

2nd Grade

Reading Packet

Phase II

Distance Learning



Do the "Digraph Detective" Activity

Have your child read the following sentences.

Read these several times. There is no need to do this all at one sitting

1. **Underline** all of the digraphs (**wh**, **ch**, **sh**, **th** and **ck**) in each sentence.
2. **Circle** the "buddy letters", **qu**.
3. Have your child **write** the words with a digraph below each sentence.

Jack got in the tub and had a bath.

Chad hit his chin on the bed.

Dad let Beth pack the cash in the bag.

Which quick cat got the six fish?

Did Dad get that at the shop?



Do the "Find Your Letters" Activity

Use the cut up letters from the "Alphabet Sequence" activity in Unit 1 and cut up the letters below.

Tell your child a word to spell from the list below.

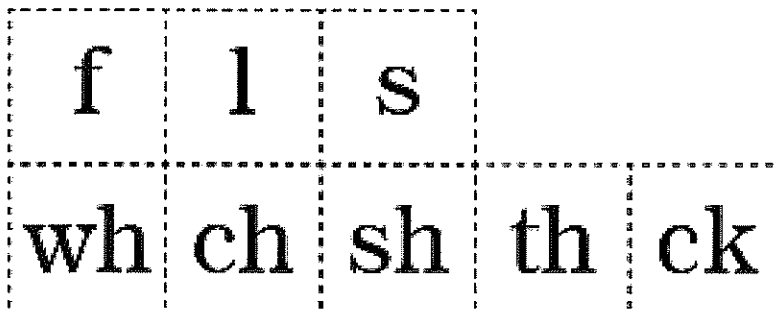
1. Dictate the word and have your child echo the word.
2. Have your child find the letters to spell the word.
3. Have your child point to each letter and spell the word.

WEEK 1

1	Spell	puff	Change it to	→	cuff
2	Spell	bill	Change it to	→	fill
3	Spell	well	Change it to	→	shell
4	Spell	kiss	Change it to	→	miss
5	Spell	hall	Change it to	→	ball

WEEK 2

1	Spell	pick	Change it to	→	pill
2	Spell	met	Change it to	→	mess
3	Spell	top	Change it to	→	toss
4	Spell	ten	Change it to	→	tell
5	Spell	fish	Change it to	→	fill



***Do the "Add Bonus Letters" Activity***

Have your child sound out these real words. Add bonus letters to words that need them.

mil

mes

cuf

led

shel

rub

shut

mos

log

fus

fil

pit

mis

sad

wil

moth

kis

wel

bath

puf

dig

huf

lid

wish

bil

hil

dog

rip

yap

pil



Do the “Find the Baseword and Suffix” Activity

1. In the list below, have your child read each word, separating the baseword from the suffix. Then read the entire word. For example: **shed - sheds**
2. Have your child underline the baseword and then circle the suffix ending. For example: **shed(s)**

sheds

pins

kids

cans

ships

jugs

pills

dogs

shells

fans

mills

locks

pups

tins

chills



Do the "Glued Sound" Activity

Select the letter combination from each box to make real words. If both combinations make a word, just select one.

ang or ank

h _____

th _____

b _____

ing or ink

w _____

r _____

s _____

ong or onk

h _____

s _____

l _____

ung or unk

b _____

j _____

l _____

ing or ink

th _____

k _____

w _____

ung or unk

ch _____

h _____

s _____



Do the “Circle and Write the Suffixes” Activity

Have your child read the words. Underline or “scoop” the syllables and circle any suffixes (**ed**, **ing** or **s**).

smelling	rested	clocks	splashing
drums	squints	rented	dumping
trusted	blinking	twisted	scrubs

Write the words with **ing** or **ed** suffixes.

ing

ed

**Do the "Syllable Change" Activity**

Read and copy the word, then add **e**, and read new the word with the long vowel sound.

mat + e = _____

cap + e = _____

fat + e = _____

quit + e = _____

bit + e = _____

slim + e = _____

mop + e = _____

cut + e = _____

**Do the "Match Syllables" Activity**

Have your child read the syllables on each side of the box. Draw a line to connect the syllables to form real words.

sun	cake
lap	rise
cup	top

pic	ball
mis	nic
soft	take

sun	ic
ath	lete
top	shine

dis	ment
pave	side
in	like

Have your child write the words above and read the words.



Do the "Read and Divide Words with Two Syllables" Activity

Have your child read the word. Have them scoop each word into syllables, then write the syllables on the lines.

pancake = pan cake

reptile = _____

admire = _____

explode = _____

intake = _____

pavement = _____

include = _____

baseball = _____

costume = _____

bedtime = _____

panic = _____

plastic = _____

picnic = _____

topic = _____

**Do the "Add the Suffix" Activity**

Have your child read the word and suffix. Cover the word and have him or her write it on the line. Check the word and have your child underline or 'scoop' the syllables in the base word and circle the suffix. For example: **publishing**

cave + s = _____

invent + ed = _____

disrupt + ed = _____

wish + es = _____

spell + ing = _____

crush + es = _____

camp + ing = _____

insist + ed = _____

explode + s = _____

Maria Recycles

by ReadWorks



Maria was helping her dad. She put old cans and bottles in a box. Dad put the box outside. A green truck picked up the cans and bottles. The truck took everything to the recycling center.

"Dad," asked Maria, "what happens to the cans and bottles?"

"They are broken down into pieces," her dad said.

"People use those parts to make new things. Then less trash is left on Earth."

Name: _____ Date: _____

1. What did Maria and her dad collect for the recycling center?

- A. old cans and bottles
- B. paper
- C. old toys

2. What happened before Maria's dad took the box outside?

- A. A green truck picked up the cans and bottles.
- B. Maria put old cans and bottles in a box.
- C. People used the pieces to make a new thing.

3. What happens to the bottles and cans before a person can make new things out of them?

- A. They are buried in the ground.
- B. They are broken down into pieces.
- C. They are put in piles.

4. What is the big lesson in "Maria Recycles"?

- A. Recycling trucks are green.
- B. Trash hurts the earth.
- C. When we recycle, there is less trash left on Earth.

5. According to the passage, what can be recycled?

6. What did you learn from "Maria Recycles"?

7. Class Discussion Question: Explain why less trash is left on Earth when people recycle bottles and cans.

8. Draw a picture of Maria and her dad recycling.

A Loud Concert

by ReadWorks



Photo Credit: B.E. Merrill

Sam is going to a concert today. He is excited. His brother plays the guitar. Sam's family arrives at the school.

The music starts. Sam's brother holds his guitar. He plucks the strings. They vibrate and make sound.

Sam's eardrums start to vibrate too. Then Sam hears the piano. The music gets louder. A girl plays the drums. The sound waves hit Sam's ears. It's too loud.

Sam's ears start to hurt. His mom gives him a pair of earplugs. Sam puts them in his ears. Ah! Now the sound is not too loud.

Name: _____ Date: _____

1. Where is Sam going?

- A. band practice
- B. a concert
- C. school

2. First, Sam hears his brother play the guitar. Then what instrument does Sam hear?

- A. guitar
- B. piano
- C. drums

3. When musicians play their instruments, the instruments vibrate and make sound waves. These sound waves hit Sam's ear. This makes Sam's eardrums vibrate and he hears music.

Why is Sam able to hear the music?

- A. Sound waves from Sam's eardrum travel to the instruments. This makes the instruments create music.
- B. Sound waves from the instruments travel to Sam's eardrum. This makes his eardrum vibrate.
- C. Sam's eardrum creates sound waves that allows him to hear music.

4. What is "A Loud Concert" mostly about?

- A. Sam's brother playing guitar
- B. Sam and his family enjoying his brother's concert
- C. why loud music and soft music are different

5. What does Sam use when the music gets too loud?

6. What did you learn from "A Loud Concert"?

7. Class Discussion Question: Describe the problem that Sam has at the concert and how he solves his problem.

8. Draw a picture of Sam at the concert.

What Plants Need

by ReadWorks



Fernando and Zoey go to a plant sale. They buy mint plants. They like the minty smell of the leaves. Fernando puts his plant near a sunny window. Zoey puts her plant in her bedroom. Fernando's plant looks green and healthy after a few days. But Zoey's plant has some brown leaves.

"Your plant needs more light," Fernando says.

Zoey moves her plant to a sunny window. Soon, both plants look green and healthy!

Name: _____ Date: _____

1. What do Fernando and Zoey buy at the beginning of the passage?

- A. Mint plants
- B. iPods
- C. books about plants

2. At the beginning of the story, Fernando and Zoey buy mint plants. Then where does Fernando put his plant?

- A. near a sunny window
- B. in his bedroom
- C. outside

3. Zoey's plant needed more light. How do we know this?

- A. Zoey put her plant in her bedroom.
- B. Zoey goes to a plant sale.
- C. Zoey's plant had some brown leaves.

4. What is the big lesson in "What Plants Need"?

- A. Plants need water to live.
- B. Plants need light from the sun to live.
- C. Don't ever put a plant in your bedroom.

5. Where do Fernando and Zoey put their plants right after the plant sale?

6. What did you learn from "What Plants Need"?

7. Class Discussion Question: In the story, Zoey first puts her plant in her bedroom. Explain why this location was not a good choice.

8. Draw a picture of Fernando and Zoey's plants in their homes. Try to show how healthy each plant was after a few days.

Chris Crosses the Street

by Kate Paixão



Chris was walking with Grandpa. "Let's have lunch," Grandpa said. "There is a restaurant across the street."

"That sounds good," said Chris. He started to cross the street.

"Wait!" cried Grandpa. "You should never walk into the street without looking! You should hold my hand, too."

"But I did not hear any cars coming," said Chris.

"It is still dangerous to cross the street without looking both ways first."

"I am sorry," said Chris.

Grandpa took Chris's hand. They looked both ways. There were no cars coming. Together, they walked safely across the street.

Name: _____ Date: _____

1. Why do Chris and his Grandpa need to cross the street?

- A. They are practicing how to cross the street safely.
- B. They see a friend across the street who they want to meet.
- C. They want to eat lunch at a restaurant on the other side of the street.

2. In this story about crossing the street, what do Chris and his grandpa do after they look both ways for cars?

- A. Chris and his grandpa stop to talk to a friend.
- B. Chris and his grandpa walk safely across the street.
- C. Chris and his grandpa listen for cars.

3. Chris crossed the street without looking when he did not hear any cars coming. Grandpa thinks this is unsafe. How do we know Grandpa feels this way?

- A. Grandpa and Chris cross the street together at the end of the story.
- B. Grandpa stops Chris from crossing the street and tells Chris how to cross safely.
- C. Grandpa wants to have lunch at a restaurant across the street.

4. What is the main lesson in "Chris Crosses the Street"?

- A. Look for cars both ways before crossing a street.
- B. Always hold your Grandpa's hand when you are away from home.
- C. Do not talk to strangers.

5. What did Chris and Grandpa see when they looked both ways before crossing the street?

Chris and Grandpa saw

6. What did you learn from "Chris Crosses the Street"?

7. Class Discussion Question: Why is it dangerous for Chris to cross the street without looking both ways first?

8. Draw a picture of Chris and Grandpa crossing the street safely.

My Town's Festival

by ReadWorks



Hi, my name is Noah! My town has a fall festival each year.

My grandpa has been going since he was a boy. He remembers seeing people show their arts and crafts. He remembers eating apple pie. He remembers that the festival was crowded but not too noisy.

Today, the festival still gets crowded. Today, people still show their arts and crafts. Today, people still sell apple pie. But now there is lots of loud music. The festival can be very noisy.

What is my favorite thing about the festival? I like eating the apple pie. That was Grandpa's favorite thing when he was a boy too.

Name: _____ Date: _____

1. What does Noah's town have every year?
 - A. a fall festival
 - B. an arts and crafts show
 - C. a carnival

2. What two things are being compared in this passage?
 - A. a boy and his grandpa
 - B. a town festival from the past and a town festival today
 - C. music from the past and music from today

3. When Noah's grandpa went to the festival, it was crowded but not too noisy. Now the festival has lots of loud music and can be very noisy.

What does this tell us about the festival Noah's grandpa went to?

- A. It was not crowded.
- B. It had loud music.
- C. It did not have loud music.

4. What is the theme of "My Town's Festival"?

- A. what you can do at a town festival
- B. how music affects festivals
- C. how a town festival has changed over time

5. What is one thing people can do at the fall festival?

6. What did you learn from "My Town's Festival"?

7. Class Discussion Question: Explain how the festival from the passage has changed over time and how it is the same.

8. Draw a picture of Noah visiting the fall festival with his Grandpa.

So Many Kinds of Food!

by ReadWorks



Lisa and her mom were walking home from school. Lisa loved her town. She liked the parks and the lake and the busy streets. Most of all, she liked to try different kinds of foods.

Her town had so many kinds of restaurants! Lisa loved eating pizza at Mr. Sereno's shop.

"Mr. Sereno came to our town from Italy," her mom told Lisa.

She liked eating dumplings at Mr. Lin's Chinese restaurant. Mr. Lin was from China.

She liked to visit her friend José at his parents' Mexican restaurant. José's parent were from Mexico.

"Mom," she asked as they walked home, "can we buy tacos for dinner?"

"Good idea!" her mom said.

Name: _____ Date: _____

1. What does Lisa like most about her town?

- A. walking through the busy streets
- B. playing at the parks and the lake
- C. trying different kinds of food

2. Who are the main characters in this story?

- A. Mr. Sereno and Mr. Lin
- B. Lisa and her mom
- C. Lisa, her mom, Mr. Sereno, and Mr. Lin

3. Lisa's town has restaurants owned by people from Italy, China, and Mexico. What does this tell us about the people who live in Lisa's town?

- A. They moved to Lisa's town from all over the world.
- B. Many of them do not speak English.
- C. They were all born in America.

4. What is "So Many Kinds of Food!" mainly about?

- A. Lisa's favorite food
- B. why Lisa likes her town
- C. food in Lisa's town that Lisa likes

5. Where is Mr. Sereno from?

6. What did you learn from "So Many Kinds of Food!"?

7. Class Discussion Question: Discuss why having people from all over the world makes Lisa's town a great place to live.

8. Draw a picture of Lisa eating at Mr. Sereno's shop.

Maria Makes a Snake

by ReadWorks



Marco and Maria are camping in the yard. They have their flashlights and some snacks. Marco swings his flashlight around in the tent. Hoot! Hoot! He makes scary noises. Maria is not scared.

She remembers what she learned in school about shadows. A solid object in front of light makes a shadow. She shines her flashlight on the side of the tent. She puts her hand in front of the light. She twists her hand around.

"Look, a snake!" Maria says.

Marco jumps. Then he sees that it is only a shadow. They laugh and laugh together.

Name: _____ Date: _____

1. What are Marco and Maria doing?
 - A. reading a scary book
 - B. hiking in the woods
 - C. camping in the yard

2. What time of day is it most likely in the story?
 - A. morning
 - B. night
 - C. afternoon

3. Marco swings his flashlight around in the tent and makes scare noises. What is Marco most likely trying to do?
 - A. Marco is trying to scare Maria.
 - B. Marco is not trying to scare Maria.
 - C. Marco is trying to leave the tent.

4. What is "Maria Makes a Snake" mostly about?
 - A. the best places to go camping
 - B. how to scare your friends
 - C. Maria and Marco's camping night

5. What did Maria use to make a shadow that looked like a snake?

6. What did you learn from "Maria Makes a Snake"?

7. Class Discussion Question: Why did Marco jump when Maria said "Look, a snake!"?

8. Draw a picture of Maria scaring Marco with her snake shadow.

The Project

by ReadWorks



Photo Credit: Begnt Nyman

Marcus worked all week on a school project. It was about skateboarding. He wanted to present the project in class today. But last night Marcus went skateboarding. He fell and broke his leg.

Marcus was stuck at home. He was going to miss his presentation. Mom came into his room with a laptop computer.

"What's that for?" asked Marcus.

"I'm setting up a video chat," said Mom. "You will be able to present your project to your class ... from bed."

Soon Marcus saw his friends and his teacher on the screen.

"Hello, Marcus," said his teacher. "We are ready to learn about skateboarding!"

Name: _____ Date: _____

1. What is Marcus's project about?

- A. skateboarding
- B. sound
- C. ice skating

2. What problem does Marcus have on the day of his presentation?

- A. Marcus is stuck at home.
- B. Marcus is not finished with his project.
- C. Marcus loses his skateboard.

3. Marcus's Mom sets up a video chat so that Marcus could present his project to the class from bed. What does this information tell us?

- A. Marcus's Mom solved the problem Marcus had.
- B. Marcus's Mom did not solve the problem Marcus had.
- C. Marcus's Mom did not want Marcus to present his project.

4. What is "The Project" mainly about?

- A. Marcus's skateboarding project
- B. the dangers of skateboarding
- C. video chatting with your class

5. What does Marcus use to give his presentation?

6. What did you learn from "The Project"?

7. Class Discussion Question: Discuss how Marcus probably felt when he realized that he was going to miss his presentation.

8. Draw a picture of Marcus giving his presentation.

My Whiskers

by ReadWorks

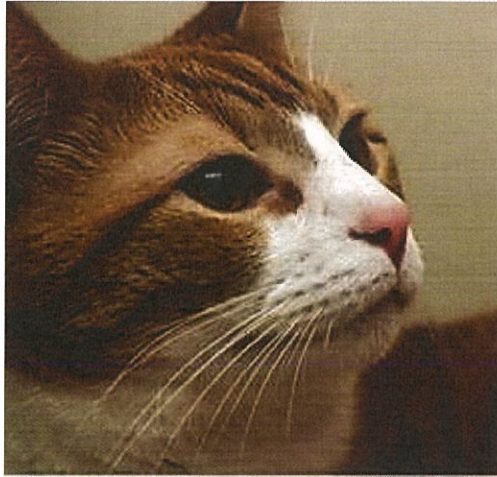


Photo Credit: Sleddog116

I am a cat. I have long whiskers on my face. My whiskers are stiff hairs.

I use my whiskers to touch things. They help me feel my way around.

I also use my whiskers to find my way in the dark. My whiskers feel the air moving. The air moves around the couch. I follow the air to walk around the couch.

Thank you, whiskers!

Name: _____ Date: _____

1. What animal is this passage about?

- A. a cat
- B. a dog
- C. a mouse

2. This passage describes one of a cat's important parts. Which important part of a cat is described?

- A. the tongue
- B. the nose
- C. the whiskers

3. Cats can feel things with their whiskers. What information shows us that this is true?

- A. "I also use my whiskers to find my way in the dark."
- B. "I have long whiskers on my face. My whiskers are stiff hairs."
- C. "They help me feel my way around . . . My whiskers feel the air moving."

4. What is the main lesson in "My Whiskers"?

- A. Cats love to chase mice.
- B. Cats use their whiskers to get around.
- C. Whiskers can make the air around a cat move.

5. What are whiskers?

6. What did you learn from "My Whiskers"?

7. Class Discussion Question: Explain how a cat uses its whiskers to move around in the dark. Be sure to reference an example from the passage.

8. Draw a cat. Be sure to include its whiskers.

The Story of the First Thanksgiving

Note: "[Many] historians believe that most of the story of 'The First Thanksgiving' is a myth that people started telling more than 200 years after the event is said to have occurred." - Plimoth.org



Library of Congress

The Pilgrims landing on Plymouth Rock, December 1620.

In 1620, the *Mayflower* landed at the place that is now Massachusetts. There were 101 Pilgrims aboard the ship. After some time, the Pilgrims built a town called Plymouth.

Living on the Land

The Pilgrims landed near the area where the Wampanoag (wahm-pah-NOH-ahg) people already lived. The Wampanoag people knew how to stay safe during cold winters. They made homes called wetus (weh-TOOZ) to protect themselves from the cold. They also made warm clothing from deerskin.

Help from a Friend

The Pilgrims arrived close to wintertime. That winter was very cold, and many Pilgrims died. When spring came, the Pilgrims did not know where to get food. A Wampanoag man named Squanto helped the Pilgrims. He showed them where to hunt, and he taught them how to grow corn. This helped the Pilgrims get food to eat.

Celebrate Together

When the fall harvest came, the Pilgrims had plenty of food to eat! They were very thankful for Squanto's help. Together, the Pilgrims and the Wampanoag people had a harvest celebration. For three days people ate, played games, and told stories to celebrate and give thanks.



Library of Congress, Prints & Photographs Division [reproduction number LC-USZC4-4961]

The first Thanksgiving

Name: _____ Date: _____

1. Who was Squanto and what did he do?

2. What did the Pilgrims and Native Americans do when the fall harvest came?

3. Why did the Pilgrims have a tough time when they first arrived near the area where the Wampanoag lived?

4. What is this passage mainly about?

5. The question below is an incomplete sentence. Choose the word that best completes the sentence.

The Wampanoag people made homes called wetus and warm clothing from deerskin, _____ they could protect themselves from the cold.

- A. so
- B. but
- C. because

6. Which image shows something that can be gathered during a harvest season?



m



c

A Day at the Pumpkin Farm

by ReadWorks



Photo Credit: JR Conlin

Perry and Paula are visiting the pumpkin farm. Mom drives as Dad sings with them in the car. Finally, they see Farmer Jack's Pumpkin Patch.

It is a huge field of pumpkins. The pumpkins grow on vines. Farmer Jack shows them a perfect pumpkin.

"This is the stem," he says. "It is attached to the vine."

He says the outside of the pumpkin is the rind and the lines are called ribs. He cuts the pumpkin in half. Perry and Paula touch the seeds and pulp inside. It is sticky and gooey! Farmer Jack gives them roasted pumpkin seeds. They are crunchy!

Name: _____ Date: _____

1. Which place do Perry and Paula visit?

- A. Old MacDonald's Farm
- B. a petting zoo
- C. Farmer Jack's Pumpkin Patch

2. What does Farmer Jack show Perry and Paula in the middle of the story?

- A. pumpkin pie
- B. a perfect pumpkin
- C. roasted pumpkin seeds

3. The passage states that pumpkins grow in fields on vines. Based on this information, where do pumpkins probably grow?

- A. on the ground
- B. in a tree
- C. under the ground

4. What is "A Day at the Pumpkin Farm" mostly about?

- A. how to cook a pumpkin
- B. pumpkin farms
- C. the parts of a pumpkin

5. What parts of a pumpkin do you find when you cut it in half?

6. What did you learn from "A Day at the Pumpkin Farm"?

7. Class Discussion Question: We read that Farmer Jack shows Perry and Paula a perfect pumpkin. Based on the passage, describe what a perfect pumpkin looks like.

8. Draw a picture of Perry and Paula touching the inside of a pumpkin.

Carl's Garden Problem

by ReadWorks



Carl wanted to grow a garden. Mrs. Sanchez was Carl's neighbor. She gave Carl flower seeds. Carl planted them.

Mr. Brown was Carl's neighbor too. He saw Carl planting.

"I have vegetable plants in pots," Mr. Brown said. "Would you like to plant those too?"

"Yes, thank you!" said Carl.

Mr. Brown helped Carl plant the vegetables.

"My vegetables keep falling over," said Carl.

Mr. Brown went to his shed. He came back with long, thin sticks.

"These are tomato stakes. They will hold the plants up," said Mr. Brown.

Mr. Brown put the stakes in the ground.

"Now the plants will grow tall!" said Carl.

Name: _____ Date: _____

1. What did Carl want to do?

- A. grow a garden
- B. buy flowers
- C. talk with his neighbors

2. What does Carl plant in his garden in the *beginning* of the story?

- A. tomatoes
- B. vegetables
- C. flower seeds

3. Mr. Brown's vegetable plants were probably big and heavy. What information from the passage shows us that this is true?

- A. Mr. Brown's vegetables were first growing in pots.
- B. Mr. Brown had tomato stakes.
- C. Mr. Brown's vegetable plants that Carl planted kept falling over.

4. What is "Carl's Garden Problem" mostly about?

- A. Carl planting a garden
- B. how to support plants with stakes
- C. Carl and his neighbors

5. What was Carl's garden problem?

6. What did you learn from "Carl's Garden Problem"?

7. Class Discussion Question: Explain how Carl solves his garden problem. Be sure to explain what Carl's problem was.

8. Draw a picture of Carl planting the vegetables Mr. Brown gave Carl.

Tamika's Trip to the Zoo

by ReadWorks



Tamika and her father planned a trip to the zoo. The new baby polar bears were there. They were called Milly and Tilly. Tamika would meet her friend Jesse near the polar bears.

Tamika's father drew a map of the path they would follow. He drew a picture of the zoo's front gate. That is where they had to show their tickets. He drew a path from the gate to the polar bears. The path turned left. Then it went straight. The polar bears would be right there. He drew a picture of a baby polar bear on the map.

When they got to the bear house, Jesse was there!

Name: _____ Date: _____

1. What did Tamika and her father use to plan the path that they would follow at the zoo?

- A. a map
- B. a list
- C. an iPhone

2. Who does Tamika plan to meet at the zoo?

- A. her friend Jesse
- B. her dad
- C. Milly and Tilly

3. Tamika's father draws a picture of a baby polar bear on their map. Why does he draw a baby polar bear?

- A. Tamika wants to see the baby polar bears.
- B. The polar bear on the map marks where the polar bears are at the zoo.
- C. Polar bears are Tamika's favorite animal.

4. What is "Tamika's Trip to the Zoo" mostly about?

- A. Tamika and Jesse's day at the zoo
- B. what animals Tamika wants to see
- C. Tamika planning her trip to the zoo and how she will find Jesse

5. What animal house is on the map that Tamika's father drew?

6. What did you learn from "Tamika's Trip to the Zoo"?

7. Class Discussion Question: Why did Tamika and her father draw a map before they went to the zoo?

8. Draw a picture of the map that Tamika's father drew.

Margo's Idea

by ReadWorks



Photo Credit: Mark Winterbourne

Margo ate her toast and looked outside. She had an idea! She and her dad would build a birdbath on the porch. Then she could watch the birds.

Margo walked in the yard and found 25 rocks. She had to carry the rocks to the porch. She filled her pockets with rocks, but her pockets were too small. She filled her yellow pail with rocks, but the pail was too heavy. Then she saw her red wagon under the tree. She filled the wagon with rocks and pulled it to the porch. Now she and her dad could put together her birdbath!

Name: _____ Date: _____

1. What was Margo's idea?

- A. play outside
- B. build a birdbath
- C. collect rocks

2. What was Margo ready to do at the end of the passage?

- A. use her wagon to move the rocks
- B. watch the birds
- C. build her birdbath

3. Read these sentences from the passage: "She filled the wagon with rocks and pulled it to the porch. Now she and her dad could put together her birdbath!"

What does this information tell us?

- A. Margo could build the birdbath while she was bringing the rocks to her porch.
- B. Margo could build the birdbath before she brought the rocks to her porch.
- C. Margo could build the birdbath after she brought the rocks to her porch.

4. What is the passage mostly about?

- A. birds Margo watches
- B. the ways Margo tries to build her birdbath
- C. the ways Margo tries to carry rocks to her porch

5. Write one of the things Margo used to try and carry the rocks to her porch.

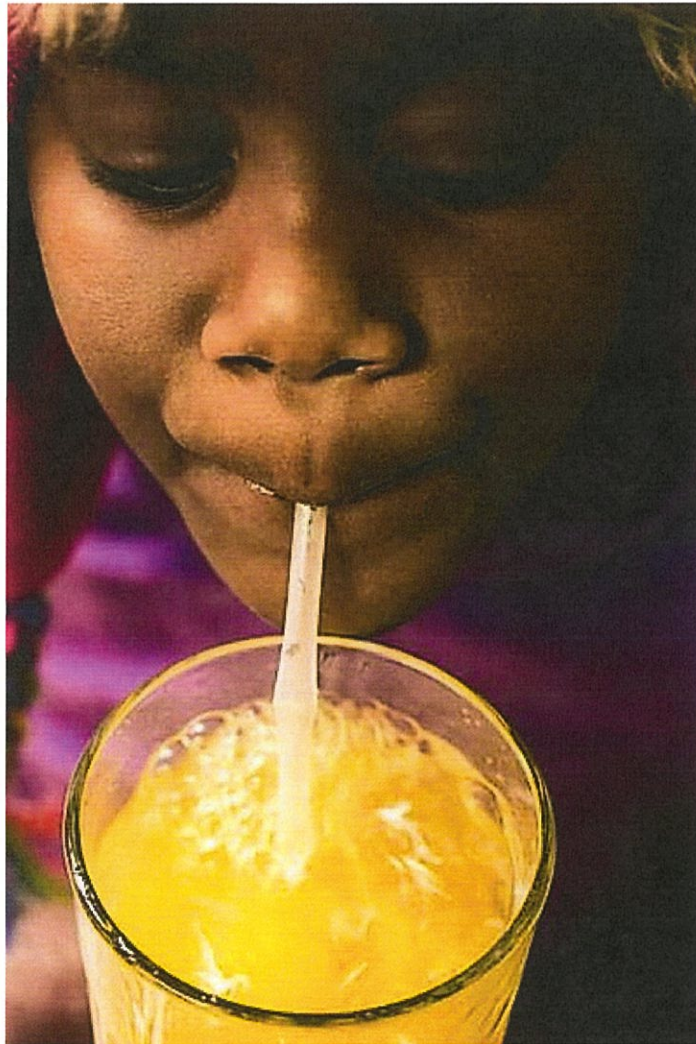
6. What did you learn from "Margo's Idea"?

7. Class Discussion Question: Why did Margo need to carry the rocks to her porch? Use information from the passage to explain your answer.

8. Draw a picture of Margo bringing the rocks to her porch.

Bella Has Breakfast

by Kate Paixão



Bella was eating breakfast with her dad. "These eggs are salty!" she said. "They are making me thirsty."

Bella picked up her dad's coffee by mistake. "Yuck! This tastes so..." Bella could not find a word for the taste of coffee.

"Bitter!" laughed Dad.

"Yes, bitter," said Bella.

"Try some lemonade instead," said Dad. He handed Bella a glass of lemonade. Bella made a funny face.

"It is too sour!" cried Bella. Dad added a little sugar.

"Use your sense of taste to tell me how it is now," said Dad.

"Now it is sweet," said Bella. "I love it!"

Name: _____ Date: _____

1. How does Dad describe the taste of coffee in this text?

- A. salty
- B. bitter
- C. sweet

2. In this story, what are Bella and her dad doing?

- A. They are reading about the sense of taste.
- B. They are making lunch.
- C. They are eating breakfast.

3. At the end of the text, Bella thinks that the lemonade is sweet. How do we know she is talking about lemonade?

- A. Lemonade is always sweet.
- B. Her dad described the taste of coffee as bitter.
- C. Bella drank lemonade right before she said, "Now it is sweet."

4. What is "Bella Has Breakfast" mostly about?

- A. the sense of taste
- B. the sense of touch
- C. the sense of smell

5. How does lemonade taste without sugar?

Without sugar, lemonade tastes

6. What did you learn from "Bella Has Breakfast"?

7. Class Discussion Question: Name the four types of tastes mentioned in this text. Be sure to give an example of a food or drink that has that taste.

8. Draw a picture of Bella drinking lemonade. Be sure to show whether the lemonade is sour or sweet.

The Moon Journal

by ReadWorks

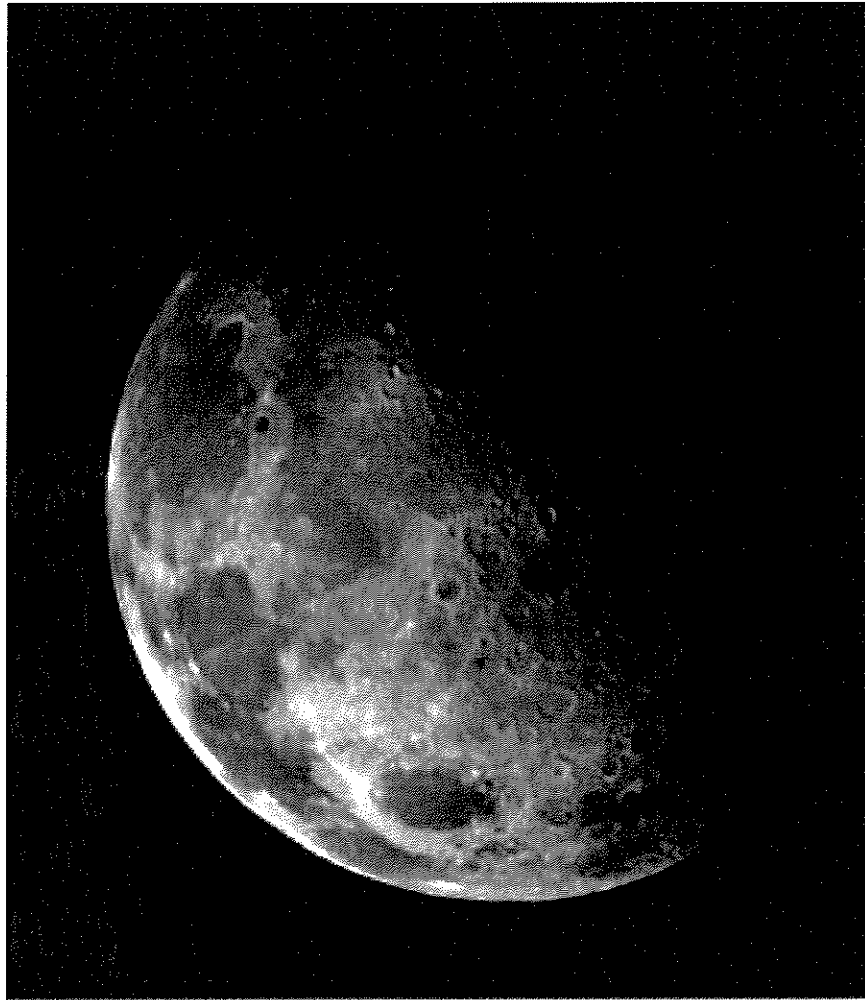


Photo Credit: NASA JPL

Amir had learned about the moon in school. He learned that the size and shape of the moon do not really change. But to people on Earth, the moon looks like it is changing.

One night, Amir saw the moon. It looked like just a sliver. Last week, the moon had looked bigger.

Amir wanted to start a journal. He would draw the moon each night. The next night, Amir did not see the moon. He colored the page in his journal black. The next night, he saw the sliver again.

Amir drew the moon every night for three months. He noticed a pattern. Amir noticed that on some nights he could not see the moon. Then, the moon would appear again. It seemed to get bigger for many nights until it became a bright circle. Then it appeared to get smaller again.

Name: _____ Date: _____

1. What did Amir learn in school?

- A. The size and shape of the Earth change all the time.
- B. The size and shape of the moon change all the time.
- C. The size and shape of the moon do not really change.

2. How long does Amir draw the moon in his journal?

- A. for a few days
- B. for three months
- C. all year long

3. What information from the text shows us that the moon looks like it is changing to people on Earth?

- A. Amir noticed the moon seemed to get bigger for many nights until it became a bright circle.
- B. Amir had learned about the moon in school.
- C. Amir drew the moon each night in his journal.

4. What is "The Moon Journal" mainly about?

- A. how to keep a journal
- B. how the moon seems to change
- C. what Amir does before he goes to bed

5. If you look at the moon and it is a bright circle in the sky, how will the moon look next?

6. What did you learn from "The Moon Journal"?

7. Class Discussion Question: Explain how the moon appears to change to people on Earth. Use information from the text to support your answer.

8. Draw the pattern that Amir noticed after drawing the moon in his journal.

Troy's Treat

by ReadWorks



Photo Credit: Flying Toaster

Troy was excited. He had saved \$5 to buy his sister a special treat. It was Tara's birthday. She was going to be five years old. They walked to the ice cream store.

"I have a surprise," Troy said.

"What is it?" Tara asked.

"Happy birthday; pick a treat!" Troy said.

"Thank you," said Tara. "I'll have a vanilla sundae with chocolate on top."

Troy saw that the price of a sundae was \$5. Then the girl at the counter smiled at Troy and Tara.

"Today, we have a special sale price," she said. "You can have two sundaes for \$5!"

Name: _____ Date: _____

1. Who is Tara?

- A. Troy's friend
- B. Troy's sister
- C. the girl at the counter

2. Where does Troy take Tara for her special treat?

- A. the movie theater
- B. the toy store
- C. the ice cream store

3. Read the following sentences from the story: "Troy was excited. He had saved \$5 to buy his sister a special treat. It was Tara's birthday."

Why did Troy want to buy Tara a special treat?

- A. It was Tara's birthday.
- B. Troy likes to surprise Tara.
- C. Tara did Troy's chores.

4. What is "Troy's Treat" mainly about?

- A. buying an ice cream sundae
- B. Troy treating his sister Tara for her birthday
- C. how Troy saved \$5

5. What was Troy's surprise for his sister?

6. What did you learn from "Troy's Treat"?

7. Class Discussion Question: At the end of the passage, Troy gets a surprise as well. Why is Troy most likely surprised?

8. Draw a picture of Troy treating his sister for her birthday.

Save My Cat!

by ReadWorks



Brad's cat Mittens was stuck in a tree.

"How will we get him down?" asked Brad.

"You can climb up the trunk," said Lakeisha.

"There are no low branches," said Brad. "How will I hold on?"

"You can use a rope," said Angelo.

"How will I tie it?" asked Brad.

Then Brad's dad came with a ladder. "A ladder makes climbing easier and safe," said Brad's dad. "I will go up carefully and save your cat."

A few minutes later, one happy cat was safe on the ground.

Name: _____ Date: _____

1. Who is Mittens?

- A. Lakeisha's cat
- B. Brad's cat
- C. Brad's friend

2. What is Brad's problem at the beginning of this passage?

- A. His cat Mittens is stuck in a tree.
- B. He has no one to play with.
- C. He doesn't know how to climb a tree.

3. Brad's cat Mittens was brought safely on the ground. Which sentence from the passage shows this is true?

- A. "A ladder makes climbing easier and safer," said Brad's dad.
- B. "How will we get him down?" asked Brad.
- C. A few minutes later, one happy cat was safe on the ground.

4. What is "Save My Cat!" mostly about?

- A. ladder safety
- B. how to rescue a cat stuck in a tree
- C. three friends playing outside

5. How did Lakeisha and Angelo think Brad should rescue Mittens?

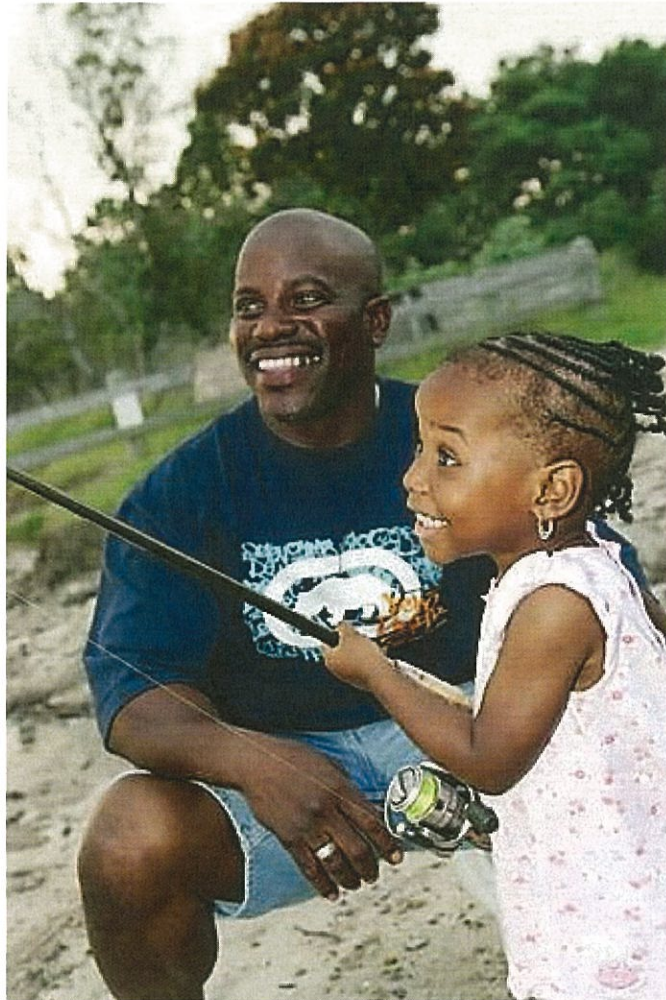
6. What did you learn from "Save My Cat!"?

7. Class Discussion Question: Explain whether Brad's dad's idea to use a ladder was a good one. Use evidence from the text to support your answer.

8. Draw a picture of Brad's dad rescuing Mittens.

A Day for Fishing

by ReadWorks



"Why do I have to wake up so early?" Rosie asked.

She rubbed her eyes and looked out the window. It was still dark. Her dad was making pancakes. Rosie put on her jeans and a shirt. Then she ate her pancakes and was ready to go.

Rosie's dad drove to the river. They saw the sun come up in the

sky.

"Look at the sunrise," Rosie said.

She and her dad caught two fish. They ate lunch. Then they drove back home.

Later that day, Rosie said to her dad, "Look at the sunset!"

They saw the bright red sky. Rosie loved her day of fishing.

Name: _____ Date: _____

1. What did Rosie and her dad do together?

- A. go fishing
- B. make pancakes
- C. go to the pool

2. At the beginning of the story, Rosie wakes up to go fishing. When did Rosie wake up to go fishing?

- A. before sunrise
- B. at sunrise
- C. after sunrise

3. Rosie and her dad ate lunch, then they drove back home. Later that day, they saw the sunset. What does this information tell us about when Rosie and her dad came home from fishing?

- A. They came home *before sunset*.
- B. They came home *at sunset*.
- C. They came home *at night*.

4. What is "A Day for Fishing" mainly about?

- A. how to catch a fish
- B. what Rosie and her dad did on their day of fishing
- C. what the sky looks like at sunset

5. What color was the sky at sunset?

6. What did you learn from "A Day for Fishing"?

7. Class Discussion Question: Based on the story, Rosie and her dad left to go fishing before sunrise and they came home before sunset. Explain whether or not this is enough information to know exactly what time Rosie and her dad left for fishing and what time they came home (i.e. They left at 6am and returned at 4pm).

8. Draw a picture of Rosie and her dad watching the sunset.