

Reading Comprehension

Each Day:

1. Read a passage and answer the questions.
2. Complete a Comprehension: "Thinking Deeper" writing page.
3. Spend 20 minutes read a book the student chooses.

"SAM LOVES SCHOOL"

Understand It!

Answer the following questions after reading:

Sam loves school. He can't wait to go to school every day. One day Sam woke up with a **tickle** in his mouth. He coughed. The tickle did not go away. He **coughed** again. The tickle was still there. Sam went **downstairs** to tell his mom. His mom felt Sam's head. She told him he was sick and he should go back to bed. Sam was sad. He did not want to miss school. Today his teacher was **bringing** ice cream to school. Sam's mom said he could have ice cream at home. That made Sam feel a little better. The next day his tickle was gone. Sam was **happy** to go back to school.

1. What was the problem?
 - a. Sam did not like school
 - b. Sam was sick
 - c. Sam had a bad dream
 - d. Sam was happy
2. How did Sam feel about missing school?
 - a. happy
 - b. mad
 - c. scared
 - d. sad
3. What was the main idea in the story?
 - a. Sleeping
 - b. dreams
 - c. missing school
 - d. math
4. What food was Sam going to miss at school?
 - a. ice cream
 - b. cookies
 - c. cake
 - d. pizza

Word Work Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

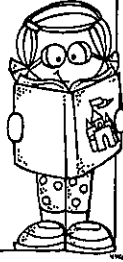
Comprehension: Retelling Fiction

Name: _____ Date: _____

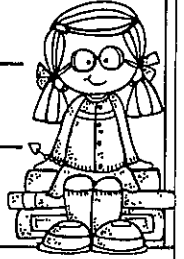
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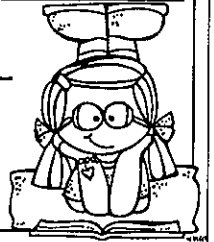
What was the main idea?



What were the key details?



How would you describe the main character? Why?



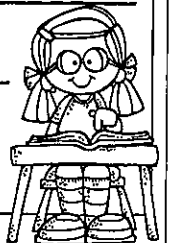
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY Little Sister Drools"

Understand It!

Answer the following questions after reading:

My little sister **drools**. She just turned one. She drools all over her shirt. She drools all over my mom. She drools all over the floor. I do not like holding her because she drools so much.

Everyone thinks she is so **cute**, but not me. I think she is **sloppy**. One day we were at a store and she drooled all over me. I screamed, "Bella, no!" She just **giggled**. I was so mad. I handed Bella to mom, and started to cry. I had baby **slime** on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new shirt. I can not wait for Bella to stop drooling!

1. What was the problem?
 - a. Bella giggled
 - b. Bella drooled
 - c. Bella cried all the time
 - d. Bella did not nap
2. What did most people do when Bella drooled?
 - a. got mad
 - b. think she was cute
 - c. put her to bed
 - d. they did nothing
3. What was the main idea in the story?
 - a. baby giggles
 - b. new shirts
 - c. drooling
 - d. shopping
4. Why did the narrator start to cry?
 - a. drool was on the shirt
 - b. mom laughed
 - c. she was happy
 - d. she got hurt

WORD WORK Color the words in the passage that match each category below:



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Words with 2 letters



Words with the short a/ sound



Words that start with /h/

VOCABULARY

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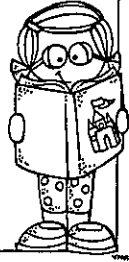
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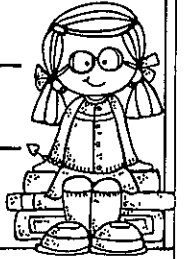
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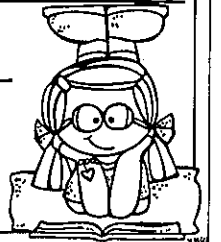
What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY MESSY ROOM"

Understand It!

Answer the following questions after reading:

My name is Jackson. I have a **messy** room. My toys are all over the floor. My books are falling off my **bookshelf**. My clothes are piled on the floor. I like my messy room, but my mom does not. She says I am living like a pig. My mom is always asking me to **clean** my room. I never want to. I tell her I know where everything is. Sometimes she gets mad at me. But I am **stubborn**. I still will not clean my room. Mom says my room smells bad, but I like the smell. One day she **bribed** me. She promised me candy if I cleaned. So I did. The candy was great! Everyone was happy.

1. What was the problem?
 - a. his room was clean
 - b. his mom was happy
 - c. his room was messy
 - d. Jackson was happy
2. How did Jackson feel about cleaning?
 - a. happy
 - b. mad
 - c. stubborn
 - d. excited
3. What was the main idea in the story?
 - a. he would not clean
 - b. his mom cleaned
 - c. Jackson ate candy
 - d. toys on the floor
4. What was one thing messy in Jackson's room?
 - a. food on the floor
 - b. shoes in the bed
 - c. toys on the floor
 - d. clothes in the bed

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Words with 2 letters



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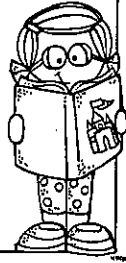
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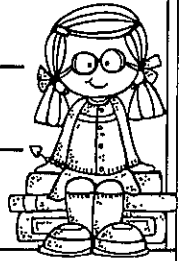
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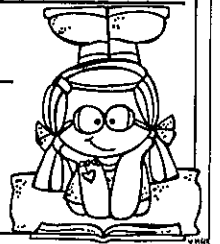
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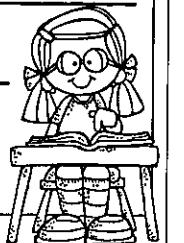
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"It's Good to Share"

Understand It!

Answer the following questions after reading:

Jonah loved to share. Adam did not like to share.

Jonah and Adam were in first grade together.

They were friends. Every day Jonah gave Adam a sticker, just because. Jonah liked how sharing

made him feel. Adam forgot his lunch one day.

Jonah gave Adam almost all his food. Jonah was

very hungry. But sharing with Adam made him

happy. One day Jonah forgot his lunch. Adam did

not share his food with Jonah. Jonah was sad.

The teacher saw Jonah sad. She gave him all her

food. Adam felt bad then. He said he was sorry.

He promised to share better.

1. What was the problem?

- a. Jonah did not share
- b. Jonah shared
- c. Adam shared
- d. Adam did not share

2. How did Jonah feel about sharing?

- a. it made him happy
- b. it made him mad
- c. it made him sad
- d. it made him tired

3. What was the main idea in the story?

- a. school
- b. snack time
- c. sharing
- d. stickers

4. What were some things Jonah shared?

- a. stickers
- b. markers
- c. crayons
- d. candy

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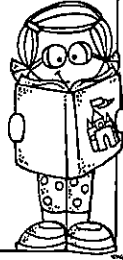
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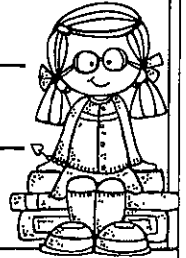
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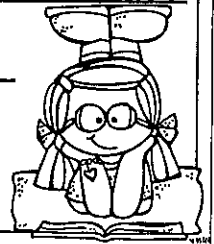
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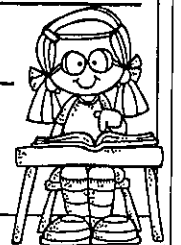
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"YOU ARE NOT MY BOSS!"

Understand It!

Answer the following questions after reading:

Matilda is **bossy**. She tells everyone in school what to do. One day she told me to pick up her paper. "You are not my boss," I said. She **stared** at me with a mean look on her face. Matilda was a **bully** too. She was mean until she got her way. But I was not going to let her tell me what to do. She told me again to pick up her paper. I still said no. She said, "Ethan, if you do not pick up my paper, I will **scream**." I was not scared. I still said no. Matilda's face turned red, but she did not scream. It felt good to stand up to the bossy Matilda. She never told me what to do **again**.

1. What was the problem?
 - a. Matilda is bossy
 - b. Ethan is bossy
 - c. Matilda lost her pencil
 - d. Matilda was nice
2. How did Ethan feel about Matilda?
 - a. she was nice
 - b. she was fun
 - c. she was bossy
 - d. she was kind
3. What was the main idea in the story?
 - a. playing at school
 - b. Matilda being bossy
 - c. Ethan being bossy
 - d. Ethan was a bully
4. What did Matilda want Ethan to do?
 - a. pick up her pencil
 - b. do her homework
 - c. pick up her marker
 - d. pick up her paper

Word Work Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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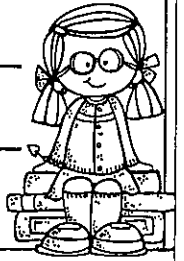
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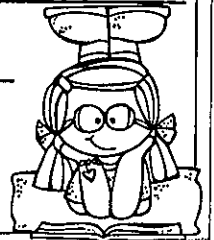
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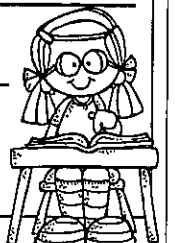
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY CAT CAN TALK"

Understand It!

Answer the following questions after reading:

My cat is named Zoe. She is a very **special** cat because she can talk! I did not even know Zoe could talk until one day when I was in the kitchen. I went to grab a pan on the stove. I did not know it was very hot. Zoe yelled, "STOP, do NOT touch that!" I was **shocked**. I turned around to look at my cat. She just smiled with her **whiskers** up in the air. "Zoe, you can talk?" I asked. Zoe looked **shy**. Then she said, "Yes, but I was too scared to tell you." I told her that I was so **excited** she could talk. After that day Zoe never stopped talking. Now she is my best friend!

1. Which event from the story can not happen in real life?
 - a. having a cat
 - b. burning your hand
 - c. a cat talking
 - d. a cat with whiskers
2. What do most kids think about a cat who talks?
 - a. it is not cool
 - b. it is bad
 - c. it is very cool
 - d. they would not like it
3. What happened before Zoe yelled, "STOP"?
 - a. she did not know the pan was hot
 - b. Zoe smiled
 - c. Zoe looked shy
 - d. Zoe was not scared
4. What does yelled mean?
 - a. to whisper
 - b. to talk quiet
 - c. to laugh
 - d. to scream

WORD WORK Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

VOCABULARY Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

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4	_____	_____
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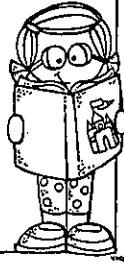
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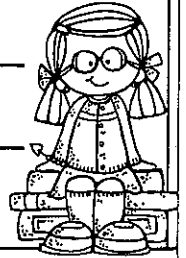
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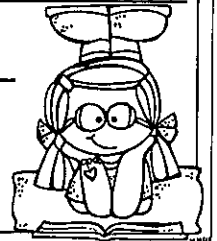
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How would you describe the main character? Why?



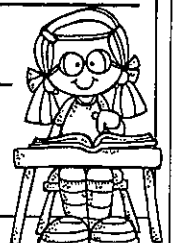
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"The Magic Rock"

Understand It!

Answer the following questions after reading:

One day Katie was walking to school when she saw a purple rock. The rock was smooth and it looked special. Katie picked it up and put it in her pocket. At lunch she rubbed the rock. She **wished** for pizza. All of a **sudden** there was hot pizza on her plate! Katie was **surprised**. At **recess** she rubbed the rock again. This time she wished for a big rain storm to come. Right away the clouds came. The rain started **pouring** down on Katie and her friends. Katie knew she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

1. Which event from the story can not happen in real life?
 - a. finding a rock
 - b. eating pizza
 - c. a rain storm
 - d. a magic rock
2. What do most kids think about having a magic rock?
 - a. it is not cool
 - b. it is scary
 - c. it is very cool
 - d. they would not like it
3. What happened right before the rain came?
 - a. the clouds came
 - b. Katie ate pizza
 - c. Katie picked up a rock
 - d. Katie wished for pizza
4. What does smooth mean?
 - a. big
 - b. soft
 - c. bumpy
 - d. hard

Word Work Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

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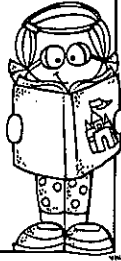
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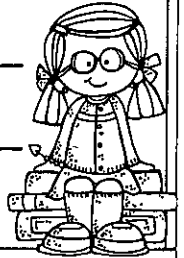
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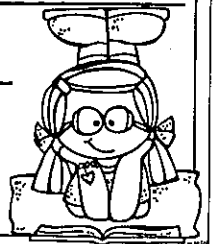
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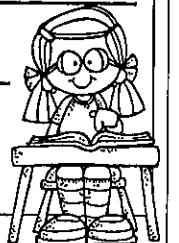
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"Caden's LUCKY SNACK"

Caden can run really fast. He is much faster than all the kids in his school. He runs as fast as a cheetah. But Caden does not always run that fast. He has a **secret** that makes him go fast. He eats a **handful** of lucky peanuts to make him run fast. The peanuts have special powers. Only Caden and his mom know about his lucky peanuts. One day Caden **forgot** to eat his lucky peanuts before school. He was not the **fastest** runner that day. He was the slowest. His friends **teased** him. Caden was sad. He never forgot to eat a handful of lucky peanuts ever again!

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
 - a. peanuts make you run fast
 - b. running fast
 - c. eating peanuts
 - d. running slow
2. What do most kids think about having a lucky snack?
 - a. it would be awesome
 - b. it would not be good
 - c. it would be bad
 - d. it would be scary
3. What happened right before Caden was sad?
 - a. he ran fast
 - b. he ate peanuts
 - c. his friends teased him
 - d. he was the fastest
4. What does slowest mean?
 - a. just a little slow
 - b. slower than everyone
 - c. fast
 - d. faster than everyone

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Words with 3 letters



Words with the short e/ sound



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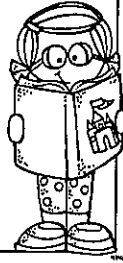
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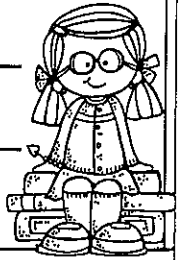
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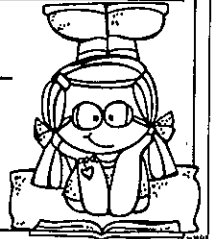
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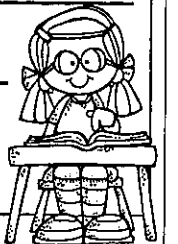
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"A Secret Present"

Understand It!

Answer the following questions after reading:

Today is Sadie's birthday. She is seven years old. Her grandma lives far away. Every year she sends a special **package** for Sadie's birthday. Sadie could not wait to open her present from grandma. Just as she was about to open it, she **noticed** the box was moving. Then she heard some **squeaking** inside the box. Sadie laughed. What could be inside? She **ripped** the box open. Inside were two chipmunks. One had a **guitar**. When the box opened, the chipmunks started singing and dancing. They sang happy birthday to Sadie. Everyone laughed. It was the best present!

1. Which event from the story can not happen in real life?
 - a. getting presents
 - b. singing chipmunks
 - c. ripping open a present
 - d. a cat with whiskers
2. What do most kids think about singing chipmunks?
 - a. they are real
 - b. they are not funny
 - c. they are not real
 - d. they would not like it
3. What happened before Sadie heard something squeaking?
 - a. the box was moving
 - b. she laughed
 - c. she saw chipmunks
 - d. chipmunks were singing
4. What does best mean?
 - a. not that good
 - b. to not like something
 - c. something really good
 - d. to be scared

Word Work

Color the words in the passage that match each category below:



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Vocabulary

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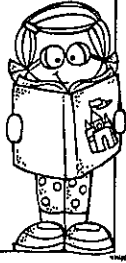
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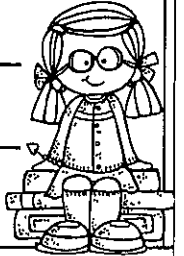
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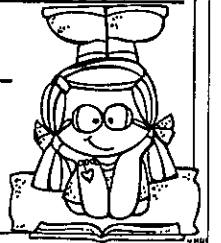
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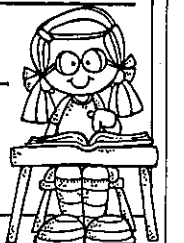
What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY THREE WISHES"

Understand It!

Answer the following questions after reading:

I have a fairy grandma named Rose. Every year she comes to **visit** me in the summer. She **grants** me three wishes each year. I can wish for whatever I want. She is the nicest fairy grandma ever! Last year I wished for a puppy, a new bike, and a giant box of candy. She **waved** her magic wand and **poof!** I had all three things. I named my puppy Max. This year I am going to wish for another puppy. I love puppies. I am also going to wish for more video games. My last wish is going to be for a pool in our **backyard**. I cannot wait to teach my puppies how to swim!

1. Which event from the story can not happen in real life?
 - a. getting a puppy
 - b. swimming in a pool
 - c. having a fairy grandma
 - d. playing video games
2. What do most kids think about the fairy grandma?
 - a. she is real
 - b. she would be scary
 - c. she would be mean
 - d. she would be the best
3. What happened before the fairy grandma waved her magic wand?
 - a. she named the puppy
 - b. she came to visit
 - c. she got a pool
 - d. she went swimming
4. What does giant mean?
 - a. really big
 - b. short
 - c. really small
 - d. tiny

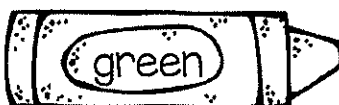
WORD WORK Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

VOCABULARY Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Comprehension: Retelling Fiction

Name: _____ Date: _____

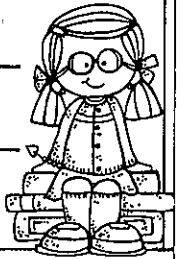
Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

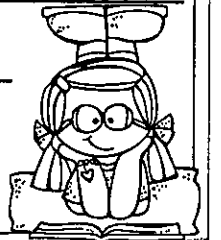
What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"HOW TO CATCH A FROG"

Understand It!

Answer the following questions after reading:

Some people love to catch frogs. The first thing you need to do is find frogs. They live in ponds or swamps. You can find frogs in muddy spots by logs. They may be sitting in the sun. Use a net to catch a frog. Once you see a frog, be very quiet and sneak up to it. Get your net ready. When you are close, quickly cover the frog with the net. You have to be fast or the frog will jump away! Move the frog from the net into a bucket. Make sure the bucket is tall enough so the frog does not jump out. If you keep the frog, be sure to take good care of it at home!

1. What was a fact in the beginning of the text?
 - a. they live in ponds
 - b. get a tall bucket
 - c. frogs will not jump
 - d. use a pole to catch frogs
2. What does sneak mean?
 - a. to be loud
 - b. to run
 - c. to move quietly
 - d. to jump
3. What place does the text describe?
 - a. a river
 - b. a pond or swamp
 - c. a lake
 - d. the ocean
4. What does this text teach us?
 - a. how to catch fish
 - b. how to swim
 - c. how to jump
 - d. how to catch frogs

WORD WORK Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

VOCABULARY

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

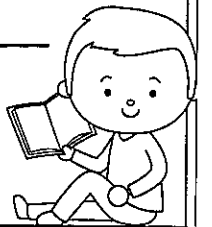
What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?



“What Will You See at the Zoo?”

Understand It!

Answer the following questions after reading:

What animals will you see at the zoo? You will see many different kinds of animals. You will see reptiles. Reptiles have scales on their skin. Some reptiles you will see are snakes and alligators. You will **probably** see many different types of fish. They will be swimming in **giant** tanks. Many kinds of birds will be there too. The **biggest** animals you will see are mammals. All mammals have hair or **fur**. Lions, tigers, bears, and giraffes are all mammals you will see at the zoo. You should **carry** a notebook. Make a list of all the animals you see. Have fun at the zoo!

1. What was a fact in the beginning of the text?
 - a. you will see mammals
 - b. all mammals have fur
 - c. you will see reptiles
 - d. you will see giraffes
2. What do mammals have?
 - a. fur or hair
 - b. teeth
 - c. scales
 - d. four legs
3. What place does the text describe?
 - a. a forest
 - b. a zoo
 - c. a jungle
 - d. a river
4. What does this text teach us?
 - a. how old animals are
 - b. where to find a zoo
 - c. what animals are in a zoo
 - d. how big animals are

Word Work Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

Vocabulary

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

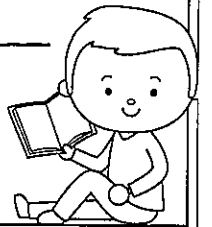
What was the main topic?



What were some key facts?



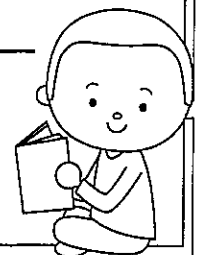
What are some new things you learned?



Describe the setting.



What were some new words you learned?



"save the sea turtles"

Understand It!

Answer the following questions after reading:

Sea turtles live in oceans all over the world. They have been on Earth for millions of years. But now some sea turtles are at **risk** of being extinct. Extinct means that there would no longer be any sea turtles on Earth. Sea turtles crawl onto sandy beaches to lay their eggs. They **bury** the eggs in the sand. Once the eggs **hatch**, they **travel** back to the ocean. Many baby sea turtles do not survive this trip. People are trying to save the sea turtles. They **block** parts of the beach where eggs are found. They help keep the eggs safe. It is good to try and save the sea turtles!

1. What was a fact in the beginning of the text?
 - a. baby turtles hatch
 - b. they bury eggs
 - c. people save turtles
 - d. they live in oceans
2. What does survive mean?
 - a. to live
 - b. to crawl
 - c. to swim
 - d. to be extinct
3. What place does the text describe?
 - a. a river
 - b. a pond or swamp
 - c. a lake
 - d. the ocean
4. What does this text teach us?
 - a. how to catch turtles
 - b. turtles could be extinct
 - c. where to swim
 - d. how to pet turtles

Word Work Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

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

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

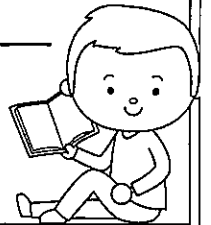
What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?



"Why Do Lions Roar?"

Understand It!

Answer the following questions after reading:

Every lion **roars**. Most of the time they roar at night. That is because the air is thin and the roar can be heard from far away. There are two reasons why lions roar. They roar to **protect** their land and family. Male lions roar loud at night. They are telling other lions and animals to stay away. Lions roar to talk to one another. Every lion has a different roar **sound**, just like every human has a different voice. Mama lions have a **gentle** roar when they are with their cubs. Male lions use a **softer** roar when they are playing with cubs. Listening to a lion roar is amazing!

1. What was a fact in the beginning of the text?
 - a. mama lions roar loud
 - b. every lion roars
 - c. lions roar to talk
 - d. not every lion roars
2. What does voice mean?
 - a. how we talk
 - b. to not talk
 - c. to run
 - d. to jump
3. What place does the text describe?
 - a. in the day
 - b. in the morning
 - c. at night
 - d. at lunch
4. What does this text teach us?
 - a. why lions roar
 - b. how to catch a lion
 - c. how to feed a lion
 - d. how big lions are

Word Work Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

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

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

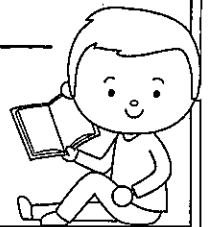
What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?



"FACTS ABOUT DOLPHINS"

Understand It!

Answer the following questions after reading:

Dolphins are very **playful** animals. Most of them live in oceans, but they are not fish. They are mammals because they have lungs. They cannot **breathe** water like fish. They come above the water to breathe air. Dolphins are very **friendly**. They travel together in groups. These **groups** are called pods. Dolphins eat mostly small fish. They talk to each other by **chirping**. They even whistle! Dolphins are very smart. They like to jump and play. They can even surf waves. Dolphins can see and hear really well. This makes it easy for them to find food.

1. What was a fact in the beginning of the text?
 - a. dolphins surf waves
 - b. dolphins chirp
 - c. dolphins can see well
 - d. dolphins are playful
2. What does whistle mean?
 - a. to cry
 - b. to make a noise
 - c. to jump
 - d. to surf
3. What place does the text describe?
 - a. a forest
 - b. a lake
 - c. an ocean
 - d. a pool
4. What does this text teach us?
 - a. how long dolphins live
 - b. all about oceans
 - c. all about dolphins
 - d. all about fish

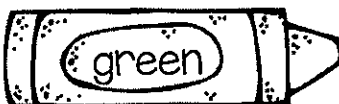
Word Work Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

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

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?





Operations and Algebraic Thinking

Name _____

There are 24 hours in a day. 14 of them are daylight hours. How many are nighttime hours?

$$14 + \underline{\quad} = 24$$

2.OA.A.1

On the 1st day of vacation there were 16 children playing outside. The 2nd day there were 24. How many more children were needed the 1st day to equal the same number of children on the 2nd day of vacation?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

2.OA.A.1

$9 + 1 =$

2.OA.B.2

$9 + 9 =$

$6 + 6 =$

$8 + 8 =$

$6 + 9 =$

$3 + 6 =$

$6 + 5 =$

$6 + 2 =$

$3 + 6 =$

$6 + 7 =$

$6 + 6 =$

$5 + 4 =$

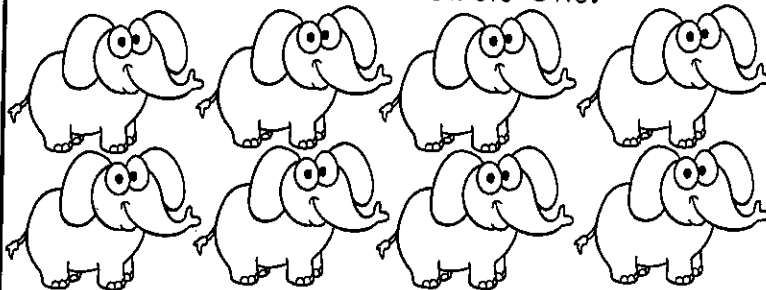
$2 + 6 =$

$4 + 6 =$

$7 + 7 =$

Even or odd? Circle One.

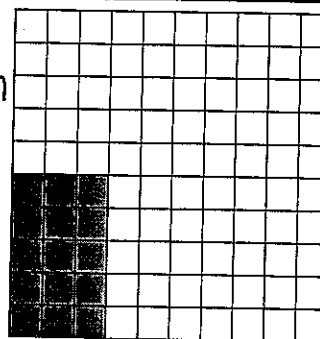
2.OA.C.3



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Write an equation for the elephants. Use equal addends.

Look at the Array!
Write a multiplication problem and an equation with a sum of equal addends.



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

2.OA.C.4

Name _____



Operations and Algebraic Thinking



There were 22 animals on the farm. 6 of them were fish inside a tank. The others were in a henhouse. How many were in the henhouse?

_____ = _____
2.OA.A.1

One chicken laid 14 eggs in a two week period. A fish laid 72 eggs during the same 2 weeks. How many more eggs did the fish lay than the chicken?

_____ = _____
2.OA.A.1

15-5=

2.OA.B.2

18-8=

15-4=

12-8=

18-9=

12-4=

15-6=

12-6=

14-7=

16-8=

19-1=

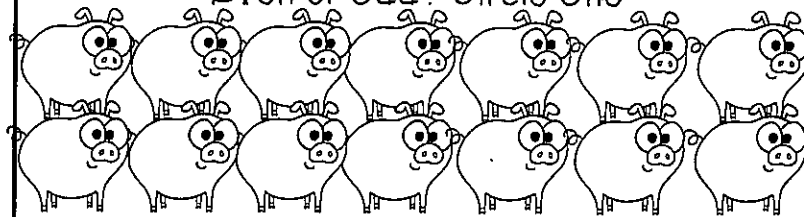
15-3=

13-6=

12-3=

Even or Odd? Circle One

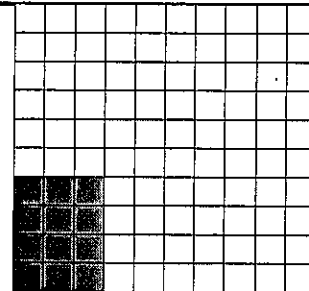
2.OA.B.3



_____ + _____ = _____

Write an equation for the total above. Use equal addends.

Look at the Array!
Write a multiplication problem and an equation with a sum of equal addends.



_____ x _____ = _____

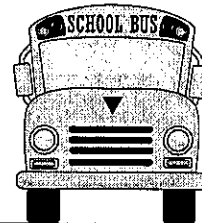
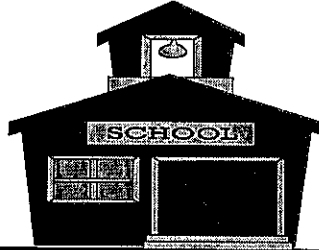
_____ + _____ + _____ = _____

2.OA.C.4

Name _____

2.OA.A.1

Operations and Algebraic Thinking



There were 20 children in the class. Eleven of them were girls. How many were boys?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

The bus picked up 43 kids for school. The same bus took 39 kids home in the afternoon. How many kids did not ride the bus in the afternoon?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

There were 100 students in 2nd grade. Four of five 2nd teachers had 20 kids in their class. How many students are in the last teacher's class?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Two buses picked up 84 kids for school. One bus picks up 43 kids. How many students does the other bus pick up?

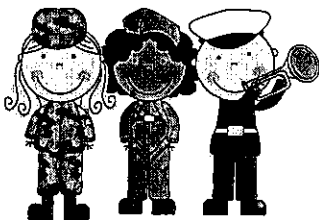
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

There were 19 children in Mr. Smith's class. Ten of them were boys. How many girls are in his class?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

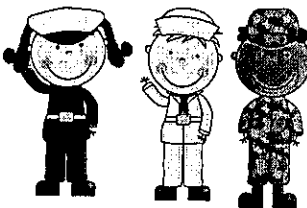
Ms. Portigo has 22 second graders in her class. Mrs. Hardy has 19 students in her class. How many students are in their classes combined?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



Name _____

Drill Time



$10-0=$

$10-1=$

$10-2=$

$10-3=$

$10-4=$

$10-5=$

$10-6=$

$10-7=$

$10-8=$

$10-9=$

$10-10=$

$10-11=$

$10-12=$

$10-11=$

$10-10=$

$10-9=$

$10-8=$

$10-7=$

$10-6=$

$10-5=$

$15-4=$

$16-3=$

$13-2=$

$12-1=$

$11-2=$

$13-1=$

$14-4=$

$15-5=$

$16-7=$

$17-9=$

$19-11=$

$16-9=$

$14-7=$

$13-5=$

$14-11=$

$14-6=$

$15-3=$

$16-6=$

$18-9=$

$12-10=$

$20-1=$

$20-0=$

$20-3=$

$20-5=$

$20-4=$

$20-7=$

$20-15=$

$20-10=$

$20-6=$

$20-8=$

$20-17=$

$20-9=$

$20-11=$

$20-19=$

$20-14=$

$20-18=$

$20-12=$

$20-13=$

$20-16=$

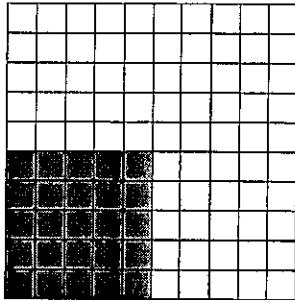
$20-20=$

Name _____

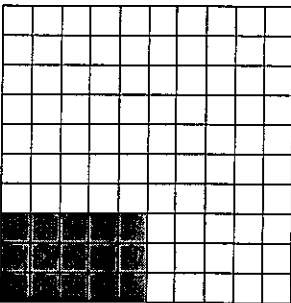
2.OA.G.4

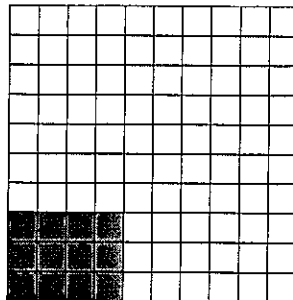
Operations and Algebraic Thinking

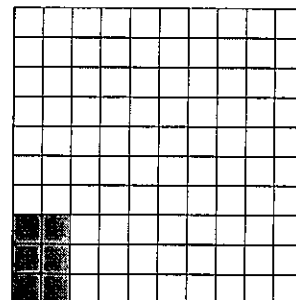
Write an equation to express the total as a sum of equal addends.
The first one is done for you.

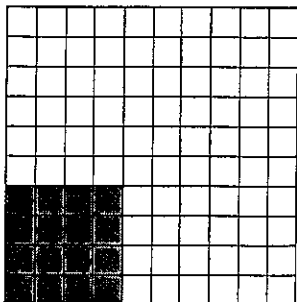


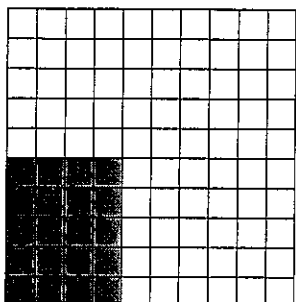
$5+5+5+5+5=25$

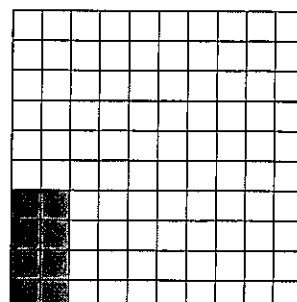












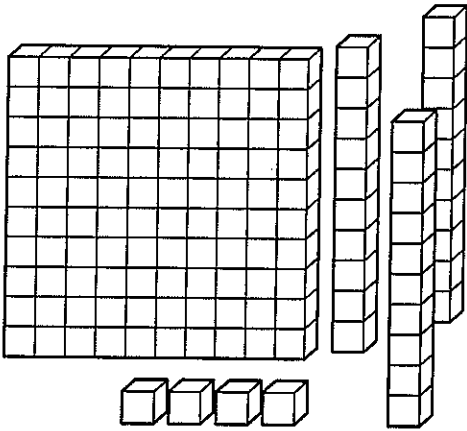
Name _____

Numbers and Operations in Base Ten

2.NBT.A.1
2.NBT.A.3

Look at the number in base ten form.

Write the number in standard, expanded, word and place value forms.



Write the standard form.

_____ + _____ + _____

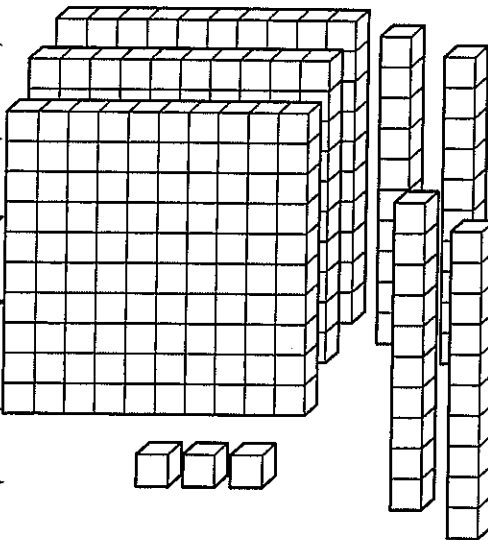
Write in place expanded form.

2.NBT.A.3

Write in word form.

_____ hundreds _____ tens _____ ones

Write in the amount of hundreds, tens, and ones.



Write the standard form.

_____ + _____ + _____

Write in place expanded form.

2.NBT.A.3

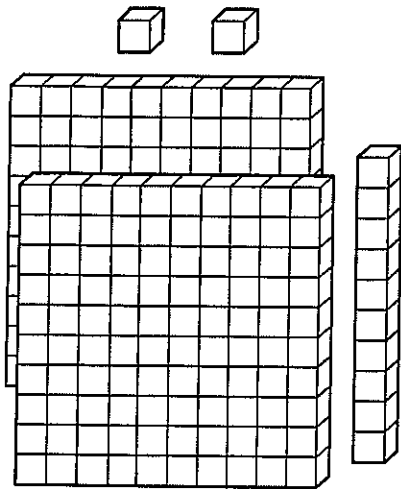
Write in word form.

_____ hundreds _____ tens _____ ones

Write in the amount of hundreds, tens, and ones.

Look at the number in base ten form.

Write the number in standard, expanded, word and place value forms.



Write the standard form.

_____ + _____ + _____
Write in place expanded form.

2.NBT.A.3

Write in word form.

_____ hundreds _____ tens _____ ones

Write in place value form.

2.NBT.A.4

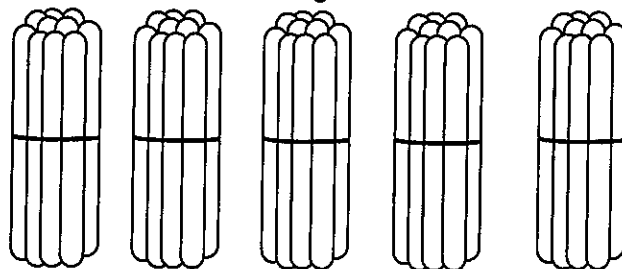
Compare and write Greater Than >, Less Than <, or Equal = .

296 _____ 301

399 _____ 411

2.NBT.A.1.a

Each bundle of ten equals one hundred. Count the bundles by hundreds. Write the 3 digit number.



100				
-----	--	--	--	--

2.NBT.A.1.b

How many total? Write the 3-digit number _____

_____ hundreds _____ tens _____ ones

2.NBT.A.2
Skip Count by 5's

25		
	45	

Name _____

2.NBT.B.5

Numbers and Operations in Base Ten

Draw the addition problems below as base ten blocks.
Use the model to solve the inverse subtraction problem.

$$\begin{array}{r} 35 \\ +35 \\ \hline \end{array}$$

tens	ones

$$\begin{array}{r} 70 \\ -35 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ +14 \\ \hline \end{array}$$

tens	ones

$$\begin{array}{r} 98 \\ -14 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ +50 \\ \hline \end{array}$$

tens	ones

$$\begin{array}{r} 75 \\ -50 \\ \hline \end{array}$$

When you solve the subtraction problems cross out
base-ten blocks from the addition problems.

Name _____

2.NBT.B.8

Numbers and Operations in Base Ten

Before you begin think about a 100's chart.

Pretend these numbers are on a 100's chart.

Fill in the missing parts by mentally adding or subtracting by 10.

