

# 2

# Writing Readiness

Grade 2

READY TO LEARN™

The  
Canadian  
Curriculum  
Series

## Writing

### Foundational Skills

#### ABC Order

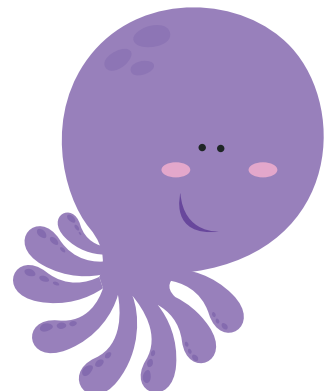
Putting words into **ABC order** means they are **in the order of the alphabet**.

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

Which word comes first in ABC order? Circle the beginning letter of each word. Then write the words in order on the lines below. Use the alphabet above to help you.

<div>dollar</div> <div>pumpkin</div> <div>butterfly</div> <div>island</div> <div>fish</div>	<div>zebra</div> <div>hammock</div> <div>candy</div> <div>music</div> <div>picnic</div>
1. butterfly	1. _____
2. _____	2. _____
3. _____	3. _____

- Develops an understanding of grammar and punctuation
- Develops a variety of writing styles
- Develops reading response skills



2

# Writing Readiness

Grade 2

READY TO LEARN™

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Canadian  
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Series

## Writing

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# Grade Two Writing Readiness

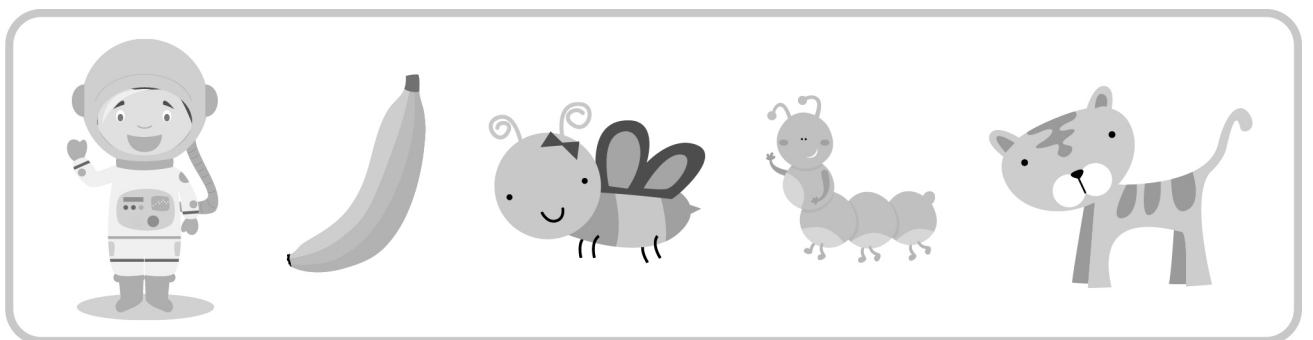
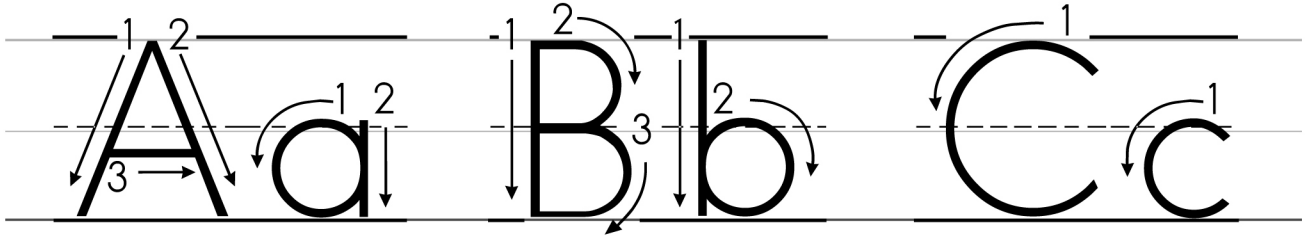
In grade two writing, kids are reviewing foundational skills and becoming imaginative writers! They will expand their understanding of how to brainstorm for writing for different purposes. Encourage your child by providing them with opportunities to write. Write notes to each other on white boards or set up a writing corner and watch your child become an author!



# Foundational Skills

Aa, Bb, and Cc

Practise writing the letters on the lines below.

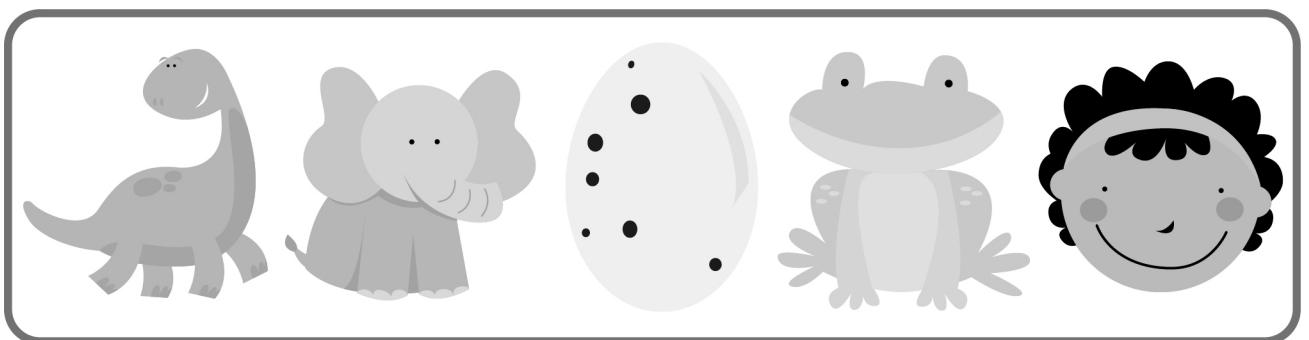
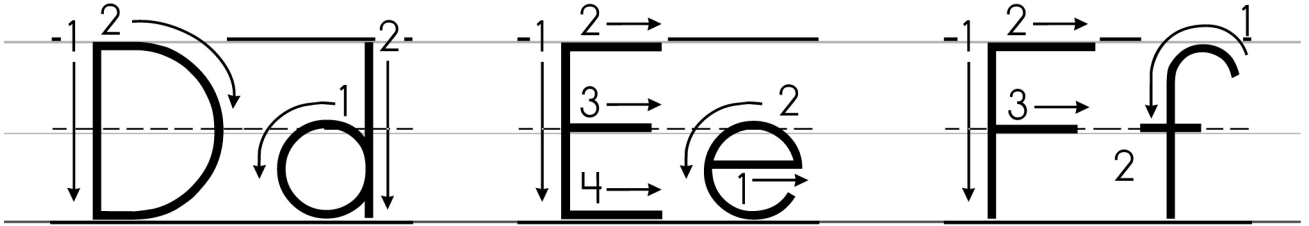




# Foundational Skills

Dd, Ee, and Ff

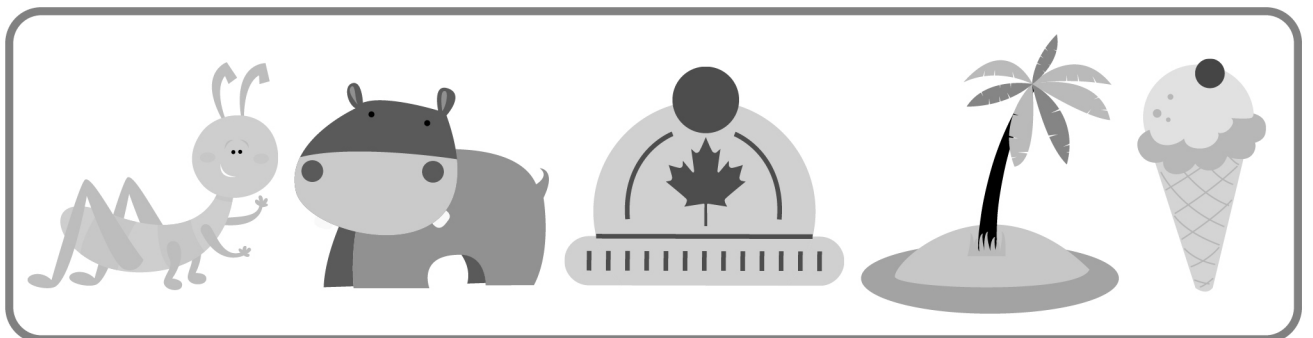
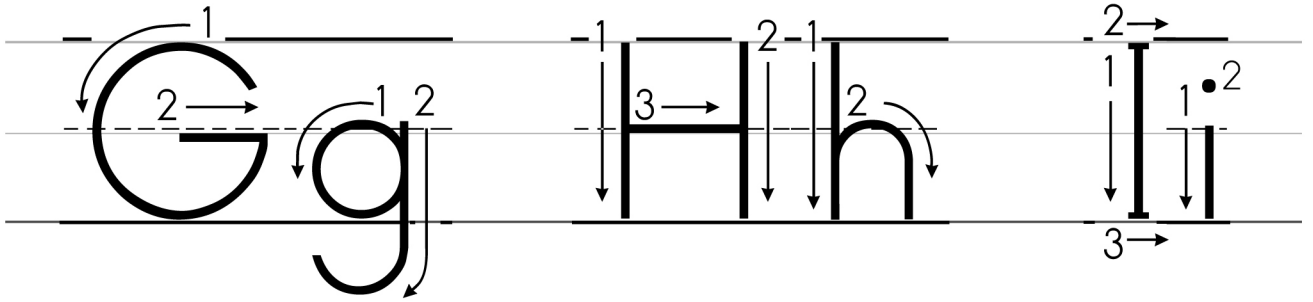
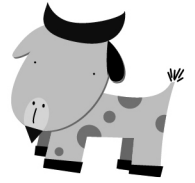
Practise writing the letters on the lines below.



# Foundational Skills

Gg, Hh, and Ii

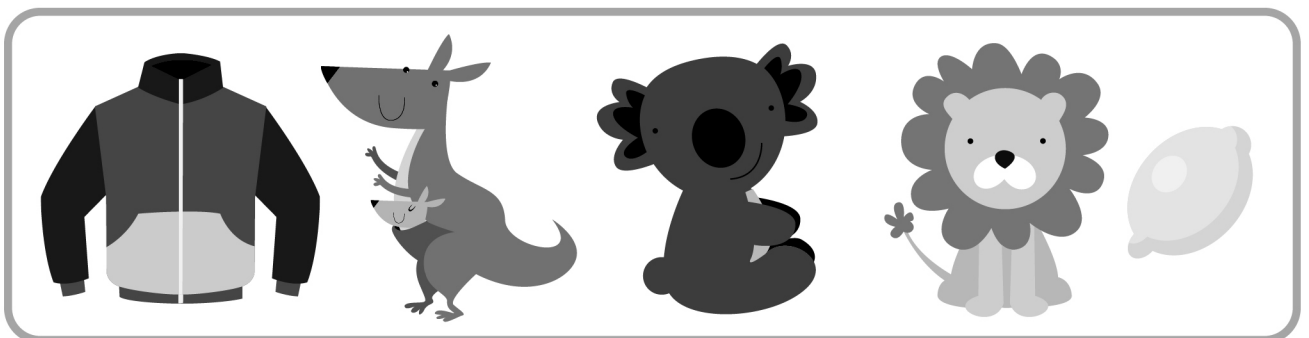
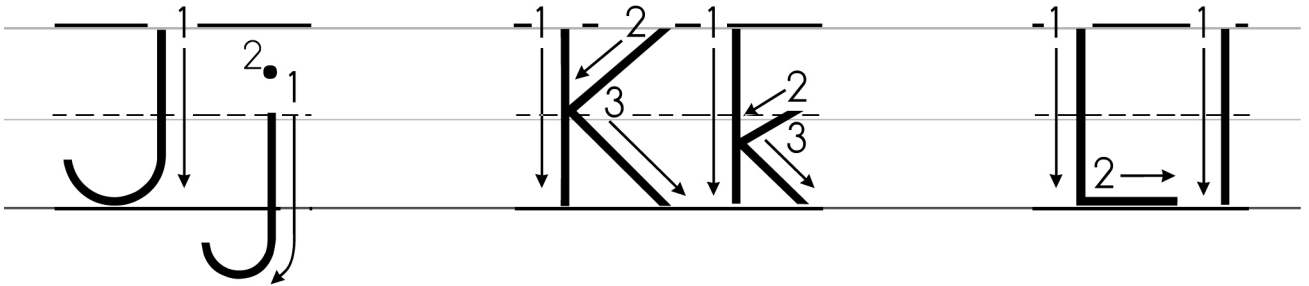
Practise writing the letters on the lines below.



# Foundational Skills

Jj, Kk, and Ll

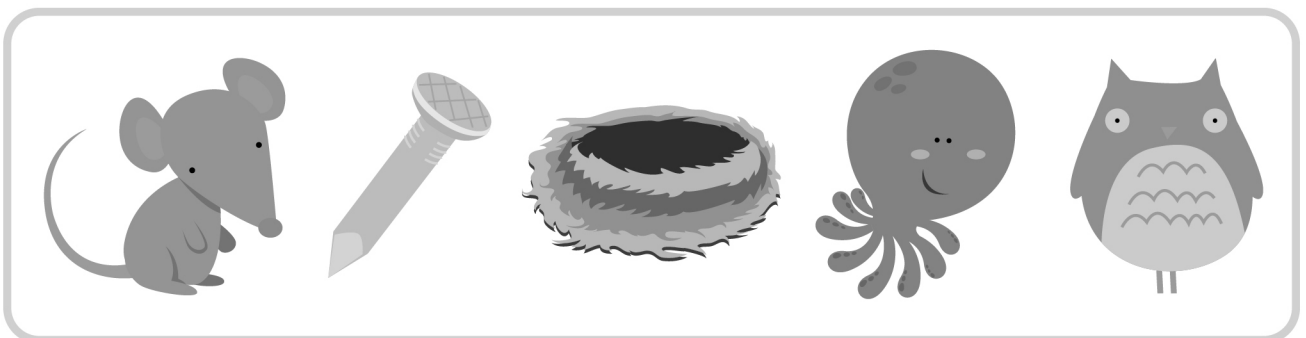
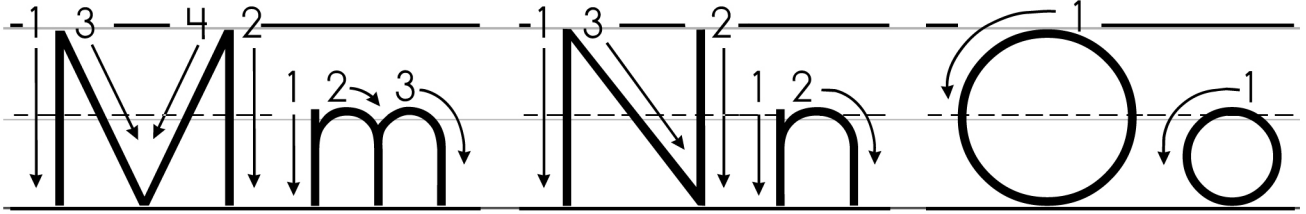
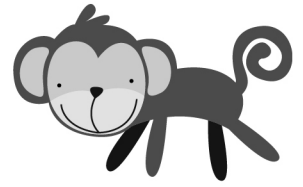
Practise writing the letters on the lines below.



# Foundational Skills

Mm, Nn, and Oo

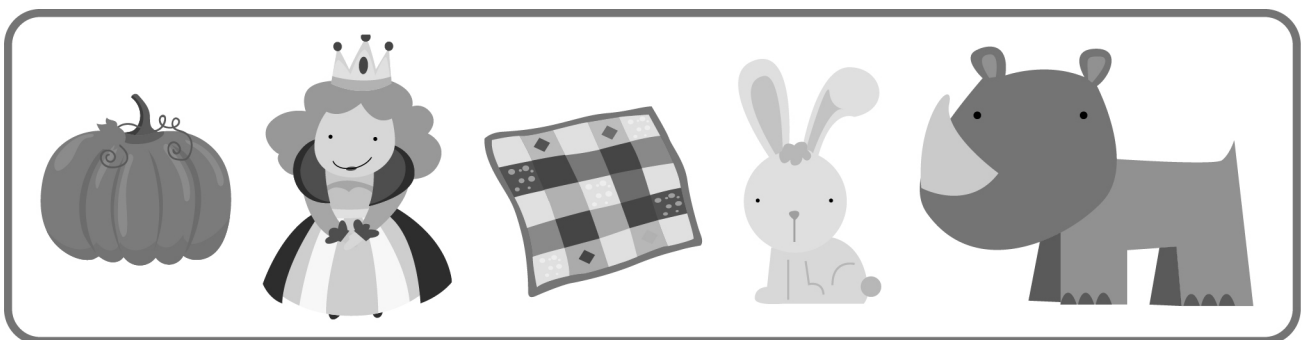
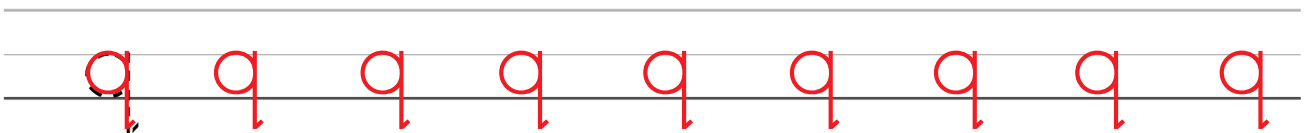
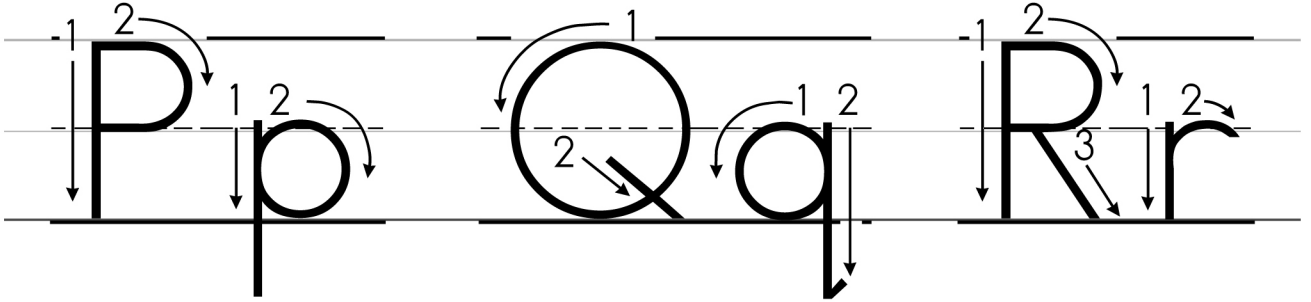
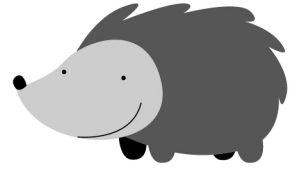
Practise writing the letters on the lines below.



# Foundational Skills

Pp, Qq, and Rr

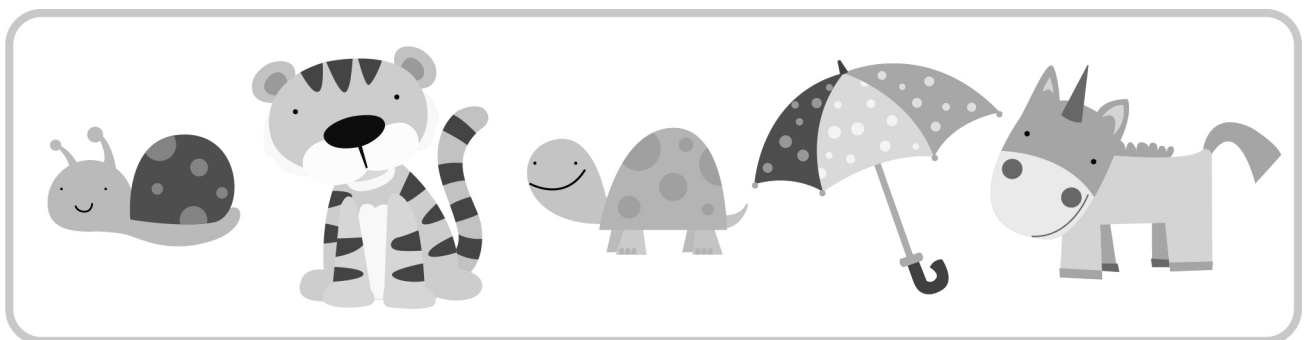
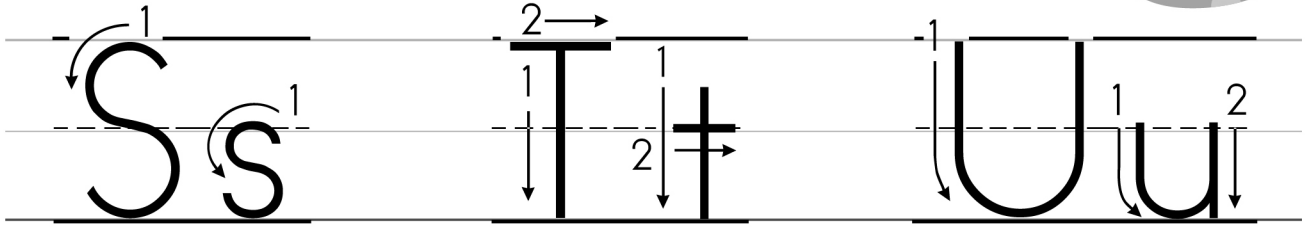
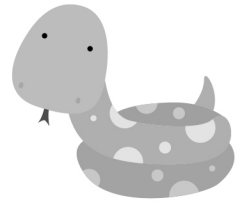
Practise writing the letters on the lines below.



# Foundational Skills

Ss, Tt, and Uu

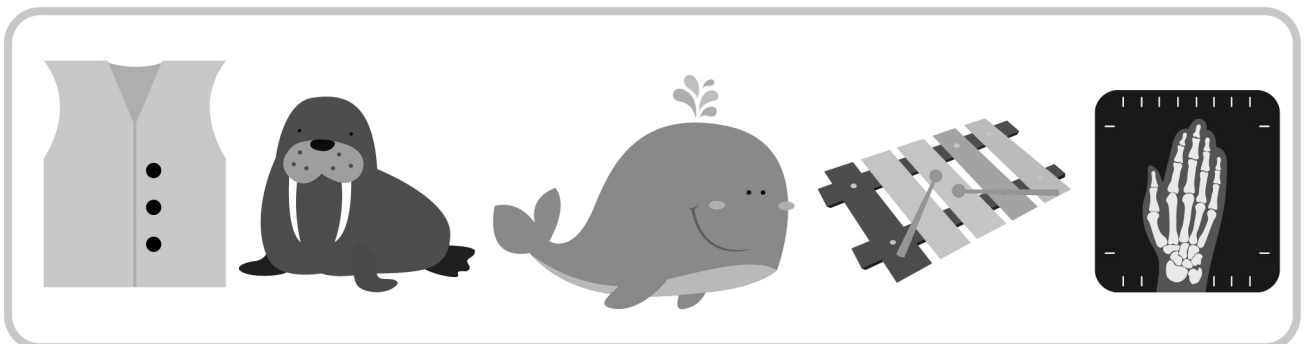
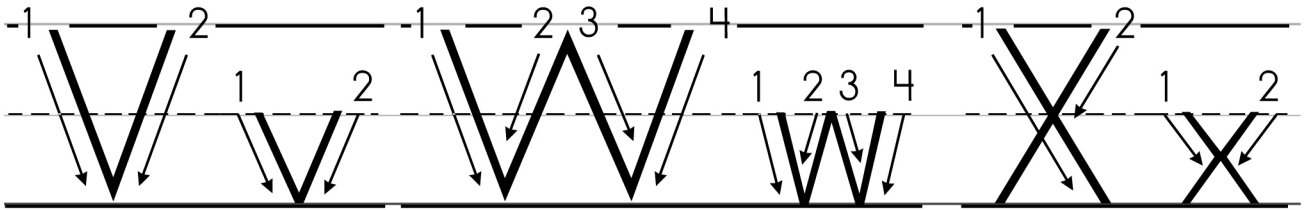
Practise writing the letters on the lines below.



# Foundational Skills

Vv, Ww, and Xx

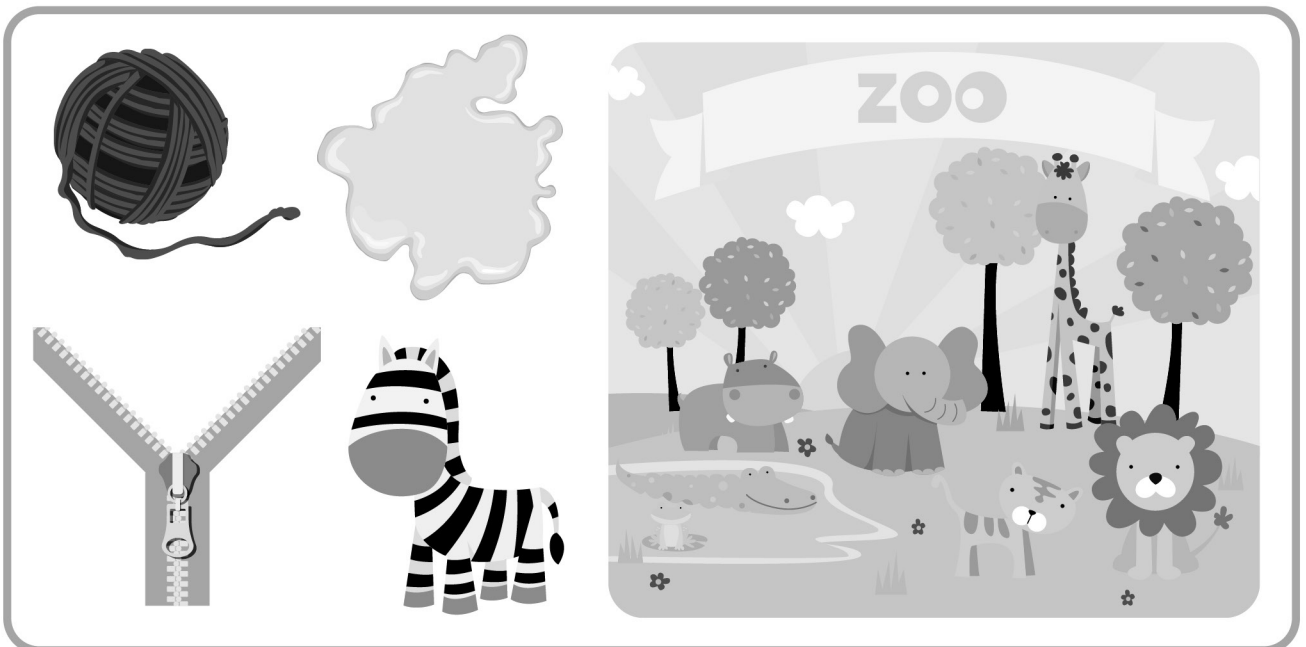
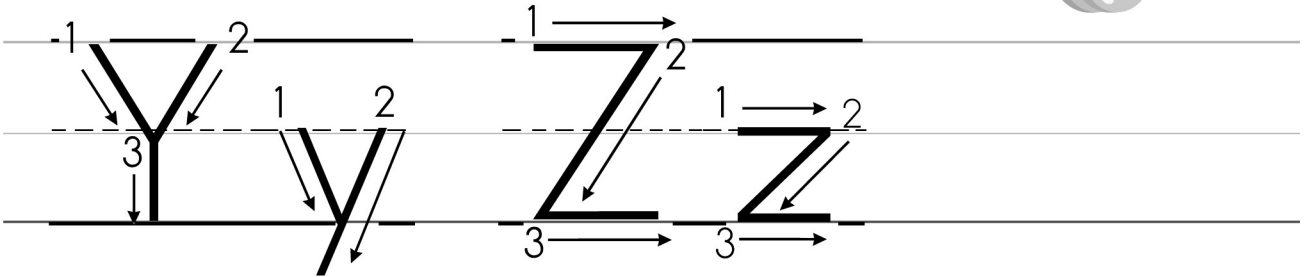
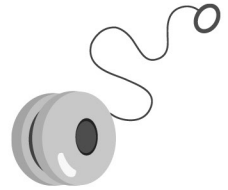
Practise writing the letters on the lines below.



# Foundational Skills

Yy and Zz

Practise writing the letters on the lines below.





# Foundational Skills

## ABC Order

Putting words into ABC order means they are in the order of the alphabet.

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

Which word comes first in ABC order? Circle the beginning letter of each word. Then write the words in order on the lines below. Use the alphabet above to help you.

dollar

pumpkin

butterfly

island

fish

zebra

hammock

candy

music

picnic

1. butterfly

2. dollar

3. fish

4. island

5. pumpkin

1. candy

2. hammock

3. music

4. picnic

5. zebra

# Foundational Skills

## Consonants and Vowels

There are five letters that are called vowels. They are A, E, I, O, and U.

The rest of the letters in the alphabet are called consonants.

They are B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, and Z.

Read the words below and circle the vowels in red and circle the consonants in blue.



carrot



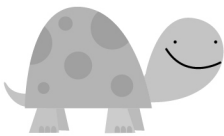
lion



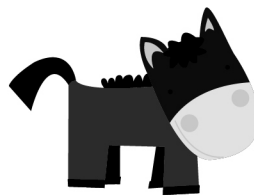
pumpkin



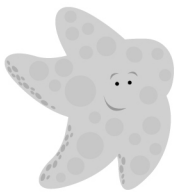
flower



turtle



horse



starfish



shoes



duck



lollipop



frog



octopus

# Foundational Skills

## Short and Long Vowels

Vowels most commonly make short vowel sounds, as in dad, jet, gift, fog, and bug.

Vowels can also make long vowel sounds, as in gate, bean, bike, blow, and music.

Look at the pictures and write the missing short or long vowels on the lines below. Say the sounds as you write the letters.



c \_ a \_ t



p \_ i \_ g



d \_ o \_ g



b \_ a \_ ll



d \_ u \_ ck



t \_ o \_ p



h \_ a \_ t



p \_ o \_ t



f \_ a \_ n



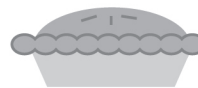
b \_ a \_ t



m \_ u \_ sic



pl \_ a \_ ne



p \_ i \_ e



sn \_ a \_ ke



c \_ u \_ be



b \_ o \_ wl



h \_ a \_ y



b \_ i \_ ke



wh \_ a \_ le

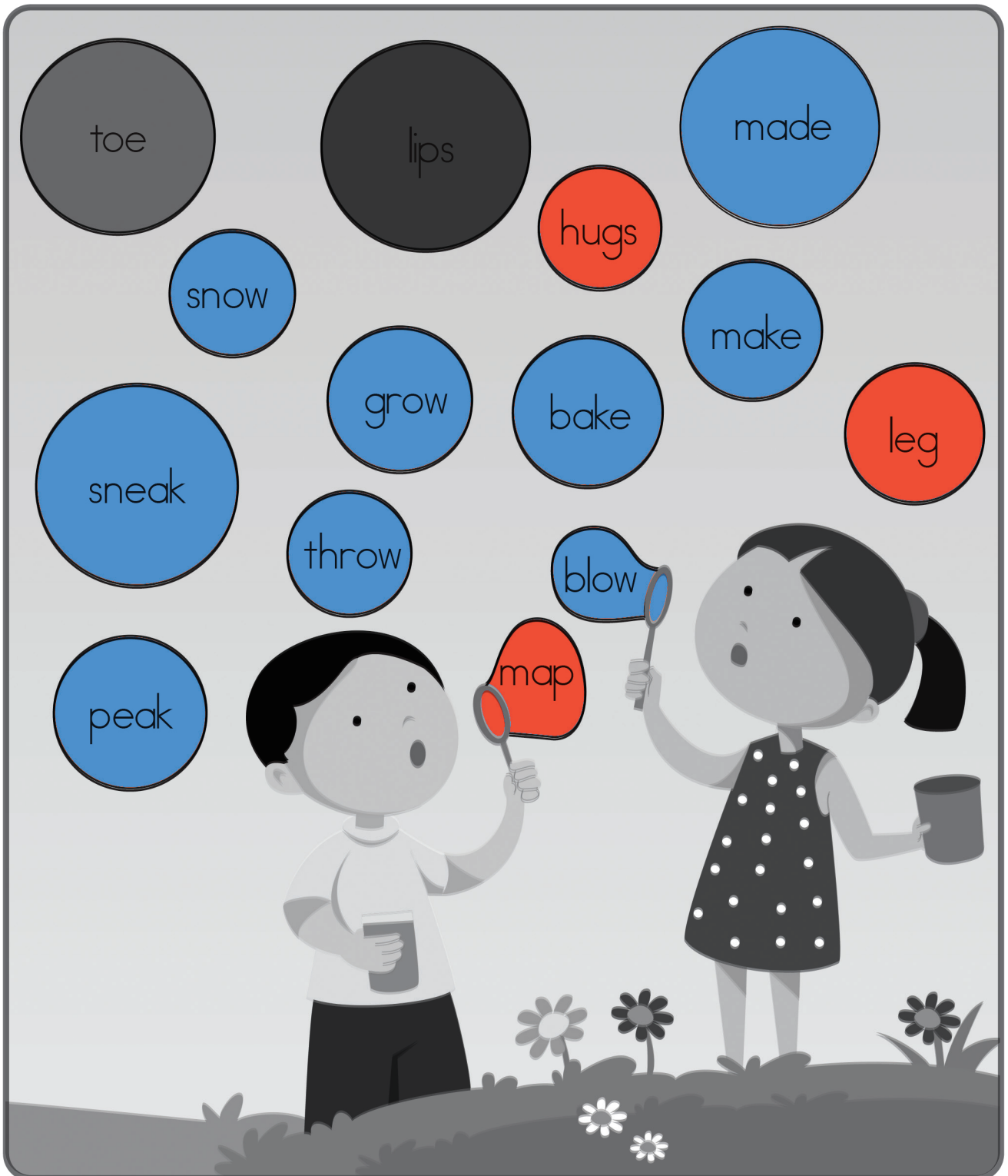


n \_ i \_ ght

# Foundational Skills

## Short and Long Vowels

Read the words in the bubbles. Colour the short vowel words red and the long vowel words blue.



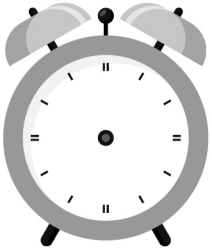
# Foundational Skills

## Word Families

Word families are words that all share a piece of the word.

Example: cat, hat, and mat are all part of the at word family.

Write the beginning sounds to create new words in each word family. Try to fill the whole list.



ock

mock

sock

rock

clock

block



all

ball

call

mall

fall

tall



ing

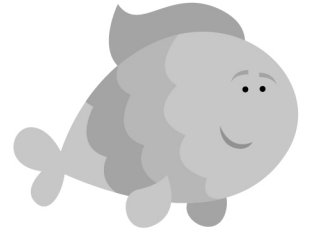
ring

sing

king

wing

bring



ish

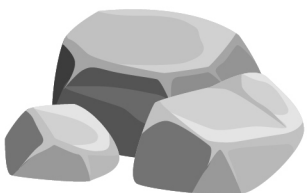
fish

dish

wish

swish

squish



# Foundational Skills

## Word Families

Write the beginning sounds to create new words in each word family. Try to fill the whole list.



ick

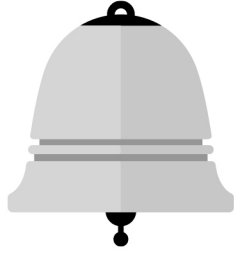
lick

pick

sick

kick

quick



ell

bell

fell

tell

well

dwell



ack

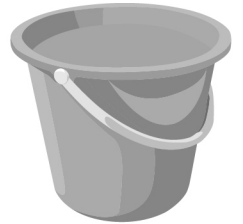
rack

back

lack

sack

smack



ill

fill

will

bill

sill

still



# Foundational Skills

## Prefixes

A prefix attaches to the beginning of a root word to create a new word with a different meaning.

Prefix meanings:     un: not or the opposite of  
                             re: again  
                             pre: before

Example: unhappy means not happy

Read the words below. Add the prefix to make a new word with a new meaning.

Add un.



untied

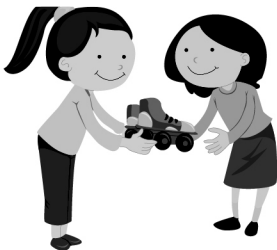


unhappy



unlocked

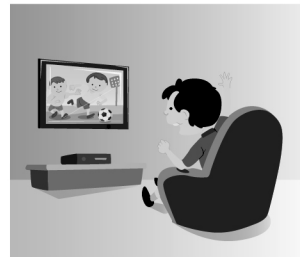
Add re.



return



redo



replay

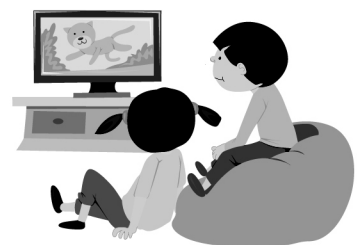
Add pre.



preschool



preheat



preview

# Foundational Skills

## Suffixes

A suffix attaches to the end of a root word to create a new word with a different meaning.

Suffix meanings:      er: more  
                              est: most

Example: bigger means more than big and biggest means the most big

Read the words below.

tall

dark

light

short

fast

Add the suffix to make a new word with a new meaning. Write the word with the first suffix in the first column and then try writing the word with the second suffix in the second column.

er

taller

darker

lighter

shorter

faster

est

tallest

darkest

lightest

shortest

fastest



# Foundational Skills

## Synonyms

Synonyms are different words that have the same or almost the same meaning.

Example: happy and glad.

Draw a line to match each word to its synonym.

fast

wet

pretty

smart

little

scared

start

also

clean

easy

begin

afraid

quick

simple

tidy

beautiful

too

small

damp

clever

Connections: fast to quick, wet to damp, pretty to beautiful, smart to clever, little to small, scared to afraid, start to begin, also to too, clean to tidy, easy to simple.

# Foundational Skills

## Antonyms

Antonyms are words that mean the opposite.

Example: happy and sad.

Draw a line to match each word to its antonym.

hot	down
front	night
day	cold
clean	dirty
up	back

Draw two pictures that are antonyms. Write the words under your pictures.

--	--

---

---

---

---

---

---

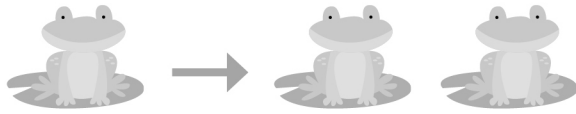
# Foundational Skills

## Plurals

Plural means more than one.

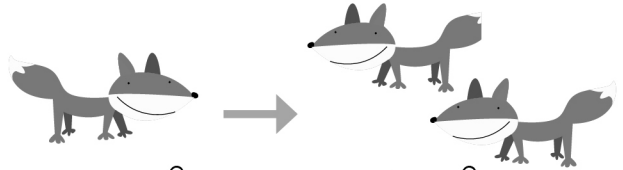
To make most words plural, you add an s. If the word ends in ch, sh, s, x, or z, you add es.

Example:



one frog

two frogs



one fox

two foxes

Read the words below.

dress  
book

kiss  
girl

dish  
room

cat  
lunch

park  
crash

Write the words with s or es on the lines below in the correct column.

s

cats

parks

books

girls

rooms

es

resses

kisses

dishes

lunches

crashes

# Foundational Skills

## Present Tense and Past Tense

Present tense means it is something you are doing right now. To make a word present tense, you add **ing** to the end of the word.

Example: play becomes playing

Past tense means something that happened in the past. To make a word past tense, you add **ed** to the end of the word.

Example: play becomes played

Roll a die. Write the word that matches the number you rolled in the past and present tense. Roll until you get each word.



jump



play



talk



watch



wish



rain

## PAST

jumped

watched

played

talked

wished

rained

## PRESENT

jumping

watching

playing

talking

wishing

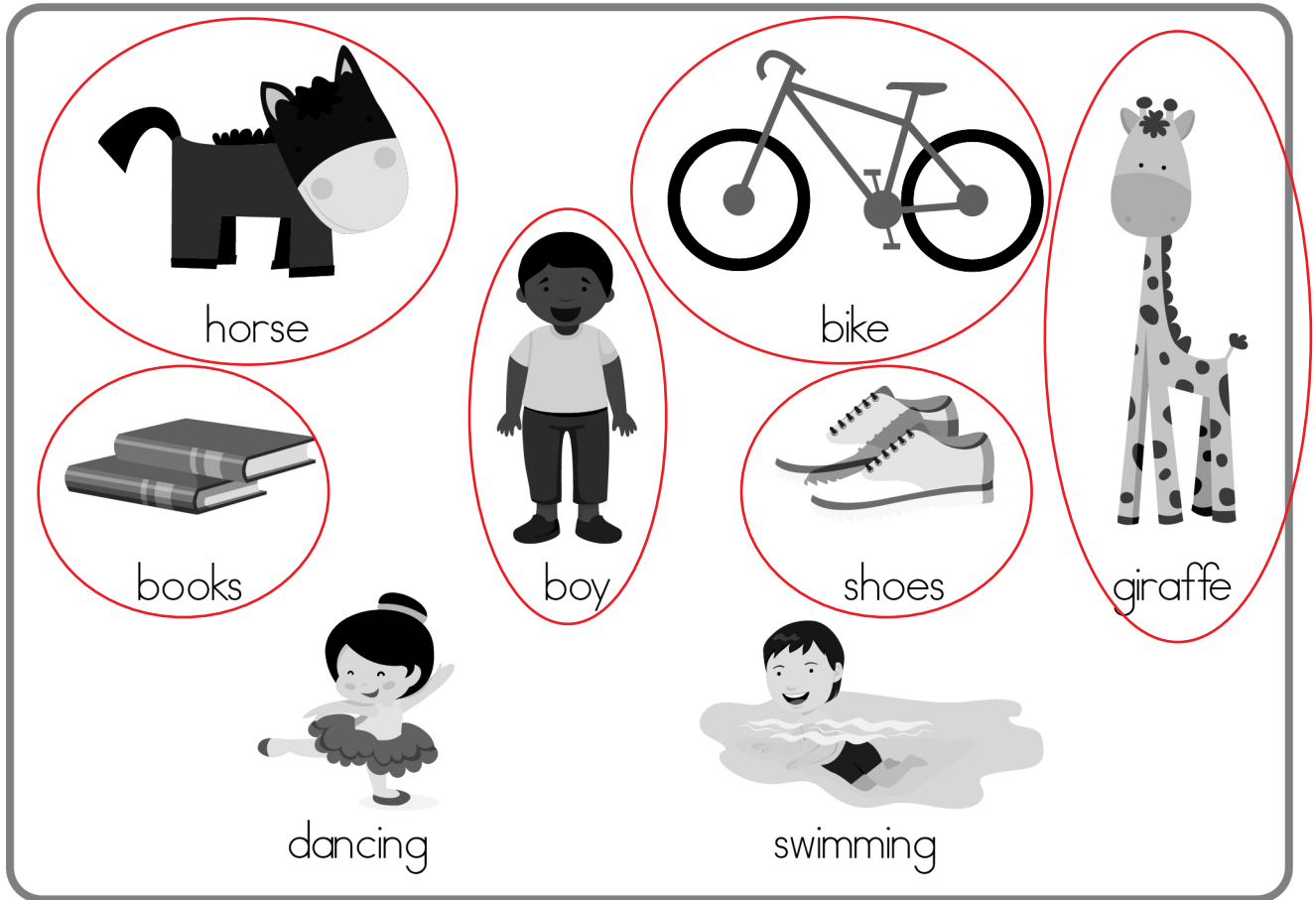
raining

# Grammar and Punctuation

## Common Nouns

Nouns are words for people, animals, places, and things.

Circle the nouns.



Use the nouns from the pictures above to fill in the missing words in the sentences.

A giraffe has a very long neck.

The boy is wearing a blue shirt.

I ride my bike to school every day.

I fed a horse at the farm.

I learned how to tie my shoes today.

She likes to read her books.

# Grammar and Punctuation

## Common Nouns

Circle the nouns in the nursery rhymes below.

Twinkle, twinkle, little star.



Humpty Dumpty sat on a wall.



Jack and Jill went up the hill.



Mary had a little lamb.



The dish ran away with the spoon.



Baa, baa, black sheep.



# Grammar and Punctuation

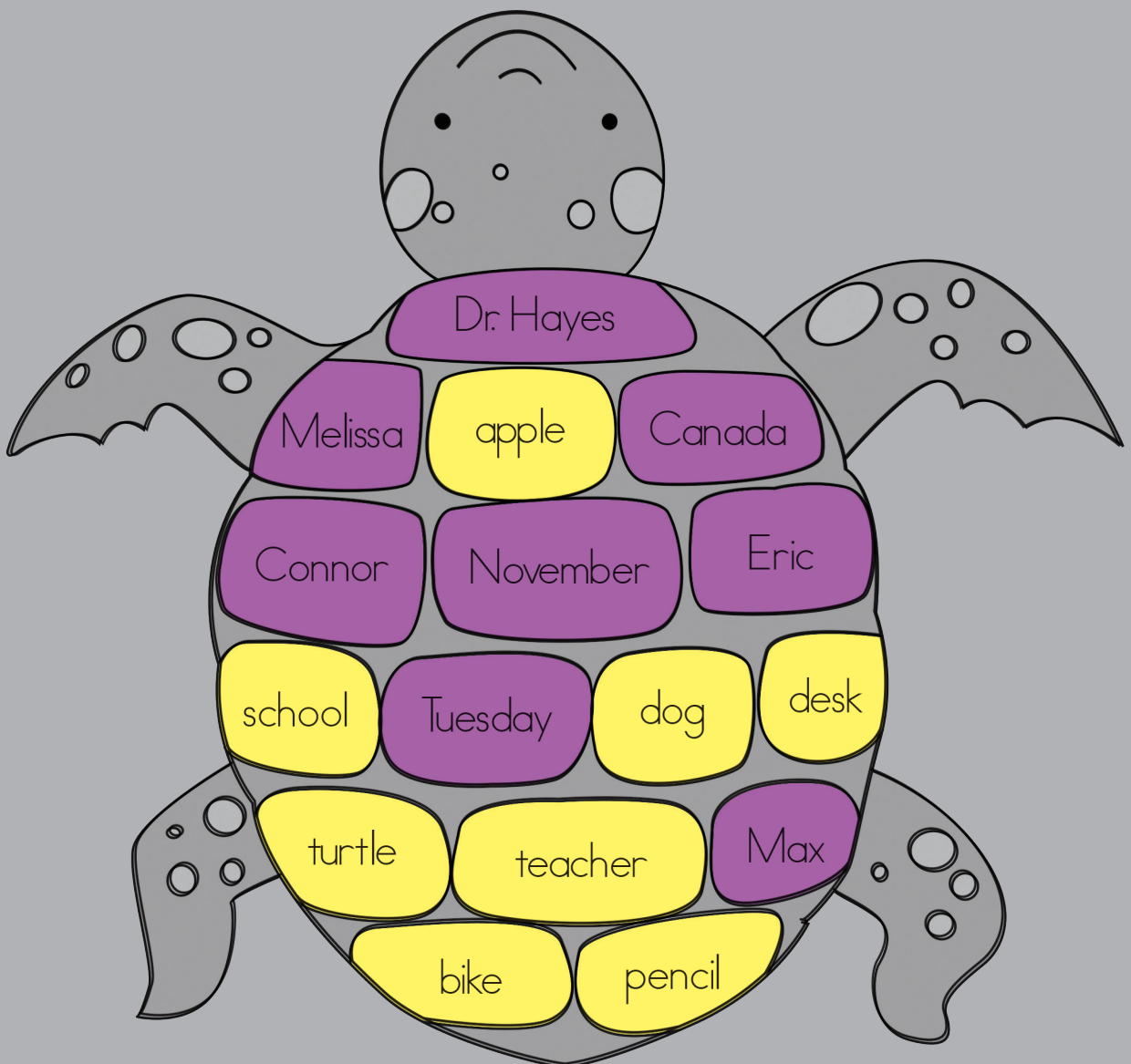
## Proper Nouns

A proper noun is a noun that is the name of something. Proper nouns always have a capital letter at the beginning of the word.

Example: teacher is a common noun.

Mrs. Everett is a proper noun because it is your teacher's name.

Colour the common nouns yellow. Colour the proper nouns purple.



# Grammar and Punctuation

## Common and Proper Nouns

Identify the pictures as common or proper nouns. Write the word common or proper beside each noun and picture.



bear

common



squirrel

common



tent

common



hat

common



Mr. Hunter

proper



Toronto

proper



Canada

proper



octopus

common



Zac

proper



Hannah

proper



tiger

common



moose

common



Kristin

proper



Ottawa

proper



koala

common



April

proper



# Grammar and Punctuation

## Adjectives

Adjectives describe something. They tell how it feels, smells, tastes, or sounds.

Read the words in each row. Circle the two words that describe each picture.

pink	hot	slippery	dirty	
fluffy	grey	black	smelly	
cold	bright	purple	hot	

Add adjectives to complete the sentences below.

Kittens are \_\_\_\_\_.

Candy is \_\_\_\_\_.

Rain is \_\_\_\_\_.

Fire is \_\_\_\_\_.

Friends are \_\_\_\_\_.

Dogs are \_\_\_\_\_.

Alligators are \_\_\_\_\_.

# Grammar and Punctuation

## Adjectives

Imagine a monster. Draw your monster in the box below.



Answer questions about your monster on the lines below.

What size is your monster?

---

---

---

What colour is your monster?

---

---

---

What is your monster like? (funny? mean?)

---

---

---

What are some other words that describe your monster?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

# Grammar and Punctuation

## Verbs

Verbs are words that tell what a noun is doing. They are action words!



Use the picture above to help you complete the sentences. Write the words on the lines below.

The friends are \_\_\_\_\_ **throwing** \_\_\_\_\_ snowballs.

The kids are \_\_\_\_\_ **running** \_\_\_\_\_ in the snow.

The girl is \_\_\_\_\_ **swinging** \_\_\_\_\_ on the swing.

The moms are \_\_\_\_\_ **talking** \_\_\_\_\_ to each other.

The dad is \_\_\_\_\_ **drinking** \_\_\_\_\_ coffee.

The boy and girl are \_\_\_\_\_ **building** \_\_\_\_\_ a snowman.

The people are \_\_\_\_\_ **skating** \_\_\_\_\_ on the ice.

# Grammar and Punctuation

## Verbs

Read the words below.

Colour the winter hats with verbs.



Read the sentences below. Then circle the correct verb to complete the sentences.



I love to (jumping, jump) rope.



I am (play, playing) a game.

The cow is (eat, eating) the grass.



Can we (go, going) to the playground?

I love (drink, drinking) hot chocolate!



# Grammar and Punctuation

## Verbs and Adverbs

Adverbs **are** words that give more information about a verb **and** make your writing more interesting.

Example: The girl danced beautifully.

Adverbs can answer the questions below.

How?	How often?	Where?	When?
easily	never	outside	now
happily	often	inside	early
loudly	seldom	here	after
quickly	once	everywhere	before
softly	sometimes	home	soon
slowly	always	away	today
silently	daily	there	since

Add an adverb to each sentence to make it more interesting. Use the list above.

I can tie my shoes easily.

Do you play the drums often?

I can read my book outside.

She likes to play daily.

I have dance class today.



# Grammar and Punctuation

## Verbs and Adverbs

Circle the verb and underline the adverb for each sentence below. Then write the verb and adverb for each sentence in the correct columns.

The rabbit  
hopped quickly.



The drummer  
plays often.



She wraps the  
gifts carefully.



The ballerina  
dances gracefully.



We watched a  
movie outside.



Yesterday, I slept  
at a friend's house.



I walked softly.



verb	adverb
hopped	quickly
plays	often
wraps	carefully
dances	gracefully
watched	outside
slept	yesterday
walked	softly

# Grammar and Punctuation

## Compound Words

Compound words are two words put together to make a new word with a new meaning.

Example: star and fish = starfish

Look at the pictures below and say the words. Put the two words together and write the compound word on the lines below.



+



=

sunflower



+



=

horseshoe



+



=

catfish



+



=

eyeball



+



=

pigpen



+

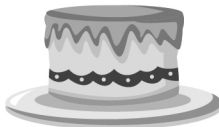


=

doghouse



+



=

cupcake



+



=

lipstick

# Grammar and Punctuation

## Compound Words

Match two socks to make a new word. Write the words you make on the lines below.



goosebump

skateboard

without

horsefly

baseball

crosswalk

everybody

snowshoe



# Grammar and Punctuation

## Contractions

Contractions are two words made into one. An apostrophe is placed where some of the letters are bumped out.

Example: cannot = can't

Draw a line from the words to the matching contractions.



did not	isn't
was not	didn't
have not	wasn't
is not	haven't

I will	you'll
you will	I'll
they will	she'll
she will	they'll

I am	she's
he is	I'm
she is	he's
it is	it's

# Grammar and Punctuation

## Contractions

Read the words and write the correct contraction on the lines below. Then colour the animals.



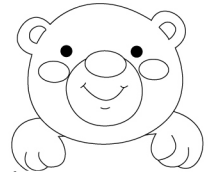
did not

didn't



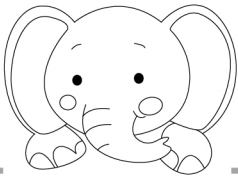
was not

wasn't



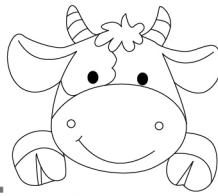
have not

haven't



is not

isn't



I am

I'm



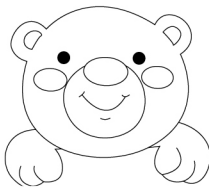
he is

he's



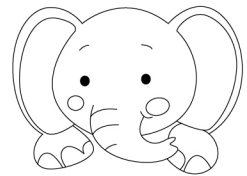
she is

she's



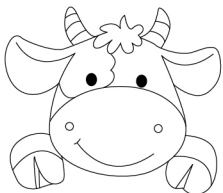
it is

it's



I will

I'll



you will

you'll



they will

they'll



she will

she'll

# Writing Sentences

## Sentences

Every sentence starts with a capital letter and ends with punctuation.

Statement sentences tell the reader something. They start with a capital letter and end with a period.

Read the statement sentences. Rewrite them on the lines below using a capital letter at the beginning and ending with a period.



i like to play at the park

I like to play at the park.

let's go swimming today

Let's go swimming today.

i live in Canada

I live in Canada.

the frog jumped over the log

The frog jumped over the log.

i can feed the chickens at the farm

I can feed the chickens at the farm.

my name is Tammy

My name is Tammy.

i can skate really well

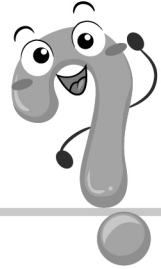
I can skate really well.

# Writing Sentences

## Sentences

Question sentences ask the reader a question. They start with a capital letter and end with a question mark.

Read the question sentences. Rewrite them on the lines below using a capital letter at the beginning and ending with a question mark.



what is your favourite sport

What is your favourite sport?

do you know how to tie your shoes

Do you know how to tie your shoes?

can you come out to play today

Can you come out to play today?

what is your favourite colour

What is your favourite colour?

what grade are you in

What grade are you in?

who is your best friend

Who is your best friend?

where do you live

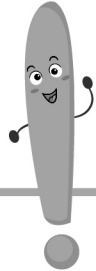
Where do you live?

# Writing Sentences

## Sentences

Commands or exclamation sentences tell the reader to do something or tell them something exciting or surprising. They start with a capital letter and end with an exclamation mark!

Read the commands and exclamation sentences. Rewrite them on the lines below using a capital letter at the beginning and ending with an exclamation mark.



look over there

Look over there!

i won the race

I won the race!

look at the fireworks

Look at the fireworks!

sit down

Sit down!

go team

Go team!

yahoo

Yahoo!

look out

Look out!

# Writing Sentences

## Sentences and the Editor's Checklist

Write two statement sentences below.

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Write two question sentences below.

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Write two commands or exclamation sentences below.

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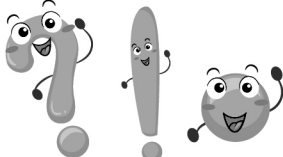

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An editor's checklist is a list to look at after writing to be sure you didn't forget anything or make any mistakes.

Use the editor's checklist to check for mistakes in your sentences. Check off each item as you complete it.

	I wrote in my best handwriting.	
	I used capital letters to begin all of my sentences.	
	I used correct punctuation at the end of every sentence.	

# Brainstorming Ideas

## Brainstorming Lists

Authors write about things they know. Make a list of things you know a lot about. This will help you get ideas for what to write about.

Write a list of things you know about on the lines below.

1.

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2.

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9.

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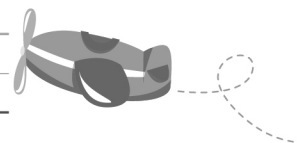
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10.

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# Brainstorming Ideas

## Brainstorming Lists

Authors also write about things they like. Make a list of things you like. This will help you get ideas for what to write about.

Write a list of things you like on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# Narrative Writing

## Narrative Writing

Narrative writing is writing a story with a beginning, middle, and end.

Complete the graphic organizer to help you brainstorm ideas.

Think of a time you played with a friend. What happened first, then, next, and last? Draw pictures or write a few words in each box to tell the story.

The graphic organizer consists of four horizontal rectangular boxes arranged vertically. Each box is connected to the one below it by two downward-pointing arrows, one on the left and one on the right. Each box has a label in an oval at the top center:

- First**: The top box, with a large empty space for writing or drawing.
- Next**: The second box, with a large empty space for writing or drawing.
- Then**: The third box, with a large empty space for writing or drawing.
- Last**: The bottom box, with a large empty space for writing or drawing.

# Narrative Writing

## Narrative Writing

Look at your graphic organizer and write sentences from your ideas.

First

Next

Then

Last

# Narrative Writing

## Narrative Writing

Complete the graphic organizer to help you brainstorm ideas.

Think of a time you went on a trip. What happened first, then, next, and last?

Draw pictures or write a few words in each box to tell the story.

First

Next

Then

Last

# Narrative Writing

## Narrative Writing

Look at your graphic organizer and write sentences from your ideas.

First

Next

Then

Last

# Narrative Writing

## Narrative Stories

When we read a story, we can write about what we read. This is called a reading response. A reading response can retell the story or tell how we felt when we read it. Read the story below and think while you read.



## Canada Day Fun!

July 1st is Canada Day. It is my favourite holiday, except for Halloween. My whole family had fun together all day this year. We went to the park, where we heard a band play. There were lots of families there and lots of activities, like playing tag. My sister and I were in a three-legged race but we fell down and didn't win. It was lots of fun. Then we had a picnic and ice cream for dessert. When it got dark, there was a fireworks show. Canada Day is one of my favourite holidays.



# Narrative Writing

## Reading Response

Answer the questions about "Canada Day Fun!" on the lines below. Write your answers in complete sentences with capital letters and punctuation.



What is the story about?

The story is about the narrator's family celebrating Canada Day.

Where does the story take place?

The story takes place at the park.

Write two events from the story.

They played tag.

They had a picnic.

Draw a picture of your favourite part of the story.

A large, empty rectangular box with rounded corners, intended for a student to draw a picture of their favorite part of the story.

# Journal Writing

## Journal Writing

Journal writing is like talking to a friend. You just write the words like you would say them. You can draw in your journal, too!

**Example:** Last weekend I had a sleepover with my three friends! We stayed up and watched movies and ate snacks. It was so much fun!



Write about what you are going to do this weekend.

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Draw a picture of what you wrote about.

A large, empty rectangular box with rounded corners, intended for a child to draw a picture of what they wrote about.

## Journal Writing

## Journal Writing



Write about something you wish you could do.

[illegible]

Draw a picture of what you wrote about.

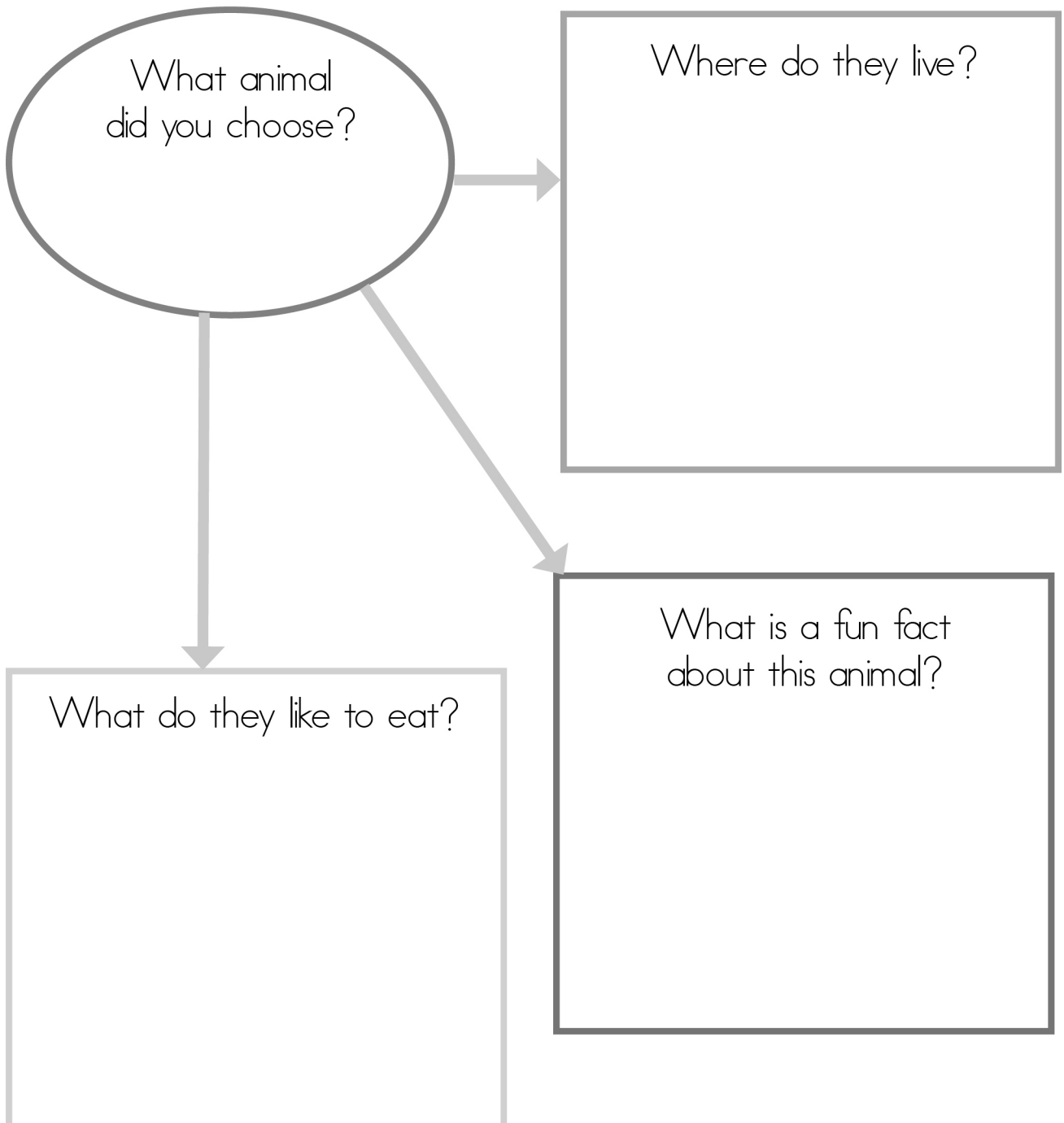


# Expository Writing

## Expository Writing

Expository writing is writing about something you know about in detail and explaining the topic to the reader.

Write about an animal that you know a lot about. What do you know about it? Draw pictures or write a few words in each box to organize your thoughts.



# Expository Writing

## Expository Writing

Look at your graphic organizer and write sentences from your ideas.



I know a lot about...

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They live...

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They eat...

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They also...

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# Expository Writing

## Expository Writing

When we read for information, we can write about what we read.

Read the story below and think while you read.

Bears, Bears, Bears!

Bears are big. Bears are strong. Bears have long, sharp claws. They are very dangerous. Bears live in the forest and eat lots of different things. Their favourite food is fish. They also like plants, berries, and meat. They even eat lots and lots of moths. Bears hibernate in the winter. That means when it gets cold, bears like to curl up in their dens and sleep until it gets warm again.



# Expository Writing

## Reading Response

Answer the questions about "Bears, Bears, Bears!" on the lines below.

What is the main idea of the story? (What is the story about?)

The story is about bears.

Write three things you learned from the story.

Bears love to eat fish.

Bears hibernate in the winter.

Bears are strong.

Draw a picture of your favourite part of the story.

# Opinion Writing

## Opinion Writing

Opinion writing is writing about something you believe and giving reasons for why you believe it.

Write your opinion about your favourite thing to do outside. What are three reasons why you like it? Draw pictures or write a few words in each box to organize your thoughts.

What is your favourite thing to do outside?	Reason 1
	Reason 2
	Reason 3

# Opinion Writing

## Opinion Writing

Look at your graphic organizer and write sentences from your ideas.



My favourite thing to do outside is...

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I like it because...

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I also like it because...

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It is really fun because...

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# Explanation Writing

## Explanation Writing

Explanation writing is writing to teach the reader how to do something. You write the steps or draw pictures to illustrate what the steps look like.

Draw pictures or write a few words about how to build a snowman in the boxes below.



## How To Build a Snowman

Step One

Step Two

Step Three

Step Four



# Explanation Writing

## Explanation Writing

Look at your graphic organizer and write sentences from your ideas.

### How To Build a Snowman

#### Step One

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#### Step Two

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#### Step Three

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#### Step Four

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Draw a picture for each step in the boxes below.

1

2

3

4



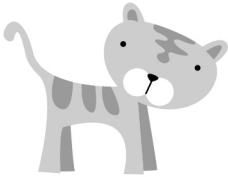
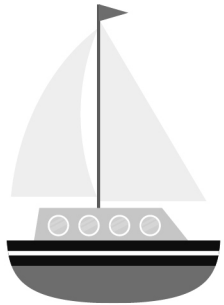
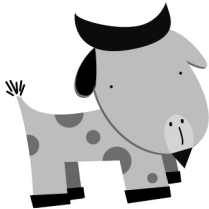



# Poetry

## Couplet Poetry

A couplet poem is just two sentences. The sentences end in words that rhyme.

Example: I had a pet dog.  
He got lost in the fog.

When writing a couplet poem, you need to have words that rhyme. Draw a line to match the rhyming words below.

	bright	log	
	frog	boat	
	book	hat	
	goat	light	
	cat	look	

What words rhyme with the words below? Write them on the lines below.

fish dish

hen pen

hop shop

cap flap

pig wig

bell smell

pot hot

bike like

# Poetry

## Couplet Poetry

Use some of your rhyming words from the previous page to write two couplet poems. Draw a picture to match each poem.

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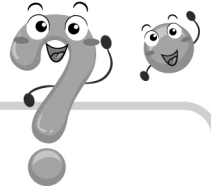
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# Summary Of Concepts

Capitals, Punctuation, Compound Words, and Sentences

Read the sentences below. Circle the mistakes in red. Then rewrite the sentences with the correct capital letters and punctuation on the lines below.



do you like watermelon

Do you like watermelon?

look out

Look out!

i like to read

I like to read.

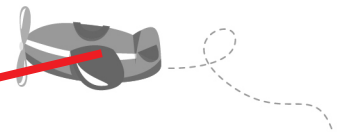
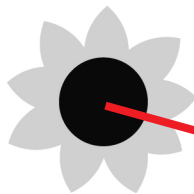
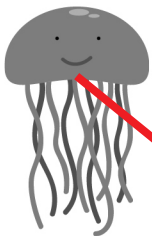
i am so excited

I am so excited!

how old are you

How old are you?

Draw a line from the picture to the correct compound word.



airplane

jellyfish

watermelon

sunflower

# Summary Of Concepts

## Writing

Write about your favourite toy. Use the graphic organizer to plan your story. Write complete sentences and don't forget capital letters and punctuation.



First

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Next

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Then

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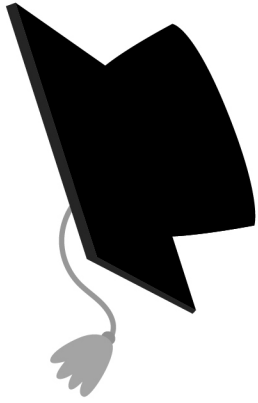
Last

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Draw a picture that matches your story.



# CERTIFICATE of Achievement



.....  
has successfully completed  
**Grade 2 Writing Readiness**

Date .....

Parent's Signature .....

