

# 180 DAYS<sup>TM</sup>

## Lessons and Activities

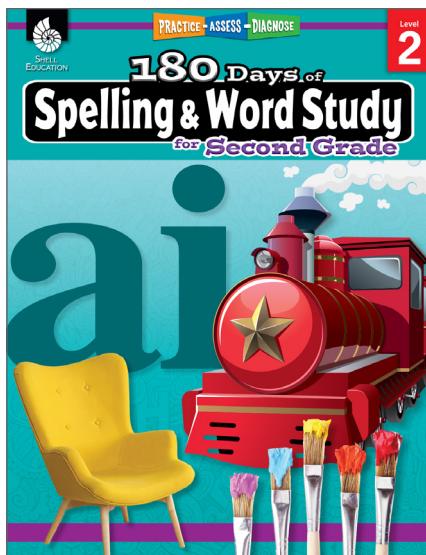
Spelling and Word Study for Second Grade

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**Introduction (cont.)**

**Goals of the Series**

Word study environments are the third, and perhaps most critical, goal of this series. Tasks are meaning-based, as 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 definitions. For that reason, this series uses structured activities week-to-week, the daily activities are repeated, and the weekly activities are repeated. This allows students to focus on the words instead of learning new words each week.

The following activities are used throughout this series:

Title of Activity	Description
Analogy	Students use a word to complete a sentence.
Homophones	Students choose the correct word to complete a sentence.
Inflectional Endings	Students add inflectional endings to words to use the new words in sentences.
Prefixes and Suffixes	Students add a prefix or suffix to a word to use the new word in sentences.
Sentence Completions	Students use a word to complete a sentence.
Sentence Types	Students use given words to create sentences.
Synonyms and Antonyms	Students use given words to find words with similar or opposite meanings.
Turn the Question Around	Students use a word to turn a question into a statement.
Verb Tenses	Students add endings to words to show different verb tenses.
Word Sorts	Students sort words into categories.

**Week 1 Day 2**

**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, \_\_\_\_\_

**Illustrations:** Two children playing with a toy train.

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PRACTICE - ASSESS - DIAGNOSE

Level

2

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
Analogy	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

### 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*).



See page 7 for additional spelling activities.



### WEEK 1

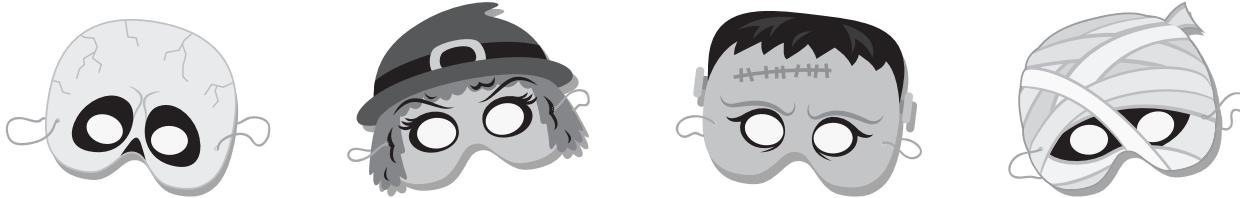
- **ask**
- **blast**
- **cast**
- **clasp**
- **fact**
- **fast**
- **last**
- **mask**
- **past**
- **task**

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 \_\_\_\_\_

