

HOUGHTON MIFFLIN HARCOURT

# JOURNEYS

COMMON CORE



## Lesson 10

### Includes:

- Blackline Masters and Leveled Practice organized by lesson
- Answer Keys
- Weekly Tests for Key Skills

*Observation Checklists and other Informal Assessments can be found in the Assessment section of the Grab-and-Go™ Resources for this grade.*

GRADE  
**2**

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# Home Letter

## Dear Family,

This week we'll explore the question, "What's special about animals that live in the ocean?" We'll read two informational texts about the deep blue sea. The first selection, **Jellies**, features beautiful underwater photographs and fascinating facts about jellyfish. In **Splash Photography** we'll learn about the different equipment used when photographing animals that live in the ocean. What an exciting—and wet—job!

### This week's...

**Target Vocabulary:** decide, disgusting, drift, millions, simple, wrapped, choices, weaker

**Phonics Skills:** Contractions

**Vocabulary Strategy:** Base words and suffixes *-er* and *-est* (comparatives and superlatives)

**Comprehension Skill:** Fact and opinion—tell if an idea can be proved or is a feeling

**Comprehension Strategy:** Monitor/clarify—find ways to figure out what doesn't make sense

**Writing Focus:** Informative/explanatory writing—instructions

## Activities to Do Together

### Vocabulary

Use the words in this week's **Target Vocabulary** to make up sentences about the ocean and the animals that live in it.

### Adrift on an Imaginary Ocean

Using your sofa as an imaginary ship, pretend you and your child are sailing across the ocean. What animals do you see above the water? Put on a diving mask and go "underwater" to explore an old shipwreck or a deep-sea cave. Hoist the sails of your imagination and have fun exploring the ocean together!

### Write About Your Adventure

Work together to write a summary of your "ocean adventure." Write about the most important things that happened and the most amazing things you saw.






Go to the *eBook* to read and listen to this week's selection.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Weekly To-Do List

Put an X in each box when you finish the activity.

<b>Must Do</b>	<b>May Do</b>
<input type="checkbox"/> Practice pages _____	<input type="checkbox"/> Reading Log
<input type="checkbox"/>  Comprehension and Fluency Literacy Center	<input type="checkbox"/> Vocabulary in Context Cards
<input type="checkbox"/>  Word Study Literacy Center	<input type="checkbox"/> Spelling
<input type="checkbox"/>  Think and Write Literacy Center	<input type="checkbox"/> Writing
<input type="checkbox"/> Read	<input type="checkbox"/> Other _____ _____ _____
<input type="checkbox"/> Other _____ _____ _____	

## I read...

<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	

Name \_\_\_\_\_

Date \_\_\_\_\_

**Jellies**  
Vocabulary Word Cards

**millions**

**weaker**

**choices**

**wrapped**

**drift**

**disgusting**

**simple**

**decide**

Name \_\_\_\_\_ Date \_\_\_\_\_

# Target Vocabulary

**Coral Reefs**  
Target Vocabulary

Fill in each blank with the Target Vocabulary word that best completes each sentence.

1. There are \_\_\_\_\_ of animals and plants in the sea.
2. We make \_\_\_\_\_ about what to wear to school.
3. Our teacher will \_\_\_\_\_ which story we will read.
4. I \_\_\_\_\_ the birthday gift in pretty paper.
5. The puzzle was \_\_\_\_\_ and easy to do.
6. Some plants float or \_\_\_\_\_ in the ocean.
7. Do you think chocolate ants would be tasty or \_\_\_\_\_?
8. Is string stronger or \_\_\_\_\_ than rope?

## Vocabulary

choices  
decide  
disgusting  
drift  
millions  
simple  
weaker  
wrapped

Name \_\_\_\_\_ Date \_\_\_\_\_

# T-Map: Fact and Opinion

**Animals at the Aquarium**  
Graphic Organizer 12

Title *Animals at the Aquarium*

Facts	Opinions

Name \_\_\_\_\_ Date \_\_\_\_\_

**T-Map:** Fact and Opinion

**Life in Tide Pools**  
Graphic Organizer 12

Title *Life in Tide Pools*

<b>Facts</b>	<b>Opinions</b>



Name \_\_\_\_\_ Date \_\_\_\_\_

# T-Map: Fact and Opinion

**Bottlenose Dolphins**  
Graphic Organizer 12

Title *Bottlenose Dolphins*

Facts	Opinions

Name \_\_\_\_\_ Date \_\_\_\_\_

# T-Map: Fact and Opinion

**Tide Pools**  
Graphic Organizer 12

Title *Tide Pools*

Facts	Opinions

Name \_\_\_\_\_ Date \_\_\_\_\_

**Use “Snow Day” to answer questions 1–2. Use “Tornado!” to answer questions 3–4. Use information from the stories to support your answers.**

**1** What clues does the picture give you about when and where this story takes place?

---

---

**2** How are Katie’s actions different at the beginning of the story than her actions at the middle and the end of the story?

---

---

**3** What does the family do when they know the tornado is coming? Do they seem prepared? Use examples from the story to answer.

---

---

**4 CHALLENGE** How does Dad act at the end of the story? What does this tell you about him?

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

# Contractions

**Jellies**  
Phonics: Contractions

Circle the two words that make up each contraction.

- |             |            |           |
|-------------|------------|-----------|
| 1. he'll    | he is      | he will   |
| 2. she'd    | she can    | she would |
| 3. you're   | you are    | you would |
| 4. wouldn't | would have | would not |
| 5. we'll    | we have    | we will   |
| 6. didn't   | did not    | does not  |
| 7. it's     | it is      | it will   |
| 8. aren't   | you are    | are not   |

Name \_\_\_\_\_

Date \_\_\_\_\_

# Contractions

## Jellies

Phonics: Contractions

**Circle the contraction in each sentence. Then write the words that make up the contraction.**

1. We're going on a field trip. \_\_\_\_\_
2. I don't have time to talk right now. \_\_\_\_\_
3. Mom said it's time for dinner. \_\_\_\_\_
4. Sam and Jeb said they'll come to our party. \_\_\_\_\_
5. I've already cleaned my room. \_\_\_\_\_
6. We said we'd help Mom after school. \_\_\_\_\_
7. I can't believe the school day is over already. \_\_\_\_\_
8. I won't be able to go until I finish my homework. \_\_\_\_\_
9. Let's play tag at recess today. \_\_\_\_\_
10. I bet she'd like this flavor of ice cream. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Cumulative Review

**Jellies**  
Phonics: Cumulative Review

Use the two words to write a contraction.

1. I am \_\_\_\_\_
2. had not \_\_\_\_\_
3. they will \_\_\_\_\_
4. we are \_\_\_\_\_
5. she would \_\_\_\_\_
6. do not \_\_\_\_\_

Read the words below. Add *-ed* and *-ing* to make new words.

- |          | <b>-ing</b> | <b>-ed</b> |
|----------|-------------|------------|
| 7. watch | _____       | _____      |
| 8. hope  | _____       | _____      |
| 9. show  | _____       | _____      |

# Base Words and Suffixes

## *-er, -est*

**Jellies**  
**Vocabulary Strategies:**  
Base Words and Suffixes *-er, -est*

Write the word that best completes the sentence.

1. My room is \_\_\_\_\_ than your room.

**cleaner**                      **cleanest**

2. Where is the \_\_\_\_\_ park?

**nearer**                      **nearest**

3. A string is \_\_\_\_\_ than a rope.

**thinner**                      **thinnest**

4. Trish is the \_\_\_\_\_ runner in our class.

**faster**                      **fastest**

5. August is the \_\_\_\_\_ month of the year in our town.

**hotter**                      **hottest**

6. It is \_\_\_\_\_ today than it was yesterday.

**colder**                      **coldest**

Name \_\_\_\_\_ Date \_\_\_\_\_

# Contractions

**Jellies**  
Phonics: Contractions

Write the two words that make up each contraction.

1. he'll \_\_\_\_\_
2. she'd \_\_\_\_\_
3. you're \_\_\_\_\_
4. wouldn't \_\_\_\_\_
5. we'll \_\_\_\_\_
6. didn't \_\_\_\_\_
7. it's \_\_\_\_\_
8. aren't \_\_\_\_\_
9. I'm \_\_\_\_\_
10. they're \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

# Contractions

**Jellies**  
Phonics: Contractions

Use the two words to write a contraction. Then use the contraction in a sentence.

1. have not

\_\_\_\_\_

\_\_\_\_\_

2. they would

\_\_\_\_\_

\_\_\_\_\_

3. you have

\_\_\_\_\_

\_\_\_\_\_

4. it is

\_\_\_\_\_

\_\_\_\_\_

5. will not

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Cumulative Review

**Jellies**  
Phonics: Cumulative Review

Write a scene for a play. In the play, a cat and a dog argue about which one is a better pet. Use all of the words from the box in your scene.

I'm            won't            walking            cleaning  
can't            you're            chasing            jumping

**Cat:** \_\_\_\_\_  
\_\_\_\_\_

**Dog:** \_\_\_\_\_  
\_\_\_\_\_

**Cat:** \_\_\_\_\_  
\_\_\_\_\_

**Dog:** \_\_\_\_\_  
\_\_\_\_\_

**Cat:** \_\_\_\_\_  
\_\_\_\_\_

**Dog:** \_\_\_\_\_  
\_\_\_\_\_

# Base Words and Suffixes

## *-er, -est*

**Jellies**  
**Vocabulary Strategies:**  
Base Words and Suffixes *-er, -est*

Write a word with *-er* or *-est* to complete each sentence.

1. My room is \_\_\_\_\_ than your room.
2. Where is the \_\_\_\_\_ park?
3. A string is \_\_\_\_\_ than a rope.
4. Trish is the \_\_\_\_\_ runner in our class.
5. August is the \_\_\_\_\_ month of the year.
6. It is \_\_\_\_\_ today than it was yesterday.
7. Our dog barks \_\_\_\_\_ than yours.
8. This year's party will be the \_\_\_\_\_ one ever.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Contractions

**Jellies**  
Phonics: Contractions

Write the two words that make up each contraction.

Then say the words.

are not	he will	she would	would not
did not	it is	we will	you are

1. he'll \_\_\_\_\_

2. she'd \_\_\_\_\_

3. you're \_\_\_\_\_

4. wouldn't \_\_\_\_\_

5. we'll \_\_\_\_\_

6. didn't \_\_\_\_\_

7. it's \_\_\_\_\_

8. aren't \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Contractions

**Jellies**

**Phonics: Contractions**

**Circle the contraction in each sentence. Say the contraction. Then rewrite the sentence using two words instead of a contraction.**

1. We're going on a field trip.

\_\_\_\_\_

2. I don't have time to talk right now.

\_\_\_\_\_

3. Mom said it's time for dinner.

\_\_\_\_\_

4. Sam and Jeb said they'll come to our party.

\_\_\_\_\_

5. I've already cleaned my room.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Cumulative Review

**Jellies**  
Phonics: Cumulative Review

Use the two words to write a contraction. Say the contraction. Then write the letter or letters that the apostrophe replaces.

	<b>Contraction</b>	<b>Apostrophe Replaces</b>
1. I am	_____	_____
2. they will	_____	_____
3. we are	_____	_____
4. she would	_____	_____
5. do not	_____	_____
6. that is	_____	_____

Read the sentences below. Then choose the word from the box that best completes each sentence.

.....  
watching      throwing      showed  
.....

- 7. Hannah \_\_\_\_\_ the ribbon to her friends.
- 8. Jim is \_\_\_\_\_ the baby today.
- 9. He is \_\_\_\_\_ the ball into the hoop.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Base Words and Suffixes

## *-er, -est*

### Jellies

Vocabulary Strategies:  
Base Words and Suffixes *-er, -est*

Write the word that best completes the sentence.

1. Your room is \_\_\_\_\_ than my room.

**cleaner**                      **cleanest**



2. A string is \_\_\_\_\_ than a rope.

**thinner**                      **thinnest**



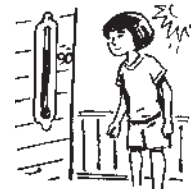
3. Trish is the \_\_\_\_\_ runner in our class.

**faster**                      **fastest**



4. August is the \_\_\_\_\_ month of the year in our town.

**hotter**                      **hottest**



5. It is \_\_\_\_\_ today than it was yesterday.

**colder**                      **coldest**



6. Our dog barks \_\_\_\_\_ than yours.

**louder**                      **loudest**



Name \_\_\_\_\_ Date \_\_\_\_\_

**Jellies**

**Test Record Form**

<b>TEST RECORD FORM</b>	<b>Possible Score</b>	<b>Acceptable Score</b>	<b>Student Score</b>
<b>Vocabulary:</b> Target Vocabulary, Base Words and Suffixes <i>-er, -est</i>	<b>10</b>	<b>7</b>	
<b>Comprehension:</b> Fact and Opinion, Author's Purpose, Anchor Text	<b>10</b>	<b>7</b>	
<b>Phonics:</b> Contractions	<b>10</b>	<b>7</b>	
<b>Grammar:</b> Verbs in the Present, Past, and Future	<b>10</b>	<b>7</b>	
<b>TOTAL</b>	<b>40</b>	<b>28</b>	
<b>Total Student Score × 2.5 =</b>			<b>%</b>



# Vocabulary

Answer Numbers 1 through 10. Choose the best answer for each question.

- 1 What does the word *choices* mean in the sentence below?

**You have two choices of sandwich meat.**

- (A) things to pick from
- (B) things that must happen
- (C) things that stay the same

- 2 What does the word *decides* mean in the sentence below?

**Peg decides to wear her pink dress to the party.**

- (F) will have to
- (G) does not want to
- (H) makes up her mind

- 3 What does the word *disgusting* mean in the sentence below?

**The rotten, old tomato looks disgusting.**

- (A) sad
- (B) sour
- (C) ugly

- 4 What does the word *drift* mean in the sentence below?

**The balloons drift slowly through the air.**

- (F) float
- (G) pop
- (H) zip

- 5 What does the word *millions* mean in the sentence below?

**There are millions of people living in our country today.**

- (A) only a few
- (B) different sizes
- (C) a very big number

- 6 Which word BEST completes the sentence below?

**The fruit here is \_\_\_\_\_ than the fruit there.**

- (F) fresh
- (G) fresher
- (H) freshest

- 7 Which word BEST completes the sentence below?

**Of all the fruit stands in town, Baker's is the \_\_\_\_\_.**

- (A) newer
- (B) older
- (C) oldest

- 8 Which word BEST completes the sentence below?

**Baker's prices are \_\_\_\_\_ than Rocha's Market.**

- (F) highest
- (G) lower
- (H) lowest

- 9 Which word BEST completes the sentence below?

**Of all the stores in town, Baker's has the \_\_\_\_\_ workers.**

- (A) nice
- (B) nicer
- (C) nicest

- 10 Which word BEST completes the sentence below?

**Some people tell Mr. Baker that his store is too small and he should build a \_\_\_\_\_ one.**

- (F) bigger
- (G) biggest
- (H) littlest



# Comprehension

Answer Numbers 1 through 10. Base your answers on the article “Jellies.”

- 1** Why does the author begin the article with the words *if you were a jellyfish*?

  - (A) to teach you how to swim like a jellyfish
  - (B) to tell you that you are like a jellyfish
  - (C) to make you think about what it is like to be a jellyfish
- 2** Why does the author show pictures of jellyfish?

  - (F) to show what a good artist she is
  - (G) to show a scary story about jellyfish
  - (H) to show what different kinds of jellyfish look like
- 3** What words does the author use to help the reader understand how a jellyfish stings?

  - (A) “tiny, mechanical”
  - (B) “Like a bow and arrow”
  - (C) “stinging a friend or an enemy”
- 4** Why does the author compare some jellyfish to a cobra?

  - (F) to warn readers to stay away from cobras
  - (G) to explain how dangerous jellyfish are
  - (H) to help readers picture what jellyfish look like

**Jellies**  
**Comprehension**

- 5** Why does the author say that an upside-down jellyfish is like a greenhouse and a grocery store?
- Ⓐ because a jellyfish grows its own food
  - Ⓑ because a jellyfish eats small bits of algae
  - Ⓒ because a jellyfish gives food to other animals
- 6** The article says a jellyfish is *shaped like a bell*. Why does the author use the word *bell*?
- Ⓕ to tell you how a jellyfish sounds
  - Ⓖ to tell you what a jellyfish looks like
  - Ⓗ to tell you there is a bell in the ocean
- 7** Which sentence from the article gives an opinion?
- Ⓐ “The Portuguese man-of-war is not a real jellyfish.”
  - Ⓑ “Jellyfish are almost all water and a little protein.”
  - Ⓒ “They look slimy and disgusting when they wash up on the beach.”
- 8** Which sentence from the article gives an opinion?
- Ⓕ “In the sea, jellyfish are beautiful.”
  - Ⓖ “They don’t hunt and they can’t chase.”
  - Ⓗ “They are called Arctic lion’s mane jellyfish.”

- 9 Which of these ideas from the article is a fact?
- A People who see jellyfish are very lucky.
  - B Some jellyfish look very elegant.
  - C Jellyfish sting for protection.

- 10 Read this sentence below.

**Seeing an ocean full of jellyfish is unforgettable.**

How can you tell that this is an opinion?

- F It can be proven to be true.
- G It tells what the author thinks.
- H It tells something everybody knows.

Mark Student Reading Level:

\_\_\_ Independent \_\_\_ Instructional \_\_\_ Listening



# Phonics

**Answer Numbers 1 through 10. Choose the best answer for each question.**

- 1** Which word is the **CORRECT** contraction for *can not* in the sentence below?

**I can not see the moon in the sky tonight.**

- (A) can't
- (B) canot
- (C) cann't

- 2** Which word is the **CORRECT** contraction for *is not* in the sentence below?

**The ocean is not far from Lucy's house.**

- (F) is'nt
- (G) isn't
- (H) is'not

- 3** Which word is the **CORRECT** contraction for *What is* in the sentence below?

**What is the largest fish you have ever seen?**

- (A) Wha's
- (B) Whats
- (C) What's

- 4** Which word is the **CORRECT** contraction for *do not* in the sentence below?

**Do not tap on the fish tank.**

- (F) D'nt
- (G) Do'nt
- (H) Don't

- 5 Which word is the CORRECT contraction for *I am* in the sentence below?

**I am hoping to see whales today.**

- (A) Im
- (B) I'm
- (C) I'am

- 6 Which word is the CORRECT contraction for *she will* in the sentence below?

**Angie says that she will look for sand dollars.**

- (F) shell
- (G) sh'll
- (H) she'll

- 7 Which word is the CORRECT contraction for *They have* in the sentence below?

**They have seen many different fish in the ocean.**

- (A) They've
- (B) They'vee
- (C) They'have

- 8 Which word is the CORRECT contraction for *they are* in the sentence below?

**Either the sea lions are in the water or they are on the rocks.**

- (F) there
- (G) the're
- (H) they're

Name \_\_\_\_\_ Date \_\_\_\_\_

- 9 Which word is the CORRECT contraction for *will not* in the sentence below?

**Jackie will not go to the beach today.**

- (A) won't
- (B) will'nt
- (C) wolln't

- 10 Which word is the CORRECT contraction for *We will* in the sentence below?

**We will watch the water carefully for schools of fish.**

- (F) Well
- (G) We'll
- (H) We'lll





# Grammar

Answer Numbers 1 through 10. Choose the best answer for each question.

- 1 What change should be made in the sentence below?

**Yesterday, Carla call her grandmother.**

- (A) change *call* to **calls**
- (B) change *call* to **called**
- (C) change *call* to **will call**

- 2 What change should be made in the sentence below?

**Kiki visited her new school tomorrow.**

- (F) change *visited* to **visit**
- (G) change *visited* to **visits**
- (H) change *visited* to **will visit**

- 3 What change should be made in the sentence below?

**Next summer, Jo climbs a tall mountain.**

- (A) change *climbs* to **climb**
- (B) change *climbs* to **climbed**
- (C) change *climbs* to **will climb**

- 4 What change should be made in the sentence below?

**Allie waiting at the bus stop while Gina runs to catch up.**

- (F) change *waiting* to **wait**
- (G) change *waiting* to **waits**
- (H) change *waiting* to **will waiting**

- 5** What change should be made in the sentence below?

**Tomás teases Max about his cap last week.**

- (A) change *teases* to **tease**
- (B) change *teases* to **teased**
- (C) change *teases* to **will teasing**

- 6** What change should be made in the sentence below?

**Clark and his family moved to Tampa next week.**

- (F) change *moved* to **moves**
- (G) change *moved* to **moving**
- (H) change *moved* to **will move**

- 7** What change should be made in the sentence below?

**Ryan will wonder why the ducks left the pond yesterday.**

- (A) change *will wonder* to **wonder**
- (B) change *will wonder* to **wondered**
- (C) change *will wonder* to **wondering**

- 8** What change should be made in the sentence below?

**Next Monday, Heather printed out three copies of her poem.**

- (F) change *printed* to **prints**
- (G) change *printed* to **printing**
- (H) change *printed* to **will print**

- 9 What change should be made in the sentence below?

**When Mark *whistling*, the baby claps her hands.**

- (A) change *whistling* to **whistle**
- (B) change *whistling* to **whistles**
- (C) change *whistling* to **will whistle**

- 10 What change should be made in the sentence below?

**In last week's game, Cyndy *kicks* the ball farther than anyone else.**

- (F) change *kicks* to **kicked**
- (G) change *kicks* to **kicking**
- (H) change *kicks* to **will kick**





# Jellyfish

Take turns reading the dialogue with a partner. Then on a separate sheet of paper, use the words disgusting, millions, and wrapped in complete sentences.

**Sagari:** Look at this slimy jellyfish. It is **disgusting!**

**Mom:** A jellyfish has **millions** of cells that sting.

**Sagari:** They all **drift** over there. I can swim over here.

**Mom:** Make sure you don't bump into one.

**Sagari:** I want to see them up close.

**Mom:** Be careful. Jellyfish can sting you.

**Sagari:** I will wear a wetsuit to protect myself. Then the jellyfish can't sting my skin.

**Mom:** Okay. Just don't come out of the water **wrapped** up in a jellyfish!





# Jellies

Jellyfish are animals that live in the ocean. They are very **simple** animals. Some look like plastic in the sea. They look slimy and **disgusting** when they are on the beach.

A jellyfish is shaped like a bell. It has a mouth and tentacles. Jellyfish are made of water and protein. There are many kinds and sizes of jellyfish.

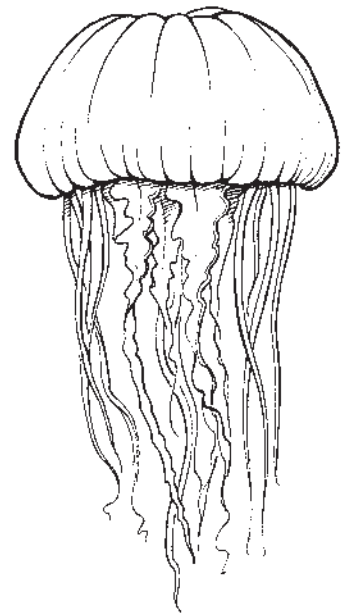
Jellyfish do not have brains. They do not make **choices** or **decide** what to do. They just float up and down in the ocean.

Jellyfish have **millions** of tiny cells that sting. They protect themselves by stinging. They also sting to catch food.

Jellyfish do not chase other animals for food. They just bump into things and sting them. Some jellyfish can use algae to grow their own food.

Jellyfish can float for miles around the ocean. Some jellyfish just pulse, or move with a steady rhythm, and **drift**.

Someday you might be lucky. You might see jellyfish in the ocean. Then you will know how beautiful they can be.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
BLACKLINE MASTER 10.4

## Target Vocabulary

Fill in each blank with the Target Vocabulary word that best completes each sentence.

- There are millions of animals and plants in the sea.
- We make choices about what to wear to school.
- Our teacher will decide which story we will read.
- I wrapped the birthday gift in pretty paper.
- The puzzle was simple and easy to do.
- Some plants float or drift in the ocean.
- Do you think chocolate ants would be tasty or disgusting?
- Is string stronger or weaker than rope?

**Vocabulary**

choices  
decide  
disgusting  
drift  
millions  
simple  
weaker  
wrapped

Read directions to children.  
Target Vocabulary  
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Grade 2, Unit 2

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
BLACKLINE MASTER 10.5

## T-Map: Fact and Opinion

Title Animals at the Aquarium

Possible responses shown.

Facts	Opinions
An octopus has eight legs.	Some animals are cute.
There are millions of lobsters in the world.	Jellyfish look very strange.

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**7**

Grade 2, Unit 2

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
BLACKLINE MASTER 10.6

## T-Map: Fact and Opinion

Title Life in Tide Pools

Possible responses shown.

Facts	Opinions
A barnacle makes its own glue.	The anemone looks like a flower.
You can find tide pools at the beach.	Plants and animals in a tide pool are beautiful and interesting.
Waves crash in and out of tide pools.	Life can be hard for animals in a tide pool.

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**8**

Grade 2, Unit 2

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
BLACKLINE MASTER 10.7

## T-Map: Fact and Opinion

Title Bottlenose Dolphins

Possible responses shown.

Facts	Opinions
They work together.	They smile.
Dolphins are mammals.	Many people believe that dolphins are smarter than dogs, but not as smart as humans.
The largest dolphin is an orca, or killer whale.	It's fun to watch these friendly, playful dolphins.

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**9**

Grade 2, Unit 2

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
BLACKLINE MASTER 10.8

**Tide Pools**  
Graphic Organizer 12

**T-Map: Fact and Opinion**

Title Tide Pools

Possible responses shown.

Facts	Opinions
<p>A barnacle makes glue.</p> <p>You can find tide pools at the beach.</p>	<p>The anemone looks like a flower.</p> <p>Plants and animals in a tide pool are beautiful and interesting.</p>

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
BLACKLINE MASTER 10.9

**Test Power**

Use "Snow Day" to answer questions 1–2. Use "Tornado!" to answer questions 3–4. Use information from the stories to support your answers.

❶ What clues does the picture give you about when and where this story takes place?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

❷ How are Katie's actions different at the beginning of the story than her actions at the middle and the end of the story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

❸ What does the family do when they know the tornado is coming? Do they seem prepared? Use examples from the story to answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

❹ **CHALLENGE** How does Dad act at the end of the story? What does this tell you about him?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
LEVELED PRACTICE SR10.1

**Jellies**  
Phonics: Contractions

## Contractions

Circle the two words that make up each contraction. (1 point each)

- he'll                      he is                      he will
- she'd                      she can                      she would
- you're                      you are                      you would
- wouldn't                      would have                      would not
- we'll                      we have                      we will
- didn't                      did not                      does not
- it's                      it is                      it will
- aren't                      you are                      are not

Read directions to children. Assessment Tip: Total 8 Points

Phonics Grade 2, Unit 2

12

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
LEVELED PRACTICE SR10.2

**Jellies**  
Phonics: Contractions

## Contractions

Circle the contraction in each sentence. Then write the words that make up the contraction. (2 points each)

- We're going on a field trip. We are
- I don't have time to talk right now. do not
- Mom said it's time for dinner. it is
- Sam and Jeb said they'll come to our party. they will
- I've already cleaned my room. I have
- We said we'd help Mom after school. we would
- I can't believe the school day is over already. can not
- I won't be able to go until I finish my homework. will not
- Let's play tag at recess today. Let us
- I bet she'd like this flavor of ice cream. she would

Read directions to children. Assessment Tip: Total 20 Points

Phonics Grade 2, Unit 2

13

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
LEVELED PRACTICE SR10.3

**Jellies**  
Phonics: Cumulative Review

## Cumulative Review

Use the two words to write a contraction. (1 point each)

- I am                      I'm
- had not                      hadn't
- they will                      they'll
- we are                      we're
- she would                      she'd
- do not                      don't

Read the words below. Add *-ed* and *-ing* to make new words. (1 point each)

	-ing	-ed
7. watch	<u>watching</u>	<u>watched</u>
8. hope	<u>hoping</u>	<u>hoped</u>
9. show	<u>showing</u>	<u>showed</u>

Read directions to children. Assessment Tip: Total 12 Points

Phonics Grade 2, Unit 2

14

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
LEVELED PRACTICE SR10.4

**Jellies**  
Vocabulary Strategies:  
Base Words and Suffixes -er, -est

## Base Words and Suffixes -er, -est

Write the word that best completes the sentence. (1 point each)

- My room is cleaner than your room.  
**cleaner                      cleanest**
- Where is the nearest park?  
**nearer                      nearest**
- A string is thinner than a rope.  
**thinner                      thinnest**
- Trish is the fastest runner in our class.  
**faster                      fastest**
- August is the hottest month of the year in our town.  
**hotter                      hottest**
- It is colder today than it was yesterday.  
**colder                      coldest**

Read directions to children. Assessment Tip: Total 6 Points

Vocabulary Strategies Grade 2, Unit 2

15

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
LEVELED PRACTICE A10.1

**Jellies**  
Phonics: Contractions

## Contractions

Write the two words that make up each contraction. (1 point each)

- he'll     he will
- she'd     she would OR she had
- you're     you are
- wouldn't     would not
- we'll     we will
- didn't     did not
- it's     it is
- aren't     are not
- I'm     I am
- they're     they are

Read directions to children.     Assessment Tip: Total 10 Points  
Phonics     16     © Houghton Mifflin Harcourt Publishing Company. All rights reserved.     Grade 2, Unit 2

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
LEVELED PRACTICE A10.2

**Jellies**  
Phonics: Contractions

## Contractions

Use the two words to write a contraction. Then use the contraction in a sentence.  
Possible responses shown. (2 points each)

- have not     haven't  
I haven't finished my homework yet.
- they would     they'd  
Sam and Jeb said they'd help us.
- you have     you've  
You've always been my best friend.
- it is     it's  
It's raining outside.
- will not     won't  
My friend won't be here until after dinner.

Read directions to children.     Assessment Tip: Total 10 Points  
Phonics     17     © Houghton Mifflin Harcourt Publishing Company. All rights reserved.     Grade 2, Unit 2

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
LEVELED PRACTICE A10.3

**Jellies**  
Phonics: Cumulative Review

## Cumulative Review

Write a scene for a play. In the play, a cat and a dog argue about which one is a better pet. Use all of the words from the box in your scene. Answers will vary. (8 points)

I'm     won't     walking     cleaning  
can't     you're     chasing     jumping

**Cat:** \_\_\_\_\_  
\_\_\_\_\_

**Dog:** \_\_\_\_\_  
\_\_\_\_\_

**Cat:** \_\_\_\_\_  
\_\_\_\_\_

**Dog:** \_\_\_\_\_  
\_\_\_\_\_

**Cat:** \_\_\_\_\_  
\_\_\_\_\_

**Dog:** \_\_\_\_\_  
\_\_\_\_\_

Read directions to children.     Assessment Tip: Total 8 Points  
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Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
LEVELED PRACTICE A10.4

**Jellies**  
Vocabulary Strategies:  
Base Words and Suffixes -er, -est

## Base Words and Suffixes -er, -est

Write a word with -er or -est to complete each sentence.  
Possible responses shown. (1 point each)

- My room is cleaner \_\_\_\_\_ than your room.
- Where is the nearest \_\_\_\_\_ park?
- A string is thinner \_\_\_\_\_ than a rope.
- Trish is the fastest \_\_\_\_\_ runner in our class.
- August is the hottest \_\_\_\_\_ month of the year.
- It is colder \_\_\_\_\_ today than it was yesterday.
- Our dog barks louder \_\_\_\_\_ than yours.
- This year's party will be the biggest \_\_\_\_\_ one ever.

Read directions to children.     Assessment Tip: Total 8 Points  
Vocabulary Strategies     19     © Houghton Mifflin Harcourt Publishing Company. All rights reserved.     Grade 2, Unit 2

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
LEVELED PRACTICE ELL10.1

**Jellies**  
Phonics: Contractions

## Contractions

Write the two words that make up each contraction.  
Then say the words. (1 point each)

are not      he will      she would      would not  
did not      it is      we will      you are

1. he'll      he will \_\_\_\_\_
2. she'd      she would \_\_\_\_\_
3. you're      you are \_\_\_\_\_
4. wouldn't      would not \_\_\_\_\_
5. we'll      we will \_\_\_\_\_
6. didn't      did not \_\_\_\_\_
7. it's      it is \_\_\_\_\_
8. aren't      are not \_\_\_\_\_

Read directions to children.      Assessment Tip: Total 8 Points  
Phonics      20      Grade 2, Unit 2  
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Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
LEVELED PRACTICE ELL10.2

**Jellies**  
Phonics: Contractions

## Contractions

Circle the contraction in each sentence. Say the contraction. Then rewrite the sentence using two words instead of a contraction. (2 points each)

1. (We're) going on a field trip.  
We are going on a field trip.
2. I (don't) have time to talk right now.  
I do not have time to talk right now.
3. Mom said (it's) time for dinner.  
Mom said it is time for dinner.
4. Sam and Jeb said (they'll) come to our party.  
Sam and Jeb said they will come to our party.
5. (I've) already cleaned my room.  
I have already cleaned my room.

Read directions to children.      Assessment Tip: Total 10 Points  
Phonics      21      Grade 2, Unit 2  
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Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
LEVELED PRACTICE ELL10.3

**Jellies**  
Phonics: Cumulative Review

## Cumulative Review

Use the two words to write a contraction. Say the contraction. Then write the letter or letters that the apostrophe replaces. (2 points each)

	Contraction	Apostrophe Replaces
1. I am	<u>I'm</u> _____	<u>a</u> _____
2. they will	<u>they'll</u> _____	<u>wi</u> _____
3. we are	<u>we're</u> _____	<u>a</u> _____
4. she would	<u>she'd</u> _____	<u>woul</u> _____
5. do not	<u>don't</u> _____	<u>o</u> _____
6. that is	<u>that's</u> _____	<u>i</u> _____

Read the sentences below. Then choose the word from the box that best completes each sentence. (1 point each)

watching      throwing      showed

7. Hannah showed the ribbon to her friends.
8. Jim is watching the baby today.
9. He is throwing the ball into the hoop.

Read directions to children.      Assessment Tip: Total 15 Points  
Phonics      22      Grade 2, Unit 2  
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Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 10**  
LEVELED PRACTICE ELL10.4


**Jellies**  
Vocabulary Strategies:  
Base Words and Suffixes -er, -est

## Base Words and Suffixes

-er, -est

Write the word that best completes the sentence. (1 point each)


1. Your room is cleaner than my room.  
**cleaner      cleanest**
2. A string is thinner than a rope.  
**thinner      thinnest**
3. Trish is the fastest runner in our class.  
**faster      fastest**
4. August is the hottest month of the year in our town.  
**hotter      hottest**
5. It is colder today than it was yesterday.  
**colder      coldest**
6. Our dog barks louder than yours.  
**louder      loudest**



Read directions to children.      Assessment Tip: Total 6 Points  
Vocabulary Strategies      23      Grade 2, Unit 2  
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## Lesson 10

Grade 2



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