

2nd Grade Fluency Folder

Dear Parent(s),

We have created this Fluency Folder to help your child develop effective reading skills. Your child will need and use this folder throughout the school year. **Please keep this folder safe.** It will be your responsibility to keep this folder intact. **It will not be replaced.** This folder will need to be brought to school and taken home on a daily basis. Below is a list of ways we will use this reading folder:

1. **Sight Words:** These lists contain words 300 to 400 from the Fry Instant Word Lists (1980). The students will be required to know how to read the words on each set. The daily practice is designed to help the students build reading fluency. The students will be tested weekly for mastery. ***Mastery is being able to read each word in a second (see it, say it).*** The student will move on to the next set when at least 75% (20 words) has been mastered. When the child moves into the next set please continue to review any words that have not been mastered from the previous sets. This is part of the daily homework. Please help your child to achieve this goal. These words may be written on sentence strips to be practiced at home.
2. **Sight Word Phrases:** In addition to Sight Word Lists, there are Sight Word Phrases. Please follow the directions indicated for Sight Word Lists. As with the Sight Word List, please remember that the student will move on to the next set when at least 75% (20 phrases) has been mastered. When the child moves into the next set please continue to review any phrases that have not been mastered from the previous sets. These phrases contain the word from 300 to 400 Fry Instant Word List (1980). Repeated reading of a few phrases per week gives students practice reading high-frequency words and developing fluency and general proficiency. These phrases may be written on sentence strips to be practiced at home.
3. **Reading Passages:** The same story will be read 3 times per evening, Monday-Thursday for homework. Your child's Homework Log will indicate which story is to be read each week.
 - a. Your child will read the 1st time to build accuracy. It should be timed for 1 minute. Count the number of words read correctly and record the words per minute (wpm) in the Home Practice section.
 - b. Your child will read the story a 2nd time to practice using punctuation when reading and to develop expression.
 - c. Your child will read the story a 3rd time to develop comprehension.
 - d. In addition to fluency practice, your child will answer one to two questions per night from the passage. This will help to enhance comprehension and vocabulary development.

We have found these reading folders to be very effective in developing reading skills. By working together, your child will become a successful reader.

Sight Word List

(Taken from Fry Instant Word List – Third 100 Instant Words)

Set 9

earth	while	life
eye	along	always
light	might	those
thought	close	both
under	begin	paper
saw	seem	got
left	next	group
don't	hard	
few	something	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List

(Taken from Fry Instant Word List – Third 100 Instant Words)

Set 10

often	walk	book
run	white	hear
until	sea	stop
children	began	without
side	grow	second
feet	took	later
car	carry	miss
mile	state	
night	once	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List

(Taken from Fry Instant Word List – Third-Fourth 100 Instant Words)

Set 11

idea	it's	sun
eat	cut	fish
watch	talk	mark
far	soon	dog
really	list	birds
almost	leave	room
let	family	knew
above	sometimes	
girl	stand	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List

(Taken from Fry Instant Word List – Fourth 100 Instant Words)

Set 12

every	top	black
told	ship	whole
didn't	across	waves
friends	today	reached
easy	short	ate
red	better	bag
door	best	bark
sure	however	
become	hours	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List

(Taken from Fry Instant Word List – Fourth 100 Instant Words)

Set 13

body	music	color
stand	sun	questions
fish	area	mark
dog	horse	birds
problem	complete	room
knew	since	piece
usually	heard	order
during	low	
happened	remember	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List

(Taken from Fry Instant Word List – Fourth-Fifth 100 Instant Words)

Set 14

fast	south	done
hold	sing	road
five	ground	halt
mop	fall	ten
farm	king	fly
pulled	I'll	gave
seen	wood	box
cold	fire	
plant	upon	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List

(Taken from Fry Instant Word List – Fifth 100 Instant Words)

Set 15

wait	rest	round
quickly	inside	boat
became	wheels	game
stars	stay	warm
feel	green	bring
fact	week	dry
street	less	shape
class	behind	
note	ran	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List

(Taken from Fry Instant Word List – Fifth-Sixth 100 Instant Words)

Set 16

deep	cannot	test
yes	six	anything
yet	size	moon
filled	dark	picked
heat	ball	paint
full	special	mind
hot	fine	love
check	pair	
am	can't	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Fluency Phrases
 (Fry Phrases Level 3)
List 9

go ask her	a small tree	a yellow box
you may show	a fast race	please clean this
buy a present	say thank you	they will sleep
open the letter	jump the wall	by myself
go fly high	please don't run	a fast race
a cold day	must call today	does come back
a pretty face	little green box	for everyone
I like brown	your red coat	six people ran
gave a present		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

Fluency Phrases
 (Fry Phrases Level 3)
List 10

the black hat	in his ear	write a letter
to try it	as for myself	can no longer
those were clean	hold on tight	full of water
please carry it	eight little ducks	would you sing
food was warm	sit on the	the black dog
can you ride	hot and cold	grow the seed
do not cut	seven people came	the pretty woman
the funny monkey	yes it is	as he ate
stop your car		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent’s Signature: _____

Fluency Phrases
 (Fry Phrases Level 3)
List 11

off his ship	his sister went	my happy mother
once I went	he didn't go	set the table
round and round	dress the baby	fail the test
wash the clothes	car will start	always ready to go
anything to wear	around the yard	close the door
the bedroom wall	gave some money	turn the corner
might be late	hard, long trail	go to bed
fine black line	along the way	sat on the chair
I hope you		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p> <p> (ppm – phrases per minute)</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
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(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

Fluency Phrases
 (Fry Phrases Level 3)
List 12

start the fire	ten little boys	was an order
part was missing	the early bird	the fat cat
a third team	was the same	were in love
can you hear	yesterday he came	eyes are blue
door was open	clothes are dry	though he went
at three o'clock	second not last	water is warm
the little town	took off his	pair of mittens
now getting dark	want to keep	head and neck
warm the food		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

Fluency Phrases
(Fry Phrases Level 4)
List 13

the story told	miss the bus	with his father
the children moved	reached the land	with great interest
in the government	within two feet	the beautiful garden
to be done	the country house	different from them
the bad men	across the ocean	a fenced yard
a winter morning	a round table	a bedtime story
because I'm through	sometimes I run	tried to run
rode the horse	something for her	brought the salad
the dancing shoes		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

Fluency Phrases
 (Fry Phrases Level 4)
List 14

time after time	has come yet	true or false
above the door	still, cool water	meet me at
since we started	a number of	please state your
does it matter	draw the line	did you remember
the large hen	a few came	hit the ball
under the cover	the open window	store the box
in the city	are we together	the bright sun
all my life	across the street	at the party
suit was ready		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p> <p> (ppm – phrases per minute)</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
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(Total of 75 words – contains rimes and patterns)

Parent’s Signature: _____

Fluency Phrases
(Fry Phrases Level 4)
List 15

said the word	was almost lost	he quickly thought
sent the letter	receive the gift	had to pay
better than nothing	what I need	mean to cry
spoke too late	only finished half	afraid to fight
was strong enough	feel the fur	during the storm
already had gone	to one hundred	for the week
walked between them	hard to change	being at home
care and feeding	the right answer	an interesting course
voted against it		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent’s Signature: _____

Fluency Phrases
 (Fry Phrases Level 4)
List 16

wear your coat	Mr. and Mrs.	in the side
the poor boy	lost his book	was cold outside
the wind howled	Mrs. Brown said	we learn by
held the book	the front door	it was built
in the family	it all began	clean air is
young and old	was long ago	around the world
the airplane flew	without his lunch	do not kill
ready set go	please stay away	won't you come
the paper flower		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

Fluency Phrases
(Fry Phrases Level 5)
List 17

hour by hour	be glad that	follow my directions
you have company	would you believe	begin at once
do you mind	pass the meat	try to reach
next month we	at this point	rest and relax
he sent it	please talk louder	when we want
to the bank	ship the box	his business is
the whole thing	a short stop	make certain that
was not fair	give the reason	it's almost summer
fill your glass		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

Fluency Phrases
 (Fry Phrases Level 5)
List 18

grade your paper	my big brother	remain there until
glass of milk	several years ago	the long war
are you able	please change it	either you come
change was less	train the dog	does it cost
in the evening	sing the note	time is past
find her room	flew overhead	at his office
the cow stood	will you visit	wait in line
the teacher said	is almost spring	picture was gone
the blue bird		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent’s Signature: _____

Fluency Phrases
 (Fry Phrases Level 5)
List 19

fry an egg	on the ground	when you add
the dripping ice	a sunny afternoon	feed the sheep
the boat trip	plan his work	the question is
the biggest fish	return the gum	call him sir
would not tell	the huge hill	the wet wood
broke the car	watch for children	left all alone
to bend low	broke her arm	dinner was cold
hair is brown	service the car	in class today
was quite short		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent’s Signature: _____

Fluency Phrases
 (Fry Phrases Level 5)
List 20

spell a word	a beautiful picture	the sick cat
because a teacher	will you cry	finish the work
toss and catch	the shiny floor	a broken stick
great amounts of	guess the answer	paint the bridge
in the church	a tall lady	a treat tomorrow
ice and snow	for whom the	women and children
among the leaves	a rocky road	the farm animals
my famous cousin	bread and butter	gave wrong directions
the space age		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent’s Signature: _____

Riding the Bus to School 2.1

I ride a big yellow bus to school. I stand on the corner of our street with my friends and we wait for the bus. My friend’s grandma waits with us. When it’s raining, she holds an umbrella to keep us dry. Sometimes when it’s cold she brings us hot chocolate.

15
27
38
50
51

I leave my house to walk to the bus stop after my parents go to work. I watch the clock so I know when to leave. Sometimes mom phones me from her office to remind me. Sometimes she can’t call, so I have to be sure to watch the time.

65
78
89
101

Our bus driver puts his flashing yellow lights on and then stops right next to us. When he has stopped he turns the red lights on so all the cars will stop. He makes sure we are all sitting down before he starts to go. He watches out for us very carefully.

112
125
139
152
153

My friends and I are the first ones to be picked up by the bus. We like to sit right behind the bus driver and watch while he picks up all the other kids. We know where everyone lives. By the time we get to our school, the bus is almost full. Sometimes the kids get noisy and the driver has to remind us to keep it down. He says their noise makes it hard for him to concentrate and drive safely. I am glad that our bus driver is so careful.

168
181
193
206
220
232
245

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent’s Signature: _____

Riding the Bus to School 2.1 Use Complete Sentences

Monday:

What does the grandma do when it is raining?

The reader can tell that the friend's grandma cares about them because.....?

Tuesday:

What does the student do after his parents go to work?

How does he know when to leave?

Wednesday:

What will probably happen if the student's mother does not call, and he forgets to watch the time?

Why does the bus driver turn the red lights on?

Thursday:

The reader can tell that the bus driver watches out for them because.....?

What word or words in paragraph four help the reader know what *concentrate* means?

Twins 2.2

Six years ago my family grew from two people to four people in one day. That was the day my sister and I were born. That was the day Mom and Dad had to start buying two of everything. My mom and dad say we were much more than twice the work of one baby. They also said we gave back more than twice as much love and fun.

**11
25
38
49
62
69**

We look just alike because we are identical twins, but we don't act just the same. My sister likes peas and beans and I hate them. I like grape juice and she likes apple juice. She likes to read. I would rather climb a tree than read a book.

**80
94
107
118**

Mom and Dad are the only ones who can tell us apart when we dress the same. They know the secret. I have a mole on my ear and my sister doesn't. We look so much alike that we can even fool Grandma and Grandpa.

**131
145
158
163**

It's nice to be a twin sometimes. We always have someone our own age who will share our secrets. Sometimes we don't want to share everything. Sometimes it is nice to have my mom or my toys all to myself. Dad says we aren't really that much alike because no person is exactly like anyone else.

**174
185
197
210
219**

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

Twins 2.2 Use Complete Sentences

Monday:

Why did the family grow from two to four people in one day?

Write a summary for paragraph one.

Tuesday:

What does mom say about how much work twins are?

What do they give back?

Wednesday:

Which sentence in paragraph two shows that the twins are not identical in every way?

How are the twins not alike?

Thursday:

How do the twins feel about being twins?

What words in paragraph two help the reader know what identical means?

Open House at My School 2.3

<p>We had open house at my school last week. My whole family went: my mom, my grandma, and I. We sat together at my table in my room. It was a tight squeeze for my mom and grandma, but they made it. My class has second and third graders in it. Some of my friends were there and their families came, too. My best friend was there. His stepfather and mother sat with him at his table. They took up the whole table because his little brother came along. I waved at him.</p>	<p>12 25 38 51 63 75 87 93</p>
<p>My other friend and her big sister came, too. Their family had two classes to visit at the same time because her brother goes to my school, too. Her mom went to her brother’s room, and her big sister came to her room.</p>	<p>104 117 130 136</p>
<p>I like my teacher a lot. Our room looked really nice. Our teacher had been saving all of our best penmanship and drawings. They were hung all over the walls. My grandmother could tell right away which ones were mine. She used to be an artist. She says I take after her.</p>	<p>148 158 168 181 188</p>
<p>My teacher told all the parents how important it is for them to make sure we do our homework. He said anytime they have questions about us they can talk to him. Afterwards he talked to my mom and me. He said what a good job I was doing and my mom gave me a big hug when we left.</p>	<p>200 212 224 239 248</p>

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent’s Signature: _____

Open House at My School 2.3 Use Complete Sentences

Monday:

When was the open house?

Why was it a “tight squeeze” for mom and grandma?

Tuesday:

In paragraph three what does the word *penmanship* mean?

You can tell that the author likes art and is good at it because?

Wednesday:

How does the student feel about his teacher?

How can you tell that the teacher is interested in his students?

Thursday:

How do you think the student felt at the end of the evening?

What makes you think that?

Colors of the Rainbow 2.4

I decided my favorite color is the rainbow. It has all the colors in it: red, yellow, blue, green, and purple. They are all my favorite colors. How could I ever choose just one?

**12
25
34**

Red makes me feel like smiling. I love red cards and shiny red apples. My favorite type of candy is a red gum drop. My favorite flower is a red rose. I'm happy when I get to see a red sunset.

**46
59
74
75**

Blue makes me feel like taking a nap. My bed is fluffy blue and white with clouds all over it. I love the blue sky and ocean. Blue bubble gum is the best flavor of ice cream.

**88
102
112**

Yellow makes me feel like jumping rope. I love the sun in summer and the full moon in the fall. Our meadow is full of yellow flowers that dance in the breeze. Applesauce is one of my favorite treats, and it is kind of yellow. Fuzzy yellow ducklings always make me laugh.

**124
137
149
160
164**

Green makes me feel like climbing a tree. I love playing in the grass and the fields. Green gummy bears and pears are my special snacks. My favorite place to go is a park filled with trees and grass.

**176
188
201
203**

Purple makes me feel like eating grapes. I use my purple crayon so much it is almost gone. My favorite backpack is purple, too. Whenever anyone asks me what my favorite color is, I tell them it is a rainbow.

**214
225
236
243**

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

Colors of the Rainbow 2.4 Use Complete Sentences

Monday:

What sentence or sentences in paragraph two helps the reader know how the student feels about the color red?

List the red items that the author likes?

Tuesday:

Why is the “rainbow” the student’s favorite color?

What word or words in paragraph one help the reader know what a rainbow is?

Wednesday:

Paragraph four is mostly about....?

In paragraph three what word means the opposite of best?

Thursday:

Which color makes the character feel like climbing a tree?

Which color makes the character feel like eating grapes?

The Wind Has a Job to Do 2.5

I learned that the wind is important for more than flying kites	12
or making our wind chime make music. Without the wind, our	23
world wouldn't have any people, food, or animals. Wind moves	33
the heat from the sun all around the planet. Without the wind,	45
about half of the earth would be too hot for any living thing.	58
Most of the rest of the earth would be too cold. In fact, most of	73
our country would be under ice.	79
Wind is useful to all living things. It brings moisture up from	91
the oceans into the air. Then the wind blows the moisture	102
around. The moisture falls as rain, dew, or snow and ice.	113
Many plants and trees depend on the wind. The wind helps	124
them spread their seeds to new places. Wind also blows pollen	135
around so trees, grass, and grains can ripen. Without the wind,	146
farmers couldn't grow corn or wheat. Bees help the wind spread	157
pollen. Their job is to fly from blossom to blossom with pollen	169
on their feet and wings.	174
You can see for yourself how the wind spreads seeds. The	185
next time you see a yellow dandelion that has turned into a white	198
puffball, blow it. Or, if you find a maple tree seed with wings	211
that looks like a helicopter, throw it. You'll see all of the seeds	224
go flying and you will be helping the wind do its job.	236

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

The Wind has a Job to Do 2.5 Use Complete Sentences

Monday:

I learned that the wind is important for more than flying kites or making our wind chime make music. Is this sentence from paragraph one a fact or an opinion?

What word or words in the sentence help you to decide?

Wednesday:

In what way are plants and trees dependent on the wind?

In what two ways is pollen spread from plant to plant?

Tuesday:

From paragraph one, give two examples of how the wind makes it possible for us to live on earth.

What happens before moisture falls as rain dew, or snow and ice?

Thursday:

What is it about the seeds in paragraph four that makes it possible for the wind to blow them around?

What word in paragraph four means the opposite of grab?

Writing My Life Story 2.6

Today our teacher said we would each write a story. She said if we wanted we could draw pictures to go with it. I decided to write my life story. I started with the night I was born. I drew a picture of me as a tiny baby. I wrote about what my first words were and how I liked to play.

When I was little I was always making tall towers. My grandfather said he thought I would build hotels when I grew up. I drew a picture of me playing with my blocks.

I also liked to ride my scooter and swing on the swings in the park. I drew pictures of me on my scooter and a picture of my dad pushing me on the swing. The next picture is of me licking an ice cream cone and getting it all over me. I still love chocolate ice cream.

Then I wrote about my first day at school. I wrote about how I cried and cried because I didn't want my mother to leave me. I made a drawing of me with a sad face. The last page is about my last birthday party. I drew of picture of me blowing out the candles on my birthday cake. There are six candles and I blew them all out.

12
26
41
55
62
73
85
95
109
123
136
150
152
165
179
194
206
218
221

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

Writing My Life Story 2.6 Use Complete Sentence

Monday:

Why does the author begin his/her story with the night he/she was born?

What did he write about after he drew the picture of him/herself as a tiny baby?

Tuesday:

What leads the grandfather to believe that he/she will one day build hotels?

Which sentence for the story shows how he/she feels about ice cream?

Wednesday:

I also liked to ride my scooter and swing on the swing in the park? Rewrite this sentence using a synonym for the word liked.

What is paragraph three mostly about?

Thursday:

Which sentence in paragraph four shows how he/she felt about his/her first day of school?

How old is the main character? How can you tell?

I'm a Good Babysitter 2.7

When I turned twelve years old I got to babysit for the first time. My aunt asked my parents if I could babysit my cousin. My aunt and uncle wanted to go to the movies. They said they would pay me! My cousin is two and still wears diapers. She knows me pretty well because my mother and my aunt are sisters. We spend a lot of weekends together and we live in the same town.

My parents talked it over and said yes. My uncle picked me up after supper and took me to their house. My cousin was waiting at the door. She was ready for bed and wearing her slippers. My aunt told me when to change her and put her in bed.

My aunt said we could both have graham crackers and apple juice for a snack and that my cousin loved bedtime stories. She gave me her cell phone number in case I had a problem. Mom called me about three times while I was babysitting. She said it was to make sure I was doing okay.

My cousin didn't even cry when her mom and dad drove away. I read her 'Goodnight, Moon,' and 'Pat the Bunny.' I washed her face and changed her. She didn't even cry when I put her in bed. Once my aunt called to see if everything was all right. I just watched TV until they came home. I think babysitting is fun and I hope my aunt asks me again.

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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
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Th _____	Th _____

Parent's Signature: _____

I'm a Good Babysitter 2.7 Use Complete Sentences

Monday
Why do the main character's aunt and uncle need a babysitter?

What can you tell from the first paragraph about how the main character feels about babysitting?

Tuesday
What happened right before he/she saw his/her cousin waiting at the door?

Why did the aunt give him/her, her cell phone number?

Wednesday
This story takes place at _____.

My uncle picked me up after supper and took me to their house. What is a synonym for supper in this sentence?

Thursday:

What sentence in paragraph four helps the reader know that the baby cousin was not upset when her parents left?

How does the main character feel at the end of the story? Do you think she will want to baby sit in the future?

Playing Shuffleboard With Grandpa 2.8

There is a shuffleboard court where my grandpa lives. Most	10
of the men there play shuffleboard. Grandpa likes to play and	21
sometimes he takes me with him. He says I can be his partner	34
anytime. Grandpa is a very good player and often wins.	44
Shuffleboard is played on a very smooth walk. Grandpa	53
waxes the walk before a game. Each player uses a long stick to	66
push disks down the walk. You try to get the disks into spaces	79
marked with numbers. You can get seven, eight, or ten points.	90
You can lose ten points if your disk lands in the wrong section.	103
You have to be very careful about how you push the disks.	115
Grandpa taught me how to play shuffleboard when I was	125
five. He says the secret to playing well is to push the disk very	139
smoothly. If you push too fast, the disk goes much too far. If you	153
jerk the stick, it goes off the side of the court.	164
Last week there was a special family day at my grandpa’s	175
place. There were contests and games for people to play.	185
Grandpa said I could be his partner in shuffleboard. We got the	197
most points of any of the other teams and won a blue ribbon.	210
Grandpa says I’m the shuffleboard champ of all time.	219

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
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Parent’s Signature: _____

Playing Shuffleboard With Grandpa 2.8 Use Complete Sentences

Monday

What in paragraph one lets the reader know that shuffleboard is a popular game where the grandpa lives?

What words in paragraph one help the reader know what shuffleboard means?

Wednesday

What is the secret to playing shuffleboard well?

What is paragraph three mostly about?

Tuesday

Why is it important that the surface of the playing area be smooth?

How is it possible to lose ten points in shuffleboard?

Thursday:

Why do you think grandpa allowed him/her to be his partner?

What word in paragraph two means about the same thing as flat?

I Want to Fly in Space 2.9

When I grow up I want to fly in space. I have my plan all worked out. First I will go to college and then I am going to learn how to fly planes. I will fly very fast planes that can go faster than the speed of sound. When I can fly planes very well, I will learn how to fly space ships.

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I will get to wear a silvery space suit and live inside a space ship. I will be inside the space ship when we blast into space. When I am up in space, I will watch the sun and moon come up every day. I will be so close to the stars that I can count them. Maybe I will see other space ships and wave as they go by. I will float around whenever I want. It will be just like flying.

78
91
106
121
136
147

I will get to put on my space suit and walk in space. When I look down I will see the green and blue earth far below. I might even be able to see where I live. I will be on TV to describe what I see. The whole world will be watching and listening to me.

162
176
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204

When we get to the moon, I will walk all across the surface. It will be dusty and crunchy. I will pick up samples of moon rocks to bring back. I want to drive all over the moon in a little moon buggy. I will plant the flag on the moon. I might even see some little green aliens running around. I can't wait to fly in space.

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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

I Want to Fly in Space 2.9 Use Complete Sentences

Monday
What does the main character say he will do right after he goes to college?

In paragraph one what goal is he/she working towards?

Tuesday
What word or words in paragraph three help the reader know what describe means?

How will the main character feel if he is able to accomplish what he says he will at the end of the story?

Wednesday
What does the main character believe he/she will be able to do because of the closeness of the stars?

What word in paragraph three means the opposite of above?

Thursday:
The author wrote this story most likely to.....?

What is paragraph four mostly about?

The New Bookstore 2.10

Grandma said, “I want to take you and your sister to the new bookstore at the mall.” She picked us up from school and drove us to the mall. The bookstore is huge. There are books on pets, gardens, hobbies, and travel. There are rows of magazines and papers. There are tapes, videos, greeting cards, and calendars.

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The new bookstore is so big it even has a place to get something to eat. We asked Grandma if we could have a snack. She said that we could have cookies and juice. Grandma had coffee.

70
82
93
94

Grandma wanted to look at the cookbook section. She showed us where she would be. Then she took us to the children’s corner. It was perfect for us. There were pillows and stuffed toys everywhere. The tables and chairs were all our size. There were more books than I had ever seen in one place. It was even bigger than the library. My sister started looking at picture books. I found books about magic tricks.

103
115
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Grandma found us and said she was almost ready to go. She said because we were so good we could each pick out a book to buy. My sister got *When You Give a Mouse a Cookie*. I got a book about secret magic tricks.

181
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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
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Th _____	Th _____

Parent’s Signature: _____

The New Bookstore 2.10 Use Complete Sentences

Monday
In paragraph one what word is the opposite of small?

List the types of media can be found at the bookstore?

Tuesday
Where is the bookstore?

What other activities can they do at the bookstore?

Wednesday
What does the main character believe he/she will be able to do because of the closeness of the stars?

How can you tell that the children’s corner is meant to be used by children?

Thursday:
What kind of books most interest the main character?

What information in paragraph four helps the reader know how the children in the story behave?

We Celebrate Kwanzaa 2.11

One holiday celebrated by African Americans is Kwanzaa. Kwanzaa means a gathering time like Thanksgiving. It means not only the gathering of foods for the winter, but also the gathering of family. It began in Africa many years ago. The holiday reminds us of the way of life of the first African Americans.

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In America, houses are decorated in black, red, and green for Kwanzaa. Black stands for the color of the people. Red reminds us of our struggle. Green is for Africa and hope. Seven candles are on the table, one for each rule for how to live. An ear of corn for each child in the family is on the table. Everyone wears colorful African clothes.

The party lasts for seven days, from the day after Christmas to New Years' day. We do not eat during the day. Every night we feast and light a new candle. For dinner we have chicken and catfish. We add greens, black-eyed peas and corn bread. For dessert we have sweet potato pie and carrot cake. After dinner we play music and dance.

Kwanzaa is also a time for older family members to tell stories. We remember those who have lived before us. On the sixth night we give presents to each other. Kwanzaa is a very special time for our family.

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

We Celebrate Kwanzaa 2.11 Use Complete Sentences

Monday
What is the purpose of the African American holiday of Kwanzaa?

On what continent did Kwanzaa begin?

Tuesday
List below what the colors black, red, and green each stand for in Kwanza celebrations?

What is the purpose of the seven candles?

Wednesday
What is paragraph two mostly about?

What word in paragraph three means about the same as celebration?

Thursday:
What sentence in paragraph three helps the reader know that everyone is hungry by dinner time?

What is it about Kwanza that is special for older family members?

When Grandpa and I Garden 2.12

When I visit Grandpa he lets me help him in his garden.	12
Grandpa says I have a green thumb. I don't know why he says	25
that because my hands always get dark brown from the dirt.	36
We made a space in his garden just for me to grow things.	49
We pulled up the weeds and made the dirt smooth and flat.	61
Grandpa showed me how to use a hoe. He let me pick seeds to	75
plant. I like to eat radishes and carrots so I wanted to plant those.	89
I have one row of each. Grandpa likes strawberries so he grows	101
those. He said I could eat some anytime I want.	111
Together we planted four rows of corn and two rows of	122
beans. Grandpa also planted potatoes and squash. The plants are	132
starting to come up now. At first they were so tiny I could hardly	146
see them. When the days warmed up, the plants shot up like	158
weeds. Now the strawberries are turning red.	165
It's a lot of work having a garden. We have to keep it	178
watered and pull the weeds. We have to watch out for bugs and	191
slugs. All the work is worth it when the strawberries are ready to	204
pick. We have strawberry short cake for dessert with fresh ripe	215
strawberries from the garden!	219

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
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W _____	W _____
Th _____	Th _____

Parent's Signature: _____

When Grandpa and I Garden 2.12 Use Complete Sentences

Monday

Why is the main character confused by his grandpa saying that he/she has a “green thumb”?

What did they do to prepare the small space for the main character to grow things?

Tuesday

Why did the main character plant radishes and carrots?

What word in paragraph three means the opposite of big?

Wednesday

List all the crops planted in paragraph three?

What sentence in paragraph three tells the reader how the plants grew?

Thursday:

Why is it a lot of work to have garden?

What is the end reward of growing strawberries?

Going to the Swimming Pool 2.13

On a hot summer day there’s nothing I like better than going to the pool. Besides cooling off in the water, there are lots of things to do. I can swim laps or have races with my friends. I can do a cannonball when I jump in. I like to jump in with a big splash when my friends are not looking so I get them all wet. Sometimes I pretend I’m a giant whale, and sometimes we play games like water tag.

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83

There are water slides at the pool, too. One slide is very tall and crooked. It tosses you out in the water when you get to the bottom. The other slide is wide and you can go down it with your friends.

96
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123
125

I like the wave pool the best. My friends and I watch for the big waves to come our way. We body surf on top of the wave and let it move us across the pool. Sometimes my friend and I get on a raft and wait for the wave to push us. Sometimes we just float along when the waves come.

139
153
166
181
187

You can have a great time if you just remember the rules: no running and no pushing anyone into the water. Mom has her own rule. She says we should always remember to wear our sunscreen to protect our skin.

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227

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent’s Signature: _____

Going to the Swimming Pool 2.13 Use Complete Sentences

Monday

Why does the main character like to jump in when friends are not looking?

What is the setting of this story?

Tuesday

Why is it possible to go down only one slide with your friends?

What word or words in paragraph one help the reader know what pretend means?

Wednesday

Why do the main character and friends enjoy the wave pool?

What should you do if you want to have a great time?

Thursday:

What is paragraph four mostly about?

What word in paragraph four means about the same as guard?

I'm Adopted 2.14

My mother and father wanted me so much they adopted me. They said there were already too many children without homes. They wanted to make a family with a child who needed a home so they started looking for a baby girl to adopt.

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They said they didn't care what she looked like or what country she came from. All they cared about was that she was healthy and that she needed a family to love her. They searched for just the right little girl who needed a home. Finally, they found her.

**55
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93**

It just so happened that I was that little girl. My mother and father found me when I was three months old. They said when they saw me it was love at first sight. They could tell I loved them, too, so they took me home and made me their little girl. I don't remember it ever being any different.

**106
118
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146
153**

Last year we decided it would be nice to add a little brother to our family. We looked and looked for a little boy who needed a family. It took a long time for everything to be arranged, but now I have a little brother. He isn't big enough to play with yet, but he likes to be held and walked. I think he likes me already. We are a pretty special family.

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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
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Th _____	Th _____

Parent's Signature: _____

I'm Adopted 2.14 Use Complete Sentences

Monday

List two reasons why the girl's mother and father wanted to adopt a child?

What word or words in paragraph one help the reader know what the word *adopt* means?

Tuesday

In paragraph two what helps the reader know that the parents did not care about anything except having a healthy child?

What in paragraph three tells the reader how the parents felt the first time they saw the little girl?

Wednesday

Has the main character always felt like her adopted parent's daughter?

By the end of the story, is the main character an only child?

Thursday:

What is paragraph four mostly about?

Why did the author probably write this story?

Going to a Play 2.15

I went to the play “The Princess and the Pea” with my friends. The play was performed at the King Theater. Our seats were in the front row. When the play was about to begin, the lights were turned down low. When the curtain opened and the stage lights came on, we could see a castle in the clouds on the stage. Then people walked out on the stage.

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Sitting in the front row was fun. We could see everything that was happening on the stage. All the actors were so close to us we could see the makeup on their faces. Even the men and boys wore makeup. We could watch some of the people behind the curtain as they moved the lights or prepared to go on stage.

At the end of the first act, about halfway through the play, the actors took a break. The lights came on and we got up from our seats. We walked out to the lobby to have punch and cookies. When the lights were turned down again we hurried back to our seats. When the curtain opened for the second act, we saw the woods and gardens around the castle.

Everyone clapped when the play was over. The actors came out on stage and bowed. I took my program up to the stage so the actors could sign it. They asked if we liked the play. We said we liked it very much.

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
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Th _____	Th _____

Parent’s Signature: _____

Going to a Play 2.15 Use Complete Sentences

Monday

What happened right after the curtain opened?

Why is it fun it sit in the front row?

Tuesday

What are the people behind the curtain doing?

What word in paragraph three means about the same as rushed?

Wednesday

What did the main character do while the actors were taking a break?

Write a summary for paragraph 3.

Thursday:

What in paragraph four helps the reader know that the audience enjoyed the play?

How does the main character feel at the end of the story? How can you tell?

Going to the Movies at Home 2.16

I love going to the movies. My favorite place to go to a movie is not at the theater, though. My family doesn't like to go to the theater. Mom says we have to plan ahead so we don't miss the first part of the movie. Dad says we have to hunt for a parking place. My big brother says if we are late we have to take the worst seats. My sister says it's too noisy.

**13
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77**

The favorite place for my family to see movies is at home. We don't have to find a parking place. We have the best seats in the house, our big soft couch. We can even lie on the floor on pillows if we want to. We don't even have to wear shoes.

**89
103
117
129**

We can watch a movie anytime we want. Even our dog, Boots, can watch the movies with us. Sometimes I can invite my friend or my cousin over. The popcorn is free at home and we can have all the seconds we want.

**140
152
165
172**

Sometimes Mom and Dad let me pick out the movie with their help. We go to the video store and rent it for the night or the weekend. On special nights Mom and Dad let me rent two movies. Dad makes the popcorn and we all get comfortable in the family room. I love going to the movies.

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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
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Parent's Signature: _____

Going to the Movies at Home 2.16 Use Complete Sentences

Monday

List the reasons the family does not like going to the movies?

Why is it better to see a movie at home?

Tuesday

What in paragraph two lets the reader know that they must wear shoes at the movie theater?

What are the best seats in the house?

Wednesday

In paragraph three how much does popcorn cost?

Write a summary for paragraph 3.

Thursday:

What happens on special nights?

How does the main character feel about going to the movies at home? How can you tell?

I Want to Be a Police Officer 2.17

I decided I wanted to be a police officer the day two officers came to our school. They brought a police dog that is a member of their team. They told us all about their jobs and how the police dog works with them. They said the police spend more time helping people than anything else. They go wherever there is a problem and they try to help.

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The police dog is an important part of the team. A trained dog can find missing people after smelling their clothes. He can help find people who are lost in the woods and he can lead them out. The officer said that police dogs work hard but they like to play when they can.

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104
116
122

We were allowed to play with the police dog when he was at our school. We played hide the ball. We tried to find the best place in the playground to hide the ball. The police dog tried to find the ball using only his nose. He gave us a big wag of his tail when he found it.

135
148
161
177
181

When a police dog is working, he is very serious and doesn't play around. He listens carefully to the commands he is given and he starts work right away. He doesn't care about playing because he knows he has a job to do. I want to be a police officer when I grow up so I can help people, too. Maybe I'll be able to work with a police dog someday.

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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
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Th _____	Th _____

Parent's Signature: _____

I Want to be a Police Officer 2.17 Use Complete Sentences

Monday

When did the main character first want to be a police officer?

What in paragraph one helps the reader know that the police spend most of their time doing one thing?

Tuesday

Some police officers have an unusual partner, what is he?

What in paragraph two helps the reader know that a trained dog doesn't have to see people to find them?

Wednesday

What are some of the things a police dog can do that a regular police officer could not?

How did the police dog find the ball?

Thursday:

What word in paragraph three means the opposite of worst?

Write a summary for paragraph four.

If I Had a Cat 2.18

If I had a cat, I'd name her Princess. I'd treat her just like a princess. She would wear a gold ribbon with a big bow around her neck. She'd sleep on a red velvet pillow. She'd eat out of a fancy dish just like that white cat on TV.	15 27 41 50
My cat Princess would have green eyes. Her eyes would be narrow slits most of the time. Her eyes would be as wide as marbles whenever she looked at me. She would like me the very best of all the people in the world.	61 74 86 94
I can't have a cat because I have allergies. When I touch a cat my nose starts itching. If I touch my face after touching a cat, my eyes swell up. Sometimes I have trouble breathing. My mom has to give me medicine when that happens. If I'm at school when I have trouble breathing I have to go to the office and see the nurse.	108 122 133 146 159 160
Our neighbor has a cat named Gray Kitty. Gray Kitty likes me. He always comes up and rubs my legs. Even if I don't touch him I might start itching. I feel bad that I have to run away from Gray Kitty, because he likes me.	171 185 200 206
One day our neighbor surprised me. She gave me a cat of my own! Not a real live cat, but a stuffed one. She has silky fur and big green eyes and a gold ribbon with a big bow around her neck. I named her Princess and I can hold her all I want.	219 234 247 260

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
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W _____	W _____
Th _____	Th _____

Parent's Signature: _____

If I Had a Cat 2.18 Use Complete Sentences

Monday

What in paragraph one helps the reader know how the main character thinks a princess should be treated?

Why does the main character think the cats eyes “would be as wide as marbles” when it looks at him/her?

Wednesday

Write a summary of paragraph three?

In paragraph four what helps the reader know how the main character feels about not being able to play with Gray Kitty?

Tuesday

What in paragraph three helps the reader know why the main character can't have a cat?

What does the main character do if he/she has trouble breathing at school?

Thursday:

How was the main character finally able to play with a cat?

Why is *If I Had a Cat* a good title for this story?

Riding the Elevator 2.19

Today I got to go as high as a tall, tall mountain, but I wasn't outside and I didn't climb a trail to get there. I was inside all the time because I was riding in an elevator that went up almost a mile high. I went with my mother to visit her friend. Her friend works in a building that is 44 stories tall.

We took a taxi downtown to the building. We went inside and looked for the elevator. When we got on, there were four other people already on it. Everyone pushed a button for the floor they wanted. My mother pressed the button for the 44th floor.

The elevator started going up. The other people all got off by the tenth floor and we were the only ones left. The elevator moved so fast I had to hold on to the bar. My mom held my hand and smiled at me.

"Isn't this exciting?" she asked. I nodded but my tummy felt funny. It felt like I needed to eat lunch. My ears felt funny also. My mom said it was because we had gone up so high that the air pressure was different. Finally the elevator slowed and stopped.

"We're here," said mom. While we were up so high we visited the observation deck. There was quite a view. It felt like we could see all the way to the next state. My mom's friend says when there is a storm it is really exciting to watch.

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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

Riding the Elevator 2.19 Use Complete Sentences

Monday

In paragraph one what helps the reader know that an elevator ride can be like mountain climbing?

The main character grabs the rail on the elevator because...?

Tuesday

When everybody else gets off, the elevator speeds up. Why?

How did the main character and his/her mother get downtown?

Wednesday

Why does the mother smile at the main character in paragraph three?

What word in paragraph four means the opposite of exciting?

Thursday:

What words in paragraph five let the reader know what an “observation deck” is?

What is paragraph four mainly about?

My Friend from Korea 2.20

It all started last year. Our class decided to find a pen pal from another country. I chose a girl my age from Korea. I wrote to her and she wrote back! We found out we like a lot of the same things. We both like our family. I told her all about my little brother and how he makes me laugh. She told me about her big sister who takes her on the bus to the movies.

**13
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78**

We sent each other our picture and described where we live. As we wrote more and more letters I learned about her and she learned about me. We both like to eat, and dessert is our favorite part. The food we eat is very different, though. Even the desserts are different. Her favorite is Korean pear. My favorite is strawberry ice cream.

**89
102
115
127
137
140**

My parents took me to the Asian Festival so I could sample different Korean foods. I liked most of them. I liked the soups with noodles in them the best. My friend said she tried some American foods. She liked pizza but didn't like hot dogs.

**152
164
176
186**

We like to spend time learning about each other. My friend is teaching me to count and to write my name. I am teaching her the days of the week. I was surprised that her favorite song was the same as my favorite song. I hope we are able to meet in person someday.

**198
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240**

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

My Friend Is From Korea 2.20 Use Complete Sentences

Monday

Why does the main character begin to write to the Korean girl?

Where do the two pen pals live?

Tuesday

What word or words in paragraph one let the reader know what a “pen pal” is?

What do the two pen pals have in common?

Wednesday

What do the main character’s parents do to help him/her become more familiar with Korean things?

How can the reader tell that the two pen pals know what each other looks like?

Thursday:

How do you think the two pen pals feel about each other?

What was the main character surprised to find out? Why do you think he/she was surprised?

A Present for Me 2.21

I wanted to take my stepmother out to dinner for her birthday and pay for our dinner with my own money. I wanted it to be a surprise and I wanted it to be just from me. The problem was, I didn't have any money! 12
27
41
45

I went out to try to find ways to earn money. The lady who lives in the apartment upstairs said she wanted to get rid of all her empty soda cans and bottles. She said I could keep the money for the deposit if I took all of the cans and bottles back to the store. It took me five trips, but I got them all taken back to the store. 59
72
84
99
114
116

The man in the apartment downstairs said I could walk his dog after supper every night for two weeks. Our neighbor lady said she could use some help putting out the trash and getting rid of old newspapers. One lady in our building said she would like some help with her groceries, but she couldn't afford to pay me. I helped her anyway. She said she would give me some flowers to give to my stepmother. 127
138
151
163
175
187
192

The day before her birthday I asked Mom if she would go on a date with me for dinner. She was surprised when I paid for the dinner with the money I had earned. She made me tell her where I had gotten the money. Then she gave me a big hug and said it was the best birthday present ever. I think she liked the flowers the best of all. 205
219
232
247
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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

A Present for Me 2.21 Use Complete Sentences

Monday:

Why does he want to earn money?

What is the first thing he does to earn money?

Tuesday:

How did the stepmother probably feel at the end of the story?

How can you tell?

Wednesday:

What word from paragraph 2 means the opposite of give?

What is paragraph three mostly about?

Thursday:

What are three things the boy did to raise money for his stepmother's birthday dinner?

What happened right after the neighbor said she could not afford to pay him to help her with her groceries?

The Olympic Games 2.22

Our whole family watched the Olympics last summer. We didn't have to travel anywhere to see the games. We watched them on TV in our family room.

The Olympics are held every four years. There is both a summer Olympics and a winter Olympics. My favorite sports in the summer are swimming and track and field. In the winter, my favorites are sledding and ice skating. The skaters are so skilled that they make skating look easy, even though it isn't. I like to watch their jumps and spins.

The athletes who come in first, second, and third place receive medals. First place is gold and second place is silver. The third place medal is bronze. When they get their medals, the athletes stand beneath their country's flag. His or her country's song is played for everyone to hear.

The Olympic Games have been around for two hundred years. They began with only one race. The games soon grew to last five days and more sports were added. The Olympics had strange rules at first. One rule was that only men could be in the games or even watch.

Today, both women and men take part in over twenty different sports. The athletes come from all around the world. The games always open with a parade and the lighting of the Olympic flame from a burning torch. Teams of runners carry the torch from the site of the first games all the way to the country hosting the games.

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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

The Olympic Games 2.22 Use Complete Sentences

Monday:

How long have there been Olympic Games?

Make a list of the food at the party?

Tuesday:

Below are two sentences from the story. Circle the sentence that is an opinion.

There is both a summer and a winter Olympic.

I like to watch their jumps and spins.

What word or words in the sentence you chose make it an opinion?

Wednesday:

How are the Olympics different today than they were in the beginning?

What happens before the Olympic Torch can be lighted at the opening of the Olympic Games?

Thursday:

Why did the author probably write this story?

Which word or words from paragraph two help the reader know what *skilled* means?

Mother's Day 2.23

My stepfather and I surprised Mom on Mother's Day. We got up very early in the morning and fixed her breakfast. We planned the surprise the day before. We went to the grocery store and bought food and real flowers to make the breakfast special. We decided to bake waffles and serve them with fresh strawberries and whipped cream. We know Mom likes strawberry waffles because she had them once when we went out for breakfast.

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We told Mom to sleep in as long as she wanted. We said, "When you wake up, just knock on the kitchen door but don't come into the kitchen."

89
101
105

I washed the strawberries and removed the tops. Then I put silverware and a plate on a tray and Dad put the flowers in a little vase. Dad made the special coffee Mom loves. Then I helped Dad make the waffles. We used a waffle mix so it would be easier. We had to heat up the waffle iron first. The first waffle didn't turn out too well so Dad said I could eat it. It tasted excellent even if it looked funny!

116
131
142
155
168
182
188

The next waffle was perfect. Just when we had the waffles all figured out, Mom knocked on the kitchen door. We put a waffle on the plate and spooned the berries on it. Then I squirted whipped cream over the top.

200
212
224
229

We walked up to the bedroom and tapped on the door. Mom said, "Come in!" She said it was the best breakfast she had ever tasted.

241
244
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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

Mother's Day 2.23 Use Complete Sentences

Monday:

Why do they want to surprise mom?

What did they do the day before they went to the grocery store?

Tuesday:

Why did dad allow the child to eat the first waffle?

Why do they want mom to knock on the door but not come in?

Wednesday:

What in the passage tells you that mom will enjoy the breakfast they chose to make?

What sentence from the passage tells you that they wanted mom to get as much rest as she liked?

Thursday:

Read this sentence: *Then I helped dad make the waffles.* Rewrite this sentence using a synonym for helped.

How does mom most likely feel at the end of the story?

Surprise Party 2.24

My dad had his fortieth birthday last month, so my mom planned a big surprise party for him. She said I could assist with the party, but that I had to keep the party a secret. She said I couldn't tell my dad because that would spoil the surprise.

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256

I helped Mom organize the guest list and write the invitations. I was responsible for making sure everyone was included. I also addressed all the envelopes and put stamps and return addresses on them. We wrote the invitations before Dad came home from work. We had to sneak them to the post office so Dad wouldn't see them. We planned to have the party at Dad's friend's house. All of the guests were supposed to come early so Dad wouldn't be suspicious. Dad thought he was just having dinner with his friend.

Every time I looked at Dad before the party I thought about the secret. It was very hard not to say something. I thought I had to tell someone or I would burst. I decided to whisper my secret to my pet cat because I knew she could be discreet.

Finally the day of the party came. Everybody waited at our friend's house with the lights turned off and everyone hidden. Then Dad rang the doorbell and Dad's friend opened the door. We all yelled, "Surprise!" Dad was so shocked he was speechless. Dad's brothers and parents were there. All his friends from work came, and even some old friends from high school were there.

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

Surprise Party 2.24 Use Complete Sentences

Monday:

Why did mom tell the author that they could not tell dad about the party?

List the three steps in paragraph three that the author used to organize the invitations?

Tuesday:

Why did the author feel she had to tell someone the secret?

Why did the author feel it was okay to tell the cat about the party?

Wednesday:

Why did the guest have to come early?

Which word from paragraph 4 means the opposite of closed?

Thursday:

Which two words from paragraph four let the reader know how dad felt?

Which two words from paragraph four let the reader know how dad felt?

The Sun 2.25

Did you know sunshine actually comes from a star? That’s because the sun is a star just like the millions of stars in the sky. The sun is so big that more than a million Earths can fit inside it. The sun is not the biggest star, though. Many stars are actually bigger and brighter. The sun looks bigger and brighter because the Earth is closer to the sun than any other star.

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52
62
73**

The sun is a huge ball of glowing gases. It’s so hot you could never touch it. The temperature of the surface is one hundred times hotter than the hottest summer day. Sometimes the sun’s surface gets so hot it creates solar flares. Sometimes solar flares cause difficulty on Earth. Solar flares can cause static on radio stations. When solar flares are large, they can even cause electric power failures.

**87
98
108
119
130
141
143**

The sun’s energy reaches us in the form of heat, light, and radio waves. The sun is millions of miles away from us. It takes the sunlight about eight minutes to travel to the Earth.

**155
167
178**

The sun gives us light and heat. Without it, no plants, animals, or humans could grow or survive. The sun gives off so much light it can be converted into solar energy. Solar cells convert sunlight into electricity. Solar cells can be used to provide power for cars and lights. Some solar cells are as small as a stick of gum and some are as big as a football field.

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201
212
222
234
248**

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent’s Signature: _____

The Sun 2.25 Use Complete Sentences

Monday:

How long does it take sunlight to travel to the Earth?

What are two ways that solar flares can cause difficulties on the Earth?

Tuesday:

What are the three forms in which the sun's energy reaches us?

Why does the sun look larger and brighter than other stars?

Wednesday:

Which word in paragraph 4 means the same as live?

Which sentence in paragraph four lets the reader know how important the sun is on the Earth?

Thursday:

What causes solar flares?

Why does the author most likely write this passage?

My Dad Goes to School 2.26

My dad goes to school just like me. My sister is in second grade and I am in fourth grade. My dad isn't in a grade. He goes to school at the community college where he is studying computer science. Every morning he walks with my sister and me to the bus stop. We all ride the same bus to my school and then he says goodbye to us.

**13
28
38
48
63
69**

We all ride the bus home in the afternoon, but at different times. My sister and I get home first. As soon as Dad arrives, the three of us sit down at the kitchen table and do our homework together. I think Dad has the most homework. After he gets his homework done, my dad goes to his job and works until midnight. When he gets home it's very late and the rest of the family is sound asleep.

**81
95
108
120
131
144
148**

Dad says he is studying hard because he wants a better job. He says he's looking forward to being home in the evenings and relaxing with all of us. In another year he will finish his degree and he can find a better job.

**160
172
185
192**

I admire my dad. Sometimes when I'm not in the mood to do my homework he pats me on the shoulder and says, "You're doing very well. You keep it up and you won't have to go to school when you're an old guy like me."

**205
216
230
238**

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

My Dad Goes to School 2.26 Use Complete Sentences

Monday:

Who rides the bus with the author every morning?

What does dad do every evening after completing his homework?

Tuesday:

Why does dad say he is studying so hard?

Which sentence shows that the author is proud of his dad?

Wednesday:

What words in paragraph 3 lets the reader know the meaning of *degree*?

The reader can tell that dad wants his children to do well in school because...?

Thursday:

What does dad do when the author is not in the mood to do homework?

What does dad do when the author is not in the mood to do homework?

Satellites 2.27

I like to look up at the sky at night. I like to look at the stars and find different constellations. I can find the Big Dipper and the Little Dipper. The Big Dipper always points to the North Star. The North Star is an important star because it helps people who are lost to find their way.

**17
28
39
51
58**

My favorite object to watch for in the night sky moves quickly across the sky and you have to be alert to see it. It's a satellite. Satellites look like tiny dots of light and travel from side to side without blinking or stopping. Satellites are different from planes because they do not make any noise.

**69
84
95
105
114**

Satellites circle the Earth hundreds of miles above the ground. Some satellites have cameras to take photos of land and sea. Some look out into space and send back information about stars and planets. Others watch weather patterns and send weather reports back to Earth.

**123
134
145
154
159**

The first satellite was launched from Russia. It was named Sputnik and had a radio that sent signals back to Earth. Sputnik went around and around the Earth for thirteen weeks. Modern satellites can stay in the sky for years. One satellite, Skylab, even has people living in it. It is fun to think of people living up there.

**169
181
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203
218**

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

Satellites 2.27 Use Complete Sentences

Monday:

Where was the first satellite launched from and what was its name?

What is the author's favorite object in the sky?

Tuesday:

What word or words in paragraph one let the reader know what the word *constellations* means?

How are satellites different from planes?

Wednesday:

What are three things that satellites do for us?

From this article the reader can tell that satellites are improving because...?

Thursday:

How does the author probably feel about astrology?

Is this passage written to entertain or inform?

Elephants 2.28

Elephants are some of the largest and smartest animals on Earth. There are two types of elephants: Asian and African. Asian elephants are found in the forests of India and Southeast Asia. They are often caught and trained to help people do heavy work. People use them to clear forests and tow heavy logs. The elephants' handlers often become good friends with the elephants.

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64**

Most African elephants live in preserves where they are protected from hunters. Preserves also help keep them from damaging crops and fields. African elephants have very large ears that they flap to scare off other animals or to keep cool. They have long ivory tusks.

**73
82
91
104
109**

Both kinds of elephants have very long trunks. They use their trunks to reach down to the ground and high into trees to find food. Plants and leaves and small branches from trees are their favorite foods. The trunk is also used for drinking, smelling, and greeting other elephants. Sometimes they even use their trunk like a snorkel in deep water. Elephants like to raise their trunks full of water and give themselves a shower.

**120
133
144
155
164
176
184**

Most people only see elephants in zoos or circuses. Sometimes they have learned to do tricks like standing on their hind legs or hooking their trunks around another elephant's tail. Someday I'd like to see some elephants in the wild.

**193
204
214
224**

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

Elephants 2.28 Use Complete Sentences

Monday:

What are four things elephants use their trunks for?

What sentence in paragraph one lets the reader know that handlers care about elephants?

Tuesday:

What do African elephants use their large ears for?

What word or words in paragraph three help the readers know that elephants like to eat leaves and small branches?

Wednesday:

What does the passage lead the reader to think that the author might do in his/her future?

In paragraph one the word *types* means...

Thursday:

Which word in paragraph four means the same as back?

Why are elephants sent to live on preserves?

The Sea Park 2.29

I like to go to the sea park. There are all kinds of sea life in different areas of the park. Some areas are for animals like sea lions that swim and dive. In the sea lion area there are windows that are partly below the water so visitors can watch what happens under the water. The last time I was at the sea park, I watched the sea lions have lunch. A trainer tossed fish into their pool. The sea lions quickly swam and grabbed the fish.

16
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52
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78
88

Another area of the sea park shows how sea plants live in deep water. You could see their tops, middles, and bottoms. You could even see the crabs and clams that live at their base.

100
111
123

In another part people can walk inside a glass tube while the fish swim all around. Once when I was in the tube a shark came right up to my face. It feels as if the fish are swimming freely and it's the people who are in the tank. There is also an area for the shorebirds that live along the ocean cliffs. I liked the sea birds with the large gold bills. They spend a lot of time grooming their feathers.

135
149
163
178
190
203
205

My favorite sea creatures at the sea park are the jellyfish. They float around inside huge tanks. They look like lacy hats with long ribbons flowing below. They fill up with water and squeeze it out to move. As the jellyfish move it reminds me of a dance. I could watch them for hours.

216
227
238
252
259

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
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Th _____	Th _____

Parent's Signature: _____

The Sea Park 2.29 Use Complete Sentences

Monday:

What does the author compare jellyfish to?

What do you think brings about this comparison?

Tuesday:

How is it possible for visitors to watch what happens underwater in the Sea Lion area?

How do jellyfish move?

Wednesday:

What is a synonym for the word *grooming* in paragraph three?

What is an antonym for the word *base* in paragraph two?

Thursday:

How do you think the author feels about jellyfish?

How do you know this?

I Belong to a Big Family 2.30

I belong to a big family. My three brothers, two sisters, and grandma all live in our house. That makes nine people in our family! You can bet it gets pretty busy sometimes. We have rules because we have such a big family and my parents want to make sure no one gets left out.

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Our rules are not the same kind of rules we have at school, like sitting in your seat before the bell rings. We have rules about homework, TV, housework, and keeping our rooms clean. My parents say we need to be organized and everybody has to do their part.

68
81
90
102
104

This is how our rules work. If all of us finish our homework by supertime, we can watch TV together. Children who have not finished their homework have to stay in their rooms without the radio on. If all of us do our share helping with the laundry and housework, we get to watch a video together. If we all eat our dinner, we can have dessert. Grandma usually bakes a pie or cookies.

117
127
138
152
165
177
178

My dad says being in a big family is like having a job. We all have to be responsible and do our part. When all the work is finished, we get to relax and have fun together. My favorite time is when the chores are done and we play games. We have lots of games to choose from. The game I like best of all is spoons because it's fun to play with nine people.

193
206
218
232
245
253

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

I Belong to a Big Family 2.30 Use Complete Sentences

Monday:

What must the family do in order to watch TV?

How is being part of a big family like having a job?

Wednesday:

How do you think the author feels about his family?

What makes you think that?

Tuesday:

What is paragraph three mainly about?

What happens to children who don't finish their homework?

Thursday:

Which sentence in paragraph one lets the reader know that the family wants everybody to feel equal?

What are some of the rules that keep the family organized?
