

# 180 DAYS™

## Lessons and Activities

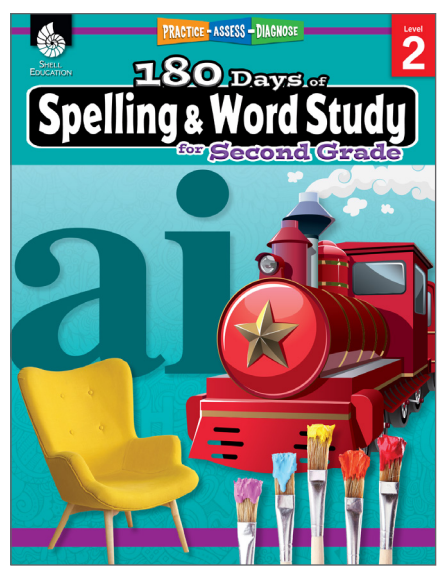
### Spelling and Word Study for Second Grade

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### Introduction (cont.)

**Goals of the Series (cont.)**

Vocabulary development is the third, and perhaps most critical, goal of the series. Tasks are meaning-based, so students cannot complete them successfully without some knowledge of the words' definitions or parts of speech. Additionally, activities are designed to deepen students' knowledge of targeted words by requiring them to manipulate synonyms, antonyms, and multiple meanings.

**Structured Practice**

To be successful in spelling, students must focus on definitions. For that reason, this series uses structured activities week-to-week, the daily activities are designed so students can focus on the words instead of learning the following activities are used throughout this series:

Title of Activity	Students use a word...
Analogies	Students use a word to complete an analogy.
Homophones	Students choose the correct word from a list of homophones.
Inflectional Endings	Students add inflectional endings to words.
Prefixes and Suffixes	Students add a prefix or suffix to a word and use the new word in a sentence.
Sentence Completions	Students use a word to complete a sentence.
Sentence Types	Students use given words to write a sentence of a specific type.
Synonyms and Antonyms	Students use a word to write a synonym or antonym.
Turn the Question Around	Students use given words to write a question in the affirmative and negative.
Verb Tenses	Students add an ending to a verb to show a different tense.
Word Sorts	Students sort words into categories.

WEEK 1 DAY 2

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

Directions: Use a word from the Word Bank for each section.

**Word Bank**

ask	blast	cast	clasp	fact
fast	last	mask	past	task

Write a synonym for each word.

- job \_\_\_\_\_
- explode \_\_\_\_\_
- truth \_\_\_\_\_

Write an antonym for each word.

- slow \_\_\_\_\_
- tell \_\_\_\_\_
- first \_\_\_\_\_
- future \_\_\_\_\_

Write a word that fits each category.

- crutches, sling, wheelchair, \_\_\_\_\_
- hook, fastener, clip, \_\_\_\_\_
- costume, face paint, props, \_\_\_\_\_

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28630—180 Days of Spelling and Word Study

# 180 Days of Spelling & Word Study for Second Grade



# Introduction *(cont.)*

## Goals of the Series *(cont.)*

Vocabulary development is the third, and perhaps most critical, goal of the series. Tasks are meaning-based, so students cannot complete them successfully without some knowledge of the words' definitions or parts of speech. Additionally, activities are designed to deepen students' knowledge of targeted words by requiring them to manipulate synonyms, antonyms, and multiple meanings.

## Structured Practice

To be successful in spelling, students must focus on the words, word parts, patterns, and definitions. For that reason, this series uses structured practice. Rather than changing the activities week-to-week, the daily activities are repeated throughout the 36 units. That way, students can focus on the words instead of learning how to complete the activities.

The following activities are used throughout this book:

Title of Activity	Description
Analogies	Students use a word bank to complete analogies.
Homophones	Students choose the correct homophones to complete sentences.
Inflectional Endings	Students add inflectional endings to given words.
Prefixes and Suffixes	Students add a prefix or suffix to given words. Then, they use the new words to complete sentences.
Sentence Completions	Students use a word bank to complete sentences.
Sentence Types	Students use given words to write statements, questions, and exclamations.
Synonyms and Antonyms	Students use a word bank to list synonyms or antonyms of given words.
Turn the Question Around	Students use given words to answer questions in complete sentences. <i>Turn the Question Around</i> means restating the question in the answer.
Verb Tenses	Students add endings to given words.
Word Sorts	Students sort words into two categories.



# UNIT 1

## Short A Words



WEEK 1

### Focus

This week's focus is one-syllable words with short *a* and final blends. Final blends *-sk*, *-st*, *-sp*, and *-ct* are introduced.

### Helpful Hint

The *sc* blend shows up at the beginning of a word (*scab*, *scoop*), but never at the end. Instead, use *-sk* to make the /sk/ sound at the end of a word (*mask*, *task*).

- ask
- blast
- cast
- clasp
- fact
- fast
- last
- mask
- past
- task



See page 7 for additional spelling activities.

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

**Directions:** Use a word from the Word Bank to complete each sentence.

**Word Bank**

ask	blast	cast	clasp	fact
fast	last	mask	past	task

1. I slept at my cousin's house \_\_\_\_\_ night.
2. A \_\_\_\_\_ is something I can prove.
3. Miners have to \_\_\_\_\_ through rock to find coal.
4. My \_\_\_\_\_ is to shuck all the ears of corn.
5. The doctor put a green \_\_\_\_\_ on Matt's broken arm.



6. Did you \_\_\_\_\_ Mom if we could have ice cream?
7. My baby sister cried when I put on my Halloween \_\_\_\_\_.
8. The \_\_\_\_\_ on my necklace is broken.
9. We drove \_\_\_\_\_ seven For Sale signs on our way to the mall.
10. If you work too \_\_\_\_\_, you might make a mistake.

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

**Directions:** Use a word from the Word Bank for each section.

**Word Bank**

ask	blast	cast	clasp	fact
fast	last	mask	past	task

Write a synonym for each word.

1. job \_\_\_\_\_
2. explode \_\_\_\_\_
3. truth \_\_\_\_\_

Write an antonym for each word.

4. slow \_\_\_\_\_
5. tell \_\_\_\_\_
6. first \_\_\_\_\_
7. future \_\_\_\_\_

Write a word that fits each category.

8. crutches, sling, wheelchair, \_\_\_\_\_
9. hook, fastener, clip, \_\_\_\_\_
10. costume, face paint, props, \_\_\_\_\_



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

**Directions:** Study each example. Write a sentence for each word. End each sentence with the same punctuation as the example.

**QUESTION** Ex. *close*: Did you remember to *close* the door?

1. *last*: \_\_\_\_\_

\_\_\_\_\_

2. *fast*: \_\_\_\_\_

\_\_\_\_\_

**STATEMENT** Ex. *note*: I wrote a thank you *note* to my friend.

3. *fact*: \_\_\_\_\_

\_\_\_\_\_

4. *task*: \_\_\_\_\_

\_\_\_\_\_

**EXCLAMATION** Ex. *bone*: I found a dinosaur *bone* in my yard!

5. *blast*: \_\_\_\_\_

\_\_\_\_\_

6. *mask*: \_\_\_\_\_

\_\_\_\_\_

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

**Directions:** Study how the words change when you add new endings. Add the same endings to each word to create new words.

1. **bask**                      basks                      basking                      basked

**ask**                      \_\_\_\_\_

2. **cast**                      casts                      casting                      casted

**last**                      \_\_\_\_\_

3. **rasp**                      rasps                      rasping                      rasped

**clasp**                      \_\_\_\_\_

**Directions:** Find three words in the Word Bank that are related to each of the spelling words. Write the words on the correct lines.

**Word Bank**

blasted	faster	blasting	masking	fastest
fastball	unmask	masks	blast off	

4. **fast**                      \_\_\_\_\_

5. **mask**                      \_\_\_\_\_

6. **blast**                      \_\_\_\_\_



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

**Directions:** Use a word from the Word Bank to complete each analogy.**Word Bank**

ask

blast

cast

clasp

fact

fast

last

mask

past

task



1. **body** is to **costume** as **face** is to \_\_\_\_\_
2. **snail** is to **slow** as **cheetah** is to \_\_\_\_\_
3. **will walk** is to **future** as **walked** is to \_\_\_\_\_
4. **belt** is to **buckle** as **necklace** is to \_\_\_\_\_
5. **sprained wrist** is to **bandage** as **broken wrist** is to \_\_\_\_\_
6. **oven** is to **heat** as **dynamite** is to \_\_\_\_\_
7. **drawing** is to **hobby** as **empty the trash** is to \_\_\_\_\_
8. **engine** is to **first** as **caboose** is to \_\_\_\_\_
9. **statement** is to **say** as **question** is to \_\_\_\_\_
10. **"I love milk."** is to **opinion** as **"Milk comes from cows."** is to \_\_\_\_\_

