



Amplify.

TEXAS

ELEMENTARY LITERACY PROGRAM

Grade 2

SKILLS 2

ACTIVITY BOOK

Grade 2

Skills 2

Activity Book

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Skills 2

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 2. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1

Activity Page

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

Add 'e' to make a new word.

slid_____

slim_____

plan_____

grim_____

spin_____

mad_____

pin_____

glad_____

quit_____

Jan_____

Sam_____

twin_____

fat_____

sit_____

hid_____

rip_____

fad_____

NAME: _____

DATE: _____

1.2

Activity Page

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 the little boy in the story?

- A. six
- B. seven
- C. nine

Page _____

2. Mike's dad said it's bedtime if . . .

- A. the sun is down.
- B. the street lamp is off.
- C. the drapes are closed.

Page _____

3. It was _____ black.

- A. catch
- B. watch
- C. pitch

Page _____

5. Why did Mike make a face?

Page _____

6. What will Mike's dad do?

Page _____

NAME: _____

DATE: _____

1.3

Take-Home

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 that you will also take the opportunity to tell some bedtime tales to your child. Telling and reading stories at bedtime are valuable ways to improve your child's vocabulary and future school success.

The spelling words for this week are below. As always, please practice these words with your child each night. Read the words aloud and ask your child to write them down. Alternatively, you could ask your child to copy each word three times.

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

Tricky Word: you

NAME: _____

DATE: _____

1.4

Take-Home

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

Use the words in the box to make a sentence.

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.

NAME: _____

DATE: _____

2.1

Activity Page

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

Add 'e' to make a new word.

cub _____

slop _____

us _____

hop _____

not _____

cut _____

cop _____

fat _____

slid _____

pop _____

rob _____

wok _____

mop _____

tap _____

tub _____

NAME: _____

DATE: _____

2.2

Directions: Ask students to read the words and horseshoe-circle the letters that make the /oe/ and /ue/ sounds.

- | | |
|-------------|--------------|
| 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 | |

NAME: _____

DATE: _____

2.3

Take-Home

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.

NAME: _____

DATE: _____

3.1

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



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of 12 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

3.2

Take-Home

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.”

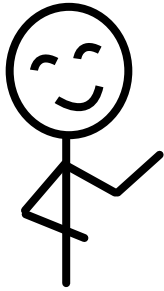


NAME: _____

DATE: _____

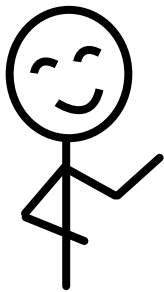
4.1

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



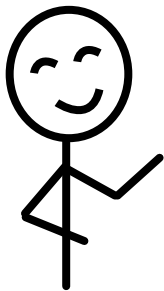
I like to eat candy.

Jane said, _____



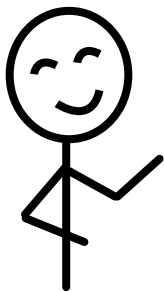
Bedtime is at nine.

Dad said, _____



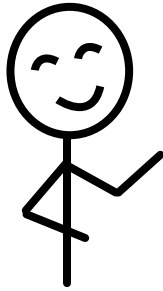
The sun is shining.

Mike said, _____



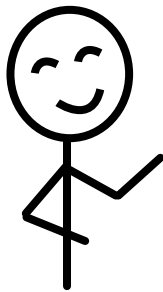
Can't I sit up?

Jane asked, _____



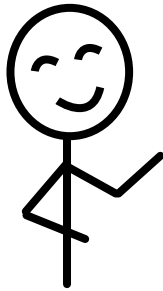
Can you tell a fun tale?

Mike asked, _____



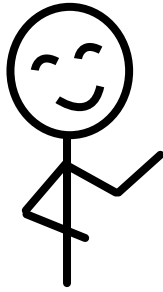
I don't like beets.

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

Page _____

6. What do you think what will happen next in the story?

NAME: _____

DATE: _____

4.3

Take-Home

Dear Family Member,

This is the first part of a trickster tale that we are reading in class. Please ask your child to read it aloud to you. After reading the story, have your child draw a picture about the story and write a sentence about the picture on the next page.

The Jumping Frog

“Dad,” Mike said, “you said we could have a fun bedtime tale this time. Have you got one that’s fun?”

“Yes,” said his dad. “I’ve got one I think you will like. It’s a tale my dad used to like to tell. It takes place in the West a long time back in the past. The name of the tale is ‘The Jumping Frog.’”

Once there was a man named Big Jim who had a frog.

Big Jim held the frog up and made a speech. “This is the best jumping frog in the land!” he said. “This frog has speed. It can jump three feet at once. You think your frog can jump? I’ll bet he can’t jump like my frog! In fact, I got ten bucks says there’s not a frog in the land can jump as fast as this frog. This frog hops like the wind. This frog . . .”

Well, Big Jim would have kept on bragging, but, just then, a man in a black vest got up and spoke.

“My name is Pete. I’m not from here,” said the man. “And I do not have a frog.”



But if I did, I would take the bet and race your frog.”

“Well, shucks,” said Big Jim. “That’s not a problem. Here, take my frog. I’ll run down to the stream and catch you a frog so we each have a frog to compete in the race.” Big Jim handed his frog to Pete. Then he ran off to the stream.

Mike’s dad was not finished telling the tale, but Mike had drifted off to sleep. He gave Mike a kiss and hoped he would have sweet dreams.



NAME: _____

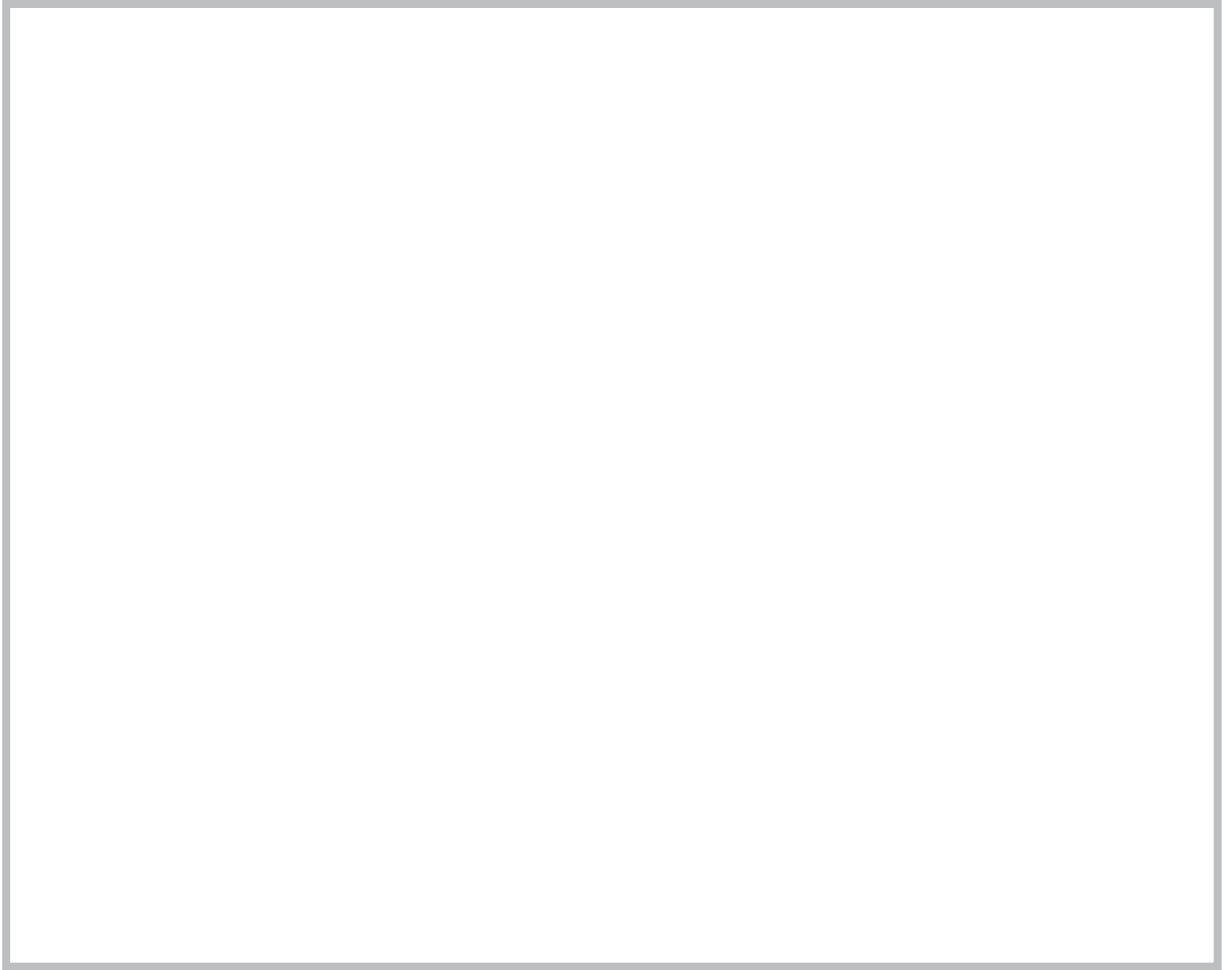
DATE: _____

4.3

CONTINUED

Take-Home

Directions: Have your child draw a picture about the story "The Jumping Frog," and write a sentence about the picture.



NAME: _____

DATE: _____

5.1

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

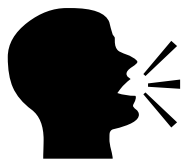
6. _____

7. _____

8. _____

9. _____

10. _____



NAME: _____

DATE: _____

5.2

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

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.

NAME: _____

DATE: _____

6.1

Directions: Complete the activity page after reading "The Milk."

Title:	
Characters	Setting
Plot	Beginning
	Middle
	End

NAME: _____

DATE: _____

6.2

Take-Home

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.

The spelling words for this week are below. As always, please practice these words with your child each night. Please note that for these words, the final ‘e’ is dropped and replaced with *-ing*.

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

Tricky Word: were

NAME: _____

DATE: _____

8.1

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 . . . 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: _____

DATE: _____

8.2

Take-Home

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!

NAME: _____

DATE: _____

8.3

Take-Home

doing enjoying giving writing hoping ~~baking~~

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

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 _____.

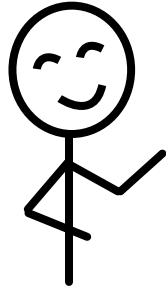
NAME: _____

DATE: _____

9.1

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

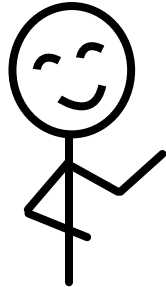
Mike



Tell me a bedtime tale.

_____ said Mike.

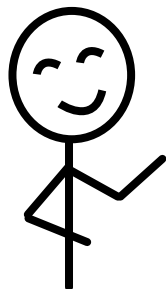
Jane



I will sell this milk.

_____ said Jane.

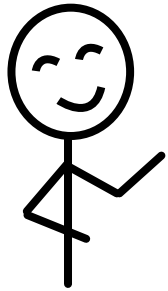
Mike's
dad



When the sun is down, it's bedtime.

_____ said Mike's dad.

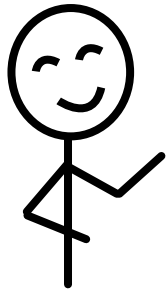
Jim



My frog hops like
the wind.

_____ said Jim.

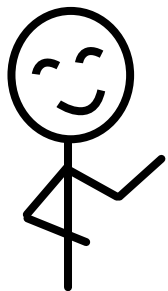
Mike



That is the end.

_____ asked Mike.

Pete



I will race your
frog.

_____ said Pete.

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 at least three sentences.

NAME: _____

DATE: _____

10.1

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

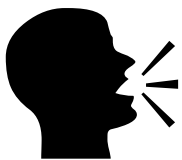
6. _____

7. _____

8. _____

9. _____

10. _____



NAME: _____

DATE: _____

10.2

/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.

NAME: _____

DATE: _____

10.3

flower never river after later

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

1. _____

2. _____

3. _____

4. _____

5. _____

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. racePage _____
2. The hedgehog and the hare lined up to race at _____.
 - A. the well
 - B. the fence
 - C. the housePage _____
3. Next, the hare ran past _____.
 - A. the well
 - B. the fence
 - C. the housePage _____
4. The hare ran up to _____.
 - A. the well
 - B. the fence
 - C. the housePage _____

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

Page _____

6. Why did the hedgehog smile in the end?

Page _____

NAME: _____

DATE: _____

11.1

Activity Page

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 fast and red.
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 because it is _____ and hard to see.

NAME: _____

DATE: _____

11.2

Quotation Marks

Directions: Have students copy each 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: _____

DATE: _____

11.3

Take-Home

Dear Family Member,

These are our spelling words for this week. The spelling 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 activity page. We have been discussing in class the characters, setting, and plot for each story. After reading the story, your child should complete the activity page and identify the characters, setting, and plot. You can encourage your child to look back at the story to find the answers. **Your child will use this completed activity page to write a book report about the story during the next class, so please make sure your child completes and brings Activity Page 11.5 back to school.**

You may want to preview the subheadings Title, Characters, Setting, Plot, Middle, and End.

	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: _____

DATE: _____

11.5

Directions: Have your child complete the activity page after reading "How the Hedgehog Tricked the Hare."

Title:	
Characters	Setting
Plot	Beginning
	Middle
	End

NAME: _____

DATE: _____

12.1

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

Title _____

The main characters are _____

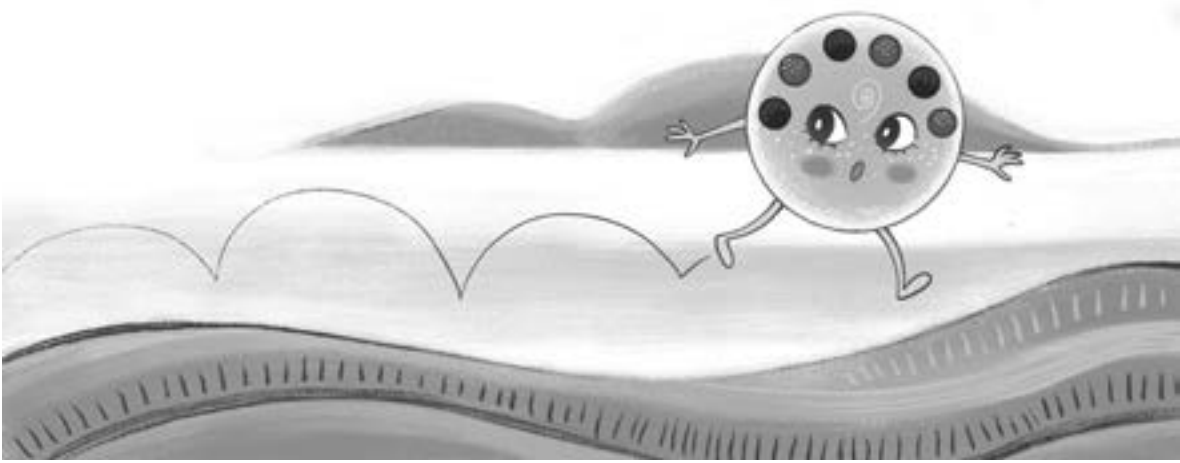
The tale takes place _____

In the tale (plot) _____

NAME: _____

DATE: _____

12.2



How can you tell “The Pancake, Part I” is a made-up tale?

NAME: _____

DATE: _____

12.3

Take-Home

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.”

NAME: _____

DATE: _____

13.1

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 . . . 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

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

1. The pancake first ran past farmers. Then he ran past _____.

- A. a fox
- B. a hen
- C. a pig

Page _____

2. The pancake ran past a hen. As the hen chased the pancake, she was _____.

- A. clucking
- B. snorting
- C. yelling

Page _____

3. How did the fox trick the pancake?

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 Activity Page 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 ____)

NAME: _____

DATE: _____

13.4

The Pancake, Part II

1.

2.

3.

4.

5.

NAME: _____

DATE: _____

13.5

Take-Home

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.

NAME: _____

DATE: _____

14.1

Activity Page

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	<input type="checkbox"/>
2	soft	long	<input type="checkbox"/>
3	add	cold	<input type="checkbox"/>
4	good	rounded	<input type="checkbox"/>
5	short	hard	<input type="checkbox"/>
6	shout	subtract	<input type="checkbox"/>
7	pointed	outside	1
8	hot	whisper	<input type="checkbox"/>

NAME: _____

DATE: _____

14.2

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 . . . 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: _____

DATE: _____

15.1

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

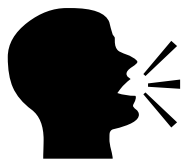
6. _____

7. _____

8. _____

9. _____

10. _____



NAME: _____

DATE: _____

15.2

Activity Page

sick

visit

out

hare

cave

owl

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

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.

NAME: _____

DATE: _____

15.3

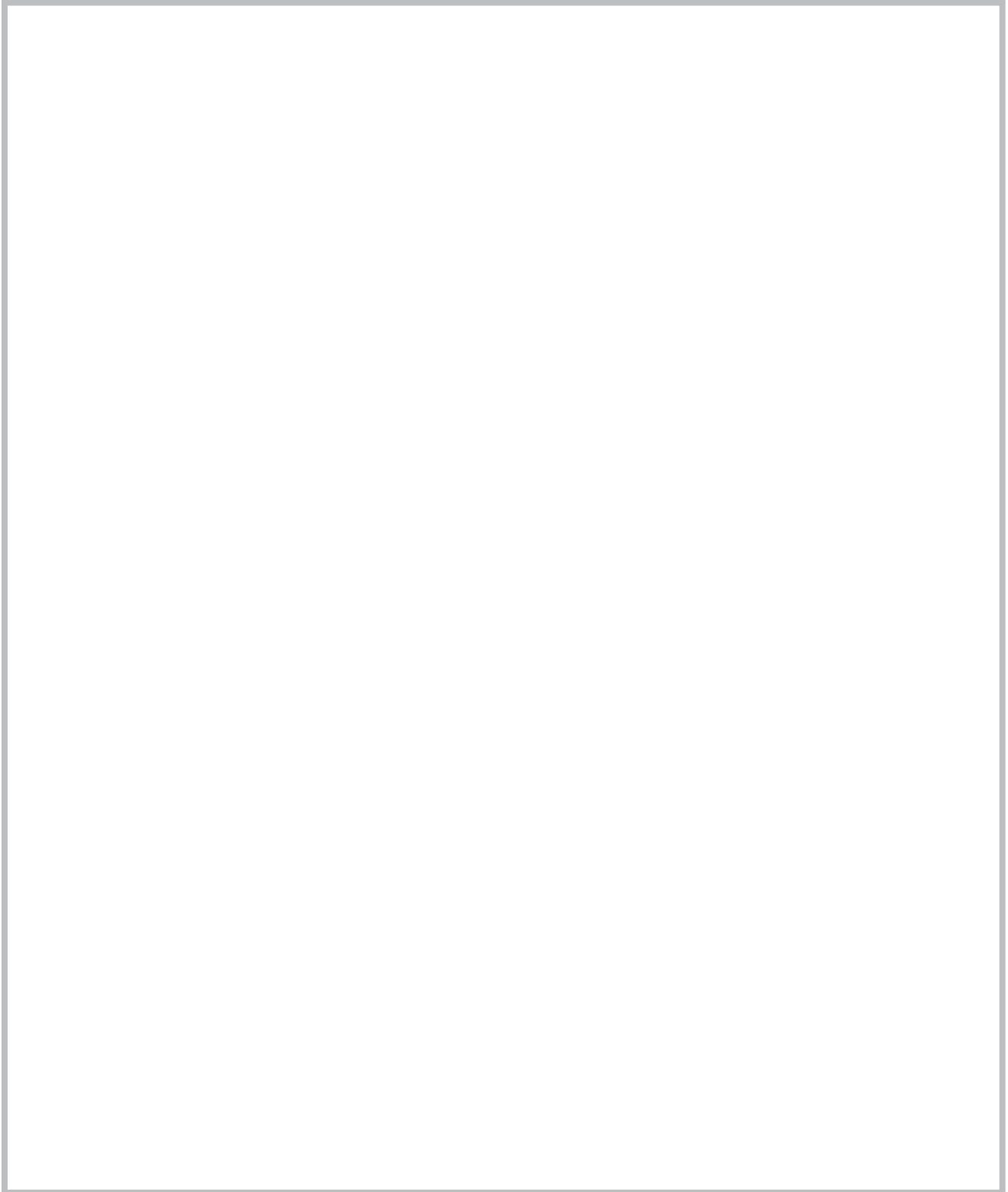
The tale I like the best from *Bedtime Tales* is:

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.



NAME: _____

DATE: _____

16.1

Assessment

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

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

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 the cat and the 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 _____

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 _____

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!”	31 48 66 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!”	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.	116 130
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.	166 183 199 213 218
The cat said, “It’s better to have one trick you can count on than a hundred you can’t.”	233 236

Discussion Questions (note student's answers)

1.

2.

3.

4.

5.

6.

NAME: _____

DATE: _____

16.4

W.C.P.M. Calculation Activity Page

Story: *The Fox and the Cat*

Total words in story: 236

<p>Words</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> Words Read </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> Uncorrected Mistakes </div> <hr style="width: 100%; margin: 5px 0;"/> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> Words Correct </div>	<p>Time</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; font-size: small;">Minutes</td> <td style="text-align: center; font-size: small;">Seconds</td> <td></td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Finish Time</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Start Time</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Elapsed Time</td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 10px;"> $(\text{ } \times 60) + \text{ } = \text{ }$ </td> <td style="text-align: right; font-size: small;">Time in Seconds</td> </tr> </table>	Minutes	Seconds				Finish Time			Start Time			Elapsed Time	$(\text{ } \times 60) + \text{ } = \text{ }$		Time in Seconds
Minutes	Seconds															
		Finish Time														
		Start Time														
		Elapsed Time														
$(\text{ } \times 60) + \text{ } = \text{ }$		Time in Seconds														
<p>WCPM</p> <div style="display: flex; align-items: center; justify-content: center; margin: 10px 0;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <div style="font-size: 2em; margin: 0 10px;">÷</div> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <div style="font-size: 2em; margin: 0 10px;">×</div> <div style="font-size: 2em; margin: 0 10px;">60</div> <div style="font-size: 2em; margin: 0 10px;">=</div> <div style="border: 1px solid black; width: 60px; height: 40px; margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-around; width: 100%; font-size: small;"> Words Correct Time in Seconds WCPM </div>																

Compare the student's W.C.P.M. score to national norms for Fall of Grade 2 (Hasbrouck and Tindal, 2006):

W.C.P.M	National Percentiles for Fall, Grade 2
106	90th
79	75th
51	50th
25	25th
11	10th

Oral Reading Comprehension Score _____ /6

NAME: _____

DATE: _____

PP.1

Activity Page

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

catch

green

spend

boil

trick

spoon

cord

foot

bunch

cloud

space

broil

lime

fern

slope

thorn

cute

yard

finish

shortcut

after

shampoo

basement

downtown

footprint

priceless

wishbone

morning

bedtime

hillside

pavement

napping

sleeping

mushroom

discount

number

NAME: _____

DATE: _____

PP.2

Activity Page

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

1. cloud cloud

2. grapes

3. twitch

4. foil

5. crow

6. short _____

7. teeth _____

8. joke _____

9. parking _____

10. choice _____

11. winter _____

NAME: _____

DATE: _____

PP.3

Activity Page

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

grapes gate

coin corn



grapes

sleep slope

slide dive



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

book cook



short shark



drive dive








home hill








NAME: _____

DATE: _____

Spell the word. Then print it on the line.

	ar	t	i	k	t	artist
	r	d	c	s	f	
	h	ar	k			_____
	d	a	p			
	p	u	x			_____
	b	ar	k			
	qu	oo	n			_____
	k	ee	m			
	b	oo	t			_____
	d	ou	k			

	s c	p k	u oo	d n		<hr/>
	kn k	e i	v f	i e		<hr/>
	t f	ar or	d m	r er		<hr/>
	p g	l w	o d	t b	e a	<hr/>
	g c	ar r	m d	e o	n d	<hr/>

NAME: _____

DATE: _____

Print the word on the line by the picture. Use each word in a sentence.

1. fork



fork



The fork is sharp.

2. slide



3. coin



4. igloo



5. pancakes



6. rooster



NAME: _____

DATE: _____

PP.6

Activity Page

Print the word from the box on the lines by the picture.

mule	cake	spoon
kite	house	tree



kite



coin

rope

hook

cloud

fern

vase

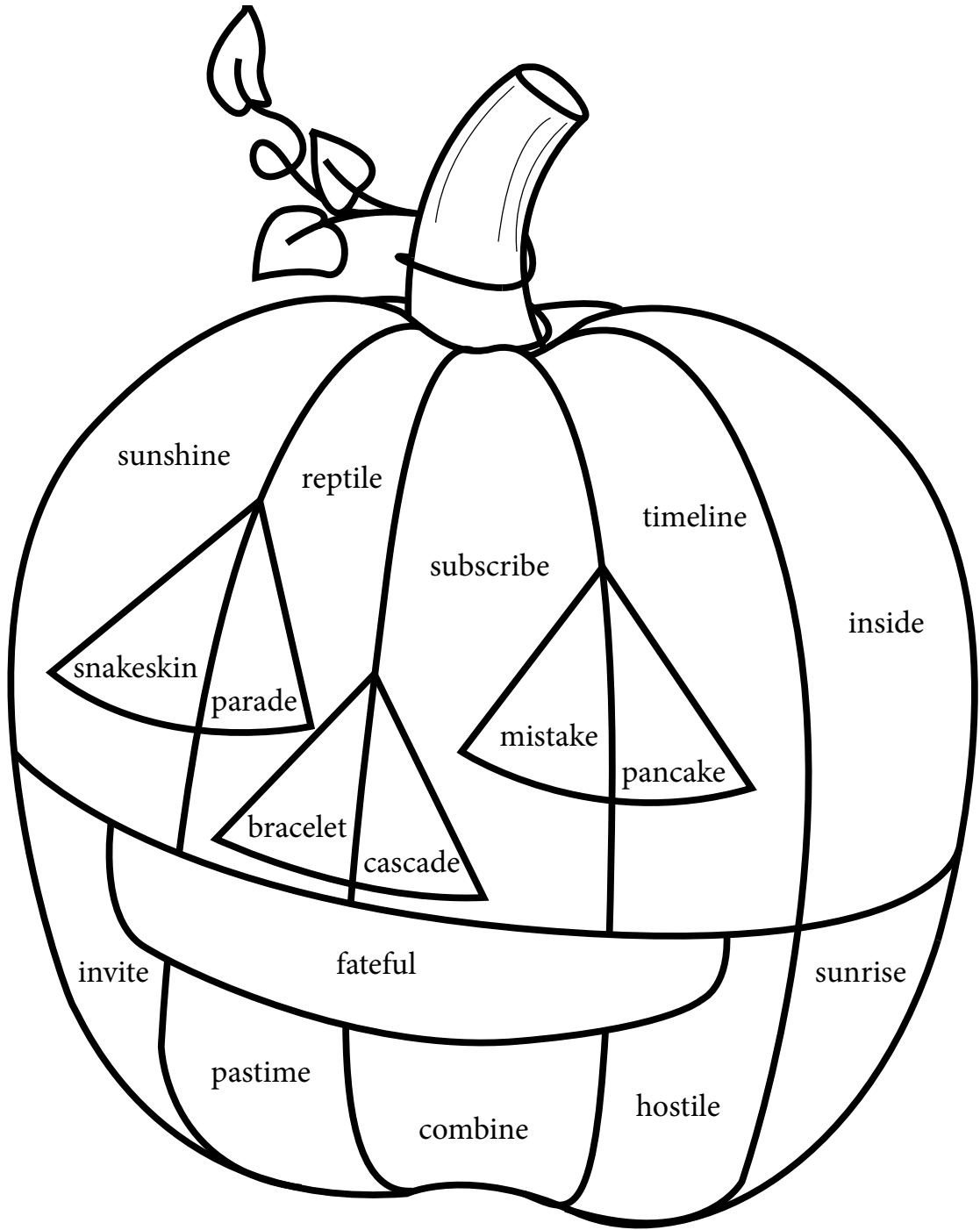


NAME: _____

DATE: _____

PP.7

Directions: Ask students to read each word and to then color the spaces of words with /ae/ brown and the spaces of words with /ie/ orange.



NAME: _____

DATE: _____

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

m a d



m a d e











NAME: _____

DATE: _____

PP.9

Activity Page

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

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 _____

7. fake fad fade _____

8. late lad lake _____

9. mode made mad _____

10. mute moot mate _____

11. bit bite bike _____

12. hop hope hoop _____

NAME: _____

DATE: _____

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



- dim
- dine
- dime



- kit
- kite
- kiss



- fin
- find
- fine



- 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: _____

DATE: _____

PP.11

Print the word from the box on the line by the picture.

lines

bike

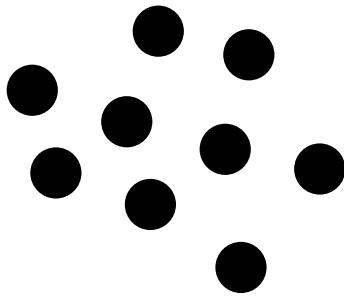
gate

kite

nine

plate

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



nine



Print the word from the box on the line by the picture.

dime

cube

grapes

globe

cone

cake



NAME: _____

DATE: _____

/oe/ = light brown

/ue/ = blue

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

confuse

dispute

used

compute

amuse

mule

mute

commute

cube

pollute

hopeful

pole

remote

foxhole

rosebud

backbone

trombone

tadpole

suppose

NAME: _____

DATE: _____

Print the word from the box on the line by the picture.

bee	beans	leaf
peanuts	teacup	seashell



seashell











wheat

chimpanzee

eel

athlete

cheese

geese



NAME: _____

DATE: _____

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.

The maze contains the following words:

- Wheel
- Bean
- Wheat
- Seed
- Shell
- Bell
- Neck
- Cream
- Well
- Head
- Bed
- Creek
- Great
- Bread

NAME: _____

DATE: _____

Directions: Circle the word that best completes each sentence.

1. I felt (seasick, sleep) riding on the ship.
2. Can you (reach, teach) me how to drive?
3. My sister made me (steam, scream).
4. Could I (Pete, please) have a slice of cake?
5. The (leaves, trees) fall off the tree in the fall.
6. A (peacock, eagle) is a bird with a tail like a fan.
7. The toy will squeak when you (squeeze, leave) it.
8. I like a (sweet, steam) treat after school.
9. I have (three, tree) sisters.
10. "Bless you," he said when I (sneezed, reached).
11. I like to read the tale, "Sheep in a (Jeep, Leave)."
12. (Steve, Pete) was a bad man in *The Frog Race*.

NAME: _____

DATE: _____

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.

NAME: _____

DATE: _____

PP.17

Activity Page

owl	now	out	shout	cow
mouse	howl	brown	frown	trout

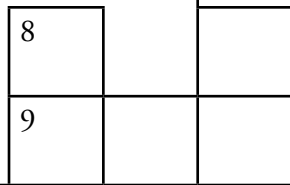
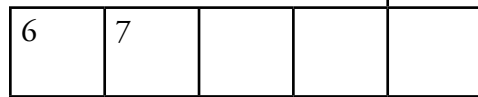
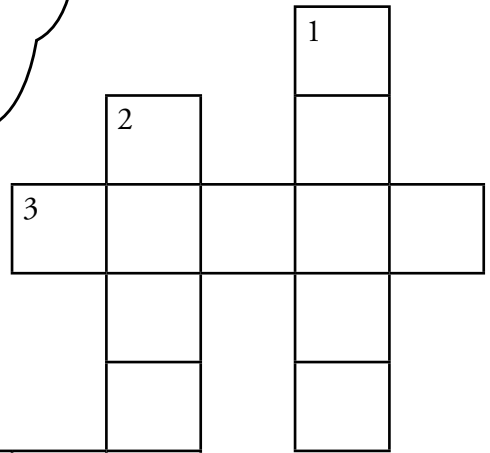
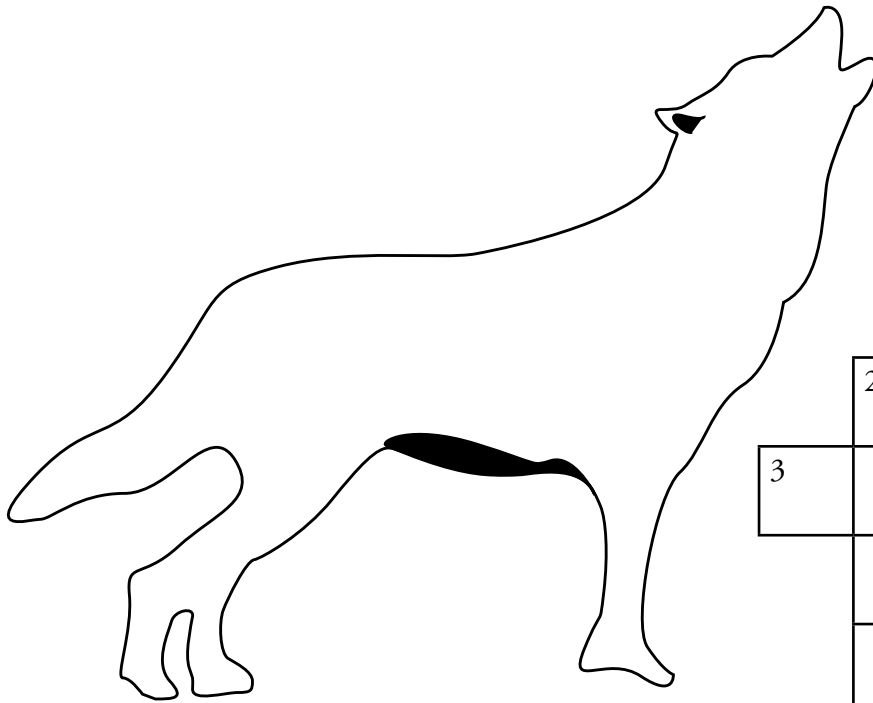
Directions: Read the clues to the students and guide the completion of the crossword puzzle.

Across

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

Down

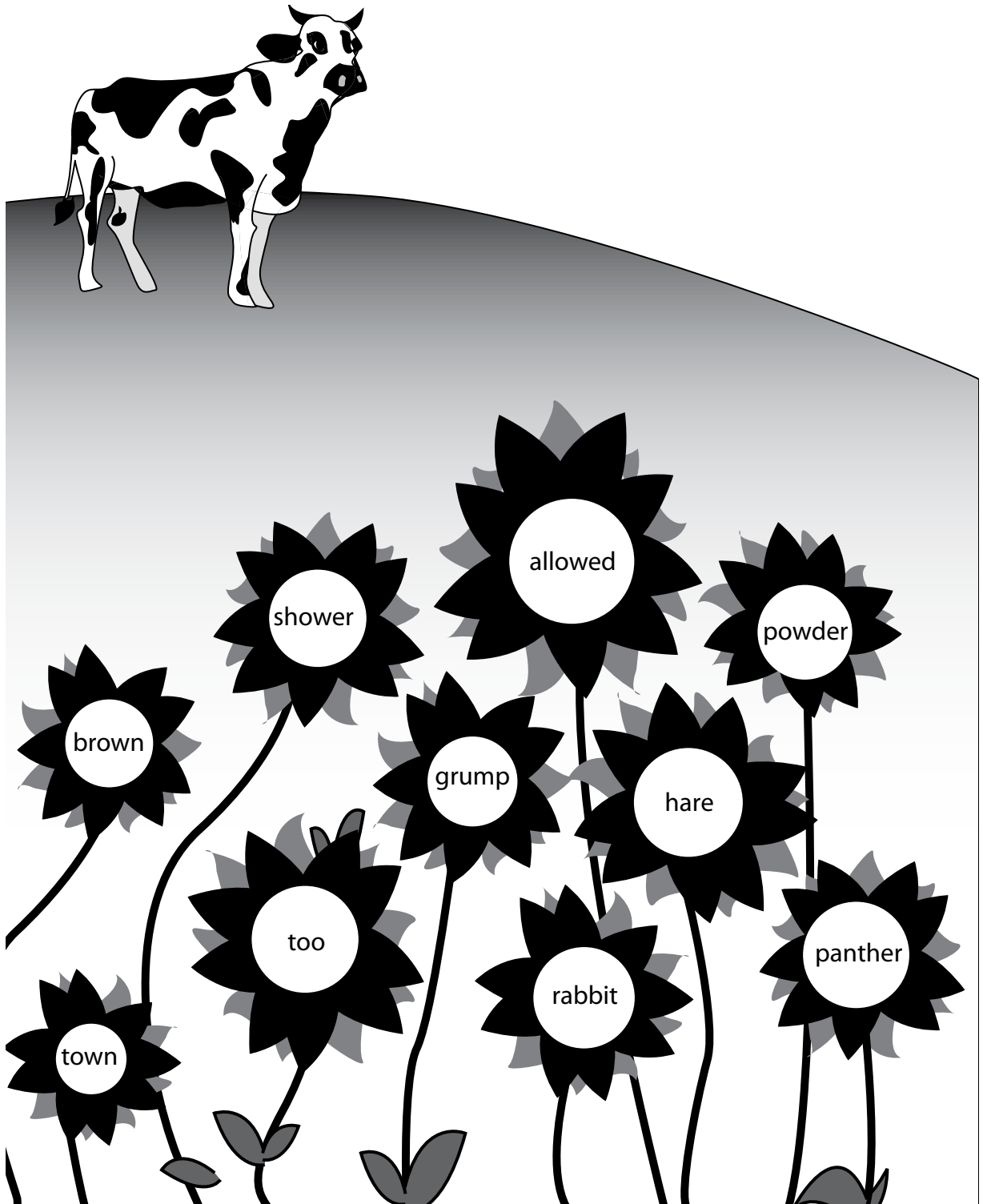
1. One _____, two mice
2. How now, _____ cow
5. not inside but _____ side
7. A dog will _____ at the moon.
8. "Moo," said the _____.



NAME: _____

DATE: _____

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



NAME: _____

DATE: _____

PP.19

Activity Page

batboy

toybox

toys

coiled

soil

boiling

coins

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

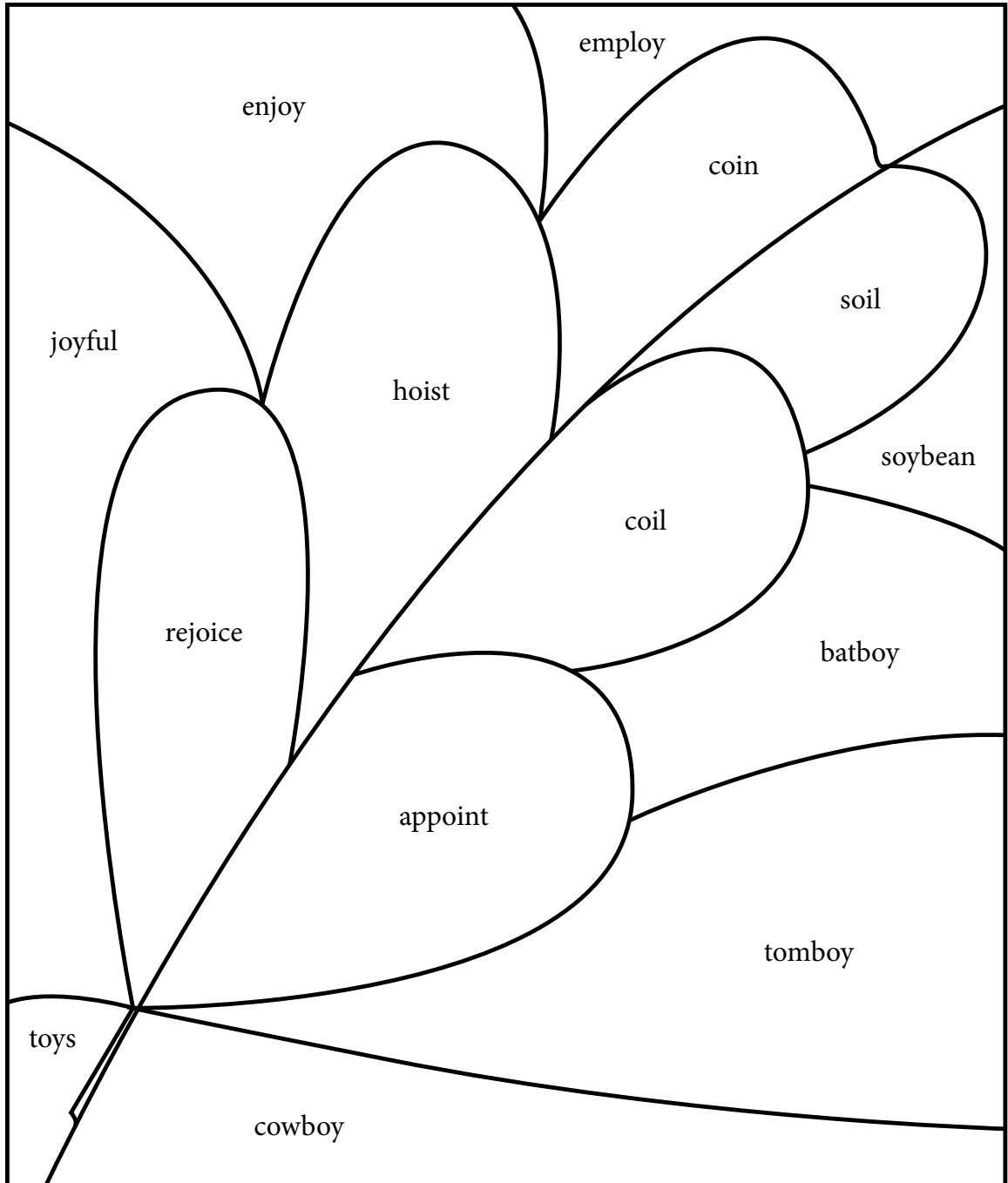
1. The sun is _____ hot outside.
2. Did you see the snake all _____ up?
3. The _____ will keep the baseball bats neat.
4. We will plant the seeds in the _____.
5. Pick up the toys and place them in the _____.
6. Could you help me count my _____?
7. Are the stuffed _____ on the bed?

NAME: _____

DATE: _____

'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.



NAME: _____

DATE: _____

PP.21

Activity Page

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.

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.

NAME: _____

DATE: _____

PP.22

Activity Page

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.

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 select words from the box and use them to write sentences.

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

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

NAME: _____

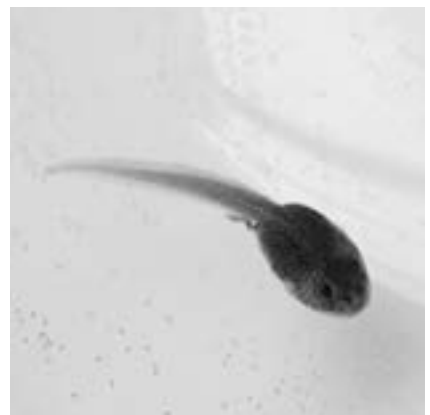
DATE: _____

Print the word from the box on the line by the picture.

artist	barefoot	tadpole
duckling	comics	checkers



duckling



bookcase

broomstick

dentist

fireplace

handshake

iceberg



NAME: _____

DATE: _____

PP.25

Activity Page

Directions: Read these words aloud. Ask students to horseshoe-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	iceberg

NAME: _____

DATE: _____

Print the word on the line by the picture.

1. winter



winter

2. river



3. forest



4. farmer



5. ladder



6. collar



NAME: _____

DATE: _____

Print the word from the box on the line by the picture.

children

~~number~~

winter

kitchen

garden

fingers

38



number

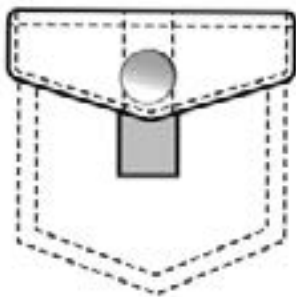


writing
fireplace

coffee
fifteen

pocket
soccer

15



NAME: _____

DATE: _____

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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

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: _____

DATE: _____

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? _____

NAME: _____

DATE: _____

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.

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

drop	ask	shrug	slump	limp
yank	plop	like	pat	yell

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: _____

DATE: _____

PP.33

Activity Page

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

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

NAME: _____

DATE: _____

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

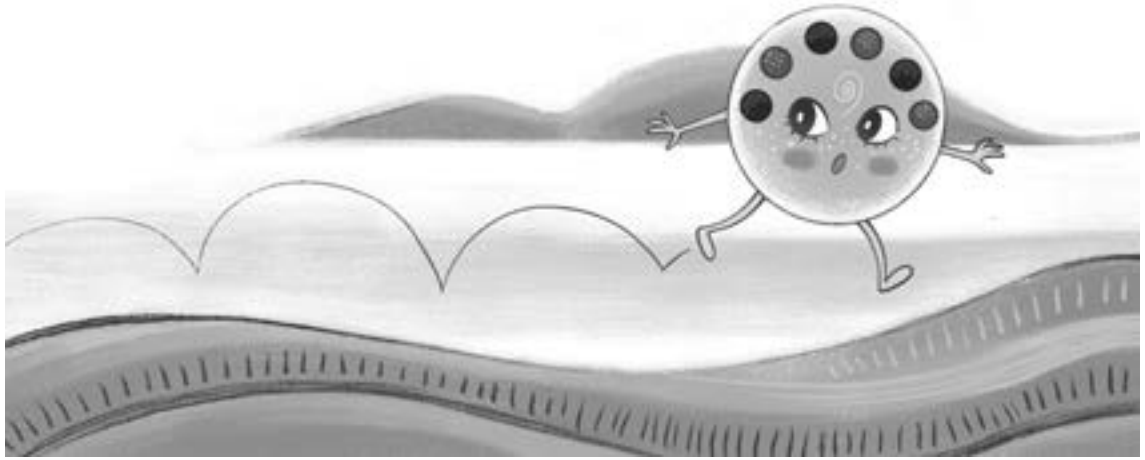
hop

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 frog was _____ to the pond.
8. The frogs were _____ in the race.

NAME: _____

DATE: _____

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.



NAME: _____

DATE: _____

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.



NAME: _____

DATE: _____

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: _____

DATE: _____

Directions: Complete the activity page on any story from Bedtime Tales.

Title:	
Characters	Setting
Plot	Beginning
	Middle
	End

NAME: _____

DATE: _____

PP.40

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

Title of Book: _____

Author: _____

Characters: _____

What happened?

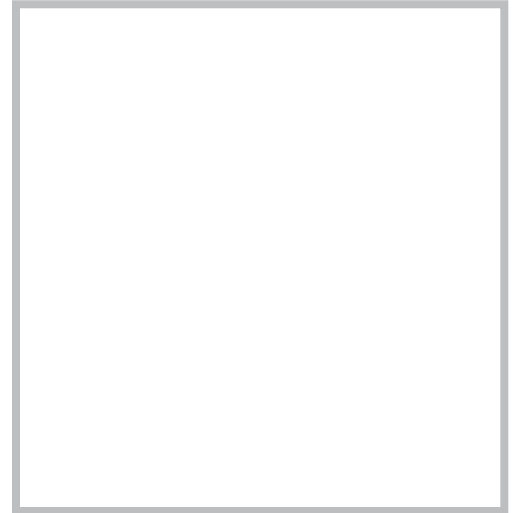
NAME: _____

DATE: _____

How to Make a Pancake

Directions: In "The Pancake," the 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. First you mix together . . .

3. Next, . . .

4. Last, you cook it for . . .

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