

Reading for Every Child

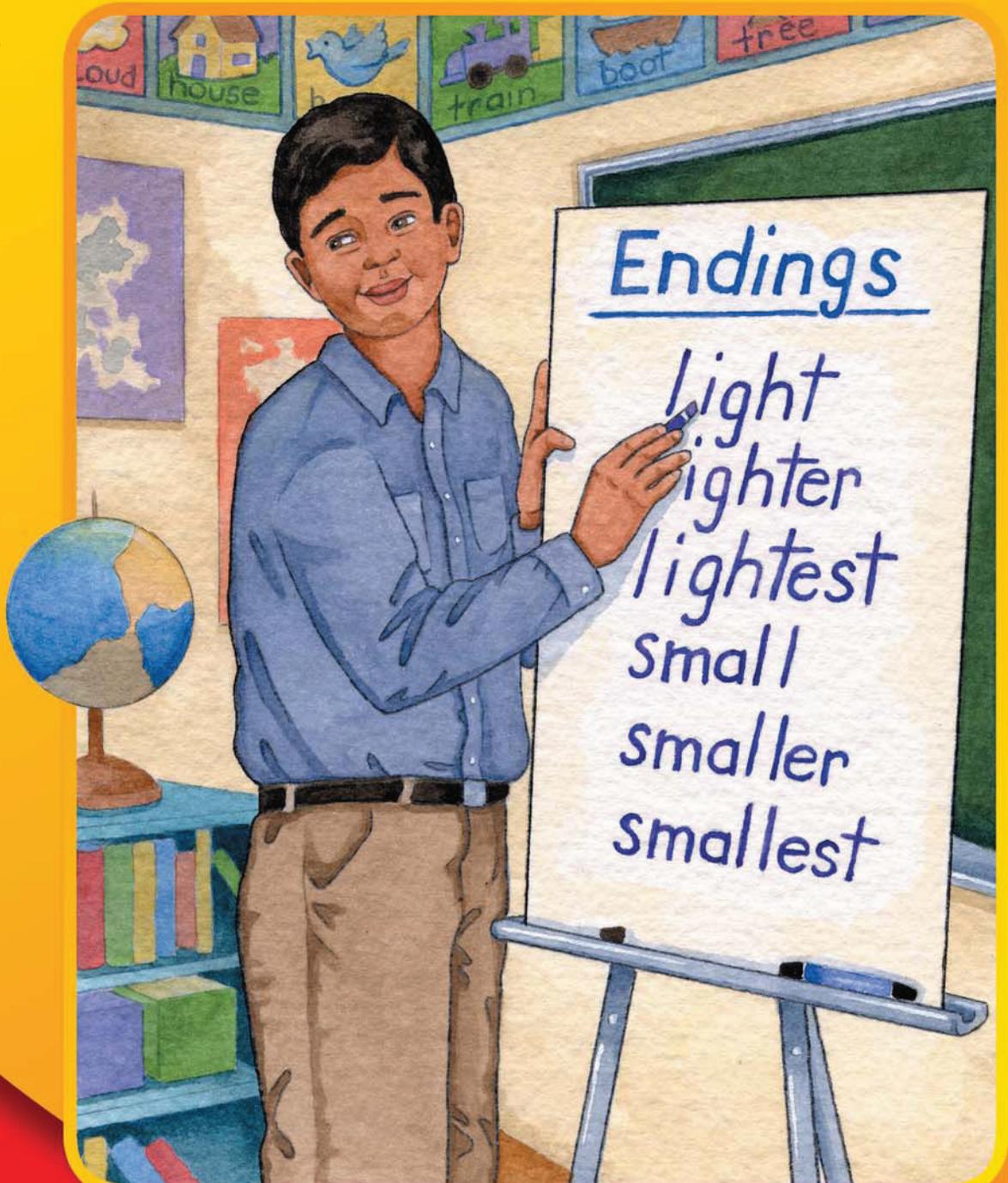
Phonics

ALIGNED TO

STATE & NATIONAL
STANDARDS!

TeachingStateStandards.com

- Based on Reading First Research
- Activities to Strengthen Phonemic Awareness and Decoding Skills
- Includes Assessments



Reading for Every Child

Phonics

Grade 2

by
Linda Armstrong

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Instructional Fair

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Reading First

The Reading First program is part of the No Child Left Behind Act. This program is based on research by the National Reading Panel that identifies five key areas for early reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness

Phonemic awareness focuses on a child's understanding of letter sounds and the ability to manipulate those sounds. Listening is a crucial component, as the emphasis at this level is on sounds that are heard and differentiated in each word the child hears.

Phonics

After students recognize sounds that make up words, they must then connect those sounds to *written* text. An important part of phonics instruction is systematic encounters with letters and letter combinations.

Fluency

Fluent readers are able to recognize words quickly. They are able to read aloud with expression and do not stumble over words. The goal of fluency is to read more smoothly and with *comprehension*.

Vocabulary

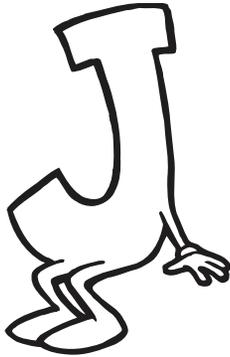
In order to understand what they read, students must first have a solid base of vocabulary words. As students increase their vocabulary knowledge, they also increase their comprehension and fluency.

Comprehension

Comprehension is "putting it all together" to understand what has been read. With both fiction and nonfiction texts, students become active readers as they learn to use specific comprehension strategies before, during, and after reading.



About This Book



Learning to read is a complex process involving many interrelated skills. Supporting current state standards, *Reading for Every Child: Phonics* is designed to help students develop the skills necessary to become independent readers.

Listening to the lively read alouds suggested in the activity sections will motivate second graders to seek out independent reading materials that suit their interests and abilities. They will build reading speed and confidence through enjoyable practice.

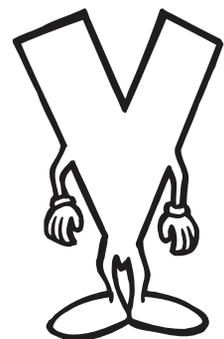
As they complete reproducible worksheets in this book, students will review alphabetical order as well as basic vowel and consonant sounds. Through puzzle solving, game playing, listening, writing, and sharing, they will expand their knowledge of consonant blends, special vowel sounds, irregular forms, and unusual spelling patterns.

While enjoying the activities in *Reading for Every Child: Phonics*, young readers will practice decoding longer, more complex words. They will become more proficient at using structural cues. They will become more familiar with compound words, syllables, prefixes, suffixes, plurals, and inflectional endings. They will also work with homophones, contractions, and singular possessives.

The exercises included here, along with verse collections available in the library or online, will give second graders more practice with rhymes and their cousins, the word families known as rimes. Reading different types of sentences aloud will give students practice with expressive reading.

Activities in this book showcase two hundred basic sight words in many different ways. Some are included as examples of consonant and vowel patterns. Others are featured in separate sentence-building exercises.

Reading for Every Child: Phonics provides a flexible set of tools to support your reading program. The worksheets and activities included here may be used in many ways. Feel free to skip around or modify them to meet your needs.

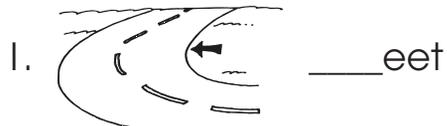




Skills Assessment

Consonant Blends and Digraphs

Directions: Circle the letters that complete each word.



spr thr spl str



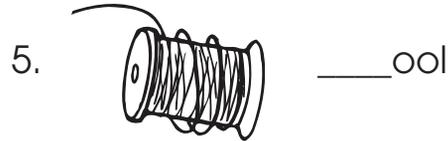
qu ch wh fr



sl sk sp sn



tr th br cr



sc sh sp sn



st nt nk sh



st nt nk sh



st nt nk sh

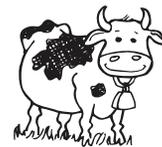
Vowel Digraphs, Diphthongs, and Other Vowel Sounds

Directions: Fill in the circle in front of the word that names each picture.

9. bill
 ball
 bowl



12. cuff
 cow
 cap



10. paw
 pat
 paste



13. broad
 braid
 bread



11. late
 lot
 light



14. book
 beak
 bake





Skills Assessment (cont.)

Compound Words and Prefixes

Directions: Circle the word that names each picture.

15.



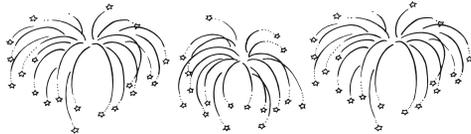
suntan sunset sunburn

18.



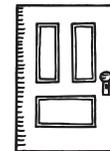
birdhouse firehouse lighthouse

16.



fireman fireworks fireplace

19.



doorway roadway highway

17.



pinecone chipmunk toothpaste

20.



undo unhappy unpaid

Inflectional Forms, Contractions, and Plurals

Directions: Read each sentence and the words under it. Write the word that makes sense on the line.

21. _____ my turn!

22. Is Jack _____ to the party?

23. There are ten _____ in line.

24. He _____ come with us.

25. I have two _____ in my desk.

26. She carried the two _____.

books
coming
won't
It's
dishes
children



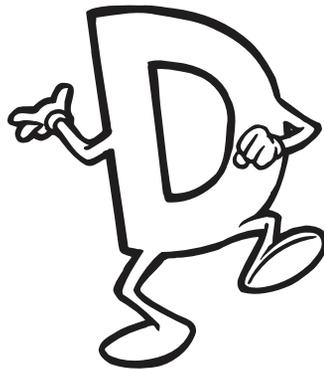
Reviewing Consonant Sounds

Breaking It Down

Write a rime on the board and pass out consonant cards to the class. Invite students to blend their consonants with the rime and say the syllable. Point out that pieces of words, called syllables, are often not words by themselves. Then write the syllables *re*, *frig*, *er*, *a*, and *tor* on the board. Encourage volunteers to read each one. Write the word *refrigerator* without the spaces between and challenge the class to read it. On another day, repeat the process with a different polysyllabic word.

Consonant Shape Books

Find or create simple outline shapes for any of the following objects: ball, car, dog, fish, bunch of grapes, house, jewel, kite, leg, mail, nail, pail, rabbit, seal, tooth, umbrella, vase, world, yarn, or zipper. Encourage students to use your pattern to create a front and back construction-paper cover and several pages. Invite them to find words in magazines and books that contain the consonant. Encourage them to copy the words into the shape book. When the books are complete, allow time for students to meet in small groups to share what they have found.



Daffy-nitions

Invent a silly definition, such as “a crayon that falls on the floor.” Encourage students to think of a nonsense word that could fit the definition, such as *crayoor*, or *fayon*. Write the nonsense word and the definition on a chart. Don’t be surprised if your class starts to develop a playful private language. Other possible subjects for invented words include the first student to line up, the office monitor, a student who forgets lunch money, and a favorite book.

Song Lyrics Jive

Write the words of favorite songs on charts or overhead transparencies. Point to them as the class sings. Familiarity with the lyrics will help struggling students relate sounds they hear to letters on the page. To review target sounds, encourage the class to make up new, silly lyrics to favorite tunes. For example, to review the /t/ sound, the lyrics to “My Bonny Lies Over the Ocean” could become:

My TV is covered with toothpaste.
My tickets are covered with tea.
A tiger has stolen my suitcase. Oh,
bring back my tulips to me.

Other songs that are fun to reinvent include “Polly Wolly Doodle” and “On Top of Old Smoky.”



Ride the Rails

Directions: Look at each picture. Read the words on the train. Write the word that matches the picture on each line.

1. nut



6. _____



2. _____



7. _____



3. _____



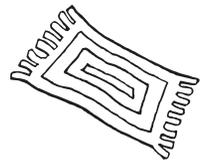
8. _____

9

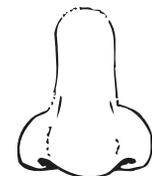
4. _____



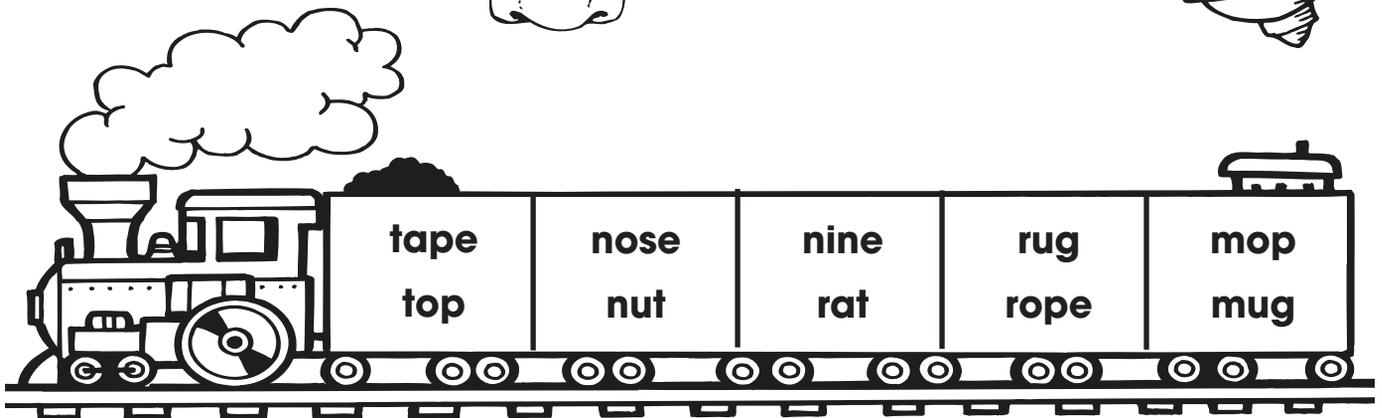
9. _____



5. _____



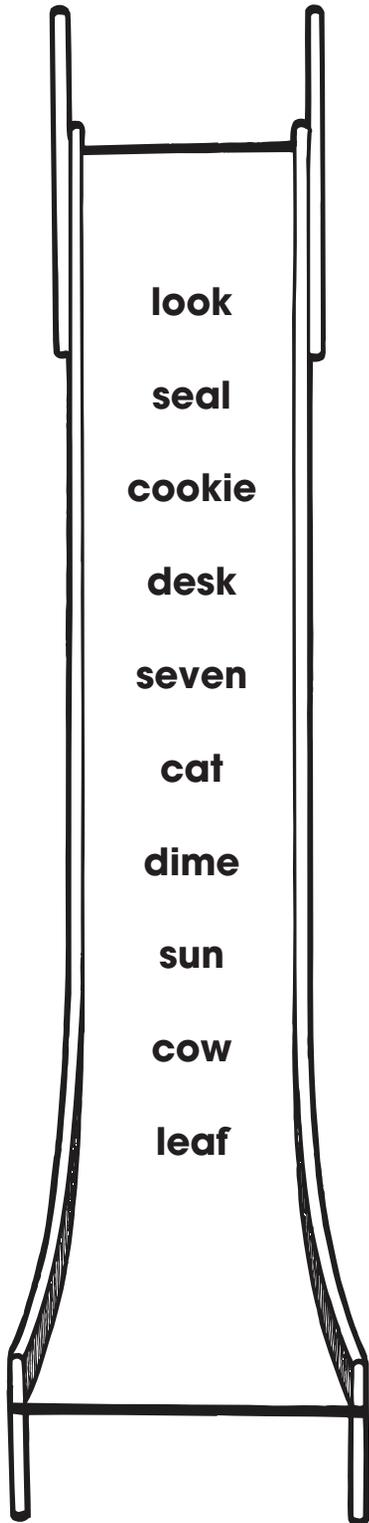
10. _____





Down the Slide

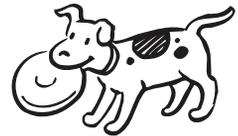
Directions: Look at each picture. Read the words on the slide. Write a word that begins with the same sound on the line. Use each word one time.



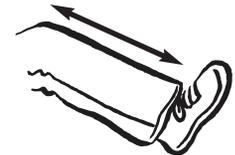
1. _____ *cat*



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

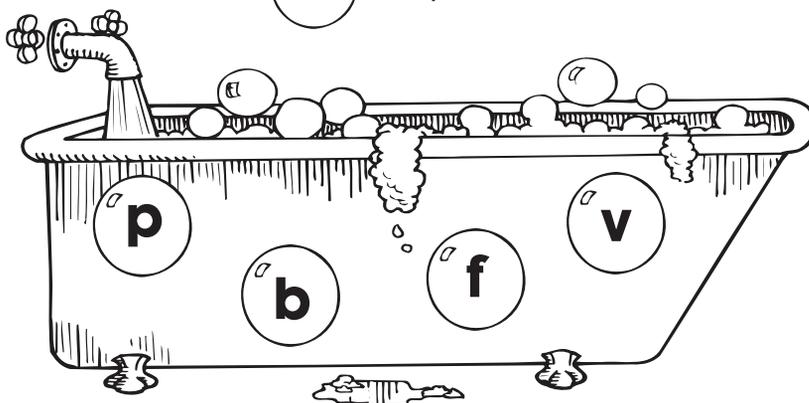
6



Bathtub Fun!

Directions: Read each sentence. Write **p**, **b**, **f**, or **v** inside the bubble to complete the word.

1. The dog chased the red ox.
2. We had to take our cat to the et.
3. You can cook eggs in a an.
4. I wondered what was inside the big ox.
5. She turned on the an to cool down.
6. I put the illow over my head.
7. The ear came out of his den for food.
8. We can all drive to the store in her an.
9. He was the tallest oy in his class.
10. My little brother is ive years old.





Here's the Clue



Directions: For each line, read the first word and the clue. Change the first letter to **h**, **k**, or **w** to make a new word that fits the clue. Write the new word on the line.

Word	Clue	New Word
1. bat	Put it on your head.	<u> hat </u>
2. land	It can hold a pen.	<u> </u>
3. bite	You can fly it.	<u> </u>
4. bell	It has water in it.	<u> </u>
5. ball	It keeps things in or out.	<u> </u>
6. did	It is a baby goat.	<u> </u>
7. bug	Give it to your mom.	<u> </u>
8. bill	It is a high place.	<u> </u>
9. jam	You eat it with eggs.	<u> </u>
10. cave	You see it on the sea.	<u> </u>
11. pick	You do it with a foot.	<u> </u>
12. dome	It is where you live.	<u> </u>



What Was the Queen Doing?

Directions: Find and circle the hidden words. The letters not circled will reveal a hidden message.

jam	quick
jar	quiet
jeans	quill
jelly	quit
job	quiz
jug	zebra
juice	zero
quack	zipper
queen	zoom

E A Q U I E T Z J T Q
 J A M Q Q I N E E G U
 Q B R Z U U E R A Q I
 U J U G E I I O N U C
 I A Z D A B Z L S E K
 T J N I D H R O L E N
 E J A J P Y M A Z N N
 M T E R U P Q U O R N
 K R T L B I E M J O B
 Z O O M L V C R E H L
 Q U A C K Y P E T M V

Now write the letters that are not circled on the lines below. Write them in order from left to right, row by row. They will tell you what the queen was doing while the king was busy in his counting house.

What was the queen doing?

This king and queen are from a famous rhyme. Can you name it?



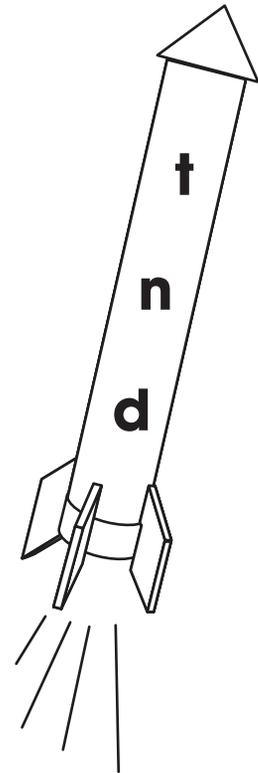


Our Earth

Directions: Read each sentence. Write one of the rocket's letters on the line to complete the word.



1. Earth is a plane t.
2. It is the thir__ planet from the sun.
3. There are eigh__ other planets.
4. Some are big an__ some are small.
5. Some planets are very ho__.
6. Others are very col__.
7. Earth is jus__ right for life.
8. The su__ is really a star.
9. I__ is made of hot gas.
10. It sends hea__ to all of the planets.
11. Planets close to the su__ get the most heat.
12. Planets tha__ are far away do not get as much heat or light.





Rhyming Riddles

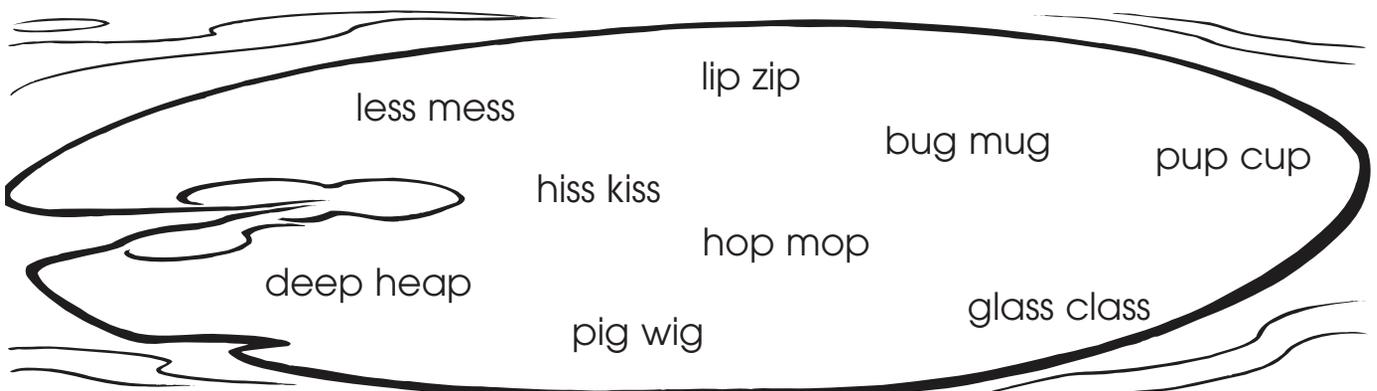


Directions: Read each riddle. Look on the lily pad to search for each answer. Write it on the line.

1. What does your mom want in your room?
less mess
2. How does a snake say I love you? _____
3. What do you call a big pile of clothes in your closet?

4. What do you call it when you are being very quiet?

5. What do you call a cup for an ant? _____
6. What do you call fake hair for a hog? _____
7. How does Mama Frog wash her floor? _____
8. What do you call a dog mug? _____
9. Where can you learn to fix windows? _____





Reviewing Vowel Sounds

The No-Vowel Challenge

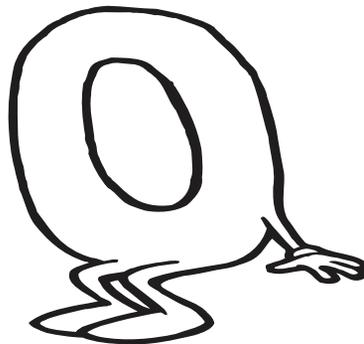
Write a consonant-vowel-consonant (CVC) word such as *bat* on the board without the vowel and challenge students to try to say it. Invite other students to listen for the vowel the volunteer provides when trying to read the word. Invite students to name all the CVC words that can be made using the those letters. For *b _ t*, examples could be *bat, bet, bit, bot, and but*.

Stay Up, Sit Down

Invite students to stand by their chairs. Slowly read a list of single-syllable words. If the word has a long vowel, players stand or remain standing. If it has a short vowel, they sit down. For a decoding variation, show flashcards instead of reading the list aloud. Invite the group to read the card aloud after they stand or sit. For a quieter version, have students raise their hands for long vowels and lower them for short vowels.

VIV (Very Important Vowels)

Invite students who have long vowels in their first names to line up first. As they walk to get into line, have them say their names and name their very important vowels. Vary this by asking for short vowels or long vowels in last names.



Vowel Scrapbooks

Invite students to find pictures of objects that have long vowel sounds in old magazines or catalogs and cut them out. Encourage them to paste each picture on a separate sheet of paper and label it. Then have the students write silly stories that include their selections. Staple each set of story and picture pages together to make books. Divide the class into small groups and allow time for the young authors to share their creations.

Read Alouds

Take your class to the school library and point out the section that features easy-readers and early chapter books. Select one or two titles to read aloud, and then encourage students to choose their own. A few suggested titles are listed below.

The Sneetches and Other Stories by Dr. Seuss

Are You My Mother? by P. D. Eastman

Henry and Mudge: The First Book by Cynthia Rylant

Arthur Babysits by Marc Brown

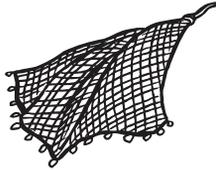


What's Missing?

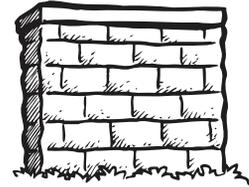
Directions: Look at each picture. Write the missing vowel on the line.

a	e	o
---	---	---

1. n e t



7. w _ ll



2. p _ n



8. d _ g



3. h _ t



9. r _ t



4. b _ t



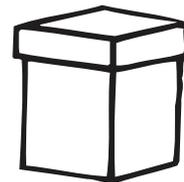
10. c _ b



5. b _ ll



11. b _ x



6. w _ ll



12. h _ nd





My Dog and I

Directions: Read each sentence. Circle the word that makes sense.

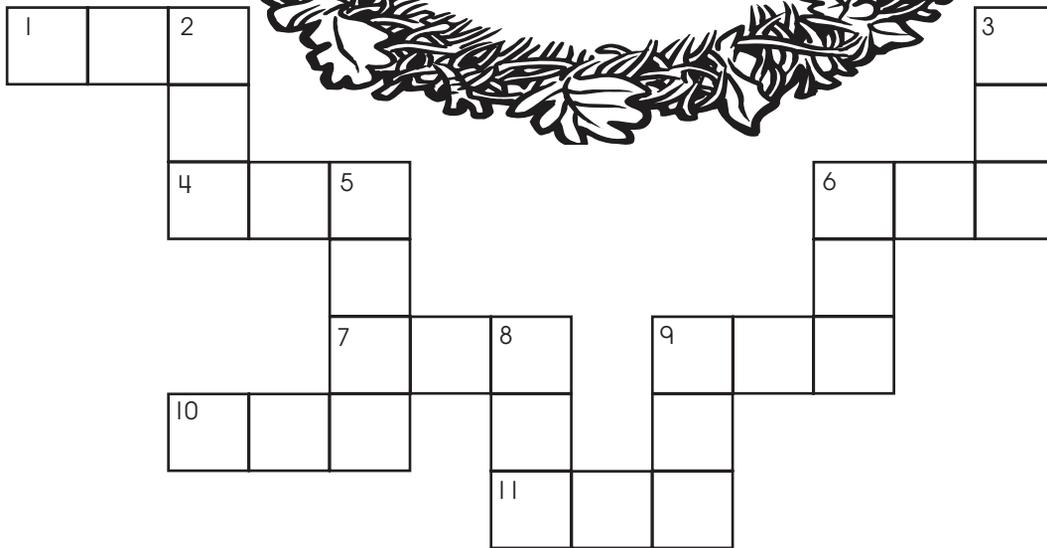
1. My dog likes to (**beg, jet**).
2. My dog (**cup, dug**) a big hole.
3. Dogs like to (**fun, tug**) on ropes.
4. I (**fed, jet**) my dog.
5. I had to (**hot, mop**) up his mess.
6. My dog got dirt on the (**bug, rug**).
7. My dog has (**red, tell**) fur like a fox.
8. The dog ate my (**hut, lunch**)!
9. I like to (**tub, hug**) my dog.
10. My dog pants when he is (**doll, hot**).
11. My dog likes to sleep on my (**bed, well**).
12. It is my (**log, job**) to feed and walk the dog.





The Best Nest

Directions: Read the clues. Look at the words in the nest. Write the word in the puzzle.

**Across**

1. He wants to _____ the race.
4. I can count to _____.
6. She watched the _____ spin.
7. Please _____ the table.
9. It's time to feed the _____.
10. The _____ likes to eat cheese.
11. The cat tried to _____ my hand.

Down

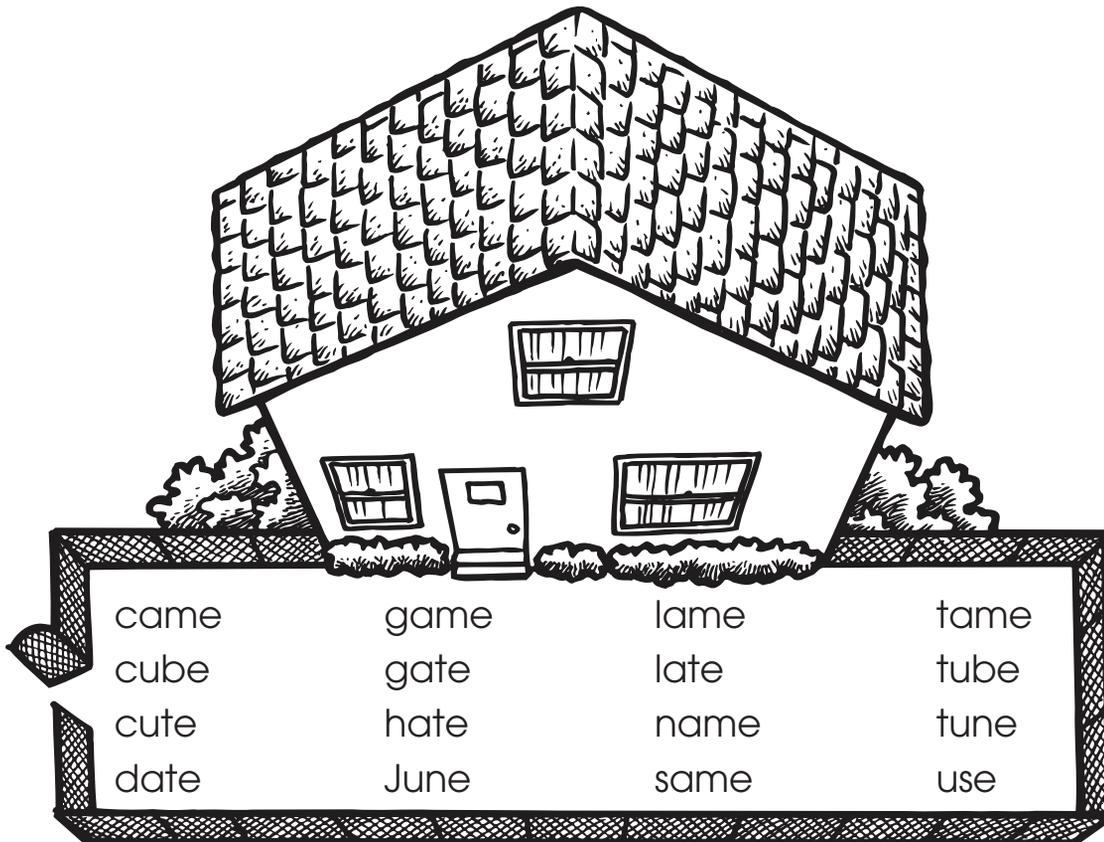
2. The chipmunk is eating a _____.
3. She used a _____ to clean the floor.
5. Six birds are in the _____.
6. Look at the price _____.
8. I colored the dress _____.
9. He took a _____ in the pool.



Use the Side Gate

Directions: Find and circle the words in the puzzle.

Y	O	U	D	A	T	E	C	N
D	G	A	M	E	I	D	A	A
I	G	T	T	Q	L	L	M	M
C	C	A	T	U	V	A	E	E
U	U	U	T	A	B	T	M	T
T	S	T	B	E	M	E	T	E
U	M	E	E	E	M	E	W	T
N	X	M	H	A	T	E	L	D
E	J	U	N	E	S	A	M	E





My Code

Directions: Find out what the note says. Use the key to write the missing letter on each line. Then reread the letter.

Key:**1 = o****2 = e****3 = i**

Hi, J ,

I h p you can read this n t . I wr t it in
c d . I will call you on the ph n later.

I have a new j k to tell you. It is about a m l
in a h l . I heard it from M k . He came to my house
on his new b k . It is very n c . He r d almost a
m l to get here.

When I get my b k , you and I can r d to the
park. We can take a h k . We can play h d and
seek. We can go down the sl d .

I will save my d m s to buy c cream
c n s. We will have a f n t m ! Did you l k
my n t ? Please wr t back!

Your pal,

 k
3 2



Up on the Hill

Directions: Read each word. Color the words with long vowels **green**. Color the words with short vowels **yellow**.

beg bed hip wed well
on web no he bell in
hen we be hit
sad his
men go so got
hot met see him bet
hi me
set gob I not hem
nod box sod



A Day Riddle

Directions: Read each sentence. Look in the Word Bank. Write the letters to the answer on each line.

1. I will go _____ my father. _ _ _ _ _
2. She will _____ for her team. _ _ _ _ _ _
3. He likes his dog very _____ . _ _ _ _ _
4. She liked the _____ one. _ _ _ _ _ _
5. I picked _____ one. _ _ _ _ _
6. We fell into the _____ . _ _ _ _ _
7. I grew more _____ an inch. _ _ _ _
8. _____ are coming over. _ _ _ _ _

Word Bank

they

much

other

than

cheer

with

this

ditch

Riddle:

If today is Thursday, what is the day after yesterday?
To find the answer, write each of the boxed letters above on the lines in order. (Hint: It starts with a capital letter.)





Whale of a Word

Directions: Find and circle the hidden words.

A S L W H Y W P H A
 W B H S H W H A T E
 T H R A H I A K N Q
 S W E Q R O L L N S
 W H Z R W E E E J H
 H E U Q E H W L S O
 I N N T D N E F H R
 C S H A P E G E E T
 H T S H O W K Z L C
 S H I P W K G P L L



shape

shoe

whale

where

share

short

what

which

shell

show

wheel

while

ship

shut

when

why

Riddle:

What word has the most letters?

To find the answer, write the first ten letters from the puzzle that are not circled on the lines above. Write them in order from left to right, row by row.



Scrambled!

Directions: Read each clue. Unscramble the word. Write it on the line.

1. the largest animal on Earth aelwh _____

2. a big boat pihs _____

3. found by the sea llshes _____

4. what we do with our food hcwe _____

5. used to steer a car or a boat eewhl _____

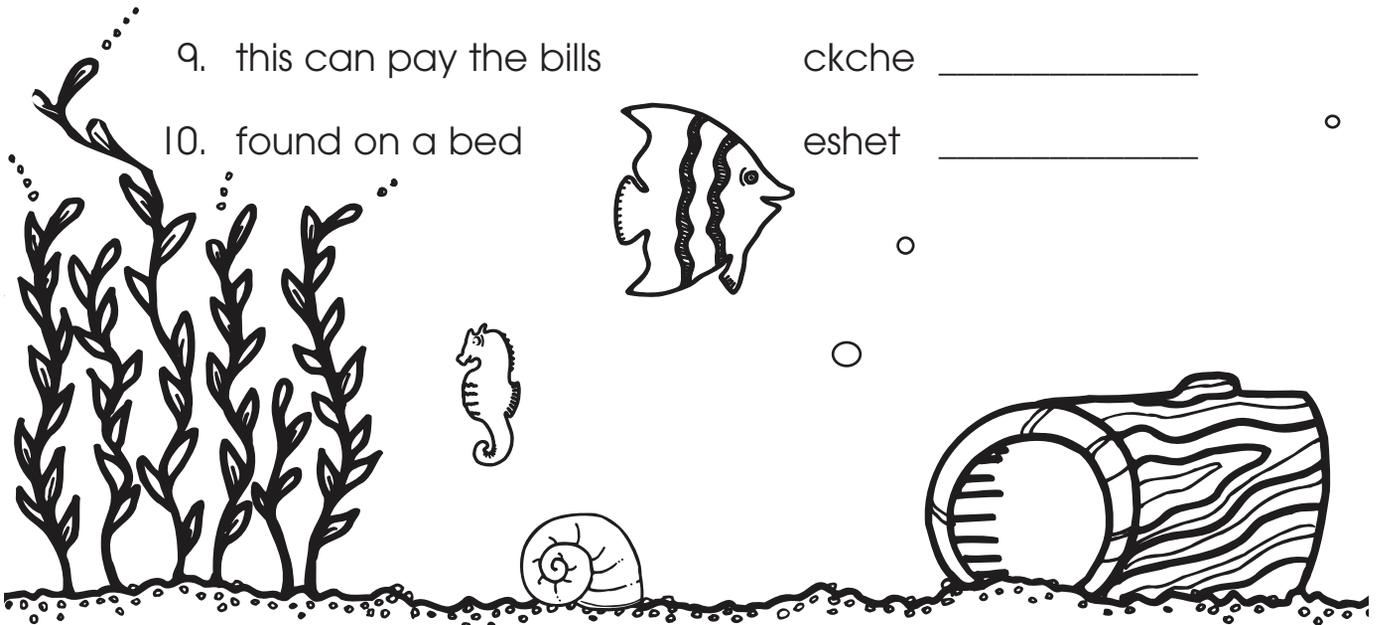
6. what you wear on your feet esohs _____

7. this word asks about a time hwne _____

8. this tells what comes next nthe _____

9. this can pay the bills ckche _____

10. found on a bed eshet _____



when

sheet

whale

wheel

then

shells



chew

shoes



ship

check





Castles

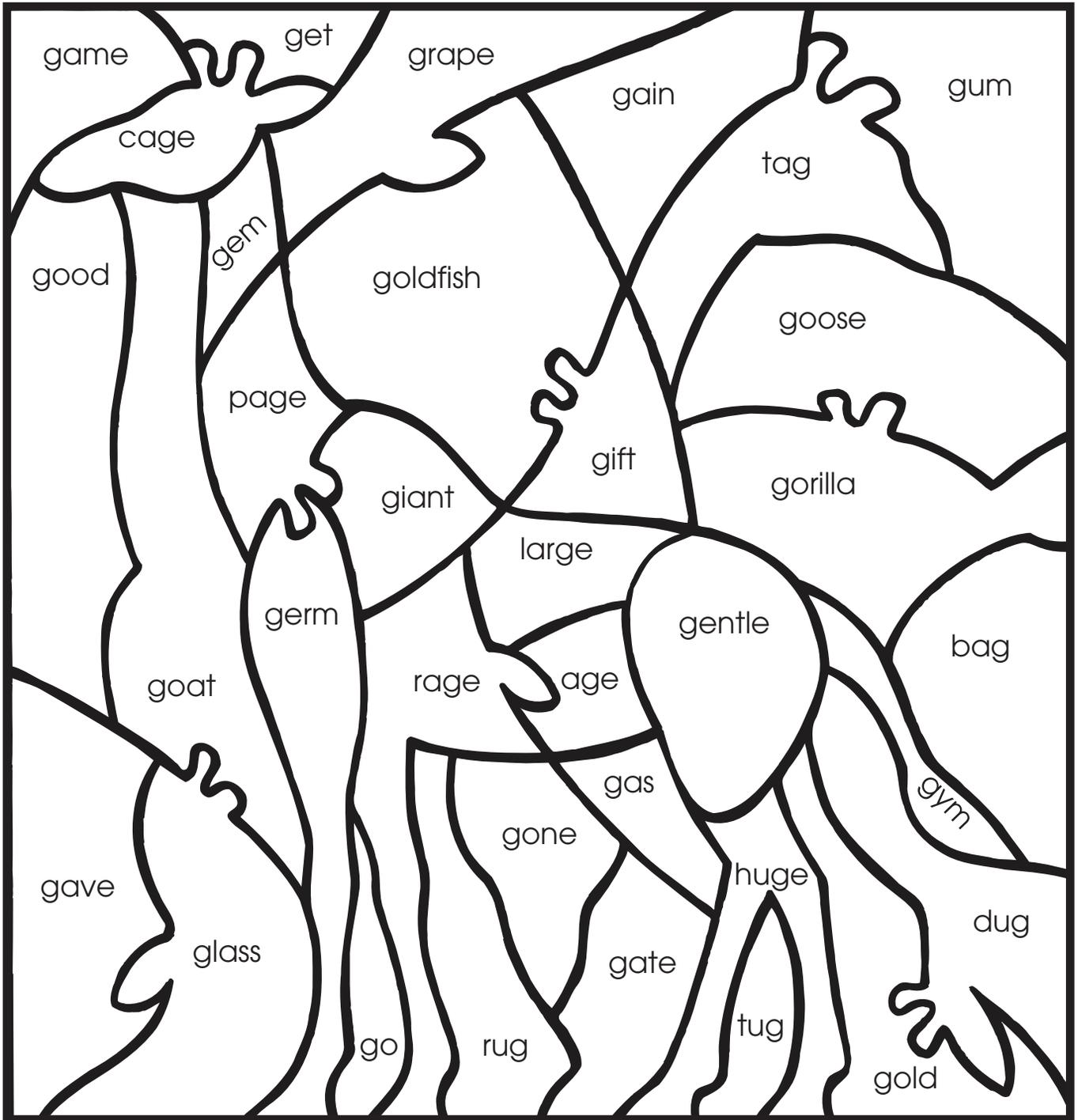
Directions: Color the castle piece **blue** if the word starts with a hard **c** (like **car**). Color the castle **orange** if it starts with a soft **c** (like **city**).

cage	cent	curb	circle
cell	cup	city	cuff
cow	cider	corn	center
circus	cone	cement	cat



Who Is Hiding in the Trees?

Directions: Color the shape **yellow** if the word starts with a soft **g** (like **page**). Color the shape **brown** if the word starts with a hard **g** (like **go**).





E or I?

Directions: What sound does the letter **y** make in these words? Write each word in the correct column. The first one is done for you.

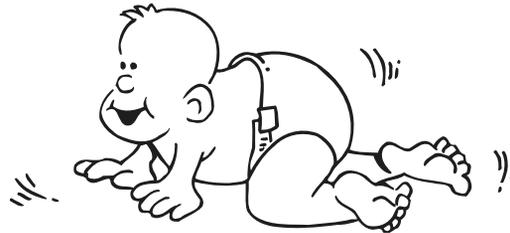
by	dry	my	copy
very	fly	baby	sky
why	any	shy	only
city	many	story	try

y sounds like I



sky

y sounds like E



baby



Free Time

Directions: Fill in the bubble for the word that makes sense in each sentence.

1. I like to ride in the _____. cat can car
2. I take my bike to the _____. pick park pink
3. It is not very _____ away. far fat fall
4. I like to wear my _____. slim slippers stern
5. He likes to play in the _____. yam year yard
6. Our cat chews on the _____. fun fern fast
7. My dog likes to run and _____. bark book bank
8. We walked over to _____ house. hen her hem
9. Our yard is fun after _____. drink ding dark
10. I make a wish on the first _____. star stay stand
11. We try to play _____. hat head hard
12. I keep my bugs in a _____. jar jet jog





Stirring the Soup

Directions: Read the words on the pot. Write the matching word for each picture.

1. bird



7. _____



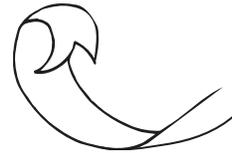
2. _____



8. _____



3. _____



9. _____



4. _____



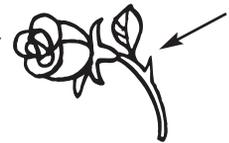
10. _____



5. _____



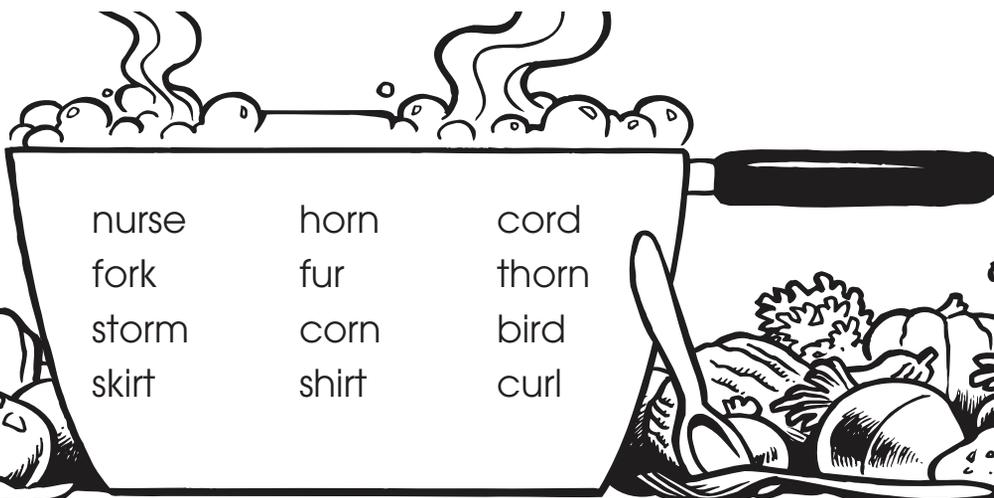
11. _____



6. _____



12. _____



nurse
fork
storm
skirt

horn
fur
corn
shirt

cord
thorn
bird
curl



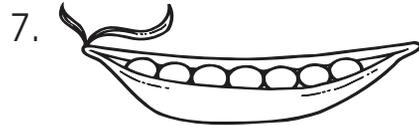
A Sweet Treat

Directions: Look at the picture and read the choices. Write the word that matches each picture on the line.



- pike
- poke
- peak

peak



- pie
- paw
- peas



- peel
- pill
- pale



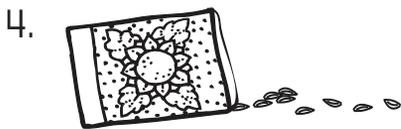
- try
- true
- tree



- rode
- ride
- read



- cheek
- check
- chick



- said
- seed
- sit



- peach
- pitch
- poach



- shop
- shape
- sheep



- quick
- quiz
- queen



- fit
- feet
- fat



- sale
- seal
- sole



Beetlerella's Bug Ball

Directions: Read each riddle and the phrases in the box below. Write the answer on the line.

1. What do you call a flock of fireflies? glow show
2. What do you call a big black bird on the ground?

3. What do you call a jacket to wear on a ship?

4. What do you call a ski race? _____
5. What took Beetlerella to the Bug Ball?

6. What football game is played underground?

7. What do you call it when you heat bread over a campfire?

8. What do you call a life jacket?

9. What do you call a bullfrog bath? _____



low crow

snow show

Mole Bowl

boat coat

toast roast

croak soak

roach coach

float coat

glow show



Inching Along

Directions: Read each word. Color the space **yellow** if the word has the long **a** sound (like **day**). Color the space **purple** if the word has a short **a** sound (like **apple**).

Words in the snail's shell:

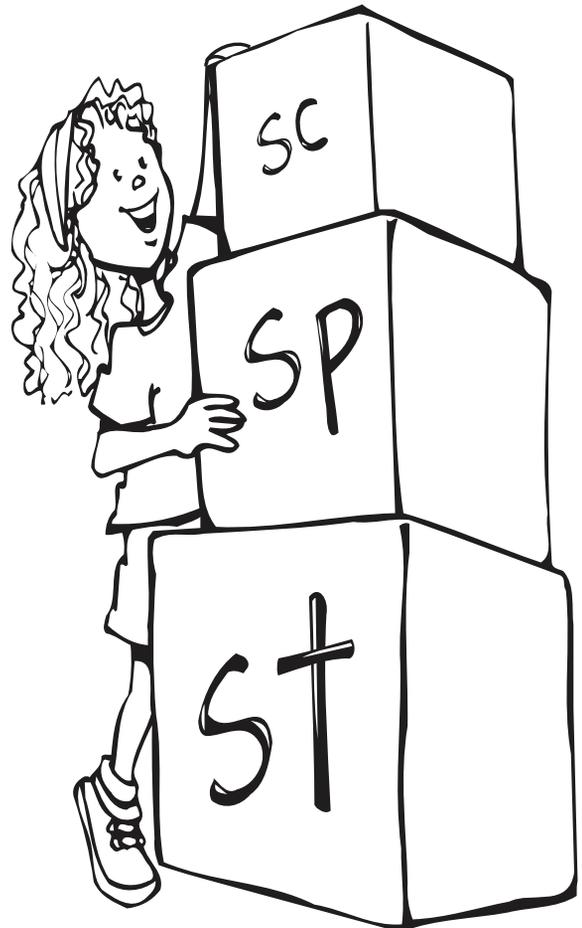
- antenna: jail
- head: jam
- shell sections: pant, slap, pal, man, quail, pail, hail, nail, hay, hat, clay, mail, chain, ran, man, ham, clam, mall, hall, track, tray, rail, tail, train, trail, rain, tan, ray, grab, rain, snap, wall, rap, ram, tan, grab, rain, snap



Stack and Spell

Directions: Read each clue. Write **sc**, **st**, or **sp** on the line to complete the word.

1. another name for a rock ___one
2. points in a game ___ore
3. turn around fast ___in
4. a tale to tell or read ___ory
5. not moving ___ill
6. to talk ___eak
7. to make someone afraid ___are
8. a place or stain ___ot
9. something found in the sky ___ar
10. to name letters in a word ___ell
11. a fish has many ___ales
12. New York is one ___ate





Fish School

Directions: Read each riddle and the shells below. Write the answer to the riddle on the line.

1. What do you call a very dark bag? _____

2. What's another name for telling on each other?

3. What do you call a flower shop? _____

4. What do you call the father of a good student?

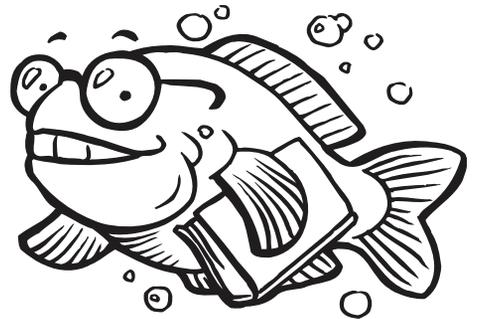
5. What do you call baby bear pals?

6. What do you call a stone sun dial?

7. Where do fish learn? _____

8. What do you call a knee slap? _____

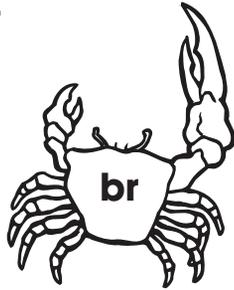
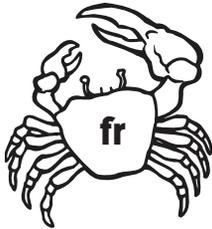
9. What do you a cat that's running fast?





Crab Walk

Directions: Use one of the blends on the crabs to finish each word.



1. ____aw



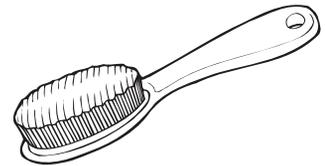
7. ____ess



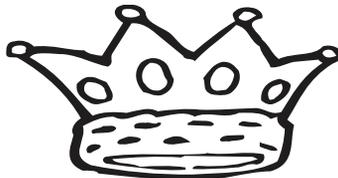
2. ____ain



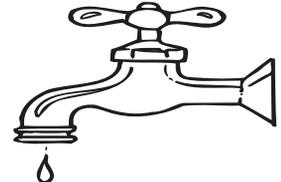
8. ____ush



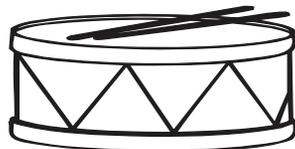
3. ____own



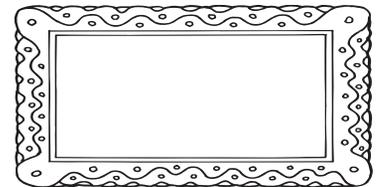
9. ____ip



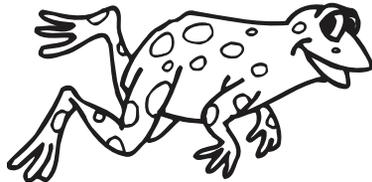
4. ____um



10. ____ame



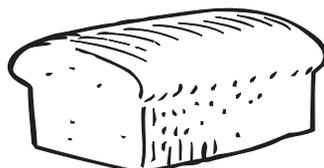
5. ____og



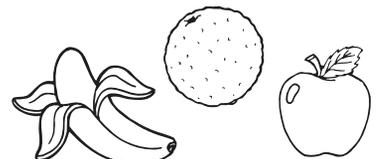
11. ____ow



6. ____ead



12. ____uit





Train Tracks

Directions: Write the missing word on the line.

track tree train try

1. My dad and I have a model _____.
2. He has more than just trains and a _____.
3. Last night he made a toy pine _____.
4. Now he wants me to _____ to make one.

trade press proud price

5. I learned how to _____ the parts together.
6. I would not sell that house for any _____.
7. I am very _____ of our hard work.
8. My friend wants to _____ a tunnel for it.

grass green grow grin

9. I just _____ and shake my head.
10. I put some _____ on our hills last night.
11. It is _____ and looks real.
12. I wish it would _____ by itself.



One Knight's Knots

Directions: Write **kn** or **wr** in each space to complete the word. Then write the word on the line.



1. Our ball team is called the knights. knights
2. Jack, our star player, hurt his _____ee. _____
3. He scraped his _____uckle too. _____
4. He had a big purple _____ot on his head. _____
5. Worst of all, he broke his _____ist. _____
6. We saw our coach _____eel down beside him. _____
7. The coach had to _____ap up his wrist. _____
8. Now Jack has to _____ite with his other hand. _____
9. His doctor _____ote a note to our coach. _____
10. Everyone _____ows he is our best player. _____
11. He can _____ock the ball out of the park. _____
12. Playing without him just feels _____ong. _____



Spring Flowers



Directions: Write **str**, **spr**, or **spl** on each line in the first column to make the word match the clue. Then write the whole word.

**Word Part****Clues****Answer**

- | | | |
|-------------------|---|-------------------|
| 1. <u>spl</u> ash | when you hit the water | <u> </u> |
| 2. ____ay | to squirt  | <u> </u> |
| 3. ____ap | holds things in place | <u> </u> |
| 4. ____ange | odd or not known | <u> </u> |
| 5. ____inter | a bit of wood in your finger | <u> </u> |
| 6. ____aw | use this to sip  | <u> </u> |
| 7. ____ing | it comes after winter | <u> </u> |
| 8. ____eet | a city road | <u> </u> |
| 9. ____it | to crack or break | <u> </u> |
| 10. ____out | start to grow  | <u> </u> |
| 11. ____ing | use this to tie things | <u> </u> |
| 12. ____ong | not weak | <u> </u> |





A Trip to the Bank

Directions: Write **nk**, **nt**, or **st** on the line to finish each sentence.

1. I we_____ to the bank last Friday.



2. I keep some money in the ba_____.

3. I had to hu_____ for my bank book.



4. I was afraid it was lo_____.

5. I had to pri_____ my name.



6. It's hard to write in i_____.



7. I know mo_____ of the tellers.

8. My grandmother se_____ me a check.



9. I used mo_____ of the money to buy a game.

10. It co_____ seven dollars and twenty cents.



11. I saved the re_____ of the money.

12. I put it in the ba_____.

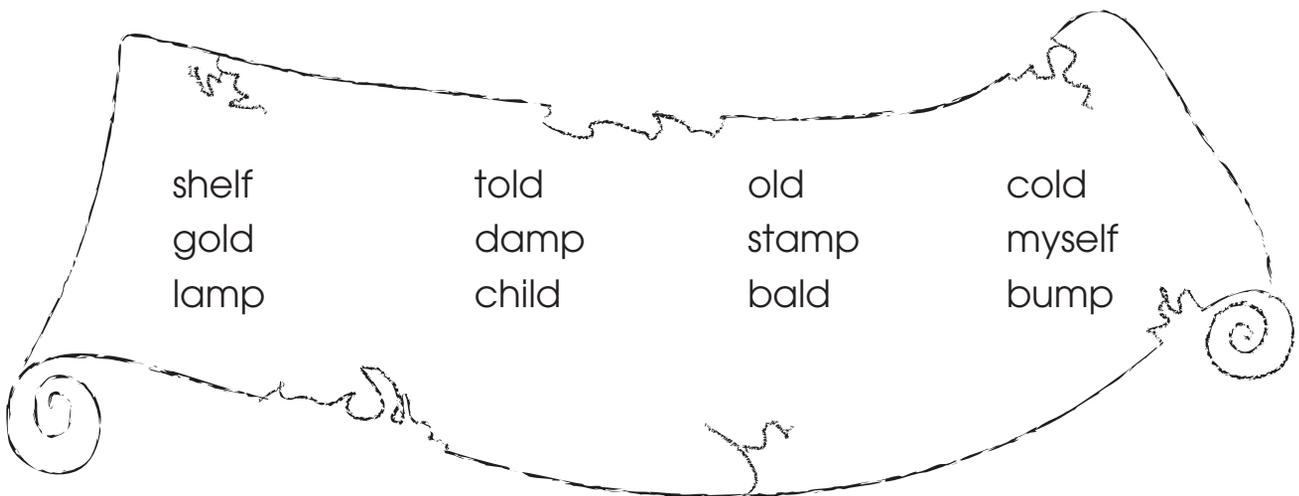




The Old Tower

Directions: Read each sentence and the words in the bank. Write a word on the line to finish each sentence.

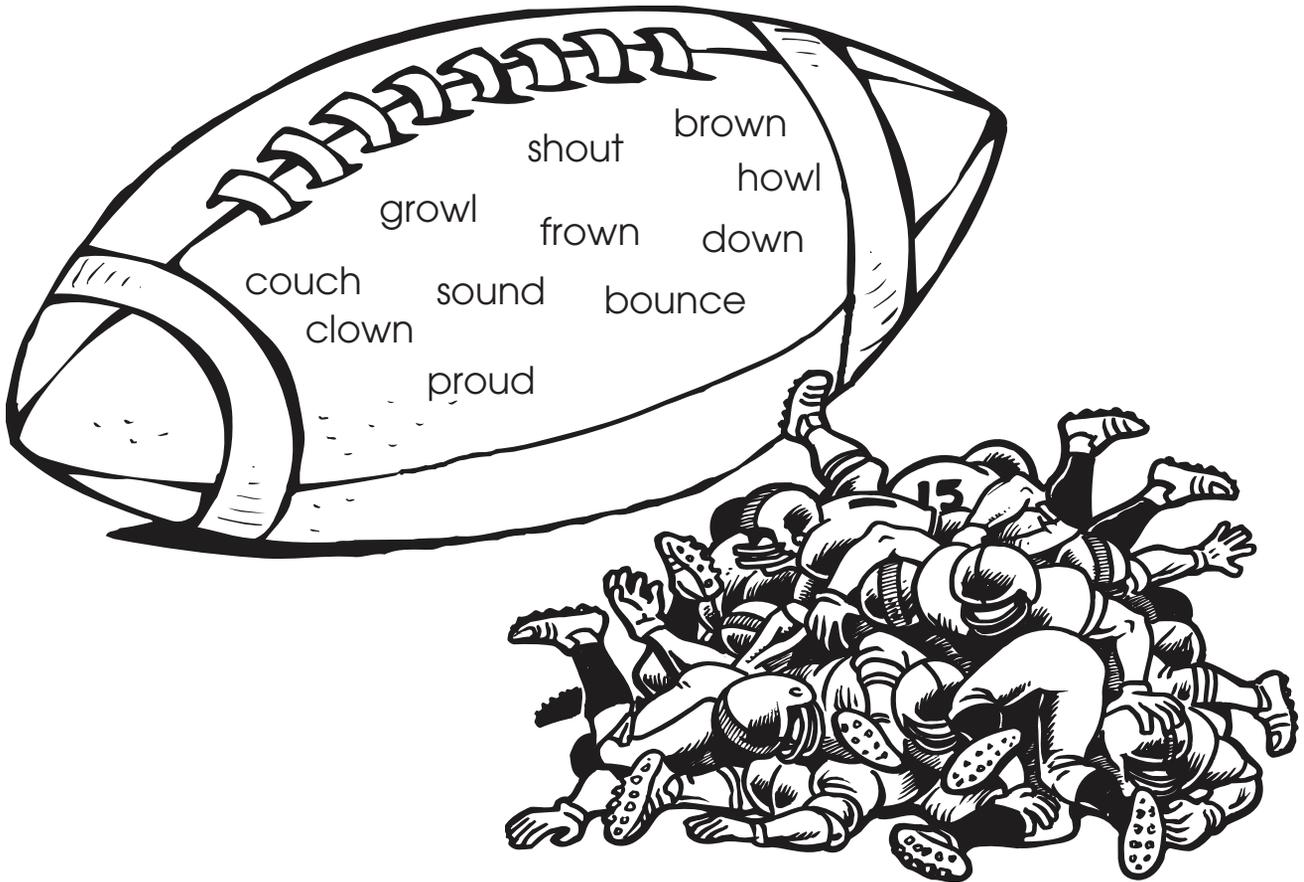
1. I went with my dad to an _____ bell tower.
2. A _____ man met us at the door.
3. He had a _____ in one hand.
4. It was warm outside but _____ inside.
5. It was _____ and moldy in the tower.
6. I am glad I wasn't by _____.
7. We saw a _____ on the wall.
8. It held a letter in a _____ frame.
9. There was a _____ on the letter.
10. The man _____ us about the letter.
11. It was written by a _____.
12. I jumped when I heard a strange _____.





Down for the Count

Directions: Write each word in the correct family.



ou family

ow family



Ship Ahoy!

Directions: Read each sentence and the words under water. Write the word that makes sense in the sentence.

1. She found a shiny _____ on the playground.
2. He was the only _____ at the table.
3. I cleared my _____ before I started to sing.
4. We had a _____ of pizza or soup for dinner.
5. Grandma bought me a _____ for my birthday.
6. She put the _____ in the flower pot first.
7. He wrapped the rest of his meal in _____.
8. I heard a loud _____ coming from her room.
9. He jumped for _____ when he won the race.
10. The _____ of the pencil was really sharp.
11. Would you like to _____ our group?
12. I waited for the water to _____.



foil	choice	coin	noise
soil	toy	join	joy
voice	boy	point	boil



A Good Book

Directions: Read each sentence. Circle each word that has the letter pair **oo**. Then write the circled words on the correct page in the book below.

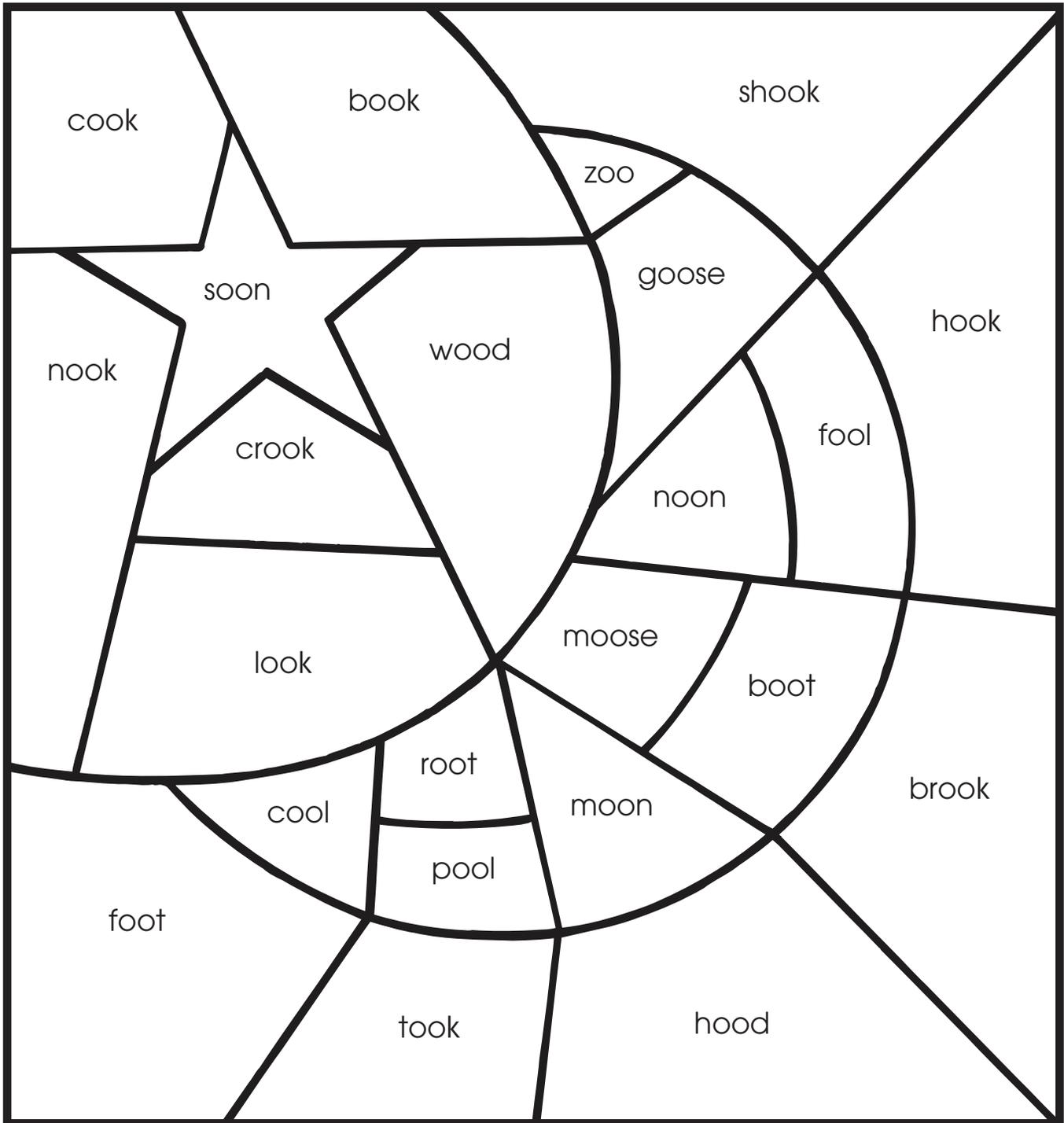
- | | |
|--------------------------------|-----------------------------------|
| 1. Look up at the sky. | 7. He took his time walking home. |
| 2. We eat lunch at noon. | 8. Please put up your hood. |
| 3. I saw the full moon. | 9. We're going to the zoo today. |
| 4. She chopped all the wood. | 10. The goose was in the pond. |
| 5. They have a messy room. | 11. That is a great book. |
| 6. I hurt my foot when I fell. | 12. You have a new tooth. |

Sounds like took	Sounds like moon
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Shining at Night

Directions: Say each word. Color the piece **blue** if it sounds like **book**. Color it **yellow** if it sounds like **broom**.





Blast Off!

Directions: Read each word. Color the piece **red** if the word has a long **i** sound (like **night**). Color the space **blue** if the word has short **i** sound (like **dip**).

dip fit ship
wit his bright hill
fin might high hit
sight flight
did night right thigh fright him
tight dig knight will
bill bit fight slim
pill whip sit



Compound Words

Directions: Draw a line from a word in the first column to a word in the second column to make a compound word. Write the new word on the line.

- | | | |
|-----------|--------|----------------------------|
| 1. bath | noon | _____ <i>bathtub</i> _____ |
| 2. air | stairs | _____ |
| 3. after | tub | _____ |
| 4. down | light | _____ |
| 5. base | berry | _____ |
| 6. blue | father | _____ |
| 7. butter | plane | _____ |
| 8. day | one | _____ |
| 9. any | ball | _____ |
| 10. grand | house | _____ |
| 11. home | work | _____ |
| 12. light | fly | _____ |

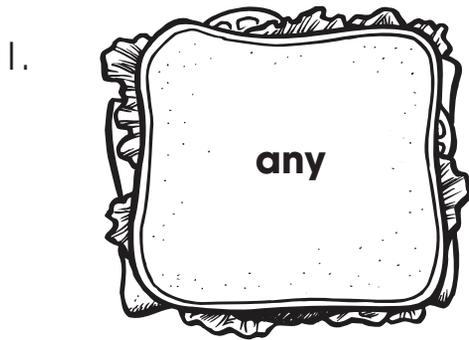


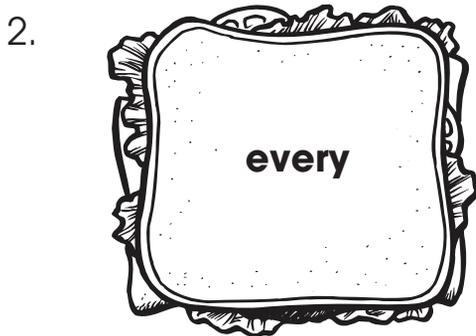


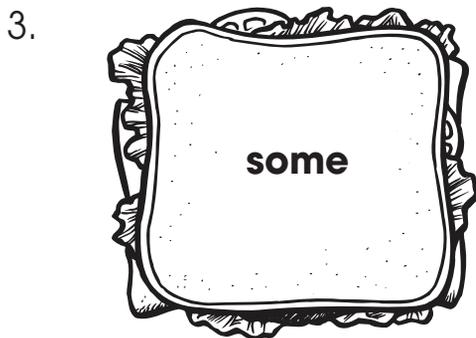
Everything, Except Onions

Directions: Make a compound word using the words in the sandwiches and the words in the box. Write the compound words on the lines.

body	where	one	thing
------	-------	-----	-------









Play Ball!

Directions: Combine each base word with **ball** to make a compound word. Write the new word on the line.

Base Word

+

ball

1. basket



2. base



3. foot



4. kick



5. fast



6. hand



7. snow



8. meat



9. soft



10. volley

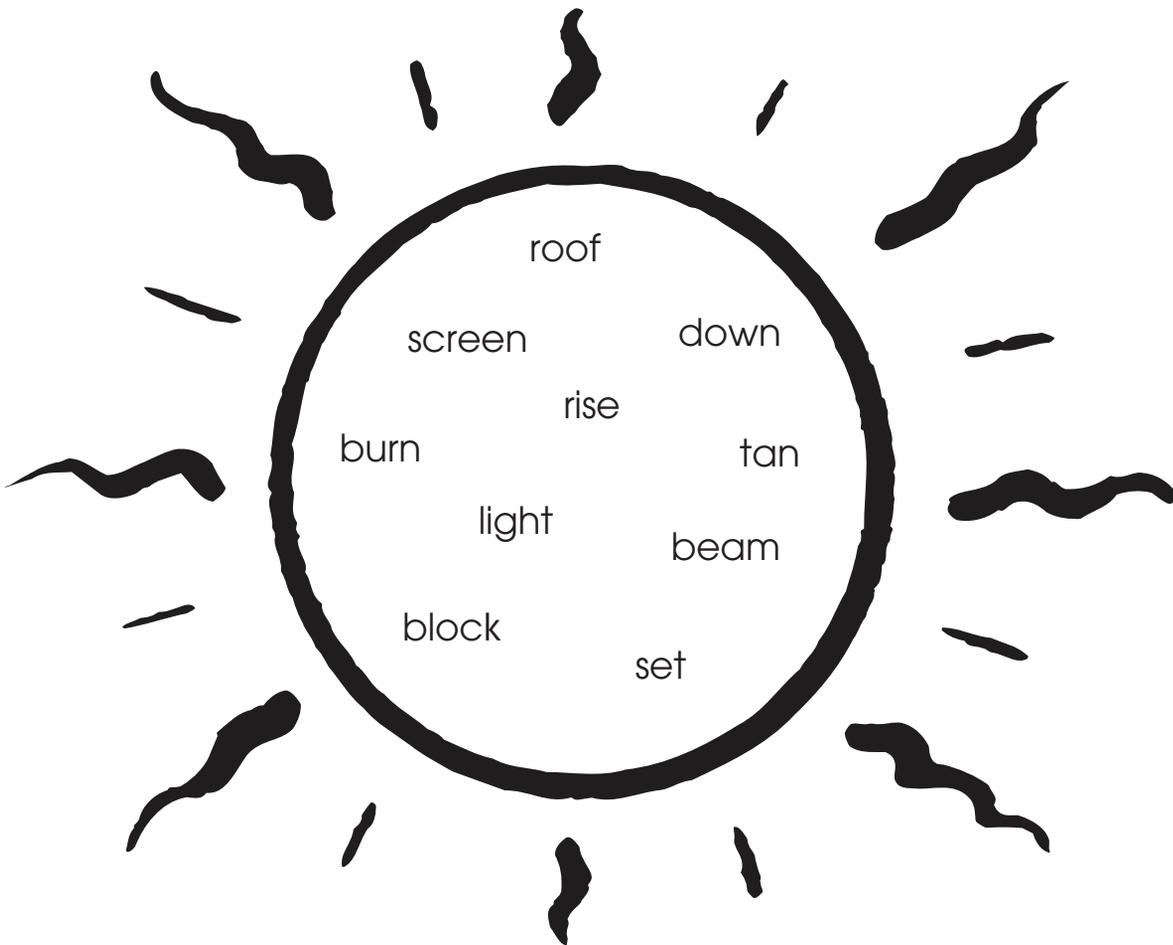






Rays of Sunshine

Directions: Make compound words by adding **sun** to beginning of each word below. Write the compound words on the lines.



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Compound Critters

Directions: Combine each word with the one on the picture. Write the new compound word on the line.

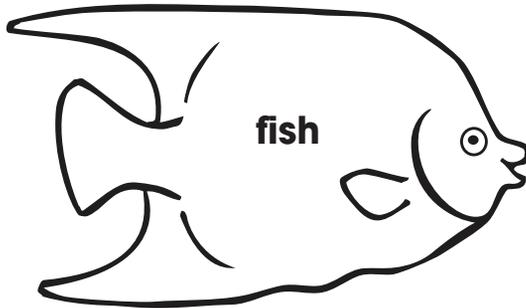
1. gold

2. star

3. jelly

4. lion

5. blow

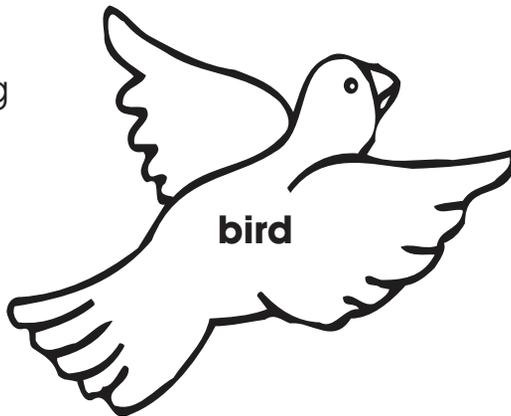


6. humming

7. blue

8. black

9. mocking

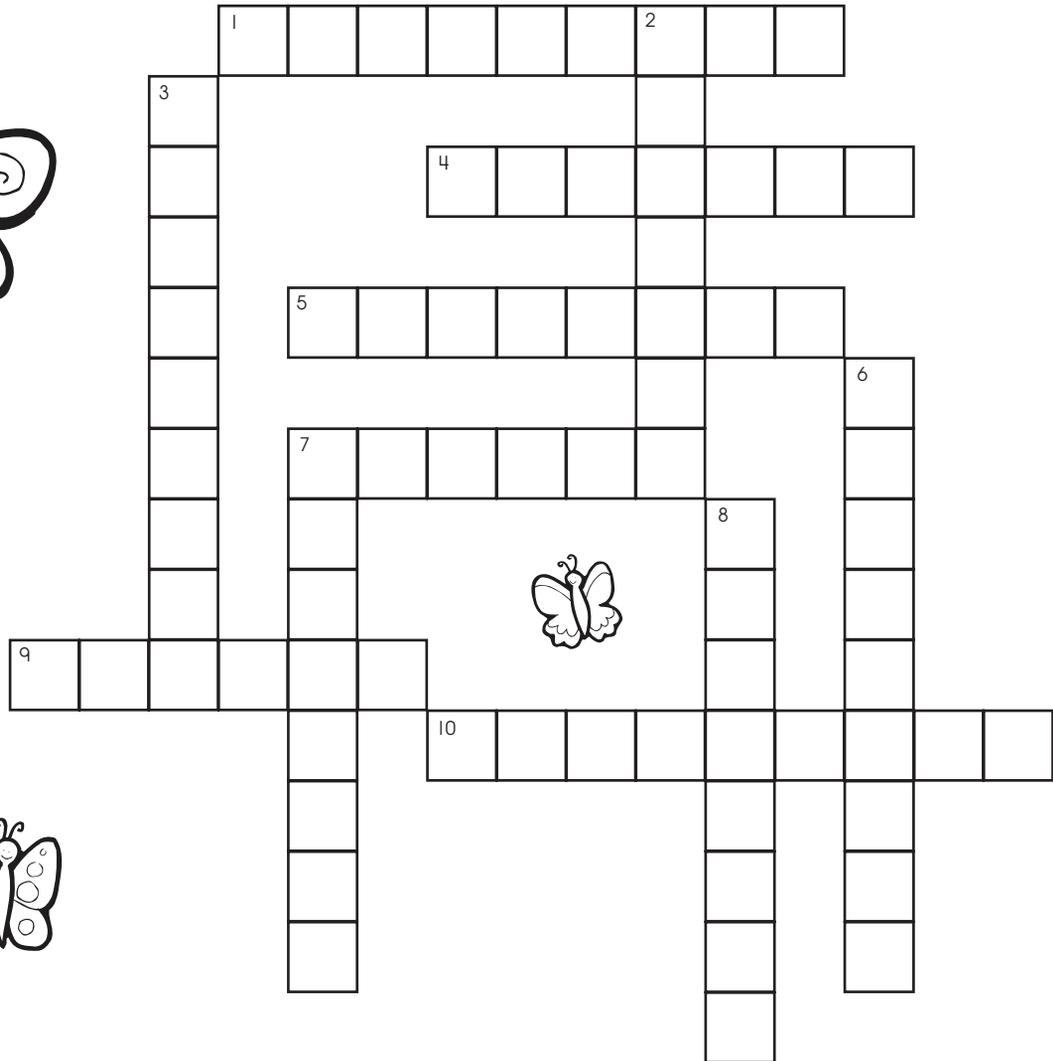


Can you think of any more compound words that end with fish or bird?



Compound Words Puzzle

Directions: Read the clues. Write the compound words in the puzzle.



Across

1. a flake of snow
4. a place to sleep
5. a cone with pine seeds inside
7. a wild cat
9. when the sun goes down
10. a bug with pretty wings

Down

2. where planes land
3. time after morning
6. a sea animal that looks like jelly
7. a game with three bases and a home plate
8. reading or writing to do at home



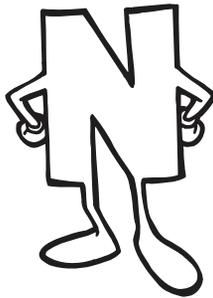
Breaking It Down

Clap It Out

Say a word with two or more syllables. The word “syllable” is a good starting word. Invite the class to repeat after you. Say the word one syllable at a time and clap once for each. Have the students repeat. Say it at normal speed, keeping the claps and have students repeat. Good sources for words include stories that you are reading aloud to the class, science and social studies projects, and special school events.

Two Fingers, Three Fingers, Four

Say a word. Encourage students to raise their hands and indicate the number of syllables with their fingers. Include familiar words with two, three, and four syllables. Start with things in the classroom such as cupboard, table, computer, and window. Move out to include such words as neighborhood, automobile, and telephone.



Read Alouds

Second graders enjoy listening to stories that are beyond their reading ability. Try E. B. White’s classics *Charlotte’s Web* and *Stuart Little*, Beverly Cleary’s hilarious stories about Henry Huggins and his irrepressible little friend Ramona, and Louis Sachar’s *Sideways Stories of Wayside School*. Select polysyllabic words from these readings to expand students’ vocabulary.

Two-Syllable Stand-Up

Read a mixed list of one-, two-, and three-syllable words. Challenge students to stand when they hear a two-syllable word and sit down when they hear a word with any other number of syllables. This may also be played as three-syllable stand-up.

Chant the Syl-la, Syl-la, Syl-lables

Say a three-syllable word, such as *acrobat*. Invite students to make it into a chant by repeating the first two syllables twice, then adding the third. Acrobat would become: “ac-ro, ac-ro, ac-ro-bat.” Add a refrain, such as “That is what we say.” You may make this into a memory game by having the students repeat all of the words you have given them in a session. After they learn the game, they may offer three-syllable words of their own.

Ig-Pay Atin-Lay

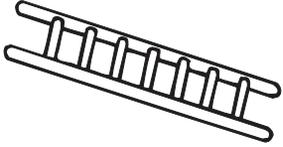
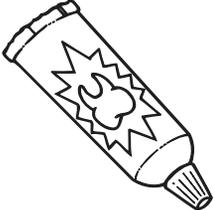
Remember Pig Latin? It actually helped generations of kids learn to hear and manipulate syllables. If you’re rusty, here are the rules. Take the first letter off of any word. Put it at the end and add long /a/ to form a new syllable. “Pig” becomes “ig-pay.” Once children start this, they won’t need much encouragement.





Feel the Beat

Directions: Write the number of syllables you hear in each word.

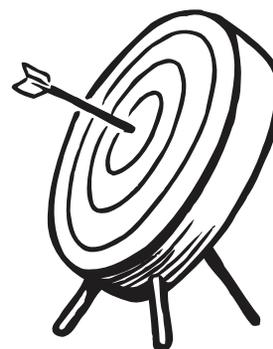
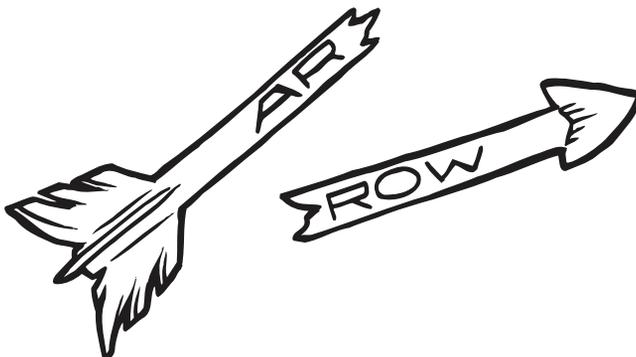
1. bee _____ 	7. ladder _____ 
2. toothpaste _____ 	8. pinecone _____ 
3. tunnel _____ 	9. chalkboard _____ 
4. umbrella _____ 	10. butterfly _____ 
5. strawberry _____ 	11. baseball _____ 
6. train _____ 	12. basketball _____ 



Dividing Syllables

Directions: Circle the double consonants in each word. Then circle the choice that is divided correctly.

1. **cotton** co/tton cott/on cot/ton
2. **supper** sup/per su/pper supp/er
3. **arrow** arr/ow ar/row a/rrow
4. **allow** a/llow all/ow al/low
5. **common** co/mmon com/mon comm/on
6. **hammer** ham/mer ha/mmer hamm/er
7. **ladder** ladd/er lad/der la/dder
8. **arrive** a/rrive arr/ive ar/rive
9. **tunnel** tun/nel tunn/el tu/nnel
10. **narrow** na/rrow nar/row narr/ow
11. **valley** vall/ey va/lley val/ley
12. **willow** will/ow wil/low wi/llow

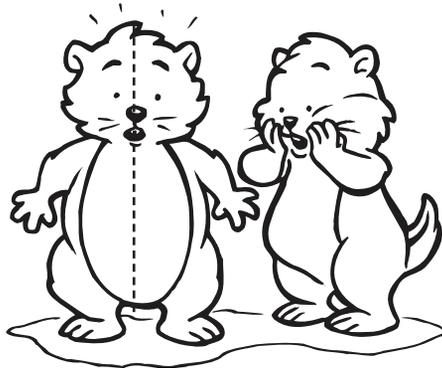




Chipmunk's Challenge

Directions: Say and clap each word. The syllables break between the consonants. Fill in the bubble of the word divided correctly.

- Example: **chipmunk** chi/pmunk chipm/unk chip/munk
1. **almond** a/lmond al/mond alm/ond
2. **cartoon** cart/oon ca/rtoon car/toon
3. **chimney** chi/mney chim/ney chimn/ey
4. **thirteen** thir/teen thi/rteen thirt/een
5. **market** mar/ket ma/rket mark/et
6. **garden** gard/en ga/rden gar/den
7. **number** num/ber nu/mber numb/er
8. **circus** circ/us ci/rcus cir/cus
9. **monkey** mo/nkey mon/key monk/ey
10. **umpire** um/pire u/mpire ump/ire
11. **welcome** we/lcome wel/come welc/ome
12. **window** wi/ndow wind/ow win/dow





Taking a Walk

Directions: Write the **s**, **ed**, and **ing** forms of each word.
The first one is done for you.

Example: **walk** walks walked walking

- | | | | |
|------------|-------|-------|-------|
| 1. talk | _____ | _____ | _____ |
| 2. wait | _____ | _____ | _____ |
| 3. play | _____ | _____ | _____ |
| 4. laugh | _____ | _____ | _____ |
| 5. whisper | _____ | _____ | _____ |
| 6. work | _____ | _____ | _____ |
| 7. turn | _____ | _____ | _____ |
| 8. print | _____ | _____ | _____ |
| 9. open | _____ | _____ | _____ |
| 10. clean | _____ | _____ | _____ |
| 11. stay | _____ | _____ | _____ |
| 12. wonder | _____ | _____ | _____ |





Wolfs or Wolves?

**Rules:**

When a word ends with *y*, the *y* changes to **i** before the ending is added.

When a word ends with one *f*, change the *f* to a **v** before adding the ending.

When a word ends with *x*, *v*, *ch*, or *sh*, add an **e** before adding an **s**.

Directions: Read each sentence. Write the correct plural on the line.

- | | | |
|-----------------------------------|---------|---------|
| 1. I packed both _____. | lunchs | lunches |
| 2. The _____ are dirty. | dishs | dishes |
| 3. He carried the three _____. | boxes | boxs |
| 4. I like to visit big _____. | citys | cities |
| 5. I have ten _____ in my pocket. | pennies | pennys |
| 6. He made three _____. | wishs | wishes |
| 7. We sat on the park _____. | benches | benchs |
| 8. I have two _____ of bread. | loaves | loafs |
| 9. We picked a basket of _____. | berries | berrys |
| 10. He raked the _____. | leaves | leafs |
| 11. I heard the _____ howling. | wolfs | wolves |



Adding Endings

A suffix is a syllable that is added to the end of a word. It adds to the word's meaning or changes the meaning in some way.

The suffix **-ful** means *full of*.
 The suffix **-less** means *without*.
 The suffix **-er** means *more*.
 The suffix **-est** means *the most*.



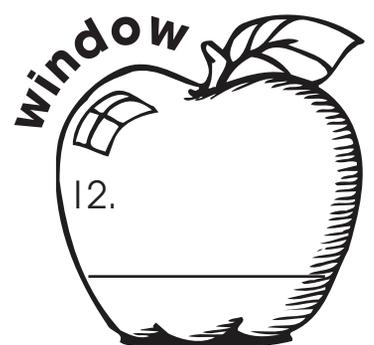
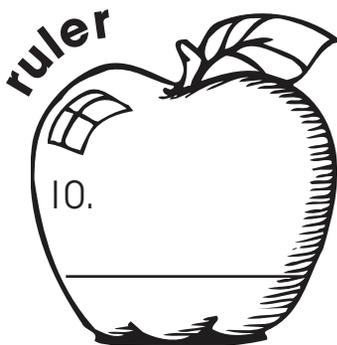
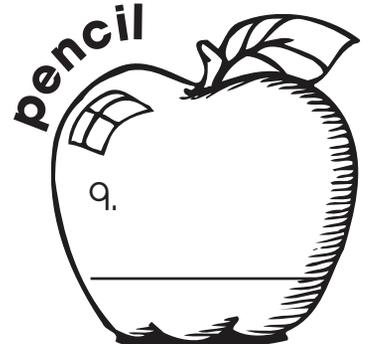
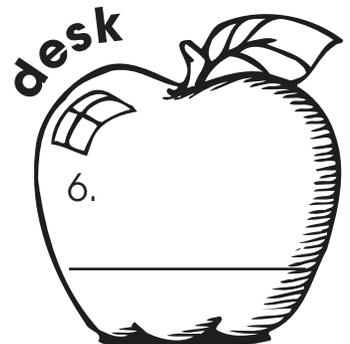
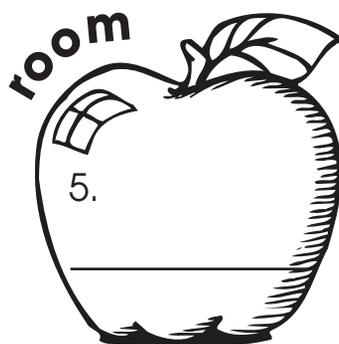
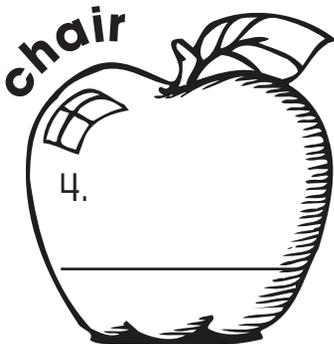
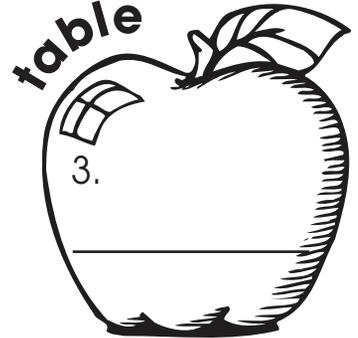
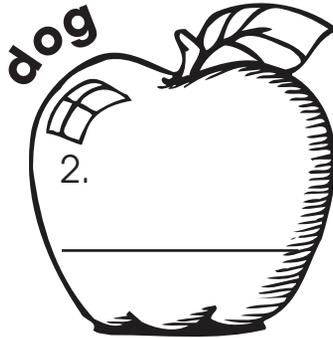
Directions: Add a suffix to each word to make it match the clue.

Base Word	Clue	New Word
1. clear	more clear	<u>clearer</u>
2. kind	the most kind	_____
3. color	without color	_____
4. hope	full of hope	_____
5. power	full of power	_____
6. small	more small	_____
7. care	without care	_____
8. neat	the most neat	_____
9. quick	more quick	_____
10. wonder	full of wonder	_____



A Bushel of Apples

Directions: Write the plural form of each word.

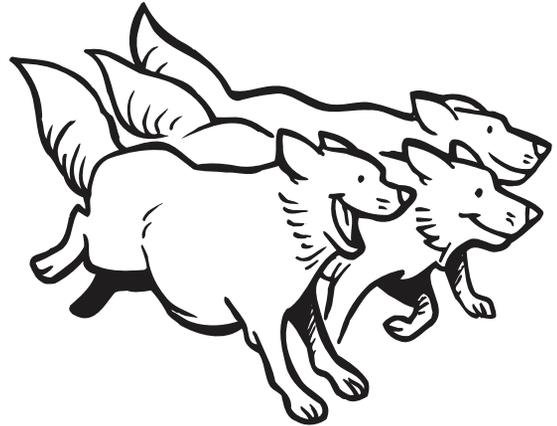




One Sheep, Two Sheep

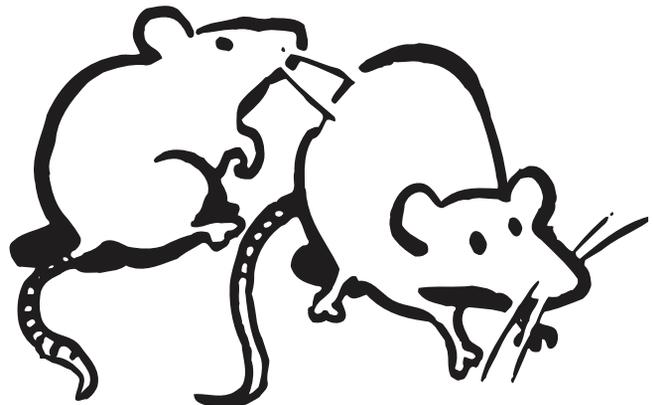
Directions: Draw a line to match each word to its plural.

- | | |
|----------|----------|
| 1. leaf | children |
| 2. wolf | knives |
| 3. child | leaves |
| 4. knife | wolves |



- | | |
|----------|-------|
| 5. woman | sheep |
| 6. deer | deer |
| 7. man | men |
| 8. sheep | women |

- | | |
|-----------|-------|
| 9. mouse | feet |
| 10. foot | mice |
| 11. goose | teeth |
| 12. tooth | geese |





The Dog's Bone

Directions: Draw a line to match each possessive to its meaning.

1. boy's

2. girl's

3. dog's

4. cat's

5. pig's

6. bird's

7. frog's

8. cow's

9. knight's

10. friend's

11. mouse's

12. duck's

belongs to a cat

belongs to a boy

belongs to a girl

belongs to a dog

belongs to a frog

belongs to a cow

belongs to a pig

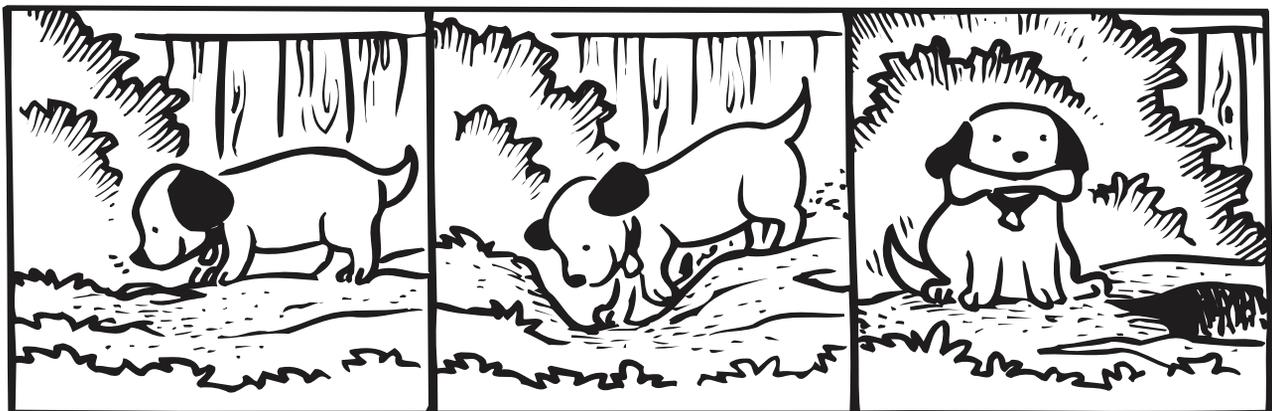
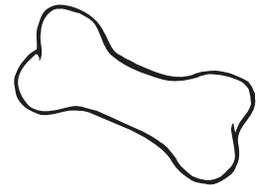
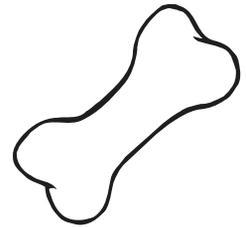
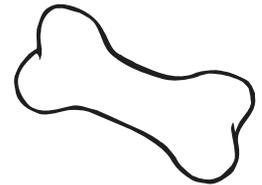
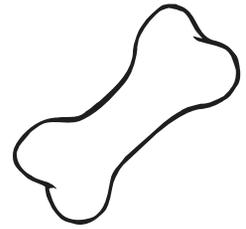
belongs to a bird

belongs to a mouse

belongs to a duck

belongs to a friend

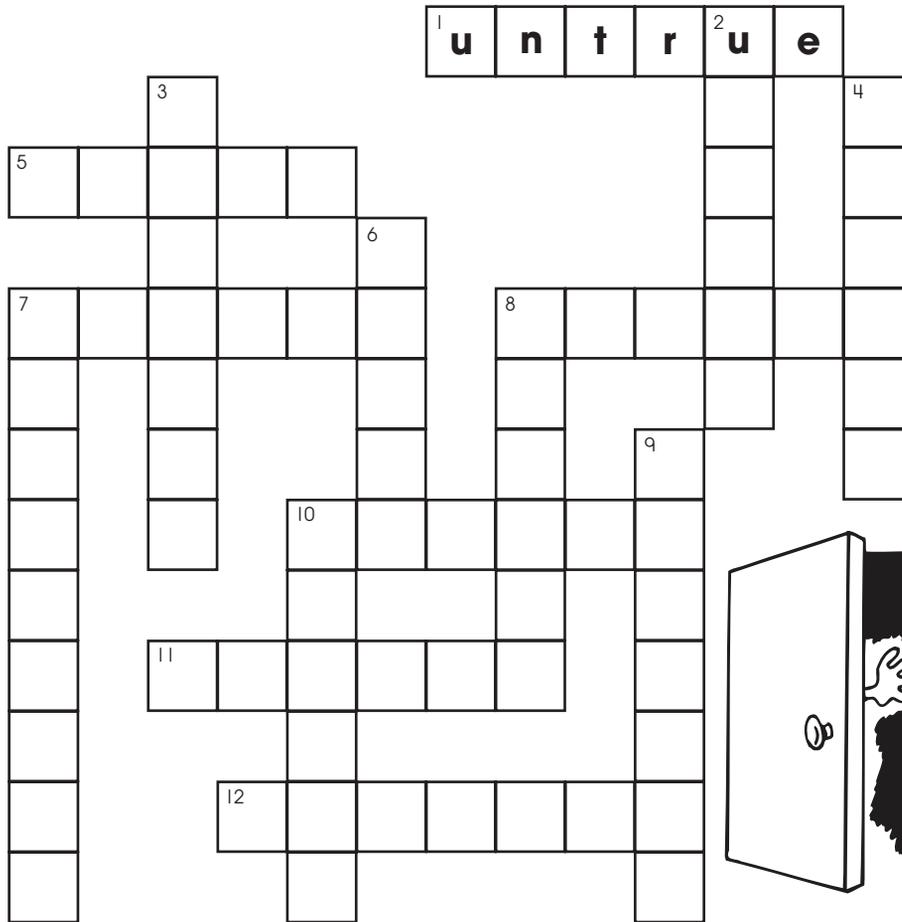
belongs to a knight





Untidy Room

Directions: Read each clue. Write the answer in the crossword puzzle. Remember: *re* means **again** and *un* means **not**.



Across

- not true
- make new again
- not able
- live again
- not made
- take again
- paint again

Down

- not paid
- not happy
- heat again
- run or show again
- not colored
- make again
- write again
- not tied



You're a Winner!

Directions: Write the word that belongs on each line.



1. They aren't home yet.
2. That _____ my dog.
3. I _____ seen him.

4. He _____ done his work.
5. She _____ there.
6. I _____ eat that candy.



7. They _____ happy.
8. They _____ do it again.
9. He _____ like apples.

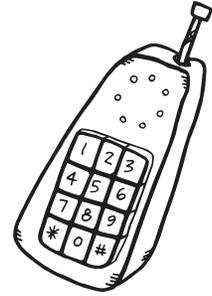


10. He _____ tell me the secret.
11. She _____ done anything.
12. We _____ coming.





I'll Call You Later



Directions: Complete each sentence. Use a word from the box.

That's She'll

1. _____ be late.

2. _____ not true.

There's He'll

3. _____ only one left.

4. _____ give it to you.

He's I'll

5. _____ up first.

6. _____ meet you there.

We'll He's

7. _____ the only one here.

8. _____ do the work for you.

They'll She's

9. _____ the first one in line.

10. _____ give you a ride home.

We'll It's

11. _____ your turn.

12. _____ play after school.

Here's They'll

13. _____ your book.

14. _____ come over tomorrow.

What's I'll

15. _____ call you later.

16. _____ that movie about?



Two Peas in a Pod

Directions: Complete each sentence. Use a word from the box.

two

too

1. There were _____ deer in the yard.

2. I saw them _____.

too

to

3. We went _____ the mall.

4. He is _____ little to go with you.

know

no

5. My mom said _____.

6. I _____ how to ride a bike.

knew

new

7. I have a _____ bike.

8. I _____ I would like it.

two

to

9. The number _____ comes after one.

10. I want _____ come with you.

know

no

11. There are _____ boys here.

12. I _____ those two boys.

knew

new

13. That is a _____ book.

14. I _____ I could read it.





Dear Deer

Directions: Complete each sentence.
Write a word from the box.



deer

dear

- The _____ ate grass.
- She is a _____ friend.

- I will _____ you at the mall.
- Chicken is my favorite _____.

meat

meet

beat

beet

- His face was as red as a _____.
- He likes to _____ the drum.

- I saw three _____ in the woods.
- Grandma is _____ to me.

dear

deer

meat

meet

- I like to _____ new people.
- You have to cook _____.

- I will _____ him at checkers.
- My mom boiled the _____.

beat

beet

meet

meat

- We had _____ for supper.
- He wanted to _____ me.



Missing Marks

Directions: In each sentence, there is one misspelled word and a missing punctuation mark. Cross out the misspelled word and write the correct word above it. Write the punctuation mark in the box (. ? !).

1. Do you ^{know}~~no~~ where it is
2. I know how two do that
3. The big bare is coming
4. Who is hear today
5. We one the game
6. Bee nice to your sister
7. What rode do you live on
8. The table is made out of would
9. My little brother is won year old
10. He road the horse down the street
11. Are we going the write way
12. Get away from the be





Morning ABCs

Directions: Color the circle in front of the word that comes first in abc order.

1. been
 always
 color
2. other
 been
 some
3. have
 know
 never
4. its
 color
 good
5. read
 some
 under
6. morning
 know
 other
7. people
 read
 have
8. some
 found
 never
9. under
 morning
 would
10. their
 some
 would
11. been
 good
 some
12. never
 morning
 know





Eight on My Plate

Directions: Look at the first word. Color in the circle for the word that rhymes with it .

- | | | | |
|-----------|-----------------------------|-----------------------------|---|
| 1. white | <input type="radio"/> wit | <input type="radio"/> mitt | <input checked="" type="radio"/> bright |
| 2. high | <input type="radio"/> fry | <input type="radio"/> hit | <input type="radio"/> way |
| 3. knight | <input type="radio"/> kite | <input type="radio"/> knit | <input type="radio"/> knot |
| 4. try | <input type="radio"/> free | <input type="radio"/> may | <input type="radio"/> thigh |
| 5. light | <input type="radio"/> bite | <input type="radio"/> treat | <input type="radio"/> bet |
| 6. could | <input type="radio"/> bud | <input type="radio"/> pod | <input type="radio"/> wood |
| 7. bead | <input type="radio"/> said | <input type="radio"/> red | <input type="radio"/> need |
| 8. some | <input type="radio"/> roam | <input type="radio"/> gum | <input type="radio"/> home |
| 9. should | <input type="radio"/> bold | <input type="radio"/> good | <input type="radio"/> bald |
| 10. know | <input type="radio"/> go | <input type="radio"/> cow | <input type="radio"/> law |
| 11. quite | <input type="radio"/> kit | <input type="radio"/> right | <input type="radio"/> cute |
| 12. nail | <input type="radio"/> sigh | <input type="radio"/> so | <input type="radio"/> pale |
| 13. write | <input type="radio"/> wet | <input type="radio"/> night | <input type="radio"/> wait |
| 14. date | <input type="radio"/> eight | <input type="radio"/> that | <input type="radio"/> feet |





Friends to the End

Directions: Read the words in the box below. Then read the words that follow. Write a **synonym** (means the same) from the list for each word.

small	sleep	fast	shout
stack	land	speak	raise



- | | | | |
|-----------|-------------------------|----------|-------|
| 1. ground | _____ <i>land</i> _____ | 5. yell | _____ |
| 2. nap | _____ | 6. lift | _____ |
| 3. talk | _____ | 7. pile | _____ |
| 4. little | _____ | 8. quick | _____ |

Directions: Read the words in the box below. Then read the words that follow. Write an **antonym** (opposite) from the list for each word.



cry	show	found	near
more	after	night	last

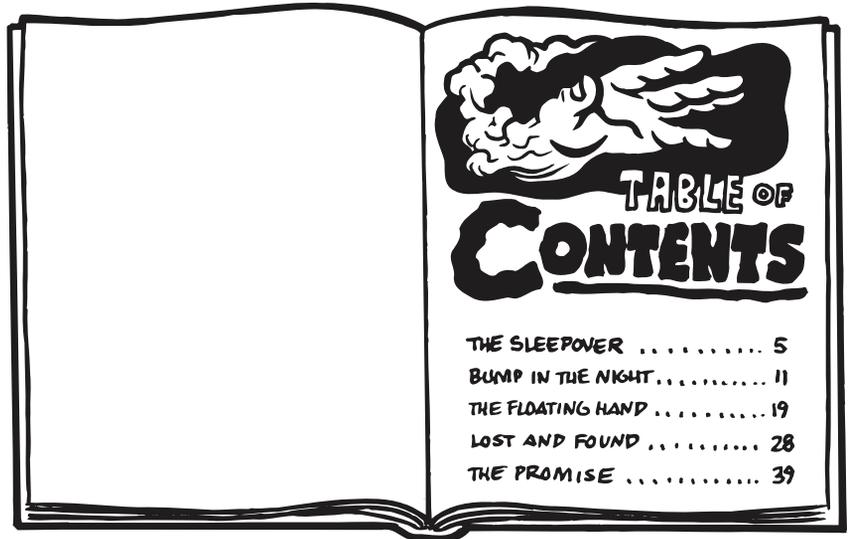
- | | | | |
|-----------|--------------------------|-----------|-------|
| 9. before | _____ <i>after</i> _____ | 13. laugh | _____ |
| 10. lost | _____ | 14. hide | _____ |
| 11. first | _____ | 15. fewer | _____ |
| 12. far | _____ | 16. day | _____ |



The Floating Hand

Directions: Read each question. Look at the book. Write the answer on the line.

1. What is the title of this book? _____
2. Who is the author? _____
3. What does an author do? _____
4. Who is the illustrator? _____
5. What does an illustrator do? _____
6. Is this a fiction or nonfiction book? _____



7. How many chapters are in this book? _____
8. What is the title of the second chapter? _____
9. On what page does "Lost and Found" start? _____
10. Would you want to read this book? Why? _____

Cultivating a Love of Reading

Great Book Series for Students

Amelia Bedelia books by Peggy Parish
Arthur books by Marc Brown
Berenstain Bears books by Stan & Jan Berenstain
Cam Jansen books by David Adler
Clifford books by Norman Bridwell
Curious George books by H. A. Rey
Franklin series by Paulette Bourgeois
Frog and Toad books by Arnold Lobel
Froggy books by Jonathan London
George and Martha books by James Marshall
Henry and Mudge books by Cynthia Rylant
Huggly books by Tedd Arnold
Junie B. Jones books by Barbara Park
A Little Critter Book series by Mercer Mayer
Little Bear books by Else Holmelund Minarik
Nate the Great books by Marjorie Sharmat
Pinky and Rex books by James Howe

Fun Teacher Read Alouds

A Light in the Attic by Shel Silverstein
Aaron's Hair by Robert Munsch
Bedhead by Margie Palatini
Click, Clack, Moo: Cows That Type by Doreen Cronin
Cloudy with a Chance of Meatballs by Judi Barrett
Diary of a Worm by Doreen Cronin
Dog Breath! The Horrible Trouble With Hally Tosis by Dav Pilkey
Double Trouble in Walla Walla by Andrew Clements

Falling Up by Shel Silverstein
Grandpa's Teeth by Rod Clement
Hooway for Wodney Wat by Helen Lester
I Know an Old Lady Who Swallowed a Pie by Alison Jackson
I'm Not Feeling Well Today by Shirley Neitzel
If Only I Had a Green Nose by Max Lucado
I'm a Manatee by John Lithgow
Judy Moody by Megan McDonald
Madeline by Ludwig Bemelmans
Magic Tree House series by Mary Pope Osborne
Miss Nelson Is Missing by Harry Allard
Paper Bag Princess by Michael Martchenko
Pickles to Pittsburg by Judi Barrett
Stellaluna by Janell Cannon
The Ant Bully by John Nickle
The Boxcar Children series by Gertrude Chandler Warner
The Incredible Shrinking Teacher by Lisa Passen
The Recess Queen by Alexis O' Neill
The Secret Garden by Frances Burnett
There Was an Old Lady Who Swallowed a Fly by Simms Taback
Tuesday by David Wiesner
Verdi by Janell Cannon
Walter, the Farting Dog by William Kotzwinkle
What Are YOU So Grumpy About? by Tom Lichtenheld
Where the Sidewalk Ends by Shel Silverstein

Resources for Reading Teachers

Reading about successful activities other teachers have used will help you tap into your own creativity as you teach reading. Here are some recommended teacher resources. The list includes books from the International Reading Association's Web site (www.reading.org).

A Poem a Day by Helen H. Moore

Alternatives to Worksheets by Karen Bauer and Rosa Drew

Creative Writing for Primary Grades by Scotty W. Price

Easy Lessons for Teaching Word Families by Judy Lynch

Getting Ready to Teach Second Grade by Kimberly Seto

If You're Trying to Teach Kids How to Write ... You've Gotta Have This Book by Marjorie Frank

Making More Words by Patricia M. Cunningham and Dorothy P. Hall

Making Words by Patricia M. Cunningham and Dorothy P. Hall

More Alternatives to Worksheets by Catherine Hiatt, Doug Wolven, Gwen Botka, and Jennifer Richmond

Teacher's Guide to Reading and Language Skills by Donna M. Miller

The Super Book of Phonics Poems by Linda B. Ross

"Best Practice"?: Insights on Literacy Instruction from an Elementary Classroom by Margaret Taylor Stewart

Beyond Storybooks: Young Children and the Shared Book Experience by Judith Pollard Slaughter

Book Talk and Beyond: Children and Teachers Respond to Literature edited by Nancy L. Roser and Miriam G. Martinez

Celebrating Children's Choices: 25 Years of Children's Favorite Books by Arden DeVries Post, Marilyn Scott, Michelle Theberge

Developing Reading-Writing Connections: Strategies from the Reading Teacher edited by Timothy V. Rasinski et al.

From Literature to Literacy: Bridging Learning in the Library and the Primary Grade Classroom by Joy F. Moss and Marilyn F. Fenster

In the First Few Years: Reflections of a Beginning Teacher by Tina Humphrey

Journey of Discovery: Building a Classroom Community Through Diagnostic-Reflective Reading to, with, and by Children by Margaret E. Mooney

Talking Classrooms: Shaping Children's Learning Through Oral Language Instruction edited by Patricia G. Smith

Worm Painting and 44 More Hands-On Language Arts Activities for the Primary Grades by E. Jo Ann Belk and Richard A. Thompson



Skills Assessment.....page 6

1. str
2. ch
3. sk
4. br
5. sp
6. nk
7. sh
8. st
9. bowl
10. paw
11. light
12. cow
13. bread
14. book
15. sunset
16. fireworks
17. pinecone
18. lighthouse
19. doorway
20. unhappy
21. It's
22. coming
23. children
24. won't
25. books
26. boxes

Ride the Railspage 9

- | | |
|---------|---------|
| 1. nut | 6. rope |
| 2. rat | 7. mop |
| 3. mug | 8. nine |
| 4. tape | 9. rug |
| 5. nose | 10. top |

Down the Slidepage 10

1. cat (or cow, cookie)
2. desk (or dime)
3. leaf (or look)
4. sun (or seal, seven)
5. cow (or cat, cookie)
6. seal (or sun, seven)
7. look (or leaf)
8. dime (or desk)
9. cookie (or cat, cow)
10. seven (or sun, seal)

Bathtub Fun!page 11

- | | |
|------|-------|
| 1. f | 6. p |
| 2. v | 7. b |
| 3. p | 8. v |
| 4. b | 9. b |
| 5. f | 10. f |

Here's the Clue.....page 12

- | | |
|---------|----------|
| 1. hat | 7. hug |
| 2. hand | 8. hill |
| 3. kite | 9. ham |
| 4. well | 10. wave |
| 5. wall | 11. kick |
| 6. kid | 12. home |

What Was the Queen Doing?page 13

The queen was "eating bread and honey." This rhyme is from "Sing a Song of Sixpence."

Our Earth.....page 14

- | | |
|------|-------|
| 1. t | 7. t |
| 2. d | 8. n |
| 3. t | 9. t |
| 4. d | 10. t |
| 5. t | 11. n |
| 6. d | 12. t |

Rhyming Riddles.....page 15

1. less mess
2. hiss kiss
3. deep heap
4. lip zip
5. bug mug
6. pig wig
7. hop mop
8. pup cup
9. glass class

What's Missing?.....page 17

- | | |
|------|-------|
| 1. e | 7. a |
| 2. a | 8. o |
| 3. o | 9. a |
| 4. a | 10. o |
| 5. e | 11. o |
| 6. e | 12. a |

My Dog and I.....page 18

- | | |
|--------|----------|
| 1. beg | 7. red |
| 2. dug | 8. lunch |
| 3. tug | 9. hug |
| 4. fed | 10. hot |
| 5. mop | 11. bed |
| 6. rug | 12. job |

The Best Nestpage 19

- | Across | Down |
|---------|---------|
| 1. win | 2. nut |
| 4. ten | 3. mop |
| 6. top | 5. nest |
| 7. set | 6. tag |
| 9. dog | 8. tan |
| 10. rat | 9. dip |
| 11. nip | |

My Codepage 21

Hi Joe,
I hope you can read this note. I wrote it in code. I will call you on the phone later.
I have a new joke to tell you. It is about a mole in a hole. I heard it from Mike. He came to my house on his new bike. It is very nice. He rode almost a mile to get here.
When I get my bike, you and I can ride to the park. We can take a hike. We can play hide and seek. We can go down the slide.
I will save my dimes to buy ice cream cones. We will have a fine time! Did you like my note? Please write back!

Your pal,
Ike

A Day Riddlepage 23

- | | |
|----------|----------|
| 1. with | 5. this |
| 2. cheer | 6. ditch |
| 3. much | 7. than |
| 4. other | 8. they |

Riddle: Thursday

Whale of a Wordpage 24

Riddle: alphabet

Scrambled!page 25

- | | |
|-----------|-----------|
| 1. whale | 6. shoes |
| 2. ship | 7. when |
| 3. shells | 8. then |
| 4. chew | 9. check |
| 5. wheel | 10. sheet |

E or I?page 28

- | Like I: | Like E: |
|---------|---------|
| sky | baby |
| by | very |
| why | city |
| dry | any |
| fly | many |
| my | story |
| shy | copy |
| try | only |



Free Timepage 29

- | | |
|-------------|----------|
| 1. car | 7. bark |
| 2. park | 8. her |
| 3. far | 9. dark |
| 4. slippers | 10. star |
| 5. yard | 11. hard |
| 6. fern | 12. jar |

Stirring the Souppage 30

- | | |
|----------|-----------|
| 1. bird | 7. horn |
| 2. corn | 8. nurse |
| 3. curl | 9. shirt |
| 4. fork | 10. storm |
| 5. fur | 11. thorn |
| 6. skirt | 12. cord |

A Sweet Treatpage 31

- | | |
|----------|-----------|
| 1. peak | 7. peas |
| 2. peel | 8. tree |
| 3. read | 9. cheek |
| 4. seed | 10. peach |
| 5. sheep | 11. queen |
| 6. feet | 12. seal |

Beetlerella's Bug

Ballpage 35

1. glow show
2. low crow
3. boat coat
4. snow show
5. roach coach
6. Mole Bowl
7. toast roast
8. float coat
9. croak soak

Stack and Spellpage 34

- | | |
|-------|--------|
| 1. st | 7. sc |
| 2. sc | 8. sp |
| 3. sp | 9. st |
| 4. st | 10. sp |
| 5. st | 11. sc |
| 6. sp | 12. st |

Fish School.....page 35

1. black sack
2. blame game
3. bloom room
4. glad dad
5. cub club
6. rock clock
7. bass class
8. lap clap
9. purr blur

A Slippery Puzzlepage 36

Across

1. sleep
3. flock
5. float
6. flat
7. plus
8. please
10. sled
11. plan
12. plane
13. fly

Down

1. slice
2. planet
3. flame
4. slip
5. flute
6. flea
8. plate
9. slimy
10. slow
11. play

Crab Walkpage 37

- | | |
|-------|--------|
| 1. dr | 7. dr |
| 2. br | 8. br |
| 3. cr | 9. dr |
| 4. dr | 10. fr |
| 5. fr | 11. cr |
| 6. br | 12. fr |

Train Trackspage 38

- | | |
|----------|-----------|
| 1. train | 7. proud |
| 2. track | 8. trade |
| 3. tree | 9. grin |
| 4. try | 10. grass |
| 5. press | 11. green |
| 6. price | 12. grow |

One Night's Knots.....page 39

1. Kn, Knights
2. kn, knee
3. kn, knuckle
4. kn, knot
5. wr, wrist
6. kn, kneel
7. wr, wrap
8. wr, write
9. wr, wrote
10. kn, knows
11. kn, knock
12. wr, wrong

Spring Flowerspage 40

1. spl, splash
2. spr, spray
3. str, strap
4. str, strange
5. spl, splinter
6. str, straw
7. spr, spring
8. str, street
9. spl, split
10. spr, sprout
11. str, string
12. str, strong

A Trip to the Bank.....page 41

- | | |
|-------|--------|
| 1. nt | 7. st |
| 2. nk | 8. nt |
| 3. nt | 9. st |
| 4. st | 10. st |
| 5. nt | 11. st |
| 6. nk | 12. nk |

The Old Tower.....page 42

1. old
2. bald
3. lamp
4. cold (or damp)
5. damp (or cold)
6. myself
7. shelf
8. gold
9. stamp
10. told
11. child
12. bump

Down for the

Count.....page 43

ou family:

- couch
- proud
- bounce
- house
- shout
- pound

ow family:

- brown
- frown
- howl
- down
- clown
- growl

Ship Ahoy!page 44

- | | |
|-----------|-----------|
| 1. coin | 7. foil |
| 2. boy | 8. noise |
| 3. voice | 9. joy |
| 4. choice | 10. point |
| 5. toy | 11. join |
| 6. soil | 12. boil |

A Good Book.....45

- | | |
|---------|-----------|
| 1. look | 7. took |
| 2. noon | 8. hood |
| 3. moon | 9. zoo |
| 4. wood | 10. goose |
| 5. room | 11. book |
| 6. foot | 12. tooth |

Under took:

- look
- wood
- foot
- took
- hood
- book

Under moon:

- noon
- moon
- room
- zoo
- goose
- tooth



Compound Wordspage 48

1. bathtub
2. airplane
3. afternoon
4. downstairs
5. baseball
6. blueberry
7. butterfly
8. daylight
9. anyone
10. grandfather
11. homework
12. lighthouse

Everything, Except

Onionspage 49

1. anybody, anywhere, anyone, anything
2. everybody, everywhere, everyone, everything
3. somebody, somewhere, someone, something

Play Ball!.....page 50

1. basketball
2. baseball
3. football
4. kickball
5. fastball
6. handball
7. snowball
8. meatball
9. softball
10. volleyball

Rays of Sunshinepage 51

- sunrise
sunset
suntan
sundown
sunburn
sunroof
sunlight
sunbeam
sunscreen
sunblock

Compound Critters...page 52

1. goldfish
2. starfish
3. jellyfish
4. lionfish
5. blowfish
6. hummingbird
7. bluebird
8. blackbird
9. mockingbird

Compound Words

Puzzle.....page 53

Across

1. snowflake
4. bedroom
5. pinecone
7. bobcat
9. sunset
10. butterfly

Down

2. airport
3. afternoon
6. jellyfish
7. baseball
10. homework

Feel the Beatpage 55

- | | |
|------|-------|
| 1. 1 | 7. 2 |
| 2. 2 | 8. 2 |
| 3. 2 | 9. 2 |
| 4. 3 | 10. 3 |
| 5. 3 | 11. 2 |
| 6. 1 | 12. 3 |

Dividing Syllables.....page 56

1. cot/ton
2. sup/per
3. ar/row
4. al/low
5. com/mon
6. ham/mer
7. lad/der
8. ar/rive
9. tun/nel
10. nar/row
11. val/ley
12. wil/low

Chipmunk's

Challengepage 57

1. al/mond
2. car/toon
4. chim/ney
6. thir/teen
8. mar/ket
9. gar/den
10. num/ber
11. cir/cus
12. mon/key
13. um/pire
14. wel/come
15. win/dow

Taking a Walkpage 58

1. talks, talked, talking
2. waits, waited, waiting
3. plays, played, playing
4. laughs, laughed, laughing
5. whispers, whispered, whispering
6. works, worked, working
7. turns, turned, turning
8. prints, printed, printing
9. opens, opened, opening
10. cleans, cleaned, cleaning
11. stays, stayed, staying
12. wonders, wondered, wondering

Wolfs or Wolves?page 59

- | | |
|------------|------------|
| 1. lunches | 7. benches |
| 2. dishes | 8. loaves |
| 3. boxes | 9. berries |
| 4. cities | 10. leaves |
| 5. pennies | 11. wolves |
| 6. wishes | |

Adding Endingspage 60

- | | |
|--------------|---------------|
| 1. clearer | 6. smaller |
| 2. kindest | 7. careless |
| 3. colorless | 8. neatest |
| 4. hopeful | 9. quicker |
| 5. powerful | 10. wonderful |

A Bushel of Apples...page 61

- | | |
|-----------|-------------|
| 1. girls | 7. doors |
| 2. dogs | 8. books |
| 3. tables | 9. pencils |
| 4. chairs | 10. rulers |
| 5. rooms | 11. markers |
| 6. desks | 12. windows |



One Sheep, Two

Sheeppage 62

- | | |
|-------------|-----------|
| 1. leaves | 7. men |
| 2. wolves | 8. sheep |
| 3. children | 9. mice |
| 4. knives | 10. feet |
| 5. women | 11. geese |
| 6. deer | 12. teeth |

The Dog's Bonepage 63

- belongs to a boy
- belongs to a girl
- belongs to a dog
- belongs to a cat
- belongs to a pig
- belongs to a bird
- belongs to a frog
- belongs to a cow
- belongs to a knight
- belongs to a friend
- belongs to a mouse
- belongs to a duck

Untidy Roompage 64

- | Across | Down |
|-------------|--------------|
| 1. untrue | 2. unpaid |
| 5. renew | 3. unhappy |
| 7. unable | 4. reheat |
| 8. relive | 6. rerun |
| 10. unmade | 7. uncolored |
| 11. retake | 8. remake |
| 12. repaint | 9. rewrite |
| | 10. untied |

You're a Winner!.....page 65

- | | |
|--------------|------------|
| 1. aren't | 7. weren't |
| 2. isn't | 8. won't |
| 3. haven't | 9. doesn't |
| 4. hadn't | 10. won't |
| 5. wasn't | 11. hasn't |
| 6. shouldn't | 12. aren't |

I'll Call You Later.....page 66

- | | |
|------------|-------------|
| 1. She'll | 9. She's |
| 2. That's | 10. They'll |
| 3. There's | 11. It's |
| 4. He'll | 12. We'll |
| 5. He's | 13. Here's |
| 6. I'll | 14. They'll |
| 7. He's | 15. I'll |
| 8. We'll | 16. What's |

Two Peas in a Pod....page 67

- | | |
|---------|----------|
| 1. two | 8. knew |
| 2. too | 9. two |
| 3. to | 10. to |
| 4. too | 11. no |
| 5. no | 12. know |
| 6. know | 13. new |
| 7. new | 14. knew |

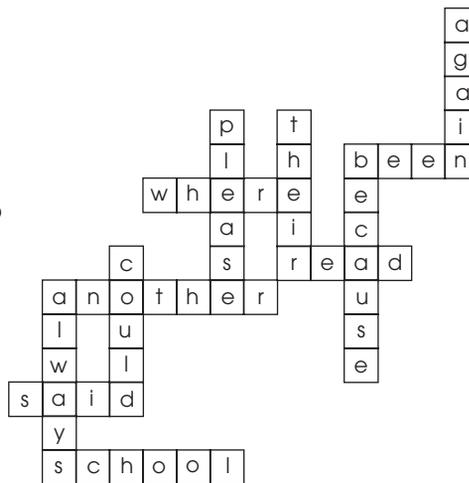
Dear Deerpage 68

- | | |
|---------|----------|
| 1. deer | 8. dear |
| 2. dear | 9. meet |
| 3. meet | 10. meat |
| 4. meat | 11. beat |
| 5. beet | 12. beet |
| 6. beat | 13. meat |
| 7. deer | 14. meet |

Missing Marks.....page 69

- know, question mark
- to, period
- bear, exclamation mark
- here, question mark
- won, exclamation mark
- be, period or exclamation mark
- road, question mark
- wood, period
- one, period
- rode, period
- right, question mark
- bee, exclamation mark

Fill-It-In Puzzle.....page 70



Morning ABCs.....page 71

- | | |
|-----------|------------|
| 1. always | 7. have |
| 2. been | 8. found |
| 3. have | 9. morning |
| 4. color | 10. some |
| 5. read | 11. been |
| 6. know | 12. know |

Eight on My Platepage 72

- | | |
|-----------|-----------|
| 1. bright | 8. gum |
| 2. fry | 9. good |
| 3. kite | 10. go |
| 4. thigh | 11. right |
| 5. bite | 12. pale |
| 6. wood | 13. night |
| 7. need | 14. eight |

Friends to the End.....page 73

- | | |
|----------|-----------|
| 1. land | 9. after |
| 2. sleep | 10. found |
| 3. speak | 11. last |
| 4. small | 12. near |
| 5. shout | 13. cry |
| 6. raise | 14. show |
| 7. stack | 15. more |
| 8. fast | 16. night |

The Floating Handpage 74

- The Floating Hand*
- Ima Riter
- writes the words to the story
- Drew Pichers
- draws the pictures to go along with the story
- fiction
- five
- "Bump in the Night"
- 28
- Answers will vary.