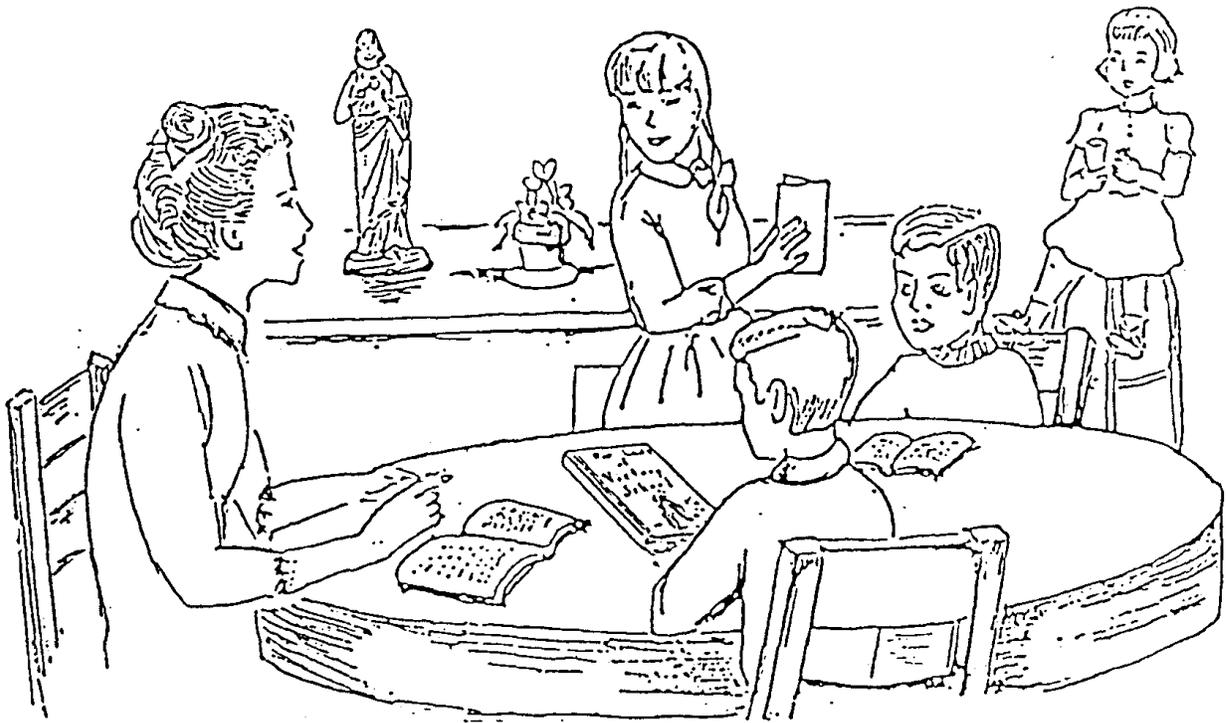


*If you give a child a fish, you feed him for a day.
If you teach a child to fish, you feed him for life.*

God Gave Me The Gift Of Language



Grade 2

Available from: Our Lady of Victory School

Ph. # (208) 773-7265

421 S. Lochsa Street
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God Gave Me the Gift of Language - Grade 2 was written especially for children in Catholic schools and Catholic home study programs. The lessons begin with a review of the alphabet and progress by incremental steps through to the writing of simple sentences on a given topic.

Your child will be introduced to nouns, pronouns, adjectives, and adverbs. These concepts are included as an introduction only. It is enough that the child hears the terms and notices that words play different parts in sentences. The child should not be expected to learn these names or to be able to explain them.

Each concept, once introduced, will be reviewed frequently in subsequent lessons. Except for Lesson 99 and Lesson 100, every ninth lesson is a review and every tenth lesson is a quiz. Lessons 50, 95, 125 and 170 are quarterly tests. Each quarterly test is preceded by considerable review material, so there is no need to rework previously done lessons in preparation for the tests.

The total marks obtainable on any quiz or test is shown in the upper right corner of the page. Subtract one mark for each error from the total marks possible. In sentence questions, where the child is required to apply two rules, subtract a maximum of one mark per sentence for errors.

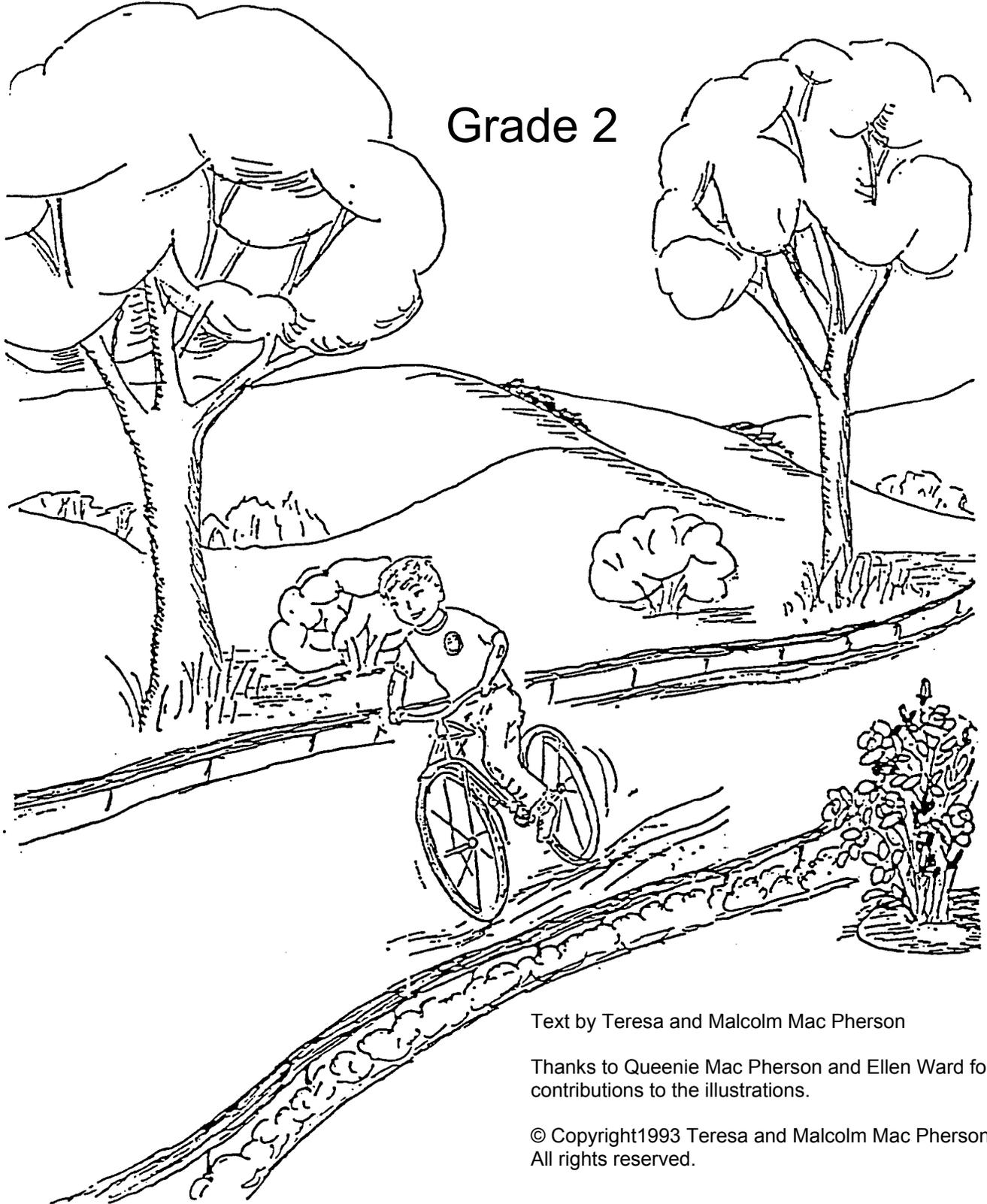
It is our sincere hope that you find *God Gave Me the Gift of Language - Grade 2* enjoyable to use and that it contributes in some small way to your child's growing appreciation of one of the most wonderful gifts God has given us.

The Authors

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God Gave Me the Gift of Language

Grade 2



Text by Teresa and Malcolm Mac Pherson

Thanks to Queenie Mac Pherson and Ellen Ward for contributions to the illustrations.

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By trying we learn.

LESSON 1 - Alphabet



Letters are symbols that stand for sounds.

I. Fill in the missing letters.

a ___ c ___ ___ f ___ h ___ ___ k ___ m
 ___ ___ ___ q r ___ t ___ ___ w ___ ___

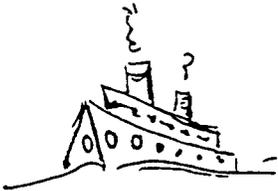
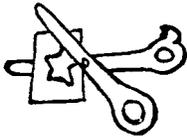
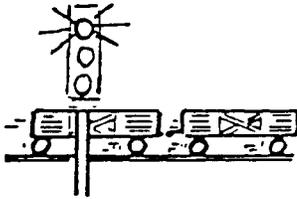
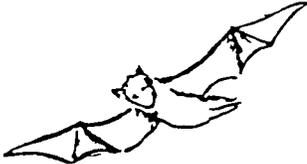
II. Fill in the blanks with the letters that come before.

___ p ___ r ___ n
 ___ h ___ v ___ o

III. Fill in the blanks with the letters that come after.

n ___ j ___ s ___
 q ___ l ___ x ___

IV. Put in a vowel sound to make the word match the picture.

sh__p		c__t	
st__p		famil__	
b__t		s__t	

vowels - a e i o u y

LESSON 2 - Consonant teams



Consonant teams are two consonants that spell one sound. e.g. chum

I. Fill in the blanks with the correct term.

consonant team 26 one

We have 44 sounds in our language, but only _____ letters.

Sometimes we use two letters to spell _____ sound.

When two consonants spell one sound they are called a

_____.

II. Write a consonant team to make the word match the picture.

ck ch wh ph sh ng th



du_____



_____ick



_____one



_____eep



ri_____



clo_____



sun_____ine



_____eelbarrow

III. Put these letters into alphabetical order.

c	d	b	a
_____	_____	_____	_____
e	h	g	f
_____	_____	_____	_____
j	k	i	l
_____	_____	_____	_____

LESSON 3 - Vowel sound recognition

I. Insert vowel sounds to make the words your teacher dictates.

- | | | | |
|-----------|--------|-----------|-------|
| 1. s__nd | s__nd | 6. th__n | th__n |
| 2. l__g | l__g | 7. M__ss | M__ss |
| 3. l__ng | l__ng | 8. b__g | b__g |
| 4. d__ck | d__ck | 9. ch__p, | ch__p |
| 5. cl__ck | cl__ck | 10. b__d | b__d |

II. Fill in the blanks.

We have _____ letters in our alphabet.

Give seven consonant teams.

We see many things in books. Some things are real. Some things are not real.

III. Write **real** beside the things that could be real.

a bear cooking porridge

a dog chasing a cat

an old lady using a cane

a man riding a carpet in the sky

a cowboy herding cattle

a chicken in the barnyard

a chicken pushing a wheelbarrow

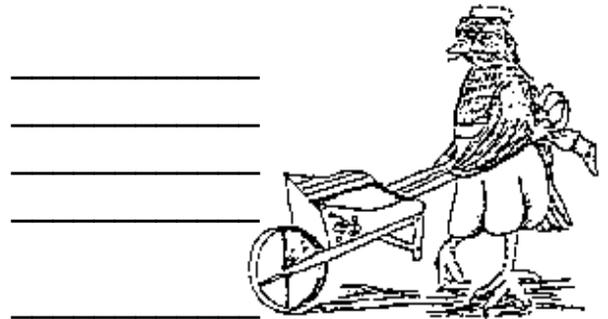
a spaceship landing on the moon

a king sitting on a throne

a gingerbread boy running down the hill

a school of fish sitting in desks

a boy flying a kite



LESSON 4 - Verbs

I. Draw a line from the sentence to the matching picture.
Circle the word that tells what action is happening.

1. Freckles chews his bone.



2. Louis waves to his friends.



3. The candle burns brightly.



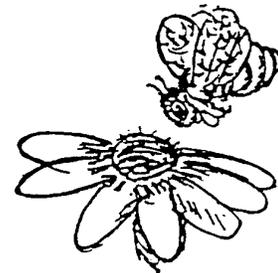
4. Cory rakes the leaves.



5. The bee collects nectar from the flowers.



6. Sparky chases the ball.



LESSON 5 - Syllables - Long vowels



A **syllable** is a part of a word that has a **vowel** sound. e.g. ta.ken

A vowel that says its own name is called a **long vowel**.

I. Divide words after the **long vowel** sound. e.g. la.dy

1. holy

4. gravy

8. token

2. robot

5. clover

9. laser

3. paper

6. pony

10. over

II. Put a vowel sound in each flower.



When we want to show that a vowel is long, we put a straight line above it.
e. g. bēak

III. Show which vowels are long.

fire

after

cost

lied

race

tame

coast

pal

sum

ice

never

bike

pray

find

paper

feast

IV. Fill in the blanks.

A syllable is a _____ that has a

_____ sound. e.g. _____

A vowel that says its own name is called a _____.

LESSON 6

I. Divide syllables between **double consonants**. e.g. - pup.py

- | | | |
|-----------|-----------|------------|
| 1. suffer | 5. carry | 9. happy |
| 2. dressy | 6. foggy | 10. beggar |
| 3. dollar | 7. hollow | 11. jetty |
| 4. stuffy | 8. funny | 12. dizzy |

II. See if you can answer these riddles.

1. It is a free gift from God and it rhymes with *trace*.

2. To do something bad and it rhymes with *bin*.

3. We can light one in church and it rhymes with *handle*.

4. We can read this and it rhymes with *look*.

5. It shines in the sky and it rhymes with *fun*.

6. It means talking to God and it rhymes with *tray*.

III. Divide these words after the long vowel sound.

total	icy	pupil	wafer
tiger	final	lazy	crusade

IV. Fill in the blanks.

symbols, part of a word, vowel, sounds

A syllable is a _____ that has a _____ sound.

Letters are _____ that stand for _____.

LESSON 7

I. Divide syllables between **unlike** consonants. e.g. car.pet

- | | |
|------------|------------|
| 1. garden | 6. after |
| 2. basket | 7. under |
| 3. carton | 8. Baptize |
| 4. cartoon | 9. outside |
| 5. picture | 10. pardon |

II. Divide these words after the long vowel sound.

behave	pilot	likely	decay
tiger	final	lazy	taken

III. Divide these words between the double consonants.

manners	caddy	Jenny	better
chatter	lettuce	pepper	ladder

IV. Write **Yes** or **No** to show which phrases tell a complete thought.

_____ Along the path.	_____ Blue is my favorite color.
_____ Six girls.	_____ Genny ate her lunch.

V. Put these letters into alphabetical order.

e	f	c	h	d	g
_____	_____	_____	_____	_____	_____

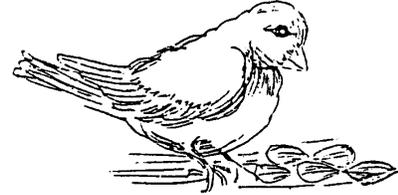
Syllables can be divided between _____ consonants.

Fill in blank

LESSON 8

- I. *If the group of words tells a complete thought put Yes.
If the group of words does not tell a complete thought put No.*

- _____ 1. Birds like seeds.
_____ 2. I try to do my best.
_____ 3. Lots of weeds.
_____ 4. Sam sat on the step.
_____ 5. Fell down.
_____ 6. The bee is a good worker.
_____ 7. Marie can skip fast.
_____ 8. The wagon.
_____ 9. Allison gave me a holy card.
_____ 10. Barked and barked.



- II. *Choose a word to complete each sentence.*

zoo	spring	wind	plant	thunder
-----	--------	------	-------	---------

1. Jimmy loves to hear the _____ howl through the trees.
2. Jan is not afraid of _____.
3. I helped mother _____ the tulip bulbs.
4. Tulips bloom in the _____.
5. Ted likes to go to the _____.

LESSON 9 - REVIEW

I. Make *words* by putting a vowel sound in each blank.

- | | | | |
|-----------|------------|-----------|-----------|
| 1. sh__p | 3. cl__se, | 5. s__n | 7. w__t |
| 2. tr__ck | 4. __dd | 6. cand__ | B. t__ast |

II. Put these letters into alphabetical order.

q u s t r

III. Divide these words between unlike consonants.

always altar winter enjoy Sunday

IV. Draw a line over the long vowel sounds.

baker tack pie rain home

V. Fill in the blanks with these words:

Consonant team	vowel sound
----------------	-------------

Every syllable must have a _____.

Two consonants spelling one sound are called a _____.

VI. Divide these words into syllables.

Ellen	valley	human	always
cassock	sudden	broken	altar

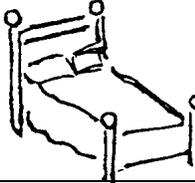
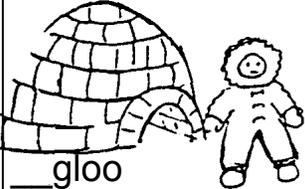
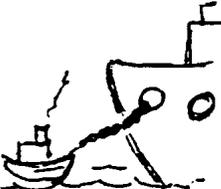
VII. Put a check *mark* beside the phrases that tell a complete thought.

_____ Is raining.	_____ Mary is my mother.
_____ Jan hurt herself.	_____ Two boys.
_____ Sometimes Tim.	_____ I like to read.

LESSON 10 - Quiz

Score _____/26

I. Make words by adding the correct vowel sound.

 c__p	 r__se	 b__d	 s__n
 __gloo	 t__g	 s__ck	Edd__ 

II. Put these letters into alphabetical order.

q p s r o

III. Circle the word that tells what action is happening.

Dana brushes her dog. Jack crawled under the fence.

IV. Divide these words into syllables.

matter pulpit lazy mama

*V. Write **Yes** or **No** to show which phrases tell a complete thought.*

- _____ A bee is in the tulip.
- _____ Jam sandwiches.
- _____ Children love their parents.
- _____ We often.
- _____ Many flowers.
- _____ My guardian angel loves me.

*VI. _____ are symbols that **stand for** sounds.*

Letters Sentences

LESSON 11 - Sentences



A sentence expresses a complete thought.

I. Add the phrase that tells something about the person or thing named

galloped away discovered America	chased the rabbit loves me	is the true Church are God's rules
-------------------------------------	-------------------------------	---------------------------------------

- | | |
|--|---|
| 1. <u>The fox</u>
what we name | _____
what we say about the thing named |
| 2. <u>The Ten Commandments</u>
what we name | _____
what we say about the thing named |
| 3. <u>God</u>
whom we name | _____
what we say about the person named |
| 4. <u>Christopher Columbus</u>
whom we name | _____
what we say about the person named |
| 5. <u>The horse</u>
what we name | _____
what we say about the thing named |
| 6. <u>The Catholic Church</u>
what we name | _____
what we say about the thing named |

II. Add the name of the person or thing that is talked about.

Children	My books	God	Two plum trees
My parents			Grasshoppers

- | | |
|--------------------------|--|
| 1. _____
whom we name | made all things .
what we say about the person named |
| 2. _____
what we name | are on the shelf .
what we say about the thing named |
| 3. _____
what we name | grow in our back yard.
what we say about the thing named |
| 4. _____
what we name | hop in the dry grass.
what we say about the thing named |
| 5. _____
whom we name | like to play cowboys.
what we say about the person named |
| 6. _____
whom we name | love me.
what we say about the person named |

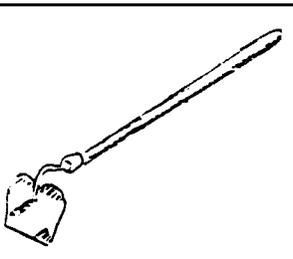
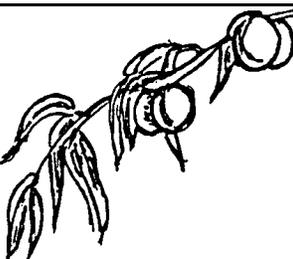
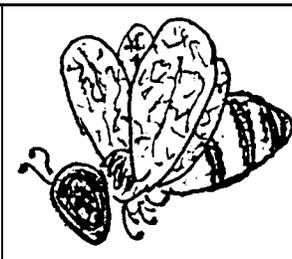
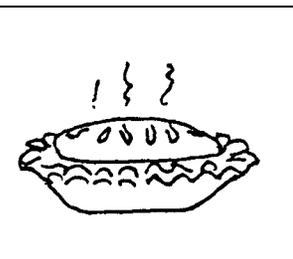
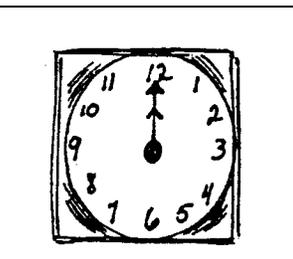
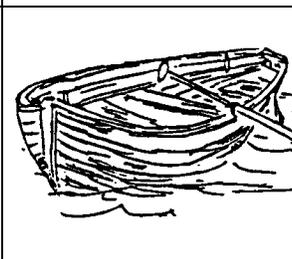
LESSON 12 - Vowel teams



Vowel teams are two vowels that spell one sound. e.g. meat

oa ee oo ea oe ai ay ie

I. Fill in the vowel team to make the words match the pictures.

			
pr _____	h _____	p ____ ch	b _____
			
p _____	r _____ n	n _____ n	b _____ t

II. Use *words from* above to complete these sentences.

- I like cherry _____.
- A _____ stung Tom.
- At _____ we say the Angelus.
- Genny** and Tim _____ at church.
- Mary has a _____ tree in her yard.
- Gerry likes to _____ the garden.
- The waves tossed the little _____.
- Sue enjoys the _____.

III. Fill in the blanks.

Vowel teams are _____ that spell _____ sound.