

Foundational Skills



**Student
Companion**

**Grade 2
Module 1**



Foundational Skills Student Companion

Grade 2 Modules 1–4



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Foundational Skills Student Companion

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Module 1

Name

Date

Work Time

Reading Words with Multiple Syllables



Follow the steps below to read these words.

Step 1

Find the vowels. Underline the vowels to help you see the syllables.

Step 2

Break the word into syllables. Draw a line where the syllables split.

Step 3

Think about syllable types and the sounds the vowels will make.

Step 4

Segment and blend the sounds in each syllable. Then, blend the syllables together to read the whole word.

h a p p e n

s u n r i s e

m o m e n t

Name	Date
------	------

Work Time

Spelling Words



Use the sound boxes to spell the words your teacher says.

One-Syllable Words

1

--	--	--	--

2

--	--

3

--	--	--	--

Two-Syllable Words

4

--	--

--	--	--

Name

Date

Work Time

Reading Words with Multiple Syllables



Follow the steps below to read these words.

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Step 3

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Step 4

Segment and blend the sounds in each syllable. Then, blend the syllables together to read the whole word.

p y t h o n

t i n y

c o z y

p a n t r y

n a s t y

c i t y

h e f t y

Name

Date

Opening

High-Frequency Words



Use the sound boxes to spell the high-frequency words.

sit

--	--	--

why

--	--

pull

--	--	--

call

--	--	--

Name

Date

Opening

Word Work



Sort each word into the correct category.

Word Bank

crypt

fly

funny

myth

cyst

baby

sky

cozy

try

y as /ī/

y as /ē/

y as /ŷ/

Name	Date
------	------

Opening

Fluency Partner Read



Read the fluency passage below with your partner. Partner A reads the sentences labeled “A.” Partner B reads the sentences labeled “B.”

A	“Each and every booth has a spot.”
B	Cam and Tom survey the gym.
A	And then it starts! A crowd of chatty kids rushes into the gym.
B	“It can be a bit messy, but it’s easy. We’re happy to help.”



PARTNER READING NORMS

- Sit side by side and elbow to elbow.
- Take turns while reading aloud with a low voice.
- If you make a mistake, try again.
- Tell what the sentences are about.
- Support each other with kind, specific feedback.

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Name

Date

Work Time

Spelling Words



Use the sound boxes to spell the words your teacher says.

One-Syllable Words

1

2

3

4

Two-Syllable Words

5

6

7

8

Name	Date
------	------

Work Time

Writing Sentences



Use the lines below to write the sentence your teacher says.

Sentence 1

Handwriting practice lines for Sentence 1, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Sentence 2

Handwriting practice lines for Sentence 2, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

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Name

Date

Opening

Morphology



Combine the words in parentheses to create contractions.
Write the contraction in the blank.

1. I _____ (cannot) reach the top of the bookshelf.
2. We _____ (have not) seen the play yet.
3. She _____ (does not) have a hockey game today.
4. The dogs _____ (are not) barking now.
5. He _____ (has not) had time to feed the bird yet.
6. She _____ (was not) happy when she lost the game.

Name

Date

Opening

High-Frequency Words



Use the sound boxes to spell the high-frequency words.

day

--	--

sing

--	--	--

before

--	--	--	--

been

--	--	--

Name

Date

Work Time

Reading Words with Multiple Syllables



Follow the steps below to read these words.

Step 1

Find the vowels. Underline the vowels to help you see the syllables.

Step 2

Break the word into syllables. Draw a line where the syllables split.

Step 3

Think about syllable types and the sounds the vowels will make.

Step 4

Segment and blend the sounds in each syllable. Then blend the syllables together to read the whole word.

m a i l b o x

b e t r a y

e x p l a i n

r e m a i n

r e l a y

r e f r a i n

e s s a y

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Name

Date

Opening

Fluency Partner Read



Read the fluency passage below with your partner. Partner A reads the sentences labeled “A.” Partner B reads the sentences labeled “B.”

A	“Wait up, Zack! Stay with us!” Finn wails.
B	“Zack! Don’t stray off the trail.”
A	“Did you feel a raindrop? How is your chain doing?”
B	They sailed down the trail. Gray rain clouds now filled the sky.



PARTNER READING NORMS

- Sit side by side and elbow to elbow.
- Take turns while reading aloud with a low voice.
- If you make a mistake, try again.
- Tell what the sentences are about.
- Support each other with kind, specific feedback.

Module 1

Cycle 3

Lesson 4

Name

Date

Work Time

Spelling Words



Use the sound boxes to spell the words your teacher says.

One-Syllable Words

1

--	--	--	--

2

--	--	--

3

--	--	--

4

--	--	--	--

Two-Syllable Words

5

--	--	--	--	--

6

--	--	--	--	--	--

7

--	--	--	--

8

--	--	--	--	--

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Name

Date

Work Time

Writing Sentences



Use the lines to write the sentence your teacher says.

Sentence 1

Four sets of primary writing lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

Sentence 2

Four sets of primary writing lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

Name

Date

Opening

Morphology



Combine the words in parentheses to create contractions.
Write the contraction in the blank.

1. _____ (You will) love the story we are reading today!
2. _____ (He will) bring his new football to the park.
3. _____ (They will) bake pies for the school bake sale.
4. _____ (She will) wear a blue dress to the party.
5. _____ (We will) go to the zoo on Sunday.
6. _____ (I will) help clean up the toys after we play.

Name

Date

Work Time

Reading Words with Multiple Syllables



Follow the steps below to read these words.

Step 1

Find the vowels. Underline the vowels to help you see the syllables.

Step 2

Break the word into syllables. Draw a line where the syllables split.

Step 3

Think about syllable types and the sounds the vowels will make.

Step 4

Segment and blend the sounds in each syllable. Then blend the syllables together to read the whole word.

n i f t y

g r e a s y

u p b e a t

w e e k e n d

g r e e d y

s l e e p y

b e e h i v e

Name

Date

Opening

High-Frequency Words



Use the sound boxes to spell the high-frequency words.

first

--	--	--	--

tell

--	--	--

always

--	--	--	--	--

your

--	--

Name

Date

Opening

Word Work



Sort each word into the correct category.

Word Bank

dream

east

free

teach

tweed

rocky

bee

misty

candy

lumpy

ee as /ē/

ea as /ē/

y as /ē/

ee as /ē/	ea as /ē/	y as /ē/

Name	Date
------	------

Opening

Fluency Partner Read



Read the fluency passage below with your partner. Partner A reads the sentences labeled “A.” Partner B reads the sentences labeled “B.”

A	Penny and Mo take a seat in a sunny spot. Mo peeks at the book.
B	Mo lets out a little screech. “This book has a kitty in it!”
A	“And the kitty keeps at it!” Penny reads. “I need to keep at things too. Sometimes, I quit.”
B	“If kitty can keep at it, so can I. I will try. Tell me, Mo, what do you think?”



PARTNER READING NORMS

- Sit side by side and elbow to elbow.
- Take turns while reading aloud with a low voice.
- If you make a mistake, try again.
- Tell what the sentences are about.
- Support each other with kind, specific feedback.

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Name

Date

Work Time

Spelling Words



Use the sound boxes to spell the words your teacher says.

One-Syllable Words

1

2

3

4

Two-Syllable Words

5

6

7

8

Name	Date
------	------

Work Time

Writing Sentences



Use the lines to write the sentence your teacher says.

Sentence 1

Handwriting practice lines for Sentence 1, consisting of five sets of three horizontal lines (top solid, middle dashed, bottom solid).

Sentence 2

Handwriting practice lines for Sentence 2, consisting of five sets of three horizontal lines (top solid, middle dashed, bottom solid).

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Name

Date

Opening

Morphology



Combine the words in parentheses to create contractions.
Write the contraction in the blank.

1. _____
_____ (You are) doing a great job on your
spelling test!
2. _____
_____ (We are) going to the playground
after lunch.
3. _____
_____ (They are) making a big sand tower
at the beach.
4. The puppies are so cute when _____
_____ (they are) playing together.
5. I think _____ (you are) ready for the
big game.
6. After school, _____ (we are) going to the
book store.

Name

Date

Work Time

Reading Words with Multiple Syllables



Follow the steps below to read these words.

Step 1

Find the vowels. Underline the vowels to help you see the syllables.

Step 2

Break the word into syllables. Draw a line where the syllables split.

Step 3

Think about syllable types and the sounds the vowels will make.

Step 4

Segment and blend the sounds in each syllable. Then blend the syllables together to read the whole word.

h i g h w a y

d e f y

m y s e l f

m o o n l i g h t

m i d n i g h t

t w i l i g h t

u p r i g h t

Name

Date

Opening

High-Frequency Words



Use the sound boxes to spell the high-frequency words.

wish

--	--	--

off

--	--

around

--	--	--	--	--

because

--	--	--	--	--

Name

Date

Opening

Word Work



Sort each word into the correct category.

Word Bank

spy
shy

slight
tied

night
fly

might
lied

igh as /ī/

ie as /ī/

y as /ī/

Name	Date
------	------

Opening

Fluency Partner Read



Read the fluency passage below with your partner. Partner A reads the sentences labeled “A.” Partner B reads the sentences labeled “B.”

A	“It is a bright and sunny day. Not a cloud in the sky.”
B	“No fighting! We are a team, right?” “You’re right. I am sorry.” Max sighs.
A	“We’ve raked, we’ve weeded, and now it’s time to plant!” Tom and Max cry out.
B	Max and Tom plant in the bright sunlight. “I spy a mighty team. What a delight!”



PARTNER READING NORMS

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- Take turns while reading aloud with a low voice.
- If you make a mistake, try again.
- Tell what the sentences are about.
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Name

Date

Work Time

Spelling Words



Use the sound boxes to spell the words your teacher says.

One-Syllable Words

1

--	--

--	--

2

--	--	--

--	--	--

3

--	--	--

--	--	--

4

--	--

--	--

Two-Syllable Words

5

--	--

--	--

--	--

6

--	--	--

--	--	--

--	--	--

7

--	--

--	--	--	--

--	--	--	--

8

--	--

--	--	--

--	--	--

Name	Date
------	------

Work Time

Writing Sentences



Use the lines to write the sentence your teacher says.

Sentence 1

Handwriting practice lines for Sentence 1, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Sentence 2

Handwriting practice lines for Sentence 2, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

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Name

Date

Opening

Morphology



Read each sentence and look at the word in parentheses. Add -s or -es to the word to complete the sentence. Write the new word on the line, and then read the sentence aloud.

1. I see three _____ (cat) in the window.
2. The teacher has lots of _____ (box) for the new books.
3. She _____ (wash) her hands before lunch.
4. He _____ (kick) the ball across the field.
5. We saw five _____ (dog) at the park.
6. It _____ (buzz) near the flowers.
7. She carried six _____ (dish) to the table.
8. He _____ (hop) across the playground.



D F 2 F - W G - S S

