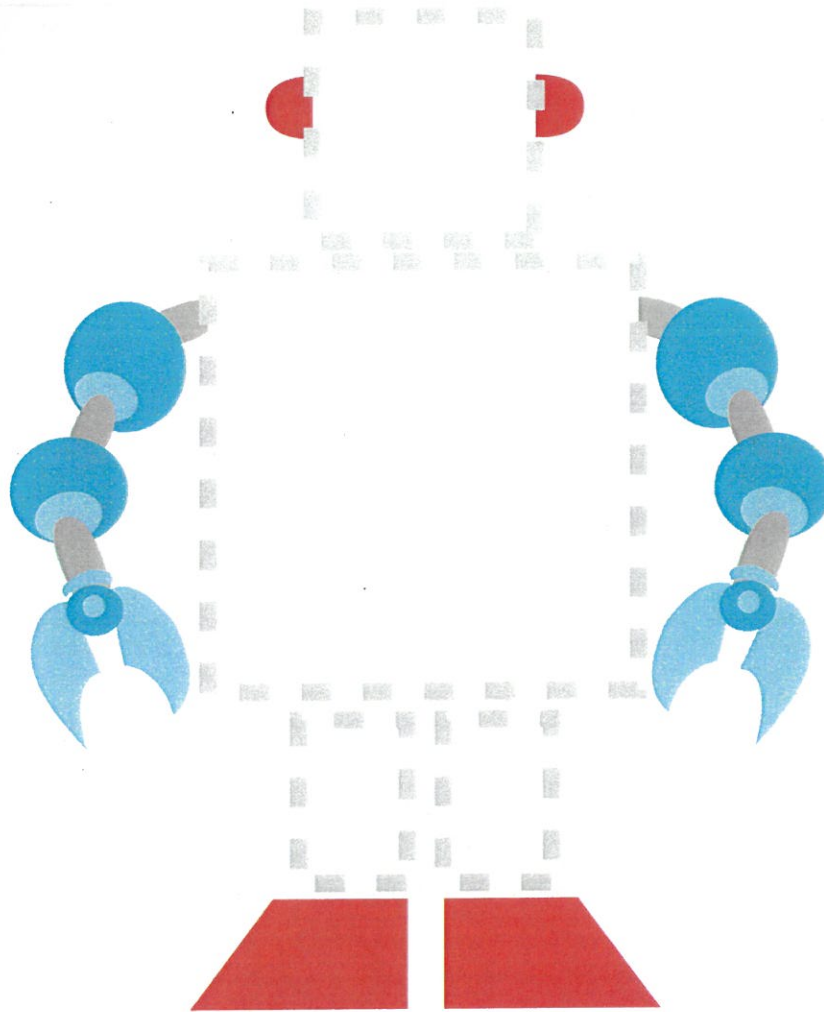
8. _____

9. _____

10. _____

11. _____

Build a Robot



First, cut off the bottom part of the page along the dotted line. Then, ✂ cut out the shapes and glue them on the picture above to build a funky robot! Don't forget to draw a face. Hang your robot in a special place.



Identifying verbs

Grade 2 Verbs Worksheet

Circle the verbs in the sentence.

*Hint:
Verbs are 'doing' words.*

1. We walked to the park together.
2. Mike likes to read books.
3. Jordan plays soccer with her friends.
4. The mom rocks her baby in her arms.
5. Dad parks the car in the driveway.
6. Mr. Jones distributes the sheets.
7. The children participate in the game.
8. James plays his videogame.



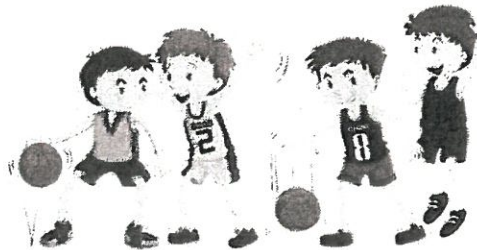
Write a sentence and circle the verbs.

Identifying nouns

Grade 2 Nouns Worksheet

Circle the nouns in each sentence.

1. Hockey is my favorite sport.
2. My grandmother plays golf.
3. Your dad prefers soccer.
4. My friends like basketball.
5. There are nine players on a baseball team.
6. When you have a pool, you can swim.
7. To ski, you need skis and boots.
8. We use a boat to fish in the lake.
9. Your sister enjoys tennis a lot.
10. Hit the volleyball over the net.



Write a sentence with 2 nouns and circle them.

Name _____

Date _____

Get into Grammar:

Capitalizing Proper Nouns

A **proper noun** is the name of a particular person, place, or thing. It needs to be capitalized. Some of the proper nouns in the sentences below are not capitalized correctly. Rewrite each sentence so it is correct.

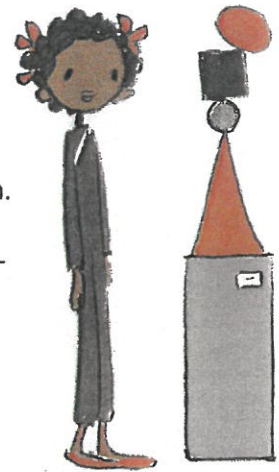


1. Neil traveled to egypt in august.

2. We went to the california college of the arts to see the exhibition.



3. I want to be able to speak french and spanish well.



4. mr. potter taught us about world war I in the american history class.

5. Tomorrow, the president of the united states will give a speech.



Capitalization

Carol and her cat need help with capital letters. Help them make each sentence correct by circling the letters that need to be capitalized.



1. david ate lunch with me.
2. Amy and i are going to the movies.
3. My dog's name is comet.
4. samantha does gymnastics with jack.
5. We are going to hawaii for vacation.
6. Tomorrow i am having a party.
7. where is the bathroom?
8. my birthday is in december.
9. brian and justin are brothers.
10. We're going to new york in june.

Capitalization practice

Grade 2 Capitalization Worksheet

Rewrite the sentences with capital letters.

*Example:
Allie Tanner, Europe*

1. frank's stand is a hot dog restaurant in toronto.

2. amelia and i swam with dolphins in florida.

3. is carrie at highland mall?

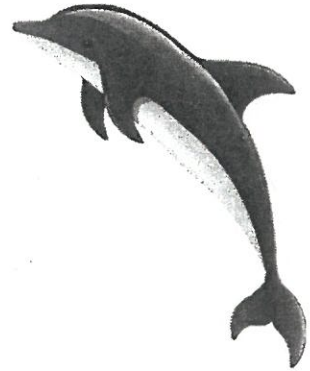
4. uncle steve owns five llamas.

5. i saw that the batman movie comes out on christmas!

6. nurse jackie works at lancaster hospital.

7. wednesday, july 10 is my half-birthday.

8. i love to go to hockey games with grandpa bob.



Punctuation challenge

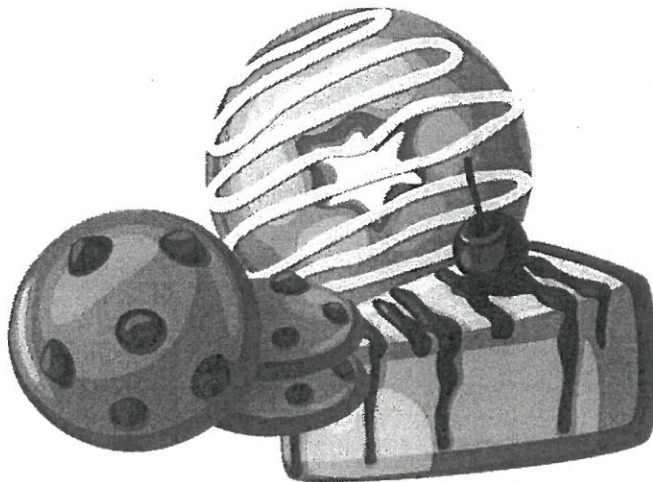
Grade 2 Punctuation Worksheet

Insert punctuation to fix the story.

comma (,)
period (.)
question mark (?)
exclamation mark (!)
apostrophe (')

My Mixed Up Dream

Last night I dreamed that everything was mixed up and backwards I wore my hat on my nose my gloves on my feet and my shoes on my hands Instead of growing taller I became smaller I lived outside and played inside Want to know my favorite part I got to eat dessert first



Name _____

Date _____

ENDING PUNCTUATION

Finish the sentences below with a period (.), question mark (?), or an exclamation point (!).

1. The children built a snow fort after the blizzard_____
2. Where is Africa on the map_____
3. I warned you to get back_____
4. What is today's date_____
5. The bird is collecting twigs to make a nest_____
6. Hurry, come over here_____
7. Don't break that_____
8. It is a clear, beautiful day outside_____
9. I've always wanted to ride a camel_____
10. What is your favorite color_____
11. The dog barked at the mail man_____
12. John is turning eight years old today_____

Context Clues

Finding Word Meanings

Name: _____

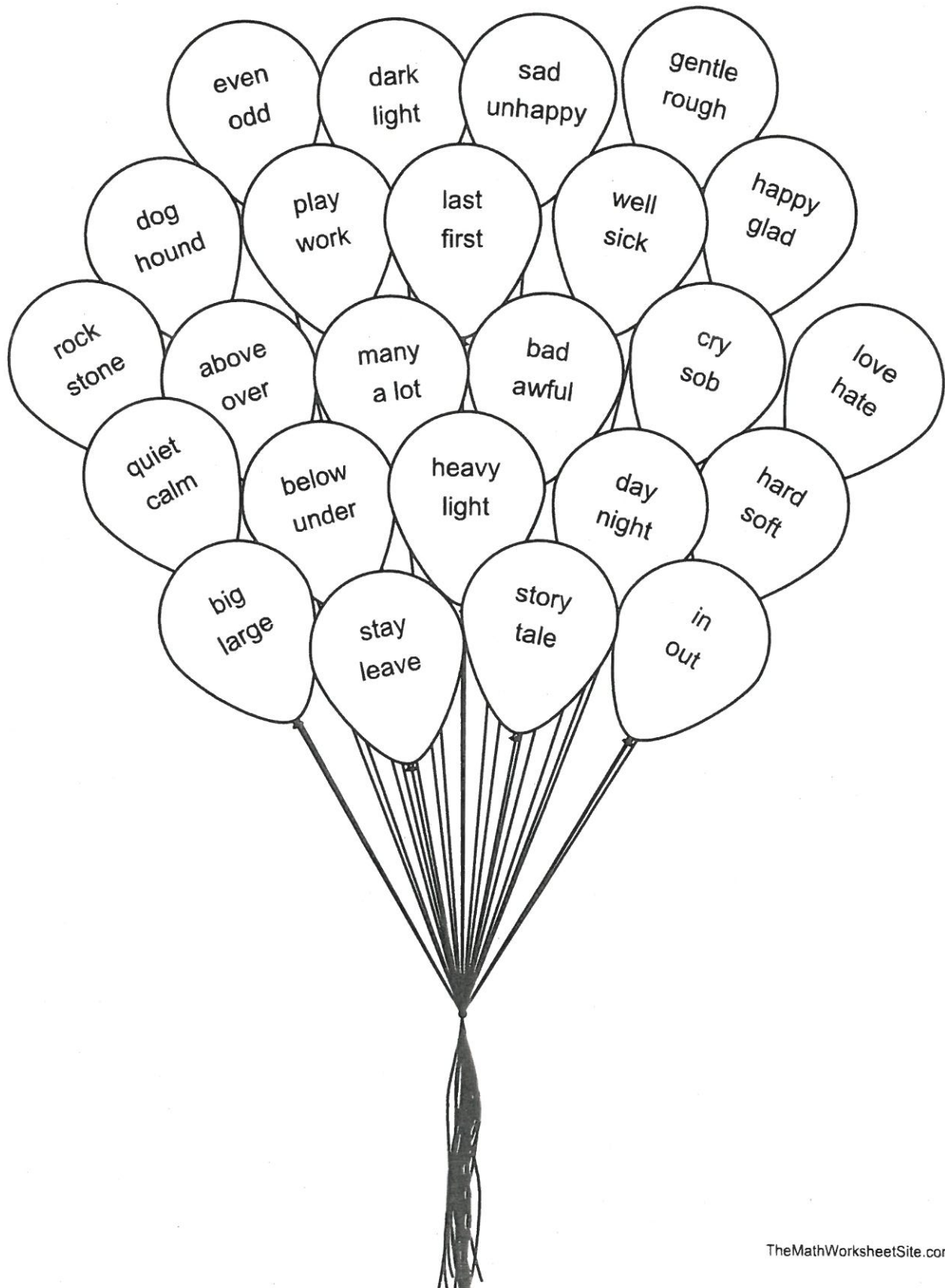
Date: _____

Read the sentences below. Read the underlined word in the sentence. Circle the answer choice that has the same meaning as the underlined word.

1. The student replied to the teacher with a witty answer and the class laughed.
A. funny B. mean C. word
2. I looked at my brother with a glare after he broke my toy.
A. confusing B. dirty look C. difficult
3. Fireworks on the 4th of July give off a beautiful glimmer in the sky.
A. glow B. bright C. look
4. When we go camping, my father will ignite the fire so we can roast marshmallows.
A. start B. call C. see
5. He chose to delete the unhealthy foods from his meal and make better choices.
A. include B. make more C. remove
6. My grandpa will doze during television shows he watches when he is tired.
A. cheer B. nap C. discuss
7. The curious puppy emptied the bag while he sniffed around looking for something to chew.
A. problem B. interested C. happy
8. Each day during the spring there is a slight increase in temperature until summer arrives.
A. small B. increase C. bright
9. The tower will topple if it has too much weight at the top.
A. pounds B. grow C. fall over
10. The students who put in the best effort will be included in the celebration.
A. attitude B. hard work C. completion

Name _____ Date _____

Color the ballons with synonyms blue. Color the ballons with antonyms red.



Sort the Sentences: Simple or Compound #1



A **simple sentence** is a sentence with only one subject and predicate.

A **compound sentence** is two simple sentences joined by a comma and a conjunction such as **and**, **but**, **or**, or **so**.

Cut out the sentences below. Paste them into the correct category.

Simple Sentences	Compound Sentences
The sun shines brightly through the window.	I want to play outside, but it is raining.

 The dog barked, and the cat quickly ran away.	Stella carefully packed her bag to visit her grandparents.
The store on Spruce Street sells fresh rolls of bread every day.	Jane could buy the shirt, or she could save her money for the movies.
Michael practiced hard for the game, so he felt ready to win.	The butterfly landed on a colorful yellow flower.

Two Parts of a Sentence

Identify the **subject** and the **predicate** in each sentence.
Underline the subject once. Underline the predicate twice.

Every complete sentence has two parts: a **subject** and a **predicate**.

The **subject** is what or whom the sentence is about.

The **predicate** is the part that tells something about the subject.

Example: Rita eats breakfast every morning.
 subject predicate

Samantha eats ice cream for dessert.

Ben likes to draw pictures of dolphins.

The children played in the mud.

Jessie's dad is painting the garage door.

I built a sandcastle at the beach.

The bicycle needs new tires.

We had a picnic in the park.

My favorite color is orange.

Mike and George went bowling.

Ming bought a new pair of sneakers.

Two cats chased each other across the street.

Jeff is reading a fantasy book.

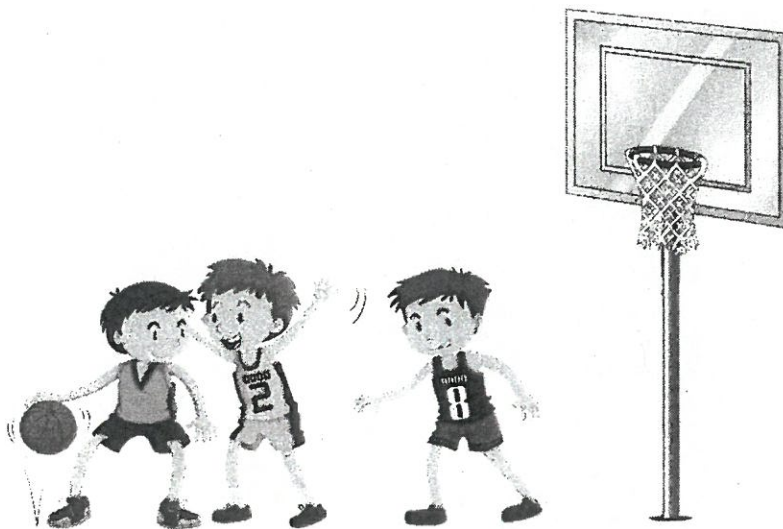


Declarative sentences

Grade 2 Sentences Worksheet

Write three declarative sentences about the picture.

A declarative sentence is a statement. In other words, it tells you information about something. It ends with a period.



1.

2.

3.

Imperative sentences

Grade 2 Sentences Worksheet

Write three imperative sentences about the picture.

An imperative sentence is a command or request. In other words, it tells you to do something! It ends with a period or an exclamation mark.



1.

2.

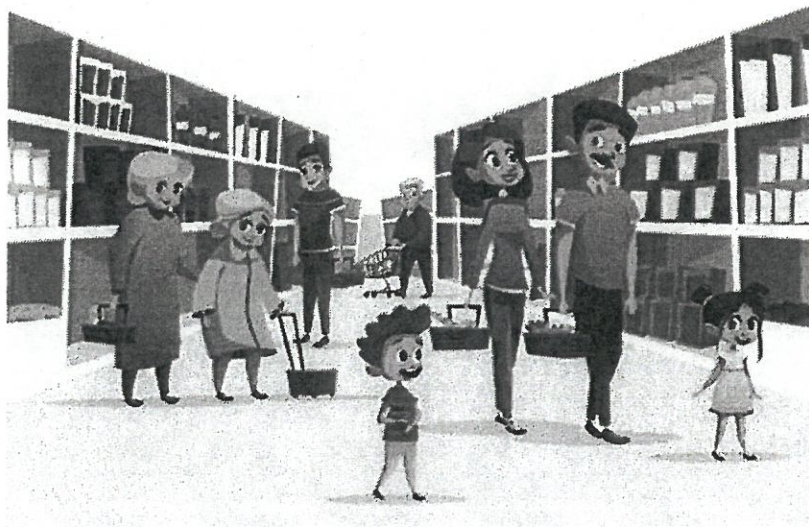
3.

Interrogative sentences

Grade 2 Sentences Worksheet

Write three interrogative sentences about the picture.

An interrogative sentence asks a question. It ends in a question mark.



1.

2.

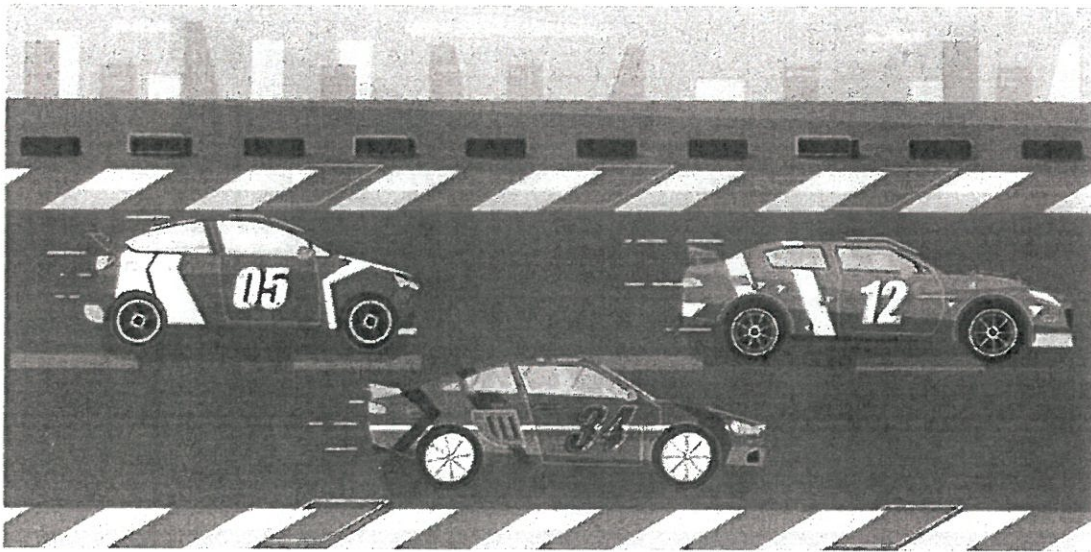
3.

Exclamatory sentences

Grade 2 Sentences Worksheet

Write three exclamatory sentences about the picture.

An exclamatory sentence shows strong feelings like excitement, fear or surprise. It ends with an exclamation mark!



1.

2.

3.



Narrative paragraphs

Grade 2 Writing Worksheet

Imagine you bring home a baby pig! What happens?

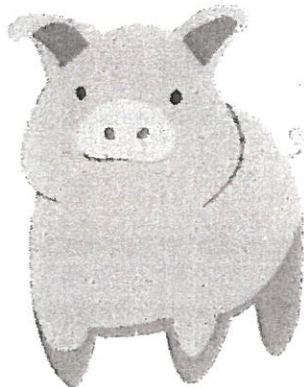
Use the chart below to organize your ideas.

Title: _____

Introduction sentence	
First detail	First,
Second detail	Next,
Third detail	Lastly,
Conclusion sentence	

Now write your paragraph. Don't forget the title!

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing a paragraph.



Date _____

Write about the first time you tried something new, like a sport, hobby, or activity. What were you thinking before, during, and after? What made this experience stick in your mind?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____

Class: _____

The Champion of Quiet

By Tracy Stewart
2015

Tracy Stewart has written for Highlights. In this short story, a quiet girl volunteers to be a team captain in gym class. As you read, identify who Maggie chooses as teammates and the different reasons for choosing them.

- [1] It was a Tuesday, and Maggie hated Tuesdays.

Tuesdays meant one thing: gym class.

Gym class meant one thing: picking teams.

Picking teams meant one thing: Maggie would be picked last.

- [5] As always.

Maggie was a new student that year in a class of champions. To help herself remember the other kids, she'd come up with a special title for each one.



"I pick Jasmine" by Paula Becker is used with permission.

There was Kevin, Champion of the Clean Desk; and Linnie, Champion of Knowing the Answer First; and Caroline, Champion of Tardy.¹ And so on.

She'd had to think long and hard to figure out her own special title. After five whole weeks of school, Maggie had decided.

She was the Champion of Quiet.

- [10] The Champion of Quiet sat on the gym floor, sandwiched between the Champion of Daydreaming and the Champion of Goofy Jokes. Maggie felt blue. She knew what was coming. She considered changing her title to Champion of Last Pick.

Mr. Murphy, the gym teacher, asked for volunteers to pick the basketball teams.

1. **Tardy** (*adjective*) being late

The usual hands shot into the air.

Maggie sighed and glanced to her right. She caught the eye of Jasmine, Champion of Cursive J's. Maggie thought she might like to be Jasmine's friend but never felt brave enough to talk to her.

Looking at Jasmine, Maggie realized that Jasmine seemed a little blue, too. Maggie thought, I'm not the only one picked last. Sometimes Jasmine is picked last, too.

[15] With that, the Champion of Quiet had an idea.

Mr. Murphy asked, "Anyone else want to volunteer today?"

Maggie felt her hand slowly rise. She looked again at Jasmine and took a big breath.

Maybe it was time for the Champion of Quiet to use her voice.

"Maggie?" Mr. Murphy smiled. "You want a turn?"

[20] Do I? Maggie wondered. "Yes," she said.

The class murmured. Maggie leading a team?

"Yes," she answered again, louder this time. Her voice shook just a little.

"What's stopping you, then?" Mr. Murphy waved Maggie to the front of the gym, where the other three captains — Champion of Jumping Rope on One Foot, Champion of Never Misses a Shot, and Champion of Doesn't Know How to Lose — stood, ready to choose their teams.

"Maggie, you get first pick," said Mr. Murphy.

[25] "Jasmine," announced the Champion of Quiet.

The class snickered.² Was this a joke? More than once, Jasmine had tried to score on the wrong basket.

Maggie smiled and repeated, "Jasmine."

Eyes wide, Jasmine took her place beside Maggie.

The other three captains called out familiar names — the best players on the basketball court.

2. **Snicker** (*verb*) to give a half-hidden laugh

[30] It was Maggie's turn again. "I choose Jamie."

Jamie, Champion of the Untied Shoelace. Jamie could not dribble, throw, or catch. He knew what it felt like to be the last pick.

But not today.

Jamie jogged to stand next to Jasmine. He tripped only once. The class sat in shock.

So it went. The names flowed from Maggie's mouth, sounding sure and strong. The stronger she sounded, the stronger she felt.

[35] Three very talented teams took shape.

And then there was Maggie's team.

Maggie looked at her teammates. There stood Jasmine and Jamie, plus Gillian (Champion of Hugs) and George (Champion of Very Big Musical Instrument). They were grinning at Maggie.

Maggie grinned back. I have chosen the worst team in the history of the world, she thought.

The Champion of Quiet walked onto the court with her team close behind, ready to face players who were bigger and better.

[40] Game on!

The basketball slipped through Jamie's fingers, skated around Jasmine, dribbled itself away from George and Gillian, and bounced off Maggie's head — twice. Their laughter echoed throughout the gym.

Clutching the ball and out of breath from running and giggling, Maggie heard Jasmine call out, "Mags! Pass the ball to me!"

I have a nickname, Maggie thought happily. She threw the ball to Jasmine.

Of course, Jasmine missed. They were indeed the Worst Team in the History of the World.

[45] And they did what any Worst Team would do. They lost. They lost big.

But losing a basketball game doesn't make you a loser; Maggie knew that much. Maggie grinned at her team. We are, officially, the Champions of No Score, she thought. Awesome.

The Champion of Quiet walked off the court with her new friends. And as the group made plans to sit together at lunch, Maggie was no longer surprised to hear her own voice joining the noisy chorus.³

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main theme of the short story?
 - A. It can be frightening to be the new kid at school.
 - B. Taking a chance and being brave can lead to making new friends.
 - C. People who have things in common make good friends.
 - D. If you want to stop something that is unfair, it's important to speak up.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Maggie was a new student that year in a class of champions. To help herself remember the other kids, she'd come up with a special title for each one." (Paragraph 6)
 - B. "She caught the eye of Jasmine, Champion of Cursive J's. Maggie thought she might like to be Jasmine's friend but never felt brave enough to talk to her." (Paragraph 13)
 - C. "Jamie, Champion of the Untied Shoelace. Jamie could not dribble, throw, or catch. He knew what it felt like to be the last pick." (Paragraph 31)
 - D. "Maggie grinned at her team. We are, officially, the Champions of No Score, she thought. Awesome." (Paragraph 46)

3. PART A: What does it mean that Maggie feels "blue" in paragraph 10?
 - A. She is sad about the idea of being picked last.
 - B. She is embarrassed that she is going to be picked last.
 - C. She is out of breath from participating in gym class.
 - D. She is afraid to speak up and talk to others.

4. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Picking teams meant one thing: Maggie would be picked last." (Paragraph 4)
 - B. "Maggie was a new student that year in a class of champions." (Paragraph 6)
 - C. "She'd had to think long and hard to figure out her own special title. After five whole weeks of school, Maggie had decided." (Paragraph 8)
 - D. "The Champion of Quiet sat on the gym floor, sandwiched between the Champion of Daydreaming and the Champion of Goofy Jokes." (Paragraph 10)

5. Which of the following best describes what motivated Maggie to choose her teammates?
- A. She thinks they will be good friends and wants to get to know them.
 - B. She believes that they are better at sports than her classmates realize.
 - C. She wants her classmates to know that she is a good person.
 - D. She understands how they feel always being picked last for teams.
6. Why is it important to the story that Maggie decides to speak up and volunteer to be a team captain?

Name: _____

Class: _____

Jackson, Jackson, Make Up Your Mind

By Mark Ceilley

2020

Mark Ceilley is a writer and a teacher. In this story, a boy must decide what ice cream flavor he wants. As you read, take notes on how Jackson makes his choice.

- [1] On a blazing hot summer day, the Johnson family piled into their rusty, old station wagon. Behind Mom and Dad sat Joseph and Jeffrey. Then Julie and Jolene in the row in between. Next came Jocelyn, Justin, and Jackson, all crowded in back. They were headed to Zindel's Ice Cream Shoppe.



When they got to Zindel's, they joined the end of a long line winding halfway down the block.

"What flavor ice cream are you going to get?" asked Dad.

"Ice Cream Parlor" by Jan Vasek is licensed under CC0.

Joseph answered right away, "Luscious¹ Red Licorice!"

- [5] "My favorite, Caramel Apple Nut," said Jeffrey.

Julie exclaimed, "I'm going to have Peppermint Crunch."

Jolene said, "Minty Minty Chocolate Chip for me."

"Strawberry Cheesecake is my favorite!" said Jocelyn.

Justin sang, "I can't live without Cherry Berry!"

- [10] Jackson thought and thought. Everyone turned to look at him, waiting for his answer. Finally, Jackson said, "I don't know what kind of ice cream I want."

"What?" said everyone.

1. **Luscious** (*adjective*) having a rich, sweet taste

"But there are so many fantastic flavors to choose from," said Dad.

"Jackson, Jackson," said the Johnson family, "make up your mind!"

"There's Curly Curly Cinnamon Swirl, Marshmallow Puff Surprise, and Apple Pie Delight," said Joseph.

[15] "Double Double Fudge Brownie, Blueberry Bumble, or Peachy Keen Cobbler," added Jeffrey.

Jackson said, "But I don't know what I want."

The line moved forward. Now the Johnsons could see through the window into the shop. Soon they would need to place their order. They repeated their plea,² "Jackson, Jackson, make up your mind!"

Julie read from the sign behind the counter. "Now, Jackson, you can choose Mandarin Orange Parfait, Chocolate Cherry Cupcake, or Cotton Candy Swirl."

"Make a choice, take a stand, you must decide," insisted Jolene. "How about Munchy Crunchy Caramel Nut, Jellybean Jumble, or Bountiful³ Bubblegum?"

[20] "I still don't know what kind I want," Jackson said.

The distance between the Johnsons and the counter grew shorter.

Jocelyn pleaded, "Jackson, I bet you'd like Some More S'mores or Jack's Cracker Jacks. Or try Chocolate Chunky Almond Fudge!"

Finally, it was the Johnsons' turn. Joseph and Jeffrey, Julie and Jolene, then Jocelyn and Justin all told Mr. Zindel what they wanted.

"Luscious Red Licorice."

[25] "Caramel Apple Nut."

"Peppermint Crunch."

"Minty Minty Chocolate Chip."

"Strawberry Cheesecake."

2. **Plea** (*noun*) asking someone to do something right away

3. **Bountiful** (*adjective*) a large amount of something

"Cherry Berry."

[30] Everyone turned to look at Jackson. But he still had not made up his mind!

The crowd in line behind the Johnsons huffed and gruffed when they realized Jackson was holding them up.

Justin tried to help. "Have Nana Banana Split, Yummy Rummy Raisin, or Dad's favorite, Lemon Meringue Pie."

Jackson stared at the glass case in front of him. There were so many different flavors in the big round tubs. He knew he should, yet he couldn't decide. He twirled around and stamped his feet. Still, Jackson could not make up his mind.

At last Mr. Zindel himself cried, "Have our all-time most popular, Chocolate Fudge Peanut Butter Surprise. You'll like it — I know you will. Just give it a try!"

[35] Jackson pulled on his chin and wrinkled his brow. He scrunched up his face and let out a sigh. Then suddenly he grinned. "I know what I want! Thank you all for your help. You've been so kind."

He did a little dance. "I've got it. I've got it. I've made up my mind!"

Everyone grew quiet and held their breath.

Finally, finally, Jackson said, "I'll have Vanilla, please. That will suit me just fine."

"Jackson, Jackson, Make Up Your Mind!" by Mark Ceilley, Spider, © by Cricket Media, Inc. Reproduced with permission. All Cricket Media material is copyrighted by Cricket Media, Inc. and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited. Please visit <http://www.cricketmedia.com/childrens-content-licensing> for licensing and <http://www.cricketmedia.com> for subscriptions.

Unless otherwise noted, this content is licensed under the [CC BY-NC-SA 4.0 license](#)

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which statement shows that Jackson is struggling to make up his mind about what flavor to choose?
 - A. "'What flavor ice cream are you going to get?' asked Dad." (Paragraph 3)
 - B. "Finally, it was the Johnsons' turn." (Paragraph 23)
 - C. "He twirled around and stamped his feet." (Paragraph 33)
 - D. "Then suddenly he grinned." (Paragraph 35)

2. How does Jackson's family try to help him decide on an ice cream flavor?
 - A. They get in the long line at the ice cream shoppe.
 - B. They ask Mr. Zindel to tell him what to choose.
 - C. They tell him many different flavor choices.
 - D. They ignore him and place their orders.

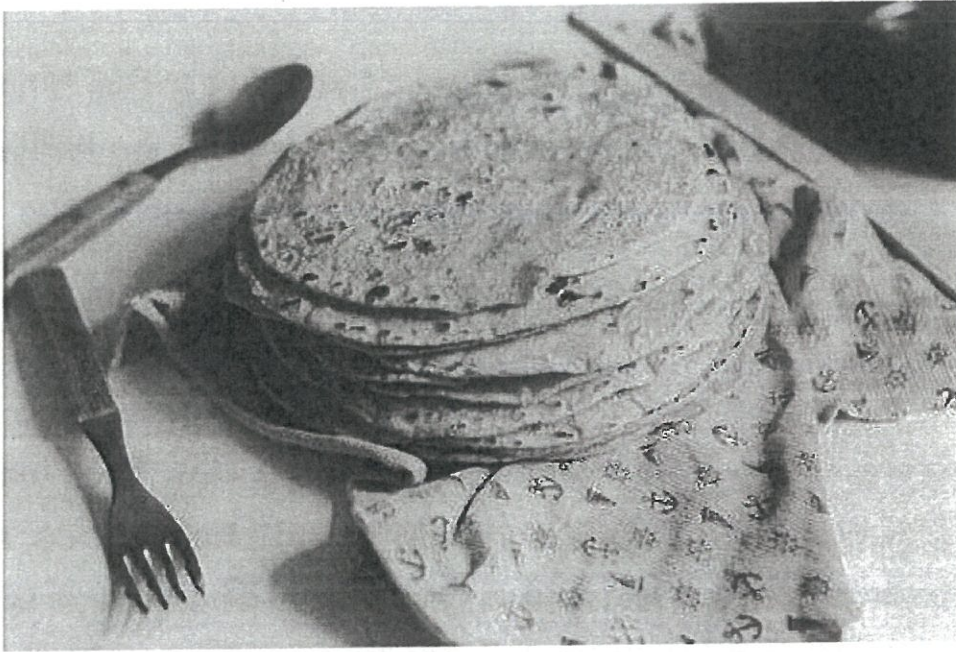
3. Which detail from the text best supports the idea that the Johnson family is kind?
 - A. "Everyone turned to look at him, waiting for his answer." (Paragraph 10)
 - B. "Justin tried to help." (Paragraph 32)
 - C. "He scrunched up his face and let out a sigh." (Paragraph 35)
 - D. "Everyone grew quiet and held their breath." (Paragraph 37)

4. Why is it important that Jackson repeats that he does not know what he wants?
 - A. It shows that he wants to upset his family.
 - B. It shows that ice cream is not his favorite food.
 - C. It shows that he wants to copy his brothers and sisters.
 - D. It shows that he thinks carefully before making a choice.

5. How does Jackson feel when he finally chooses the flavor ice cream he wants? Use evidence from the text to support your response.

Tortillas for Tía Maria

by Betsy Loredó



hekoer_1 on Pixabay
tortillas

Every Saturday, Tía Maria's tiny kitchen was crowded. The whole Garcia family worked together to make dinner. Lucy's mom and dad were there. Her uncles Ralph and Jorge were, too. Everybody was laughing and joking and cooking.

Lucy loved those sounds... and the delicious smells!

Lucy and her big brother Marcus were also in the kitchen. Marcus was nine years old. Lucy was seven. Sometimes Marcus treated Lucy like a baby. But in Tía's kitchen, they were a team. It was their job to make the tortillas for Tía to cook in her iron pan.

"Hand me that measuring cup," Marcus **ordered** Lucy. He poured in just enough *masa harina*. Next, he mixed the corn flour with water and salt.

Soon, it formed a **dough**. Lucy had a job, too. She rolled pieces of **dough** into perfect round balls. Then they took turns flattening each ball inside a machine called the tortilla press.

The press was made from smooth wood and had shiny metal hinges. Tío Jorge built it himself. Pushing a **lever** made the cover lift up and push down.

Lucy put a ball of **dough** inside. She pressed the cover down hard to make a flat circle.

“Make them nice and thin,” Tía Maria instructed the kids. That way the tortillas would fry perfectly. Lucy loved tortillas with beans, rice, and chicken. Her favorite filling was pickled red onions. She always spooned on extra vinegar, pink from the onions. It tasted so good!

Every time they made dinner at Tía Maria’s, Lucy and Marcus played a game. Each tried to eat more tortillas than the other. So far, Marcus always won.

“Maybe someday I’ll win,” Lucy thought, rubbing her happy tummy. But she didn’t mind losing all that much. Somehow, eating the tortillas she and Marcus made together was just as fun as winning... and yummier too!

Name: _____ Date: _____

1. What does the Garcia family do together every Saturday?

- A. make dinner
- B. play card games
- C. listen to music

2. What is the setting of this story?

- A. in Tía Maria's kitchen
- B. in Lucy's backyard
- C. at Lucy and Marcus' school

3. Read the following sentences from the text.

"Sometimes Marcus treated Lucy like a baby. But in Tía's kitchen, they were a team. It was their job to make the tortillas for Tía to cook in her iron pan."

What can you conclude about Marcus and Lucy based on this information?

- A. Marcus and Lucy don't see each other a lot, but they hang out in Tía's kitchen.
- B. Marcus is in charge of making the tortilla fillings, and Lucy makes the tortillas.
- C. Having a job to do together makes Marcus act differently towards Lucy.

4. Based on this text, how does Lucy feel about making tortillas for dinner with her family?

- A. She feels happy and excited about it.
- B. She feels sad and confused about it.
- C. She feels nervous and scared about it.

5. What is this text mostly about?

- A. Lucy doesn't know how to make tortillas, but Marcus teaches her and then she can help out.
- B. Lucy and Marcus work together with their family to make delicious tortillas every weekend.
- C. Marcus makes the chicken and beans for the tortillas, while Lucy makes the rice, and together they make a great meal.

6. Read the following sentences from the text.

"Make them nice and thin,' Tía Maria instructed the kids. That way the tortillas would fry perfectly."

What does the word **instructed** most closely mean as it's used here?

- A. told a story to someone
- B. told someone to do something
- C. celebrate with someone

7. Choose the word that best completes the following sentences.

First, Lucy puts a ball of dough in the tortilla press. _____, she presses the cover down to make a flat circle.

- A. Then
- B. But
- C. Because

8. What are Lucy's favorite things to put in a tortilla?

9. What game do Lucy and Marcus play together every week?

10. What is one of Lucy's favorite things about spending time with her family?

Grandpa and Me

by Rachelle Kreisman



I am seven years old. I am in second **grade**, and I live with my parents and my little sister. My grandpa Robert lives nearby. When I visit him, my grandpa likes to talk about the **past**. His favorite stories are about his life when he was my age.

Grandpa grew up in a city. When he was a boy, he lived in an **apartment** building on the third floor. His dad owned a clothing store. Grandpa walked to and from school alone. After school, his friends often played baseball on the streets nearby. "We never played with computers," he told me, "because nobody had a computer at home." At night, his mom cooked dinner for just the two of them. His dad did not come home till very late.

My life is much different from Grandpa's life as a boy. I live in a house in a small town. My dad is a teacher, and my mom is a scientist. I take the bus to and from school. Dad is already home when I get there after school. I do homework and sometimes play on our computer. My dad cooks dinner. When mom comes home from work, the three of us eat together.

Name: _____ Date: _____

1. Where did Grandpa grow up?

- A. in a city
- B. in a small town
- C. on a farm

2. A narrator is a character in a story who is also telling the story. Who is the narrator in "Grandpa and Me"?

- A. Grandpa
- B. Grandpa's mom
- C. a young person who lives in a small town

3. The life of the narrator is different from the life of the narrator's grandpa.

What evidence in the story best supports this statement?

- A. The name of the narrator's grandpa is Robert, but the author does not tell readers what the name of the narrator is.
- B. The narrator's dad is a teacher, but the dad of the narrator's grandpa owned a clothing store.
- C. The narrator sometimes plays on a computer after school, but Grandpa never played on a computer after school.

4. What is a similarity between the narrator and the narrator's grandpa?

- A. They both took a bus to get to school.
- B. They both played sports with their friends after school.
- C. They lived with both their parents while growing up.

5. What is the theme of this story?

- A. People can use the past to predict what the future will be.
- B. The past and the present can be very similar.
- C. The past and the present can be very different.

6. Read these sentences from the text.

"My dad cooks dinner. When mom comes home from work, the three of us eat together."

Whom does the pronoun "us" refer to?

- A. the narrator, the narrator's mom, and the narrator's dad
- B. the narrator and the narrator's mom ONLY
- C. the narrator's mom and dad ONLY

7. Choose the answer that best completes this sentence.

The narrator takes a bus to school, _____ the narrator's grandfather walked to school.

- A. so
- B. because
- C. but

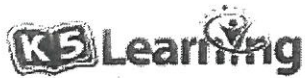
8. What does Grandpa Robert like to talk about?

9. Who did Grandpa eat dinner with as a boy and who does the narrator eat dinner with?

10. "My life is much different from Grandpa's life as a boy."

What is the biggest difference between the life of the narrator and the life of the narrator's grandpa? Support your answer with evidence from the story.

Words to become familiar with



Sight words

Grade 2 Spelling List

Sight Words #1	Sight Words #2	Sight Words #3	Sight Words #4
most	side	after	means
give	wire	very	through
cool	before	years	help
live	late	place	great
only	eat	know	another
take	seen	work	does
art	fight	corn	end
new	just	same	put
over	our	any	wear
too	things	old	eggs
Sight Words #5	Sight Words #6	Sight Words #7	Sight Words #8
came	because	also	study
soon	step	again	rich
boy	even	seven	ball
move	sent	hand	mother
home	cook	rest	letter
fire	large	try	spell
farm	well	lie	led
fall	small	read	off
here	three	went	feet
body	seat	plan	store



Sight words

Grade 2 Spelling List

Sight Words #9
wide
answer
find
whole
fear
fair
week
label
around
always

Double consonants, plural words & words ending in al/el/es/ge/le

Grade 2 Spelling List

ff words	ll words	ss words	ves words
cliff	mall	brass	lives
giraffe	stall	mess	leaves
sniff	tall	class	wives
gruff	roll	glass	elves
offer	call	dress	waves
buffet	stroll	less	sleeves
coffee	ball	pass	olives
effort	fill	stress	wolves
afford	pull	miss	loaves
coffin	belly	class	gloves
ies words	al words	el words	es words
cries	oval	angel	dashes
dries	total	novel	washes
fries	signal	travel	wishes
skies	capital	panel	rushes
tries	hospital	level	couches
stories	coal	camel	dishes
bodies	seal	tunnel	boxes
duties	foal	kennel	brushes
ladies	final	towel	benches
entries	legal	parcel	classes



Double consonants, plural words & words ending in al/el/es/ge/le

Grade 2 Spelling List

ge words	le words
age	handle
edge	noodle
huge	puddle
badge	title
large	dimple
image	turtle
orange	people
strange	double
change	possible
fudge	purple

Two letter blend words

Grade 2 Spelling List

ad words	ai words	aw words	ch words
had	wait	raw	march
mad	rain	law	search
dad	fail	saw	patch
bad	jail	draw	such
sad	maid	lawn	much
lad	rail	straw	child
grad	trail	shawl	chop
keypad	paint	prawn	chat
glad	grain	dawn	chess
salad	drain	bawl	chew
ck words	ea words	er words	ew words
check	spread	dreamer	brew
quick	sweat	thinker	few
snack	deaf	speaker	flew
quack	bread	teacher	chew
dock	head	singer	stew
stack	leaf	worker	grew
track	meal	server	sewer
thick	read	dryer	renew
duck	heal	paper	news
neck	leap	safer	drew



Two letter blend words

Grade 2 Spelling List

ft words	gh/ph words	lt words	ly words
sift	laugh	salt	softly
loft	tough	melt	sadly
craft	rough	wilt	gladly
left	enough	felt	weekly
gift	graph	belt	badly
drift	triumph	bolt	madly
shift	phrase	jolt	loudly
soft	paragraph	built	daily
often	pew	colt	only
after	phonics	volt	apply
mp words	nd words	nk words	ol words
camp	wind	blank	told
clamp	land	honk	sold
jump	sand	trunk	cold
bump	mind	thank	fold
thump	send	wink	jolt
stamp	bend	prank	idol
swamp	island	think	bolt
shrimp	around	drink	color
empty	tend	plank	holes
tempo	find	blink	polar

Two letter blend words

Grade 2 Spelling List

on words	oo words	ou words	oy words
lemon	tool	count	boy
wagon	food	shout	toy
apron	loom	found	joy
dragon	wood	sound	enjoy
cotton	foot	loud	ahoy
ribbon	took	pour	cowboy
button	bloom	about	royal
bacon	groom	dough	joyful
carton	flood	flour	annoy
honey	doors	group	oyster
qu words	sh words	sk words	st words
queen	wish	disk	cast
quiz	wash	tusk	cost
quack	dash	ask	last
quit	hush	task	fast
quite	fresh	mask	just
quiet	fish	desk	blast
quilt	leash	brisk	first
equal	shoe	whisk	worst
squeak	rush	skip	dust
squirrel	shin	skin	frost



Two letter blend words

Grade 2 Spelling List

th words	ue words	wh words
cloth	due	whirl
tooth	glue	white
math	clue	which
with	true	why
birth	blue	what
earth	fuel	when
breath	issue	where
mouth	argue	whale
bath	cruel	whine
moth	value	whole

Three and four letter blend words

Grade 2 Spelling List

ide words	ing words	scr words	spr words
stride	sling	scrub	spray
bride	cling	scrape	sprint
tide	wing	screen	spring
wide	sting	scream	sprinkle
slide	ring	scroll	sprout
glide	string	script	sprain
hide	bring	scribe	spread
aside	thing	scrawl	sprawl
side	king	scrum	osprey
tides	swing	scrap	spree
str words	ight words	sion/tion words	
street	bright	fiction	
strong	flight	education	
strap	tight	location	
strike	sight	direction	
strip	light	version	
strain	night	illusion	
struck	right	explosion	
stripe	eight	division	
stream	fight	erosion	
string	fright	lotion	

Prefixes and suffixes

Grade 2 Spelling List

un words	able words	er words	est words
undo	likable	bigger	biggest
untie	valuable	flatter	tallest
unwise	lovable	taller	easiest
unsafe	usable	easier	tidiest
unkind	chewable	tidier	heaviest
unfair	enable	funnier	funniest
unlike	capable	heavier	saddest
untrue	durable	tinier	fittest
untidy	probable	busier	smallest
unlock	available	dirtier	shortest
ful words	less words	ment words	ness words
thankful	useless	payment	illness
helpful	careless	enjoyment	sadness
careful	restless	pavement	darkness
joyful	harmless	movement	fitness
forgetful	unless	statement	neatness
useful	endless	treatment	weakness
hopeful	clueless	basement	softness
awful	costless	document	fairness
playful	hopeless	fragment	calmness
spoonful	fearless	apartment	closeness



r-controlled vowels

Grade 2 Spelling List

ar words	er words	ir words	or words
dark	fern	third	short
shark	serve	shirt	sport
card	nerve	dirty	fork
barn	clerk	girl	corn
hard	herd	bird	work
park	germ	skirt	humor
star	stern	birth	error
work	merge	thirst	report
afar	baker	first	horn
farm	biker	wires	fort
ur words			
burn			
turn			
curve			
nurse			
fur			
hurt			
curl			
surf			
mural			
your			

ELIZABETH PUBLIC SCHOOLS
Every Child, Achieving Excellence

Olga Hugelmeyer
Superintendent of Schools

Jenny Reguinho
Principal
Andreia Milano
Vice Principal
Maria Torres
Vice Principal

Dear Reilly Families,

To be proactive in planning and preparing for the 2026-2027 school year, we are sending our school's uniform policy in advance so that you have it readily available when you go shopping for uniforms over the summer. Please note that Reilly's uniform policy differs from other schools. It is also important to note that simply because a clothing item is available at the uniform store, it does not mean that is an approved uniform item. The goal of the uniform store is to make a profit, and we have noticed that they are selling items with the gifted and talented logo which are not part of the school uniform. For example, they offer a fleece zip-up jacket with the G&T logo on it that is not an approved uniform item. Please refer to the uniform policy on the back of this letter to ensure that you are not spending money unnecessarily on items that are not approved. We thank you for your continued support!

Sincerely,

Jenny Reguinho
Principal

Terence C. Reilly School No. 7

The Gifted and Talented Program requires all students to wear an appropriate uniform. Please note that six instances of student failure to wear the full school uniform may result in removal from the Gifted and Talented Program. Parents/guardians are responsible for replacement or additional uniform items. Students are encouraged to mark their names on the tags of polos, cardigans, and physical education uniforms (t-shirts, sweatshirts, sweatpants, and mesh shorts).

Boys	Girls
<u>Grades PreK-2-3</u> - Blue polo (with G/T emblem) - Khaki Pants (regular/slim fit) – <i>form-fitting, skinny, cargo, relaxed, jogger, jegging or jean type khakis are prohibited and should not be purchased</i> - Black Belt - Navy Blue Socks - All Black Flat School Dress Shoes (<i>not sneakers</i>) - Navy Cardigan with G/T emblem (optional in warm weather)	<u>Grades PreK-2-3</u> - Blue polo (with G/T emblem) - Khaki Jumper or Khaki Skort (with G/T emblem) - Khaki Pants (regular/slim fit) – <i>form-fitting, skinny, cargo, relaxed, jogger, jegging or jean type khakis are prohibited and should not be purchased</i> - Black Belt - Navy Blue Tights or Navy Blue Socks - All Black Flat School Dress Shoes (<i>not sneakers</i>) - Navy Cardigan with G/T emblem (optional in warm weather)
<u>Grades 4-8</u> - Blue polo (with G/T emblem) - Khaki Pants (regular/slim fit) – <i>form-fitting, skinny, cargo, relaxed, jogger, jegging or jean type khakis are prohibited and should not be purchased</i> - Black Belt - Navy Blue Socks - All Black Flat School Dress Shoes (<i>not sneakers</i>) - Navy Cardigan with G/T emblem (optional in warm weather)	<u>Grades 4-8</u> - Blue polo (with G/T emblem) - Khaki Skort - Khaki Pants (regular/slim fit) – <i>form-fitting, skinny, cargo, relaxed, jogger, jegging or jean type khakis are prohibited and should not be purchased</i> - Black Belt - Navy Blue Tights or Navy Blue Socks - All Black Flat School Dress Shoes (<i>not sneakers</i>) - Navy Cardigan with G/T emblem (optional in warm weather)

Physical Education Uniforms

- Blue Tee Shirt or Blue Sweatshirt with Gifted and Talented Program Emblem
 - Navy Mesh Shorts or Navy-Blue Sweatpants with Gifted and Talented Program Emblem
 - Sneakers (any color) can be worn on GYM DAYS ONLY.**
 - Students in **Grades 2-8** may wear their gym uniforms to school on physical education days only.
- Students must be in full uniforms on the days they do not have gym.**

Dress Code for Terence C. Reilly School #7

The purpose of a dress code is to establish limits on any extremes in students' appearance, promote a positive image, and to sustain a safe and friendly school environment that accepts all students.

- Clothing that is cut off, tattered, torn or has holes must be repaired before it is worn to school.
- Pants and skorts should be worn around the waist and not lowered, rolled down or under the waistline.
- Only school approved cardigans with the G/T logo should be worn during school hours and for other announced occasions. **No Fleece are required-those can be worn outdoors only.**
- Shoes must be black leather, or man-made leather dress shoes that can be tied, buckled, velcroed or slipped-on. Shoes **CAN NOT** resemble sneakers. If medically required for another foot apparel, a **signed note** from the student's doctor **MUST** state the **time period** with an **ending date**.
- For special Celebratory Events or Recognition Days, students are **ONLY** allowed to wear accessories or special clothing pertaining to that day **OVER** their TCR uniform, and it is not to be substituted for the TCR uniform.
- NO** tight-fitting clothing. **NO** gap between top and pants, skort or skirts. Even an incidental gap from bending, stretching or sitting is unacceptable.
- NO** Boots, TOMS®, Vans®, corduroys, cargo pants, or Jeggings which are not part of the school uniform.
- NO** hats or outerwear such as winter coats or heavy jackets may be worn or carried during the school day except for entering and leaving the school.
- NO** bandanas, sweatbands, or inappropriate head attire.
- NO** sunglasses, unless medically approved by a physician.

Student Rights