

Second Grade
Writing Skills Workbook
and
Lesson Instruction Samples



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Instruction samples are from the Teacher's Manuals
Workbook samples are from the Writing Skills Workbook

Lesson 3

The pictures are based on the story. Students will choose two pictures to write about. Students will answer the questions beginning with the sentence structures:

The scariest picture is _____, because _____.

I like the picture of the _____, because _____.

Students should not just fill in the blanks. They should copy the sentence starter on the lines adding their own descriptions of the pictures and their thoughts.

Students may not be able to read the word *because* (*au* digraph is not introduced until Lesson 96), so read the word for the students or help students decode. Students may need help with the words *scariest* and *picture*.

Students may relate their observations based on the story, *Emily and Elaine In the Dark*, or can just consider the pictures without the context of the story.

For example: In context of the story, the lightning may be the scariest, because it was the only choice of pictures that actually happened.

Out of context, the student might like the frog picture the best because they would like a pet frog.

Lesson 29

Students will use the first workbook page to plan the story. The first two lists, *I am good at* and *I want to*, brainstorm possible topics. The first list is for talents or skills the student already has. The second list is for talents or skills the student may want to develop. Students should try to think of at least two things for each list, stated as briefly as possible.

The next section has two questions. The question that is answered depends on if the students choose to write about a talent they would like to have or a talent they already have.

The next section is for the reaction of others to the talent.

The final section is to list ideas that might be the focus of the story like, *Francis Dances*. His talent came from being bitten by fleas.

On the next page, students will write their stories. The box is for an illustration. The first set of lines is for writing a title.

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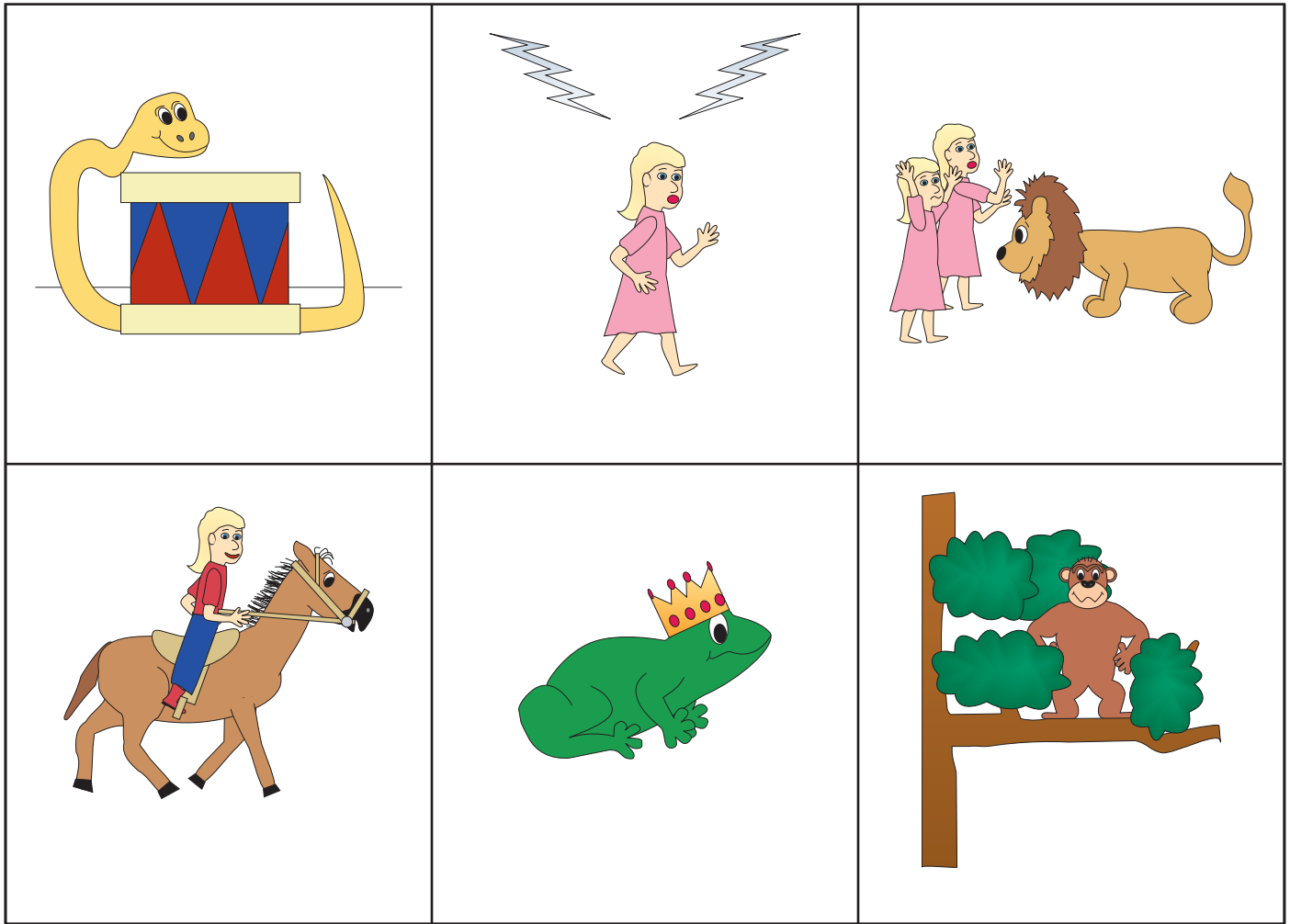
Lesson 131

This lesson can be done anytime throughout the week. Students will answer questions to develop a paragraph with a main idea, supporting sentences, and a concluding sentence. Students will write answers to the questions or develop other supporting sentences to write the paragraph.

Students should start the next sentence at the end of the previous sentence instead of on a new line to write a paragraph of four sentences. The paragraphs begin with the main idea sentence, so students do not need to write it. Students will only write the sentences they create.

Lesson 143

Write captions for the pictures from *Jonathan's Musical Instrument*.



The scariest picture is _____, because _____.

I like the picture of the _____, because _____.

I am good at ____

Handwriting practice lines for the prompt "I am good at ____". The lines are red and consist of a solid top line, a dashed middle line, and a solid bottom line. There are 10 sets of these lines.

I want to ____

Handwriting practice lines for the prompt "I want to ____". The lines are green and consist of a solid top line, a dashed middle line, and a solid bottom line. There are 10 sets of these lines.

What will I do with this talent? How do I use this talent?

Handwriting practice lines for the prompt "What will I do with this talent? How do I use this talent?". The lines are blue and consist of a solid top line, a dashed middle line, and a solid bottom line. There are 5 sets of these lines.

Why do others like the talent?

Handwriting practice lines for the prompt "Why do others like the talent?". The lines are purple and consist of a solid top line, a dashed middle line, and a solid bottom line. There are 5 sets of these lines.

How can I get this talent? How did I get this talent?

Handwriting practice lines for the prompt "How can I get this talent? How did I get this talent?". The lines are orange and consist of a solid top line, a dashed middle line, and a solid bottom line. There are 5 sets of these lines.

Main idea: The baby finally fell asleep.

Supporting sentence 1: How long did it take for the baby to fall asleep?

Supporting sentence 2: What was done to help the baby fall asleep?

Concluding sentence: How long do you hope the baby sleeps?

The baby finally fell asleep.

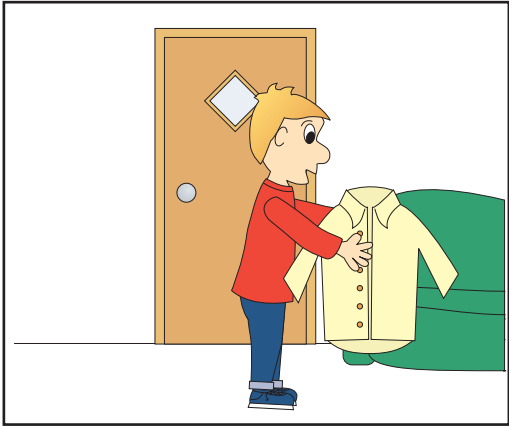
Main idea: We looked carefully for the keys.

Supporting sentence 1: How long did you look for the keys?

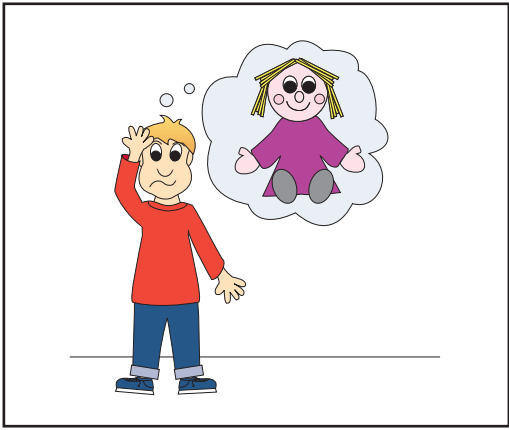
Supporting sentence 2: Where did you look for the keys?

Concluding sentence: When or where did you find the keys?

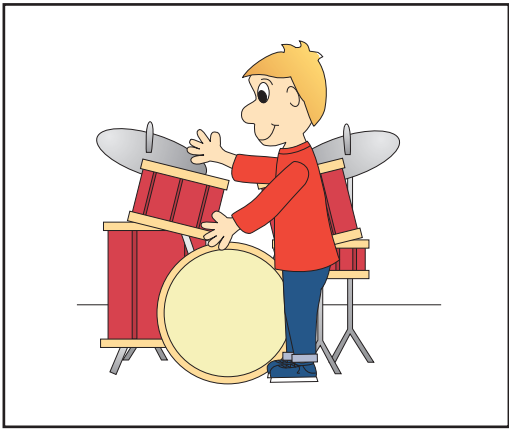
We looked carefully for the keys.



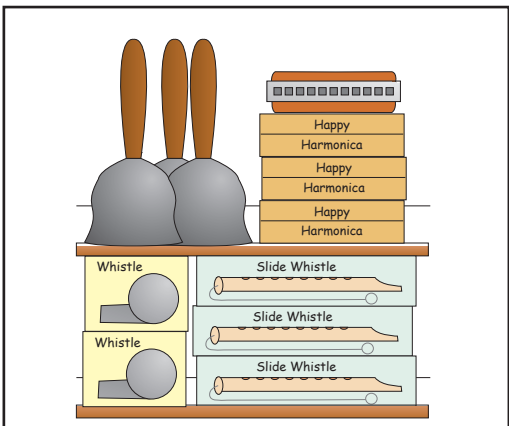
Handwriting practice lines for the first image, consisting of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines for the second image, consisting of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines for the third image, consisting of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines for the fourth image, consisting of a solid top line, a dashed middle line, and a solid bottom line.