
Learn at Home Activities - Literacy

Second Grade



My name is: _____ .

Dear Families,

We want to make sure that our students continue their learning during this challenging time. To help, these packets have been created to provide practice and activities for students to complete that will keep them reading and writing and growing. The packets look like what your school has sent home in the past over recesses and breaks. They have been designed so that they can be easily gone over by you with your student(s). The packet for this grade is split into sections – Word Study, Reading, and Writing. Each section has its own directions to guide you and your student(s) through it.

Because students throughout the City are at different places with their reading and writing, some of the work in the packet might be easy for students and some might be challenging. You should do what makes sense to help each student be successful with this work. We offer suggestions for this in each section of the packet.

In addition to this packet, please make sure your student keeps reading every day! Anything is good – books from school, the library, even comic books! We can't forget about talking and playing either – they're learning experiences too! See the "Talk. Play. Read!" tip sheet in the packet for ideas!

You can access more resources on-line at the <https://www.schools.nyc.gov/> website. Look under "Learning" and then "Learn at Home."

Also, be sure to check out our "Early Literacy Resources" - <https://www.schools.nyc.gov/school-life/learning/grade-by-grade/early-childhood-learning/early-literacy-resources> - for even more information!

Thank you for reading this and for the work you will do with your student(s). We think it will be a fun and engaging time!

Warmly,

The Early Literacy Team at the New York City Department of Education

Talk. Play. Read!

Every day, there are fun and easy ways to help your child build a lifelong love of reading.

Talk

- Ask questions! Try asking your child about words that rhyme (“What words rhyme with car?”), or asking questions that start a conversation (“Why didn’t you like that book?”).
- Follow your child’s lead. If they seem interested in a book or topic, keep talking about it!
- If you watch a movie or TV show together, talk to your child about what you’re watching. Ask questions like, “Was that character happy or sad?” or “What do you think will happen next?”.

Try this! Help your child learn new words by talking about where things are, with words like “first” and “last,” or “left” and “right.” Talk about opposites like “up” and “down.”

Play

- Play word games that help your child learn sounds. Try saying, “I spy with my little eye something beginning with the sound ‘f-f-f-f.’ What do you think I’m looking at?”
- Play rhyming games! Give your child a rhyming word and have them guess the animal. “I rhyme with mat. I am a…” You can play this on the bus, on the subway, or in the car.
- Play board games like Boggle or Scrabble that help your child build reading skills while having fun. Or write letters on a piece of paper and see what words your child can make.

Try this! Clap out words in a sentence (use one-syllable words at first). Older children can clap out individual sounds in words (c-a-t), or clap out syllables in longer words (ad-ven-ture).

Read

- Visit your local library! You can read lots of children’s books while you’re there, or borrow them for your child to explore at home. Signing up for a library card is easy and free.
- Read books out loud together, in any language. Let your child choose books about things that interest them!
- When you’re out together, ask if your child can sound out letters or words on billboards, store fronts, street signs, or items at the grocery store.

Try this! If your child is already reading, take turns! Read half the page and ask your child to read the other half. Ask, “What was that story about?” or “Did you like that character? Why?”

Talk. Play. Read!

There are lots of resources your family can use to start getting ready to read!

Use myON to read free books on your smart phone, tablet, or computer

The myON Digital Library contains over 6,000 books, including Spanish titles, and myOn News publishes daily age-appropriate articles. Families with children of all ages have free access through 9/30/18.

www.myon.com (For grades K-2, username “nycb” and password “myon”)

Visit your local library branch

You can read with your child, check out books to take home, or attend free programs. There are also online resources that you can download at the library or at home

In Manhattan, the Bronx, and Staten Island

Find your nearest library: www.nypl.org/locations/map or call (917) ASK-NYPL

Find resources for early readers: www.nypl.org/education/parents

In Brooklyn

Find your nearest library: www.bklynlibrary.org/locations or call (718) 230-2100

Find resources and free programs: www.bklynlibrary.org/learn/kids

In Queens

Find your nearest library: www.queenslibrary.org/ql_findabbranch or call (718) 990-0728

Find resources and free programs: www.queenslibrary.org/kids

Try Reading Rockets' easy-to-use reading tools

Over the summer, you can get reading tips to go. To start receiving summer literacy texts, simply text READING to 41411 from your mobile phone or subscribe online.

www.startwithabook.org/sms

Find reading tips for parents in multiple languages, including for parents of children with disabilities.

www.readingrockets.org/article/reading-tips-parents-multiple-languages

Watch fun, read-aloud videos and play literacy games with your child

Storyline Online has a variety of children's books read aloud by actors in a fun and compelling way.

www.storylineonline.net/

Reading Pioneers has a large collection of animated books read aloud on their YouTube channel.

www.youtube.com/readingpioneers

Unite for Literacy has a collection of books in multiple languages, with narration.

www.uniteforliteracy.com/

PBS Kids has early literacy games featuring TV characters your child might know.

pbskids.org/games/

www.schools.nyc.gov/earlyliteracy

Word Study



Dear Families,

The activities in this packet are designed to support second grade students with reviewing previously taught phonological awareness, phonics, and fluency skills (foundational skills). The table below outlines activities for each day. The games can be played as often as you like. Please note, some of the activities will require scissors.

Second Grade	Word Study Activities	Pages
Games	Unscramble It High-Frequency Box Word Ladders	2-5
Day 1	1. Practice high-frequency words. Read, spell, and write.	6
Day 2	1. Build Fluency - Timed Reading 2. Read the story, "Breakfast Story". Mark the text and answer the questions.	7-8
Day 3	1. Word Sort 2. Make New Words - Help your child make the following words (using the syllable cards) and have them write them on the lines: <ul style="list-style-type: none"> • remain, maintain, retain, contain, donkey, monkey, Monday, weekday, weekend 	9-11
Day 4	1. Read the passage, "Fireboats". 2. Word Study – Silent Letters	13-14
Day 5	1. Reread the passage, "Fireboats". Write what you learned.	15
Day 6	1. Practice high-frequency words. Read, spell, and write.	16
Day 7	1. Build Fluency - Timed Reading 2. Read the story, "Lion and Mouse". Mark the text and answer the questions.	17-18
Day 8	1. Word Sort 2. Make New Words - Help your child make the following words (using the syllable cards) and have them write them on the lines: <ul style="list-style-type: none"> • needle, paddle, beetle, title, eagle, bugle, struggle 	19-20
Day 9	1. Read the passage, "At the Stable". 2. Word Study – Homophones	21-22
Day 10	1. Reread the passage, "At the Stable". Write what you learned.	23

Quick and Easy Phonics Games to Play at Home – Second Grade

Adapted from *Phonics from A to Z* by Wiley Blevins with permission from the author.

Unscramble It: Provide your child with the attached list of scrambled words. Allow him/her five minutes to unscramble as many words as possible.

High-Frequency Box: Place a set of the attached high-frequency cards in a shoebox. Have your child choose a word, spell the word aloud, read it, use it in a sentence and write it. Choose a few new words each day to practice and continue to review the old words.

Word Ladders: Draw a ladder on a piece of paper. On the first step, write a word. Ask your child to change one letter in the word to form a new word. Write the new word on the second step. Continue until the ladder is complete.

Second Grade High Frequency Words

always	around	because	been
before	best	both	buy
does	found	gave	goes
many	right	these	those
their	which	would	write

Unscramble It!

Directions: Unscramble the letters to form high frequency words. See how many you can get in five minutes!

euscbea	
oefrbe	
aaswly	
tbho	
stfa	
rftsi	
teehs	
hoset	
uofdn	
teihr	
etsb	
lpul	
nadour	
energ	
wtire	
hhwci	
irthg	
dwuol	
lcdo	
leeps	

Day 1:

High-Frequency
Words

Read-Spell-Write

Directions: Write each word two times. Say each letter as you write it.

1. been _____
2. done _____
3. even _____
4. one _____
5. different _____

Use in Context

Directions: Complete each sentence with a word from above.
Read the finished sentences to a partner.

1. Jean has a _____ notebook for each class.
2. Dad is _____ painting my bedroom.
3. I have _____ to sixteen states.
4. There is just _____ oatmeal raisin cookie left.
5. I walk my dog _____ when it rains.

Day 2:

Name _____



Speed Drill

1. Underline the **vowel team syllable** or **syllables** in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute. Keep practicing to improve your speed.

seaweed	road	complain	playing	oat
explain	railroad	agree	yellow	oatmeal
asleep	alley	sixteen	bow	crayon
chimney	steamship	weekend	elbow	ceiling
mailbox	paycheck	beneath	piece	daydream
donkey	repeat	turkey	repaid	monkey
railway	peaches	freedom	away	receive
believe	maybe	Friday	midweek	teenage
contain	valley	easy	teaching	greeting
speaking	painting	chimney	field	rainy
valley	mailbox	teaching	daydream	asleep
painting	donkey	field	monkey	chimney
alley	beneath	railroad	railway	paycheck
steamship	turkey	road	believe	repeat
complain	away	peaches	freedom	ceiling
agree	midweek	maybe	Friday	repaid
oat	crayon	playing	greeting	bow
oatmeal	piece	yellow	rainy	elbow
contain	sixteen	seaweed	receive	easy
speaking	weekend	explain	teenage	playing

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	Words Per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Read Connected Text

Connected Text

Directions: Read the text. Then answer the questions.

Breakfast Time

Skip breakfast? Never! You need a good meal to start your day.

Here are some different ideas to try for a great breakfast:

- cereal with milk
- oatmeal with raisins
- cornbread with honey
- one egg with whole wheat toast
- a banana smoothie
- or even leftovers from the day before!



When you are done eating breakfast, you will be ready to face the new day!

Interact with the Text

Directions: Mark the text.

1. Circle all the two-syllable words with a vowel team syllable.
2. Draw a box around all the one-syllable words with a vowel team syllable.

Directions: Write about the text.

3. How does the author feel about breakfast? Tell a partner. Then write about it.

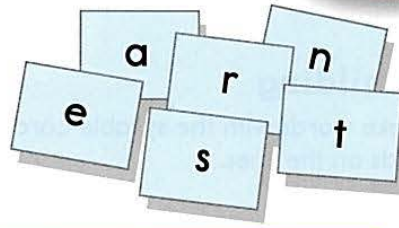
Day 3:

Name _____



Sort It Out

Directions: Read each word. Then sort the words.
Write each word in the correct box.



away beneath chimney donkey money
painting rainy really remain Sunday

ai

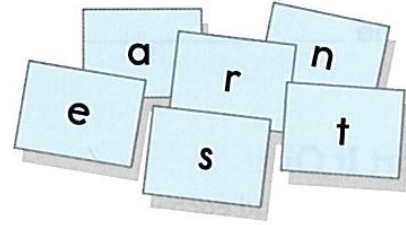
ay

ea

ey

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What did you learn about how words work?



Syllable Building

Directions: Make words with the syllable cards on page 324.
Write the words on the lines.

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<hr/>	<hr/>
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Day 3:

Cut out letter files.

Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18
con	d	a	c	bee	a
day	f	g	e	bu	c
don	ie	k	ew	dle	d
end	igh	m	f	ea	f
key	l	o	l	gle	k
main	m	p	m	nee	m
mon	r	r	s	pad	p
re	s	s	t	strug	r
tain	t	t	u	ti	s
week	y	w		tle	t

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Name _____

Read Connected
Text**Directions:** Read the passage.

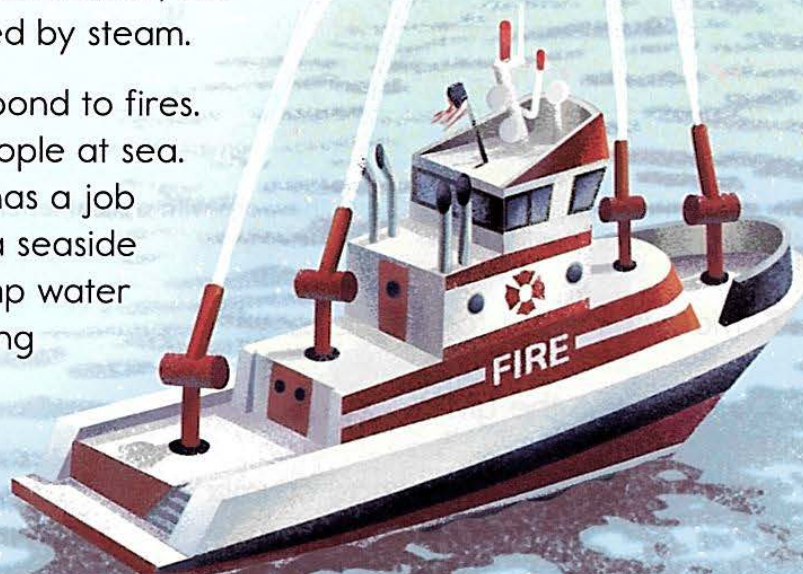
Fireboats

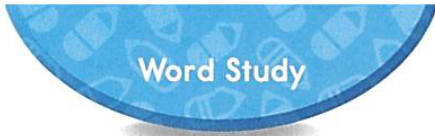
Fire trucks fight fires in a town or city. But what if a houseboat is on fire? Then a different helper arrives: a fireboat.

A fireboat is designed to fight fires on shores and on the water. It pumps up water from a sea or lake. Then it sprays the water from one or more of its big nozzles. When the fire is out, the job is done.

Fireboats have been around for a long time. They were first called “floating engines.” These boats had pumps that people worked by hand. Later, the pumps were powered by steam.

Today, fireboats respond to fires. They also rescue people at sea. One fireboat even has a job pumping water for a seaside city. It can help pump water to fire engines fighting fires on land.





Silent Letters (kn, wr, gn, mb)

Sometimes a letter in a word is silent. It does not stand for a sound.

know write gnaw sign lamb

When **kn**, **wr**, or **gn** appear at the beginning of a word, the letters **k**, **w**, and **g** are silent. When **gn** or **mb** appear at the end of a word, the letters **g** and **b** are silent.

Directions: Write each word from the box on a line. Circle the silent letter in the words you wrote.

climb gnat knee knot sign wrist

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Directions: Read each sentence. Circle the word with a silent letter. Write the word on the line.

- 7. Mom knit a hat for me. _____
- 8. I will wrap the gift. _____
- 9. An ant ate the last bread crumb. _____
- 10. My toes are numb from the cold. _____

Day 5:

Name _____



Directions: Read "Fireboats" again.
Write what you learned about fireboats.



A large writing area with a blue scalloped border and red corner tabs. The area contains 15 horizontal lines for writing.

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Day 6:

High-Frequency Words

Read-Spell-Write

Directions: Write each word two times. Say each letter as you write it.

1. both _____
2. clean _____
3. drink _____
4. must _____
5. these _____

Use in Context

Directions: Complete each sentence with a word from above.
Read the finished sentences to a partner.

1. You _____ close the gate.
2. I _____ lots of water each day.
3. Please help me _____ up the spill.
4. We _____ saw the eagle in the tree.
5. I like to sing _____ songs.

Name _____



Speed Drill

1. Underline the **consonant + le syllable** in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute. Keep practicing to improve your speed.

wiggle	nibble	eagle	uncle	ripple
simple	rattle	staple	riddle	ankle
pebble	beetle	twinkle	gobble	measles
bottle	apple	crumble	candle	title
pebble	able	gentle	jungle	bubble
struggle	puddle	tremble	bundle	sizzle
middle	giggle	jumble	needle	cycle
cuddle	shuffle	table	maple	humble
little	bugle	tumble	cattle	single
saddle	pebble	steeple	sample	dribble
giggle	able	twinkle	nibble	middle
shuffle	puddle	crumble	rattle	cuddle
eagle	gobble	wiggle	uncle	gentle
staple	candle	simple	riddle	tremble
tumble	jungle	beetle	saddle	needle
steeple	bundle	apple	struggle	maple
cattle	bugle	ripple	bubble	cycle
sample	pebble	ankle	sizzle	humble
pebble	measles	jumble	single	little
bottle	title	table	dribble	saddle

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	Words Per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

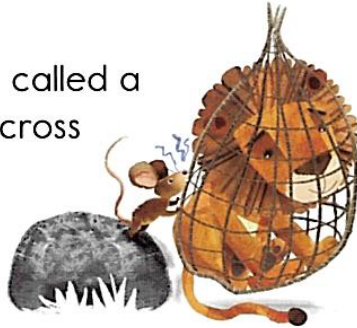
Read Connected
Text

Connected Text

Directions: Read the story. Then answer the questions.

Lion and Mouse

A fable is a story that teaches a lesson called a moral. In one old fable, a mouse ran across both front paws of a sleeping lion. Lion grabbed Mouse. "You woke me up," he said with a grumble.



"Oh, noble lion, please let me go," said Mouse. "Someday I will help you."

With a chuckle, Lion let Mouse go.

A week later, Lion was trapped in a net. Mouse came by. "I must cut these ropes!" she said.

Nibble, nibble! She made a clean slice through the rope. Lion was free. Mouse gave him cold, clean water to drink.

The moral: A kindness is never wasted.

Interact with the Text

Directions: Mark the text.

1. Circle all the words with a **consonant + le syllable**.
2. Draw a box around the word that rhymes with **buckle**.

Directions: Write about the text.

3. How did the mouse help the lion? Tell a partner. Then write about it.

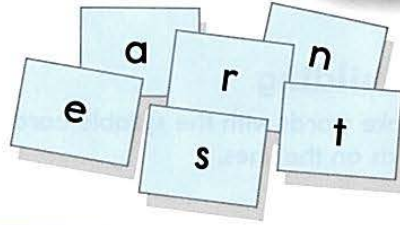
Day 8:

Name _____



Sort It Out

Directions: Read each word. Then sort the words.
Write each word in the correct box.



apple beetle bugle eagle giggle
kettle middle needle puddle steeple

-dle

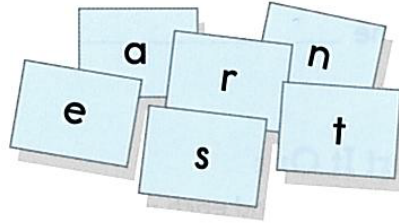
-gle

-ple

-tle

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What did you learn about how words work?



Syllable Building

Directions: Make words with the syllable cards on page 324.
Write the words on the lines.

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<hr/>	<hr/>
<hr/>	<hr/>
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Name _____

Read Connected
Text

Directions: Read the passage.

At the Stable

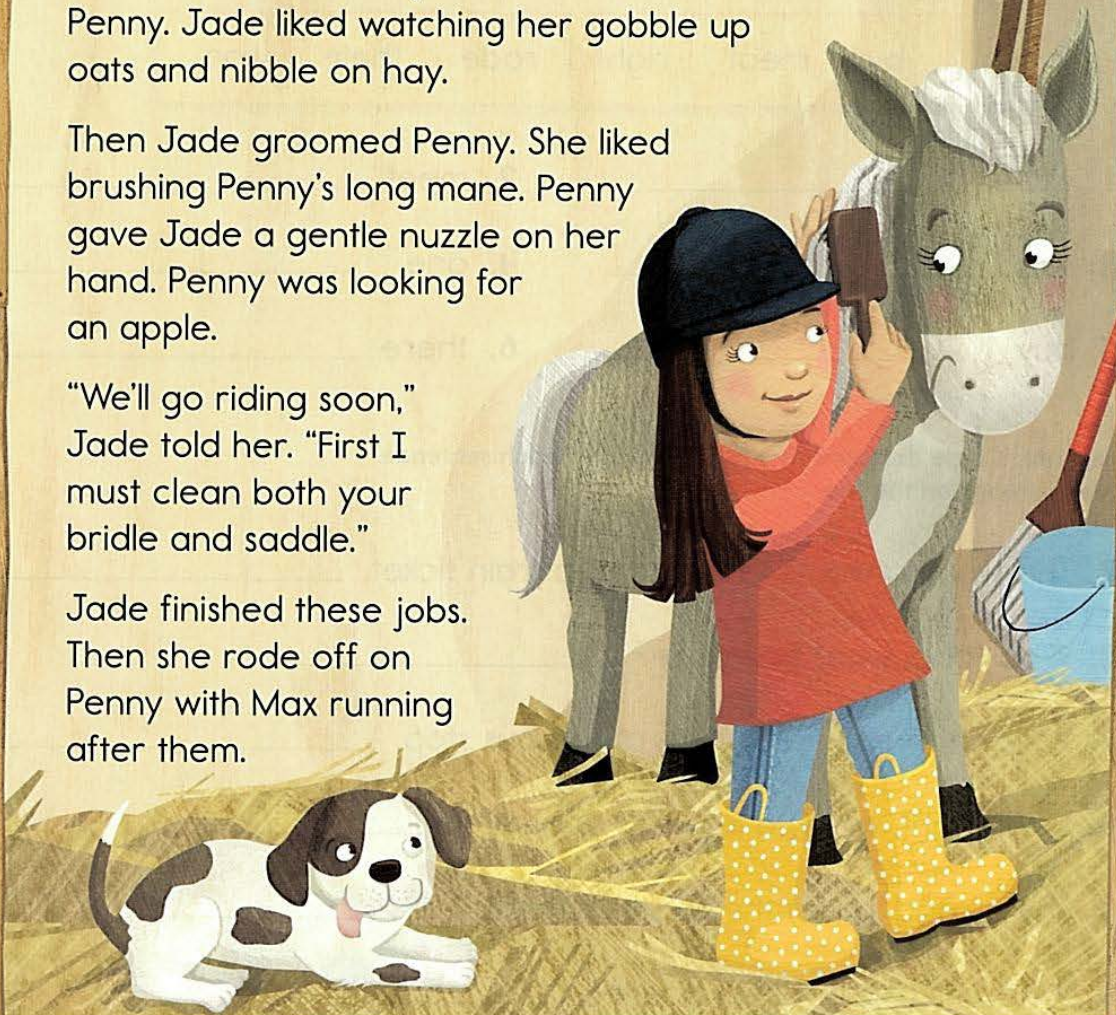
Jade smiled as she stepped into the stable. Jade's beagle, Max, trotted behind her. Penny, her horse, snorted to say hello.

Jade scrubbed Penny's bucket. She filled it with clean water for Penny to drink. Next, she fed Penny. Jade liked watching her gobble up oats and nibble on hay.

Then Jade groomed Penny. She liked brushing Penny's long mane. Penny gave Jade a gentle nuzzle on her hand. Penny was looking for an apple.

"We'll go riding soon," Jade told her. "First I must clean both your bridle and saddle."

Jade finished these jobs. Then she rode off on Penny with Max running after them.



Word Study

Homophones

Homophones are words that sound alike but have different meanings and spellings.

I **ate** a sandwich for lunch.

There are **eight** people in my family.

Directions: Write a homophone from the box for each word.

by meat right rode their won

1. write _____
2. meet _____
3. road _____
4. one _____
5. buy _____
6. there _____

Directions: Circle the word that best completes each sentence.
Write the word on the line.

7. The woman wants to (buy, by) a train ticket. _____
8. Who (one, won) first prize? _____
9. We can (meat, meet) you at the bus stop. _____
10. I will (right, write) a letter to you. _____
11. They (road, rode) the bus to school. _____
12. Where is (their, there) house? _____

Day 10:

Name _____



Directions: Read "At the Stable" again.
Write what you learned about caring for a horse.



A large writing area with ten horizontal lines. The area is framed by a decorative border: a blue top bar, a red left side, a purple right side, and an orange bottom bar. Small yellow circles are placed at the corners where the border meets the lines.

Reading



Instructions for Completing the Reading Comprehension Activities - Second Grade

Activity	How to Do It
Text Selection	<ul style="list-style-type: none"> • Help your child choose a text to read from the packet. Read one selection per day. • Help him or her to choose a text that he can read without too much struggle.
<p>Prep Talk: Talking about a book before reading allows your child to tap into their prior knowledge of the topic and make predictions about the text and words.</p> <p>Read: Your child may read the text independently or with support (echo or choral read).</p> <p>Book/Word Talk: After reading the story, use this opportunity to talk about vocabulary, the information presented, or the story line.</p> <p>Re-Read: Read a portion of the book again.</p>	<ol style="list-style-type: none"> 1. Prep Talk: Engage your child in talking about text selection. <ul style="list-style-type: none"> • Read the title and think about it. • Predict what the book will be about. 2. Read: This can be carried out in different ways depending on the child’s reading proficiency: <ul style="list-style-type: none"> • <i>Independent reading:</i> For children with sufficient sight words and decoding ability to read without difficulty. • <i>Echo reading:</i> for children with limited sight word knowledge. You read a page and the child reads it back. • <i>Choral reading:</i> You and your child read together, and you fade your voice away whenever possible. • <i>Read aloud:</i> You may choose to read the text to your child while stopping to clarify and discuss what you’re reading. 3. Explain Vocabulary: Discuss important vocabulary in the text selection before reading. <p>Book/Word Talk: This might include:</p> <ul style="list-style-type: none"> • Asking your child to retell the story or tell about a favorite part. • Help the child make connections and share thinking. • Encourage the child to provide “evidence” from the text for her/his responses. • Bear in mind that talk means conversation, not question and answer. <ol style="list-style-type: none"> 4. Re-read: Ask your child to re-read all or a portion of the text with a focus on greater accuracy or expression.
Respond to Comprehension Questions	<ul style="list-style-type: none"> • Have your child respond to the comprehension questions that follow the text. Provide some guidance as necessary. • Encourage your child to provide text-based evidence by going back to re-read sections of the text as needed.

A Ball and a Basket



It was December in 1891. A man named James Naismith had a problem to solve. He was a gym teacher at a school in Massachusetts. He was trying to figure out how to keep his students fit during the long winter.

He knew he had to find a game to keep his students active. And he knew it had to be played indoors. He did not want the game to be too rough. And people had to be able to play it in a walled-in gym.

James thought about some ideas. He threw some ideas out. Finally, he thought of a solution. He wrote down a set of rules. Then, he took a basket meant to hold peaches. He nailed it to a track ten feet high.

His students would try to throw a ball into the basket. They used a soccer ball. When someone got the ball in a basket, they won a point for their team. But the peach basket had a bottom. So someone had to poke the ball out the basket every time that happened.

This was how the sport basketball was invented. Over time, new rules were added. The ball changed from a soccer ball to a brown ball. Eventually, it became an orange rubber ball. The basket became a net. The courts where the game was played got bigger. Today, basketball is a popular sport in the U.S. and in places around the world!

A Ball and a Basket - Comprehension Questions

Name: _____ Date: _____

1. Who was James Naismith?

- A. a music teacher at a school in Massachusetts
- B. a gym teacher at a school in Massachusetts
- C. a student at a school in Massachusetts

2. The text describes a problem that James Naismith was trying to solve. What was this problem?

- A. He was trying to figure out how to keep his students fit during the long winter.
- B. He was trying to figure out how to make sure his students followed the rules of basketball.
- C. He was trying to figure out how to help his students become better runners.

3. Read the following sentences from the text:

"This was how the sport basketball was invented. Over time, new rules were added. The ball changed from a soccer ball to a brown ball. Eventually, it became an orange rubber ball. The basket became a net. The courts where the game was played got bigger. Today, basketball is a popular sport in the U.S. and in places around the world!"

Based on this information, what can you conclude about how basketball has changed since it was invented?

- A. Basketball has not changed very much since it was invented.
- B. Basketball has changed very slowly over the years since it was invented.
- C. Basketball has changed a lot since it was invented.

4. Why was the game, James Naismith invented the solution to his problem?

- A. It kept his kids active, it wasn't too rough to play, and could be played in a gym.
- B. It taught kids how to follow rules even though it was too rough to play.
- C. It could be played using objects that people can easily find in a school.

5. What is the main idea of this text?

- A. James Naismith invented a game to keep his students active indoors during the long winter. This game turned into the game of basketball played today.
- B. The game of basketball has changed so much since it was first invented. For example,

new rules were added and the ball used changed a number of times.

- C. Gym teachers need to come up with different ways to keep their students active during the long winter months when students can't be outside for very long.

Quilts: Pieces of Art



Quilts keep us warm. Layers of cloth in different patterns and colors are stitched together to form a blanket. However, while quilts were first made to keep

us warm, they are also a form of art.

The history of quilts is long. A statue from about 3400 BCE shows an Egyptian ruler wearing quilted clothing. In Asia, a quilted rug was dated to the first century BCE. In the 11th century, European knights brought quilting techniques from the Middle East. They wore quilted clothing under their armor to stay warm. The oldest known bed quilt was found in Italy and dates to the late 1300s.

In the United States, bed quilts tell about women in American history. When the earliest European immigrants came to America, there were few or no stores. Women cut up old clothes and used them to make new clothes or blankets. Quilting kept families alive in the harsh, cold environment.

During the 1700s and 1800s, pioneer women made quilts. Some were used as play mats for children or as curtains. Women met for quilting bees, or parties, to help each other finish quilts and to exchange news.

Quilting may also have played a role in helping some African Americans escape slavery. Some stories tell of slaves sewing codes into their quilts to show others the way to freedom.

In addition to their many uses, quilts are also a form of art. Every quilt is an expression of the artist. Each one uses different patterns and colors. Each one also uses different techniques for sewing the pieces together. Originally, the layers of material were simply tied together with small crossed stitches. Later, though, quilters stitched designs, such as feathers, or flowers, into quilts.

So the next time you climb into bed with a nice warm quilt, look at it carefully. Notice the care that someone took to make a beautiful blanket that can also keep you nice and warm.



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Quilts

Put all these words in the right places and complete this puzzle, which tells some things you learned about quilts. You can reread the article if you want to before completing the puzzle, but don't look back at the article while you are doing the puzzle. When you complete the puzzle, read your summary to someone.



art	blankets	bees	escape	freedom
knight	other	stores	thousands	used

People have been making quilts for _____
of years. Long ago, quilts were _____ for
clothing. _____ wore quilted clothing under their
armor to keep warm. When the earliest immigrants came to the United States,
there were very few _____ where they could
buy things. Women cut up old clothes and used them to make new clothes and
_____. Women often got together and helped
each _____ finish quilts. These parties were called quilting
_____. African American slaves also made quilts. Some
of these quilts may have helped slaves _____ by
showing them the way to _____. Today we can
easily buy clothes and blankets in stores. But people still enjoy quilts and see quilts as a
form of _____.

Comprehension Response Activities

FYI for Kids — Level 1



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REVIEW

Quilts: Pieces of Art

Write keywords or phrases that will help you remember what you learned.



.....



Voting Makes a Difference

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“Today you can choose a playground activity, class. You can run relay races or play on the swings. Raise your hand if you want to run races. Raise your hand if

you want to play on the swings. Okay, the swings win!”

This example shows democracy in action. In Greek, the word democracy means, “rule by the people.” The majority, or most, of the people in this class voted that they wanted to play on the swings. So because the swings had the most votes, the swings won.

The United States government is a democracy, so it is ruled by its people. Because it’s such a large country, the people can’t vote on every decision. Instead, they vote for leaders who will represent their wishes. The leaders then make decisions based on what people tell them. How do the people tell the government what they want? They vote!

Every United States citizen has the right to vote. Adults vote on issues about your school, your town, and

your country. By voting, they tell their government what they want to happen. For example, people might vote on whether to buy new playground equipment for a park.

Even though voting is important, many people do not vote. Some think that one vote won’t make a difference, but this is not the case. For example, in 1820, one vote kept James Monroe from being elected president.

In the United States, the legal age to vote in a government election is 18. But you can participate in the voting process long before you become 18. Ask your mom or dad to work with you to look up information on topics that interest you. Talk to others about issues that are important to you. Get in the habit of knowing what’s going on around you and taking a position. That way, you’ll be prepared to vote like a responsible citizen.



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Voting Makes a Difference

Put all these words in the right places and complete this puzzle, which tells some things you learned about voting. You can reread the article if you want to before completing the puzzle, but don't look back at the article while you are doing the puzzle. When you complete the puzzle, read your summary to someone.



1860	can	citizen	democracy	people
difference	don't	eighteen	James Madison	vote

The United States government is a _____. This is a Greek word that means "rule by the _____." The people _____ for their leaders. To vote, you have to be at least _____ years old and a United States _____. Some people _____ vote because they think their vote won't make a _____. But sometimes that one vote _____ make a difference. _____ lost the presidential election by one vote in _____.



Video Games for Work and Play

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It seems like everyone plays video games today. Kids play, moms and dads play, even grandparents play. In fact, more than half of the families in the United

States today play video games.

Video games haven't been around for a long time, though. The first computer game was invented in 1958. It was based on the game of tennis. At that time, few people had computers in their homes. Computer programmers, or people working on the computers in labs, made games for fun and to show off their skills.

In 1972, a programmer named Ralph Baer began to think about how to play video games on a television. He invented a home gaming console that allowed people to play video games on TVs. After that, many people began designing home gaming consoles. In the late 1980s, hand-held games also became popular.

As technology developed and more people owned computers, the number of games grew. Soon, people

were sitting around TVs with controls that were wired to consoles. They played sports games, mystery games, and games in which characters chased one another. Then people started playing games over the Internet. Instead of just two people playing a game in a room, hundreds of people could play a game together.

Although video games are often used for fun, they can be used in other ways, too. You may have played games that helped you recognize letters and words or that helped you learn how to add numbers.

Video games can also be used to help people in other ways. Doctors have used games to treat children and adults with brain injuries. The U.S. military uses video games to train soldiers. They have also been used to train people who respond to emergencies.

Video games have changed a lot in 60 years, from playing tennis to helping people get well. If you could program a new video game, what kind of game would you create?



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Adding Up Pennies



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Do you have a piggy bank for saving money? How many pennies, or one-cent pieces, do you have? Some people have lots of pennies because they rarely use them. Some countries, too, rarely use pennies. In addition, it can cost more to make pennies than they are worth. For these reasons, some countries are phasing out small coins.

In 2012, Canada began to phase out pennies. This process helps the Canadian government save about \$11 million dollars a year. But what would happen if you needed pennies? Suppose you were visiting Canada, and you wanted to buy a bottle of water and a key chain. You would owe the store \$5.92. Because you were paying with cash, though, your total would be rounded down to \$5.90. No pennies would be needed.

If you were paying with a credit card or check, however, the amount would not be rounded. Instead, people who use credit cards and checks pay the exact

amount. Businesses in Canada can accept pennies, but they cannot give pennies back to customers.

The process of making coins is called minting. Many countries have their own mint, or place that makes coins. That's because most countries have their own system of currency, or money. Coins are made by melting metals. The liquid is poured into sheets and cooled. A metal stamp is used to cut out the coins. Then they're stamped with images. This process is called striking. For example, in the United States, the mint strikes Abraham Lincoln's head on pennies. After striking, coins are inspected and counted. Finally, trucks take them to banks.

Some countries are phasing out more than pennies. Australia is one country that is becoming a cashless society. A cashless society uses no paper money or coins.

Despite these examples, the United States is not planning to phase out pennies. So for now, keep saving pennies. Soon, you'll save enough to buy something special.



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Adding Up Pennies

Put all these words in the right places and complete this puzzle, which tells some things you learned about pennies. You can reread the article if you want to before completing the puzzle, but don't look back at the article while you are doing the puzzle. When you complete the puzzle, read your summary to someone.



banks	coins	countries	make	metal
minting	more	pay	pennies	stop

Did you ever wonder where money comes from? _____
 are made in a mint, so the process of making them is called _____.
 Coins are made by melting _____. Once the metal is
 cooled, it is cut into round pieces. Trucks take the coins to _____.
 Pennies cost more to _____ than they are worth. Some countries
 are not making any _____ small coins like pennies. Canada
 is one of those _____. In Canada, if you were paying with
 cash and you owed \$10.62, you would _____ only \$10.60. The
 United States is still making _____. Do you think we should
 _____ making them?

Get Involved in Your Community

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Look around your class. What do you see? People! Almost everyone in the world lives with others. This is called living in a society. The word *civics* describes the

rights and responsibilities of people who live in a society. These people are called its *citizens*. In fact, the word *citizen* means “someone who lives in a city.”

What does it mean to be a good citizen? In the United States, we usually think that voting is the most important civic responsibility. People don’t have to vote, but responsible citizens vote to help make decisions and voice their opinions.

People have to be 18 to vote in the United States, so you might wonder what you can do to be a responsible citizen now. You can do community service! *Community service* means donating your time and energy to help your community.

Responsible citizens learn what problems people face and how these problems might be solved. They learn

how different people think and feel. They even learn that working hard feels good because it makes a difference in others’ lives. Then they volunteer their time to help in any way they can.

Being a good citizen doesn’t just include volunteering to help people, though. It also includes volunteering to help endangered animals and to reduce pollution. There are many things people of all ages can do to help the Earth. They can work to protect animals’ habitat, or their homes. They can also start recycling programs.

The first thing to do is to think about what interests you. You should also ask a parent or other adult who will be volunteering with you what they might like to do. You might want to donate your time working for the environment, animals, or older people. Talk to your teacher about ways to volunteer in your community, too. There are lots of ways you can make a difference in the world!



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Get Involved in Your Community

Write all these words in the right places to complete this puzzle, which tells some ways you can be a good citizen. You can reread the article before you begin, but don't look back at it while you are working. After you've completed the puzzle, read it to someone.



age	citizen	community	difference	habitats
help	pollution	time	volunteer	voting

What does it mean to be a good _____ in your _____? If you are 18 years of _____ or older, you can show you are a responsible citizen by _____. Even though kids can't vote, they can still _____ others.

One way to be a good citizen is to be a _____, donating your _____ to help others. Kids your age can help animals by volunteering to protect animals' _____. Kids also help by recycling things to reduce _____. When you volunteer to make something in your community better, you can make a _____ in the world!



Putting Two Words Together



A lot of sports that people play use balls. In basketball, players try to get a ball through a hoop. In baseball, players use a bat to hit a ball. In football, players throw a ball to get it close to the goal.

There are other words with “ball” that describe things that are round. But they are not balls with which you play a game. Meatballs are not used in any sport. But

they are great with spaghetti.

Eyeballs help in playing sports. But there isn’t a sport called eyeball where teams throw and catch eyeballs. You wouldn’t want to be in a game that uses fireballs. If you would ever see a fireball, you should get as far away as fast as you can. Then call 911 right away. You should also watch out if a cannonball is going to be fired. It is round but you don’t want to play with a cannonball. You especially do not want to catch a cannonball!

There are some words, though, that have ball in them but it has nothing to do with round. Ballpoint pens make

writing a lot easier. It’s easy to see how the “point” got into ballpoint pen. But why the ball? That part is in the name because of the tip of a pen is round. There are also rooms that are called ballrooms. People hold balls in ballrooms but they aren’t the round kind.

Other words with ball have nothing to do with round. In these words, the “ball” part of the word is not even said the same as ball in baseball or meatball. Ballerina is not ball with “erina.” Ballerinas are dancers and the word has nothing to do with ball. A ballot is used by people to vote but it is not round. You don’t even say “ball” when you say the word ballot.

Whenever you see ball as part of a word, look carefully. Usually, the word has something to do with games and sports. But remember eyeballs, fireballs, and cannonballs. These balls may be round but they aren’t used in sports!

Ballerina and ballot show that some words with “ball” have nothing to do with being round.



Insects on the Move

A grasshopper can jump a distance of more than 20 times the length of its body! That means a 2-inch grasshopper can jump more than 3 feet!

Amazing Insects

These insects take the prize for their athletic abilities. Some are expert runners, swimmers, or fliers. Others can jump very far or even do acrobatics. They can really move!

The **dragonfly** is one of the fastest flying insects. Some dragonflies can reach 35 miles per hour. This insect is also acrobatic. It can fly backward and turn around quickly. It can also **hover**, or hang, in the air.



The record for longest insect flight goes to the **monarch butterfly**. Each fall, millions of monarch butterflies from North America spread their wings and fly more than 2,000 miles to forests in Mexico.



Diving Beetle

The **diving beetle** is an expert swimmer. When it is above water, the bubble on its back fills with air. That lets the beetle breathe underwater. As it swims, the bubble refills with oxygen taken from the water.

A favorite to win the long jump contest is the flea. This tiny insect (the size of a pinhead) can jump a distance of 150 times the length of its body. When a flea bends its legs, its rubbery knees spring back, and off it goes!

The **Australian tiger beetle** is one of the fastest running insects. This long-legged beetle can reach speeds of 5 ½ miles per hour. The beetle's speed comes in handy when it is chasing other insects to eat.

1. The question below is an incomplete sentence. Choose the word that best completes the sentence.

The diving beetle fills the bubble on its back with air, _____ the beetle can breathe underwater.

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

Insect on the Move – Comprehension Questions

Name: _____ Date: _____

2. What are the two fastest insects?

3. Which two insects can jump long distances?

4. According to the article, what insect holds the record for the longest flight?

5. What is this passage mostly about?

Should You Be Afraid of Sharks?



Many people are afraid of sharks. They think sharks are monsters. But one scientist thinks people should not be scared of sharks.

Sharks Are Picky Eaters

Sharks do not like the taste of people. That's what Dr. Peter Klimley says. Klimley is a scientist who studies sharks. He says sharks would rather eat seals and sea lions than people. Seals and sea lions have a thick layer of fat on them. Eating that fat gives sharks energy. Klimley says people's bodies do not have enough fat to fill up a shark.

Klimley thinks that sharks should be afraid of people. Each year, people kill about 100 million sharks. Some people like to eat shark meat. And some sharks die because they live in water that is polluted.

Klimley says that at least seven kinds of sharks are endangered. The number of those sharks has dropped in the past ten years. Klimley hopes that people will help protect sharks.

Fast Facts

- There are at least 340 kinds of sharks.
- A shark's liver is filled with oil. This oil is lighter than water and keeps the shark from sinking.
- Sharks have several rows of teeth. Sharks often lose their teeth while eating. New teeth quickly grow to replace the teeth that are lost.
- A shark can swim 3 feet per second.

Interview with a Shark Expert

Weekly Reader talked to Dr. Peter Klimley about his work. Here's what he had to say.

Weekly Reader (WR): Why did you decide to study sharks?

Peter Klimley (PK): I wanted to study how sharks behave. I wanted to get into their world and learn everything about them.

WR: Why is it important to study sharks?

PK: To me, sharks are a mystery that I wanted to learn more about.

WR: Should we be afraid of sharks?

PK: No. Many kinds of sharks are not dangerous. I think sharks bite people by mistake.

WR: Which kind of shark is your favorite?

PK: The hammerhead shark. I have studied the hammerhead for most of my life. I am often called "Dr. Hammerhead"!

Should You Be Afraid of Sharks? - Comprehension Questions

Name: _____ Date: _____

1. According to the passage, why don't sharks sink in the water?
 - A. Sharks don't sink because they eat seals and sea lions.
 - B. Sharks don't sink because their liver is filled with oil.
 - C. Sharks don't sink because the water is polluted.
 - D. Sharks don't sink because they are very light weight.

2. Which of the following does the author describe first in the passage?
 - A. The author describes different interesting facts about sharks.
 - B. The author describes the work of Dr. Peter Klimley.
 - C. The author describes reasons why sharks are not as dangerous as people think.
 - D. The author describes how sharks lose their teeth and replace them quickly.

3. The passage implies that
 - A. sharks are endangered and need protection
 - B. sharks are misunderstood creatures
 - C. sharks are extremely dangerous to people
 - D. sharks only eat seals and sea lions

4. Read the following sentence: "Klimley thinks that sharks should be afraid of people.

Each year, people kill about 100 million sharks. Some people like to eat shark meat.

And some sharks die because they live in water that is polluted."

In this sentence the word polluted most nearly means

- A. blue-colored
- B. cold
- C. very dirty
- D. pure

Should You Be Afraid of Sharks? - Comprehension Questions

5. This passage is mostly about

- A. sharks and why they eat seals and sea lions
- B. sharks and why they grow new teeth quickly
- C. sharks and why they bite people
- D. sharks and why they may not be as dangerous as people think

6. What are two reasons that sharks should be afraid of humans?

7. Why might a person be safer if they are swimming near sea lions in shark-infested waters?

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Dr. Klimley says that sharks should be afraid of people _____ people kill 100 million sharks a year

- A. so
- B. although
- C. but
- D. since

Should You Be Afraid of Sharks? - Fact & Opinion Questions

Name: _____ **Date:** _____

1. Which of the following is not a fact?

- A. People do not taste good.
- B. Klimley wants people to protect sharks.
- C. Some sharks die because they live in polluted waters.
- D. Some people like to eat shark meat.

2. Which of the following is an opinion:

- A. Kilmley wanted to learn how sharks behave.
- B. Sharks are a mystery.
- C. Klimley's favorite shark is the hammerhead.
- D. All of the above.

3. The end of the article is

- A. a list.
- B. a diagram.
- C. a poem.
- D. an interview.

4. Sharks should be afraid of people because

- A. people pollute the sharks' habitats.
- B. people hunt sharks for their meat.
- C. sharks can get hurt and killed by large ships and fishing vessels.
- D. all of the above.

5. Sharks are not dangerous. Is this a fact or opinion? Explain.

Writing



Dear Families,

The activities in this packet are designed to support second grade students with reviewing previously taught writing skills. They will also provide students with opportunities to express themselves creatively. The table below outlines writing activities for each day. Please note, the activities build upon each other and should be done in the suggested sequence.

Second Grade	Writing Activities	Pages
Day 1	1. Making Sentences with Punctuation 2. Unscrambling Sentences	2-3
Day 2	1. Making Sentences with Punctuation 2. Unscrambling Sentences	4-5
Day 3	1. Adding Punctuation 2. Sentence Expansion (because, but, so)	6-7
Day 4	1. Adding Punctuation 2. Genre Writing: Writing from a Picture (because, but, so)	8-9
Day 5	1. Sentence Expansion (because, but, so) 2. Genre Writing: Writing from a Picture (Who? What? When? Where? Why?)	10-11
Day 6	1. Sentence Expansion (Who? What? When? Where? Why?) 2. Genre Writing: Writing from a Picture (Who? What? When? Where? Why?)	12-13
Day 7	1. Sentence Expansion (Who? What? When? Where? Why?) 2. Genre Writing: Hot Topics (Brainstorm & Draft)	14-16
Day 8	1. Sentence Expansion (Who? What? When? Where? Why?) 2. Genre Writing: Hot Topics (Revising)	17-18
Day 9	1. Combining Sentences 2. Genre Writing: Hot Topics (Editing)	19-20
Day 10	1. Combining Sentences 2. Genre Writing: Hot Topics (Publish)	21-22

Day 1: Making Sentences with Punctuation

Directions: Use the words in the box to create two sentences using different punctuation (period, exclamation mark, question mark).

Word Box					
sunshine	flowers	playground	friend	rain	umbrella

Example: umbrella

Did you remember to bring your umbrella today?
My umbrella is black with pink polka dots.

Day 1: Unscrambling Sentences

Directions: Rearrange the words to create a sentence. Remember to use capitals and periods!

Example:

<i>sat frog the on log a</i>
<i>The frog sat on a log.</i>

is full moon there tonight a

ice-cream likes Kisha vanilla

park go we like to Saturday on to the

like the beach I sand play with at to

color is my green favorite

Day 2: Making Sentences with Punctuation

Directions: Use the words in the box to create two sentences using different punctuation (period, exclamation mark, question mark).

Word Box
school teacher recess reading homework book

Example: book

I can't wait to read another book about sharks!
My book is on the table.

Day 2: Unscrambling Sentences

Directions: Rearrange the words to create a sentence. Remember to use capitals and periods!

Example:

<i>sat frog the on log a</i>
<i>The frog sat on a log.</i>

friend sam my is

dinner cook mom like to my I help

rained on because I home stayed Saturday it

is Minecraft the video game best

movies like popcorn when go I eat to I to the

Day 3: Punctuation Detective

Directions: Read the text aloud once. Read the text again, and add punctuation (periods, exclamation points, question marks, commas) where they are needed.

Spring is Here

Do you have a favorite season My favorite season is spring I like spring because the trees get leaves flowers start to bloom and the days get longer In the spring I can go outside to play at the park with my friends Sometimes we even get an ice-cream from the ice-cream truck what a treat

One thing I don't like about spring is all of the rain When it rains I don't get to play outside with my friends I also have to bring my umbrella to school and wear my rain boots Even though I don't like when it rains spring is still my favorite season what is yours

Day 3: Stretching Sentences

Directions: Read the sentence stem. Use the conjunctions (because, but, so) to create complex sentences.

Spring is my favorite season...

Spring is my favorite season because

_____.

Spring is my favorite season, but

_____.

Spring is my favorite season, so

_____.

Day 4: Punctuation Detective

Directions: Read the text aloud once. Read the text again, and add punctuation (periods, exclamation points, question marks, commas) where they are needed.

Maria's New Friend

Today was going to be a great day for Maria Today was the day her family was going to visit her grandma in New Jersey Maria always liked going to visit her grandma because she got to play with her cat Sunshine pick strawberries from the garden and get so many hugs and kisses As Maria was getting ready for the trip she asked her mom "Can I bring my new board game to play with grandma" Her mom said "Why don't you save that to play with one of your friends I'm not sure grandma will know how to play that one" Maria was disappointed but she left the game home and got ready for the long train ride ahead.

When Maria and her parents got to grandma's house they were welcomed at the door by Sunshine who purred happily Inside Grandma greeted them with lots of hugs and kisses and asked if they wanted to go outside to relax from the long trip. When Maria went outside she saw her grandma's best friend Carmen was there with a little girl it was her granddaughter Samantha Maria had never met Samantha but she remembered hearing Carmen telling grandma all about her Samantha said "Hi my name is Samantha Do you want to play my new board game" Maria couldn't believe it Maria had the same game she had wanted to bring Maria quickly agreed and the two girls played together, picked strawberries and laughed and laughed The visit with grandma was great but it was even better because she made a new friend

Day 4: Stretching Sentences

Directions: Read the sentence stem. Use the conjunctions (because, but, so) to create complex sentences.

Friends are important...

Friends are important because

_____.

Friends are important, but

_____.

Friends are important, so

_____.

Day 5: Stretching Sentences

Directions: Read the sentence stem. Use the conjunctions (because, but, so) to create complex sentences.

My teacher gave us extra recess...

My teacher gave us extra recess because

_____.

My teacher gave us extra recess, but

_____.

My teacher gave us extra recess, so

_____.

Day 5: Write from a picture.



Who? _____

(did) What? _____

When? _____

Why? _____

Sentence:

Day 6: Expanding Sentences

Directions: Use the question words to expand the sentence.

Example:

Flowers bloom.

When: in the spring

Why: the weather gets warmer

Expanded Sentence:

In the spring, flowers bloom because the weather gets warmer.

He was the first African American president.

Who: _____

When: _____

Where: _____

Expanded Sentence:

Day 6: Write from a picture.



What? _____

(did) What? _____

When? _____

Why? _____

Sentence:

Day 7: Expanding Sentences

Directions: Use the question words to expand the sentence.

Bears hibernate.

When: _____

Why: _____

Expanded Sentence:

Mail carriers deliver mail.

Who: _____

When: _____

Where: _____

Expanded Sentence:

Day 7: Opinion Writing

Directions: Brainstorm 3 ideas for both sides. Pick a side and draft your response.

Question: Does homework help you learn?	
Brainstorm	
Yes!	No!
Reason 1: _____	Reason 1: _____
Reason 2: _____	Reason 2: _____
Reason 3: _____	Reason 3: _____

Day 8: Expanding Sentences

Directions: Use the question words to expand the sentence.

Snow melts.

When: _____

Why: _____

Expanded Sentence:

A baker makes a birthday cake.

Who: _____

When: _____

Where: _____

Expanded Sentence:

Day 9: Combining Sentences

Directions: Read each sentence. Use the sentence frame to create one complex sentence.

Example:

Malik gets up early.

Malik goes to school on the bus every day.

Malik's bus picks him up at 7:00am.

Sentence: Malik gets up early because the bus he takes to school every day picks him up at 7:00am.

Isabel plays softball.

Isabel wants to be an all-star player.

Isabel practices everyday.

Sentence:

Day 9: Opinion Writing

Directions: Use the checklist below to edit your draft.

Editing Checklist

- My sentences start with a capital letter.
- I capitalized proper nouns.
- I re-read the sentences to make sure they make sense.
- I checked for ending punctuation.
- I checked that words are spelled correctly. I fixed words that I know and circled words I'm not sure about to ask for help.

Day 10: Combining Sentences

Directions: Read each sentence. Use conjunctions (because, but, so, and, etc.) to create one complex sentence.

Example:

Fruit is a healthy snack.

Being healthy is important.

Kids should pick healthy snacks.

Sentence:

Isabel plays softball.

Isabel wants to be an all-star player.

Isabel practices every day.

Sentence:
