



Unit 2

Workbook



Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

GRADE 2



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Skills Strand

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Core Knowledge Language Arts®
New York Edition



Core Knowledge®

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Unit 2

Workbook

This Workbook contains worksheets that accompany the lessons from the Teacher Guide for Unit 2. Each worksheet is identified by its page number. Some of the worksheets in this book do not include written instructions for the student because the instructions would have contained undecodable words. The expectation is teachers will explain these worksheets to students orally using the guidelines in the Teacher Guide. The Workbook is a student component, which means each student should have a Workbook.

Dear Family Member,

We have started a new Reader called *Bedtime Tales*. It is an ongoing story of a little boy named Mike who doesn't want to go to bed at bedtime. Does this sound familiar to you? Mike is persuaded to go to bed by his dad telling him bedtime stories. We hope your child will enjoy this series of stories and you will also enjoy telling some bedtime tales to your child. Telling and reading stories at bedtime are valuable ways to improve you child's vocabulary and future school success.



You will see the spelling words for this week below. As always, please practice these words with your child each night. Call out the words and ask your child to write them down. Alternately, you could ask your child to copy each word three times.

Root Word	Suffix	Spelling Word
yell	-ed	yelled
yank	-ed	yanked
slump	-ed	slumped
limp	-ed	limped
plop	-ed	plopped
smile	-ed	smiled
shrug	-ed	shrugged
like	-ed	liked
pat	-ed	patted

Tricky Word: you

Name _____

1.2



gave drive smile like cake

1. Mike _____ Dad a hot dog.
2. "Let's go for a _____," said Dad.
3. "Would you _____ to go to the zoo?"
asked Dad.
4. "Yes," said Mike with a _____.
5. "I like the _____ best," Dad said.

Directions: Ask your child to read all the words in the box and then write the best word for each sentence in the blank.

Name _____

1.3

Directions: 1) Teacher reads the word. 2) Students write letter 'e' on word. 3) Teacher says, "Alakazam!" 4) All students read the new word.

slid_____

slim_____

plan_____

grim_____

spin_____

mad_____

pin_____

glad_____

quit_____

Jan_____

Sam_____

twin_____

fat_____

sit_____

win_____

rip_____

fad_____

hid_____

Mike's Bedtime

Directions: Ask students to reread the story and answer the questions, using complete sentences, noting the page on which the answer is found.

1. How old is Mike?

A. 6

B. 7

C. 8

Page _____

2. It was _____ black.

A. catch

B. watch

C. pitch

Page _____

3. What did Mike yank back?

A. Mike yanked back the cakes.

B. Mike yanked back the drapes.

C. Mike yanked back the capes.

Page _____

4. If the sun is down and the street lamp is on, what time is it?

Page _____

5. Why did Mike make a face?

Page _____

6. What will Mike's dad do?

Page _____

Name _____

2.1

Directions: 1) Teacher reads the word. 2) Student writes letter 'e' on word. 3) Teacher says, "Alakazam!" 4) All students read the new word.

cub_____

slop_____

us_____

hop_____

not_____

cut_____

cop_____

fat_____

slid_____

pop_____

rob_____

wok_____

mop_____

tap_____

cub_____

1. tadpole

8. hopeful

2. bathrobe

9. compute

3. trombone

10. confuse

4. remote

11. conclude

5. backbone

12. dispute

6. foxhole

13. rosebush

7. rosebud

Directions: Ask students to read the words and horseshoe circle the letters that make the /oel/ and /uel/ sounds.

Dear Family Member,

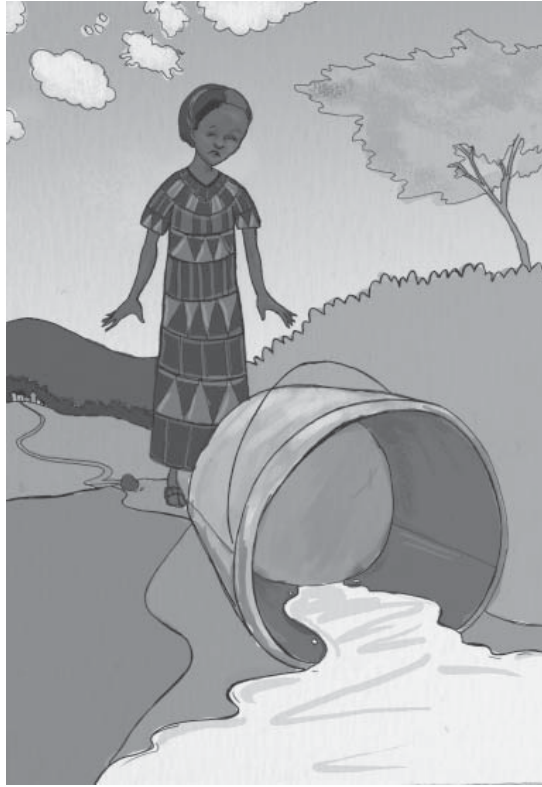
Ask your child to read the words aloud to you. Then ask your child to horseshoe circle the letters that make the /oe/ and /ue/ sounds. Next, ask your child to use the words in the box to complete the sentences



hope	cute	note	rope
poke	broke	shone	huge

1. Can you lift a _____ block?
2. The sun _____ on the rock.
3. I _____ I can get a ride.
4. The cup _____ when it dropped.
5. Did you _____ him in the side?
6. Let's jump _____!
7. My _____ pup is tan and black.
8. I will write a _____ to mom.

Directions: Students should write at least four sentences in response to the prompt: By the end of the tale, what did Jane learn?



Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

Dear Family Member:

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you.



The Milk

Mike's dad was getting set to tell a bedtime tale. He said, "The name of this bedtime tale is *The Milk*."



Once upon a time, a lass named Jane set off from home to sell a bucket of milk.

As she went, she was thinking of the cash she would get from selling the milk.



"I have big plans. I will sell this milk," she said, "and I will use the cash to get a hen. I hope my hen will make lots of eggs."

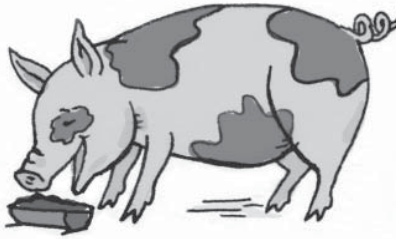


"Then I will sell those eggs and use the cash to get a cute piglet."



I will take care of the piglet and let him munch on pig slop till he gets nice and plump.”

“Then I will sell the pig and get a nice dress that I can dance in, and . . .”



But just as she was thinking of the dress, she tripped on a stone and the bucket fell with a crash. The milk splashed on the path. Jane made a face and fumed at the spilt milk.

Moral: Take one step at a time.

“Is that the end?” asked Mike.

“That’s it,” said his dad.

“What a shame!” said Mike. “She had such big plans!”

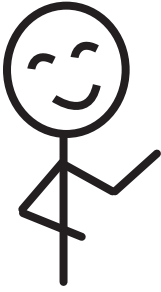
Mike’s dad nodded. “You can make plans, but planning by itself will not make things happen.”

Mike sat thinking a bit. Then he said, “Dad, that bedtime tale was not bad. But it was sad. Next time would you tell a fun tale?”

“Yes,” said his dad. “Next time.”

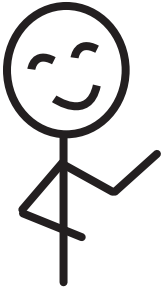


Directions: Ask students to write exactly what each person said in a complete sentence on the blank beside each picture.



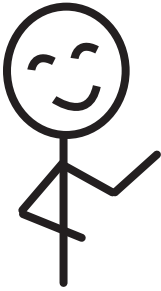
I like to eat candy.

Jane said, _____



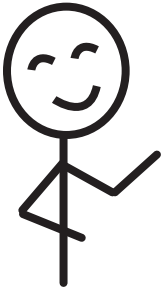
Bedtime is at nine.

Dad said, _____



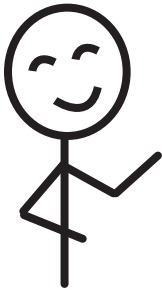
The sun is shining.

Mike said, _____



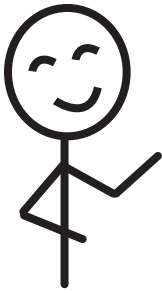
Can't I sit up?

Jane asked, _____



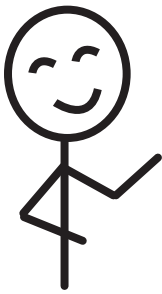
Can you tell a fun tale?

Mike asked, _____



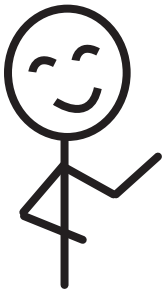
I don't like beets.

Jane said, _____



A stream is nice.

Ann said, _____



Beans are fun to pick.

Dad said, _____

The Jumping Frog

Directions: Ask students to find the best answer to each question. Students should record the page number where the answer is found.

1. Big Jim bragged that his frog had _____.
A. spunk.
B. speed.
C. three legs.
Page _____
2. How much cash did Big Jim bet on his frog?
A. He bet one buck.
B. He bet five bucks.
C. He bet ten bucks.
Page _____
3. Why did Big Jim run to the stream?
A. Big Jim ran to the stream to catch a frog for Pete.
B. Big Jim ran to the stream to set his frog free.
C. Big Jim ran to the stream to swim.
Page _____
4. Who held Big Jim's frog while he ran off to the stream?
A. Big Jim's mom held his frog.
B. Big Jim held the frog.
C. Pete held Big Jim's frog.
Page _____

5. What does it mean to bet?

Page _____

6. Why didn't Mike's dad finish the tale?

Page _____

7. Predict what will happen next in the story.

Name _____

4.3



Directions: Draw a picture about the story "The Jumping Frog," and write a sentence about the picture.

Name _____

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



1. A stove can drool. _____
2. A big lake can be nice. _____
3. We stood in line to get shampoo. _____
4. A pool is a good place to plant seeds. _____
5. Brooms can hop. _____
6. Ice is needed to heat a woodstove. _____
7. A sheep can say, "Moo." _____
8. A frog likes to be by a stream. _____
9. I can wave my hand to shoo a bug. _____

Directions: Have students write 'yes' or 'no' beside each sentence.

Dear Family Member,

This week during our language arts time, we will begin to explore the writing process with students. Students will learn to plan, draft, and edit their work before creating a final product. We will not “publish” each piece of writing that we create. From time to time, we will select pieces to publish. In the meantime, you will see writing coming home in backpacks. Ask your child to explain the process to you. At home, you can help by suggesting your child write simple notes for you.



Your child will only be tested on the words in the third column marked “Spelling Word.” Please note that for these words, the final ‘e’ is dropped and replaced with *-ing*.

Root Word	Suffix	Spelling Word
smile	-ing	smiling
race	-ing	racing
hope	-ing	hoping
bake	-ing	baking
invite	-ing	inviting
confuse	-ing	confusing
taste	-ing	tasting
compete	-ing	competing
hop	-ing	hopping

Tricky Word: were

Name _____

Title:

Characters

Setting

P l o t	Beginning
	Middle
	End

Directions: Complete the worksheet after reading "The Milk."

Editing Checklist

Ask yourself these questions as you edit your draft.

1. Do I have a title?	
2. Have I described the setting at the start?	
3. Have I named and described the characters?	
4. Do I have a plot with <ul style="list-style-type: none">• a beginning?• a middle?• an end?	
5. Do all of my sentences start with uppercase letters?	
6. Do all of my sentences end with a final mark? (. ? or !)	
7. Have I spelled all of my words correctly?	
8. Have I added “sense” words that describe how things look, feel, taste, sound, or smell?	

Name _____

8.2



doing enjoying giving writing hoping ~~baking~~

1. Mom asked, Would you like to join me in baking a cake?
2. Jane said, Yes, Mom, I am _____ I can lick the bowl.
3. Mom asked, Are you _____ your time with Mike?
4. Jane said, I will be _____ him a bit of cake.
5. Mom asked, What have you been _____ at school?
6. Jane said, We have been reading and _____.

Directions: Have students write the correct word for each sentence and then insert quotation marks.

**Dear Family Member:**

This is the second part of a trickster tale that we are reading in class. In the first part, Big Jim wagers that he has the fastest frog in the West. A stranger named Pete shows up to accept the wager. Below you will find the conclusion of the story.

The Frog Race

“Dad,” Mike said when he woke up, “what happened with the jumping frog? I missed the end of the tale. I was sleeping.”

“I did not tell it to the end,” said his dad. “When you drifted off to sleep, I stopped.”

“Oh, tell the ending!” said Mike.

Mike’s dad picked up the tale where he had left off.

Big Jim handed his frog to Pete and ran off to the stream.

Pete held Big Jim’s frog in his hand. Pete looked at the frog. Then Pete reached into his pocket and got a pile of limes. Yum—Big Jim’s frog drooled. The frog ate the whole pile of limes from Pete’s hand! Then Pete set the frog down.

While Pete was feeding the frog limes, Big Jim was down at the stream. He tossed off his boots and went frog hunting. At last he nabbed a nice green frog. He ran back and handed the frog to Pete.

“There’s your frog!” said Jim. “Just set him down there next to my frog. Then we will let them compete to see which one of them is the fastest!”

Pete set his frog down.

“All set?” said Jim.

“All set,” said the man.

Then Jim yelled, “Jump, frogs, jump!”

Pete gave the two frogs a tap to get them jumping. His frog hopped off nice and quick. But Jim’s frog just sat there. Once he hitched up his legs like he was fixing to jump. But it was no use. With all those limes in him, he was planted there just as solid as a rock. His tummy was full!



Pete’s frog hopped and hopped till it got to the finish line.

“Fine race!” said Pete. He took Jim’s ten bucks and slipped the cash in his pocket. Then Pete tipped his hat and set off.

Well, Big Jim was stunned. “What happened to my frog?” he said. “I hope he’s not sick.”

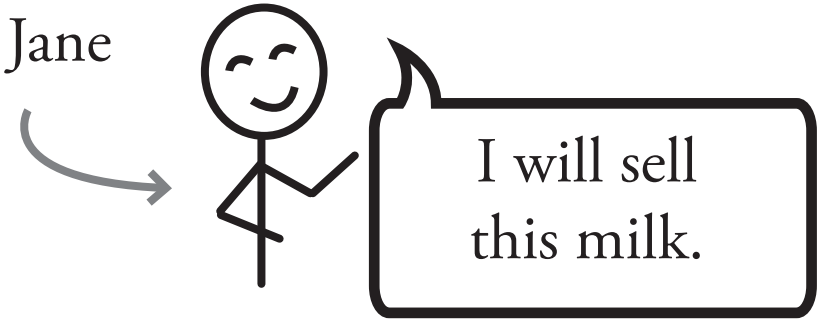
He bent down and picked up the frog and rubbed his tummy.

“Goodness!” said Jim. “He must have had a big lunch!”

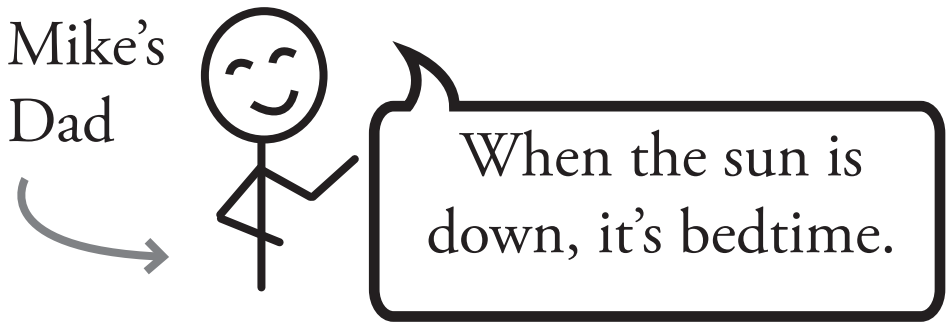
“I think Pete tricked me! He fed my frog too much to eat!” Jim said. Big Jim let out a whoop. His face got red. Jim ran to catch Pete. But it was no use. Pete had run off. Pete had tricked Big Jim!



_____ said Mike.




_____ said Jane.





_____ said Mike's Dad.


Directions: Have students write the sentence from the bubble on the line with quotation marks.


Spell the word. Then print it on the line.

	h	oo	se
	w	ou	ze

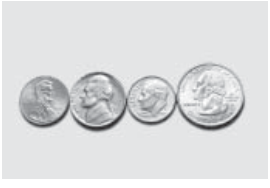
	m	oo	se
	w	ou	ze


	h	ow	t
	m	oo	l


	t	ow	l
	d	oe	el


	c	t	ow	n
	s	r	ou	m


Directions: Have students circle the letters that spell the picture in the box. Then have students write the word on the line.

	c	oi	t	z
	s	oe	n	s

	c	l	ee	r
	s	w	e	p

	ch	e	l	f
	sh	oe	ll	p

	p	t	oo	n
	b	r	u	m

	k	r	ow	ed
	c	wr	oy	d

The Hare and the Hedgehog

Directions: Have students reread the story and answer the questions. Students should record the page number where the answer is found.

1. Why was the hare proud?

- A. He was fast.
- B. He was funny.
- C. He was nice.

Page _____

2. What did the hedgehog ask the hare to do after lunch?

- A. The hedgehog asked the hare to take a nap.
- B. The hedgehog asked the hare to race.
- C. The hedgehog asked the hare to run home.

Page _____

3. Tell the plot of this tale. Write 3-4 sentences.

Page _____

Name _____

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



'er' > /er/ (*her*)

Directions: Have students find and circle the word with the 'er' spelling in each sentence. On the line below, have students write the word and circle the 'er' spelling.

1. Last summer was hot.

2. Who is that person?

3. The water is so cold!

4. The book is under the bed.

5. My mother's name is Ann.

'er' > /er/ (her)

flower	never	river	after	later
--------	-------	-------	-------	-------

1. _____

2. _____

3. _____

4. _____

5. _____

Directions: Have students create sentences with the words containing the 'er' spelling.

How the Hedgehog Tricked the Hare

Directions: Have students reread the story and answer the questions. Students should record the page number where the answer is found.

1. The hedgehog made a _____ to trick the hare.
A. plan
B. tale
C. race
Page _____
2. The hedgehog and the hare lined up to race at _____.
A. the well
B. the fence
C. the house
Page _____
3. Next the hare ran past _____.
A. the well
B. the fence
C. the house
Page _____
4. The hare ran up to _____.
A. the well
B. the fence
C. the house
Page _____

5. Why did the hare run to the fence and back ten times?

Page _____

6. Why did the hedgehog smile in the end?

Page _____

Dear Family Member,

These are our spelling words for this week. The spellings words on which your child will be tested are the contractions listed in the second column, plus the one Tricky Word. When practicing spelling contractions this week with your child, please also review the two words that form the contraction. For example, one way to practice would be to say two words, e.g., *it is*, and then ask your child to write the contraction, e.g., *it's*.



Your child is also bringing home a story to read, “How the Hedgehog Tricked the Hare,” and an accompanying worksheet. We have been discussing in class the characters, setting, and plot for each story. After reading the story, your child will complete a worksheet and identify the characters, setting, and plot. You can encourage your child to look back at the story to find the answers. **This worksheet will be used to help your child write a book report about the story, so please make sure your child completes and bring this homework back to school tomorrow.**

	Spelling Word
it is	it's
that is	that's
she is	she's
is not	isn't
are not	aren't
was not	wasn't
I will	I'll
you will	you'll
she will	she'll

Tricky Word: their

How the Hedgehog Tricked the Hare

“Where was it I left off?” asked Mike’s dad.

“The hedgehog was telling his wife the plan to trick the hare,” said Mike.

“Got it!” said his dad.

The hedgehog made a map of his plan. He pointed to the map and outlined his plan to trick the hare.

“The hare and I will race from down by the fence up to the house on the hill,” the hedgehog said to his wife. “I need you to stand next to the house. Stand in a spot where the hare can’t see you. And be on the lookout, my dear!”

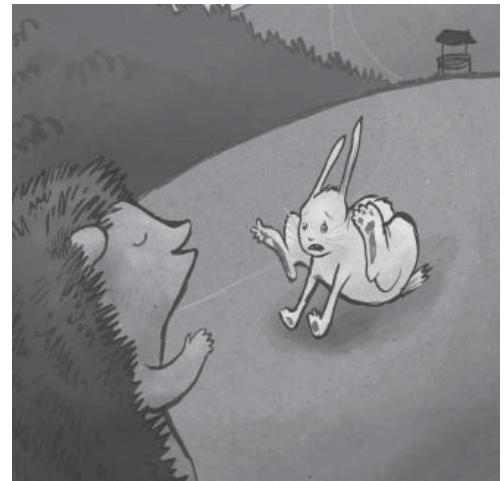
The hedgehog’s wife nodded and said, “Your map is clear. I will be there.”

The hedgehog went on, “When the hare gets close, you must pop out and shout, ‘There you are! What took you so long?’ But when you do this, make your voice deep and stern like my voice. The hare can’t tell one hedgehog from the next. If you sound like me, he will think you are me. And he will think that he has lost the race!”

“What a clever plan!” said his wife. “It’s perfect!”

She puckered up and kissed him on one of his cheeks, where he had no spikes. The hedgehog handed his wife the map.

After his meal, the hedgehog went to the fence. His wife went up to the house on the hill.



The hedgehog and the hare lined up.

“All set?” said the hare.

“All set,” said the hedgehog.

“Run!” said the hare.

The hare bounded off. He was a fast and powerful runner. In a flash he ran down the hill, past the well, and up to the house.

When he got to the top of the hill, there was a hedgehog standing next to the house.

It was the hedgehog’s wife, but she spoke in a deep, stern voice like a male hedgehog. “There you are!” she said. “What took you so long?”

The hare was stunned. “It can’t be!” he said. “How did you get here so fast? I will race you back to the fence!”

And so the hare ran back past the well and up the hill until he got back to the fence.

And what did he see when he got there?

A hedgehog! This time it was the male hedgehog. The hedgehog said, “There you are! What took you so long?”

“No, no, no!” screamed the hare. The hare lost his temper. “It can’t be. It can’t be. I am faster. I will race you back to the house! You can’t beat me!”

So the hare ran back up the hill, past the well, and up to the house.

And what did he see when he got there?

A hedgehog! This time it was the hedgehog’s wife. In a deep, stern voice, she said, “There you are! What took you so long?”

The hare ran to the fence and back ten times. But it was the same all ten times. At last he was so tired out that he fell on the ground next to the male hedgehog. He could not stop huffing and puffing. He frowned and said, with a gasp, “I feel weak. You are faster and better than me!”

The hedgehog just smiled.

Name _____

Reminder: Bring back to school tomorrow.

Title:

Characters

Setting

P l o t	Beginning
	Middle
	End

Directions: Complete the worksheet after reading "How the Hedgehog Tricked the Hare."

park car short shower shark

Directions: In the word box, have students circle the spelling of either 'or' or 'ar' in the words. Next, ask students to write the words in the appropriate sentence.

1. We like to go to the _____ to eat a picnic lunch.
2. Kate is not tall. She is _____.
3. We had a rain _____.
4. The _____ is red and fast.
5. A _____ is in the sea.

sports flower fork dark barking

6. I need a _____ to eat my food.

7. The dog will not stop _____!

8. Do you enjoy _____ like soccer?

9. The _____ smells nice.

10. The lamp is on since it is _____
and hard to see.

Quotation Marks

Directions: Have students copy the sentence with the correct capitalization, quotation marks, commas, and ending punctuation.

1. our dog likes to bark said Roy

2. james asked is this game fun

3. troy asked can we go to the park

4. i hope we can go to the park after lunch said
Nate

5. hand the flower pot to Jane said Mike

6. deb said this is a fast game

Name _____

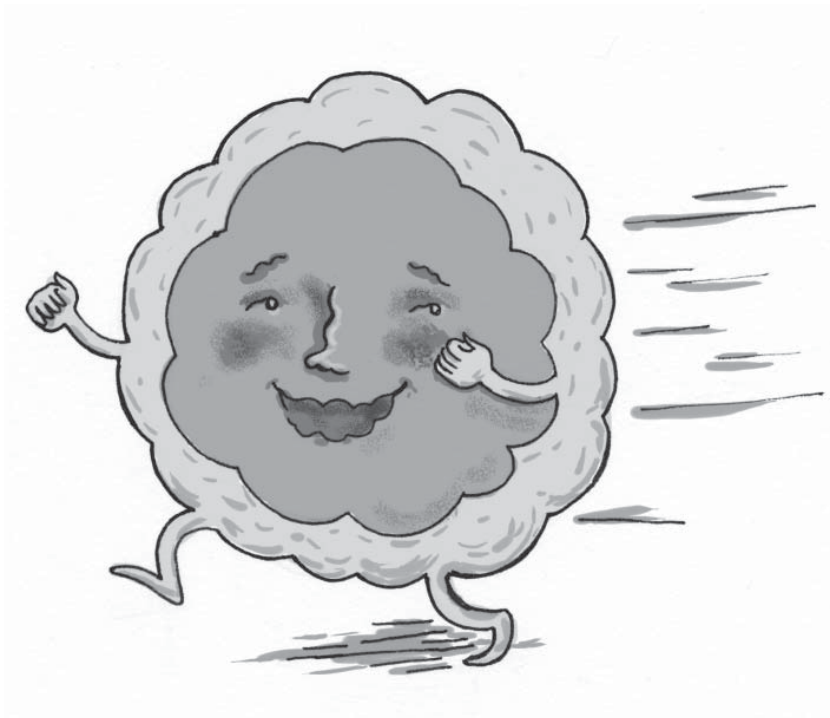
Title _____

The main characters are _____

The tale takes place _____

In the tale (plot) _____

Directions: Have students use the template for their book reports.



Tell how you can tell “The Pancake, Part I” is a made-up tale.



Dear Family Member:

This is the first part of a trickster tale we are reading in class. Please ask your child to read it aloud to you.

The Pancake, Part I

“Did you enjoy the tale of the hedgehog and the hare?” asked Mike’s dad.

“Yes, I liked it,” said Mike. “The hedgehog came up with a good trick.”

“The tale I’d like to tell you next has a trick in it, too.”

“Cool!” said Mike. “Is there a hedgehog in it?”

“Nope,” said his dad. “But there is a pancake in it!”

“A pancake?”

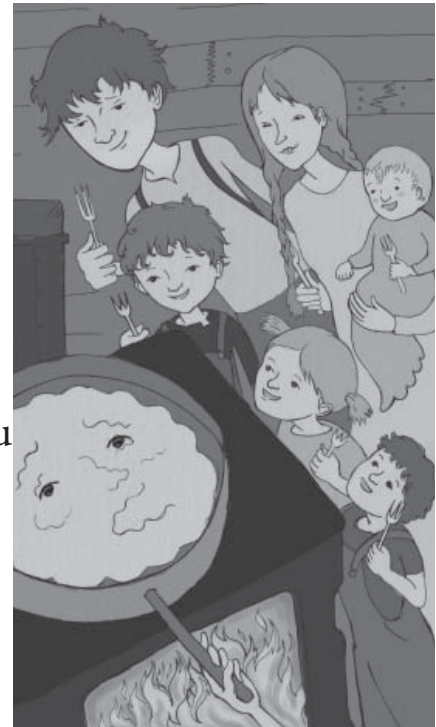
“Yep.”

“Neat! Tell it!”

“But the sun has not set yet! The street lamp is not on yet!”

“Please! I would like to hear it! Will you tell the pancake tale!”

Once upon a time there was a mom who had six kids. One morning the mom was grilling a pancake for the kids. The





kids looked at the pancake. They got out their forks and started licking their lips.

The pancake looked back at the kids. He was scared. He feared the kids would eat him. When the mom was not looking, the pancake jumped out of the pan and ran off.

The pancake ran out of the house.

“Stop, pancake!” shouted the mom from the porch.

“Stop, pancake!” shouted the six kids.

All seven of them chased the pancake as he ran out of the yard.

But the pancake was too fast. He outran them all.

The pancake ran north on a foot path. He zoomed past a barn and two farmers who were plowing the ground.

“Why are you running, pancake?” the farmers asked.

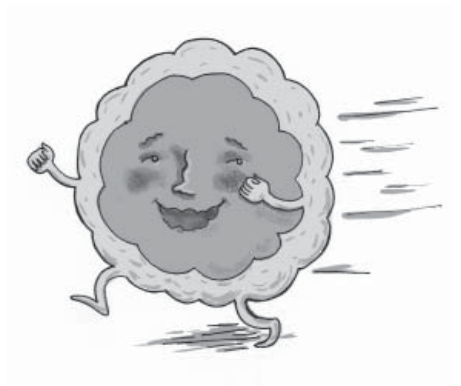
The pancake shouted, “I’ve outrun a mom and six kids, and I can outrun you too! I’m too fast and too smart for you.”

“You think so?” said the farmers. They started running. But the pancake was too fast. He outran the farmers.

Just then Mike’s sister Ann came in. She was just three. She had on her gown for bed.

“Dad,” she said, “will you tell it to me, too?”

“Yes, I will,” said her dad. “You can sit up here with Mike and hear the rest of the tale.”



Editing Checklist

Ask yourself these questions as you edit your draft.

1. Do I have a title?	
2. Have I described the setting at the start?	
3. Have I named and described the characters?	
4. Do I have a plot with <ul style="list-style-type: none">• a beginning?• a middle?• an end?	
5. Do all of my sentences start with uppercase letters?	
6. Do all of my sentences end with a final mark? (. ? or !)	
7. Have I spelled all of my words correctly?	
8. Have I added “sense” words that describe how things look, feel, taste, sound, or smell?	

The Pancake, Part II

1. The pancake first ran past farmers. Then he ran past _____.
 - A. a fox
 - B. a hen
 - C. a pig

2. The pancake ran past a hen. As the hen chased the pancake, she was _____.
 - A. clucking
 - B. snorting
 - C. yelling

3. How did the fox trick the pancake?

Directions: Have students reread the story and answer the questions in complete sentences.

The Pancake, Part II

Directions: Have students number the sentences in the correct order using the story page numbers, then cut and paste them on Worksheet 13.4.

The pancake ran past a fox. (Page _____)

The fox ate the pancake. (Page _____)

The pancake ran by a pig. (Page _____)

The pancake shouted, "I'VE OUTRUN A MOM, SIX KIDS, TWO FARMERS, A PIG, AND A HEN, AND I CAN OUTRUN YOU, TOO! I AM TOO FAST AND SMART FOR YOU!" (Page _____)

The pancake ran by a hen. (Page _____)

The Pancake, Part II

1.

2.

3.

4.

5.



The Pancake, Part II

“Let’s see,” said Mike’s dad. “Where did I stop?”

“The pancake was running,” said Mike. “He had just outrun the two farmers.”

“OK,” said Mike’s dad. “Let’s start there.”

The pancake ran on until, by and by, he ran past a pig.

“Why are you running, pancake?” the pig asked.

The pancake shouted, “I’ve outrun a mom, six kids, and two farmers, and I can outrun you too! I am too fast and too smart for you.”

“You think so?” said the pig. Then it snorted and started running. The pig chased the pancake. But the pancake was too fast.

The pancake ran on until, by and by, he ran past a hen.

“Why are you running, pancake?” the hen asked.



The pancake shouted, “I’ve outrun a mom, six kids, two farmers, and a pig, and I can outrun you too! I am too fast and too smart for you.”

“You think so?” said the hen. Then she set off, clucking as she ran. The hen chased the pancake. But the pancake was too fast.

The pancake went on until, by and by, he ran past a fox.

“Why are you running, pancake?” the fox asked.

The pancake said, “I’ve outrun a mom, six kids, two farmers, a pig, and a hen, and I can outrun you too! I am too fast and too smart for you!”

The fox did not get up. He just sat there and said, “What was that you said? I could not quite make it out.”

The pancake stopped running and yelled, **“I’ve outrun a mom, six kids, two farmers, a pig, and a hen, and I can outrun you too! I am too fast and too smart for you!”**

The fox squinted and said, “What was that you said? I still could not quite hear you. Why do you stand so far off? Stand nearer to me so I can hear you.”

The pancake ran up near to the fox. Then he shouted at the top of his lungs: **“I’VE OUTFUN A MOM, SIX KIDS, TWO FARMERS, A PIG, AND A HEN, AND I CAN OUTFUN YOU TOO! I AM TOO FAST AND TOO SMART FOR YOU!”**

“You think so?” said the fox. “I think you made a mistake and got a bit too close.” Then he scooped the pancake into his mouth and ate it for dinner.

And that was the end of the pancake. And that is the end of the tale.



Antonyms

Directions: Have students write the number of the word in the left column in the blank box with its antonym on the right.

1 inside

bad

2 soft

long

3 add

cold

4 good

rounded

5 short

hard

6 shout

subtract

7 pointed

outside

8 hot

whisper

Editing Checklist

Ask yourself these questions as you edit your draft.

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3. Have I named and described the characters?	
4. Do I have a plot with <ul style="list-style-type: none">• a beginning?• a middle?• an end?	
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6. Do all of my sentences end with a final mark? (. ? or !)	
7. Have I spelled all of my words correctly?	
8. Have I added “sense” words that describe how things look, feel, taste, sound, or smell?	

Name _____

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



sick

visit

out

hare

cave

owl

The panther was _____. He could not leave his _____. First the panther said to the _____, "I am sick. Will you _____ me in my cave?" The owl went inside the cave, but he did not step _____. Next the panther said to the _____, "I am sick. Will you visit me in my cave?" The hare went inside the cave, but he did not step out.

Directions: Have students fill in the blanks with the best word choice from the box.

Name _____

The tale I like the best from *Bedtime Tales* is:

In the tale:

The reasons I like this tale are:

Directions: Have students write about a favorite story from Bedtime Tales.

Draw a picture from this tale.



Mark the words that are said.

- | | | | | |
|----|---------|-------|--------|---------|
| 1. | sitter | stern | sister | stinger |
| 2. | rate | rake | rat | ran |
| 3. | be | bet | beet | best |
| 4. | booking | bout | bake | book |
| 5. | here | there | theme | them |
| 6. | foil | foul | feel | fool |
| 7. | join | joint | joust | joyful |
| 8. | pork | park | perk | pick |
| 9. | fin | fine | five | fit |

10. Bart	farm	port	part
11. cut	cute	cube	cull
12. hoop	hope	hop	hopping
13. jeep	germ	jerk	jeans
14. employ	joy	joyful	enjoy
15. bet	batch	beach	beet
16. clown	cow	crown	cloud
17. stern	seem	steam	stream
18. tout	tart	toot	foot

Cat and Mouse Keep House

1. Mike asked for a bedtime tale that had _____.

- A. a trick
- B. a dog
- C. a joke

Page _____

2. What did the cat and mouse set up?

- A. The cat and mouse set up tricks.
- B. The cat and mouse set up a mat.
- C. The cat and mouse set up house.

Page _____

3. What was in the jar?

In the jar was _____.

- A. some jam
- B. a pancake
- C. a smaller jar

Page _____

4. Where did cat and mouse hide the jar?

The cat and mouse hid the jar _____.

- A. in a tree
- B. in a bigger jar
- C. in the house next door

Page _____

Directions: Have students circle the letter next to the best answer to each question.

5. Who went to eat the jam first?

Page _____

6. Why did the mouse want to eat the jam?

Page _____

7. The cat tricked the mouse. This made the mouse feel _____ at the cat.

- A. mad
- B. sad
- C. scared

Page _____

8. What did the cat do to the mouse?

- A. The cat sat on the mouse.
- B. The cat ate the mouse.
- C. The cat hid the mouse.

Page _____

Name _____

Start time: _____

The Fox and the Cat

Once a fox and a cat were drinking from a river. 11

The fox started bragging. 15

“I am a clever one,” said the fox. “There are lots of beasts out there that would like to eat me, but they can’t catch me. I have lots of tricks that help me escape from them. I can run. I can swim. I can dig a hole and hide. Why, I must have a hundred clever tricks!” 29
60
60
73

“I have just one trick,” said the cat. “But it is a good one.” 87

“Just one?” said the fox. “That’s all? Well, that is too bad for you!” 100
101

Just then there was a loud sound. It was the sound of barking dogs. A hunter was leading a pack of hunting dogs by the side of the river. 114
129
130

The cat scampered up a tree and hid in the leaves. 141

“This my plan,” said the cat. “What are you going to do?” 153

The fox started thinking which of his tricks he should use. Should he run? Should he swim? Should he dig a hole and hide? He had such a long list of tricks. It was hard to pick just one. But while he was thinking, the hunter and his dogs were getting nearer and nearer. Soon they spotted the fox and then it was too late. 164
178
194
206
218

The cat said, “It’s better to have one trick you can count on than a hundred you can’t.” 232
236

Stop time: _____

Discussion Questions (note student's answers)

1.

2.

3.

4.

5.

6.

WCPM Calculation Worksheet

Student: _____

Date: _____

Story: *The Fox and the Cat*

Total words in story: 236

<p>Words</p> <div style="text-align: right; margin-bottom: 10px;"> <input style="width: 60px; height: 30px;" type="text"/> Words Read </div> <div style="text-align: right; margin-bottom: 10px;"> $\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$ <input style="width: 60px; height: 30px;" type="text"/> Uncorrected Mistakes </div> <div style="text-align: right;"> $\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$ <input style="width: 60px; height: 30px;" type="text"/> Words Correct </div>	<p>Time</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">Minutes</td> <td style="text-align: center; width: 50%;">Seconds</td> <td></td> </tr> <tr> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td style="text-align: right;">Finish Time</td> </tr> <tr> <td style="text-align: center;">$\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$</td> <td style="text-align: center;">$\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$</td> <td style="text-align: right;">Start Time</td> </tr> <tr> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td style="text-align: center;"><input style="width: 40px; height: 30px;" type="text"/></td> <td style="text-align: right;">Elapsed Time</td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 10px;"> $\left(\begin{array}{ c } \hline \square \\ \hline \end{array} \times 60 \right) + \begin{array}{ c } \hline \square \\ \hline \end{array} = \begin{array}{ c } \hline \square \\ \hline \end{array}$ </td> <td style="text-align: right; vertical-align: middle;">Time in Seconds</td> </tr> </table>	Minutes	Seconds		<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	Finish Time	$\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$	$\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$	Start Time	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	Elapsed Time	$\left(\begin{array}{ c } \hline \square \\ \hline \end{array} \times 60 \right) + \begin{array}{ c } \hline \square \\ \hline \end{array} = \begin{array}{ c } \hline \square \\ \hline \end{array}$		Time in Seconds
Minutes	Seconds															
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$\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$	$\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$	Start Time														
<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	Elapsed Time														
$\left(\begin{array}{ c } \hline \square \\ \hline \end{array} \times 60 \right) + \begin{array}{ c } \hline \square \\ \hline \end{array} = \begin{array}{ c } \hline \square \\ \hline \end{array}$		Time in Seconds														
<p>WCPM</p> <div style="text-align: center; margin-bottom: 10px;"> <input style="width: 60px; height: 30px;" type="text"/> \div <input style="width: 60px; height: 30px;" type="text"/> $\times 60 =$ <input style="width: 60px; height: 30px;" type="text"/> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Words Correct Time in Seconds WCPM </div>																

Compare the student's WCPM score to national norms for Fall of Grade 2 (Hasbrouck and Tindal, 2006):

90th percentile: 106 WCPM

75th percentile: 79 WCPM

50th percentile: 51 WCPM

25th percentile: 25 WCPM

10th percentile: 11 WCPM

catch

green

spend

boil

trick

spoon

cord

foot

bunch

cloud

space

broil

lime

fern

slope

thorn

cute

yard

Directions: Have students read each word and circle the letter or letters for the vowel sound in the word.

finish

shortcut

after

shampoo

basement

downtown

footprint

priceless

wishbone

morning

bedtime

hillside

pavement

napping

sleeping

mushroom

discount

number

Name _____

PP2

Count the sounds in the word. Write the number of sounds in the box. Print the word on the line.

1. cloud 4 _____ cloud

2. grapes _____

3. twitch _____

4. foil _____

5. crow _____

6. short

7. teeth

8. joke

9. parking

10. choice

11. winter

Name _____

PP3

Which word matches the picture? Write it on the line.

grapes gate



_____ grapes _____

coin corn



sleep slope



slide dive



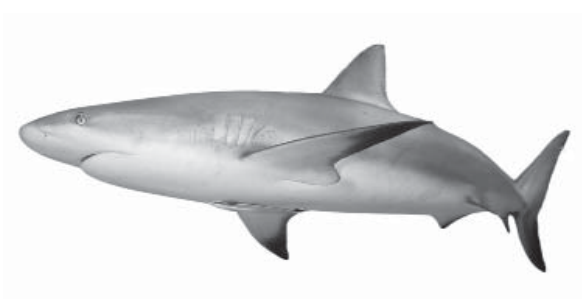
book cook



drive dive



short shark




home hill





Name _____


Spell the word. Then print it on the line.

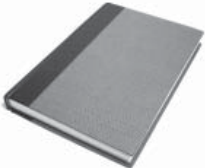
	ar r	t d	i c	k s	t f
---	---------	--------	--------	--------	--------


artist


	h d	ar a	k p
---	--------	---------	--------


	p b	u ar	x k
--	--------	---------	--------


	qu k	oo ee	n m
---	---------	----------	--------


	b d	oo ou	t k
---	--------	----------	--------

	s	p	u	d
	c	k	oo	n

	kn	e	v	i
	k	i	f	e

	t	ar	d	r
	f	or	m	er

	p	l	o	t	e
	g	w	d	b	a

	g	ar	m	e	n
	c	r	d	o	d

Print the words on the lines where they fit the best. Use each word in a sentence.

1. fork



_____ fork _____

_____ The fork is sharp. _____

2. slide



_____ _____

3. coin



_____ _____

4. igloo



5. pancakes



6. rooster



Name _____

PP6

Print the words in the box on the lines where they fit the best.

mule

cake

spoon

~~kite~~

house

tree



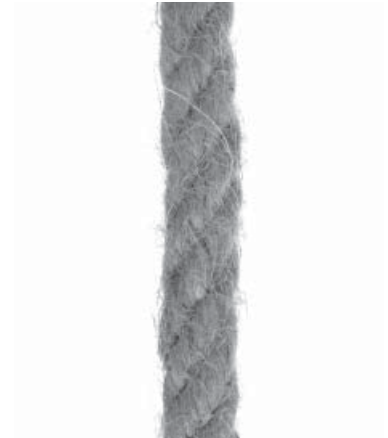
kite



coin
cloud

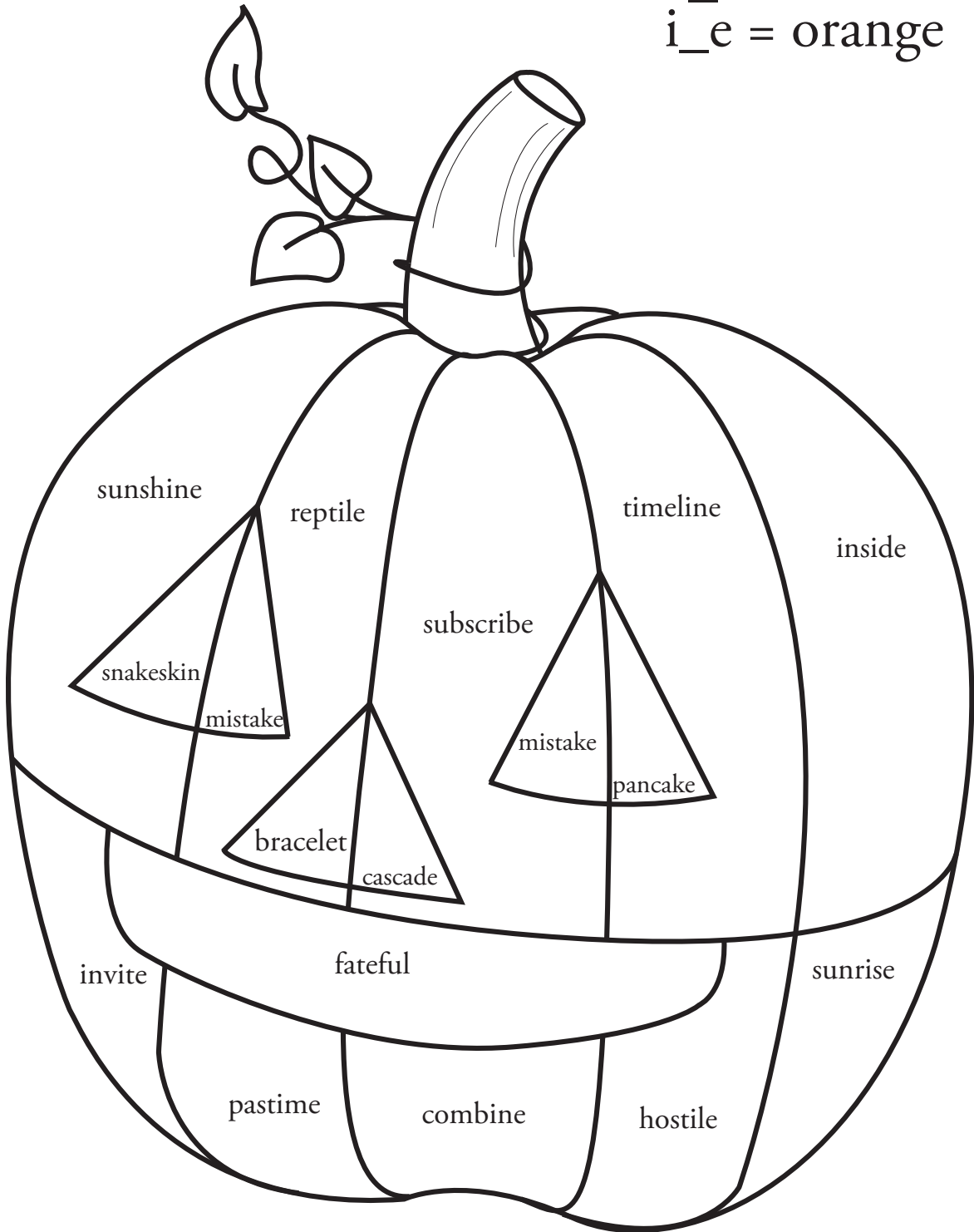
rope
fern

hook
vase



Directions: Ask students to read each word and to then color the spaces of words with *lael* brown and the spaces of words with *lie* orange.

a_e = brown
i_e = orange



m a d → m a d e

_____ → _____

_____ → _____

_____ → _____

_____ → _____

_____ → _____

Directions: Have students write each word sound by sound as you pronounce each word.

1. fad fade fate fade

2. slope slop sop _____

3. cap cope cape _____

4. joke jock jot _____

5. dime dim dine _____

6. cane can corn _____

Directions: Have students circle each word that the teacher says and write it on the line.

7. fake fad fade _____

8. late lad lake _____

9. mode made mad _____

10. mute moot mate _____

11. bit bite bike _____

12. hop hope hoop _____



dim
dine
dime

kit
kite
kiss

fin
find
fine

Directions: Have students circle the word that matches the picture.



rate
rake
rat

cute
cap
cut

pin
pint
pine



rod
rode
red



cap
cane
cape



mate
mat
male

10

ten
teen
tent



can
cane
cape

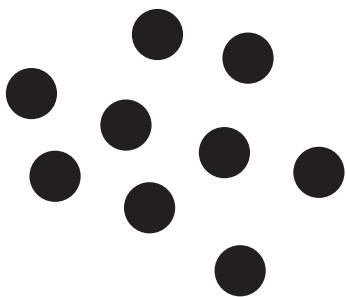


pale
pane
pan

Name _____

Print the words in the box on the lines where they fit best.

lines	bike	gate
kite	nine	plate



nine



Directions: Ask students to hoeshoe-circle the separated digraphs in each word.

dime

cube

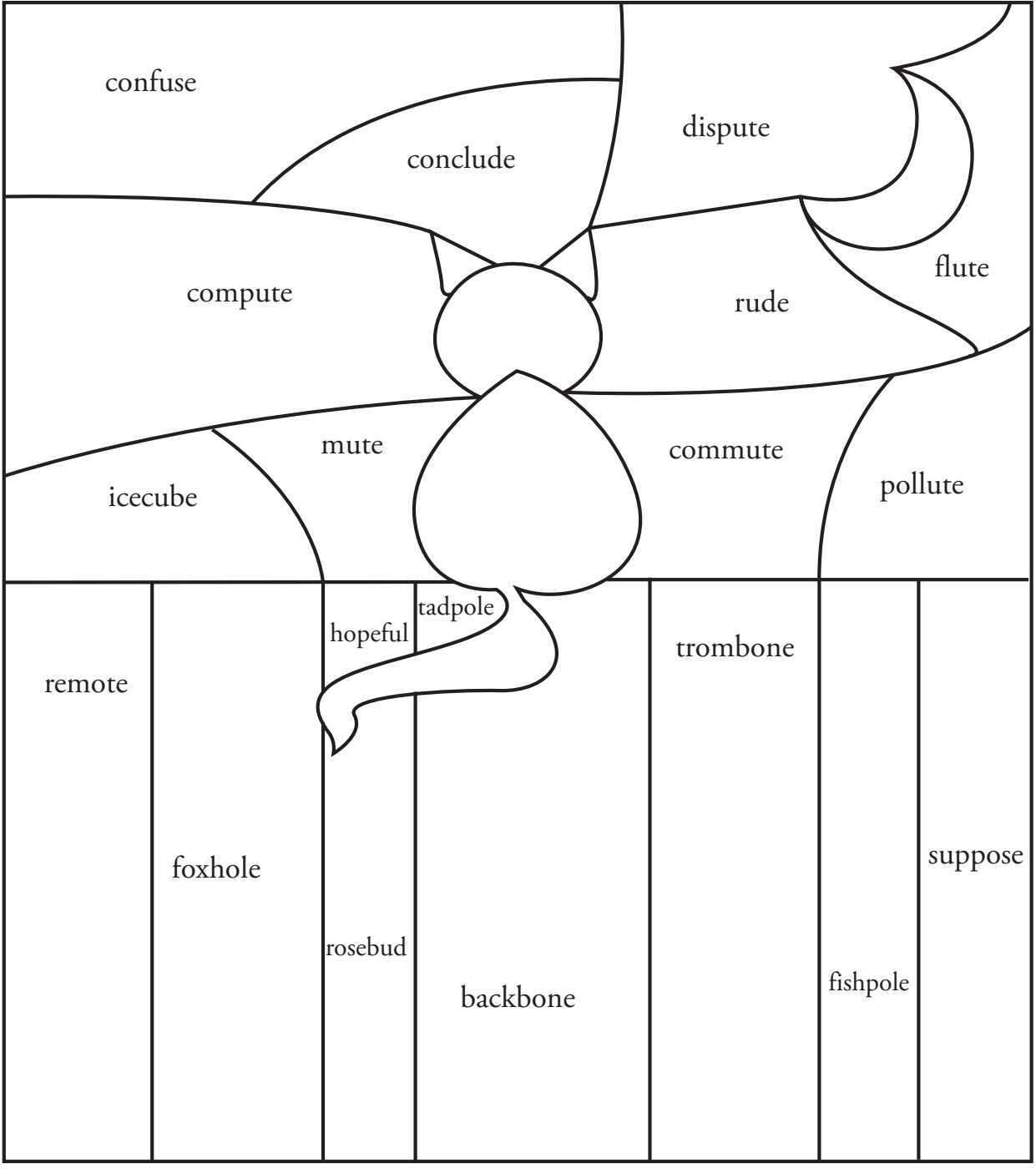
grapes

globe

cone

cake





Directions: Have students color the areas with /oe/ words light brown and /ue/ words blue.

/oe/ = light brown

/ue/ = blue

Name _____

Print the words in the box on the lines where they fit best.

bee	beans	leaf
peanuts	teacup	seashell



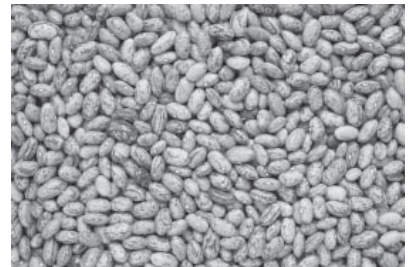
seashell











wheat

chimpanzee

eel

athlete

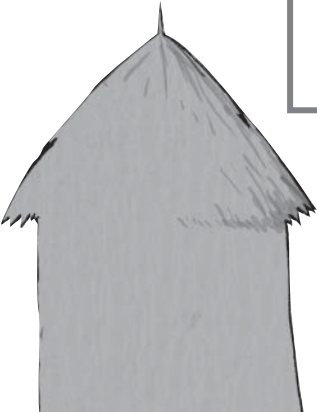
cheese

geese



Name _____

Directions: Ask students to read each word and circle only the words that have the /ee/ sound so Jane can follow the path to go back home.



Wheel

Bean

Wheat

Seed

Shell

Bell

Cream

Neck

Well

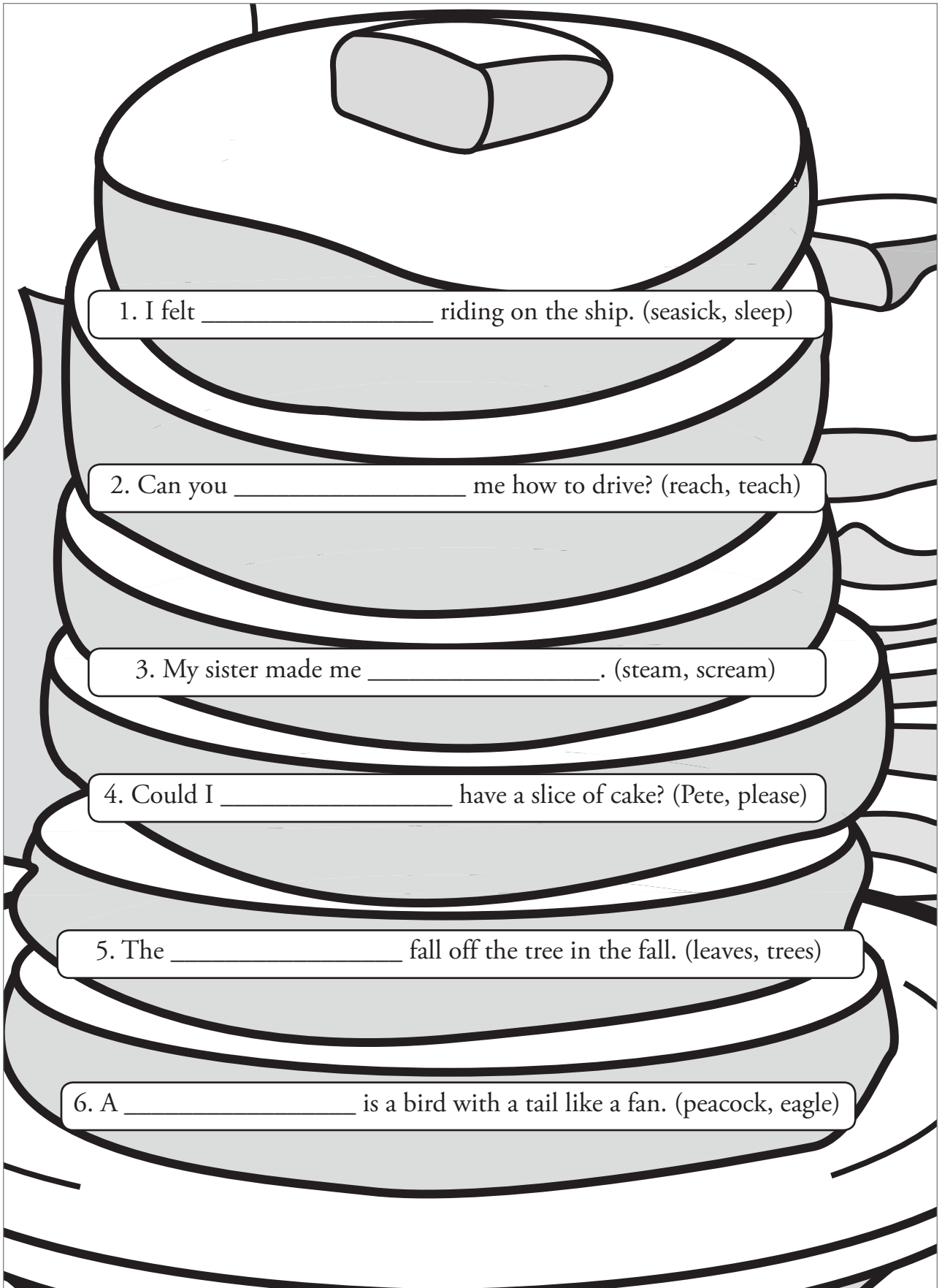
Head

Creek

Bed

Great

Bread



1. I felt _____ riding on the ship. (seasick, sleep)

2. Can you _____ me how to drive? (reach, teach)

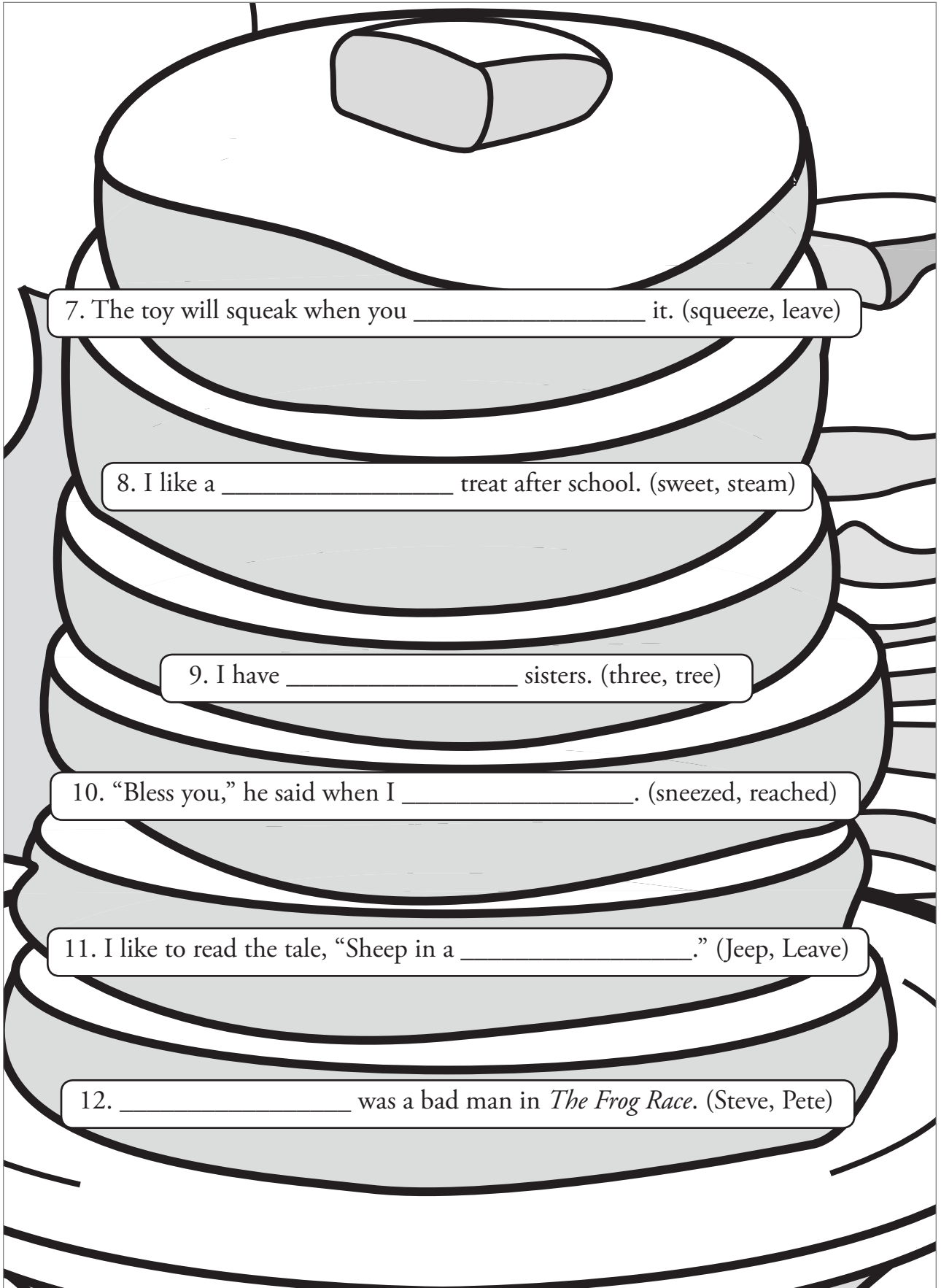
3. My sister made me _____. (steam, scream)

4. Could I _____ have a slice of cake? (Pete, please)

5. The _____ fall off the tree in the fall. (leaves, trees)

6. A _____ is a bird with a tail like a fan. (peacock, eagle)

Directions: Circle the word that best completes each sentence.



7. The toy will squeak when you _____ it. (squeeze, leave)

8. I like a _____ treat after school. (sweet, steam)

9. I have _____ sisters. (three, tree)

10. "Bless you," he said when I _____. (sneezed, reached)

11. I like to read the tale, "Sheep in a _____." (Jeep, Leave)

12. _____ was a bad man in *The Frog Race*. (Steve, Pete)

The snake was sitting on a rock in the sun. It had red stripes and black stripes on its skin. The scales on the snake's skin glistened in the sunshine. The snake got nice and hot in the sun. The snake will catch mice for a snack. It is good for a snake to munch on mice. When the snake gets big, the snake will shed its skin. When the sun sets and it is bed time, the snake will be safe hiding in the sand.

Directions: Have students draw a picture illustrating the text read in the paragraph.

owl	now	out	shout	cow
mouse	howl	brown	frown	trout

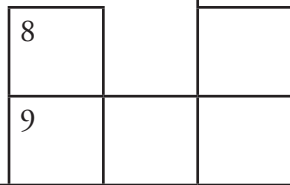
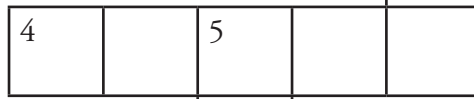
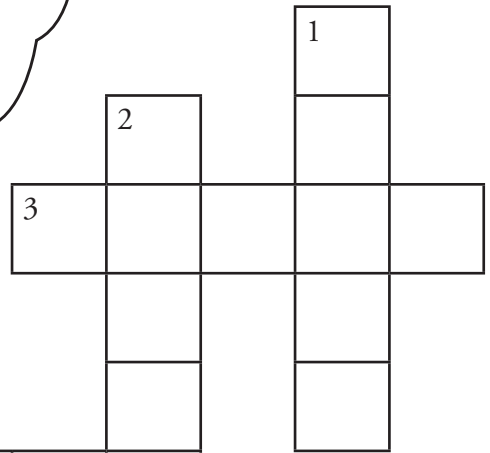
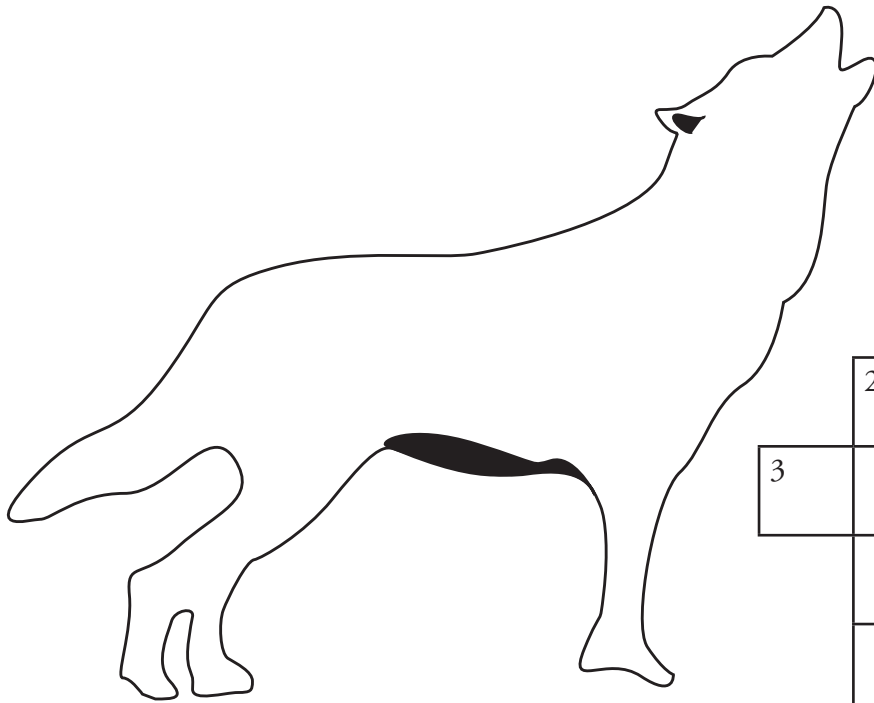
Across

3. A fish
4. not a smile
6. a loud voice
9. a bird
10. "Go to bed _____," said Mom.

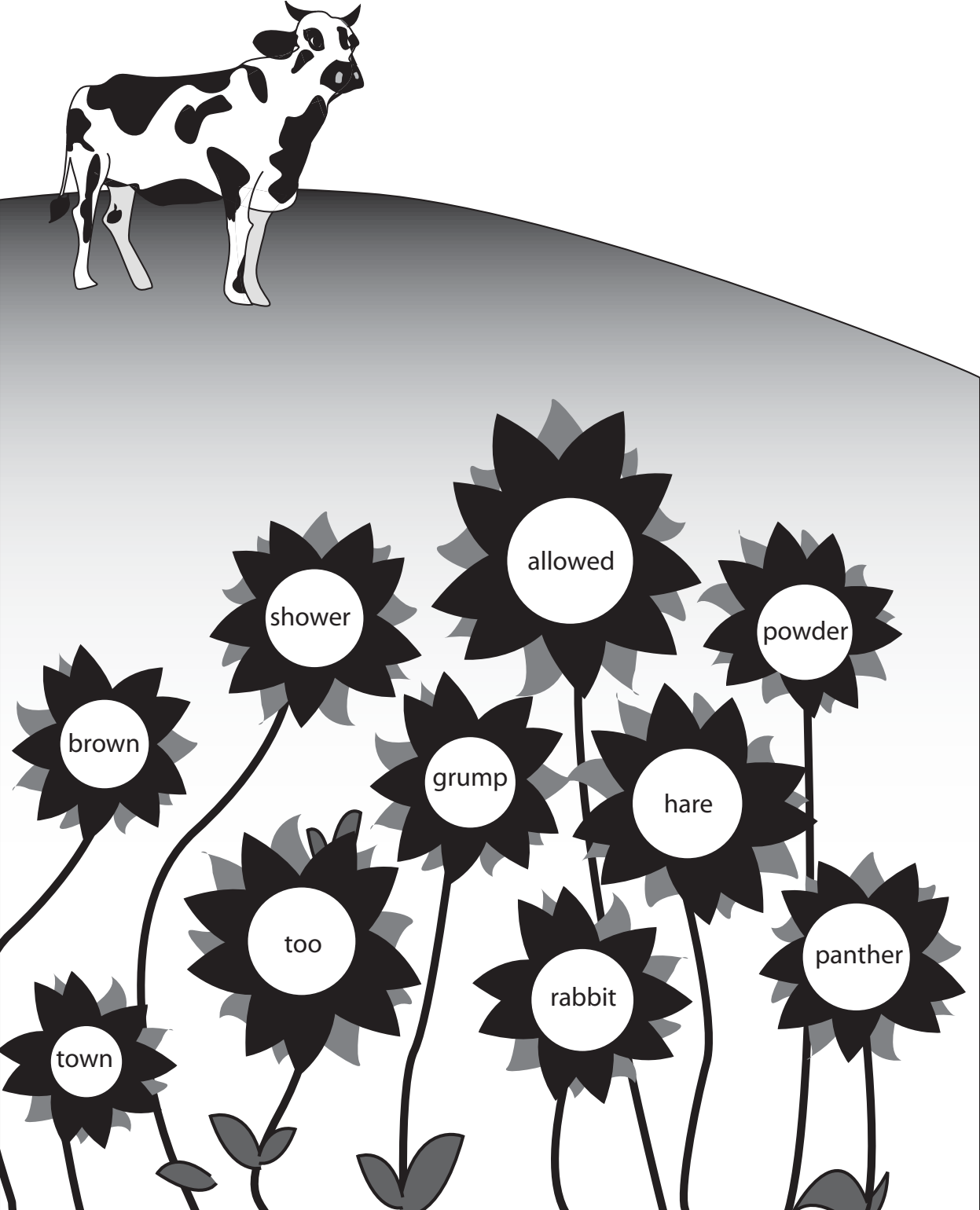
Down

1. One _____, two mice
2. How now, _____ cow
5. not inside but _____ side
7. A dog will _____ at the moon.
8. "Moo," said the _____.

Directions: Read the clues to the students and guide the completion of the crossword puzzle.



Directions: Help the cow find the best flowers to eat. Color only the flowers with the /ou/ sound.



batboy

toybox

toys

coiled

soil

boiling

coins

1. The sun is _____ hot outside.
2. Did you see the snake all _____ up?
3. The _____ will keep the baseball bats neat.
4. We will plant the seeds in the _____.
5. Pick up the toys and place them in the _____.
6. Could you help me count my _____?
7. Are the stuffed _____ on the bed?

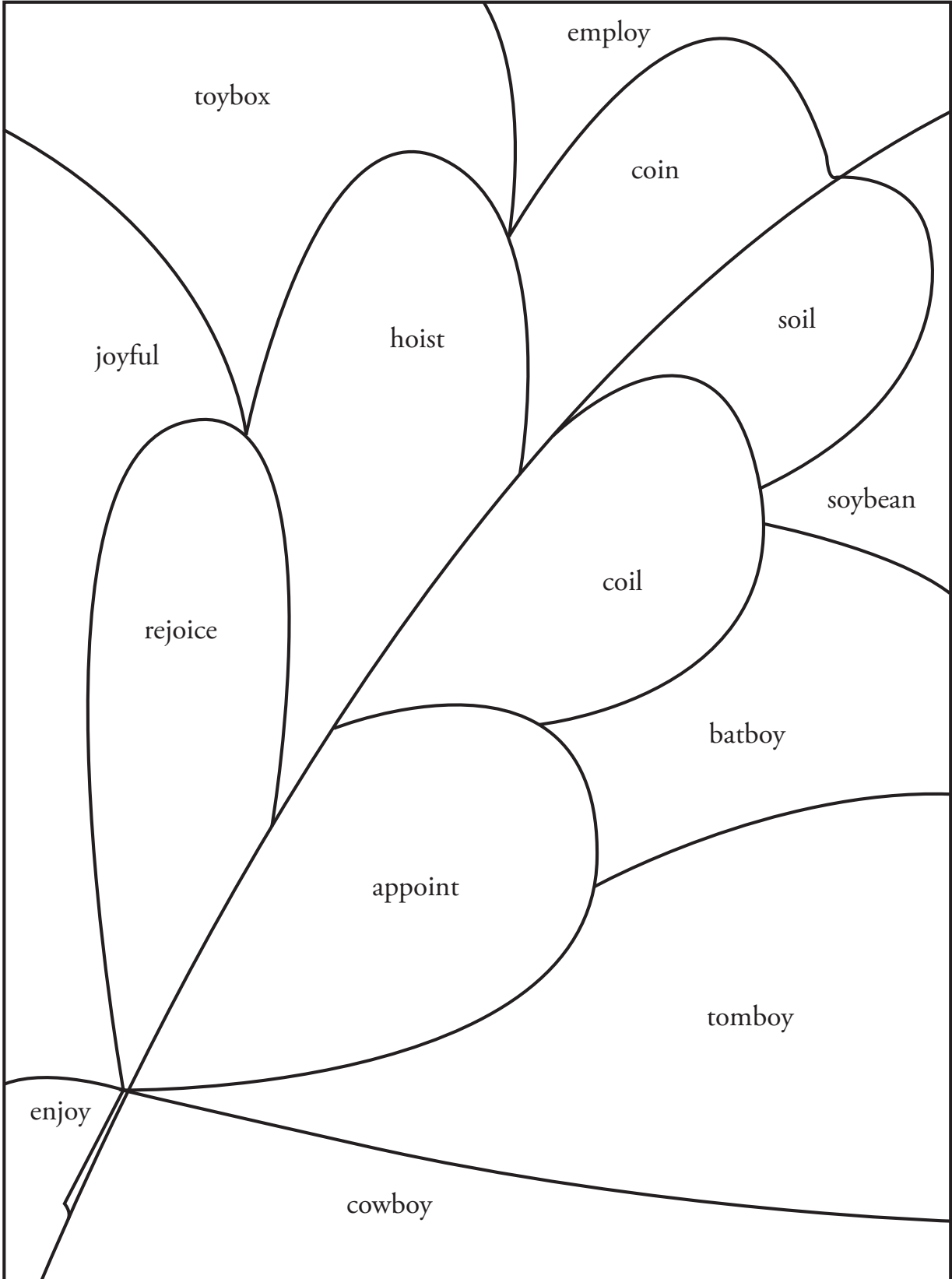
Directions: Students should read the sentences and fill in the blank with the best word.

Name _____

'oy' = blue

'oi' = green

Directions: Direct students to color the words with the /oi/ sound spelled 'oy' blue and the words with the /oi/ sound spelled 'oi' green.



'er'

after

sister

marker

chapter

herd

fern

perch

number

1. Ten is the _____ I like best.
2. The _____ of cows ate grass.
3. Do you have the red _____?
4. The green _____ needs water and sun.
5. My big _____, Jan, is tall.
6. The bird is sleeping on its _____.
7. _____ class, I like to take a nap.
8. That _____ of the book was long.

Directions: Have students choose the correct word that fits best in the sentence. After writing the word in the blank, have him or her circle the 'er' spelling.

'or' and 'ar'

arm	shark	farmer	car	torn
corn	yarn	cart	thorn	

1. The red _____ went down the street fast.
2. Mark has a cut on his _____.
3. Do you like to eat _____ in the summer?
4. The _____ had pigs and cows on his land.
5. Did he place the food in his shopping _____?
6. The _____ on the rose was sharp.
7. My mom uses _____ when she knits.
8. That is a big _____ in the sea!
9. His shirt was ripped and _____.

Directions: Have students choose the best word to complete the sentence. After writing the word in the blank, have him or her circle either the 'or' or 'ar' spelling.

Name _____

'or', 'er', and 'ar'

Directions: Have students read each word aloud, write the word under the correct header, and circle the /or/, /er/, or /ar/.

north	letter	garlic	morning	better
car	porch	cartoon	ladder	swimmer
short	far	river	form	garden

<i>/er/ as in her</i>	<i>/ar/ as in car</i>	<i>/or/ as in for</i>

'or,' 'ar,' and 'er'

north	letter	garlic	morning	better
car	porch	cartoon	ladder	swimmer
short	far	river	form	garden

Directions: Have students select words from the box and use them to write sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

Print the words in the box on the lines where they fit best.

artist	barefoot	tadpole
duckling	comics	checkers



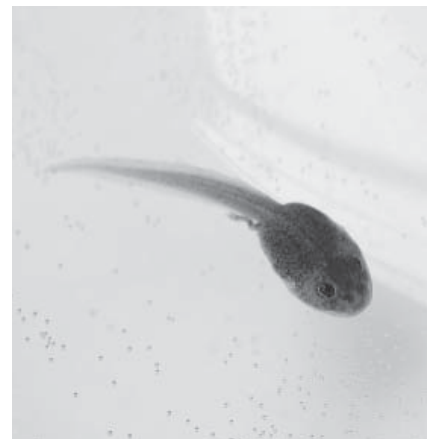
duckling











bookcase

broomstick

dentist

fireplace

handshake

iceberg

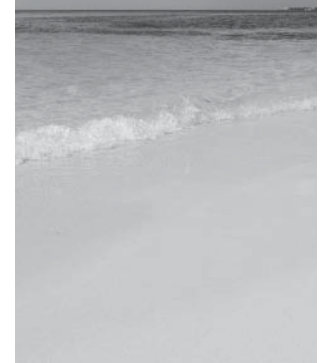


Directions: Read these words with your students. Ask them to "bounceshoe circle" the pattern at the top of the column.

a_e	i_e
cupcake	sunshine
pancake	reptile
mistake	sunrise
fateful	timeline
bracelet	inside
cascade	pastime
snakeskin	combine
inflate	subscribe
translate	hostile

Print the words on the lines where they fit the best.

1. winter



winter

2. river



3. forest



4. farmer



5. ladder



6. collar



Print the words in the box on the lines where they fit the best.

children	number	winter
kitchen	garden	fingers

38

number



writing

coffee

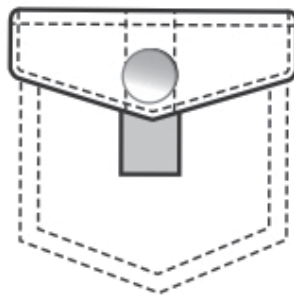
pocket

fireplace

fifteen

soccer

15



Directions: Have students practice writing the Tricky Words listed in the Teacher Guide.

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

6. _____

6. _____

7. _____

7. _____

8. _____

8. _____

9. _____

9. _____

10. _____

10. _____

Name _____

Print *yes* or *no* on the lines.

1. Can a mule cook dinner?

no

2. Can you wave your hand?

3. Are your feet green?

4. Can you swim in a pool?

5. Is a dime less than a nickel?

6. Is a river wet?

7. Is it dark at noon?

8. Is a cake sweet?

9. Are there cats on the moon?

10. Can a rock swim?

11. Is a boiling pot hot?

12. Is butter red?

Name _____

Print *yes* or *no* on the lines.

1. Can a pepper be green?

yes

2. Do pigs moo?

3. Is ice hot?

4. Can you use a pen to write?

5. Do words have letters?

6. Can a fish oink?

7. Is nineteen a number?

8. Is it hot at the South Pole?

9. Do fish have feet?

10. Is shouting loud?

11. Is a panther a fish?

12. Do raccoons have fins?

Check the sentence that is the best fit.

1.



- Roses have thorns.
 Roses have horns.

2.



- My house has a yard.
 My cloud has a yard.

3.



- I can knit mittens.
 I can knit kittens.

4.



- Dentists fix teeth.
 Dentists fix sheep.

5.



- This pup is cute.
 This duck is cute.

6.



- I swim in the pool.
 I run on the moon.

7.



- Trees are green.
- Bees are green.

8.



- He rides a bike.
- He rides a horse.

9.



- I have a dime.
- I have a lime.

10.



- The band is loud.
- The fan is loud.

11.



- This is a good book.
- He is a good cook.

12.



- The artist can paint.
- The artist can faint.

drop	ask	shrug	slump	limp
yank	plop	like	pat	yell

Directions: Ask students to use one word from the box in each sentence. He or she will need to add -ed to each word.

1. “Zip! Zing!” he _____. “Take that, T. Rex!”
2. He _____ back the drapes.
3. “Ug!” Mike said. He _____ and _____ his chin on his chest.
4. “What if I tell you a bedtime tale?” he _____.
5. Mike did not think it would help much. He _____.
6. “When I was a kid, your gramp would tell me bedtime tales. I _____ them.”
7. Mike’s dad sat down on the bed and _____ Mike on the back of the neck.
8. Mike _____ to his bed and _____ down on it.

Name _____

Directions: Choose the correct word for each sentence and add -ed to the word. Then write the correct word to fill in the blank.

dent	melt	jot	rub	beg
jog	hop	hope	tape	tap

- Someone _____ me on the head.
- The dog _____ for a treat.
- I _____ my hands together.
- The side of the truck was _____ in the wreck.
- My candy _____ when I left it in the sun.
- Mom _____ down a list for shopping.
- He _____ like a rabbit.
- Dad _____ down the street.
- We _____ to get a gift from Gramps.
- She _____ the poster to the wall.

Name _____

Directions: Ask students to add -ing to each word. Then write the correct word in the blank for the sentence on the next page.

smile _____

race _____

bake _____

invite _____

confuse _____

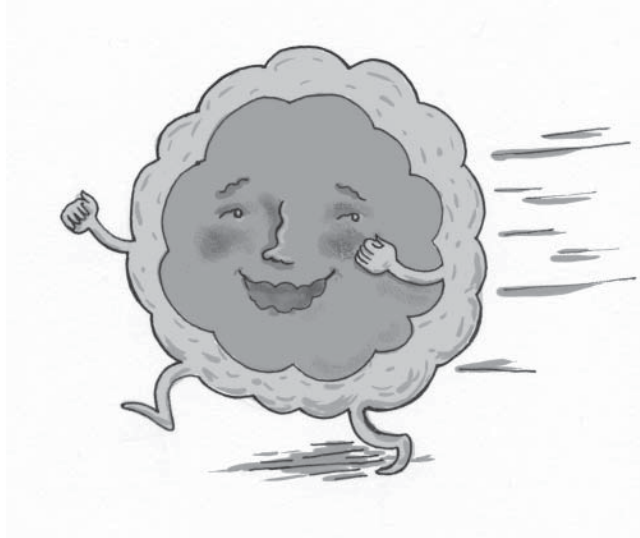
taste _____

compete _____

hop _____

1. Can we make the _____ car go faster?
2. Are you _____ all of us to your picnic?
3. Dad is _____ cake for my snack.
4. I like _____ the frosting for the cake.
5. We were glad and _____ when we left the park.
6. It was _____ to see the twins.
7. The frogs were _____ in the race.
8. The frog was _____ to the pond.

Directions: Ask students to look in the Reader and copy exactly the words that the character said on the blanks below the character's picture. Students should be told that they will need to be able to read the quotes aloud to the class or to a family member using the character's voice.



Blank lines for student writing.

Directions: Ask students to look in the Reader and copy exactly the words that the character said on the blanks below the character's picture. Students should be told that they will need to be able to read the quotes aloud to the class or to a family member using the character's voice.



Directions: Ask students to look in the Reader and copy exactly the words that the character said on the blanks below the character's picture. Students should be told that they will need to be able to read the quotes aloud to the class or to a family member using the character's voice.



Directions: In "The Jumping Frog," Big Jim has a frog for a pet. Tell students to compare a frog with his or her favorite pet (real or pretend).



Big Jim's frog looks like _____

My pet looks like _____

Big Jim's frog likes to _____

My pet likes to _____

Big Jim's frog likes to eat _____

My pet likes to eat _____

Big Jim's frog can _____

My pet can _____

Name _____

Title:

Characters

Setting

P l o t	Beginning
	Middle
	End

Directions: Complete the worksheet on any story from Bedtime Tales.

Name _____

Title of Book: _____

Author: _____

Characters: _____

What happened?

How did it end?

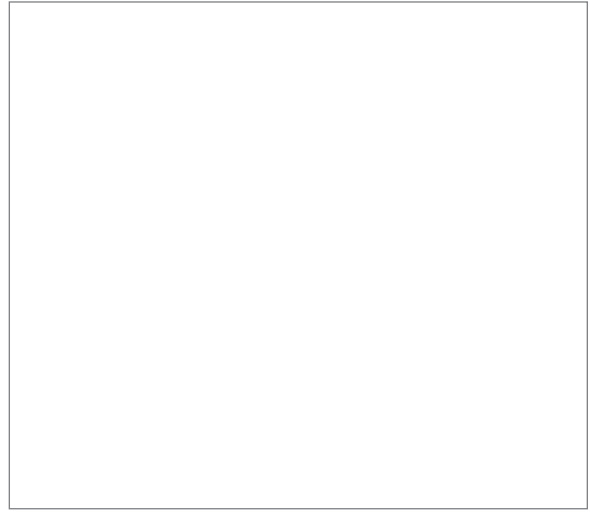
Directions: Have students select any story from the Reader to complete the book report.

Name _____

How to make a pancake

Directions: In "The Pancake," Mom makes a pancake. Have students write a recipe for making a pancake and draw a picture to go with it.

1. You will need:



2. Then you mix together _____

3. Then _____

4. Then you cook it for _____

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