Beach Word Hunt

Read compound words and split their syllables.

2.F.P.2.a "Decode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each two-syllable word made from two smaller words. Draw a slash between the syllables in each word.

A Safe Beach Walk

1. At the seaside, children wear a raincoat when dark clouds bring rain. They walk with an adult and look for safe places near the shore. A raincoat keeps a child dry, but it does not make deep water safe.

2. On a beach walk, children may spot a seashell. Each seashell once held a soft animal. After the animal is gone, waves may roll the shell onto sand. A child can gently look at it, then leave it on the beach.

3. At sunset, a guide can help children walk back from the shore. When moonlight shines, some crabs and other animals may be active. People should watch quietly from a safe place and never pick up a wild animal.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, copy the two words made from two smaller words. Draw a slash between the syllables in each word.

2. Copy the word in paragraph 2 that names the shell a child may spot. Draw a slash between its syllables.

3. Copy the word in paragraph 3 that tells about light from the moon. Draw a slash between its syllables.

3 YOUR TURN

Your own words

Write two sentences about an outdoor time. Use two different two-syllable words that are not in the passage, and put a slash between the syllables in each word.

ANSWER KEY

Beach Word Hunt

GRADE 2 · 2.F.P.2.a

PART 1 · READ AND MARK

Underline each two-syllable word made from two smaller words. Draw a slash between the syllables in each word. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, copy the two words made from two smaller words. Draw a slash between the syllables in each word.	**sea/side; rain/coat**
2	Copy the word in paragraph 2 that names the shell a child may spot. Draw a slash between its syllables.	**sea/shell**
3	Copy the word in paragraph 3 that tells about light from the moon. Draw a slash between its syllables.	**moon/light**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At the pic/nic, I ate corn. The camp/fire glowed at dusk.

Accept underlined words such as sea/side, rain/coat, sea/shell, sun/set, and moon/light. Students may underline both times raincoat and seashell appear in the passage.