

1st Semester



Name: _____

Grade 2 ()

Unit 2
Reading 1

My Little Brother



Unit 2
Reading 1

Vocabulary

Students are expected to:

- Recognize the following words:
(him, hold, light, funny, year, baby, grown-up).

Q1) Use the words in the box to complete these sentences:

him - hold - light - funny

- That box is so **light** ! I can carry it with one hand.
- My brother sang a **funny** song, so we laughed.
- I always **hold** my dad's hand when I cross the street.
- Rami didn't answer his phone, so I left **him** a message.

Q2) Ali says, "A baby can do everything a grown-up can do." Do you agree or disagree? Explain your answer and give examples to support your thinking.

No, the baby can't drive a car.

Q3) Read the following story words then use them in sentences:

1) **year: (noun)**

Next **year**, we will be in 3rd grade.

I'm 7 years old.

2) **baby: (noun/ person)**

That **baby** is super cute!

The baby is crying.

3) **grown-up: (adjective)**

When my baby brother is hungry, I ask my **grown-up** sister to feed him.

My mom is a grown-up.

Unit 2
Reading 1

Phonics

Short o; digraph wh

Students are expected to:

- Identify the sound of the short o.
- Identify the sound of the digraph /wh/.

Q1) Write o or wh to complete each word:

- a. hot
- b. wheat
- c. log
- d. whisper

Q2) Use one word with a short o sound and one word that starts with wh in the same sentence.

The white whale swam over the rock.

Q3) Write a short story using at least 4 words with short o :

Omar had a little dog names Spot. Who loved to hop on logs by the pond.

My Little Brother

Students are expected to:

- Recognise the story elements.
- Recognise the main idea of the story.

Q1) Circle the correct answer:

1 What's the title of the story?

a. Children Can Learn.

b. My Little Brother.

2 Who are the characters in the story?

a. parents, Glen, Nell, Bess, Dan, Jan, Matt, Fred.

b. Sofia and Mateo.

3 The places of the story are:

a. house and school.

b. house, street and barn.

4 What is the story about? (main idea)

a. We change as we grow.

b. Parents and others help children learn.

Q2) Can a grown up and a baby enjoy the same activities in the same way? Give examples:

Both can enjoy playing with a ball. The baby likes rolling it while an adult enjoys playing football.

Unit 2
Reading 3

Fun on a Hot Day



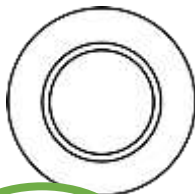
Phonics: Long a



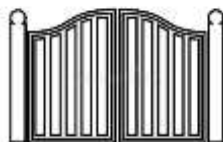
Students are expected to:

- Identify the sound of the long a with magic e.

Q1) Circle the correct word:



plate, pate



goat, gate



ask, ate

Q2) Can you find or create a pair of words where adding the magic 'e' makes two different words (like tap and tape)? Which word would you use more in real life, and why?

hat - hate

I use the word hat more becauser I wear it sometimes

Q2) Put the words in the correct column:

made, make, Sam, pan, rate, map

Long a	Short a
made	Sam
make	pan
rate	map

Unit 2

Reading 3

Grammar and Writing

Will + verb

Students are expected to:

- Recognise the future tense with I, you, we, they, she, he, it.

Contractions with "will":

We join the pronoun with "will" by leaving out the "w" and the "i" of the word "will" and replace them with an apostrophe. Then squeeze the pronoun and "will" together.

She will → She'll	He will → He'll	It will → It'll
You will → You'll	They will → They'll	We will → We'll
I will → I'll		

Use will + verb to talk about predictions

(things will happen in the future).

Subjet	will	verb
<ul style="list-style-type: none">• she, he, it• they, you, I, they	<ul style="list-style-type: none">• will	<ul style="list-style-type: none">• rain• call• wait

Q1) Make your own predictions:

1. I will eat Mansaf today.
2. Mo mom will visit her friends tomorrow.

Use will + not + verb to make negative statements.

Subjet	will + not	verb
<ul style="list-style-type: none">• she, he, it• they, you, I, they	<ul style="list-style-type: none">• won't	<ul style="list-style-type: none">• rain• call• wait

Q2) Complete the sentences with the future form of the verb:

1. Naya **will run** a marathon next week. (run)
2. Ayah **will cook** pizza for dinner tonight. (cook)
3. Hamzah **will go** to the cinema during the weekend. (go)

Q3) Circle the mistake then correct it in the following sentences:

1. I think he will works for an organization. **work**

2. I promise I will to study harder next time. **will study**

3. I think the robots will doing the housework in 2030. **do**

4. a- I have a terrible headache.

b- Don't worry!

I will bringing you an aspirin. **bring**

Q4) Complete the table:

Full Form	Contraction
I will	I'll
It will	It'll
We will	we'll

Examples:

- Rahaf will not study Science tomorrow.
- Salma won't come with her parents to school next semester.

Q5) Make negative statements with these sentences:

1. Dana will enjoy the concert.

Dana won't/will not enjoy the concert.

2. Ahmed will carry his little sister when she cries.

**Ahmed won't/will not carry his little sister when she
cries.**

3. My aunt will be here by Thursday.

My aunt won't/will not be here by Thursday.

Q6)If you know it will rain tomorrow, what will you do to get ready, and why is it important to plan for the future?

I will bring my umbrella and wear my raincoat. Planning a head helps me stay prepared.

Read the text then answer the following questions:

Joe had a small boat. One bright morning, he decided to take it to the pond near his home. He wore a coat and a hat, and he took a rope to tie the boat to the dock. When Joe reached the pond, he saw a frog hop onto the boat. "Hello, frog!" said Joe. The frog croaked happily, and Joe laughed. He let the frog stay with him.

Joe rowed the boat slowly across the pond. He saw a floating log and a big goose. Joe waved to the goose, and it honked back. Suddenly, Joe noticed a rope had come loose! He tied it quickly to the boat to keep it safe. After a while, Joe stopped near a small island. He took out his lunchbox and ate a sandwich. The frog sat on his shoulder and watched him eat. Joe thought, "What a nice day to be on the pond!"

Finally, Joe rowed back to the dock. He pulled the boat onto the shore and untied the rope. Joe smiled. He had taken care of the boat, enjoyed the pond, and made a new frog friend.

1. What did Joe take with him to the pond?

He took a rope.

2. Who hopped onto Joe's boat?

A frog.

3. What animals did Joe see on the pond?

A goose

4. What problem did Joe have with the rope, and how did he fix it?

The rope had come loose, so he tied it quickly to the boat.

5. Where did Joe eat his lunch?

Near a small island.

6. Why do you think Joe was careful with the boat and the rope? What might have happened if he was not careful?

Joe was careful so the boat wouldn't drift away. If he wasn't careful, the boat could've floated off.

The end...

