



LANGUAGE ARTS

Student Book



► **2nd Grade**

.....

KNOW YOUR NOUNS

LANGUAGE ARTS 201

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KNOW YOUR NOUNS



Objectives

Read these objectives. They will tell what you will be able to do when you have finished this LIFEPAK®.

1. You will be able to list three ways that people communicate (speaking, writing, and reading).
2. You will be able to tell why listening is important.
3. You will be able to identify *vowels* and *consonants* in words.
4. You will be able to identify words with the *cvc*, *cvvc*, and *cvcv* phonics patterns.
5. You will be able to show proper letter formation through daily work.
6. You will be able to correctly read and spell sight and high-frequency second-grade words (Spelling Words).
7. You will be able to spell words using phonics rules from the lesson (Spelling Words).
8. You will be able to identify nouns in sentences.
9. You will be able to correctly distinguish and spell basic singular and plural nouns.
10. You will be able to identify common and proper nouns.
11. You will be able to identify beginning, middle, and ending consonant sounds in words.

Sports

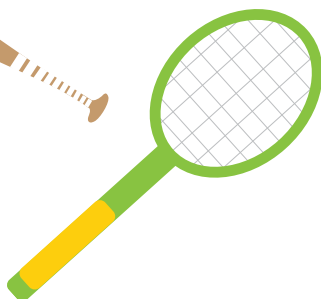
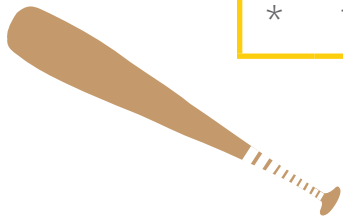
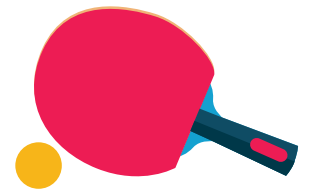
There are many different kinds of sports. Do you have a favorite sport? Playing a sport is a good way to get some exercise. It is also a good way to get to know other boys and girls. You will read about different sports in this unit.



Find and circle the ten sports in the puzzle. Write the names of the sports on the lines on the next page.

1.1

*	f	o	o	t	b	a	l	l	*	*
*	*	*	s	o	c	c	e	r	*	*
*	t	e	n	n	i	s	*	*	*	*
b	a	s	k	e	t	b	a	l	l	*
*	*	p	i	n	g	*	p	o	n	g
*	s	w	i	m	m	i	n	g	*	*
*	*	*	b	a	s	e	b	a	l	l
*	h	o	c	k	e	y	*	*	*	*
v	o	l	l	e	y	b	a	l	l	*
*	*	*	g	o	l	f	*	*	*	*



1. SECTION ONE

In this section of the LIFE PAC, you will learn about special days called **holidays**. You will also learn about the special sounds that **consonant digraphs** *sh, ch, wh, qu,* and *ck* make. You will learn the difference between **statement**, **question**, and **exclamation** sentences. You will also practice following directions.



Words to Study

holidays (hol-i-deyz)

consonant digraph (kon-suh-nuhnt **dayh**-graf)

statement (steyt-muhnt)

question (kwes-chuhn)

exclamation (ek-skluh-**mey**-shuhn)

celebrate (sel-uh-breyt)

dough (doh)



Check one of these boxes.

- I can read all of these new words. (Go on.)
- I need HELP! (Talk to your teacher or a helper.)



Teacher Check _____
Initial Date



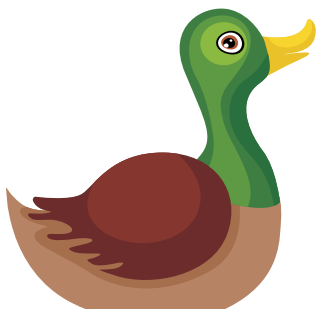
Read the story about Roy. Circle the words that have the diphthongs /oi/ or /oy/.

1.7

Roy



Roy is a boy. Roy had to make a choice. He had to choose which toy he would enjoy. Would he like a cowboy hat or a microphone that changed his voice? His mother foiled his plan. She gave him some gold coins, oil paints, and a duck decoy.



You will learn about rhyming words in this unit. You will also write your own poems with couplets.

Spelling Words 6-1 (Contractions)

can't
didn't

don't
hasn't

won't
it's

he's
that's

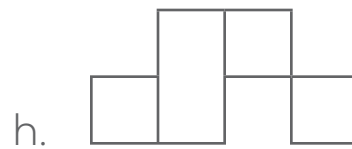
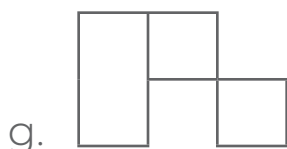
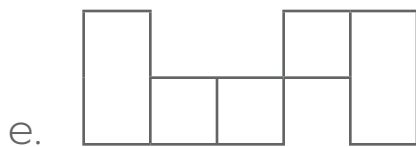
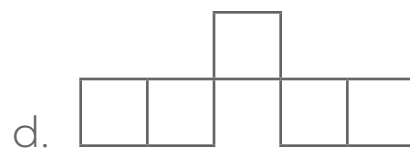
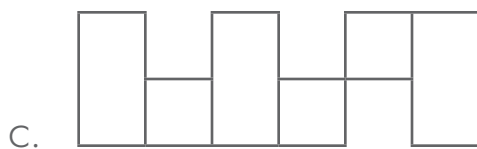
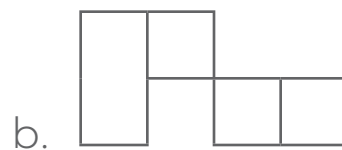
they're
we're

I'm
I've

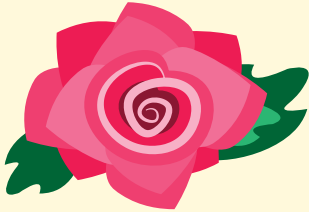


Word Shapes. Write the spelling words in the boxes.
Write the apostrophe in a box.

1.1



Read the letter that Grandma wrote to Pete. It looks like Grandma forgot to use capital letters and punctuation marks!



2424 Sunrise Street
Chandler, MN 12368
August 21, 2017

Dear Pete,

i am doing fine___ i spend lots of time in the garden___ the corn likes the hot, hot weather, but so do the weeds___ soon it will be time to pick all the vegetables___ would you like to come over and help___

i am glad that your tooth did not hurt when it fell out___ does it feel funny to have a new space in your mouth___ it must be hard to eat apples now___ you will have to try applesauce instead___

Love,
Grandma

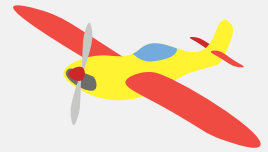
SELF TEST 1

Each answer = 1 point, except where otherwise noted

Read the words. Match the words with the actions.

- 1.01**
- | | | | |
|------------|---|---|---|
| characters | ▶ | ◀ | where a story takes place |
| predict | ▶ | ◀ | what the characters say in a story |
| artist | ▶ | ◀ | what happens in a story |
| plot | ▶ | ◀ | the author's reason for writing |
| author | ▶ | ◀ | the people in a story |
| dialogue | ▶ | ◀ | someone who writes a story |
| setting | ▶ | ◀ | someone who illustrates a story |
| intent | ▶ | ◀ | to guess about a story by reading the title and looking at the pictures |

Read the story, look at the **colored** words, and answer the questions that follow.



Luke's Airplane

Luke **bought** an **airplane**. He **likes** to fly it.

Jessica **is** Luke's **sister**. She **helps** Luke fly the airplane.

They **take turns** flying it.

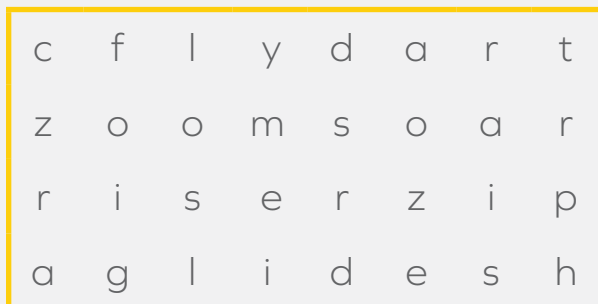
1.02 What are the three **common nouns** in the story?

1.03 What are the two **proper nouns** in the story?

1.04 What are the five **verbs** in the story?

Circle the seven verbs in the word search that tell what Luke's airplane can do.

1.05



Use the leftover letters to complete this sentence.

1.06 One thing that Luke does not **want** his airplane to do is

_____ !



LANGUAGE ARTS

Teacher's Guide



▶ 2nd Grade

LANGUAGE ARTS 200

Teacher's Guide

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INSTRUCTIONS FOR LANGUAGE ARTS

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

Language arts includes those subjects that develop the students' communication skills. The LIFEPAC approach to combining reading, spelling, penmanship, composition, grammar, speech, and literature in a single unit allows the teacher to integrate the study of these various language arts subject areas. The variety and scope of the curriculum may make it difficult for students to complete the required material within the suggested daily scheduled time of forty-five minutes. Spelling, book reports, and various forms of composition may need to be completed during the afternoon enrichment period.

Cursive handwriting is introduced in the second grade LIFEPAC 208 with regular practice following in succeeding LIFEPACs. Diacritical markings are introduced in LIFEPAC 207. A pronunciation key with basic diacritical markings is provided,

and section sight words include diacritical markings once the pronunciation key has been introduced.

Spelling tests contained in the Teacher's Guide are final spelling tests and should be administered with each Language Arts LIFEPAC test. Many homonyms such as "piece" and "peace" are dependent on meaning for correct spelling. By placing the spelling words in sentences, the spelling tests simplify the teacher's work of properly presenting the correct words from the LIFEPAC spelling lists.

The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional learning activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning, and may be used as a reward for good study habits.

Teacher Resources Section. This section is in the back of this guide. It include the following items:

1. Section-by-section and cumulative lists of the spelling words covered in this course.
2. Word Families manipulatives that can be reproduced on cardstock.
3. Numbered penmanship paper for the spelling tests can be made from the reproducible masters. Other paper with guidelines can also be used for the spelling tests.

TEACHER NOTES

MATERIALS NEEDED FOR LIFE PAC	
Required	Suggested
<ul style="list-style-type: none"> • sharp pencil • scissors 	<ul style="list-style-type: none"> • crayons or colored pencils • mirror (or baby & recent photographs of student) • manuscript alphabet chart • notebook or composition book for journalizing • magazines (for cutting out pictures) • glue or glue stick • paper with guidelines for Spelling Tests*

* It is suggested that students use paper with guidelines when taking Spelling Tests. An optional reproducible master for the “spelling paper” referred to in the LIFE PACs is in the Teacher Resources section of this Teacher’s Guide.

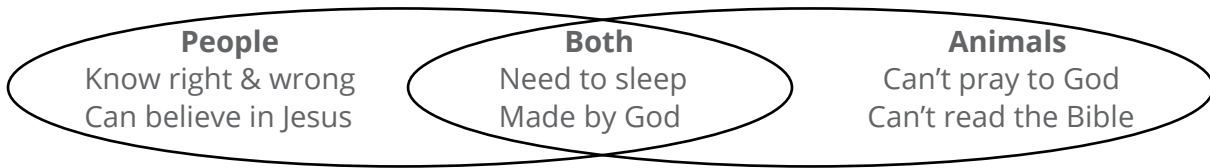
OPTIONAL ADDITIONAL LEARNING ACTIVITIES

This unit begins by reminding the students of how special God created all people. We are made in His image! He has a special plan for us! Reading the book *Just in Case You Ever Wonder* by Max Lucado would be a good introduction to this unit.

Section 1

1. Discuss these questions with the student(s).
 - a. How are people alike?
 - b. How are people different from each other?
 - c. How do you know if someone is happy?
 - d. How do you know if someone is sad?
2. Discuss the differences between animals and people. Write these phrases on the board:
 - Can’t pray to God
 - Know right & wrong
 - Need to sleep
 - Made by God
 - Can’t read the Bible
 - Can believe in Jesus

Guide the students to put these phrases in a simple Venn diagram:



- Tell the students to look at themselves in a mirror. (Or students could look at a photo of themselves.) Help them describe themselves verbally. Have students write these descriptions in their journal. (Teacher or parent could add their own comments on the journal page.)
- Compare baby photographs of the students with recent photographs. Discuss with the student how they have changed and grown. Discuss with them all the things that they can do now versus with what they could do when they were babies.
- Read Genesis 1:26–13 to the students. Discuss with them how we are made in the image of God. Tell them of the responsibilities we have from God to be good stewards of this world.
- Find the students' meaning of their names. Discuss the meaning of their names or if they are named after someone special. Tell them that Jesus knows their names (you may want to refer to John 10:1–16).

Art Activity:

Print out students' names using software such as Word Art (or write the students' names on paper). Let students color and decorate their names.



Section 2

- Students may make a collage poster of the three categories of nouns: Persons; Places; Things (pictures may be cut from magazines and glued in the correct boxes).

Nouns		
Persons	Places	Things

SPELLING WORDS 1-1 ACTIVITY

Choose the word that best completes each sentence and write it on the lines.

bad	fast	best	hot	its	sit
tell	trip	us	went	wish	yet

1. April and Lee took a _____ to their uncle's cabin.
2. They _____ on a train.
3. April got to _____ by the window.
4. Lee felt _____ that he could not sit by the window.
5. It was _____ because the sun was shining brightly.
6. The train went very _____ through the country.

7. The train stayed on _____ track.

8. April wanted to _____ their uncle about the train trip.

9. It was the _____ trip ever!

10. April and Lee _____ they could go on another trip.

ANSWER KEYS

SECTION 1

1.1 – 1.7 Teacher check

1.8 Possible answers:

- bad, hot
- fast, best
- best, fast
- hot, bad
- its
- sit
- tell
- trip
- us
- went, wish
- wish, went
- yet

1.9 h@t b@d p@g m@p c@p
p@n p@n f@n c@t s@n

1.10 c@b r@k b@n f@v w@v
P@t b@k n@s t@r v@s

1.11 s@l r@x j@p s@t s@p
b@t n@x l@f p@x f@t

1.12 Teacher check

1.13 Any order:

baby, doctor, grandma

1.14 Any order:

kitchen, park, city

1.15 Any order:

monkey, cow, tiger

1.16 Any order:

glass, pizza, paper

1.17 Teacher check

- The family went to the mountains.
- The children played games in the car.
- Mother and Father hiked in the mountains.
- Mother liked the beautiful flowers.
- Brother rode his bike on the trails.
- Sister walked with the dog.
- The dog barked and wagged its tail.
- The children did not want to go home.
- The brother and sister slept in the car.
- They told their friends about the mountains.

1.18 yet wish
its (or sit) best
bad fast
sit (or its) trip
us tell
hot went

1.19 Suggested answers:

- Christmas
- Christmas shopping
- an old teddy bear
- her brother
- in the park
- in the bicycle basket
- a teddy bear
- a hug

1.20 Teacher check

1.21 Teacher check

1.22 Any order under each category:

CVC	CVCV	CVCC
web	cone	meat
yet	hole	goat
rag	tape	beep
zip	bite	wait
job	cube	leap
cab	vine	tail
fox	wave	foam

1.23 kite, string, cloth, sticks, mom, glue, scissors, table, kite, hill, kite, sky

1.24 Teacher check

1.25 Circled words:

Circus, Alex, Kelly, store, Dad, poster, circus, pictures, tigers, lions, monkeys, clowns, acrobats, poster, circus, Dad
family, bus, circus, animals, tricks, monkey, bike, clowns, clothes, clown, bike, bell, lions, girl, Alex, Kelly, candy, sodas, Mom, pictures, home, Mom, Dad, circus

1.26 Teacher check

SPELLING TEST

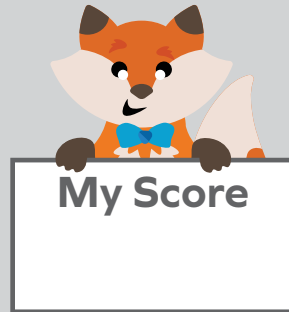
1	name	Do you have your name on your Spelling Test?	name
2	write	Please remember to write neatly!	write
3	green	The green bicycle is new.	green
4	sale	That puppy is not for sale .	sale
5	made	Grandmother made the birthday cake.	made
6	five	There were five candles on the birthday cake.	five
7	wish	She made a wish after she blew out the candles.	wish
8	rain	It began to rain after the birthday party.	rain
9	sleep	It was not easy going to sleep .	sleep
10	read	We will read the book together.	read
11	fast	The cheetah can run fast .	fast
12	goes	Michael goes to swimming lessons every day.	goes
13	hot	The stove is hot .	hot
14	float	We like to float on the lake.	float
15	tell	I want to tell you a secret.	tell
16	sit	The cat likes to sit on your lap.	sit
17	joke	They laughed at my joke .	joke
18	suit	Dad wears a suit to work.	suit
19	trip	We are going on a trip this summer.	trip
20	yet	It isn't time for supper yet .	yet

LANGUAGE ARTS 201

ALTERNATE LIFEPAC TEST

Name _____

Date _____



Each answer = 1 point

Circle the vowel in each row of letters.

1.
 - a. g h k l o
 - b. j q c a m
 - c. w x u f b
 - d. z e c p s
 - e. i d n r t

Circle the beginning consonants of the words.

2.

a. pig	b. bike
c. doll	d. fork
e. nine	