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Language Arts 2

Please review the FAQs and contact us if you find a problem with a link.
This course contains only the language arts (writing, spelling, grammar) lessons from Level 2.

Course Description:

Students will also grow in their writing ability, learning by copying literature as well as by creating their own stories and producing a short piece of non-fiction. Their technical writing ability will be expanded by learning to write complex sentences. Students will continue to expand their vocabulary and spelling knowledge using worksheets as well as online games and activities. Grammar topics include capitalization, punctuation, sentence structure, nouns, pronouns and verbs.

Go offline: learn more about our new language arts course books
To work online:

Print the worksheets or buy the printables as a workbook
Print fewer pages (your child will do their writing on separate paper)
Answer Key for printables (The answers are also included with each worksheet in the links on the individual assignments.)

Day 1

1. If you didn’t get here through My EP Assignments, I suggest you go there and create an account.

Parents: Please decide about buying workbooks or printing out the worksheet packets for the year. You’ll want those worksheets available when they come up in the curriculum.
Welcome to your first day of school! I wanted to give you one important reminder before you begin. Many of your lessons below have an internet link for you to click on. When you go to the different internet pages for your lessons, please DO NOT click on anything else on that page except what the directions tell you to. DO NOT click on any advertisements or games. DO NOT click on anything that takes you to a different website. Just stay focused on your lesson and then close that window and you should be right back here for the next lesson. Okay?

*Following Directions — I write a lot of directions on here. Read them carefully and follow ALL of them. If you don’t understand, ask for help. Practice with this following directions worksheet.

An important reminder as you are beginning the year... If you click on a link and the link is not working please do not just skip it or find something similar to use, let your parent know so that we can get this fixed right away for you and for other users.

Spelling

1. Play Word Builder.

Day 2
Writing

1. Describe what tongs look like. Write... "I think tongs look like” and then finish the sentence.

Day 3
Writing

1. Write a sentence telling people to be kind to animals. Don’t forget a capital letter at the beginning and a period at the end.

Day 4
Writing

1. Write a sentence that doesn’t make any sense! (Here’s an example: I drank hamburgers for breakfast.)

Day 5
Grammar

1. Play Noun Dunk. When nouns are names, they are called proper nouns and are always capitalized. They always start with a capital letter. Some examples: name of a person, Mary; name of a place, California; name of a thing, Oreos. If the noun is a name and starts with a capital letter, it is proper. If it doesn’t, then we call it just a common noun.

2. Now try this capitalization activity. What words should be capitalized? Names of nouns and the first letter of a sentence, right? Find them all.

Day 6
Spelling

1. Remember, a contraction is a shorter way of saying something. Can’t means can not. I’m means I am. She’ll means she will.

2. This video can help you remember some of the possible contractions.
3. Play this contractions memory match game.

Day 7
Writing
1. Write a short story. Here's the beginning.
   • I was pulling weeds in my garden and noticed something unusual sticking up out of the dirt. (You can copy this sentence into a handwriting sheet maker. Make sure to choose 1/2 inch so that there is room to write some more.)

Day 8
Grammar
1. Find the correct sentences. Look for capital letters and punctuation.

Day 9
Writing
1. Copy these lines of a poem.
   • The cat she walks on padded claws.
   • The wolf on the hills lays stealthy paws.
2. Put these directions in order. (hint: )

Day 10
Grammar
1. Play level 1 of Maggie’s Adventures.

Day 11
Spelling
1. Play this compound word matching game. Each compound word starts with a word on the left and ends with a word on the right. Sometime is an example of a compound word. Some + Time = sometime Rainbow is another example of a compound word. Rain + bow = rainbow

Day 12
Writing
1. Copy this sentence.
   • My clothes are soft and warm, fold upon fold, but I’m so sorry for the poor out in the cold.
2. Which two words rhyme in the sentence above? (Answers)

Day 13
Writing
1. Copy these lines of a poem:
   • If all were sun and never rain,
   • There’d be no rainbow still.

Grammar
1. Enter your name and then click on Capital Letters and End Marks. Fix the sentences and then click to check your answers.
2. Build a sentence clubhouse.

Day 14
Writing
1. Copy this line from a poem by Christina Rossetti.
   • Stroke a flint, and there is nothing to admire: Strike a flint, and forthwith flash out sparks of fire.
2. What two words rhyme? (answer: admire, fire)
3. Also notice how stroke a flint and strike a flint are sort of repeating each other even though they aren’t identical.

**Day 15**

**Writing**

1. Finish this sentence with a rhyme. *If a pig wore a wig, ______________.*
   - What are some words that rhyme with wig? big, dig, fig, gig, jig, ...
   - Here’s an example: *If a pig wore a wig, I’d eat a fig.*

**Day 16**

**Writing**

1. Copy the two lines (below) of the poem by Christina Rossetti using dollar instead of pound if you are American. What would it say instead of shillings? Can you figure it out? (100 pennies, 10 dimes, 4 quarters, 20 ?)
   - What will you give me for my pound?
   - Full twenty shillings round.

**Spelling**

1. The poem says 20 shillings, 12 pence, 4 farthings – What’s different about the word pence? *(answer: It doesn’t have an “s” at the end.)*
2. Sometimes there are words that don’t change when they are plural. Remember: plural means more than one.
3. Bike-bikes, fly-flies, wife-wives, remember?
4. Here are some that don’t change.
   - five deer
   - twelve sheep
   - three fish
   - a lot of other animals like moose, elk, salmon, shrimp...but there are others too
   - six aircraft
   - eight offspring
5. There are words that are only plural like scissors. There is no such word as scissor.
6. Can you think of another? *(Hint: )*  
7. Quiz your parents. See if they can list five words that don’t change when they are plural.

**Day 17**

**Writing**

1. Write two lines of a poem like this poem.
   - What is white? a swan is white  
     Sailing in the light.
   - What is yellow? pears are yellow,  
     Rich and ripe and mellow.
   - What is green? the grass is green,  
     With small flowers between.
3. Here’s my example: *What is red? My blanket’s red, lying on my bed. (red and bed rhyme)*
4. Now you try. You can use another color, but I suggest blue because it is easy to rhyme. *What is blue? Now answer the question and write a rhyme!*

**Day 18**

**Grammar**
Day 19

Writing

1. What words rhyme in this poem by Christina Rossetti? (Answers)
   • Fly away, fly away over the sea,
     Sun-loving swallow, for summer is done;
     Come again, come again, come back to me,
     Bringing the summer and bringing the sun.

2. What words repeat? (Answers)

3. Write two poem lines. Start each line with a repeating phrase and rhyme the last words.

4. Here is my example:
   • Summer's here, summer's here, let's go and play.
   • Winter's come, winter's come, inside we'll stay.

5. Stay and play rhyme, the last words in both lines.

6. Also, each line starts with a repeating phrase “summer's here” and “winter's come.”

7. Make up your own poem or copy my first line to start with: “Summer's here, summer's here, let's go and play” and then write your own last line and make sure it rhymes with play!

Day 20

Writing

1. Copy the first stanza (section) of this poem by Christina Rossetti. (Remember: A stanza is a section of a poem. They are like paragraphs for poems.)
   • Boats sail on the rivers,
   • And ships sail on the seas;
   • But clouds that sail across the sky
   • Are prettier far than these.

Grammar

1. See if you can match the words with their plurals.

Day 21

Spelling

1. Do the spelling lesson. Click on each word and watch it being spelled. Then look away and try to spell the word out loud or try to type it out.

Day 22

Spelling

1. Find the words.

Day 23

Spelling

1. Fill in the missing letter.

Day 24

Spelling

1. Play hang mouse with your spelling words.

Day 25

Spelling

1. Take the spelling test.
2. How did you do?

**Day 26**

**Writing**

1. Copy this sentence:
   - Now it is a very unusual thing for Mr. Toad to hurry, very unusual indeed.
2. You are going to write a sentence in the *same* format. Here’s an example: It is a very exciting thing when we have our first warm day, very exciting indeed.
3. What did I leave the same? What did I change? (Answers)
4. Keep the beginning the same, but add in your own word. Write: *It is a very _______ thing...*
5. Then you have to add in your word (surprising, mysterious, sad, funny...).
6. Then you write “thing” and tell about it. “unusual thing for Mr. Toad to hurry” “exciting thing when we have our first warm day”
7. Then you write a comma.
8. Then you write “very” and then your word and then “indeed.”
9. Read your sentence. Do you like it? Read it to someone else.

**Day 27**

**Writing**

1. Copy this sentence:
   - You know Peter is always ready to go anywhere or do anything that will satisfy his curiosity.
2. Write a sentence just like it. Write the sentence below and fill in the blanks with your own words. I wrote an example for you.
   - You know _______ is always ready to _______ or do anything that will _________.
3. Here’s my example.
   - You know *my dog* is always ready to *dig* or do anything that will *make her dirty*.

**Day 28**

**Grammar**

1. *Read and fill in page 1 of this [plurals worksheet](#). The answers are on page 2.

**Writing**

1. Write four plural nouns that were in your reading today or in another book from your home. You can use the blanks on the bottom of your worksheet if you’d like.

**Day 29**

**Writing**

1. Copy this sentence:
   - He envies the birds because they can pour out in beautiful song the joy that is in them.
2. Write a similar sentence. Example: *Sometimes I envy birds because they can fly and soar in the sky.*
3. Write: “Sometimes I envy”
4. Then write a kind of animal.
5. Then write “because”
6. Then write what they can do that you wish you could do.
**Day 30**
*Grammar*
1. *Read this [plurals worksheet](#) and fill in the blanks on page 1. Use the examples to get the answers right!
2. When you are done, you can have a parent or older sibling check your answers on page 2.

**Day 31**
*Writing*
1. Copy the sentence below. Make sure you copy the “quotation marks” and the ? question mark.
   - “What was the use of wasting my breath?” demanded Old Mr. Toad.
2. Write a question. Use a question mark.

**Day 32**
*Writing*
1. Copy the sentences below. Make sure you copy all of the , commas and ! exclamation points.
   - Oh, my, no! No indeed!
   - Write a sentence of your own that ends in an exclamation point.

**Day 33**
*Writing*
1. Copy these sentences: (Make sure you copy all of the “” and the ‘ and the ? and the .)
   - “I’m just watching my babies. Aren’t they lovely?” said he.
2. Write your own question sentence that ends in a question mark.

**Day 34**
*Writing*
1. Copy this sentence:
   - “Why, I couldn’t do that!” he exclaimed right out loud.
2. Write a sentence like the one above. Here’s an example. *‘I can’t believe it!’ I shouted.*
3. Write yourself exclaiming something! Use “” and an ! and then write who said it. Use the examples. See if you can do it!

**Day 35**
*Grammar*
1. *Print out the first page and [find the nouns](#).
2. You can check your answers on page 2 with a parent or older sibling.

**Day 36**
*Spelling*
1. *Read the directions and fill out page 1 of this [phonics worksheet](#). Notice every word has the AR sound, as in car and far. You can check your answers on page 2.

**Day 37**
*Spelling*
1. *Read the directions and fill out page 1 of this [phonics worksheet](#). Notice every word has the er sound. It is spelled er, ir or ur. The answers are on page 2.
2. What words can you think of that have the er sound? Here are some: purr, burn, burp.
Day 38*
Grammar*
1. *Capitalize the proper nouns, the names of people, places and things. The answers are on page 2.*

Day 39
Spelling
1. Write as many words as you can that have the -or sound and are spelled with OR. Here are some to get you started: fork, fort, form. (Hint: Rhyming these will help you come up with more.)
2. Try to come up with at least five. Get a high five and/or hug if you find more.

Day 40 (If you want to keep a portfolio, now is the time to save something from each subject.)
Spelling
1. Copy these words which each make the “I” sound in a different way: fire, pie, dial, pile, light, bicycle, by, bye, guide.
Grammar
1. Play noun basketball.

Day 41
Spelling
1. Write words that rhyme with bare and are spelled in the same way. Try to think of which ones are spelled _ARE. Try to write at least five. (I’ll give you a hint. Scare is one.)
2. Get a high five and/or hug if you write more than 5.

Day 42*
Spelling*
1. *Read the directions and fill out page 1 of this phonics worksheet. The answers are on page 2.*

Day 43*
Grammar*
1. *Follow the directions on this noun worksheet. Page 2 has the answers.*

Day 44*
Spelling

1. *Read the directions and fill out this phonics worksheet, The answers are on page 2.
Writing
1. Write your name, address and phone number. You can use the bottom of your worksheet if you’d like.

Day 45*
Spelling*
1. *Read the directions and fill out the top half of page 1 of this phonics worksheet. The bottom half is optional grammar practice. The answers are on page 2.
Grammar
1. Take a quiz on common and proper nouns.
Day 46*
Spelling*
1. *Read the directions and fill out this phonics worksheet. The answers are on page 2.

Day 47*
Spelling*
1. *Read the directions and fill out this phonics worksheet. The answers are on page 2.
2. Write three words that rhyme with words in the word box on your worksheet.

Day 48*
Grammar*
1. *Complete this noun worksheet. The answers are on page 2.

Day 49*
Spelling*
1. *Read the directions and fill out this phonics worksheet. The answers are on page 2.

Day 50*
Spelling*
1. *Read the directions and fill out this phonics worksheet. The answers are on page 2.

Day 51*
Spelling*
1. *Read the directions and fill out the top portion of page 1 of this phonics worksheet. The bottom sentences are optional practice. The answers are on page 2.
2. Make a sentence. Choose the first option on the left.

Day 52*
Spelling*
1. *Read the directions and fill out this phonics worksheet. The answers are on page 2.
Writing
1. Write a sentence using smug or envious. (you can use the bottom of your worksheet if you’d like). Examples:
   • She thought she was the best swimmer ever and was so smug about it.
   • She was envious of how well the other girls could swim.

Day 53**
Grammar*
1. *Complete this worksheet. The answers are on page 2.
Writing
1. Write a sentence using amble or hastily. (You can use the bottom of your worksheet if you’d like.) Examples:
   • He ambled down the street whistling a tune.
   • He hastily ate breakfast and spilled his juice.

Day 54*
Spelling*
1. *Read the directions and fill out this phonics worksheet. The answers are on page 2.
Writing
1. Write a sentence using **indignant** or **scornfully**. (You can use the bottom of your worksheet if you’d like.) Examples:
   1. She was indignant that someone would step on her foot.
   2. She looked at the bread scornfully and said, “I would never eat that!”

**Day 55**

**Spelling**

1. *Read the directions and fill out this [phonics worksheet](#). The answers are on page 2.

**Writing**

1. Write a sentence using **anxious** or **feeble**. (You can use the bottom of your worksheet if you’d like.) Examples:
   - The big storm made him anxious.
   - He has been sick for so long he has become feeble.

**Day 56**

**Spelling**

1. *Read the directions and fill out this [phonics worksheet](#). The answers are on page 2.

**Day 57**

**Spelling**

1. *Read the directions and fill out this [phonics worksheet](#). Notice all of the words end in “dge.” What sound do those letters make together? The answers for the worksheet are on page 2.

**Writing**

1. Write a sentence. You can type it if you like. Or you can use the bottom of your worksheet if you’d prefer.

**Day 58**

**Spelling**

1. Play this [homonym game](#) (words that sound alike but are spelled differently.)
2. Take this [homonym quiz](#). Read the words that are the answer choices. Which word means what? Do you know?

**Day 59**

**Spelling**

1. *Read the directions and fill out this [phonics worksheet](#). Notice every word ends with a Y that sounds like an E. The answers are on page 2.

**Writing**

1. Write a sentence. You can type it if you like. Or you can use the bottom of your worksheet if you’d prefer.

**Day 60**

**Spelling**

1. *Read the directions and fill out this [phonics worksheet](#). Notice these words all end in LE. The answers are on page 2.

**Writing**

1. Write a question. You can type it if you like. Or you can use the bottom of your worksheet if you’d prefer.
Day 61*
Spelling*
1. *Read the directions and fill out this phonics worksheet. All of the words have EA in them, but they sound different! Read the words out loud to tell which is which. The answers are on page 2.

Day 62*
Spelling*
1. *Read the directions and fill out this phonics worksheet. These words look similar. Read the words out loud to organize them. The answers are on page 2.

Day 63*
Grammar*
1. *Print out page 1 of this plurals worksheet. All of the rules are at the top to remind you. The answers are on page 2.

Day 64*
Spelling*
1. *Read the directions and fill out this phonics worksheet. Notice all the words have double OO in them. The answers are on page 2.

Day 65*
Writing
1. Copy the sentence below. There is a spot on your spelling worksheet to write this if you want to use it.
   1. He stopped and into his yellow eyes crept a look of suspicion.

Spelling*
1. *Read the directions and fill out this phonics worksheet. This is about how GH and PH can make the sound F. Weird, huh? The answers are on page 2.

Day 66*
Spelling*
1. *Read the directions and fill out this phonics worksheet. The answers are on page 2.
2. Copy all of the words in the list at the top of the page that have silent letters.

Day 67
Spelling
1. Copy these words that all have OI in them: oil, boil, coin, noise, noisy, avoid, choice, point

Day 68
Writing
1. Write a sentence using at least two words from the spelling list on day 67.
2. Here are examples: I made the choice to avoid all noisy coins. OR When oil boils, its noise is noisy.
3. Make sure your sentences start with a capital letter and end with punctuation!

Day 69
Writing
1. Copy this part of a sentence:  
   *Jimmy Skunk was smiling as he ambled towards the old house of Johnny Chuck.*  
   It is from the very first sentence of the chapter you read today. Make sure you make their names start with capital letters. Names *always* are capitalized, which means they start with a capital letter.

**Grammar**  
1. Play this [grammar lesson](#). We are going to start learning about verbs.

**Day 70**  
**Grammar**  
1. Play this [verb game](#).

**Day 71**  
**Spelling**  
1. Can you [unscramble](#) the letters to make words? Click on the letters in order. You can also click and drag the letters to move them around. If you are stuck, you can look at this [list of words](#) for ideas.

**Day 72**  
**Writing**  
1. Try and write the sentence below in proper English. Read it out loud to help you figure out what it says.  
   - Ah have mo’ important things to worry about.

**Day 73**  
**Writing**  
1. Copy this sentence:  
   - Buster Bear could squash me by just stepping on me, but he doesn’t try it.

**Day 74**  
**Grammar**  
1. *Print out the first page of this [verb worksheet](#) and follow the directions. You can check your answers on page 2.*

**Day 75**  
**Writing**  
1. Write about your birthday.

**Day 76**  
**Writing**  
1. Write about your favorite thing to do. Why do you like it?

**Day 77**
Grammar

1. Watch this video about action verbs. The noun video shows up. Scroll down. Click on the verb circle (2nd one). Then click on Lights, Camera, Action Verbs!
2. Write a list of eight action verbs from your reading today or use a book in your home.

Day 78*
Grammar*

1. Read about verbs.
2. *Try this worksheet. The answers are on page 2.

Day 79
Grammar

1. Watch the video.
2. Then click on the Level 1 quiz. Choose level A.

Day 80
Writing

1. Write a short story about what you would do if you saw a skunk. You can type your story. Maybe you could start your story by writing, “I was taking a walk when all of a sudden a skunk ambled out onto the path in front of me.” Then what happened?

Day 81
Writing

1. Write a short story about what you would do if you could be invisible.

Day 82*
Grammar*

1. *Do this action verb worksheet. The answers are on page 2.

Day 83*
Grammar*

1. *Do this action verb worksheet. The answers are on page 2.

Day 84*
Grammar*

1. *Print out this To Be worksheet. The answers are on page 2.
2. Read the directions and complete the worksheet. These are a different kind of verb. They aren’t actions. They tell what something is.

Day 85
Writing

1. Write a question ? and then write an answer to it with an exclamation!
1. A sentence has a capital letter at the beginning, an end mark (like a period), a subject (the noun that the sentence is about) and a predicate (the verb that tells what the noun is doing). You probably put all of these things in your sentences all ready. Let’s look at this sentence together:
   - Mark is coming home today!
   - What is the capital letter at the beginning? (answer: M)
   - What is the end mark? (answer: !)
   - What is the subject? (the noun that the sentence is about) (answer: Mark)
   - What is the predicate? (the verb that tells what the noun is doing) (answer: is coming)
2. Make a Sentence. Click on “Click Me.” You can click on “randomize” if you don’t like your sentence.
3. Now, open a word processing document and type that sentence. Make sure everything is spelled correctly.
4. Now write one more sentence in the story.
5. Do you remember how to change the font color? Change all of the subject nouns to red and all of the predicate verbs to blue.
6. Make sure each of your sentences has a capital letter at the beginning and an end mark at the end.

Day 87
Writing

1. Make a Sentence. Click on “Click Me.” You can click on “randomize” if you don’t like your sentence.
2. Now, open a word processing document and type that sentence. Make sure everything is spelled correctly.
3. Now write two more sentences in the story.
4. Do you remember how to change the font color? Change all of the subject nouns to red and all of the predicate verbs to blue.
5. Make sure each of your sentences has a capital letter at the beginning and an end mark at the end.

Day 88
Writing

1. Make a Sentence. Click on “Click Me.” You can click on “randomize” if you don’t like your sentence.
2. Now, open a word processing document and type that sentence. Make sure everything is spelled correctly.
3. Now write two or three more sentences in the story.
4. Do you remember how to change the font color? Change all of the subject nouns to red and all of the predicate verbs to blue.
5. Make sure each of your sentences has a capital letter at the beginning and an end mark at the end.
Day 89
Writing
1. **Make a Sentence.** Click on “Click Me.” You can click on “randomize” if you don’t like your sentence.
2. Now, open a word processing document and type that sentence. Make sure everything is spelled correctly.
3. Now write two or more sentences in the story.
4. Do you remember how to change the font color? Change all of the subject nouns to red and all of the predicate verbs to blue.
5. Make sure each of your sentences has a capital letter at the beginning and an end mark at the end.

Day 90
Writing
1. **Make a Sentence.** Click on “Click Me.” You can click on “randomize” if you don’t like your sentence.
2. Now, open a word processing document and type that sentence. Make sure everything is spelled correctly.
3. Now write two or more sentences in the story.
4. Do you remember how to change the font color? Change all of the subject nouns to red and all of the predicate verbs to blue.
5. Make sure each of your sentences has a capital letter at the beginning and an end mark at the end.

Day 91
Spelling

1. Click on “Year 1” at the top, then click the “patterns” tab, then the “oi” button. Then click on GO. **Type in the words.**

Day 92
Grammar

1. Read about linking verbs. Click the arrow until it says Linking Verbs at the top. Turn the page and read “Action or Linking Verb?”
2. Write two sentences with linking verbs. Example: I am hungry. AM is the linking verb. AM, ARE, IS are all types of linking verbs.

Day 93*
Grammar*

1. *Try this worksheet. Do you remember what words are linking verbs? The answers are on page 2.

Day 94
Grammar
1. Find and write five linking verbs and five action verbs in your story from today. Remember, every sentence has a verb!

Day 95
Writing

1. Put the directions in order.

Day 96
Spelling

1. Click on the aw button at the bottom. Then click on start. Type in the words.

Day 97
Grammar

1. Match the sentences with past tense verbs (when you already did something) or with future tense verbs (when you are going to do something). Don't worry. It will be easy.

Writing

1. Copy the sentence, “The bride looked like a queen.”
2. Do you think that's a nice way to describe her? Is it better than saying she looked pretty? What image do you picture?

Day 98*
Grammar*

1. *Print out and fill in this past tense worksheet. The answers are on page 2. You are going to write the verbs in the past tense. To write verbs in the past tense, most of the time, you add ED to the end of the verb, like this: laughed. Here are some spelling rules:
   - If it ends in an e, don’t write eed! You just need one e. You can skip the e at the end and add ed, like this: bake -> baked (not bakeed).
   - On this worksheet, if it ends in the letter y, then you change the y into an i and add the ed, like this: carry -> carried, try -> tried
   - Give it a try. It’s not as hard as it sounds. This is like your plural spellings. Remember? cry -> cries -> cried
   - The first verb is race. Today I am going to race, but yesterday I raced. Raced is a past tense verb. You did it in the past. You already raced.

Day 99
Grammar

1. Make sentences. This is from England. Chips are French fries and maths is how they say math.
2. Complete the sentences.

Day 100
Writing
1. Write about what you did yesterday. Use the words: first, next, and last to start your sentences. That means your story should be in order. What did you do first? Then what did you do? What did you do last? Write at least three sentences, each starting with one of those words. You can add more sentences in the middle if you like. If you do, get a high five and/or hug.

Day 101
Writing

1. Copy the sentence from your reading:
   • “But why do you carry that door?” asked the sheriff.
2. Make sure you write all of the punctuation. There are quotation marks showing that someone is speaking. There is a question mark showing that he is asking a question. There is a period to end the sentence.
3. Also make sure you spell everything correctly.

Spelling

1. Write the words. Click Year 1, then Patterns, then on the er block.

Day 102*
Grammar*

1. *Can you find the verb? When you are finished, you can check your answers on page 2.

Day 103*
Grammar*

1. *Can you find the verb? When you are finished, you can check your answers on page 2.
   • Remember that these words are verbs too: am, is , are, was, were, will be.

Day 104*
Grammar*

1. *Choose the right verb and write it on the line. You can check your answers on page 2 when you are done.

Day 105
Writing

1. Choose three action verbs.
2. Write three sentences using those three verbs.

Day 106
Spelling

1. Play the spelling game.

Day 107*
Grammar*
1. *Write in the verb.* The answers are on page 2.

**Day 108**

Writing

1. Copy any sentence from your story today. What is the subject? What did the subject do? (What is the predicate?) Make sure your sentences always start with a capital letter and end with punctuation. (You can use the top of your grammar worksheet for this if you’d like.)

Grammar*

1. *Do this subject and verb worksheet.* The answers are on page 2. The verb is either an action verb telling what the subject did, or it is a linking verb. What are the linking verbs: am, is, are, was, were, will be, has been, have been, had been, become, became. Try singing it to the tune of Twinkle, Twinkle, Little Star.

**Day 109**

Grammar*

1. *Find the predicate.* The answers are on page 2. Remember: The predicate is what the subject does or is. The complete predicate is the everything that is not the subject.

**Day 110**

Writing

1. There’s a story where the ruler, a tyrant, made a law that everyone had to bow down to his hat. Pretend that you are king of a country. Write about what laws you would make.

**Day 111**

Spelling*

1. *Copy each of the words* one time each on the blank next to the word.

**Day 112**

Writing

1. Copy the sentence: “The man who has made up his mind to win,” said Napoleon, “will never say impossible.”
2. Be careful to use commas and quotation marks to show that someone is speaking. There are also two capital letters in this sentence.

**Day 113**

Grammar

1. Can you find the words that should be capitalized? Look for the names of people, the names of places, and the names and things. Click on the words that need to be capitalized and then click on Check. Keep trying until you get it right!

Writing
1. Copy this sentence: At first the Romans, who were very proud and brave, did not think there was much danger.
2. Make sure you use two capital letters and two commas.

Day 114
Grammar

1. Choose the correct meaning of the contraction.
2. Now can you write the correct meaning?

Spelling

1. Write the contraction. Give it a try. Type the pronoun. Type an apostrophe ‘. Type a short version of the second word (‘d, ‘ve, ‘m, ‘ll).

Day 115
Writing

1. Write a story about the time you ran into a lion. You can type it if you like.

Day 116 (It’s portfolio time again. Over the next two weeks you might want to save a spelling page and a copywork page. You could also copy the screen, “prt scr,” for the grammar.)

Spelling

1. *Copy each of the words one time each on the blank next to the word. Look at the word, cover it up, and try to write it. Then check your spelling and correct it if you were wrong.

Day 117
Writing

1. Copy the sentence. Make sure you use capital letters in the right place and make sure you spell his name correctly.
   - Nearly two thousand years ago there lived in Rome a man whose name was Julius Caesar.

Day 118 Grammar

1. Correct the capitalization and punctuation. Click Go On at the bottom of the page.

Day 119 (Materials for writing: scissors, stapler)

Writing*

1. *Order the directions. The answers are on page 2.

Day 120
Writing

1. Follow the directions and write directions.
2. Give someone directions on how to do something. See if you tell them to do the correct things in the correct order to get the job done.

**Day 121**

**Spelling**

1. *Copy each word* on the blank after the word.

**Day 122**

**Writing**

1. Write the name, Alexander the Great.

**Day 123**

**Grammar**

1. Choose the possessive nouns to find the correct path. Like this: Peter's ball, the dog's bone, the house's door, the girl's hair. Do you see the 's in each of those?

**Writing**

1. Write the name of everyone in your family. Now make them each own something. My name is Lee. If I were in your family, you would write Lee. Then you could add 's and write Lee's computer.

**Day 124**

**Grammar**

1. When a noun already ends in an S, then you just add an ‘ (apostrophe) to the end of the word if it’s possessive, when you are talking about something belonging to it. Like this: James' house, Doris' cat, many girls' dresses, the boys' game. (This means that many boys have a game.)
2. Find the correct answers. Think about if the noun is plural. Is there more than one? Does it end in an S already? Look for the clues in the sentences and learn from your mistakes.
   * Find the correct answer for each. Why is it the correct answer?

**Writing**

1. Write “Genghis Khan's hawk.”

**Day 125**

**Grammar**

1. Look at these sentences carefully.
   * Its fur is white. (This sentence means that the fur belonging to it is white.)
   * It's raining. (This sentence means that it is raining. It's stands for “it is.”)
   * Be careful! This is tricky.
2. Write two sentences.
• One sentence should use “its” and mean that something belongs to it.
• One sentence should use “it’s” and mean “it is.”

Day 126*
Spelling*

1. Copy each spelling word on the blank after the word.

Day 127
Writing

1. Write two sentences.
   • One sentence should use “its” and mean that something belongs to it.
   • One sentence should use “it’s” and mean “it is.”
   • Be careful. This is tricky! I know you can do it.

Day 128
Grammar

1. Fix the mistakes. Click on Go On at the bottom of the page. You will correct capitalization, punctuation, spelling and word choice.

Day 129
Grammar

1. Choose a story to fill in the blanks. Do your best. I’ll write some examples below to help you.
   • ing verb — singING, jumpING, readING
   • past tense means happened in the past — sang, climbed, closed, drew, wrote, called
   • present tense means that it happens now, in the present — reads, writes, sings,
     laughs, tries, flies, swims
   • movement verb means a verb that describes someone or something moving — runs,
     jumps, climbs, slides, crawls

Day 130
Grammar

1. Choose a story to fill in the blanks. Do your best. I’ll write some examples below to help you.
   • ing verb — singING, jumpING, readING
   • past tense means happened in the past — sang, climbed, closed, drew, wrote, called
   • present tense means that it happens now, in the present — reads, writes, sings,
     laughs, tries, flies, swims
   • movement verb means a verb that describes someone or something moving — runs,
     jumps, climbs, slides, crawls

Day 131*
Spelling*

1. *Copy each spelling word on the worksheet one time each on the blank after the word. Look at the word, cover it up, and try to write it. Then check your spelling and correct it if you were wrong.
Day 132
Writing
1. Write a sentence with a subject and a predicate. (All sentences have them!) I suggest typing it and saving it because you are going to add more sentences.
   • Example: I ran home.
   • Example: My dog ate all the crumbs from around the table.
   • Example: Someday I’m going to fly away in a hot air balloon.

Day 133
Writing
1. Add another sentence to the one you wrote on Day 132. In this sentence use an apostrophe.
   • Example: I ran home. My sister’s bike was lying in the driveway.
   • Example: My dog ate all the crumbs from around the table. He found the most underneath my brother’s high chair.
   • Example: Someday I’m going to fly away in a hot air balloon. The balloon’s name is going to be the Explorer.

Day 134
Writing
1. Add another sentence to the one you wrote on Day 133.
   • Example: I ran home. My sister’s bike was lying in the driveway. I thought I’d take it for a spin.
   • Example: My dog ate all the crumbs from around the table. He found the most underneath my brother’s high chair. My brother is so messy.
   • Example: Someday I’m going to fly away in a hot air balloon. The balloon’s name is going to be the Explorer. I’ll think I’ll fly it to Africa.

Day 135
Writing
1. Add another sentence to the one you wrote on Day 134. This time you will connect it to the sentence you wrote before! Use and, but, or to connect the sentences.
2. Take away the punctuation mark at the end of your last sentence and write a comma instead.
3. Then you will put in and/but/or and then your new sentence. Here are my examples.
   • Example: I ran home. My sister’s bike was lying in the driveway. I thought I’d take it for a spin, but just then she came out of the house and said she was going to ride it.
   • Example: My dog ate all the crumbs from around the table. He found the most underneath my brother’s high chair. My brother is so messy, and he loves to throw his food on the floor.
   • Example: Someday I’m going to fly away in a hot air balloon. The balloon’s name is going to be the Explorer. I’ll think I’ll fly it to Africa, or maybe I’ll float to Asia.

Speaking

1. Read your little story out loud to your family.

Day 136
Spelling
1. Copy each spelling word on the Day 136 worksheet one time each on the blank after the word. Look at the word, cover it up, and try to write it. Then check your spelling and correct it if you were wrong.

Day 137
Grammar*

1. *Complete this pronoun worksheet. This is simple if you know English! The answers are on page 2.

Day 138
Grammar*

1. *Complete this pronoun worksheet. The answers are on page 2.

Day 139
Grammar*

1. *Complete this pronoun worksheet. The answers are on page 2.

Day 140
Writing

1. Write a sentence with someone's name in it. My example: Samuel likes to climb walls.
2. Write a next sentence with a pronoun instead of the name. My example: He can literally climb up and touch the ceiling.
3. Now write one last sentence. Use an apostrophe with the name. It could show that something belongs to that the person, or it could be a contraction. Here are two examples. Samuel's really amazing! (That means Samuel IS really amazing.) OR another example: Samuel's feet are strong to hold him up so high. (In that sentence the 's shows that the feet belong to Samuel.)
4. You should have three sentences. Follow the directions.

Day 141
Spelling

1. Play word builder. DO NOT close the page when you are finished. (If you do, click on the link again.)

Day 142
Grammar

1. Review contractions.
1. In your best handwriting, write down all of the **contractions** from the game. You’ll have to flip a card and write it down before you click on a match.

**Day 143**
Vocabulary (I know this is on language arts and not reading; it’s okay!)

1. Play **eWords**.
   
   Spelling/handwriting

   1. Open up eWords again and write down (in your best handwriting) all of the words in the boxes.

**Day 144**
Grammar

1. Play **word invasion**. Choose nouns, pronouns and verbs.

Writing

1. Write a sentence with a noun and a verb in it.
2. Write the same sentence again, but this time use a pronoun in place of the noun. (If you have more than one noun in your sentence, see if you can replace more with pronouns.)

**Day 145**
Writing

1. Write a story about your vacation to a mountain home. (Pretend.) What did you do there? Was it summer or winter?

**Day 146**
Spelling

1. What two letters **start or end the word** in the picture?
   
   Spelling/handwriting

   1. Write, in your best handwriting, words that end in ck. Write: brick, trick, click, tick and three others that you come up with.

**Day 147**
Spelling

1. Play **Fly-By Contractions**.
2. Write the contractions for: we will, I have, you are, he is, and two others that you choose.

**Day 148**
Spelling

1. Complete the **spelling exercise** (with words that have similar suffixes) by typing the correct words in the box. Don’t close the window.
   
   Spelling/handwriting
1. In your best handwriting, write all of the words in the box on your spelling exercise page.

**Day 149**

**Spelling**

1. Play word builder. Don’t close the window.

**Spelling/handwriting**

1. In your best handwriting, write all of the words from your word builder activity.

**Day 150**

**Writing**

1. Write a story. Start: He bravely... or She bravely...
2. Then use at least one other word from the word box in the spelling exercise on Day 148.
3. Write at least four sentences. Make sure each of your sentences starts with a capital letter and ends with punctuation.

**Day 151**

**Spelling**

1. Play e-words.

**Spelling/handwriting**

1. In your best handwriting, write all of the words from your e-words game.

**Day 152**

**Writing**

1. Copy this sentence: “I’m afraid I don’t know how,” replied the country lad.
2. Pay attention to all of the punctuation and capitalization.
3. What are the contractions in the sentence and what do they mean? (answer: I’m, don’t)
4. What is the pronoun in the sentence? (answer: I)
5. What is the common noun? (answer: lad)

**Day 153**

**Writing**

1. Copy the sentence: “I’ll have to teach Danny Rugg a good lesson,” said Bert to his cousin.
2. Pay attention to all of the punctuation and capitalization.
3. What are the contractions in the sentence and what do they mean? (answer: I’ll)
4. What are the pronouns in the sentence? (answer: I, his)
5. What are the proper nouns? (answer: Danny Rugg, Bert)

**Day 154**

**Writing**
1. Copy this sentence from the chapter: “That's what we'll do!” cried Bert, steering toward it.
2. Pay attention to all of the punctuation and capitalization.
3. What are the contractions in the sentence and what do they mean? (answer: That's, we'll)
4. What is the pronoun in the sentence? (answer: we)
5. What is the proper noun? (answer: Bert)

Day 155
Writing

1. Write sentences like the ones you have been copying. Write what someone is saying and use a contraction.
2. Examples:
   - “I'll be right there,” I said.
   - “He’s coming for dinner,” I told my mom.
   - “It’s time to go!” I yelled.
3. Write three sentences like the examples.

Day 156
Writing

1. Copy the sentence below.
2. By this time the snowslide had reached the tree, and the mass was now much larger than at first.

Day 157
Spelling

1. Play word builder.

Day 158
Spelling

1. Play e-words.

Day 159
Writing

1. Copy the sentence: Then came another thaw, and a freeze followed some days later, making good skating.

Day 160
Writing
1. Think of any place in the world you would like to go to. Why would you like to go there? Write about it. Tell where you would like to go and why. What would you do when you got there? How long would you stay?

**Day 161**
Spelling

1. Play **coconut** spelling. Fill in the vowels to make words.

**Day 162**
Grammar

1. Play **Grammar Gorillas**.

**Day 163**
Spelling

1. Do the **spelling lesson**.

**Day 164**
Spelling

1. See if you can **match up the words and their meanings**. The words sound the same but are spelled differently.

**Day 165**
Spelling

1. Try the **gravity**.

**Day 166**
Writing

1. Today you are going to start your final project.
2. You are going to research a topic.
3. Then you are going to make a book about it.
4. Then I’ll help you write a paragraph about it. You are going to be writing facts, things that are true. This is not a made-up story. You are going to learn about something and then share with everyone what you have learned.
5. Today you need to choose what you are going to write about. It could be an animal, a person, a place, an invention...
6. When you have chosen, open up a new document in your word processing program (like Word).
7. Write your title and add a picture. This is your cover.
8. Write your name on the cover. You are the author!
9. Save it in the folder with your name on it. Call it your title.

Day 167
Writing

1. Today you need to begin your research. You need to learn about your topic.
2. Open your document.
3. When you find something interesting or important, then go to your document. Write down the information. DO NOT copy and paste it. You have to write the information yourself.
4. Then you need to copy the web address you used and paste it onto another page in your document.
5. Put the title, “Resources,” at the top of the page with the web address.
6. If you use a book, on the Resources page you need to write the name of the book and the book's author.
7. Follow your family’s rules for searching online for information for your topic.
8. You will research for a few days. You don’t have to read everything today! Look at three sites today.
9. Here are some places you can look:
   • [http://www.lures.info/childrens_search/gogooligans.html](http://www.lures.info/childrens_search/gogooligans.html)

Day 168
Writing

1. Continue your research.
2. Open your document.
3. When you find something interesting or important, then go to your document. Write down the information. DO NOT copy and paste it. You have to write the information yourself.
4. Then you need to copy the web address you used and paste it onto another page in your document.
5. Put the title, “Resources,” at the top of the page with the web address.
6. If you use a book, on the Resources page you need to write the name of the book and the book's author.
7. Follow your family’s rules for searching online for information for your topic.
8. You will research for a few days. You don’t have to read everything today! Look at three sites today.
9. Here are some places you can look:
   • [http://www.lures.info/childrens_search/gogooligans.html](http://www.lures.info/childrens_search/gogooligans.html)

Day 169
Writing
1. Continue your research.
2. Open your document.
3. When you find something interesting or important, then go to your document. Write down the information. DO NOT copy and paste it. You have to write the information yourself.
4. Then you need to copy the web address you used and paste it onto another page in your document.
5. Put the title, “Resources,” at the top of the page with the web address.
6. If you use a book, on the Resources page you need to write the name of the book and the book’s author.
7. Follow your family’s rules for searching online for information for your topic.
8. You will research for a few days. You don’t have to read everything today! Look at three sites today.
9. Here are some places you can look:
   - http://www.kidzsearch.com/
   - http://www.lures.info/childrens_search/gogooligans.html

Day 170*
Writing

1. Do you have enough information?
2. You should try to have at least ten facts. If you don’t, keep researching and see if you can find some more.
3. When you are ready, you can start working on your book.
4. On each page of your book you will write a sentence stating one fact that you learned.
5. You will also add a picture on each page if you can.
7. Don’t use all CAPS LOCK. Write good sentences. They should all start with a capital letter and end with punctuation.
8. Make sure you spell things correctly.

Day 171
Writing

1. Continue working on your book.
2. On each page of your book you will write a sentence stating one fact that you learned.
3. You will also add a picture on each page if you can.
4. Do a couple of pages today. Make your font big.
5. Don’t use all CAPS LOCK. Write good sentences. They should all start with a capital letter and end with punctuation.
6. Make sure you spell things correctly.

Day 172
Writing
1. Continue working on your book.
2. On each page of your book you will write a sentence stating one fact that you learned.
3. You will also add a picture on each page if you can.
4. Do a couple of pages today. Make your font big.
5. Don’t use all CAPS LOCK. Write good sentences. They should all start with a capital letter and end with punctuation.
6. Make sure you spell things correctly.

Day 173
Writing

1. Continue working on your book.
2. On each page of your book you will write a sentence stating one fact that you learned.
3. You will also add a picture on each page if you can.
4. Do a couple of pages today. Make your font big.
5. Don’t use all CAPS LOCK. Write good sentences. They should all start with a capital letter and end with punctuation.
6. Make sure you spell things correctly.

Day 174
Writing

1. Continue working on your book.
2. On each page of your book you will write a sentence stating one fact that you learned.
3. You will also add a picture on each page if you can.
4. Do a couple of pages today. Make your font big.
5. Don’t use all CAPS LOCK. Write good sentences. They should all start with a capital letter and end with punctuation.
6. Make sure you spell things correctly.

Day 175
Writing

1. The last page of your book should be your resources page.
2. Make sure it looks neat and orderly.
3. They should all be in a list down the page.

Day 176
Writing

1. Now write the first and last page of your book.
2. The first page should tell what you studied about. If I studied frogs, I might write, “I learned about frogs.” Or, “Frogs are fascinating.”
3. Add a picture.
4. Now write the end of your book. (It should be BEFORE the Resources page.)
5. Write what you think about your topic. Something like, “I think a frog would make a great, slimy pet.” Or, “I think frogs are so fascinating.” Or, “What else would you like to know about frogs?”

**Day 177**
Writing

1. Make sure your book is just the way you like it.
2. Print it out. I suggest choosing 2 pages per sheet of paper when you print. You can cut them out and staple them into a book.

**Day 178**
Writing

1. Now write your book on one page. Write it all together in a paragraph.
2. It should be like this, but with actual information!
   - I learned about frogs. This is a fact about frogs. Another fact about frogs is this. Here is more interesting information. I learned lots of froggy facts. They are so fascinating. Frogs, frogs and more frogs are all I write about. I think frogs are so fascinating.

**Day 179** *(Portfolio time: Save a worksheet from this week for your portfolio.)*
Writing*

1. Make sure your paragraph doesn’t have mistakes. Everything should be spelled correctly. Sentences should start with a capital letter and end with punctuation. Write the title at the top of the page. Write your name underneath your title.
2. Make the page look just the way you want it.
3. *Print it out!

**Day 180**

1. Second Level English [review game](#)