

**SAMPLE PACKET - *Success with OAS*  
English Language Arts for Grade 2 with  
student books for Phonics & Reading!**



**English  
Language  
Arts  
Phonics** **2**

**SUCCESS  
WITH  
OAS**



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**2.2.PWS.1 Students will decode one- and two- syllable words by using their knowledge of the following phonics skills: f. vowel digraphs (e.g., ea, oa, ee)**

## Vocabulary

**vowel digraph** two vowel letters side-by-side represent one sound






## Real-World Connections

In some games two players are on a team. All good games have rules that players follow. Both teams' members must work together to win the game. Vowel letters together are like that as well. They are called **vowel digraphs** or vowel teams. They are two vowels working together that cannot be separated. Together, they represent one sound. Students can read more new words when they learn the sounds made by vowel digraphs.


**Digraphs representing the long *a* sound**

Read together. Then underline the vowel digraphs. Follow the example.

<b>ai</b>	<b>ay</b>	<b>ea</b>	<b>ey</b>
<u>rain</u>	day	break	they
sail	play		hey
maid	gray		grey
paid	pay	great	
trail	tray	steak	
snail	away		prey
sprain	spray		obey
grain	clay		survey





**Digraphs representing the long *e* sound**

Read together. Then underline the vowel digraphs. Follow the example.

<b>ee</b>	<b>ea</b>	<b>ey</b>	<b>ei</b>	<b>ie</b>
<u>bee</u>	read	key	Keith	brief
three	eat	honey	either	grief
need	sea	money	receipt	chief
keep	mean	valley	ceiling	piece
feet	real	turkey	neither	field
tree	reach	monkey	protein	cookie
				




**Digraphs representing the long *i* sound**

Read together. Then underline the vowel digraphs. Follow the example.

<b>ie</b>				
	tie			
	die			tied
	pie			flies
				
			tried	



**Digraphs representing the long *o* sound**

Read together. Then underline the vowel digraphs. Follow the example.

<b>oa</b>	<b>oe</b>
	
	
<u>oak</u>	toe
boat	doe
coal	foe
foam	goes
goat	aloe
road	tiptoe
toast	Joe

**Digraphs representing the long *u* sound**

Read together. Then underline the vowel digraphs. Follow the example.

<b>ue</b>	<b>eu</b>	<b>ew</b>
 <p><u>fuel</u> argue issue rescue tissue statue</p>	<p>feud eulogy Europe</p> 	<p>grew few mew chew stew blew</p>

Vowel digraphs do not always represent a long vowel sound.

Examples:

<b>oe</b>	<b>ea</b>
toe - <b>oe</b> represents the <b>long o</b> sound	meat - <b>ea</b> represents the <b>long e</b> sound
shoe - <b>oe</b> represents the <b>ew</b> sound	head - <b>ea</b> represents the <b>short e</b> sound
canoe - <b>oe</b> represents the <b>ew</b> sound	steak - <b>ea</b> represents the <b>long a</b> sound



**Circle and Write**

Circle the vowel digraph pair. Then sort the words from the Word Bank into the correct column. Follow the example.

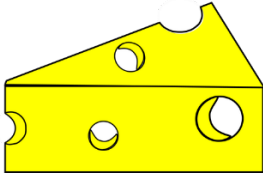





**Word Bank**

paint	they	steak	ray
obey	great	tail	crayon
spray	grey	daily	break
<b>ai</b>		<b>ay</b>	
paint			
<b>ea</b>		<b>ey</b>	

Try It







Look at the picture. Find the correct spelling for the picture in the Word Bank. Circle the correct spelling of the vowel digraph next to the picture. Follow the example.

Word Bank

jeans	feet	cookie
honey	money	<del>cheese</del>
	ee ey ie ea ei	 ee ey ie ea ei
	 ee ey ie ea ei	ee ey ie ea ei
	 ee ey ie ea ei	ee ey ie ea ei

**Look and Circle**


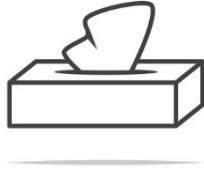


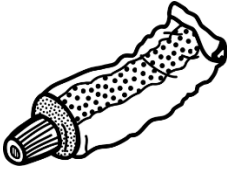










Look at the picture. Circle the correct spelling for the word.  
Follow the example.

		
<p>crighed  <input checked="" type="radio"/> cried                  cryed</p>	<p>shoe                  shew                  shoo</p>	<p>pigh                  pie                  py</p>
		
<p>alo                  aloa                  aloe</p>	<p>cot                  coat                  coet</p>	<p>sop                  soap                  soep</p>



**Read and Circle**

Read the word then circle the picture.

<p>tissue</p>			
<p>fuel</p>			
<p>stew</p>			
<p>statue</p>			
<p>clue</p>			

**Read and Circle the Answer**

Answer the following questions.

1. Which word matches the picture?

A fule

B feul

C fewl

D fuel



2. Which word has the same vowel digraph as tie?

A white

B reply

C dried

D light

3. Which word matches the picture?

A train

B rain

C plain

D rane



Answer the following questions.

4. Which word has the same vowel digraph as crew?

- A curfew
- B feud
- C rescue
- D fume

5. Which word matches the picture?

- A soak
- B loaf
- C road
- D throat



6. Which word has the same vowel digraph as wreath?

- A neat
- B weigh
- C groan
- D piece

**Story Time**

Read the selection. Then answer the questions that follow.

**The Sweet Queen of Shawnee**

Chelsea was the queen of Shawnee. She was a good queen. She was a very sweet queen.

Chelsea would feed her pet deer named Kailee and give her baths to keep her clean. The queen liked peas. She gave Kailee peas and greens to eat.

Many people liked sweet, Queen Chelsea. They were glad she was the queen. King Reed called Chelsea and asked her to meet him on Main Street. She would be queen forever because she was so sweet.

Chelsea said she liked being a sweet, clean, queen.

1. What town was Chelsea queen of?

- A Chelsea
- B Kailee
- C Shawnee
- D Reed

Answer the following questions.

2. She was a very \_\_\_\_\_ queen.

A peas

B green

C Reed

D sweet

3. What kind of pet did Chelsea have?

A peas

B deer

C green

D Reed

4. Using your best handwriting, write a sentence about being a king or queen.

\_\_\_\_\_

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**Guided Practice (2.2.PWS.1.f)**

Name: \_\_\_\_\_

Read the following sentences. Circle the words with the vowel digraph(s).

1. The grey snail played in the rain.
2. Please give the lean monkey a cookie.
3. The flies tried to eat all the pie.
4. A baby doe tiptoed behind an oak tree.
5. Do not argue with the blue statue.



Write any ten of the vowel digraph words found above.

_____	_____
-----	-----
6. _____	7. _____
_____	_____
-----	-----
8. _____	9. _____
_____	_____
-----	-----
10. _____	11. _____
_____	_____
-----	-----
12. _____	13. _____
_____	_____
-----	-----
14. _____	15. _____

**Independent Practice (2.2.PWS.1.f)** Name: \_\_\_\_\_

Read the following sentences. Circle the words with the vowel digraph(s).

1. Gail tripped and got a sprain.
2. An eagle likes to catch and eat meat, such as fish.
3. Always use soap when you wash your hands.
4. I tried to put on a tie.
5. The jet flew with no fuel.




Write any ten of the vowel digraph words found above.


6. _____	7. _____
_____	_____
8. _____	9. _____
_____	_____
10. _____	11. _____
_____	_____
12. _____	13. _____
_____	_____
14. _____	15. _____

**Continuous Practice (2.2.PWS.1.f)** Name: \_\_\_\_\_

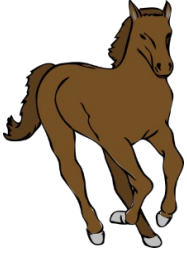
Fill in the missing letters.



1. sn   l



2. c  b



3. h   se

Answer the following questions.

4. Which word has the same ending sound as the picture?

- A space
- B cage
- C trade
- D plane



5. Circle the ending blend that goes with the picture.



nt lk lf st

6. We all had \_\_\_\_\_ for breakfast this morning.

- A cereal
- B fruit
- C toast
- D pancakes





**Continuous Practice (2.2.PWS.1.f)** Name: \_\_\_\_\_

Answer the following questions.

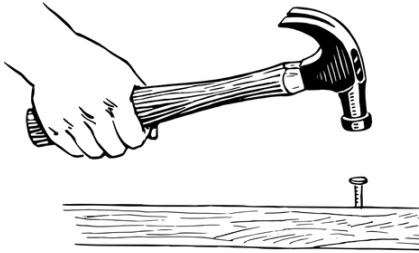
7. My dad used lots of \_\_\_\_\_ to build my treehouse.

A nales

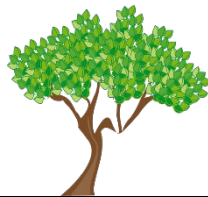
B nayls

C nails

D neyls



8. Circle the correct spelling of the word that matches the picture then write the word.



trea

tree

trwee

\_\_\_\_\_

-----

\_\_\_\_\_

9. Circle then write the word that has the same vowel sound as the picture.



pond

fell

silk

\_\_\_\_\_

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\_\_\_\_\_



Name: \_\_\_\_\_

### Activity

Using your best handwriting, copy the following sentence on the blank lines.

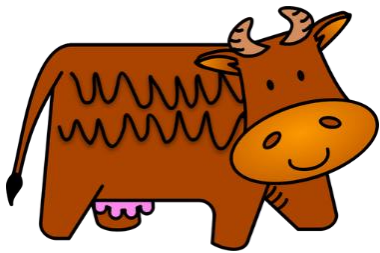
A baby deer is known as a fawn.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. There are 10 sets of these lines provided for copying the sentence.

2.2.PWS.3 Students will decode words by applying knowledge of structural analysis: a. compound words

## Vocabulary

**compound word** word made by putting two or more words together



+



=



## Real-World Connection

It is fun to make something new from something old! Some wood, wheels, and wire can make a go-cart. Combining different items in a new way, to make something different and useful, is called repurposing or recycling. Words are often put together in a new way as well. When two words come together to make a new word, it is called a **compound word**. Alone each word has a meaning, but together they form a new word with a new meaning. The word *cow* names an animal. The word *boy* names a person. These words are not alike in any way. But the two words together have a different meaning. The word “cowboy” means a person who works on a ranch.

**Examples of Compound Words**

Many familiar words can be combined to make new words. The new word is very different from the two separate words.

**butter**

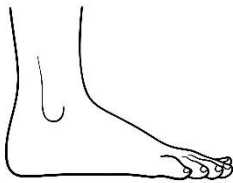
+

**fly**

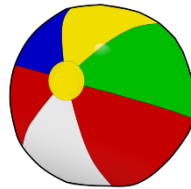
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**butterfly**

Two smaller words written can together make one larger word.

**foot**

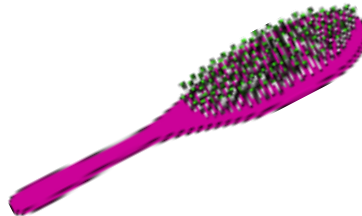
+

**ball**

=

**football****tooth**

+

**brush**

=

**toothbrush****lady**

+

**bug**

=




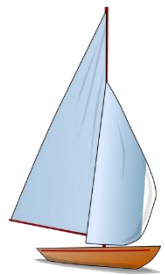

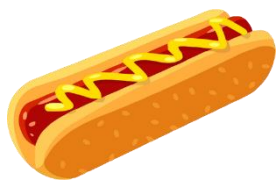
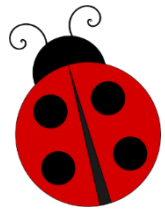
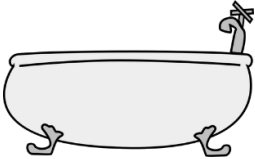

**ladybug**

**Read, Match, and Write**

Complete the compound words with words from the Word Bank to match the picture.

**Word Bank**

fish	lady	sun
tub	man	boat
horse	dog	pop

 snow _____	 _____ corn	 star _____
 sail _____	 _____ flower	 hot _____
 _____ bug	 bath _____	 sea _____

**Read and Circle**

Read each compound word. Then circle each word. Follow the example.

milkshake	scarecrow	homework
seafood	driveway	teardrop
cobweb	bookshelf	papercut

Read the first part of the compound word. Then circle the correct ending word of the compound word. Follow the example.

**note** \_\_\_\_\_

light
book
set

**tea** \_\_\_\_\_

tub
side
pot

**sun** \_\_\_\_\_

set
basket
out

**wind** \_\_\_\_\_

day
ship
mill

**lip** \_\_\_\_\_

stick
beam
yard

**kick** \_\_\_\_\_

nap
ball
slide

**Which Are Compound Words?**

Circle only the compound words below. Follow the example.

please	<u>doghouse</u>	treetop	sunburn
building	mailbox	birthday	shirts
raincoat	principal	fireplace	flower
window	airplane	outside	list
shoe	lunchbox	toy	footprint
hospital	driveway	playground	pasta



**Independent Practice (2.2.PWS.3.a)**

Name: \_\_\_\_\_

Match the first word to the second word to make the compound word pictured.  
Then write the word in the blank.

1. **scare**      **fish**



\_\_\_\_\_

-----

\_\_\_\_\_

2. **sun**      **brush**



\_\_\_\_\_

-----

\_\_\_\_\_

3. **paint**      **melon**



\_\_\_\_\_

-----

\_\_\_\_\_

4. **water**      **crow**



\_\_\_\_\_

-----

\_\_\_\_\_

5. **gold**      **glasses**



\_\_\_\_\_

-----

\_\_\_\_\_

Choose the correct compound word from the box below to complete the sentences.

**Word Bank**


cupboard    earthquake    fireplace    gingerbread    doorbell

- 6. The fire in the \_\_\_\_\_ made the room feel cozy.
- 7. My friend came over and rang the \_\_\_\_\_.
- 8. At Christmas, we made \_\_\_\_\_ with my grandma.
- 9. There was an \_\_\_\_\_ and the ground shook!
- 10. I cleaned up the kitchen and put the dishes in the \_\_\_\_\_.


**Continuous Practice (2.2.PWS.3.a) Name: \_\_\_\_\_**

Answer the following questions.


Fill in the missing letters.



1. t  p



2. l  mp



3. l   f

4. Which word has the same vowel diphthong sound as the picture?

- A. have
- B. very
- C. out
- D. horse



5. Circle the vowel digraph that goes with the picture.



ea    ei    ee    ey

Which word is the compound word for the picture?

6. We played in the \_\_\_\_\_ all weekend.

- A. doghouse
- B. classroom
- C. kitchen
- D. treehouse



**2.2.R.4 Students will begin to summarize facts and details from an informational text.****Vocabulary**

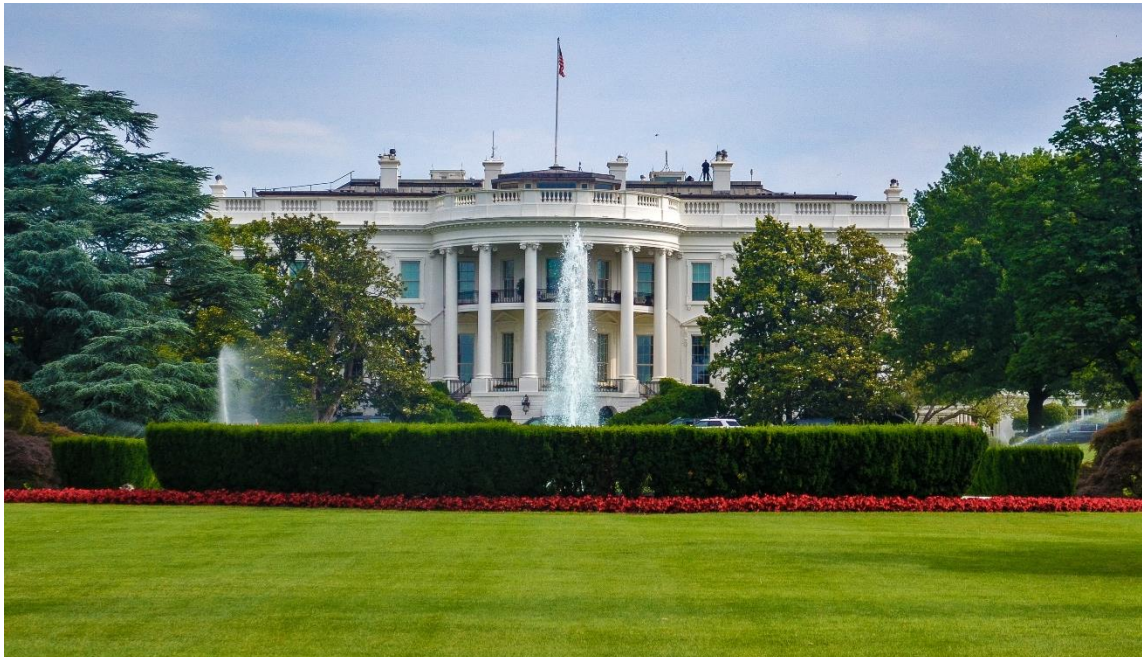
<b>details</b>	provide information to clarify and support main idea
<b>fact</b>	something that is actually true
<b>informational text</b>	nonfiction selection containing true information

**Real-World Connections**

Recipe books have lots of ideas to create a meal. They often start with cutting up food and cooking it in a skillet or pot. When making a dinner of spaghetti, certain steps must be followed. The noodles must be cooked in boiling water and drained. The sauce must be heated and do not forget the grated cheese on top! If the steps to create a spaghetti dinner are not followed in order, dinner would not taste right. A recipe could be considered nonfiction because everything in the recipe is real and in a specific order. There are certain ingredients to have ready and an order to cook them. This is also an example of an information text because it gives us **facts** and **details** to create a yummy dinner. An **informational text** gives true facts about a topic. It is meant to teach something. Often, informational texts can be found in a textbook, biography, or even a cookbook.

## The White House

- 1 The President and his family live in the White House. It is in Washington, D.C. It was designed by James Hoban and built from sandstone. It took eight years to build. John Adams was the first President to move into the White House in 1800.
- 2 There are one hundred and thirty-two rooms and thirty-five bathrooms in the White House. The Oval Office is where the President works. Rooms on the second and third floor are for the President and his family. The third floor has a gym, game room and music room. The largest room is the East Room. This is where special guests gather. Many rooms are named for the colors used to decorate the rooms. Some of those rooms are the Red Room, the Blue Room, and the Green Room.
- 3 Today, people are allowed to visit the White House. Over one million people visit the White House each year.

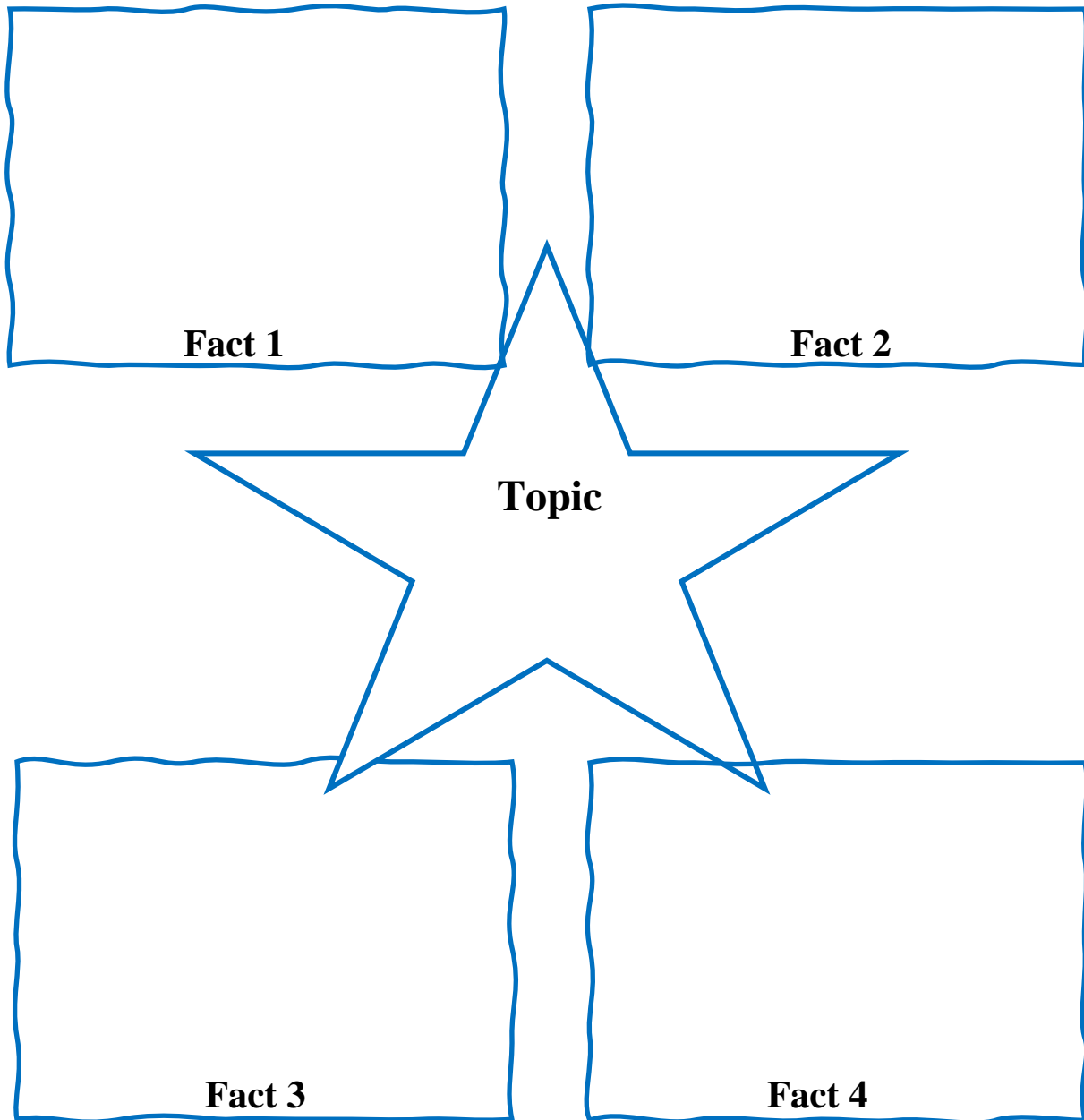


Informational text gives true, accurate information about a topic. It is written in an order that makes sense.

An informational organizer helps to identify the topic and supporting details about a topic. Remember the topic is what the selection is about. The details are additional facts that support the main idea.

**Informational Organizer**

Write the topic and four supporting facts and details for “The White House.”



**2.3.R.1 Students will determine the author's purpose (i.e., tell a story, provide information).**

## Vocabulary

<b>author's purpose</b>	an author's reason or intent for writing a text
<b>entertain</b>	writing that provides joy or amusement
<b>inform</b>	writing that provides direction or information



## Real-World Connections

Teachers give homework to use up student's free time after school. They do not like students playing video games or riding bikes in the afternoons. Right? Wrong!! They really have a reason, or purpose. In class, teachers show students how to do something or teach an idea or skill. But if those skills are not practiced, students will not improve. The reason teachers have students complete homework is to make them better at something. Our language is very similar. When an author writes something, he /she has a reason for writing. Sometimes, authors just want to entertain us with a great story or poem. This is usually a fiction selection. Other times, authors want to teach us something. This is considered nonfiction. The reason or purpose an author writes something is called the **author's purpose**.

Read the selection. Then answer the questions that follow.

## Sea Turtles



Sea Turtles live in the sea. They lay their eggs on land in the sand. The babies hatch and crawl out of the sand at night. They need the light of the moon to see their way from land to water. They eat algae, jellyfish, and squid. Adult sea turtles can be as small as four inches or as big as seven feet.

1. Why did the author write “Sea Turtles”?
  - A To give information about sea turtles.
  - B To tell a story about sea turtles.
  - C To tell a story about snakes.
  - D To give information about the ocean.

Read the selection. Then answer the questions that follow.

## Fire Dogs



Dalmatian dogs are white with black spots. They run fast. They get along with horses. Long ago, when there was a fire, they would run ahead and clear the path. They also have good memories.

1. Why did the author write “Fire Dogs”?
  - A To tell a story about Dalmatian dogs.
  - B To tell a story about fire.
  - C To give information about fire.
  - D To give information about Dalmatian dogs.



Read the selection. Then answer the questions that follow.

### **Sparkled Web**



As I weave my web, I will try to catch the sparkling light. When I have the sparkling light, I will shine it brightly for all to see.

2. Why did the author write “Sparkled Web”?

- A To give information about light.
- B To tell a story about a web of light.
- C To tell a story about spiders.
- D To give information about spiders.

Read the selection. Then answer the questions that follow.

## Winter Cabin



In the snowy woods I run to my small wooden cabin. The cabin is where I feel safe from the sharp winter chill. While in the cabin, I watch the falling snow.

3. Why did the author write “Winter Cabin”?
- A To tell how to build a cabin.
  - B To give information about winter.
  - C To tell a story about winter.
  - D To give information about snow.

Read the selection. Then answer the questions that follow.

### **Tribal Drums**



Many tribes use flutes, drums, rattles, and whistles to make music. The drum is very important. To some tribes it can represent fire and water. Most drums are made from animal hides and tree logs.

4. Why did the author write “Tribal Drums”?
- A To tell a story about tribal drums.
  - B To tell a story about music.
  - C To give information about tribal drums.
  - D To give information about music.



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