Unit 2
Workbook
Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

You are free:

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

Under the following conditions:

   Attribution — You must attribute the work in the following manner:
   Noncommercial — You may not use this work for commercial purposes.
   Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

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

http://creativecommons.org/licenses/by-nc-sa/3.0/
Unit 2
Workbook

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

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

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

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Suffix</th>
<th>Spelling Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>yell</td>
<td>-ed</td>
<td>yelled</td>
</tr>
<tr>
<td>yank</td>
<td>-ed</td>
<td>yanked</td>
</tr>
<tr>
<td>slump</td>
<td>-ed</td>
<td>slumped</td>
</tr>
<tr>
<td>limp</td>
<td>-ed</td>
<td>limped</td>
</tr>
<tr>
<td>plop</td>
<td>-ed</td>
<td>plopped</td>
</tr>
<tr>
<td>smile</td>
<td>-ed</td>
<td>smiled</td>
</tr>
<tr>
<td>shrug</td>
<td>-ed</td>
<td>shrugged</td>
</tr>
<tr>
<td>like</td>
<td>-ed</td>
<td>liked</td>
</tr>
<tr>
<td>pat</td>
<td>-ed</td>
<td>patted</td>
</tr>
</tbody>
</table>

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

gave    drive    smile    like    cake

1. Mike ____________________ Dad a hot dog.

2. “Let’s go for a ____________________,” said Dad.

3. “Would you ____________________ to go to the zoo?” asked Dad.

4. “Yes,” said Mike with a ____________________.

5. “I like the ____________________ best,” Dad said.
Directions: 1) Teacher reads the word. 2) Students write letter ‘e’ on word. 3) Teacher says, “Alakazam!” 4) All students read the new word.

- rip
- fat
- Jan
- pin
- grim
- slid

- fad
- sit
- Sam
- glad
- spin
- slim

- hid
- win
- twin
- quit
- mad
- plan
Mike’s Bedtime

1. How old is Mike?
   A. 6
   B. 7
   C. 8

   Page _____

2. It was _______ black.
   A. catch
   B. watch
   C. pitch

   Page _____

3. What did Mike yank back?
   A. Mike yanked back the cakes.
   B. Mike yanked back the drapes.
   C. Mike yanked back the capes.

   Page _____

Directions: Ask students to reread the story and answer the questions, using complete sentences, noting the page on which the answer is found.
4. If the sun is down and the street lamp is on, what time is it?

Page _____

5. Why did Mike make a face?

Page _____

6. What will Mike’s dad do?

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

cub____  slop____  us____

hop____  not____  cut____

cop____  fat____  slid____

pop____  rob____  wok____

mop____  tap____  cub____
1. tadpole
2. bathrobe
3. trombone
4. remote
5. backbone
6. foxhole
7. rosebud
8. hopeful
9. compute
10. confuse
11. conclude
12. dispute
13. rosebush

Directions: Ask students to read the words and horseshoe circle the letters that make the /oe/ and /ue/ sounds.
Dear Family Member,

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

hope    cute    note    rope
poke    broke    shone    huge

1. Can you lift a ________________________ block?

2. The sun ________________________ on the rock.

3. I ________________________ I can get a ride.

4. The cup ________________________ when it dropped.

5. Did you ________________________ him in the side?

6. Let’s jump ________________________!

7. My ________________________ pup is tan and black.

8. I will write a ________________________ to mom.
Directions: Students should write at least four sentences in response to the prompt: By the end of the tale, what did Jane learn?
Dear Family Member:

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

The Milk

Mike’s dad was getting set to tell a bedtime tale. He said, “The name of this bedtime tale is The Milk.”

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

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

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

“Then I will sell those eggs and use the cash to get a cute piglet.”
I will take care of the piglet and let him munch on pig slop till he gets nice and plump.”

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

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

**Moral: Take one step at a time.**

“Is that the end?” asked Mike.

“That’s it,” said his dad.

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

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

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

“Yes,” said his dad. “Next time.”
Directions: Ask students to write exactly what each person said in a complete sentence on the blank beside each picture.

I like to eat candy.

Jane said, _______________
_____________________
_____________________
_____________________

Bedtime is at nine.

Dad said, _______________
_____________________
_____________________
_____________________

The sun is shining.

Mike said, _______________
_____________________
_____________________
_____________________

Can’t I sit up?

Jane asked, _______________
_____________________
_____________________
_____________________
Can you tell a fun tale?

Mike asked, ______________

I don’t like beets.

Jane said, ______________

A stream is nice.

Ann said, ______________

Beans are fun to pick.

Dad said, ______________
The Jumping Frog

1. Big Jim bragged that his frog had _____.
   A. spunk.
   B. speed.
   C. three legs.
   Page _____

2. How much cash did Big Jim bet on his frog?
   A. He bet one buck.
   B. He bet five bucks.
   C. He bet ten bucks.
   Page _____

3. Why did Big Jim run to the stream?
   A. Big Jim ran to the stream to catch a frog for Pete.
   B. Big Jim ran to the stream to set his frog free.
   C. Big Jim ran to the stream to swim.
   Page _____

4. Who held Big Jim’s frog while he ran off to the stream?
   A. Big Jim’s mom held his frog.
   B. Big Jim held the frog.
   C. Pete held Big Jim’s frog.
   Page _____
5. What does it mean to bet?


Page ______

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


Page ______

7. Predict what will happen next in the story.


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

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________
1. A stove can drool. ____________

2. A big lake can be nice. ____________

3. We stood in line to get shampoo. ____________

4. A pool is a good place to plant seeds. ____________

5. Brooms can hop. ____________

6. Ice is needed to heat a woodstove. ____________

7. A sheep can say, “Moo.” ____________

8. A frog likes to be by a stream. ____________

9. I can wave my hand to shoo a bug. ____________

Directions: Have students write ‘yes’ or ‘no’ beside each sentence.
Dear Family Member,

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

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

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Suffix</th>
<th>Spelling Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>smile</td>
<td>-ing</td>
<td>smiling</td>
</tr>
<tr>
<td>race</td>
<td>-ing</td>
<td>racing</td>
</tr>
<tr>
<td>hope</td>
<td>-ing</td>
<td>hoping</td>
</tr>
<tr>
<td>bake</td>
<td>-ing</td>
<td>baking</td>
</tr>
<tr>
<td>invite</td>
<td>-ing</td>
<td>inviting</td>
</tr>
<tr>
<td>confuse</td>
<td>-ing</td>
<td>confusing</td>
</tr>
<tr>
<td>taste</td>
<td>-ing</td>
<td>tasting</td>
</tr>
<tr>
<td>compete</td>
<td>-ing</td>
<td>competing</td>
</tr>
<tr>
<td>hop</td>
<td>-ing</td>
<td>hopping</td>
</tr>
</tbody>
</table>

Tricky Word: were
Title:

Characters

Setting

Beginning

Middle

End

Directions: Complete the worksheet after reading "The Milk."
# Editing Checklist

Ask yourself these questions as you edit your draft.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do I have a title?</td>
</tr>
<tr>
<td>2.</td>
<td>Have I described the setting at the start?</td>
</tr>
<tr>
<td>3.</td>
<td>Have I named and described the characters?</td>
</tr>
</tbody>
</table>
| 4. | Do I have a plot with  
|   | • a beginning?  
|   | • a middle?  
|   | • an end? |
| 5. | Do all of my sentences start with uppercase letters? |
| 6. | Do all of my sentences end with a final mark? (. ? or !) |
| 7. | Have I spelled all of my words correctly? |
| 8. | Have I added “sense” words that describe how things look, feel, taste, sound, or smell? |
1. Mom asked, Would you like to join me in ___baking___ a cake?

2. Jane said, Yes, Mom, I am __________ I can lick the bowl.

3. Mom asked, Are you __________ your time with Mike?

4. Jane said, I will be __________ him a bit of cake.

5. Mom asked, What have you been __________ at school?

6. Jane said, We have been reading and __________.
Dear Family Member:

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

The Frog Race

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

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

“Oh, tell the ending!” said Mike.

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

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

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

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

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

“All set?” said Jim.

“All set,” said the man.

Then Jim yelled, “Jump, frogs, jump!”

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

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

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

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

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

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

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

Mike

Tell me a bedtime tale.

Mike’s Dad

When the sun is down, it’s bedtime.

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

said Mike.

said Jane.

said Mike’s Dad.
Spell the word. Then print it on the line.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>House</td>
<td>h oo se</td>
</tr>
<tr>
<td>Mouse</td>
<td>m oo se</td>
</tr>
<tr>
<td>Wolf</td>
<td>h ow t</td>
</tr>
<tr>
<td>Towel</td>
<td>t ow l</td>
</tr>
<tr>
<td>Crown</td>
<td>c t ow n</td>
</tr>
</tbody>
</table>

Directions: Have students circle the letters that spell the picture in the box. Then have students write the word on the line.
| c | s | oi | oe | t | n | z | s |
| c | l | ee | r | s | w | e | p |
| ch | e | l | f | sh | oe | ll | p |
| p | t | oo | n | b | r | u | m |
| k | r | ow | ed | c | wr | oy | d |
The Hare and the Hedgehog

1. Why was the hare proud?
   A. He was fast.
   B. He was funny.
   C. He was nice.
   Page _____

2. What did the hedgehog ask the hare to do after lunch?
   A. The hedgehog asked the hare to take a nap.
   B. The hedgehog asked the hare to race.
   C. The hedgehog asked the hare to run home.
   Page _____

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

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   Page _____
Spelling Test

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________
5. ___________________________________
6. ___________________________________
7. ___________________________________
8. ___________________________________
9. ___________________________________
10. ___________________________________
Directions: Have students find and circle the word with the ‘er’ spelling in each sentence. On the line below, have students write the word and circle the ‘er’ spelling.

‘er’ > /er/ (her)

1. Last summer was hot.

2. Who is that person?

3. The water is so cold!

4. The book is under the bed.

5. My mother’s name is Ann.
Directions: Have students create sentences with the words containing the ‘er’ spelling.

‘er’ > /er/ (her)

| flower | never | river | after | later |

1. ____________________________________  ____________________________________

2. ____________________________________  ____________________________________

3. ____________________________________  ____________________________________

4. ____________________________________  ____________________________________

5. ____________________________________  ____________________________________

flower  never  river  after  later
How the Hedgehog Tricked the Hare

1. The hedgehog made a ________ to trick the hare.
   A. plan
   B. tale
   C. race
   Page _____

2. The hedgehog and the hare lined up to race at ________.
   A. the well
   B. the fence
   C. the house
   Page _____

3. Next the hare ran past ________.
   A. the well
   B. the fence
   C. the house
   Page _____

4. The hare ran up to ________.
   A. the well
   B. the fence
   C. the house
   Page _____
5. Why did the hare run to the fence and back ten times?

Page _____

6. Why did the hedgehog smile in the end?

Page _____
Dear Family Member,

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

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

<table>
<thead>
<tr>
<th>Spelling Word</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>it is</td>
<td>it’s</td>
</tr>
<tr>
<td>that is</td>
<td>that’s</td>
</tr>
<tr>
<td>she is</td>
<td>she’s</td>
</tr>
<tr>
<td>is not</td>
<td>isn’t</td>
</tr>
<tr>
<td>are not</td>
<td>aren’t</td>
</tr>
<tr>
<td>was not</td>
<td>wasn’t</td>
</tr>
<tr>
<td>I will</td>
<td>I’ll</td>
</tr>
<tr>
<td>you will</td>
<td>you’ll</td>
</tr>
<tr>
<td>she will</td>
<td>she’ll</td>
</tr>
</tbody>
</table>

**Tricky Word: their**
How the Hedgehog Tricked the Hare

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

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

“Got it!” said his dad.

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

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

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

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

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

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

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

“All set?” said the hare.

“All set,” said the hedgehog.

“Run!” said the hare.

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

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

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

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

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

And what did he see when he got there?

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

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

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

And what did he see when he got there?

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

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

The hedgehog just smiled.
Directions: Complete the worksheet after reading “How the Hedgehog Tricked the Hare.”

Reminder: Bring back to school tomorrow.
Directions: In the word box, have students circle the spelling of either ‘or’ or ‘ar’ in the words. Next, ask students to write the words in the appropriate sentence.

1. We like to go to the _____________ to eat a picnic lunch.

2. Kate is not tall. She is ________________.

3. We had a rain ________________.

4. The ________________ is red and fast.

5. A ________________ is in the sea.

park    car    short    shower    shark
6. I need a ____________ to eat my food.

7. The dog will not stop ____________!

8. Do you enjoy ______________ like soccer?

9. The ______________ smells nice.

10. The lamp is on since it is ______________ and hard to see.
Quotation Marks

1. our dog likes to bark said Roy

2. james asked is this game fun

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

5. hand the flower pot to Jane said Mike

6. deb said this is a fast game
Directions: Have students use the template for their book reports.

Title ______________________________________________

The main characters are ________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

The tale takes place __________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

In the tale (plot) ______________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

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

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Dear Family Member:

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

The Pancake, Part I

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

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

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

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

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

“A pancake?”

“Yep.”

“Neat! Tell it!”

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

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

Once upon a time there was a mom who had six kids. One morning the mom was grilling a pancake for the kids. The
kids looked at the pancake. They got out their forks and started licking their lips.

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

The pancake ran out of the house.

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

“Stop, pancake!” shouted the six kids.

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

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

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

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

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

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

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

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

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

Ask yourself these questions as you edit your draft.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do I have a title?</td>
</tr>
<tr>
<td>2.</td>
<td>Have I described the setting at the start?</td>
</tr>
<tr>
<td>3.</td>
<td>Have I named and described the characters?</td>
</tr>
<tr>
<td>4.</td>
<td>Do I have a plot with • a beginning? • a middle? • an end?</td>
</tr>
<tr>
<td>5.</td>
<td>Do all of my sentences start with uppercase letters?</td>
</tr>
<tr>
<td>6.</td>
<td>Do all of my sentences end with a final mark? (., ?, or !)</td>
</tr>
<tr>
<td>7.</td>
<td>Have I spelled all of my words correctly?</td>
</tr>
<tr>
<td>8.</td>
<td>Have I added “sense” words that describe how things look, feel, taste, sound, or smell?</td>
</tr>
</tbody>
</table>
The Pancake, Part II

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

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

3. How did the fox trick the pancake?
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
The Pancake, Part II

- The pancake ran past a fox. (Page ___)
- The fox ate the pancake. (Page ___)
- The pancake ran by a pig. (Page ___)
- The pancake shouted, “I’VE OUTRUN A MOM, SIX KIDS, TWO FARMERS, A PIG, AND A HEN, AND I CAN OUTRUN YOU, TOO! I AM TOO FAST AND SMART FOR YOU!” (Page ___)
- The pancake ran by a hen. (Page ___)

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

1.

2.

3.

4.

5.
The Pancake, Part II

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

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

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

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

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

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

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

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

“Why are you running, pancake?” the hen asked.
The pancake shouted, “I’ve outrun a mom, six kids, two farmers, and a pig, and I can outrun you too! I am too fast and too smart for you.”

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

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

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

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

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

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

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

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

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

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

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

1. inside  bad
2. soft  long
3. add  cold
4. good  rounded
5. short  hard
6. shout  subtract
7. pointed  outside 1
8. hot  whisper
**Editing Checklist**

Ask yourself these questions as you edit your draft.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do I have a title?</td>
</tr>
<tr>
<td>2.</td>
<td>Have I described the setting at the start?</td>
</tr>
<tr>
<td>3.</td>
<td>Have I named and described the characters?</td>
</tr>
<tr>
<td>4.</td>
<td>Do I have a plot with • a beginning? • a middle? • an end?</td>
</tr>
<tr>
<td>5.</td>
<td>Do all of my sentences start with uppercase letters?</td>
</tr>
<tr>
<td>6.</td>
<td>Do all of my sentences end with a final mark? (. ? or !)</td>
</tr>
<tr>
<td>7.</td>
<td>Have I spelled all of my words correctly?</td>
</tr>
<tr>
<td>8.</td>
<td>Have I added “sense” words that describe how things look, feel, taste, sound, or smell?</td>
</tr>
</tbody>
</table>
Spelling Test

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________
5. ___________________________________
6. ___________________________________
7. ___________________________________
8. ___________________________________
9. ___________________________________
10. ___________________________________
The panther was _________. He could not leave his _________. First the panther said to the _________, “I am sick. Will you _________ me in my cave?” The owl went inside the cave, but he did not step _________. Next the panther said to the _________, “I am sick. Will you visit me in my cave?” The hare went inside the cave, but he did not step out.

Directions: Have students fill in the blanks with the best word choice from the box.
The tale I like the best from *Bedtime Tales* is:

_______________________________________

In the tale:

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

The reasons I like this tale are:

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
Draw a picture from this tale.
Mark the words that are said.

1. sitter  stern  sister  stinger
2. rate  rake  rat  ran
3. be  bet  beet  best
4. booking  bout  bake  book
5. here  there  theme  them
6. foil  foul  feel  fool
7. join  joint  joust  joyful
8. pork  park  perk  pick
9. fin  fine  five  fit
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Bart</td>
<td>farm</td>
<td>port</td>
<td>part</td>
<td></td>
</tr>
<tr>
<td>11. cut</td>
<td>cute</td>
<td>cube</td>
<td>cull</td>
<td></td>
</tr>
<tr>
<td>12. hoop</td>
<td>hope</td>
<td>hop</td>
<td>hopping</td>
<td></td>
</tr>
<tr>
<td>13. jeep</td>
<td>germ</td>
<td>jerk</td>
<td>jeans</td>
<td></td>
</tr>
<tr>
<td>14. employ</td>
<td>joy</td>
<td>joyful</td>
<td>enjoy</td>
<td></td>
</tr>
<tr>
<td>15. bet</td>
<td>batch</td>
<td>beach</td>
<td>beet</td>
<td></td>
</tr>
<tr>
<td>16. clown</td>
<td>cow</td>
<td>crown</td>
<td>cloud</td>
<td></td>
</tr>
<tr>
<td>17. stern</td>
<td>seem</td>
<td>steam</td>
<td>stream</td>
<td></td>
</tr>
<tr>
<td>18. tout</td>
<td>tart</td>
<td>toot</td>
<td>foot</td>
<td></td>
</tr>
</tbody>
</table>
Cat and Mouse Keep House

1. Mike asked for a bedtime tale that had _______.
   A. a trick
   B. a dog
   C. a joke
   Page _____

2. What did the cat and mouse set up?
   A. The cat and mouse set up tricks.
   B. The cat and mouse set up a mat.
   C. The cat and mouse set up house.
   Page _____

3. What was in the jar?
   In the jar was _____________.
   A. some jam
   B. a pancake
   C. a smaller jar
   Page _____

4. Where did cat and mouse hide the jar?
   The cat and mouse hid the jar _____________.
   A. in a tree
   B. in a bigger jar
   C. in the house next door
   Page _____
5. Who went to eat the jam first?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Page ______

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Page ______

7. The cat tricked the mouse. This made the mouse feel ________________ at the cat.
   A. mad
   B. sad
   C. scared

Page ______

8. What did the cat do to the mouse?
   A. The cat sat on the mouse.
   B. The cat ate the mouse.
   C. The cat hid the mouse.

Page ______
The Fox and the Cat

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

The fox started bragging.

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

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

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

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

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

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

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

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

Stop time: ________
Discussion Questions (note student’s answers)

1. 

2. 

3. 

4. 

5. 

6.
WCPM Calculation Worksheet

Student: __________________________
Date: ____________________________

Story: *The Fox and the Cat*

Total words in story: 236

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

- 90th percentile: 106 WCPM
- 75th percentile: 79 WCPM
- 50th percentile: 51 WCPM
- 25th percentile: 25 WCPM
- 10th percentile: 11 WCPM
Directions: Have students read each word and circle the letter or letters for the vowel sound in the word.

- catch
- spend
- trick
- cord
- bunch
- space
- lime
- slope
- cute

- green
- boil
- spoon
- foot
- cloud
- broil
- fern
- thorn
- yard
<table>
<thead>
<tr>
<th>finish</th>
<th>shortcut</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>shampoo</td>
</tr>
<tr>
<td>basement</td>
<td>downtown</td>
</tr>
<tr>
<td>footprint</td>
<td>priceless</td>
</tr>
<tr>
<td>wishbone</td>
<td>morning</td>
</tr>
<tr>
<td>bedtime</td>
<td>hillside</td>
</tr>
<tr>
<td>pavement</td>
<td>napping</td>
</tr>
<tr>
<td>sleeping</td>
<td>mushroom</td>
</tr>
<tr>
<td>discount</td>
<td>number</td>
</tr>
</tbody>
</table>
Count the sounds in the word. Write the number of sounds in the box. Print the word on the line.

1. cloud 4 cloud

2. grapes

3. twitch

4. foil

5. crow
6. short
7. teeth
8. joke
9. parking
10. choice
11. winter
Which word matches the picture? Write it on the line.

- grapes
- coin

- gate
- corn

- sleep
- slide

- slope
- dive
Spell the word. Then print it on the line.

**artist**

[Images with words: harp, playground, card, book]

________________

________________

________________
<table>
<thead>
<tr>
<th></th>
<th>s</th>
<th>p</th>
<th>u</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>kn</th>
<th>e</th>
<th>v</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>ar</th>
<th>d</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>p</th>
<th>l</th>
<th>o</th>
<th>t</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>g</th>
<th>ar</th>
<th>m</th>
<th>e</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Print the words on the lines where they fit the best. Use each word in a sentence.

1. fork

   fork

   The fork is sharp.

2. slide

3. coin
4. igloo

5. pancakes

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

mule  cake  spoon
kite- house tree

kite
coin  rope  hook
cloud  fern  vase
Directions: Ask students to read each word and to then color the spaces of words with /ae/ brown and the spaces of words with /ie/ orange.

a_e = brown
i_e = orange
Directions: Have students write each word sound by sound as you pronounce each word.

mad ➔ made

___ ___ ___ ➔ ___ ___ ___ ___

___ ___ ___ ➔ ___ ___ ___ ___

___ ___ ___ ➔ ___ ___ ___ ___

___ ___ ___ ➔ ___ ___ ___ ___

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

1. fad  fade  fate  ____________

2. slope  slop  sop  ____________

3. cap  cope  cape  ____________

4. joke  jock  jot  ____________

5. dime  dim  dine  ____________

6. cane  can  corn  ____________
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>fake</td>
<td>fad</td>
<td>fade</td>
</tr>
<tr>
<td>8</td>
<td>late</td>
<td>lad</td>
<td>lake</td>
</tr>
<tr>
<td>9</td>
<td>mode</td>
<td>made</td>
<td>mad</td>
</tr>
<tr>
<td>10</td>
<td>mute</td>
<td>moot</td>
<td>mate</td>
</tr>
<tr>
<td>11</td>
<td>bit</td>
<td>bite</td>
<td>bike</td>
</tr>
<tr>
<td>12</td>
<td>hop</td>
<td>hope</td>
<td>hoop</td>
</tr>
</tbody>
</table>
Directions: Have students circle the word that matches the picture.

- dim
- dine
- dime
- kit
- kite
- kiss
- fin
- find
- fine
- rate
- cute
- pin
- rake
- cap
- pint
- rat
- cut
- pine
rod  
rode  
red  
cap  
cane  
cape  
mate  
mat  
male  
ten  
teen  
tent  
can  
cane  
cape  
pale  
pane  
pan
Print the words in the box on the lines where they fit best.

lines  bike  gate
kite  -nine-  plate

Directions: Ask students to horeshoe-circle the separated digraphs in each word.
Directions: Have students color the areas with /oe/ words light brown and /ue/ words blue.

/oe/ = light brown
/ue/ = blue
Print the words in the box on the lines where they fit best.

bee          beans          leaf
peanuts      teacup        seashell

_____________    ____________    ________________
Directions: Ask students to read each word and circle only the words that have the /ee/ sound so Jane can follow the path to go back home.
Directions: Circle the word that best completes each sentence.

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

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

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

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

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

6. A _____________ is a bird with a tail like a fan. (peacock, eagle)
7. The toy will squeak when you _________________ it. (squeeze, leave)

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

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

10. “Bless you,” he said when I _________________. (sneezed, reached)

11. I like to read the tale, “Sheep in a _________________. ” (Jeep, Leave)

12. _________________ was a bad man in The Frog Race. (Steve, Pete)
The snake was sitting on a rock in the sun. It had red stripes and black stripes on its skin. The scales on the snake’s skin glinted in the sunshine. The snake got nice and hot in the sun. The snake will catch mice for a snack. It is good for a snake to munch on mice. When the snake gets big, the snake will shed its skin. When the sun sets and it is bed time, the snake will be safe hiding in the sand.

Directions: Have students draw a picture illustrating the text read in the paragraph.
Directions: Read the clues to the students and guide the completion of the crossword puzzle.

<table>
<thead>
<tr>
<th>owl</th>
<th>now</th>
<th>out</th>
<th>shout</th>
<th>cow</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouse</td>
<td>howl</td>
<td>brown</td>
<td>frown</td>
<td>trout</td>
</tr>
</tbody>
</table>

**Across**

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

**Down**

1. One _____, two mice
2. How now, _____ cow
5. not inside but ____side
7. A dog will _____ at the moon.
8. “Moo,” said the ______.
Directions: Help the cow find the best flowers to eat. Color only the flowers with the /ou/ sound.

grump
panther
brown
town
powdershower
allowed
too
rabbit
hare
panther
town
shower
powder
Directions: Students should read the sentences and fill in the blank with the best word.

batboy  toybox  toys  coiled
soil  boiling  coins

1. The sun is _____________ hot outside.
2. Did you see the snake all _____________ up?
3. The _____________ will keep the baseball bats neat.
4. We will plant the seeds in the _____________.
5. Pick up the toys and place them in the _____________.
6. Could you help me count my _____________?
7. Are the stuffed _____________ on the bed?
Directions: Direct students to color the words with the /oi/ sound spelled ‘oy’ blue and the words with the /oi/ sound spelled ‘oi’ green.

‘oy’ = blue
‘oi’ = green
Directions: Have students choose the correct word that fits best in the sentence. After writing the word in the blank, have him or her circle the ‘er’ spelling.

‘er’

after sister marker chapter
herd fern perch number

1. Ten is the __________________________ I like best.

2. The ___________________________ of cows ate grass.

3. Do you have the red __________________________?

4. The green __________________________ needs water and sun.

5. My big __________________________, Jan, is tall.

6. The bird is sleeping on its __________________________.

7. __________________________ class, I like to take a nap.

8. That __________________________ of the book was long.
‘or’ and ‘ar’

arm  shark  farmer  car  torn
  corn  yarn  cart  thorn

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

Directions: Have students choose the best word to complete the sentence. After writing the word in the blank, have him or her circle either the ‘or’ or ‘ar’ spelling.
Directions: Have students read each word aloud, write the word under the correct header, and circle the /or/, /er/, or /ar/.

<table>
<thead>
<tr>
<th>north</th>
<th>letter</th>
<th>garlic</th>
<th>morning</th>
<th>better</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>porch</td>
<td>cartoon</td>
<td>ladder</td>
<td>swimmer</td>
</tr>
<tr>
<td>short</td>
<td>far</td>
<td>river</td>
<td>form</td>
<td>garden</td>
</tr>
</tbody>
</table>

/er/ as in *her*  
/ ar/ as in *car*  
/or/ as in *for*
‘or,’ ‘ar,’ and ‘er’

<table>
<thead>
<tr>
<th>north</th>
<th>letter</th>
<th>garlic</th>
<th>morning</th>
<th>better</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>porch</td>
<td>cartoon</td>
<td>ladder</td>
<td>swimmer</td>
</tr>
<tr>
<td>short</td>
<td>far</td>
<td>river</td>
<td>form</td>
<td>garden</td>
</tr>
</tbody>
</table>

1. ________________________________________________
2. ________________________________________________
3. ________________________________________________
4. ________________________________________________
5. ________________________________________________
Print the words in the box on the lines where they fit best.

<table>
<thead>
<tr>
<th>artist</th>
<th>barefoot</th>
<th>tadpole</th>
</tr>
</thead>
<tbody>
<tr>
<td>duckling</td>
<td>comics</td>
<td>checkers</td>
</tr>
</tbody>
</table>

- duckling
- 
- 

- 
- 
-
bookcase  broomstick  dentist
fireplace  handshake  iceberg
Directions: Read these words with your students. Ask them to "horseshoe circle" the pattern at the top of the column.

<table>
<thead>
<tr>
<th>a_e</th>
<th>i_e</th>
</tr>
</thead>
<tbody>
<tr>
<td>cupcake</td>
<td>sunshine</td>
</tr>
<tr>
<td>pancake</td>
<td>reptile</td>
</tr>
<tr>
<td>mistake</td>
<td>sunrise</td>
</tr>
<tr>
<td>fateful</td>
<td>timeline</td>
</tr>
<tr>
<td>bracelet</td>
<td>inside</td>
</tr>
<tr>
<td>cascade</td>
<td>pastime</td>
</tr>
<tr>
<td>snakeskin</td>
<td>combine</td>
</tr>
<tr>
<td>inflate</td>
<td>subscribe</td>
</tr>
<tr>
<td>translate</td>
<td>hostile</td>
</tr>
</tbody>
</table>
Print the words on the lines where they fit the best.

1. winter

2. river

3. forest
4. farmer

5. ladder

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

children  number  winter
kitchen  garden  fingers

38

number

name  unit 2

© 2013 core knowledge foundation
Directions: Have students practice writing the Tricky Words listed in the Teacher Guide.

1. ____________ 1. ____________
2. ____________ 2. ____________
3. ____________ 3. ____________
4. ____________ 4. ____________
5. ____________ 5. ____________
6. ____________ 6. ____________
7. ____________ 7. ____________
8. ____________ 8. ____________
9. ____________ 9. ____________
10. ____________ 10. ____________
Print *yes* or *no* on the lines.

1. Can a mule cook dinner?  
   __no__

2. Can you wave your hand?  
   ________

3. Are your feet green?  
   ________

4. Can you swim in a pool?  
   ________

5. Is a dime less than a nickel?  
   ________

6. Is a river wet?  
   ________
7. Is it dark at noon? 

8. Is a cake sweet? 

9. Are there cats on the moon? 

10. Can a rock swim? 

11. Is a boiling pot hot? 

12. Is butter red?
Print yes or no on the lines.

1. Can a pepper be green?  yes

2. Do pigs moo?  

3. Is ice hot?  

4. Can you use a pen to write?  

5. Do words have letters?  

6. Can a fish oink?  

7. Is nineteen a number? 

8. Is it hot at the South Pole? 

9. Do fish have feet? 

10. Is shouting loud? 

11. Is a panther a fish? 

12. Do raccoons have fins?
Check the sentence that is the best fit.

1. Roses have thorns. □ Roses have horns.

2. □ My house has a yard. □ My cloud has a yard.

3. □ I can knit mittens. □ I can knit kittens.


5. □ This pup is cute. □ This duck is cute.

6. □ I swim in the pool. □ I run on the moon.
7. Trees are green.
    Bees are green.

8. He rides a bike.
    He rides a horse.

9. I have a dime.
    I have a lime.

10. The band is loud.
    The fan is loud.

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

12. The artist can paint.
    The artist can faint.
Directions: Ask students to use one word from the box in each sentence. He or she will need to add -ed to each word.

drop ask shrug slump limp
yank plop like pat yell

1. “Zip! Zing!” he ____________. “Take that, T. Rex!”

2. He ____________ back the drapes.

3. “Ug!” Mike said. He ____________ and ____________ his chin on his chest.

4. “What if I tell you a bedtime tale?” he ____________.

5. Mike did not think it would help much. He ____________.

6. “When I was a kid, your gramp would tell me bedtime tales. I ____________ them.”

7. Mike’s dad sat down on the bed and ____________ Mike on the back of the neck.

8. Mike ____________ to his bed and ____________ down on it.
Directions: Choose the correct word for each sentence and add -ed to the word. Then write the correct word to fill in the blank.

dent melt jot rub beg
jog hop hope tape tap

1. Someone ____________ me on the head.

2. The dog ____________ for a treat.

3. I ____________ my hands together.

4. The side of the truck was ____________ in the wreck.

5. My candy ____________ when I left it in the sun.

6. Mom ____________ down a list for shopping.

7. He ____________ like a rabbit.

8. Dad ____________ down the street.

9. We ____________ to get a gift from Gramps.

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

smile ________________________________________

race _________________________________________

bake _________________________________________

invite _______________________________________

confuse ______________________________________

taste _________________________________________

compete _____________________________________

hop _________________________________________
1. Can we make the ________________ car go faster?

2. Are you ________________ all of us to your picnic?

3. Dad is ________________ cake for my snack.

4. I like ________________ the frosting for the cake.

5. We were glad and ________________ when we left the park.

6. It was ________________ to see the twins.

7. The frogs were ________________ in the race.

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

__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
Directions: Ask students to look in the Reader and copy exactly the words that the character said on the blanks below the character's picture. Students should be told that they will need to be able to read the quotes aloud to the class or to a family member using the character's voice.
Directions: Ask students to look in the Reader and copy exactly the words that the character said on the blanks below the character’s picture. Students should be told that they will need to be able to read the quotes aloud to the class or to a family member using the character’s voice.
Directions: In “The Jumping Frog,” Big Jim has a frog for a pet. Tell students to compare a frog with his or her favorite pet (real or pretend).

Big Jim’s frog looks like ______
________________________
________________________
________________________

My pet looks like ____________
________________________
________________________
________________________

Big Jim’s frog likes to ________
________________________
________________________
________________________

My pet likes to ______________
________________________
________________________
________________________

Big Jim’s frog likes to eat _____
________________________
________________________
________________________

My pet likes to eat ___________ 
________________________
________________________
________________________

Big Jim’s frog can ____________
________________________
________________________
________________________

My pet can __________________
________________________
________________________
________________________
Directions: Complete the worksheet on any story from Bedtime Tales.
Title of Book: _______________________________________

Author: ____________________________________________

Characters: __________________________________________

What happened?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

How did it end?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Directions: Have students select any story from the Reader to complete the book report.
How to make a pancake

1. You will need:

__________________________________
__________________________________
__________________________________
__________________________________
__________________________________

2. Then you mix together ________________________

___________________________________________
___________________________________________
___________________________________________

3. Then ______________________________________

____________________________________________
____________________________________________
____________________________________________

4. Then you cook it for _______________________

____________________________________________
____________________________________________
____________________________________________
ACKNOWLEDGMENTS

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

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS


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

SCHOOLS

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

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

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

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