

Lesson 11
READER'S NOTEBOOK

Name _____ Date _____

Base Words and Endings

-s, -es

Click, Clack, Moo:
Cows That Type

Phonics: Base Words and
Endings -s, -es

Put the letters together to write a base word.

Then add the ending -s or -es.

1. m + a + t + c + h = _____
2. b + u + z + z = _____
3. g + l + a + s + s = _____
4. b + u + s + h = _____
5. h + a + m + m + e + r = _____



Now use the words you wrote above to complete the sentences below.

6. Dad _____ the nails into the wall.
7. I drank two _____ of milk for dinner.
8. Today my jacket _____ my hat.
9. My dog likes to hide in the _____.
10. The bee _____ near the hive.

Name _____ Date _____

Lesson 11
READER'S NOTEBOOK**Click, Clack, Moo:
Cows That Type**
Grammar: Compound Sentences

Compound Sentences

- A **compound sentence** is made up of two shorter sentences joined by and, but, or or.

The cows got blankets, but Duck kept the typewriter.

- A comma is used before the joining word.

Thinking Question

Is the sentence made up of two shorter sentences joined by and, but, or or?



Draw a line under each shorter sentence in the compound sentences.

1. The cows wanted blankets, and Farmer Brown said, "No way."
2. The cows went on strike, and Farmer Brown was upset.
3. The hens had nests, but they were still cold.
4. Farmer Brown needs milk and eggs, or he can't run his farm.
5. Duck took the typewriter, and he decided to keep it.

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Base Words and Endings

-S, -ES

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Phonics: Base Words and
 Endings -s, -es

Write the words from the box under the word that has the same ending. Then write two more words of your own in each column.

Word Bank

| | | | |
|--------|--------|---------|-------|
| eggs | trucks | brushes | fixes |
| wishes | tigers | pinches | rafts |

lunches _

chicks _

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



Name _____ Date _____

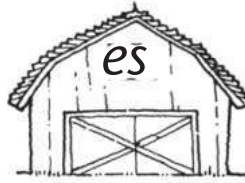
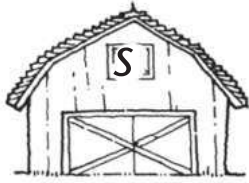
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Base Words with Endings

-s, -es

Click, Clack, Moo:
Cows That Type**Spelling:** Base Words with
Endings -s, -es

Sort the Spelling Words by *-s* and *-es* endings. Then draw a line under each word ending that changed the word from meaning one to meaning more than one.

Words with *-s* EndingsWords with *-es* Endings

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | |
| 6. _____ | |
| 7. _____ | |
| 8. _____ | |
| 9. _____ | |
| 10. _____ | |

Spelling Words**Basic Words**

1. hens
2. eggs
3. ducks
4. bikes
5. boxes
6. wishes
7. dresses
8. names
9. bells
10. stamps
11. dishes
12. grapes

Review Words

13. jets
14. frogs

Name _____ Date _____

Compound Sentences

**Click, Clack, Moo:
Cows That Type**
Grammar: Compound Sentences

- A **compound sentence** is made up of two shorter sentences joined by and, but, or or.
- A comma is used before the joining word.

The cows found an old typewriter.

The cows learned to type.

The cows found an old typewriter, and they learned to type.

Thinking Question

How can sentences be combined to make writing less choppy?



Write each pair of sentences as a compound sentence.

Use a comma and a joining word.

1. The ducks need a diving board. The ducks will be bored.

2. The ducks liked to swim. The ducks preferred to dive.

3. Duck knocked on the door. Duck handed Farmer Brown a note.

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Focus Trait: Purpose

Stating a Clear Goal

**Click, Clack, Moo:
Cows That Type**
Writing: Opinion Writing

| Not a Clear Goal | Clear Goal |
|---|---|
| I would like you to <u>do something</u> . | I would like you to take me to the park next weekend . |

A. Read each goal that is not clear. Fill in the blanks to state each goal more clearly.

| Not a Clear Goal | Clear Goal |
|---|---|
| 1. I would like you to buy <u>something</u> for our computer lab. | I would like you to buy _____ for our computer lab. |
| 2. I want you to send me <u>stuff</u> for a project. | I want you to send me _____ for a project. |

B. Read each goal that is not clear. Add a word or words to make the goal more clear. Write your new sentences.

| Not a Clear Goal | Clear Goal |
|---|------------|
| 3. We would like you to <u>do us a favor</u> . | |
| 4. I am writing to ask you <u>to do something</u> for the music room. | |

Writing

160

Grade 2, Unit 3

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Cumulative Review

**Click, Clack, Moo:
 Cows That Type**
 Phonics: Cumulative Review

Write the word that goes in each sentence.

Word Bank

cider

fever

later

virus

- Jack has a _____ that makes him sick.
- Mom says his _____ is very high.
- "You can sit with Jack _____ today," said Mom.
- "I'll warm up some _____ for both of you," said Mom.

Write the words that make up each underlined contraction.

- "I won't have lunch with Sam today," said Jack.
_____.
- "I'll tell Sam you miss him, Jack," I said.
_____.
- "You're a good sister," said Jack.
_____.