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# Introduction



The main objective of *Grammar Minutes Grade 2* is grammar proficiency, attained by teaching students to apply grammar skills to answer questions effortlessly and rapidly. The questions in this book provide students with practice in the following key areas of second-grade grammar instruction:

- sentence structure
- capital letters
- punctuation
- nouns
- verbs
- pronouns
- adjectives
- adverbs
- contractions
- compound words
- articles

Use this comprehensive resource to improve your students' overall grammar proficiency, which will promote greater self-confidence in their grammar skills as well as provide the everyday practice necessary to succeed in testing situations.

*Grammar Minutes Grade 2* features 100 "Minutes." Each Minute consists of 10 questions for students to complete within a short time period. As students are becoming familiar with the format of the Minutes, they may need more time to complete each one. Once they are comfortable and familiar with the format, give students a one- to two-minute period to complete each Minute. The quick, timed format, combined with instant feedback, makes this a challenging and motivational assignment that offers students an ongoing opportunity to improve their own proficiency in a manageable, nonthreatening way.



# How to Use This Book

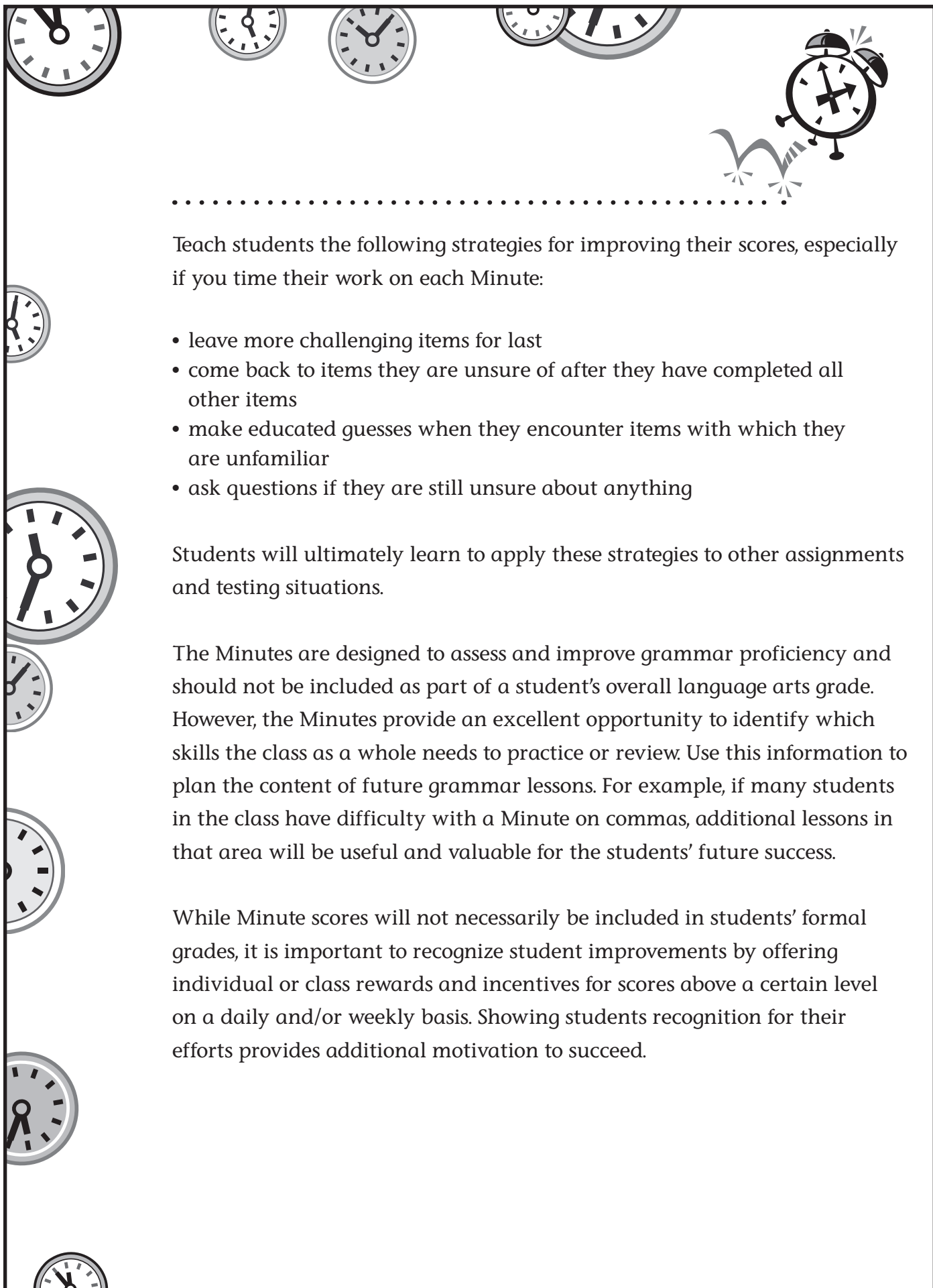
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*Grammar Minutes Grade 2* is designed to generally progress through the skills as they are introduced in the classroom in second grade. The Minutes can be implemented in either numerical order, starting with Minute 1, or in any order based on your students' specific needs during the school year. The complexity of the sentences and the tasks within each skill being covered gradually increase so that the first Minute of a skill is generally easier than the second Minute on the same skill. Review lessons are included throughout the book, as well as in an application section at the end of the book.

*Grammar Minutes Grade 2* can be used in a variety of ways. Use one Minute a day as a warm-up activity, skill review, assessment, test prep, extra credit assignment, or homework assignment. Keep in mind that students will get the most benefit from each Minute if they receive immediate feedback.

If you use the Minute as a timed activity, begin by placing the paper facedown on the students' desks or displaying it as a transparency. Use a clock or kitchen timer to measure one minute—or more if needed. As the Minutes become more advanced, use your discretion on extending the time frame to several minutes if needed. Encourage students to concentrate on completing each question successfully and not to dwell on questions they cannot complete. At the end of the allotted time, have the students stop working. Read the answers from the answer key (pages 108–112) or display them on a transparency. Have students correct their own work and record their scores on the Minute Journal reproducible (page 6). Then have the class go over each question together to discuss the answers. Spend more time on questions that were clearly challenging for most of the class. Tell students that some skills that seemed difficult for them will appear again on future Minutes and that they will have another opportunity for success.



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Teach students the following strategies for improving their scores, especially if you time their work on each Minute:

- leave more challenging items for last
- come back to items they are unsure of after they have completed all other items
- make educated guesses when they encounter items with which they are unfamiliar
- ask questions if they are still unsure about anything

Students will ultimately learn to apply these strategies to other assignments and testing situations.

The Minutes are designed to assess and improve grammar proficiency and should not be included as part of a student's overall language arts grade. However, the Minutes provide an excellent opportunity to identify which skills the class as a whole needs to practice or review. Use this information to plan the content of future grammar lessons. For example, if many students in the class have difficulty with a Minute on commas, additional lessons in that area will be useful and valuable for the students' future success.

While Minute scores will not necessarily be included in students' formal grades, it is important to recognize student improvements by offering individual or class rewards and incentives for scores above a certain level on a daily and/or weekly basis. Showing students recognition for their efforts provides additional motivation to succeed.

# Minute Journal



Name \_\_\_\_\_

Minute	Date	Score	Minute	Date	Score	Minute	Date	Score	Minute	Date	Score
1			26			51			76		
2			27			52			77		
3			28			53			78		
4			29			54			79		
5			30			55			80		
6			31			56			81		
7			32			57			82		
8			33			58			83		
9			34			59			84		
10			35			60			85		
11			36			61			86		
12			37			62			87		
13			38			63			88		
14			39			64			89		
15			40			65			90		
16			41			66			91		
17			42			67			92		
18			43			68			93		
19			44			69			94		
20			45			70			95		
21			46			71			96		
22			47			72			97		
23			48			73			98		
24			49			74			99		
25			50			75			100		

# Scope and Sequence

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## MINUTE SKILL

- 1.....Complete Sentences
- 2.....Sentence Word Order
- 3.....Types of Sentences
- 4.....More on Types of Sentences
- 5.....Beginning a Sentence
- 6.....Ending a Sentence
- 7.....Nouns
- 8.....More Nouns
- 9.....Proper Nouns (names)
- 10.....Proper Nouns (days and months)
- 11.....Proper Nouns (titles of respect)
- 12.....Proper Nouns (places)
- 13.....Sentences Review
- 14.....Beginning and Ending a Sentence Review
- 15.....Nouns Review
- 16.....Proper Nouns Review
- 17.....Verbs
- 18.....More Verbs
- 19.....Verb Tense (present and past)
- 20.....More on Verb Tense
- 21.....Linking Verbs (*is, are, am*)
- 22.....Linking Verbs (*was, were*)
- 23.....Linking Verbs (*have, has, had*)
- 24.....Adjectives
- 25.....Adjectives That Compare (*-er, -est*)
- 26.....Commas (addresses and dates)
- 27.....Commas (lists)
- 28.....Verbs Review
- 29.....More Verbs Review
- 30.....Adjectives Review
- 31.....Commas Review
- 32.....Pronouns (*I, me*)
- 33.....Pronouns (*she, her, he, him*)
- 34.....Pronouns (*we, us*)
- 35.....Pronouns (*they, them*)
- 36.....Plural Nouns
- 37.....More on Plural Nouns
- 38.....Possessive Nouns

## MINUTE SKILL

- 39.....Contractions
- 40.....More Contractions
- 41.....Compound Words
- 42.....More Compound Words
- 43.....Pronouns Review
- 44.....Plural and Possessive Nouns Review
- 45.....Contractions Review
- 46.....Compound Words Review
- 47.....Synonyms
- 48.....More Synonyms
- 49.....Antonyms
- 50.....More Antonyms
- 51.....Homophones
- 52.....Homographs
- 53.....Prefixes
- 54.....Suffixes
- 55.....ABC Order
- 56.....More ABC Order
- 57.....Synonyms and Antonyms Review
- 58.....Homophones and Homographs Review
- 59.....Prefixes and Suffixes Review
- 60.....ABC Order Review
- 61.....Articles (*a, an*)
- 62.....More Articles (*a, an, the*)
- 63.....Irregular Verbs
- 64.....More Irregular Verbs
- 65.....Irregular Plural Nouns
- 66.....More Irregular Plural Nouns
- 67.....Adverbs
- 68.....More Adverbs
- 69.....Noun and Verb Agreement
- 70.....More Noun and Verb Agreement
- 71.....Articles Review
- 72.....Irregular Verbs and Plural Nouns Review
- 73.....Adverbs Review
- 74.....Noun and Verb Agreement Review
- 75-100.....Apply Your Grammar Knowledge

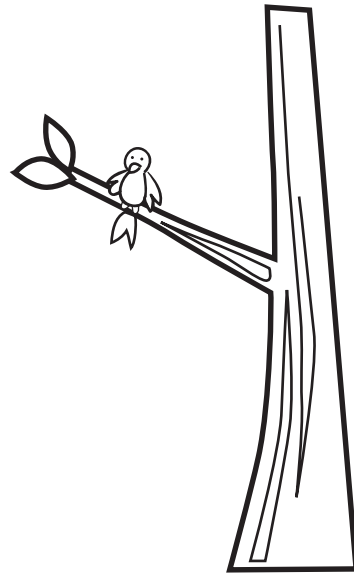


# Minute 1

Name \_\_\_\_\_

For Numbers 1–4, circle the sentences that are complete.

1. a. The sleeping dog.  
b. The dog takes a short nap.
2. a. Kyle helps his dad rake leaves.  
b. In the summer.
3. a. The dog looks the bird.  
b. The cat watched the bird in the tree.
4. a. Mrs. Clarke was my teacher.  
b. In the backyard.



For Numbers 5–10, circle *Complete* if the sentence is complete or *Incomplete* if it is not.

- |     |                                     |          |            |
|-----|-------------------------------------|----------|------------|
| 5.  | The dog had fun at the park.        | Complete | Incomplete |
| 6.  | Skate for an hour.                  | Complete | Incomplete |
| 7.  | We had lots of fun too.             | Complete | Incomplete |
| 8.  | The girls walked to the playground. | Complete | Incomplete |
| 9.  | The yellow butterfly.               | Complete | Incomplete |
| 10. | The ice cream cone tastes good.     | Complete | Incomplete |



## Minute 2

Name \_\_\_\_\_

For Numbers 1–5, circle the sentences that are in the correct word order.

1. a. The snake mud slides the through.  
b. The snake slides through the mud.
2. a. The clown makes the children laugh.  
b. The children makes laugh the clown.
3. a. The apples in the tree are rotten.  
b. The tree apples in the are rotten.
4. a. At beach had the fun Regina.  
b. Regina had fun at the beach.
5. a. We went to Florida on vacation.  
b. Florida we went to on vacation.



For Numbers 6–10, rewrite the sentences in the correct word order.

6. Funny movie was the. \_\_\_\_\_
7. I bike my on ride. \_\_\_\_\_
8. The sleeps lot a cat. \_\_\_\_\_
9. Sweet the candy is. \_\_\_\_\_
10. Was puppy the lost. \_\_\_\_\_





## Minute 3

Name \_\_\_\_\_

Read each sentence, and write the type of sentence it is on the line. Put *T* for telling, *A* for asking, or *E* for exclaiming.

1. Do you have a pencil? \_\_\_\_\_
2. There are seven days in a week. \_\_\_\_\_
3. I can't wait until vacation! \_\_\_\_\_
4. When is your birthday party? \_\_\_\_\_
5. My teacher loves green apples. \_\_\_\_\_
6. Our club is going camping. \_\_\_\_\_
7. May I make my own lunch today? \_\_\_\_\_
8. I spilled milk on my dress! \_\_\_\_\_
9. There are six fish in the pond. \_\_\_\_\_
10. Tony and Jay play football. \_\_\_\_\_



## Minute 4

Name \_\_\_\_\_

For Numbers 1–3, circle the correct telling sentences.

1. a. May we go to the park.                      b. We are going to the park.
2. a. Bob and John play basketball.           b. Wow, Bob made five baskets.
3. a. The cat climbs the tree.                      b. Is your cat in the tree.

For Numbers 4–6, circle the correct asking sentences.

4. a. What time are we going to the game?  
b. The pizza tastes so good?
5. a. My mother makes the best chocolate cake?  
b. How are you doing today?
6. a. Brenda and Carmen love to go shopping?  
b. Why do birds fly south for the winter?

For Numbers 7–10, circle the correct exclaiming sentences.

7. a. Chelsea danced in the show!  
b. Wow, Chelsea was great in the show!
8. a. You are a terrific dancer!  
b. I have dance class on Saturdays!
9. a. The tree is falling down on our house!  
b. We have a tree in front of our house!
10. a. A red car is coming up the street!  
b. Watch out for that car!