English Language Arts | Unit 2

Day 1: Short vowels and silent e

Read the word cap. The vowel a has its short sound. Add a silent e at the end to make cape. In many words, a final silent e signals a long vowel sound: cap/cape, kit/kite, hop/hope. The e is usually not spoken. Not every word follows this pattern, so practice each word.

Say the sounds in cap: /k/ /ă/ /p/. Blend them: cap. Now read cape: /k/ /ā/ /p/. Notice that the vowel sound changes while the beginning and ending consonant sounds stay the same.

Read: “A kite is by the gate.” Point to kite and gate. Both words have a silent e. An adult may say each word aloud first and help the learner blend.

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Day 1: Short vowels and silent e

Practice: Questions 1–4. Read the lesson first.

1. Read cap and cape. Which word has a long a?

2. Add silent e to kit. Write the new word.

3. Add silent e to hop. Write the new word.

4. Read tap and tape. Which word has a short a?

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Day 1: Short vowels and silent e

Practice: Questions 5–8. Read the lesson first.

5. Read “A kite is by the gate.” What is by the gate?

6. Write the two silent-e words in the sentence.

7. Use the word hope in a sentence.

8. Explain what changed in cap when it became cape.

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Day 2: Vowel teams and word meaning

Sometimes two vowel letters work together to represent one vowel sound. In rain, the letters ai represent the long a sound. In seed, ee represents the long e sound. In boat, oa represents the long o sound. Different vowel teams can represent the same sound, and some words are exceptions.

Read each word slowly: r-ai-n, s-ee-d, b-oa-t. Blend the sounds: rain, seed, boat. Notice that the vowel teams each make one main vowel sound in these examples.

Read: “Rain fell on the seed. A green leaf grew.” Ask: What fell? What grew? Point to the word in the passage that supports each answer.

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Day 2: Vowel teams and word meaning

Practice: Questions 1–4. Read the lesson first.

1. Which letters make the long a sound in rain?

2. Which letters make the long e sound in seed?

3. Which letters make the long o sound in boat?

4. Write one word from the lesson with ee.

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Day 2: Vowel teams and word meaning

Practice: Questions 5–8. Read the lesson first.

5. What fell on the seed?

6. What grew?

7. Write a sentence using rain.

8. How can you check an answer about the passage?

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Day 3: Complete sentences

A complete sentence expresses a complete thought. It usually names someone or something and tells what that person or thing does or is. Begin a sentence with a capital letter and end it with a punctuation mark.

Example: “The bird sings.” The words “The bird” name the subject; “sings” tells what the bird does. “The bird” alone is not a complete sentence in this exercise because it does not tell a complete thought.

A statement can end with a period. A question asks something and ends with a question mark. Read the sentence aloud and decide whether the thought is complete.

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Day 3: Complete sentences

Practice: Questions 1–4. Read the lesson first.

1. Which is complete: “The bird” or “The bird sings”?

2. Who or what is named in “The bird sings”?

3. What does the bird do?

4. Add a capital and period: “the seed grew”

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Day 3: Complete sentences

Practice: Questions 5–8. Read the lesson first.

5. Add the correct mark: “Where is the leaf”

6. Is “Can you see it?” a question or a statement?

7. Finish the sentence: “The dog ___.”

8. Write one complete sentence about a plant.

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Day 4: Read and find the main idea

Read this original passage: “Mia and her brother planted beans in cups. Each day they gave the soil a little water. They placed the cups near a sunny window. After several days, green shoots appeared.”

The main idea tells what the whole passage is mostly about. A helpful main idea is: Mia and her brother cared for bean plants. Details tell more: they watered the soil, put the cups near a window, and saw shoots. A single detail is not always the whole main idea.

When you answer, return to the passage. For example, “Where did they put the cups?” is answered by the words “near a sunny window.” Do not add a detail that the passage does not give.

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Day 4: Read and find the main idea

Practice: Questions 1–4. Read the lesson first.

1. Who planted the beans?

2. What did they plant the beans in?

3. What did they give the soil each day?

4. Where did they put the cups?

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Day 4: Read and find the main idea

Practice: Questions 5–8. Read the lesson first.

5. What appeared after several days?

6. State the main idea in one sentence.

7. Give one detail that supports your main idea.

8. Does the passage say exactly how many days passed?

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Day 5: Independent reading check

Read this original passage: “Ben put a seed in a pot. He set the pot by a window. Ben gave the seed a little water. Soon a green shoot came up.” Read each question. Use the passage to check your answers.

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Day 5: Independent reading check

Practice: Questions 1–4. Read the lesson first.

1. Who put a seed in a pot?

2. Where did Ben set the pot?

3. What did Ben give the seed?

4. What came up?

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Day 5: Independent reading check

Practice: Questions 5–8. Read the lesson first.

5. What is the passage mostly about?

6. Write the silent-e word in this pair: kit, kite.

7. Add a capital and a period: “the plant grew”

8. Write one sentence about how Ben cared for the seed.