



1

Grade 2

Skills 1 | Activity Book

Grade 2

Skills 1

Activity Book

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-64383-701-7

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in Mexico
01 XXX 2021

Skills 1

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 1. 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

Kate Visits Do·ba

I'm Kate Nez and last summ·er, when I was nine, my mom and dad took me to vis·it my Do·ba. Do·ba is my mom's mom. She is an art·ist and she has a **cab·in** out in the Southwest.

At the start of my vis·it with Do·ba, I was sad. It seemed like it would be a dull summ·er. But in the end, I had a lot of fun.

I was sitt·ing in the kitch·en, patt·ing the cat that was sitt·ing on my lap, when Do·ba came in.

“I just spoke with Sa·ni,” she said. “He made us an **off·er**.”

“What sort of off·er?”

“He asked if we would like to camp with him and Gad.”

“Who is Gad?”

“Gad is a kid. He's nine, like you. Sa·ni is his grand·dad.”

“What would we do?” I asked.

“Well, we would hike, look at rocks, cook lunch and dinn·er out·side, look at the stars, and sleep in a tent.”

“Gee,” I said, “that sounds like fun! When can we start?”

“To·morr·ow morn·ing!” Do·ba said.

NAME: _____

DATE: _____

1.2

Activity Page

Kate Visits Do·ba

1. What is the story about?
 - B. The story is about Kate visiting Mom and Dad.
 - C. The story is about Kate visiting her granddad.
 - D. The story is about Kate visiting Do·ba.

2. Where does Do·ba live?
 - C. Do·ba lives in the glade.
 - D. Do·ba lives out in the Southwest.
 - E. Do·ba lives by the pond.

3. What did Sa·ni offer?
 - D. Sa·ni offered a plane ride.
 - E. Sa·ni offered a bike ride.
 - F. Sa·ni offered a camping trip.

7. What will Kate do on the trip?
 - A. Kate will swing, slide, and run.
 - B. Kate will hike, cook outside, and sleep in a tent.
 - C. Kate will fly a kite.

NAME: _____

DATE: _____

1.3

Take-Home

Dear Family Member,

It is exciting to start the school year—a warm welcome to you and your student!

The purpose of this letter is to tell you about the reading program your student will be using this year. The program is an innovative set of instructional materials. If your student attended our school in either Kindergarten or Grade 1, he or she probably used this program for reading instruction in those grades.

The program consists of two types of instruction every day. The sixty-minute Knowledge Strand builds general knowledge, vocabulary, and other language skills.

The Skills strand, also sixty minutes, uses a phonics-based approach to teach the mechanics of reading and spelling. Students will also receive grammar and writing instruction during this strand.

During the early weeks of school, we will review the skills taught in Grade 1. This review period will also give us the opportunity to get to know your student better so we can identify his or her particular areas of strength and weakness in reading and writing. It is important that we determine exactly what level of instruction is most appropriate for your student.

This week your student will bring home copies of a story we have read together in class. We hope you will encourage your student to reread the stories aloud and discuss them with you at home. However, if your student has difficulty reading the stories and appears frustrated, please read the stories aloud to him or her. We will be observing and assessing your student during these first few weeks to be sure that he or she is placed in the appropriate level of instruction. Your student will use the instructional materials most appropriate for his or her learning needs. You will soon begin to see more examples of class work, as well as homework, on a regular basis.

It is important that parents become involved in the education of their student. If you would like information on ways to help your student at home, please do not hesitate to contact me. You will continue to receive periodic family-member letters that will give you tips and activities to do with your student. I look forward to teaching your student this year as we continue using this program in our Grade 2 classes.

The Campsite

Sa·ni came and picked us up in his truck. We drove for miles to get to the camp·site.

“Do·ba,” I said, “what is this place?”

“Well,” said Do·ba, “take a look. See all the sand, rocks, and stones? This land is not good for farming, but it’s good for hik·ing.”

“And it’s good land for camp·ing!” said Sa·ni .

When we got to the camp·site, we had to un·pack sleep·ing bags, tents, lan·terns, match·es, and lots of food. We lugged it all to the camp·site.

Sa·ni chose a spot to set up camp. Gad and I helped set up the tents. It took us a long time.

For dinn·er we had hot dogs. We stuck them on sticks and held them in the fire. My hot dog got all black be·cause I left it in there too long. Gad gave me one of his.

That was when I said to my·self, “Gad is O.K.!”



NAME: _____

DATE: _____

2.2

Activity Page

The Campsite

1. Who drove the truck to the campsite?
 - A. Do·ba drove the truck to the campsite.
 - B. Kate drove the truck to the campsite.
 - C. Sa·ni drove the truck to the campsite.

2. The land was good for...
 - A. farming.
 - B. camping.
 - C. swimming.

3. Who helped set up the tents?
 - A. Sa·ni and Do·ba helped set up the tents.
 - B. Kate and Do·ba helped set up the tents.
 - C. Gad and Kate helped set up the tents.

4. Why did Kate's hot dog get black?
 - A. Kate left her hot dog in the fire too long.
 - B. Kate dropped her hot dog in the black mud.
 - C. Kate's hot dog fell in the ashes.

5. In the end, what did Kate think of Gad?
 - A. Kate felt that Gad was mad at her.
 - B. Kate felt that Gad was sad.
 - C. Kate felt that Gad was O.K.!

NAME: _____

DATE: _____

3.1

Take-Home

The Hike

The next morn·ing, we went on a hike. Af·ter a bit, we stopped for lunch.

When Gad fin·ished his lunch, he asked, “Can Kate and I look for rocks by our·selves?”

Sa·ni said O.K.

“Kate,” Gad said to me, “bring your fork. We can use it to dig up rocks.”

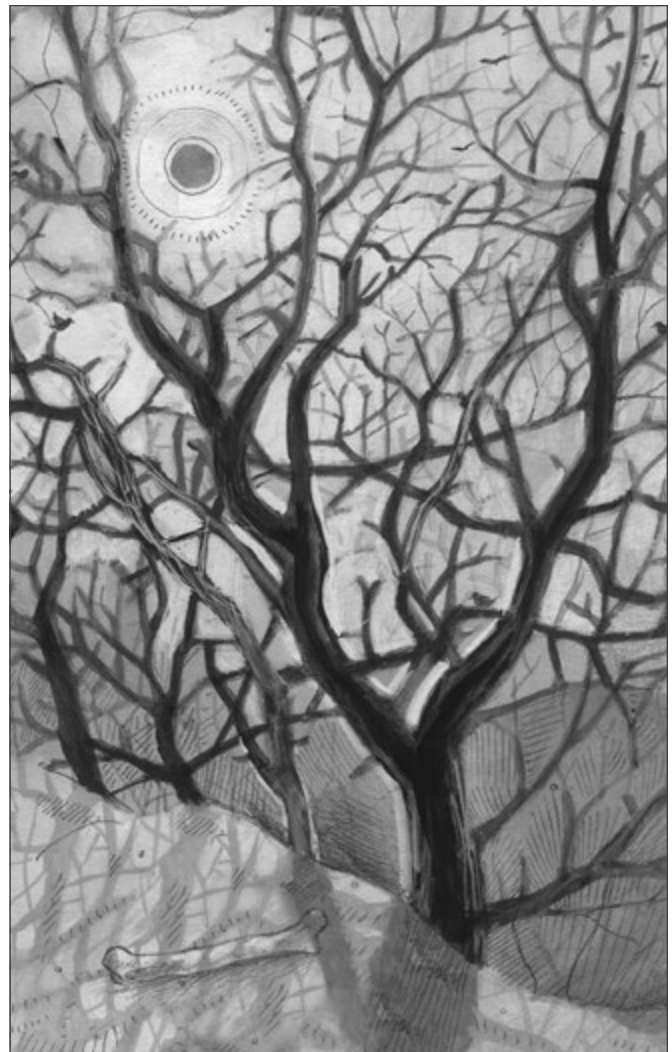
I grabbed my fork and we went off to look for rocks.

Gad point·ed at a bump on the side of a **cliff** and said, “Let’s dig that rock out!”

The rock did not look all that large. But when we start·ed digg·ing, we soon saw that it was larg·er than it had seemed.

Af·ter a bit, Gad said, “Gee! It must be two feet long! We’ve got to keep scratch·ing.”

We went on scratch·ing with our forks.



“Let’s tug on it!” Gad said.

We grabbed it and gave a big tug.

It popped out. But so did a big cloud of sand and dust. Gad and I fell down.

Once the dust and sand had drift·ed off, I saw Gad stand·ing there with the thing in his hands.

“It’s not a rock!” he yelled. “It’s a **bone!**”

It was the bigg·est bone I had ev·er seen. It was three feet long!

Sa·ni and Do·ba came runn·ing. When she saw the bone, Do·ba looked up·set.

“Are you OK?” I asked.

She did not say. “Will you tell me, Kate, where you found that large bone?”

I point·ed to the spot where we found it.

“Good·ness!” she said. “It was in the cliff.”

“What is done is done,” said Sa·ni. “Let’s look at it.”

Sa·ni set the bone on the ground. Then he took a pic·ture of the bone and said, “We need to get an **ex·pert** to look at this bone and tell us what sort of bone it is.”

NAME: _____

DATE: _____

3.2

Activity Page

The Hike

1. What did Kate and Gad want to look for?
 - A. Kate and Gad wanted to look for lunch.
 - B. Kate and Gad wanted to look for forks.
 - C. Kate and Gad wanted to look for rocks.

2. What did Kate and Gad use to dig?
 - A. Kate and Gad used lanterns to dig.
 - B. Kate and Gad used forks to dig.
 - C. Kate and Gad used sticks to dig.

3. What did Gad see on the side of a cliff?
 - A. Gad saw a tent on the side of the cliff.
 - B. Gad saw a fork on the side of the cliff.
 - C. Gad saw a rock on the side of a cliff.

4. What did Kate and Gad do with their forks?
 - A. They made fork tracks in the sand.
 - B. They scratched and dug to get the rock.
 - C. They sat on their forks.

5. What did Kate and Gad find?
 - A. Kate and Gad got a bone three feet long.
 - B. Kate and Gad got a stick three feet long.
 - C. Kate and Gad got a fork three feet long.

NAME: _____

DATE: _____

4.1

Activity Page

The Bone Man

The next morn-ing, Sa·ni said, “I just had a chat with a man from West•ern State Coll•ege. His name is Ron Fitch and he is an ex•pert on bones. He has writ•ten lots of books. If we bring him the bone, he can tell us what sort of bone it is.”

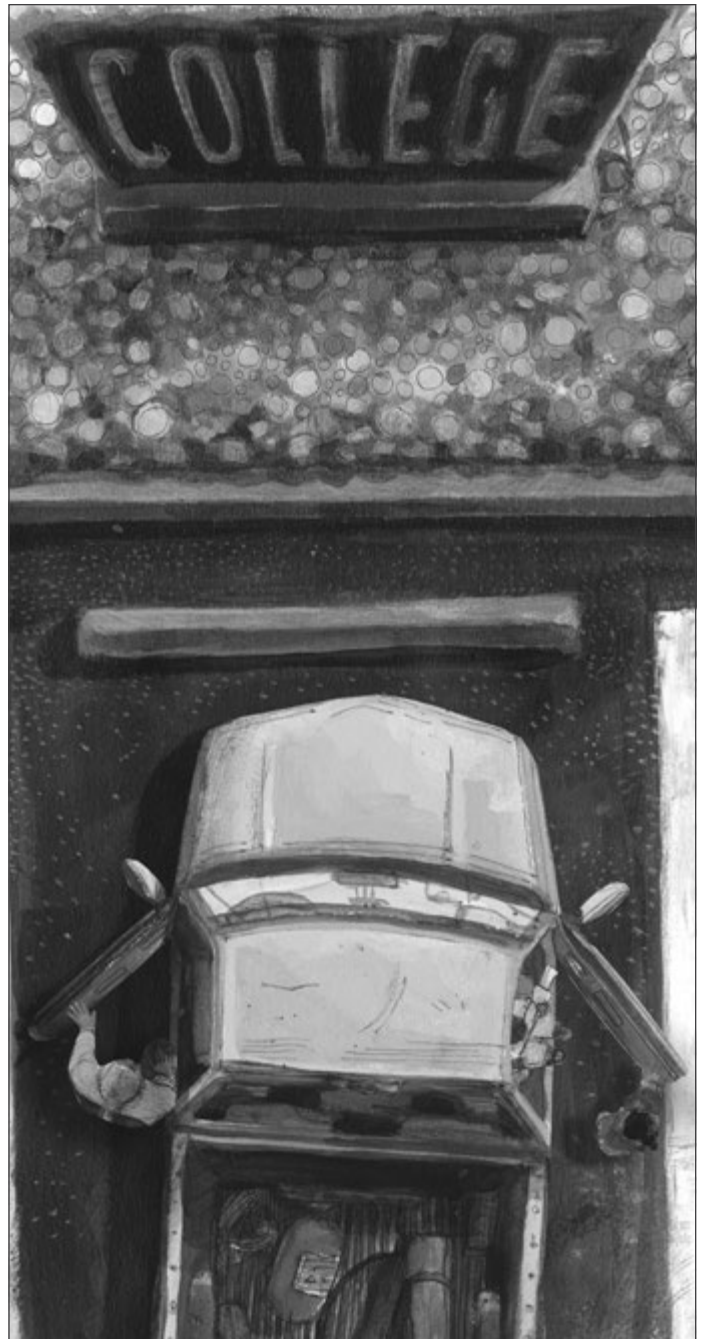
We got in•to the truck. Sa·ni said that I was in charge of the bone. I wrapped it up and set it on my lap.

When we got to the coll•ege, we gave the bone man the bone. When he saw it, he broke in•to a big grin.

The bone man bent down and said, “I could be wrong, but it looks like you’ve found some•thing big here! I have to do some tests, but I’ll bet this is a bone of a **rap•tor**.”

“What’s a rap•tor?” I asked.

“Kate!” Gad said, “A rap•tor is like the cool•est **rep•tile** of all time!”



The next week, Do·ba said, “I just spoke with Ron Fitch, the bone man. I’ve got three things to tell you. Two of them are good things that you will like. One is a bad thing that you will not like.”

“Tell me one of the good things,” I said.

“Mis·ter Fitch got the tests back. The bone that you and Gad found is a rap·tor bone!”

“Yipp·ee!” I shout·ed. “I am glad that is solved. Gad will be so thrilled that he has a rap·tor bone!”

“Well,” said Do·ba, “That brings me to the bad thing.”

“The next thing is there is a law that says that you can’t dig up bones and keep them for your·self,” Do·ba said. “We Na·va·jo say the bone should have stayed in the ground. It be·longs to no one. But now that it is out, Mis·ter Fitch and his hel·pers will keep them safe for us.”

“May I tell you the second good thing? They would like you and Gad to vis·it them when they are digg·ing up the bones. And they would like the two of you to pick out a name for the rap·tor that you found.”

“So cool!” I said.

NAME: _____

DATE: _____

4.2

Activity Page

The Bone Man

1. Where were Sa·ni, Kate, and Gad going in this story?
 - A. They were going to State College.
 - B. They were going swimming.
 - C. They were going to the store.

2. What did they take to Ron Fitch?
 - A. They took a rock.
 - B. They took a reptile.
 - C. They took a bone.

3. What did Ron Fitch think Kate and Gad had?
 - A. Mister Fitch said he bet they had a big fork.
 - B. Mister Fitch said he bet they had some tests.
 - C. Mister Fitch said he bet they had a rap·tor bone.

4. What was one of the three things Do·ba had to tell Kate?
 - A. Do·ba said that forks were on sale.
 - B. Do·ba said that Kate and Gad did get a rap·tor bone.
 - C. Do·ba said that Kate and Gad could get a pet reptile.

5. Where will Kate and Gad go because of what they found?
 - A. They will go visit a college.
 - B. They will go to the campsite.
 - C. They will go out to the cliff.

The Big Dig

When we went back to the cliff, the bone man was there with some help·ers. They had **scraped** the side of the cliff to ex·pose a lot of the rap·tor.

“So, will you dig out all of the bones here on **site**?” asked Do·ba.

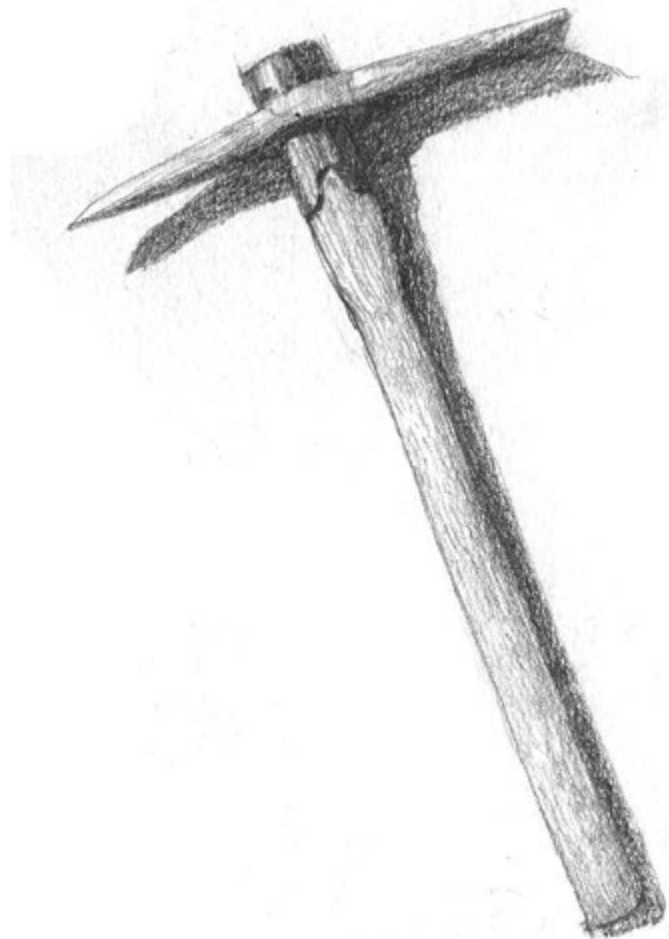
“No,” said the bone man. “The next step will be to cut this cliff up in·to large blocks of rock. Then we will wrap the blocks up in **plast·er**. The plast·er will keep the bones from crack·ing. Then we will use a large **crane** to set the blocks on trucks. Then the trucks will take them to my **lab**. Once the blocks are there, we will start digg·ing the bones out of the blocks.”

“What sort of tools do you use for that?” asked Do·ba.

“We use tools a lot like the ones den·tists use on teeth—brush·es and sharp picks.”

“Kate and I used forks!” said Gad.

“How long will it take to get all of the bones out of the rocks?” Sa·ni asked.



“Well,” said the bone man. “We’ve got a lot to do. It will take some time be·cause we have to be care·ful not to wreck the bones.”

“Will you be fin·ished by the end of the summ·er?” I asked.

“No,” said the bone man. “You and Gad will have to vis·it next summ·er and per·haps the summ·er af·ter that. Then we can catch up on our digg·ing prog·ress!”

“So,” said the bone man, “have you kids picked out a name for this rap·tor?”

“Yes, I’ve picked one,” I said.

All of the digg·ers stopped digg·ing and looked at me.

I said, “This rap·tor will be named Gad!”

All of the men cheered.

Gad and Kate smiled with pride.

NAME: _____

DATE: _____

5.2

Activity Page

The Big Dig

1. Why did Do·ba, Kate, and Gad go to the cliff?
 - A. They went to the cliff to have lunch.
 - B. They went to the cliff to swim.
 - C. They went to see the bone man and his helpers.

2. Why did the bone man take helpers to the cliff?
 - A. They all wanted to go camping.
 - B. They all went to cut the cliff into big blocks of rock.
 - C. They all wanted to have a picnic.

3. What will the bone man do with the plaster?
 - A. He will wrap the blocks of rock in plaster.
 - B. He will make a crane out of plaster.
 - C. He will fill the truck with plaster.

4. When did the bone man say he would finish the rap·tor job?
 - A. The bone man said, “I will finish today.”
 - B. The bone man said, “I will finish in June.”
 - C. The bone man said, “Next summer and perhaps the summer after that.”

5. What name did Kate have for the rap·tor?
- F. The name Kate gave the rap·tor is Ron.
 - G. The name Kate gave the rap·tor is Gad.
 - H. The name Kate gave the rap·tor is Sa·ni.
9. At the end of the story, did Gad smile with pride?
- A. Yes, Gad did smile with pride.
 - B. No, Gad did not smile with pride.

NAME: _____

DATE: _____

6.1

Assessment

Snacks



Six kids sat and had a snack.

Rob had six fish sticks.

Bud had ham.

Beth had a bag of chips and a glass of milk.

Rich had fish sticks and figs.

Jill had a hot dog.

Sam had six eggs.

Sam got sick.

The rest of the kids did not.

NAME: _____

DATE: _____

6.2

Assessment

Snacks

1. What was Bud's snack?
 - A. fish sticks
 - B. chips and milk
 - C. ham

2. What was Sam's snack?
 - A. eggs
 - B. fish sticks
 - C. ham

3. What was Beth's snack?
 - A. chips and milk
 - B. fish sticks and figs
 - C. a hot dog

4. Which kid had chips?
 - A. Beth
 - B. Rob
 - C. Bud

5. Which kid had milk?
- A. Sam
 - B. Beth
 - C. Jill
6. Which kid had figs?
- A. Beth
 - B. Jill
 - C. Rich
7. Which kids had fish sticks?
- A. Rich and Beth
 - B. Rob and Rich
 - C. Rob and Bud
8. Which kid got sick?
- A. Rich
 - B. Beth
 - C. Sam

NAME: _____

DATE: _____

6.3

Directions: Have students choose the correct word from the word box and write it in the blank to make a compound word. Cut out the compound word box and glue it under the correct picture on Activity Page 6.4.

pack bug shine corn time cake

back _____

pan _____

bed _____

pop _____

lady _____

sun _____

NAME: _____

DATE: _____

6.4













NAME: _____

DATE: _____

7.1

Assessment

Word Reading Assessment Recording Sheet

							Words Correct	Cumulative Words Correct
CVC words w/ single-letter spellings	1.	cat _____	hot _____	run _____	jet _____	wax _____		
	2.	zip _____	kid _____	bad _____	fog _____	hum _____		
	3.	man _____	vet _____	fig _____	yes _____	lip _____	____ /15	____ /15
CCVC, CVCC, CCVCC consonant clusters	4.	brag _____	grab _____	stop _____	spit _____	flap _____		
	5.	drip _____	clip _____	dust _____	send _____	left _____		
	6.	taps _____	dogs _____	crust _____	print _____	crabs _____	____ /15	____ /30
Consonant digraphs	7.	that _____	song _____	thin _____	fill _____	shed _____		
	8.	chop _____	sack _____	mess _____	stuff _____	quiz _____	____ /10	____ /40
Tricky Words	9.	the _____	to _____	a _____	of _____	was _____		
	10.	you _____	said _____	they _____	would _____	are _____		
	11.	have _____	who _____	one _____	from _____	there _____		
	12.	were _____	two _____	your _____	their _____	any _____	____ /20	____ /60
Vowel digraphs, diphthongs, and r-controlled	13.	name _____	fine _____	cheek _____	home _____	cute _____		
	14.	loud _____	book _____	oil _____	soon _____	law _____		
	15.	her _____	fork _____	card _____	filled _____	helped _____	____ /15	____ /75
Spelling alt. for consonant sounds	16.	whip _____	cent _____	honk _____	germ _____	dance _____		
	17.	large _____	knot _____	rinse _____	serve _____	itch _____	____ /10	____ /85
More spelling alt. for long vowel sounds	18.	sold _____	we _____	snow _____	aim _____	fight _____		
	19.	funny _____	reach _____	fry _____	may _____	ski _____		
	20.	bunnies _____	making _____	blind _____	Pete _____	road _____	____ /15	____ /100
More spelling alt. for schwa vowel sounds	21.	along _____	work _____	mother _____	dirt _____	done _____		
	22.	apple _____	action _____	hurt _____	animal _____	bird _____	____ /10	____ /110
More spelling alt. for vowel sounds	23.	wall _____	now _____	push _____	head _____	fault _____		
	24.	new _____	unit _____	boy _____	early _____	student _____	____ /10	____ /120

NAME: _____

DATE: _____

7.2

Assessment

Prince Vincent

Once there was a prince named Vincent. Vincent came from France. He was a proud man with a loud voice.

Once, a bee stung Vincent on his cheek.

“Ouch!” said Vincent, grabbing his cheek. “What bee has stung me? What bee would dare to sting me?”

The bee buzzed.

“Look at me!” Vincent shouted at the bee. “I am the prince of France! You are a foolish bee if you think you can sting a prince like me!”

The bee buzzed off.

Vincent ran after the bee. He shouted in his loudest voice, “You will not escape from me, bee! I will ride after you on my horse!”

Vincent got his helmet and his lance. He got up on his horse. Then he rode off on his quest for the bee.

Vincent rode north and south. He rode past rivers and lakes. He looked for the bee in houses. He looked for the bee on farms. He looked for the bee up in trees and down in holes.

But he never found the bee.



NAME: _____

DATE: _____

7.3

Assessment

Prince Vincent

1. What was Vincent?
 - A. a prince
 - B. a king
 - C. a princess

2. Where was Vincent from?
 - A. Rome
 - B. Greece
 - C. France

3. What sort of voice did Vincent have?
 - A. a loud voice
 - B. a soft voice
 - C. a bee-like voice

4. Which part of Vincent did the bee sting?
 - A. his leg
 - B. his nose
 - C. his cheek

5. What sound did the bee make?
 - A. whoosh
 - B. hum
 - C. buzz

6. What did Vincent tell the bee?
 - A. Sting me again!
 - B. Buzz off!
 - C. Look at me!

7. Where did Vincent look for the bee?
 - A. in houses and on farms
 - B. under a rock
 - C. in an insect shop

8. What happened in the end?
 - A. Vincent killed the bee.
 - B. The bee killed Vincent.
 - C. Vincent never found the bee.

NAME: _____

DATE: _____

7.5

I like to eat _____.

Directions: Have students draw their favorite things to eat and write about them on the lines provided below the picture.



NAME: _____

DATE: _____

8.1

Assessment

The Beach

Last Sunday David and Eve went to the beach.

It was a sunny day. It got hotter and hotter. At last it was ninety-five degrees.



Eve laid out a blanket. Then she got out her sunscreen. She rubbed the white cream on her back. She rubbed it on her arms and her legs. She rubbed it on her nose and her cheeks. She even rubbed it on her elbows and her toes.

“David,” she said, “would you like some sunscreen?”

“No, thanks,” said David. “I’ll be okay without it.” Then he ran off to play soccer.

David played soccer. He tossed a Frisbee. He ran a relay race. He rowed a boat. He swam. He splashed in the waves. He went diving for shells. He made a scarf out of seaweed. Then he lay down and took a nap.

All this time the sun was shining brightly. Rays of sunlight were landing on David’s arms and legs.

At last the daylight faded. David was set to go home. But when he got up, he felt some pain on his legs. He looked down. His body was as red as a lobster. His thighs looked like two roasted hams. His toes looked like ten bright red pigs running on the sand.

“EEK!” cried David. “I’m fried! I should have used Eve’s sunscreen!”

NAME: _____

DATE: _____

8.2

Assessment

The Beach

1. Where did this story take place?
 - A. at the beach
 - B. at the pool
 - C. at the lake

2. What sort of day was it?
 - A. hot and sunny
 - B. cool and cloudy
 - C. windy and wet

3. Who ended up red as a lobster?
 - A. Eve
 - B. David
 - C. The nice ladies

4. Who used sunscreen?
 - A. David
 - B. Eve
 - C. Eve and David

5. What did David use to make a scarf?
 - A. sand
 - B. sunscreen
 - C. seaweed

6. What did David's toes look like at the end of the day?
 - A. ten green frogs
 - B. ten red pigs
 - C. ten sandy logs

7. Which game did David play?
 - A. soccer
 - B. sand hockey
 - C. lawn darts

8. What made David's skin red?
 - A. the sun
 - B. the sand
 - C. the waves

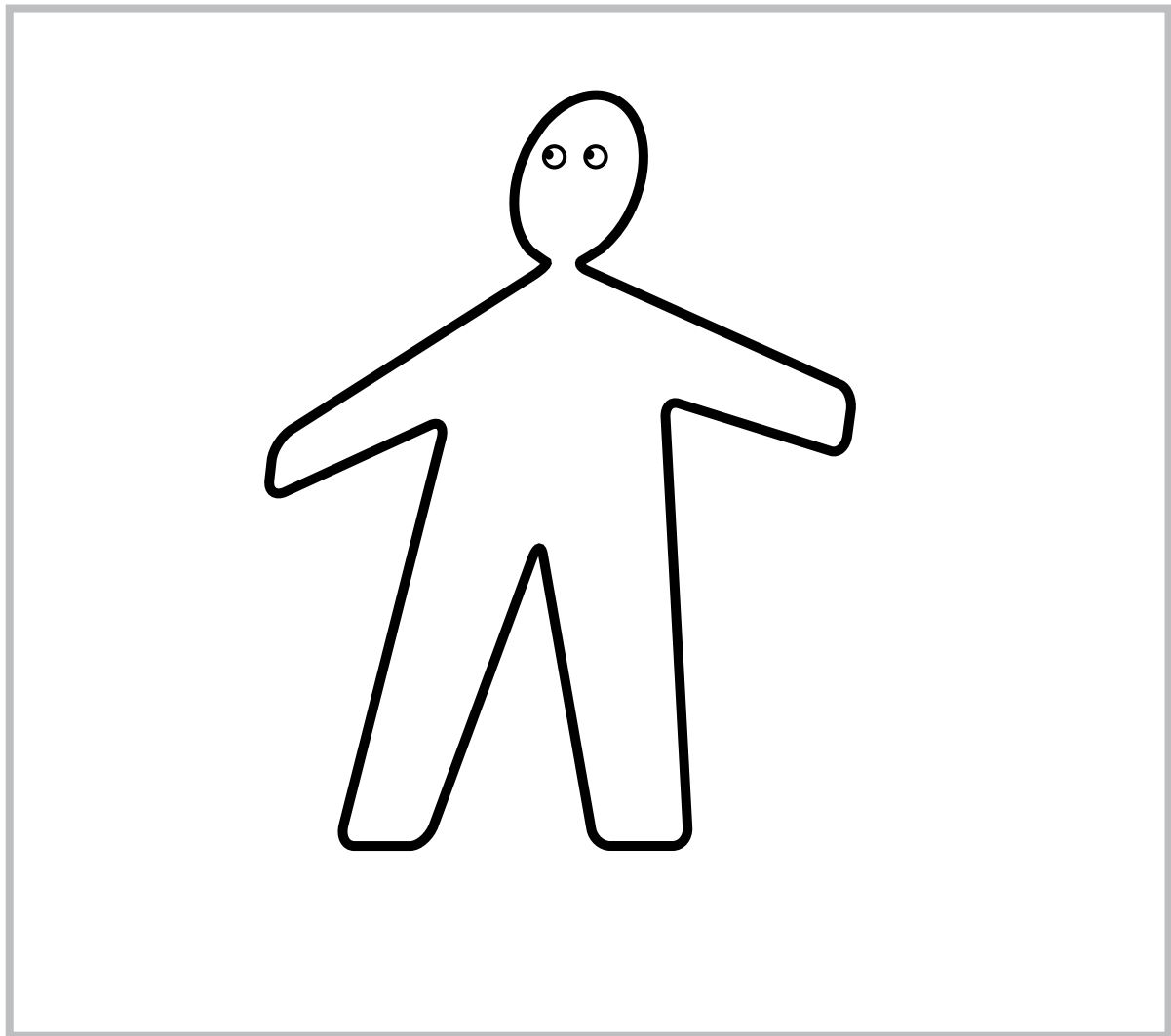
NAME: _____

DATE: _____

8.3

1. Draw black hair.
2. Draw a smile and make it red.
3. Draw a nose.
4. Draw a shirt.
5. Make the shirt green.
6. Draw pants and make them black.
7. Draw a dog.
8. Make the dog black.
9. Draw a sun and make it big.
10. Draw three birds.
11. Draw grass and make it green.

Directions: Have students follow the directions to complete the picture below.



NAME: _____

DATE: _____

8.4

Directions: Tell students to read and cut out each of the word boxes below. Ask students to find that picture on Activity Page 8.5 and paste it in the space below the picture it identifies.

girl

cake

car

bird

sock

sheep

spoon

slide

house

NAME: _____

DATE: _____

8.5

Activity Page



NAME: _____

DATE: _____

9.1

Assessment

Sink or Float

It was the first Thursday of summer vacation. It was hot. Joey Jenkins and his younger brother Pete were sitting by the pool trying to stay cool. Pete had his ankles and toes in the water.

“Hey Pete,” Joey shouted at his little brother, “let’s play sink or float.”

“How do you play?” asked Pete.

“First I go and find something,” explained Joey. “Then I ask you if you think it will sink or float. Then I throw it in the pool and we find out if you were right or wrong.”

“Okay,” replied Pete.

Joey ran to the garage and got a brass key.

“That must be pretty heavy,” said Pete. “I say it’s going to sink for sure!”

Joey tossed the key in the pool. It sank below the surface in an instant.



“Okay, little brother,” said Joey, “you won that one. Do you want to play again?”

Pete nodded his head.

Joey sprinted up to the house and got an apple from the boys’ mom.

“I predict that will float,” said Pete.

Joey tossed the apple in the pool and, sure enough, it bobbed and floated on top of the water.

Joey ran over to the woods and picked up an acorn that was lying beneath a towering old oak tree.

“Gee,” said Pete. “That’s a tough one. An acorn might sink, but then again, it might float.”

“Sink or float?” said Joey. “I need a decision now!”

“Um, I guess it will sink,” Pete said.

Joey tossed the acorn in the pool. It bobbed and floated on top of the water right next to the apple.

“Ha, ha! You lose!” Joey cried.

Joey ran into the house and got a plastic model airplane he had built.

“Sink or float?” he asked.

“Sink!” said Pete.

Joey set the airplane ever so gently on the surface of the water. At first it looked like the airplane was floating.

“Ha, ha!” said Joey. “It floats! You lose again!”

“Not so fast!” said Pete. He thumped the water with both of his feet and made a gigantic wave. The wave went crashing over the airplane. The airplane filled with water and began sinking.

“It sinks!” said Pete, smiling. “So I win!”

“No fair!” said Joey. “That’s cheating!”

NAME: _____

DATE: _____

9.2

Assessment

Sink or Float

1. When does the story take place?
 - A. winter
 - B. summer
 - C. fall
2. Which boy is older?
 - A. Joey
 - B. Pete
 - C. They are the same age.
3. Which game do the boys play?
 - A. sink or float
 - B. splash bomb
 - C. water polo
4. Which boy sets things on top of the water?
 - A. Joey
 - B. Pete
 - C. They take turns

5. Which boy guesses whether the things will sink or float?
 - A. Joey
 - B. Pete
 - C. They take turns

6. Which of the things listed below sinks?
 - A. apple
 - B. acorn
 - C. key

7. Who sets the airplane on the water?
 - A. Joey
 - B. Pete
 - C. the boys' mom

8. Who makes the wave that makes the airplane sink?
 - A. Joey
 - B. Pete
 - C. the boys' mom

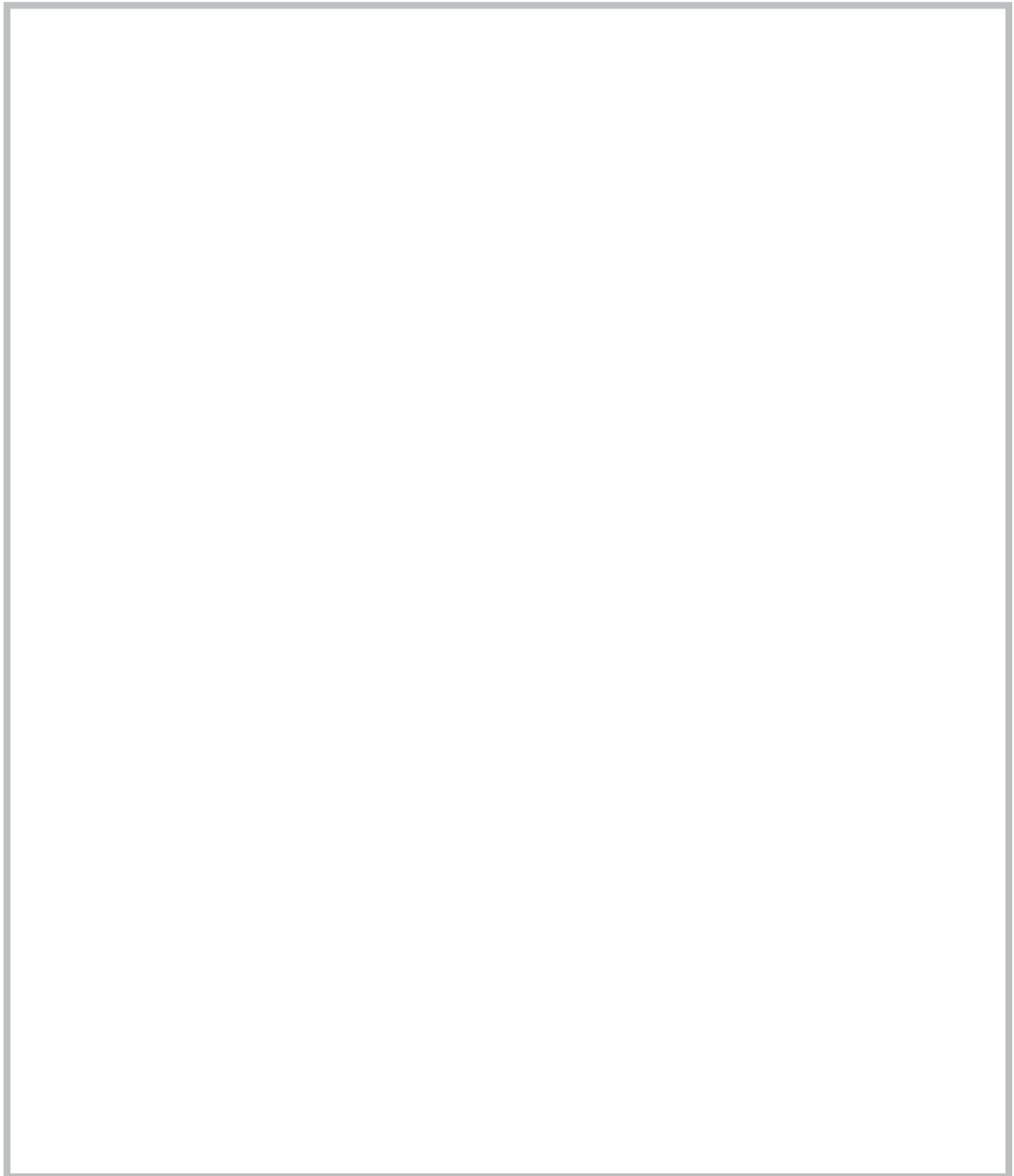
NAME: _____

DATE: _____

9.3

Directions: Have students read the paragraph and illustrate what is happening. Remind students to pay close attention to everything mentioned in the paragraph.

Kate had a fun time at the park. The sun was hot. The park had lots of trees. She got on the swings and slide. She saw her pals Meg and Dan. It was fun to have hot dogs and chips when it was time for lunch.



NAME: _____

DATE: _____

1. Directions: Talk about the compound word "pancake" and why it is called a "pancake." Have students look at the first picture and tell students this will be a very "silly" word we can call a nonsense word. Ask students to guess what the word might be by looking at the picture (birdcake).

2. Directions: Talk about the first silly compound word (bootcake). Tell students to draw what a "bootcake" might look like! Students should then draw a "foxcake." Instruct students to turn the paper on the back and make up compound words and illustrate them.



bootcake



foxcake



_____cake



_____cake



_____cake



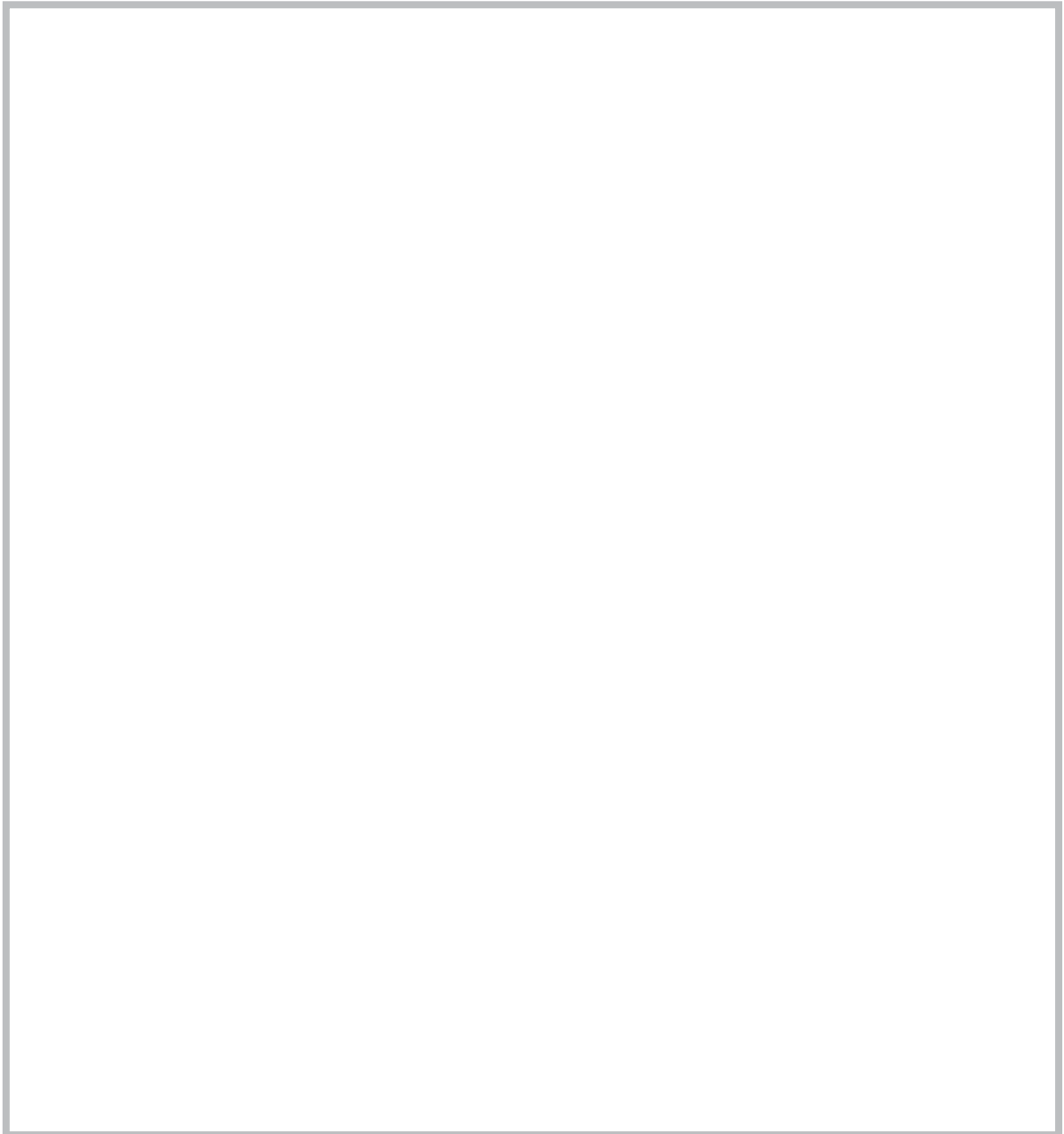
NAME: _____

DATE: _____

10.1

Directions: Ask students to read the paragraph and draw a picture in the box. Remind students to include everything in the picture that he or she read about in the story.

Dan got a dog at the pet shop. It was a big black dog. Dan got the dog three bones. He gave the dog a name. It was Duke. Duke had a dog bed in the yard. The dog bed was red. Duke had fun when Dan pitched a stick to him. Dan likes his dog.



NAME: _____

DATE: _____

10.2

Directions: Have students illustrate each sentence in the box beside the sentence.

Shake my hand.



Jump the rope.



Toot the horn.



Brush the dog.



Sweep the room.



Rake the yard.



NAME: _____

DATE: _____

11.1

Take-Home

Spelling Words

1. bandit

2. shelf

3. sprang

4. munch

5. picnic

6. think

7. wish

8. drift

9. box

10. Tricky Word: she

NAME: _____

DATE: _____

11.2

Take-Home

Dear Family Member,

Each week, your student will receive a new list of spelling words. The purpose of having weekly spelling words is to help students become strong spellers and allow them to practice at home the skills learned during this program.

Your student will receive the spelling words at the beginning of the week and will be assessed on the words at the end of the week. The spelling words come from stories your student reads in class. By reading the stories and practicing the spelling words at home each night, your student should be well prepared for the spelling test on Friday.

There are ten words each week. The words cover only the spellings that have been reviewed and taught in class, meaning your student will only work with and be tested on familiar spellings. Spelling word number 10 is a Tricky Word and is marked in a special way. A Tricky Word does not follow the expected spelling rules. This means Tricky Words cannot be reliably sounded out and spelled, so its spelling must be memorized. Tricky Words are also taught and reviewed in class.

I encourage you to work with your student each night to review the spelling words for 5–10 minutes. The activities can be fun and need to involve having your student write the word. Here are a few activity ideas:

- Say a sentence with the spelling word, but leave the spelling word out. For example, you might say, “The _____ broke into my house.” Your student should guess the word *bandit* and then write the word.
- Create spelling word flash cards. After reading the word on a flash card, your student can turn over the card and write the word from memory on the back.
- Have a spelling bee at home, asking your student to both spell the words to you orally and write them.
- Ask your student to write each word in a short sentence, or write a story with the words.
- Act out or draw a picture of the words; have your student guess the word and then write it down.

The spelling words for this week are on Activity Page 11.1. Again, please note word number 10 is a Tricky Word, so we have marked it in a special way.

If you have any questions, please do not hesitate to contact me.

NAME: _____

DATE: _____

12.1

Directions: Have students number the sentences in the correct order, then cut and paste them on Activity Page 12.2.

The Chicken Nugget

The cat bandit ran, hopping
from box to box.



The cat bandit sat a bit,
thinking up a plan.



Hank set his dish in the sink.



Then—munch, munch, munch—that was
the end of the chicken nugget.



The smell of chicken drifted up from
the dish into the den.



NAME: _____

DATE: _____

12.2

The Chicken Nugget

1.

2.

3.

4.

5.

NAME: _____

DATE: _____

12.3

Take-Home

Dear Family Member,

Have your student read the story to you and decide which Tricky Word should be used to fill in the blank. After the Tricky Words are all filled in, have your student read the story to you once more.

the	a	he	she	be
-----	---	----	-----	----

Mom had _____ hot dog. _____ left

_____ hot dog on a shelf in the den. It would

_____ safe sitting there. The cat bandit smelled

the hot dog smell. Mmm! The cat bandit sat on the

deck, wishing _____ had a snack.

Then—munch, munch, munch—the cat bandit had

himself a picnic lunch.

NAME: _____

DATE: _____

13.1

Directions: Have students complete the chart by adding the suffix -ing and doubling the last consonant spelling if it is one syllable, has a short vowel sound, and ends in a single consonant.

rub	rubbing
dab	
chop	
swim	
chat	
drift	
hum	
run	
win	
shop	
sip	
munch	
sit	

NAME: _____

DATE: _____

13.2

The Chicken Nugget

Directions: Have students look in the story "The Chicken Nugget" to find one- and two-syllable words to write in the chart. For the words below the box, have students rewrite each word adding the suffix -ing to each.

1	2

hop _____

munch _____

run _____

think _____

nap _____

The Chicken Nugget

Directions: Have students answer the multiple-choice questions by circling the correct answer. Answer question 4 using a complete sentence.

1. Hank set his dish in the _____.
A. sink
B. deck
C. den

2. On the dish was a _____.
A. hot dog
B. chicken nugget
C. bun

3. The cat bandit set a _____ next to the sink.
A. box
B. mat
C. rug

4. What was the cat bandit doing?

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you. Then talk about it together.

The Hot Dog

Mom had a hot dog.

She left the hot dog on a shelf
in the den.

The hot dog sent up a smell.

The smell drifted and drifted.

The cat bandit sat on the deck,
wishing he had a snack.

Then the hot dog smell hit him.

Such a smell!

Sniff, sniff, sniff!

The cat bandit ran in the den.

He spotted the hot dog up on
the shelf.

He got up on a bench.



Then he sprang up on the TV set.

Then, with a big jump, he sprang up and landed on the shelf.

Then—munch, munch, munch—the cat bandit had himself a picnic lunch.



NAME: _____

DATE: _____

14.1

Directions: Have students circle the 'g' in each word. Next, have students read each sentence and write the word with the tricky spelling 'g' under the heading "got" if the tricky spelling is pronounced /g/ or "gem" if it is pronounced /j/.

/g/
got
gum
big

1
←



2
→

/j/
gem
tragic
legend

	/g/ got	/j/ gem
1. He did a magic trick.		magic
2. This fish has gills.		
3. Dad is the best at golf.		
4. The cat is in a cage.		
5. Brr! That pond was frigid!		
6. A present is a gift.		
7. Mom had a stick of gum.		

NAME: _____

DATE: _____

15.1

Assessment

Spelling Assessment

1. _____

2. _____

3. _____

4. _____

5. _____

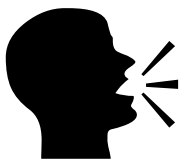
6. _____

7. _____

8. _____

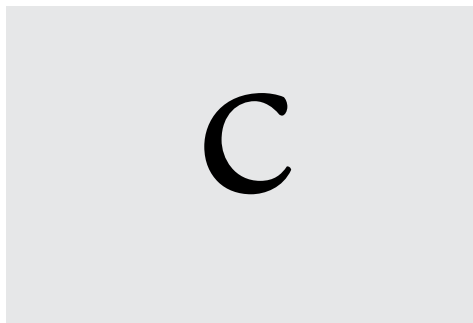
9. _____

10. _____



Directions: Have students circle the 'c' in each word. Then, read each sentence and write the word with the tricky spelling 'c' under the heading "can" if the tricky spelling is pronounced /k/ or "cent" if it is pronounced /s/.

/k/ **1**
 can
 cap
 cot



2 **/s/**
 cent
 citrus
 cell









	/k/ can	/s/ cent
1. The king got the princess a kitten.		princess
2. We slept in a cabin.		
3. As the band was singing, she was dancing.		
4. Mom swept up the dust and cobwebs.		
5. Fill up that cup.		
6. He had six chances to stop.		
7. Liz spotted a skunk at camp.		

NAME: _____

DATE: _____

16.1

Directions: For each picture, have students circle the letters that spell the word for the depicted item. Students should then write the name of the item on the line.

	wr w	i a	p t		wrap
	kn k	i ee	s t		_____
	wr qu	i a	l i	t d	_____
	kn n	e o	t ck		_____
	qu k	a o	ed ck		_____
	wr r	i u	t s	t s	_____



f e ch
v i sh



d w e ss
b r a z



ch i ck
th u n



p o s
b u n



f e ll
b i d



kn a d
m o t

NAME: _____

DATE: _____

16.2

Take-Home

Spelling Words

1. snacking

2. mixing

3. smelling

4. running

5. kissing

6. buzzing

7. hitting

8. until

9. problem

10. Tricky Word: how

NAME: _____

DATE: _____

16.3

Take-Home

Dear Family Member,

Once again this week, your student has a new list of spelling words. The purpose of having weekly spelling words is to help students become strong spellers and allow them to practice at home the skills learned during this program. Additionally, this helps students to develop independence as they begin to take responsibility for their own learning.

Your student will receive the spelling words at the beginning of the week and will be tested on the words at the end of the week. By practicing the spelling words at home each night, your student should be well prepared for the spelling test.

I encourage you to work with your student each night 5–10 minutes to review the spelling words. If you would like to practice the way we take the test at school:

For each word, I read it once, say it in a sentence, and say the word again. We go through the whole list in this way. Then, I go back through and call each word one last time so the students can review them. I also call out a phrase. The students do not know this phrase in advance. They write this phrase on the test. Then, I ask students to correct their own paper as I demonstrate the correct spelling for each word. I ask them to correct their paper by writing the correct spelling above the word. It is okay for students to make mistakes; the important thing is to learn from their mistakes.

The spelling words for this week are on Activity Page 16.3. Again, please note the word *how*, number 10, is a Tricky Word, so we have marked it in a special way.

I know you have busy lives and you must fit in homework wherever you can. Any practice will help your student to become a better reader and speller. Your student will continue to bring home stories that we have read in class later this week. We will continue this practice throughout the year. Please have your student read the story to you and then talk about it together. Remember this practice can take place anywhere.

As always, please do not hesitate to contact me if you have any questions.

NAME: _____

DATE: _____

17.1

Directions: Have students read and circle the spelling in each word that stands for the sound printed above.

/j/	/v/
jumping	vast
magic	twelve
plunge	shelves
lunge	having
jacket	visit
jet	solve
legend	vet
hinge	elves

NAME: _____

DATE: _____

17.2

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you. Then talk about it together.

The Ham

Mom left a pink ham sitting in a big black pan.

The cat bandit was resting on a quilt when he got a whiff of the ham.

What was that smell?

It was ham!

Where was the ham?

The cat bandit set off, sniffing as he went.

He went on sniffing until he spotted the ham.

But the ham was up on top.

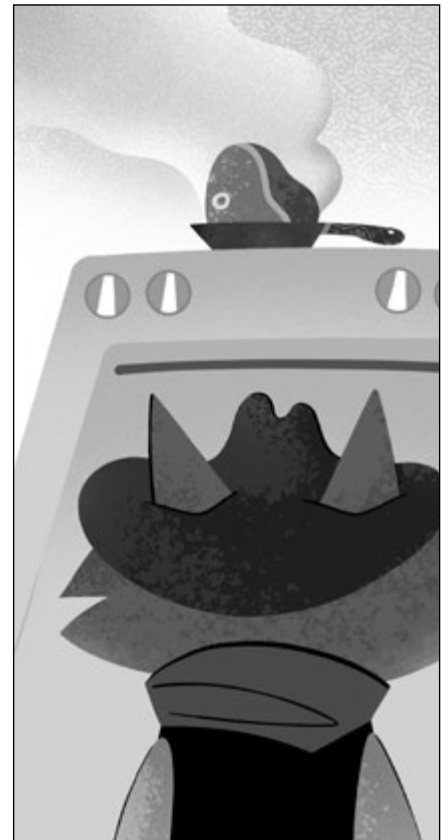
How was he to get it down?

That was the problem.

The cat bandit ran to the closet and got a belt.

Then he ran to the shed and got a strong magnet.

He stuck the magnet on the end of the belt.



The magnet stuck to the belt.

Then the cat bandit swung the belt.

Clang! The magnet on the end of the belt hit the pan.

It stuck to the pan.

In a flash, the cat bandit was tugging on the belt.

Tug, tug, tug!

Yank, yank, yank!

At last, the pan slid off.

It fell down and landed with a clang.

Then—munch, munch, munch—that was the end of the ham.



NAME: _____

DATE: _____

17.3

Take-Home

Tricky Words

how	down	do	why	where
from	of	was	what	

Family Member Instructions: Have your student read the words in the box and then use them to fill in the blanks. After all the blanks have been completed, read the story.

The cat bandit _____ resting on a quilt when he got a whiff _____ the ham. _____ was that smell? It was ham! _____ was the ham? The cat bandit set off _____ the quilt. He went on sniffing until he spotted the ham. _____ was the ham up on top? _____ could he get it _____? What could he _____? That was the problem.

NAME: _____

DATE: _____

18.1

Directions: Have students read and circle the spelling in each word that stands for the sound printed above.

<i>/s/</i>	<i>/ch/</i>
pockets	itch
tense	catchy
miss	batch
chance	rematch
sudden	stretching
cell	butcher
cent	pitcher
prince	stitch

NAME: _____

DATE: _____

18.2

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you. Then talk about it together.

The Chicken Nugget

Hank set his dish in the sink.

He left a big chicken nugget on the dish.

The nugget was still hot.

The smell of chicken drifted up from the sink.

It drifted into the den.

The cat bandit was napping in the den.

But he was sniffing as he slept.

Sniff, sniff, sniff!

The cat bandit sprang up.

He ran in and spotted the nugget in the sink.

He sat a bit, thinking up a plan.

Then he went to the closet and got a bunch of boxes.

He set up a box.



Then he set a big box next to that box.

Then he set the biggest box next to the sink.

The cat bandit set off running.

He ran up the boxes, hopping from box to box.

Then—munch, munch, munch—that was the end of the chicken nugget.



NAME: _____

DATE: _____

19.1

Directions: Have students sort the 'ed' words based on how the ending is pronounced and read the story at the end.

landed	quacked	flapped	spotted
tossed	grabbed	crammed	jogged

/e/ + /d/
acted

/d/
filled

/t/
asked

landed

Cal was at the pond, having a muffin. A duck landed in the pond. The duck quacked and flapped its wings. Cal spotted the duck and tossed it a bit of muffin. The duck grabbed the muffin and swam off. Cal crammed the rest of the muffin in the trash. Then off he jogged.

The Milk

Directions: Have students circle the correct answer for 1 and 2, and write complete sentences for questions 3 and 4.

1. Where did Beth set the glass of milk?
 - A. in the sink
 - B. on the box
 - C. on the deck

2. What did the cat bandit get that was Dad's?
 - A. his belt
 - B. his pants
 - C. his string

3. What did the cat bandit do when he jumped off the shed?

4. What three things did the cat bandit knock off the string?

NAME: _____

DATE: _____

20.1

Assessment

Spelling Assessment

1. _____

2. _____

3. _____

4. _____

5. _____

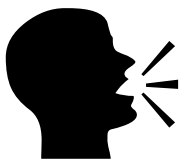
6. _____

7. _____

8. _____

9. _____

10. _____



Directions: Have students circle the 's' in each word. Then, have students read each sentence and write the word with the tricky spelling 's' under the heading "cats" if the tricky spelling is pronounced /s/ or "dogs" if it is pronounced /z/.



	/s/	/z/
1. He handed me his pet pig.		his
2. Ben can swim.		
3. Will he visit?		
4. The cat got in the basket.		
5. He did it himself.		
6. Kevin will mop and dust.		

NAME: _____

DATE: _____

21.1

The Chips

1. Where did Mom set the chips?
 - A. on the deck
 - B. on the bench in the kitchen
 - C. on the top shelf in the kitchen

2. Where did the cat bandit set the rock?

3. Where did the cat bandit set the plank?

4. What happened to the cat bandit when the rock hit the plank?

Directions: Have students answer the questions.

5. Where did the cat bandit end up?
- A. on the top shelf
 - B. in the den
 - C. on the bed

NAME: _____

DATE: _____

21.2

Take-Home

Spelling Words

1. sand

2. sang

3. sank

4. hunt

5. hung

6. hunk

7. thin

8. thing

9. think

10. Tricky Word: should

NAME: _____

DATE: _____

21.3

Take-Home

Dear Family Member,

Once again this week, your student has a new list of spelling words. The purpose of having weekly spelling words is to help students become strong spellers and allow them to practice at home the skills learned during this program.

Your student will receive the spelling words at the beginning of the week and will be tested on the words on Friday. By reading stories and practicing the spelling words at home each night, your student should be well prepared for the spelling test.

I encourage you to work with your student each night to review the spelling words for 5–10 minutes. If you would like, you can practice spelling words in the same way that students take the spelling test. I read each word once, say it in a sentence, and then say the word once more. Next, I go back through and say each word one last time so the students can review their spellings. I also call out a phrase that uses words students can sound out on their own. The students do not know this phrase in advance. They will write this phrase on the test. Finally, students correct their own papers as I write the correct spellings on the board. Students correct their papers by writing the correct spelling above the word. It is OK for students to make mistakes; the important thing is that students learn from their mistakes.

The spelling words for this week are on Activity Page 21.2. Again, please note that number 10, *should*, is a Tricky Word, so we have marked it in a special way.

Later this week, your student will bring home another story we have read in class. We will continue this practice throughout the year. Please have your student read the story to you and then talk about it together. Remember any practice and guidance you can provide will help your student become a better reader and speller.

As always, please do not hesitate to contact me if you have any questions.

The Chips

Once Mom left a big bag of chips on the top shelf in the kitchen.

“The cat will not get them up there,” she said.

But it was not long until the cat bandit was up to his tricks.

He got a log, a plank, and a big rock.

He set the rock on the bench.

He set the log on the rug next to the bench.

He set the plank on top of the log.

Then the bandit sat on one end of the plank.

He slid the rock off the bench.

The rock fell and landed on one end of the plank.

Smack!

The end of the plank the rock fell on went down fast.

But the end of the plank the cat bandit was sitting on popped up, and the cat bandit popped up with it.

Whiz!

The cat bandit went zipping up.

The cat bandit did a flip and landed on top of the shelf.

Slash! The bandit cut a big gash in the bag.

Then—crunch, crunch, crunch—that was the end of the chips.

NAME: _____

DATE: _____

22.1

Assessment

1. scratches scratched scratching scathing
2. fence fences fenced fencing
3. which whip whim whipped
4. legs lags lugs logs
5. knit knock knelt kick
6. rinsed ring ran rings
7. cent cull cell self
8. hemmed hammed humming hummed
9. risk wrist wrench wrists
10. twelve twist twelfth twin

NAME: _____

22.2

Assessment

DATE: _____

Directions: Have students read each sentence and fill in the missing punctuation mark.

1. What is the cat bandit up to next _____
2. Run _____
3. Did he spill his glass of milk _____
4. He could knit mittens as a gift to his mom _____
5. She has a snack _____
6. Where is the dog _____
7. Jump _____
8. Milk is a snack _____
9. Who could help you _____
10. Hide _____

NAME: _____

DATE: _____

22.3

Rewrite these words and add *-ing*:

1. mix _____

2. smell _____

3. puff _____

4. run _____

5. sit _____

6. trim _____

7. kiss _____

8. tug _____

9. snack _____

The Catfish

1. What did Dad do with the catfish?
 - A. left the catfish in a pond
 - B. left the catfish in a bucket
 - C. left the catfish on the shelf

2. What did Dad think would stop the cat bandit?
 - A. a shelf
 - B. a belt
 - C. a lock

3. What drifted in the wind?
 - A. the tempting smell of snack mix
 - B. the tempting smell of fish
 - C. the tempting smell of hot dog

4. Who helped the cat bandit?

Directions: Ask students to answer each question.

5. What did the cat bandit hitch to the shed?

NAME: _____

22.5

Assessment

DATE: _____

Spelling Assessment

1. _____

2. _____

3. _____

4. _____

5. _____

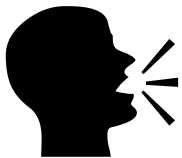
6. _____

7. _____

8. _____

9. _____

10. _____



NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Have students count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then have students copy the word on the line.

1. c h i p chip

2. s h e l l _____

3. b a t h _____

4. r u n g _____

5. s m a s h _____

NAME: _____

DATE: _____

PP.2

Activity Page

Directions: Have students read each word and circle only the digraph letter teams that stand for one sound.

1. chimp

2. crash

3. bring

4. thin

5. sing

6. shop

7. clock

8. bath

9. chill

10. shell

11. brick

12. chop

13. splash

14. sting

15. black

16. thick

17. ship

18. chip

19. wing

20. with

NAME: _____

DATE: _____

Directions: Have students write each word under its matching picture.

1. bathtub



2. magnet



3. insect



4. picnic



5. rocket



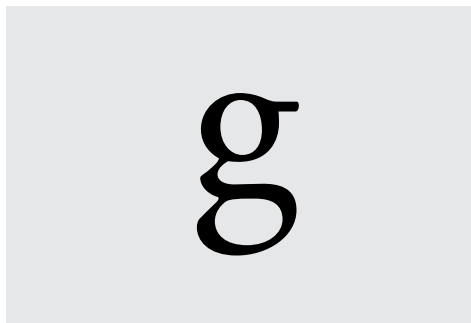
6. tennis



Directions: Have students circle the 'g' in each word. Then, have students read each sentence and write the word with the tricky spelling 'g' under the heading "get" if the tricky spelling is pronounced /g/ or "legend" if it is pronounced /j/.

/g/
got
gum
big

1
←



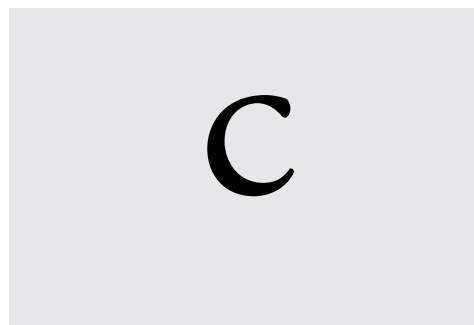
2
→

/j/
legend
logic
digit

	/g/ got	/j/ legend
1. Was it a trick, or was it magic?		magic
2. Drink from a glass.		
3. In the pond, there was a frog.		
4. I can't bend this branch, it's rigid.		
5. Beth had a stick of gum.		
6. Dad got Mom a gift.		
7. My dad went to two colleges.		

Directions: Have students circle the 'c' in each word. Then have students read each sentence and write the word with the tricky spelling 'c' under the heading "can" if the tricky spelling is pronounced /k/ or "dances" if it is pronounced /s/.

/k/ **1**
 can
 cap ←
 cop



2 **/s/**
 dances
 citrus →
 princess

	/k/ can	/s/ dances
1. I paid ten cents.		cents
2. We slept in a log cabin.		
3. Don yelled and got a cab.		
4. The bad man was locked up in a cell.		
5. On his left leg he has a cast.		
6. She was a nun in the convent.		
7. His best pal is Francis.		

NAME: _____

DATE: _____

PP.6

Activity Page

Directions: Have students write the words with the tricky spelling 'c' pronounced /k/ under "can" and the words with the tricky spelling 'c' pronounced /s/ under "cent."

process	cram	clap
panic	dances	camp
credit	cell	cop
scan	princess	cab

/k/
can

/s/
cent

process

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Directions: Have students circle the 's' in each word. Then, have students read each sentence and write the word with the tricky spelling 's' under the heading "set" if the tricky spelling is pronounced /s/ or "his" if it is pronounced /z/.

<p>/s/</p> <p>set</p> <p>sit</p> <p>sap</p>	<p>1</p> <p>←</p>	<p>S</p>	<p>2</p> <p>→</p>	<p>/z/</p> <p>his</p> <p>has</p> <p>pigs</p>
--	--------------------------	-----------------	--------------------------	---

	/s/	/z/
	set	his
1. The robin flapped its wings		wings
2. Get a pen from the desk.		
3. Ring the bells.		
4. The kitten is soft.		
5. Put the egg shells in the trash can.		
6. What did the shop sell?		
7. Get in the pond and swim.		

NAME: _____

DATE: _____

Directions: Have students write the words with the tricky spelling 's' pronounced /s/ under "set" and the words with the tricky spelling 's' pronounced /z/ under "his."

is	legs	this
just	such	has
still	last	hands
jobs	best	sun

/s/

set

/z/

his

is

NAME: _____

DATE: _____

PP.9

Activity Page

fringe

prince

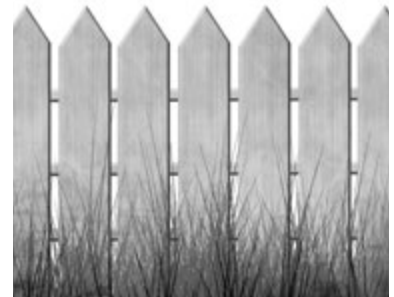
shelves

twelve

fence

dance

Directions: Have students write each word under its matching picture.



fringe



12



shells

lettuce

pulse

rinse

bandage

elves



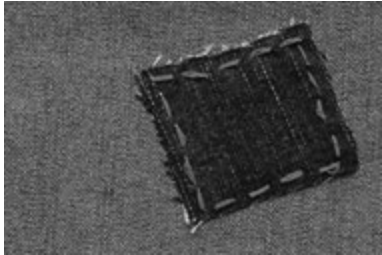
NAME: _____

DATE: _____

Directions: Have students write each word under its matching picture. There will be words that will not be used.

patch match catch pitch kitchen

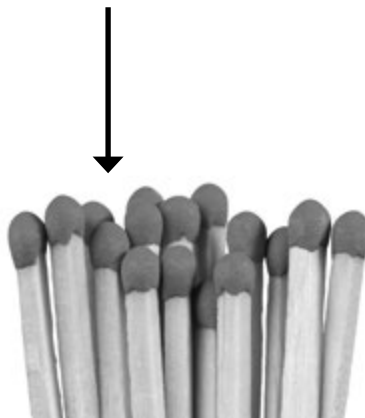
hatch scratch itch stretch switch













knob

knot

wrist

knapsack wrapping

knitting

wrench

wrong

which

knock













NAME: _____

DATE: _____

PP.11

Directions: Have students read each sentence and then rewrite it with correct capitalization and punctuation.

1. yuck

2. can i sit there

3. she could wrap a gift

4. he can swim fast

5. where is mom's whisk

6. pick up that mess

7. that dog has spots

8. mom

9. could you pick a spot to sit

10. dogs can jump high

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Credits

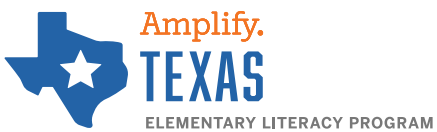
Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

Cover: Amplify Education, Inc.; 2.1: Deva Satya and Olioli Buika; 3.1: Deva Satya and Olioli Buika; 4.1: Deva Satya and Olioli Buika; 5.1: Deva Satya and Olioli Buika; 6.1: Shutterstock; 6.4: Shutterstock; 7.2: Shutterstock; 7.4: Deva Satya and Olioli Buika; 8.1: Shutterstock; 8.3: Staff; 8.5: Shutterstock; 9.1: Shutterstock; 9.4: Shutterstock; 13.4: Edel Ferri; 15.1: Staff; 16.1: Shutterstock; 17.2: Edel Ferri; 18.2: Edel Ferri; 20.1: Staff; 22.5: Staff; PP.3: Shutterstock; PP.9: Shutterstock; PP.10: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."



Grade 2 | **Skills 1** | Activity Book

ISBN 9781643837017



9 781643 837017