



**Jeddah Knowledge International School**

# SUMMER



# PACK



**Grade 2**

**SY 2019-2020**



## Grade Two Summer Review

### IXL Language

The students may practice language and math skills using IXL.

#### Practicing:

1. Log in with your username and the password via JKS Portal
2. Click on the "Practice" tab on the top left corner.
3. Choose the grade level that your child currently completed.
4. Choose 'Language' or 'Math' depending on the subject you would like to practice.
5. Choose the skill that your child may wish to practice and provide encouragement to practice excelling in these skills.
6. The progress of your child can be accessed by clicking on the "Reports" tab. This will give full details of the practice and progress that has taken place. Please print out a report and have your child submit it to his/her teacher on the first day back to school.

**Note:** It is advisable that your child practices some of the skills stated in his/her grade level.

## Grade Two Summer Review

### Grade 2 IXL Language

#### **Sentence types**

- Is the sentence a statement, question, command, or exclamation?

#### **Subject and predicate**

- Identify the subject of a sentence
- Identify the predicate of a sentence

#### **Sentences, fragments, and run-ons**

- Is it a complete sentence, a fragment, or a run-on?
- Unscramble the words to make a complete sentence

#### **Nouns**

- Sort common and proper nouns

#### **Regular plural nouns**

- Use singular and plural nouns

#### **Irregular plural nouns**

- Is the noun singular or plural?

#### **Possessive nouns**

- Identify plurals, singular possessives, and plural possessives

#### **Action verbs**

- Identify action verbs

#### **Subject-verb agreement**

- Use the correct subject or verb

#### **Regular past tense**

- Identify verbs in the regular past tense

#### **Future tense**

- Change the sentence to future tense

#### **Irregular past tense**

- Identify the irregular past tense I
- Identify the irregular past tense II

#### **Personal pronouns**

- Identify pronouns
- Choose between subject and object pronouns

#### **Adjectives**

- Use sense words
- Does the adjective tell you what kind or how many?
- Identify adjectives

#### **Time and order**

- Identify time-order words
- Put the sentences in order

## Grade Two Summer Review



Dear Parents,

To access your child's reading assignment use the following steps:

- Log in at [www.raz-kids.com](http://www.raz-kids.com) and select.



- Enter their teacher's username.



- Select your child's username and add their student password. Please note the password is the students' ID number found at the back of their ID card.

After they have logged in, the student needs to enter the 'Level Up' rocket and select a book that they wish to read at their assigned reading level.



Students must follow the following procedures to increase fluency:

1. Listen to the story being read. (Click on the picture of the ear.)
2. Read the story aloud (Students may record their reading and send it to their teacher; Click on the picture of the eye and then click the microphone at the top of the screen.)
3. Take a quiz. (Click on the picture of the question mark.)

After they have completed these steps, they can proceed to the next book. The teachers will be able to track each student, and listen to their recordings. Students will earn stars to go into the incentive area "Star Zone" where they can customize their Raz Rocket and Raz Robot.



Students may enter the 'Reading Room' to access additional books at different reading levels for extra research and reading practice.



Happy Reading!

JKS Administration

## Grade Two Summer Review

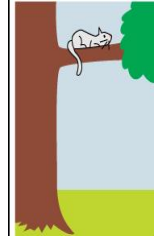
### Grammar

### Nouns

A noun is a person, an animal, a place, or a thing.

Circle the noun(s) in each sentence.

1. The firemen rescued the cat from the tree.



2. My friend likes to read books about trains.



3. Mom and dad are going out for dinner.

4. Our teacher gave us homework.



5. My sock has a hole in it.

6. The book has a blue cover.



Grade Two Summer Review

Classifying Nouns: Person, Place or Thing

If the noun is a person, **circle** it. If the noun is a place, draw a **box** around it. If the noun is a thing, underline it.

sister	house	ruler	book
plate	library	mother	clock
friend	brother	stairs	store
fork	teacher	park	sink
car	pot	bedroom	toy
school	grandmother	beach	doctor

Grade Two Summer Review

Identifying Nouns

Circle the nouns in each sentence.

1. My favorite meal is chicken.



2. Grandma loves watching the ducks in the pond.

3. I keep notes in a notebook from my teacher.

4. Ice cream in a cone is yummy.



5. The house was built with bricks.

6. My family hiked up the hill.

7. The girl played on the swings.



8. My brother went to the doctor.

9. I helped mow the grass.

10. Horses are beautiful animals.



Write a sentence with 2 nouns and circle them.

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## Grade Two Summer Review

### Using Nouns

**Circle the nouns (10 of them).**

doctor	wheel	zebra	bucket
horse	family	come	grass
car	learn	bread	run
say	live	banana	walk

**Complete the sentences using nouns from above.**

1. The goats eat \_\_\_\_\_ in the field.
2. A \_\_\_\_\_ has black and white stripes.
3. I like peanut butter and bananas on my \_\_\_\_\_.
4. My \_\_\_\_\_ loves playing board games.
5. Jane's \_\_\_\_\_ lives in a barn.
6. My brother is studying to become a \_\_\_\_\_.
7. A \_\_\_\_\_ on the wagon is broken.
8. My favorite fruit is a \_\_\_\_\_.

## Grade Two Summer Review

### Proper Nouns

A noun is a person, an animal, a place, or a thing.

Proper nouns name a specific person, place, or thing.  
They always begin with a capital letter.

Circle the nouns in each sentence.

1. Jack plays the horn.



2. The apple fell from the tree.



3. Mom likes to drink sweet tea.



4. Natalie drinks milk with her dinner.



5. The flowers in the garden are beautiful.

6. The sun rises high in the sky.



## Grade Two Summer Review

### Proper Nouns

Nouns are a person, a place or a thing.

Proper nouns name a specific person, place, or thing.  
They always begin with a capital letter.

Circle the proper nouns in each sentence.

1. Amy threw the ball for her dog to fetch.

2. Jana and Lana are playing in the park.



3. How many candies does Maya have?

4. Sue likes to write in my journal.



5. My sister lives in London.

6. Disney World is in Florida.



## Grade Two Summer Review

Adjectives

Adjectives describe a person, place or thing.  
For example: The green grass is growing.  
The word green is an adjective.

Circle the adjective in each sentence.

1. The tall firemen rescued the cat from the tree.
2. My friends and I are going to watch an old movie.
3. My friend likes to read funny books about cats.
4. Mom and dad are going out for a long walk.
5. Our favorite teacher gave us homework.
6. My purple sock has a hole in it.

## Grade Two Summer Review

### Adjectives

**Adjectives describe a person, place or thing.**  
**For example:** The **green** grass is growing.  
 The word green is an adjective.

**Circle the adjective in each sentence.**

1. Four children go to the zoo.



2. The sweet drink was for mom.

3. Her yellow dress was a gift.

4. The warm sun melted the snow.



5. Cows like to eat green grass.

6. I helped wash our big car?

## Grade Two Summer Review

### Identifying Adjectives and Nouns.

A noun is a word for a person, animal, place or thing.  
Adjectives are words that describe nouns.

**Circle** the adjectives and underline the nouns. Ignore the verbs (actions words)!

wood	cold	kind	move
little	picture	green	logs
small	blue	three	toy
cook	slow	zebra	ride
game	wide	loud	table
run	mail	round	flat
bug	sister	sweet	plane

## Grade Two Summer Review

### Verbs: Past, Present, and Future

A **verb** can tell what a person, place, or thing **does**.

**Verbs** can show when an action happens. This is called **tense**.

1. **Present tense** tells what is happening **now**.
  - Add an **-s** or **-es** to the verb to describe what **one** person, place, or thing is doing **right now**.
2. **Past tense** tells what already happened.
  - Add **-ed** to most verbs to show what happened in the **past**.
3. **Future tense** tells what will happen in the **future**.
  - Add the helping verb **will** to a verb to show future tense.

**Examples:**      **Present tense:** Today Hala bakes muffins.

**Past tense:** Yesterday, Jeb baked muffins.

**Future tense:** Tomorrow, Jeb will bake muffins.

Underline the verb in each sentence. On the line provided, write if it tells about the past, present, or future.

1. Rayan makes new kinds of muffins. \_\_\_\_\_
2. Last week, he mixed in oranges. \_\_\_\_\_
3. Next week, he will use squash. \_\_\_\_\_
4. Today, he puts in nuts. \_\_\_\_\_
5. Yesterday, he added pineapple. \_\_\_\_\_
6. Tomorrow, I will bake my own muffins. \_\_\_\_\_

## Grade Two Summer Review

### Identifying Verbs

Verbs are words that tell you what something or somebody is doing.

Circle the verbs in these sentences:

1. The car stopped in front of the house.
2. We went to the movies on Friday after school.
3. Our teacher read a funny book to the class.
4. The girls walked in front of the house.
5. The wind blew our hats off of our heads.
6. The firefighter climbed the ladder.
7. The cat chased the mouse into its hole.
8. I learned something new at school.

Write a sentence and circle the verb(s).

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Grade Two Summer Review

Identifying Verbs and Nouns

Circle the verbs and underline the nouns.

window	listened	glasses	tickle
stare	milkshake	talk	letter
hospital	build	reading	eat
running	tent	standing	jump
watch	oven	count	flag
birthday	stayed	cried	speak
smell	celebrate	exercise	visit
bird	telephone	play	turned
beef	package	cook	shark
invited	worked	boat	fireplace

## Grade Two Summer Review

### Using Verbs

**Circle** the verbs.

raced	opened	planted	painted	sat
house	sent	carried	blew	took
look	grew	coat	started	turned

Complete the sentences using the verbs from above.

1. My mom \_\_\_\_\_ the room yellow.
2. They \_\_\_\_\_ for the missing cat.
3. My sister and I \_\_\_\_\_ some carrots in the garden.
4. Patty \_\_\_\_\_ me a package.
5. We \_\_\_\_\_ the door for our guests.
6. Bob \_\_\_\_\_ out the candles on his cake.
7. I \_\_\_\_\_ my brother to the store to get milk.
8. Dad \_\_\_\_\_ in his favorite chair.
9. Susie \_\_\_\_\_ the light on when it got dark.
10. I \_\_\_\_\_ the books into the library.

## Grade Two Summer Review

### Statements and Questions

A sentence that tells something is a **statement**.

A sentence that asks something is a **question**.

- A statement begins with a capital letter and ends with a period.

**Statement Example:** Most people save money.

- A question begins with a capital letter and ends with a question mark (?).

**Question Example:** Do you save money?

Put a period ( . ) at the end of each statement. Put a ( ? ) at the end of each question.

1. Did you like that movie \_\_\_\_\_

2. Your friends like to sing \_\_\_\_\_

3. Will you feed the dog \_\_\_\_\_

4. Can you please help me \_\_\_\_\_

5. My best friend is Jane \_\_\_\_\_

6. Is that your little sister \_\_\_\_\_

## Grade Two Summer Review

### Statements and Questions

A sentence that tells something is a **statement**.

A sentence that asks something is a **question**.

Read each sentence. If the sentence is a statement, write **S** on the line. If the sentence is a question, write **Q** on the line.

\_\_\_\_\_ 1. My puppy is lost.

\_\_\_\_\_ 2. Do you know how to cook?

\_\_\_\_\_ 3. Did you finish your homework?

\_\_\_\_\_ 4. The girls look out the window.

\_\_\_\_\_ 5. Can I please go with you?

\_\_\_\_\_ 6. How old are you?

Write one statement on the line below.

\_\_\_\_\_

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\_\_\_\_\_

Write one question on the line below.

\_\_\_\_\_

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\_\_\_\_\_

## Grade Two Summer Review

### Commands and Exclamation

A sentence that **tells someone to do something** is a **command**.

A sentence that **shows strong feelings** is an **exclamation**.

**Command Examples:**                      Put a riyal on the counter.  
    Please give me a cookie.

**Exclamation Examples:**                What a bright coin that is!  
    I can't wait to show it to you!

Read each sentence. Write C if it is a command and E if it is an exclamation.

\_\_\_\_\_ 1. What a great time we had!

\_\_\_\_\_ 2. Brush your teeth.

\_\_\_\_\_ 3. What a good boy you are!

\_\_\_\_\_ 4. Bring your lunch tomorrow.

\_\_\_\_\_ 5. Wash your hands before you eat.

## Grade Two Summer Review

### Commands and Exclamation

A sentence that **tells someone to do something** is a **command**.

A sentence that **shows strong feelings** is an **exclamation**.

Read each sentence. Put a period ( . ) at the end of each command. Put an exclamation mark ( ! ) at the end of each exclamation sentence.

1. Your clothes are a mess \_\_\_\_\_
2. You are in big trouble \_\_\_\_\_
3. Comb your hair \_\_\_\_\_
4. Lock the door when you leave \_\_\_\_\_
5. We had fun last night \_\_\_\_\_
6. What a cute little hamster \_\_\_\_\_
7. Oh, that smells so bad \_\_\_\_\_
8. Take a glass of water to your grandma \_\_\_\_\_

## Grade Two Summer Review

### Pronouns

A **pronoun** is a word that takes the place of a noun or nouns.  
The words *he, she, it, we, and they* are pronouns.

Examples: The box is heavy. —→ It is heavy.  
Sara and I need help. —→ We need help.

Write: *he, she, it, we, or they* for the underlined words.

1. Ahmed and Sultan are brothers. \_\_\_\_\_
2. The car is white. \_\_\_\_\_
3. Jana likes to play with her doll. \_\_\_\_\_
4. The doughnut tastes delicious. \_\_\_\_\_
5. Abdullah and I walk to the beach. \_\_\_\_\_
6. Grandpa is sleeping. \_\_\_\_\_

## Grade Two Summer Review

### Reading Comprehension

#### A Clean Park



Tyler ran into the kitchen.

"Mom, I'm going to the park!" he said.

"Wear your helmet!" his mom called back. The park was just down the street. Tyler grabbed his bike and rode there. It was pretty much his favorite place to go. The park looked pretty crowded. Some kids were playing. But other kids held garbage bags. They were picking up trash.

Tyler stopped his bike. One of the kids was Lauren, a girl from his school. She waved at Tyler.

"We're cleaning up the park today," she said. "Want to help?"

"No thanks," Tyler said. Today was Saturday, a day off. He came to the park to have fun, not to work!

Tyler rode his bike around the path. He passed the swings and slide. He passed the small pond. As he rode, he saw things he never noticed before. There was lots of garbage on the ground. He saw old soda bottles. He saw old food wrappers. It was pretty gross.

Tyler rode back to Lauren. He got off his bike.

"I'll help," he said. Lauren smiled.

"Here," she said. She gave him a bag. Tyler and the kids cleaned for about an hour. When they were done, the park looked great. Tyler rode his bike around the path again. There were no old soda bottles. There were no old food wrappers. Tyler smiled. Now the park was better than ever!



## Grade Two Summer Review

Read and answer the questions below.

1. The main idea of this passage is
  - (a) changing your mind.
  - (b) friendship.
  - (c) having fun.
  - (d) helping in your community.
  
2. Which detail does not support the main idea?
  - (a) Lauren was picking up trash.
  - (b) Tyler noticed trash on the ground.
  - (c) Tyler rode his bike.
  - (d) Tyler thought the park looked better.
  
3. What can readers learn from this story?
  - (a) It feels good to keep your community clean.
  - (b) It is important to listen to your friends.
  - (c) Helping your friends is the right thing to do.
  - (d) Saturday is a day for work.
  
4. Lauren seems
  - (a) mean.
  - (b) bossy.
  - (c) responsible.
  - (d) naughty.

5. What was the problem and solution in this story?

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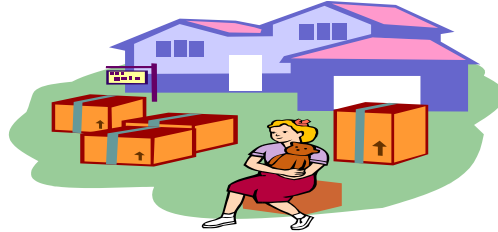
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## Grade Two Summer Review

### Jenny's Move



Sarah was mad. Her best friend Jenny was moving. She knew she would never see her again. Jenny had promised to write, but she knew how that went. Last year Mary had moved, and she wrote three letters. But she never heard back from her. She must have made new friends. Sarah knew the same thing would happen with Jenny. So she was getting back at her. She wasn't going to speak to her at school. That would show her.

On Monday, Jenny asked Sarah if she wanted to play jump rope at recess. Sarah said she couldn't because she had to play with Magda, a real friend who wouldn't move on her.

"Fine," said Jenny, "be that way."

On Tuesday Jenny asked Sarah if she wanted to split her bag of M&M's. Sarah wanted to but said, "No thanks, I'm going to split Anna's Cheetos. I'm going to get used to someone else's snacks since you won't be here." The only problem was that Sarah didn't like Cheetos; she liked M&M's. "Fine," Jenny said, and sighed. She didn't know what to do.

On Wednesday Jenny asked if Sarah wanted to sit next to her at the school play. Sarah said no. Jenny sat by herself and looked sad.

Thursday was Sarah's birthday. Her mom hadn't had time to get her the special outfit she wanted. Her dad had to leave early for a meeting. It seemed like no-one cared it was her birthday. But when Sarah got to school, Jenny was sitting outside with a box wrapped in the prettiest silver paper with a big bow. Jenny gave Sarah the present and Sarah opened it silently, thinking about how mean she had been. It was a stationary set, shiny pen, and a book of stamps. Sarah realized that even though Jenny was moving they would keep in touch and be friends forever.

## Grade Two Summer Review

Read and answer the questions below.

1. This passage is

- Ⓐ an interview.
- Ⓑ a letter.
- Ⓒ nonfiction.
- Ⓓ fiction.

2. What is the moral of this story?

- Ⓐ You should appreciate and trust your friends.
- Ⓑ Only make friends with people who will not move away.
- Ⓒ Always play with more than one person at a time.
- Ⓓ Be sure to write to your friends often.

3. The main idea of the story is

- Ⓐ moving to a new school.
- Ⓑ friendship.
- Ⓒ forgiveness.
- Ⓓ writing letters.

4. What detail of the story helped in identifying the main idea?

- Ⓐ Sarah realized that even though Jenny was moving they would stay friends.
- Ⓑ Sarah stopped playing with Jenny.
- Ⓒ Sarah thought that Jenny would forget Sarah when she moved.
- Ⓓ All of the above.

5. What type of friend is Jenny? Explain.

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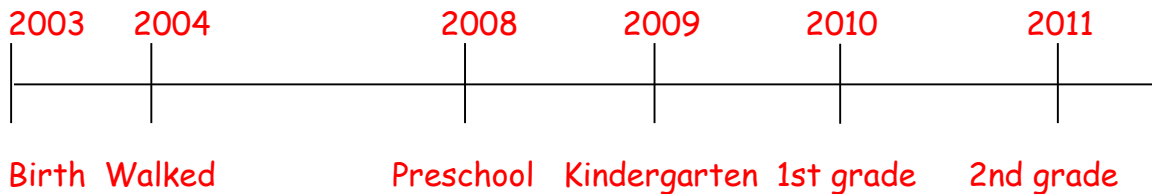
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## Grade Two Summer Review

### A Timeline



A timeline is a tool that we can use to help us understand history. It can tell us what happened at different times. It can tell us how much time there was between two events. It can give us a picture of dates in our minds. That helps us see how they all fit together.

Timelines aren't only for old events. People still use them today. They help us keep track of important dates in our lives. You can even make a timeline for yourself.

A timeline looks a lot like a number line when you begin. Draw a straight line across the page. Make little marks for the important events in your life. Your timeline might begin with your birth. Include things like the first time you walked, and when you started school. It might show the year that you were in each grade. The year goes on one side of each mark. The event goes on the other side. Here is a sample timeline.



# Grade Two Summer Review

Read and answer the questions below.

1. What is a timeline?

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2. Why do people use timelines?

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3. What kind of events could be on your timeline?

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4. What is on a timeline besides the events?

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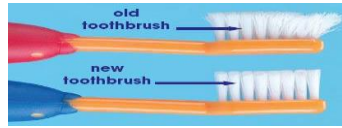
5. Make a timeline that shows three events from your own life.

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## Grade Two Summer Review

### Is It Time For a New Toothbrush?



Your toothbrush may be too old. Dentists say you should get a new toothbrush every three months. Find out why!

#### Brush, Brush, Brush

A new toothbrush can mean a healthier you.

Did you know that old toothbrushes can be **harmful**? Germs can build up on old toothbrushes. If you have been sick, germs can hide in your toothbrush and be passed back to you. Dentists say you should get a new toothbrush every three months. They also say a new toothbrush will help you get your teeth cleaner.

#### How Should You Brush?

Dentists say you should brush for two to three minutes at least two times a day.

1. Put a pea-sized bit of toothpaste on your toothbrush. Place your brush near your gum.
2. Gently move your brush in small circles over one tooth at a time.
3. Move your brush across the tops of your teeth. Be sure to get into the **grooves**.
4. Brush your tongue lightly. Then rinse your mouth with water.
5. Floss your teeth. Slide the floss between teeth slowly. If you need help, ask a grown-up.

**harmful:** causing damage

**groove:** a long narrow channel made in a surface

## Grade Two Summer Review

### Keep Your Toothbrush in Good Shape

*Is it time for a new toothbrush?*

- After you use your toothbrush, rinse it well and shake out the water.
- Stand your toothbrush up so it can dry. Be sure it does not touch other toothbrushes. Germs can pass from one toothbrush to another.
- Get a new toothbrush. Replace it at the beginning of winter, spring, summer, and fall. Is it time for you to get a new toothbrush?

### Read and answer the questions below.

1. Describe two reasons for replacing an old toothbrush?

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2. It is important to follow a certain order when brushing your teeth. What would happen if you skipped step 1?

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3. According to the passage, what is the last step in caring for your teeth?

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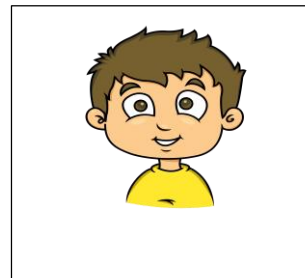
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## Grade Two Summer Review

### Writing: A Fictional Narrative

Write a fictional narrative about a character who has a super power. Remember to use adjectives when you are writing your story.



Your story should be at least nine sentences. It must also have three paragraphs, a beginning, middle, and end.

A series of horizontal lines for writing, consisting of solid top and bottom lines with a dashed midline, repeated multiple times to provide space for the student's narrative.





## Grade Two Summer Review

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 20 times down the page.





## Grade Two Summer Review

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.