



2nd Grade English

Curriculum Sample

A Grade Ahead's rigorous, year-round English enrichment program is designed to challenge your child to a higher academic standard. Our monthly curriculum includes topics that your child will see in his or her English or Language Arts classes. Your child will build grammar, vocabulary, comprehension, and writing skills and develop strong critical thinking and analytical skills.

Each week will have an in-depth lesson (which we call Examples), homework, and answers. In these next pages, we offer a closer look at what our Examples, homework, and answers offer as well as a specific example of each.

Examples - Grade 2

Word List 1

1. clothes	what people wear
2. effort	work you put into something
3. jacket	something worn on the upper body to keep warm
4. picture	a painting, photo, or drawing of something
5. pitch	to throw a ball
6. purchase	to buy
7. reach	to stretch your arm when you are trying to grab something
8. register	a machine in a store that holds money and calculates money
9. suddenly	something happening quickly

Student Goals:

- ✓ I will be able to recognize and use my vocabulary words in a sentence.
- ✓ I will be able to identify the consonant blends and digraphs in a word.
- ✓ I will know the sound that each consonant blend and digraph makes.

Note: From grade 2 onwards, we expect the students to write full sentence answers for comprehension questions. Students should learn to write sentences with correct basic ending punctuation and capitalization. However, parents should take away points only for lack of content in their answers.

B. Vocabulary

Consonant Blends

Teaching Tip: Students learned consonants in previous grades. Before teaching consonant blends and digraphs, review the definition of a consonant. Have your students say each consonant and then blend them together to practice making the consonant blend.

Words are double consonants that are blended together quickly. ... of the sounds. In other words, two consonants have been ... you sound them out, you can still hear both letters.

Student Goals

Student goals are listed at the top right of the Examples each week. These are topics that your child should understand by the end of the week.



Lesson pages are titled "Examples - Grade 2," answer pages are titled "Answers - Grade 2," and homework pages are simply titled "Grade - 2."

Examples - Grade 2

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Teaching Tip: Students learned consonants in previous grades. Before teaching consonant blends and digraphs, review the definition of a consonant. Have your students say each consonant and then blend them together to practice making the consonant blend.

Consonant blends are double consonants that are blended together quickly, without loss of each of the sounds. In other words, two consonants have been put together, but when you sound them out, you can still hear both letters.

Example:

1. FR-	FROG, FRIGHT, FREEZE
2. GL-	GLOBE, GLOW, GLUE
3. ST-	STOP, STEM, STICK
4. TR-	TRAIN, TRICK, TRADE
5. SM-	SMOKE, SMILE, SMELL
6. GR-	GRAB, GROUND, GROWL
7. BL-	BLOCK, BLOW, BLACK
8. BR-	BREAK, BROWN, BRAIN
9. CL-	CLOWN, CLAY, CLAY
10. CR-	CRUSH, CROW, CRAZY
11. DR-	DRAW, DROP, DRAIN
12. FL-	FLIGHT, FLAG, FLOOR

A consonant is a letter in the alphabet that is not a vowel.

Vocabulary Word List

Your child will receive a vocabulary list for the week. Depending on the grade level, these words may be words that are difficult to spell, or they may not know the meaning of the word yet.

Teaching Tip

Teaching tips are suggestions to help you or your teacher present the topic to your child. These could include topics to review first or even an activity to do with your child.

ABC Word Boxes

These word boxes define terms used within the lesson that your child may not know.

... in a store that holds money
... and calculates money
... something happening quickly

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Examples - Grade 2

13. PL-	PLACE, PLAN, PLEASE
14. PR-	PRIZE, PROUD, PRICE
15. SK-	SKETCH, SKIRT, SKIN
16. SL-	SLOW, SLIDE, SLICK

Note: Consonant blends can come at the beginning, middle, or end of the word (Skip or Ask). Look at the list below of consonant blends at the end of words.

Example:
This is not a complete list of all consonant blends, but it gives a good idea of what a blend is.

1. -ST	FIRST, LAST, PAST
2. -RT	PART, HURT, SHIRT
3. -ND	POND, LAND, SAND
4. -SK	TASK, ASK, BRISK
5. -CT	ACT, ELECT, FACT
6. -FT	CRAFT, SHIFT, GIFT
7. -LB	BULB
8. -LT	ADULT, MELT
9. -MP	LAMP, CAMP, GRUMP
10. -NG	KING, SING, DING
11. -NK	INK, LINK, SINK
12. -NT	MINI, DENT, TENT
13. -PT	CREPT, NEPT, SLEPT
14. -SK	MASK, TASK, ASK
15. -SP	WASP, GASP, CRISP
16. -DD	ADD, ODD, DADDY
17. -FF	OFF, CLIFF, STUFF

Examples

To illustrate the topic, examples are provided to you and your child. These examples help demonstrate how to solve the problem or figure out the answer.



Each day's homework usually takes about 30 minutes to complete.

...waiting room to try it on. He liked the way
...shirt and decided to buy it. When he went to
...to pay for it, he found that there was a long line of people waiting
...lines. He counted twenty-five people in front of him.
...he felt that the wait in line was going to be long. So, he changed his mind about
...ing anything, and he started to leave the store. Just then, the salesgirl stopped him
...and asked him if he needed help. Jacob told her about the long line ahead of him, and
...that he did not want to wait that long.

The salesgirl pointed him towards a checkout lane, which had only a couple of
people in line. Jacob felt happy. He picked up the shirt and came out through the "faster"
lane.

Answer the questions about the passage.

- Jacob went to the store to... [Complete the sentence]
- What was wrong with the old item he needed to replace?
- Jacob did not buy what he went to buy because... [Complete the sentence]

Homework

Each week, four days of homework are given to apply concepts from that week's lesson and reinforce the topic.

Answers - Grade 2

Week: 1 - Day 1

A. Comprehension

- buy a jacket.
- Jacob wanted to buy a jacket because winter was almost starting, and his old jacket was too small for him.
- he did not find any color that he liked.
5. The t-shirt that Jacob liked was white and had a picture of a lion. **Answers will vary.** Example: I think he liked it because he liked lions.
6. Jacob changed his mind about buying anything because there was a long line at the checkout.
7. a faster checkout lane.

B. Vocabulary
(Answers 1-10 will vary. Examples are given.)

1. new toy	2. your school work
3. far away	4. a jacket, hat, and gloves
5. toy store	6. it is cold
7. my friend	8. a flower
9. sprang out of the bushes	
10. ok	11-12. ci, th
13. dd	14. ft
15. ch	16. ch
17. ch	18. st

(For the odd numbers, the answers will vary - Examples are given. Blends and digraphs are highlighted.)

19. plain	20. A train ride is fun.
21. neck	22. I tied a ribbon around my cat's neck.
23. chair	24. This chair can be folded and put away.
25. sleep	26. I like to sleep in on the weekends.
27-28. glove	29-30. frog
31-32. phone	33-34. still
35-36. whale	37-38. blow or snowflake

Answers

Answers are provided to check your child's homework. Enter the scores into the Parent Portal to track progress and note which areas may need more work.

A. Word List 1

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2. effort	work you put into something
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Consonant Digraphs

 **Teaching Tip:** *Digraphs make only one sound. Practice these sounds with the example words in the table below. Then, ask your students to come up with their own word for each sound. You can even accompany the words with pictures for visual support.*

Consonant digraphs consist of two consonant letters that make one sound. Digraphs can come anywhere in the word (beginning, middle, and end).



Example:

1. CH	CHURCH, MARCH, SUCH
2. PH	PHONE, PHOTO, GOPHER
3. SH	SHOE, SHORE, WISH
4. TH	THEN, THINK, THANK
5. WH	WHEEL, WHEAT, WHERE
6. WR	WRIST, WRAP, WRESTLE
7. KN	KNIGHT, KNIFE, KNEE
8. CK	LICK, TICK, CLICK

The farmer raises chickens.
 A quarter is about an inch.
 The fallen leaves crunched when I stepped on them.



Teaching Tip: *If there is some time left at the end of the class, you can play games with the students.*

One game you can play is called “Scavenger Hunt.” For this game, have the students read the comprehension passage in the first index again. While they are reading the passage ask them to circle all of the blends and underline all of the digraphs they see. The student(s) who find the most blends and digraphs wins the game.

Another activity you can do with the class is to split the class into 2 groups. Assign blends to one group and digraphs to the other. On a piece of paper, have each group come up with as many blends or digraphs as they can. The group with the most words wins the challenge.

Date: _____ Start Time: _____ End Time: _____ Comprehension Score: ____/ 7
Vocabulary Score: ____/38

A. Comprehension - Read the passage.

One day, Jacob went to a store to **purchase** a **jacket** for himself. It was almost the start of winter, and his old jacket was too small for him. He tried on a few jackets, but he could not find a color he liked. Then, he tried to find a t-shirt since there was a sale on t-shirts. He picked up a white one that had a **picture** of a lion on it.



Jacob went to the fitting room to try it on. He liked the way he looked in the t-shirt and decided to buy it. When he went to the **register** to pay for it, he found that there was a long line of people waiting to pay for their **clothes**. He counted twenty-five people in front of him.

He felt that the wait in line was going to be long. So, he changed his mind about buying anything, and he started to leave the store. Just then, the salesgirl stopped him and asked him if he needed help. Jacob told her about the long line ahead of him, and that he did not want to wait that long.

The salesgirl pointed him towards a checkout lane, which had only a couple of people in line. Jacob felt happy. He picked up the shirt and came out through the "faster" lane.

Answer the questions about the passage.

1. Jacob went to the store to... [Complete the sentence]

2. What was wrong with the old item he needed to replace?

3. Jacob did not buy what he went to buy because... [Complete the sentence]

4-5. Describe the t-shirt that Jacob liked. Why do you think Jacob liked it?

6. Why did Jacob change his mind about buying anything?

7. The salesgirl pointed Jacob to... [complete the sentence]

B. Vocabulary – Complete the following sentences with your own answers. Each sentence has one of your vocabulary words in it.

1. I would like to purchase a _____ at the store.
2. It is important to put a lot of effort into _____.
3. I have to reach for something when it is _____.
4. If it is cold outside, some clothes I would need to wear would be _____.
5. You could find a cash register at a _____.
6. I need a jacket because _____.
7. I pitched the ball to _____.
8. I drew a picture of _____.
9. Suddenly, the tiger _____.

Underline the consonant blend or digraph that is in each of the following vocabulary words. A word may have more than one blend or digraph.

10. jacket

11-12. clothes

13. sudden

14. effort

15. pitch

16. purchase

17. reach

18. register

Consonant Blends and Digraphs - Fill in the each blank with a word using the consonant blend or digraph from the bank. Write a sentence of your own using the word you make.

sl ch ck tr

19. We are traveling from Chicago to Detroit by _____ain.

20. _____

21. Mark is wearing a beautiful tie around his ne_____.

22. _____

23. This is my _____air. I would like to sit here.

24. _____

25. My daughter loves to read before going to _____eep.

26. _____

Write the name of the object shown below. Then, underline the blend(s) or digraph(s).

27-28.



29-30.



31-32.



33-34.



35-36.



37-38.



Week: 1 – Day 1

A. Comprehension

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2. Jacob wanted to buy a jacket because winter was almost starting, and his old jacket was too small for him.
3. he did not find any color that he liked.
- 4-5. The t-shirt that Jacob liked was white and had a picture of a lion. **Answers will vary.** Example: I think he liked it because he liked lions.
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| 10. ck | 11-12. cl, th |
| 13. dd | 14. rt |
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(For the odd numbers, the answers will vary – Examples are given. Blends and digraphs are highlighted.)

- | | |
|-------------------------------|---|
| 19. <u>tr</u> ain | 20. A <u>tr</u> ain ride is fun. |
| 21. <u>nc</u> ck | 22. I tied a ribbon around my <u>nc</u> ck. |
| 23. <u>ch</u> air | 24. This <u>ch</u> air can be folded and put away. |
| 25. <u>sl</u> ee <u>p</u> | 26. I like to <u>sl</u> ee <u>p</u> in on the weekends. |
| 27-28. <u>gl</u> o <u>ve</u> | 29-30. <u>fr</u> o <u>g</u> |
| 31-32. <u>ph</u> o <u>n</u> e | 33-34. <u>an</u> t |
| 35-36. <u>wh</u> al <u>e</u> | 37-38. <u>sn</u> o <u>w</u> or <u>sn</u> o <u>w</u> flak <u>e</u> |

