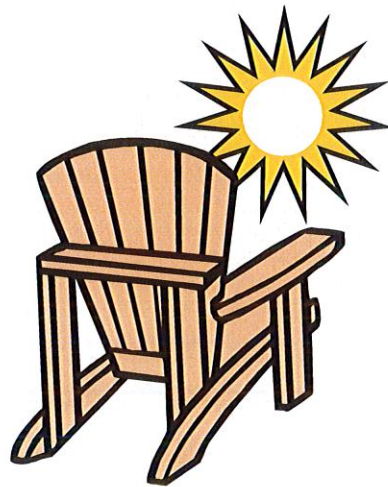


# Reading Practice

## Activities

This was prepared just  
for you to help you get  
ready for second grade!



Have Fun!

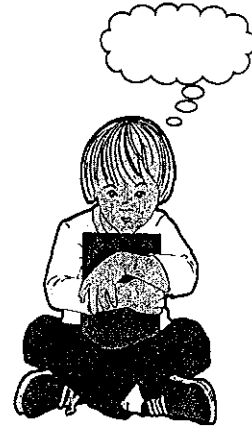
# Questioning



- I wonder...
- Why...

Before • During • After

# Visualizing

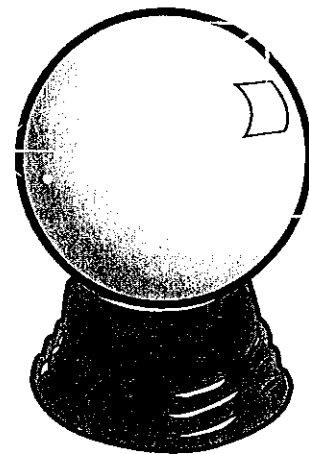


- I can see...
- I can smell...
- I can feel...
- I can hear...
- I can taste...



- It reminds me of... because...
- It is like... because...
- It makes me think of the time I... because...

# Predicting



- What will happen next?
- Why do you think so?
- Did you change your mind?

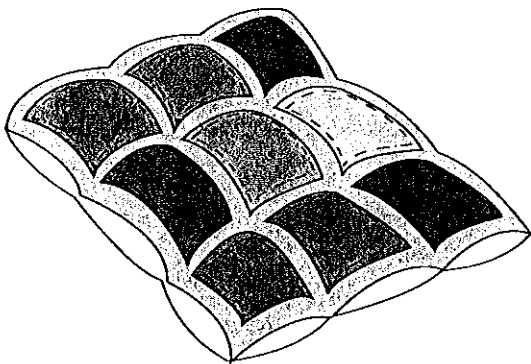
# COMPREHENSION STRATEGIES

# Determining Importance



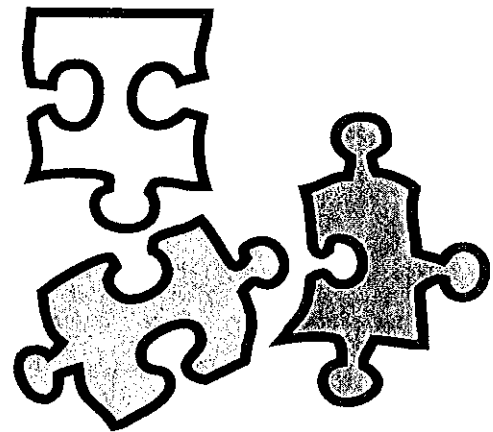
The most important details were...  
The author is trying to tell us that...

# Synthesizing



- Now I get it!
- This gives me a new idea...
- I can tell you about it...

# Inferring



- I think...
- It could be...
- It's possible...
- Maybe...

# Using Decoding Strategies with Your Child

Strategy Focus:

## Picture Clues

Use the picture to help you figure out the word.

Parent says:

"Look at the picture on the page and think about what you see. Does it give you a clue to what the word might be?"

Spoon the Raccoon Detective



Strategy Focus:

## Chunking

Use word families the student already knows to solve an unknown word.

Parent says:

"Can you find word families or words you already know inside the larger word?"

Chunk the Skunk



Strategy Focus:

## Making Sense

Use student's own knowledge to determine if the word makes sense.

Parent says:

"Does that make sense?"

Hoot the Owl of Many Questions



Strategy Focus:

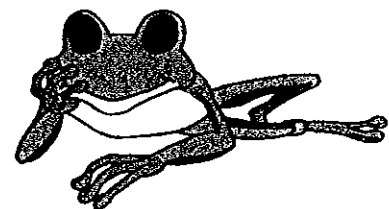
## Read On and Then Reread

Skip the unknown word and continue reading to the period to get the sentence meaning. Come back with clues to solve the unknown word. Then reread the entire sentence again to try and gain meaning.

Parent says:

"Skip the word you don't know, continue reading, then come back to the unknown word to solve it. Now go back and reread the sentence."

Skippy the Skip It Frog



Strategy Focus:

## Sounding Out

Use the letters at the beginning, middle, and end of the word to help you figure out the word.

Parent says:

"Get your mouth ready for the first letter of the word and make the sounds for the letters."

Slither the Sound It Out Snake



# Read at Home Program Reading Log Follow-Up Activity #1

Dear Parent:

Your child is learning to **listen for good reading** of stories and books. After you have read aloud to your child, please help him/her complete this activity. Read the sentences and write in the answers. (You may need to do the writing for your child.)



Thank you!

**Title of book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

Listen carefully while your parent reads a story out loud to you. Then answer the questions below.

- What did you notice about the way words sound when your parent was reading out loud to you?

\_\_\_\_\_

- Did your parent say the words as if they were speaking to you, or did they say one word, wait, then say another word?

\_\_\_\_\_

- What did you learn from hearing the story read out loud?

\_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

A  
B  
C  
D  
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Y  
Z

# Read at Home Program

## Reading Log Follow-Up Activity #2

Dear Parent:

Your child is learning how to use pictures to guess what might happen in a story. Please help him/her complete the activity. Read the sentences and write in the answers. (You may need to do the writing for your child.)



Thank you!

**Title of book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

Before you read the story with your parent, look at the cover and at the pictures. Then answer the questions below.

- What do you think will happen in this story?

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- After reading the story, write what really happened.

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- Did you guess right? \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Read at Home Program

## Reading Log Follow-Up Activity #3

A  
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V  
W  
X  
Y  
Z

Dear Parent:

Your child is learning to remember important parts of stories and books. After you have read with your child, please help him/her complete this activity by reading the sentences and writing in the answers.



Thank you!

**Title of book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

Read the book with your family.

- Without looking at your book, **retell** the story in your own words. Ask your parent to write your ideas for you.

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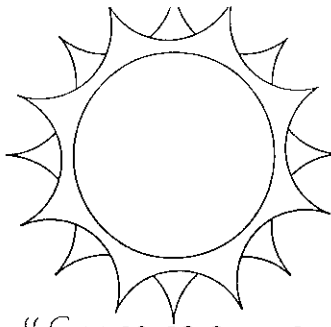
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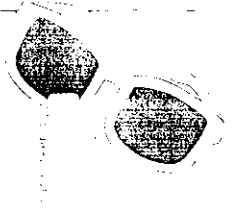
Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_



Name: \_\_\_\_\_

# Summer is Here!



“Summer is here!” Jack shouted as he ran into Anna’s room. “Wake up, wake up, summer is here!” Jack said as he tried to get Anna to wake up. Anna woke up excited about summer too. Both kids ran downstairs to eat breakfast when Anna realized she didn’t feel very good. Oh no! Sick on the FIRST day of summer? Anna’s mom took her temperature and sure enough Anna was sick. Anna was so upset and so was Jack. They had planned a really fun summer day to celebrate and now those plans would have to wait. How would they enjoy the first day of summer if they couldn’t go swimming, get ice cream, or play with their friends? Anna headed to her room to rest. Jack watched t.v. anxiously waiting for Anna to feel better. As Jack was watching his favorite show he had an idea. He decided they could still have a fun day! Jack gathered up all of their favorite board games and headed to Anna’s room. Jack and Anna played games the rest of the day. They had a great time even though they didn’t get to do all of the things they had planned for their first day of summer.



# Main Idea and Details



Main Idea - *What is this story mostly about?*

Details - *What parts tell about the main idea?*

1

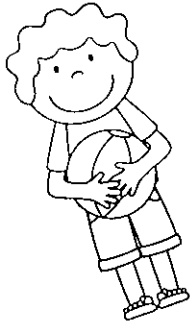
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2

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3

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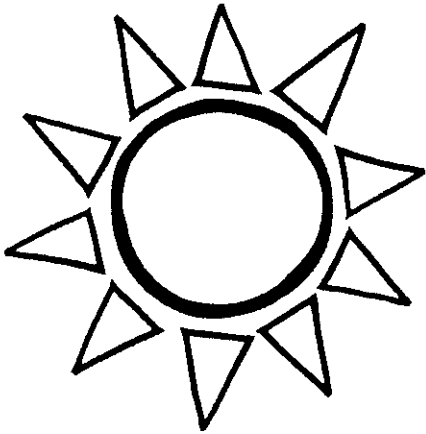
# Connections



Text to Self - *Does this story remind you of your own life?*

Text to Text - *Does this story remind you of another book?*

Text to World - *Does this story remind you about something that happens in the world around us?*



# Story Elements

Characters

Setting

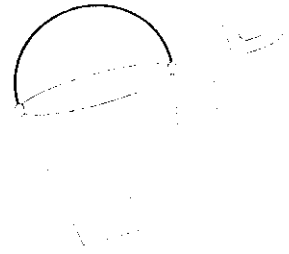
Problem

Solution

Favorite Part



# Summarizing



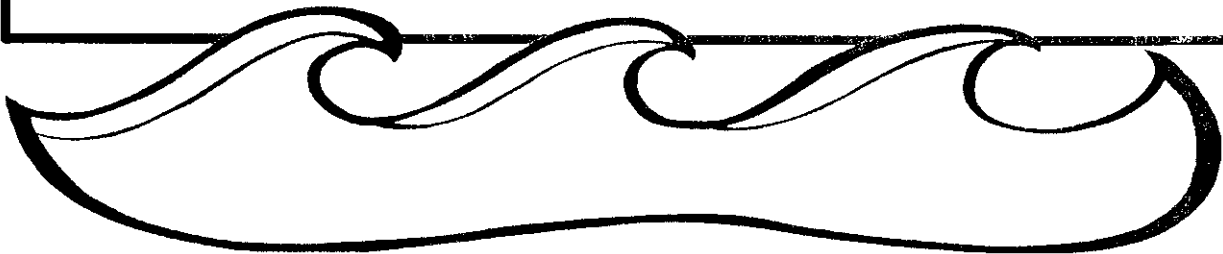
Someone

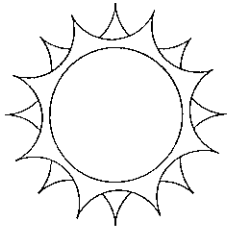
Wanted

But

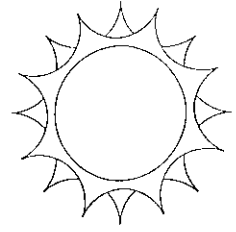
So

Then



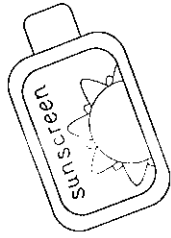


# Mental Images

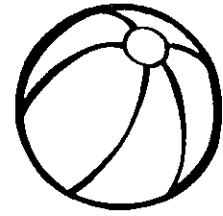


Go back and re-read the part of the story  
when Jack has an idea.

*Draw your mental image of what Jack and Anna do on their  
first summer day.*



# Inferring



What do you think Jack and Anna will do when Anna feels better? Write and draw.

A large rectangular box for drawing and writing. The box is divided into two main sections. The top section is a large empty space for drawing. The bottom section is a writing area with four sets of horizontal lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height.



**Geography Standard:** Understands the physical and human characteristics of place

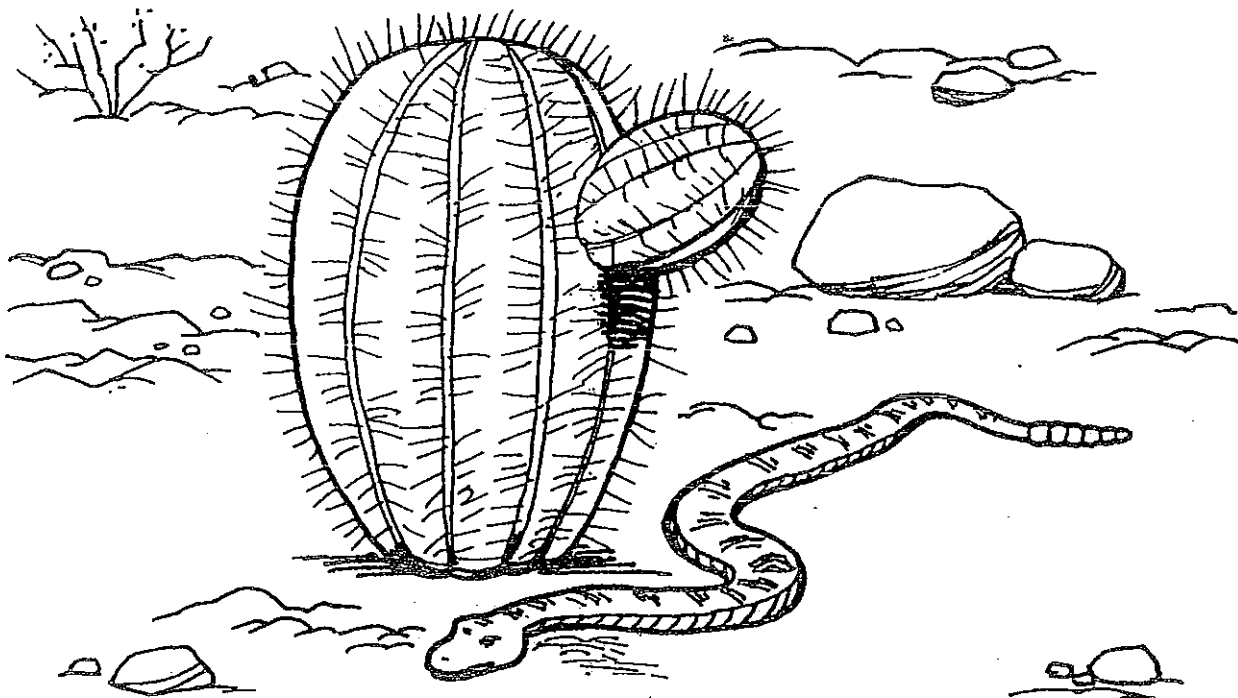
**Benchmark:** Knows that places can be defined in terms of their predominant human and physical characteristics

## The Desert

A desert is hot and dry. Very little rain falls. Wind blows the sand. This forms dunes. Each day the sun heats up the desert. Then at night the desert gets very cold!

Many kinds of animals and plants live in a desert. Most animals sleep in the day. They come out at night to hunt. Some animals, like the camel, store water in their bodies. They can go for weeks without a drink. Cactus plants store water, too. Their sharp **needles** keep the animals from taking it.

Few people live in the desert. They need more water than they can find there.



# The Desert

## Comprehension Questions

Fill in the bubble next to the right answer.

1. What kind of plant can store water?
  - (a) a cactus
  - (b) grass
2. Is the desert hot at all times?
  - (a) no
  - (b) yes
3. Why do some plants and animals store water?
  - (a) because it snows in the desert
  - (b) because it is dry in the desert
4. Needles on a plant are
  - (a) pointed things.
  - (b) purple flowers.
5. Why are most desert animals awake at night?
  - (a) They can not see during the day.
  - (b) It is cool enough to come out then.
6. Picture a desert during the day. What do you see?
  - (a) lots of animals
  - (b) lots of sand
7. Would you like to visit a desert? Why?

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**Science Standard:** Understands how species depend on one another and on the environment for survival

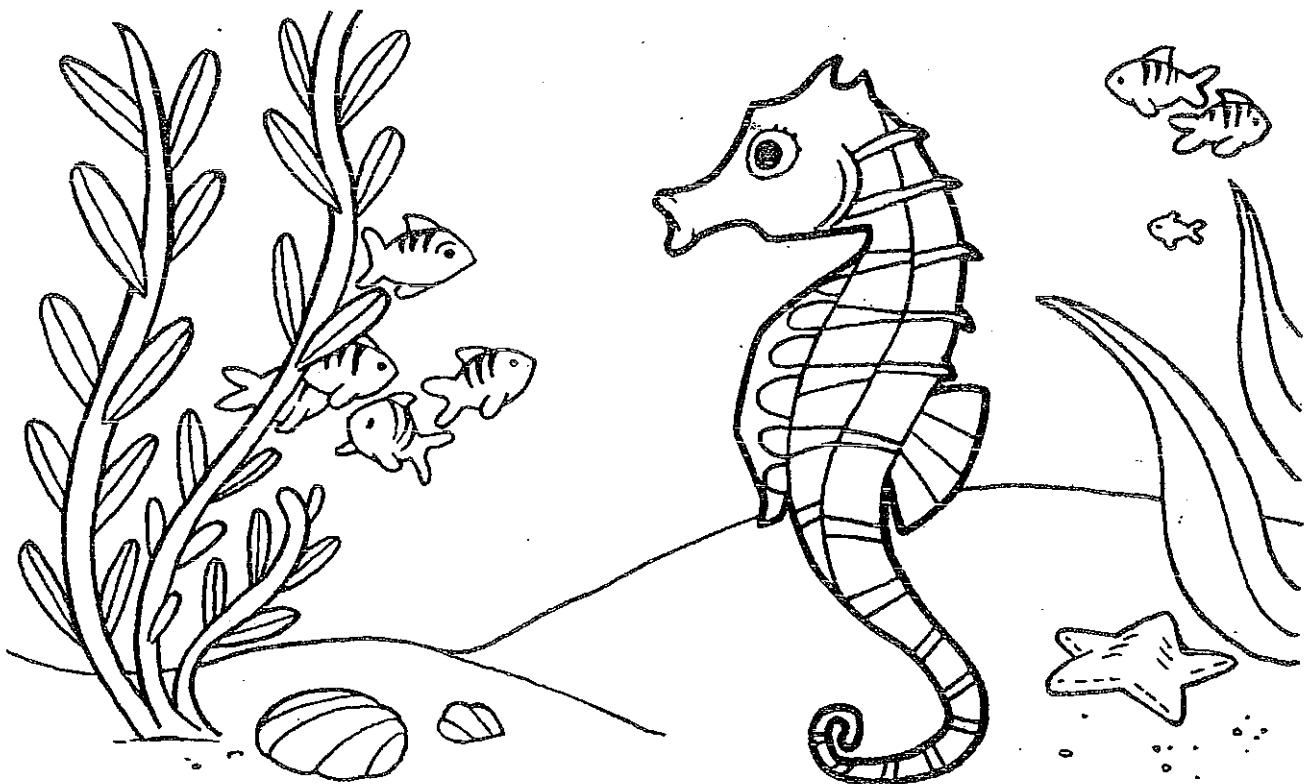
**Benchmark:** Knows that living things are found almost everywhere in the world and that distinct environments support the life of different types of plants and animals

## An Odd Fish

A seahorse does not swim like other fish do. It moves through the water like a rocking horse. Its head looks like a horse's head. It uses its long snout to suck up food.

The seahorse has a hard body that feels like bones. It can wrap its tail around a piece of seaweed. It hides there so that sea turtles and sharks do not find it.

A male seahorse gives birth to the babies! The female puts her eggs into his pouch. He carries the eggs for six weeks. Then the little babies pop out and swim away.



# An Odd Fish

## Comprehension Questions

Fill in the bubble next to the right answer.

1. A seahorse's head looks like
  - (a) a horse's.
  - (b) seaweed.
2. What happens last?
  - (a) The male carries the eggs.
  - (b) The babies swim away.
3. What makes a seahorse different from other fish?
  - (a) It swims in a different way.
  - (b) It is a horse, not a fish.
4. A snout is
  - (a) an ear.
  - (b) a nose and mouth.
5. Why does the seahorse hide from sea turtles and sharks?
  - (a) They want to eat the seahorse.
  - (b) They are playing hide and seek.
6. Picture a seahorse. What is it doing?
  - (a) It has its tail wrapped around seaweed.
  - (b) It is jumping out of the water.
7. Would you like to see a seahorse? Why?

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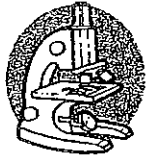
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**Science Standard:** Understands how species depend on one another and on the environment for survival

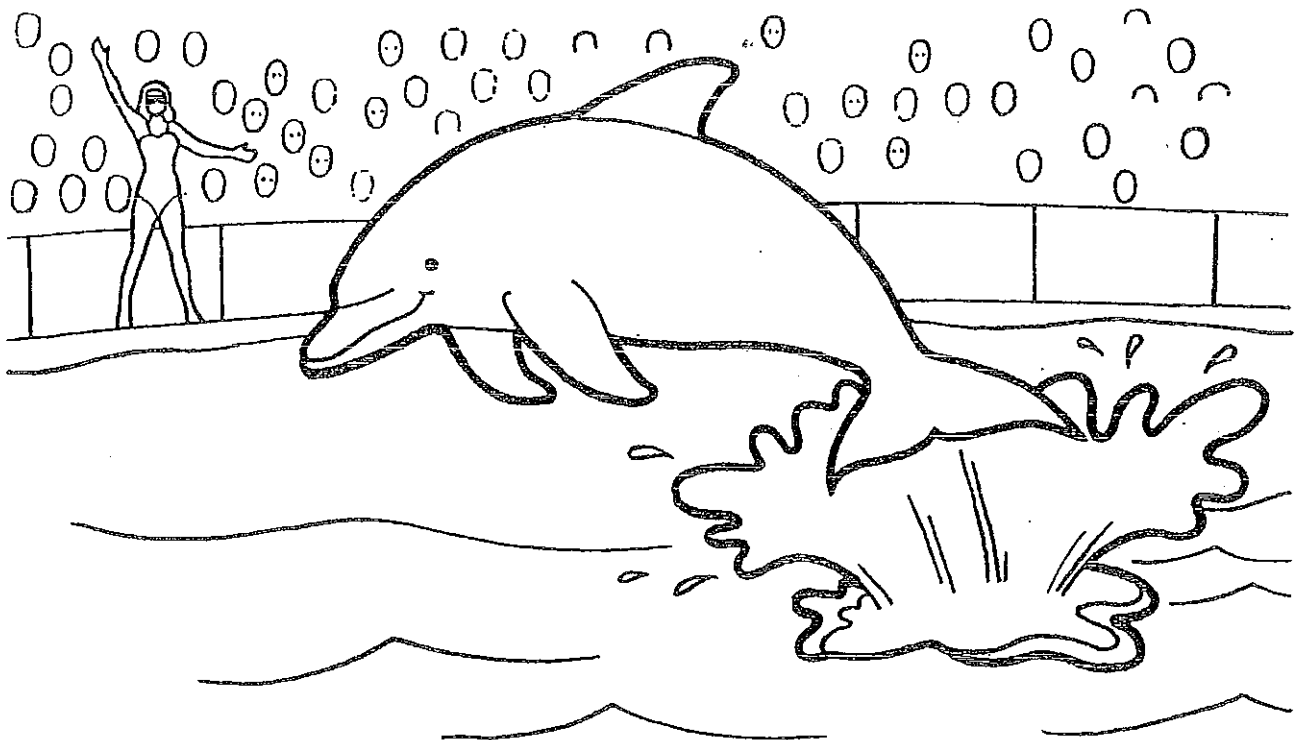
**Benchmark:** Knows that living things are found almost everywhere in the world and that distinct environments support the life of different types of plants and animals

## A Whale of a Good Time

Dolphins are little whales. But most whales are big. The blue whale is the largest animal on Earth.

Whales live in the sea. They swim in groups. They make sounds to “talk.” All whales have a hole on top of their heads. They do not stay under the water all of the time. They need to come up for air. When they go back under the water, the hole shuts.

Whales are mammals, just like us. They are smart. They can learn tricks. You may see a dolphin at a sea park. They are fun to watch!



# A Whale of a Good Time

## Comprehension Questions

Fill in the bubble next to the right answer.

1. Most whales are
  - (a) big.
  - (b) small.
2. What happens first?
  - (a) The whale does a trick.
  - (b) The man teaches the whale a trick.
3. How is a whale different from a fish?
  - (a) All fish live in fresh water.
  - (b) A fish is not a mammal.
4. What word means the same as *largest*?
  - (a) biggest
  - (b) weakest
5. What trick might a sea park whale do?
  - (a) jump through a hoop
  - (b) sing a song
6. Picture a whale jumping out of the water. When it comes down, you see a big
  - (a) fog.
  - (b) splash.
7. Do you think that whales like to live in sea parks? Why?

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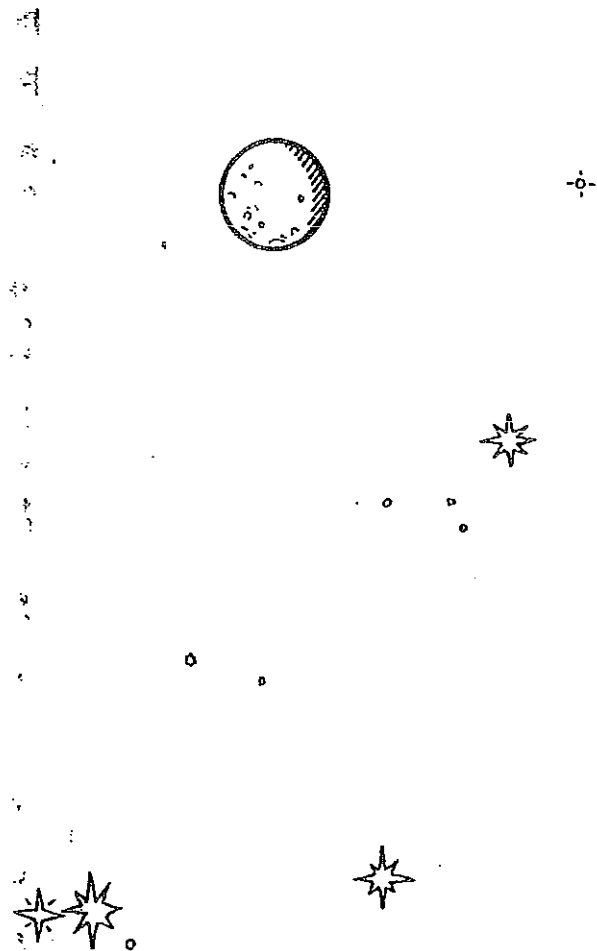
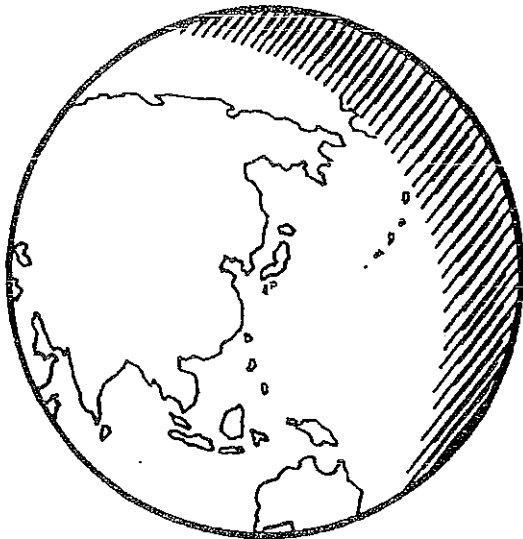
**Science Standard:** Understands energy types, sources, and conversions, and their relationship to heat and temperature

**Benchmark:** Knows that the sun supplies heat and light to Earth

## Our Sun and Moon

The sun is a big star. It gives heat and light to Earth. The sun is always shining. During our night, it shines on the other side of the world. The sun is there on cloudy days. The clouds hide it.

The moon has no light of its own. It **reflects** the sun's light. The moon seems to change shape. But it does not. The whole moon is still there. We just see less of it when part of the moon is in the Earth's shadow.



# Our Sun and Moon

## Comprehension Questions

Fill in the bubble next to the right answer.

1. Which looks like it changes shape?
  - (a) the sun
  - (b) the moon
2. What happens at the start of our day?
  - (a) The sun comes up.
  - (b) The sun goes down.
3. What would the Earth be like without the sun?
  - (a) It would be hot and bright.
  - (b) It would be cold and dark.
4. *Reflects* means
  - (a) drinks.
  - (b) shows.
5. What happens when the moon is completely in the Earth's shadow?
  - (a) We can not see the moon at all.
  - (b) We have a full, round moon.
6. Picture a very cloudy day. Which is true?
  - (a) You see the sun shine in a blue sky.
  - (b) You do not see the sun at all. Clouds block some of its light.
7. Would you like to visit the moon? Why?

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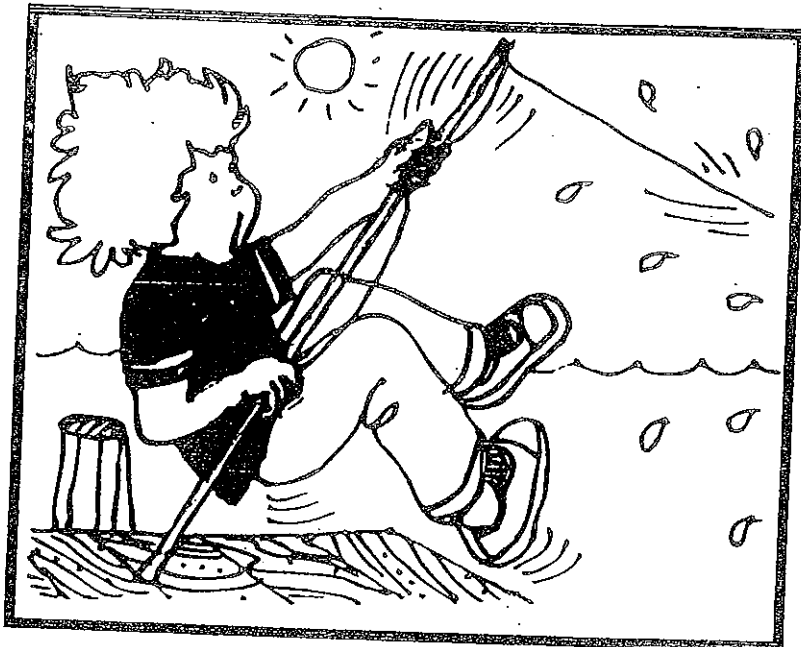
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## Story Starters

Read the story starter. Think about what will happen next. Use your fantastic imagination to finish the story.

Carmen and her dad went fishing at the lake. Dad caught several fish, but when Carmen pulled in her hook and line she found...



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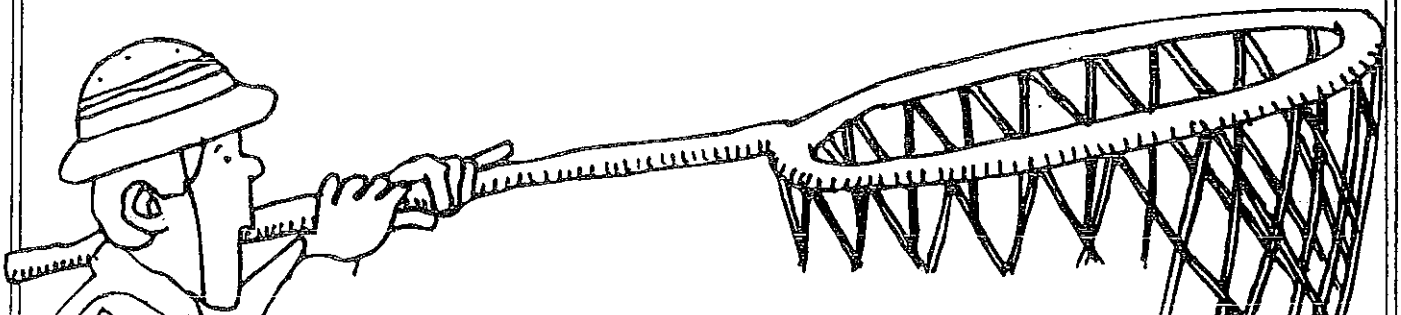
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## How to...

Think about how you would do the activity below. Write detailed directions to tell how to do it. Don't leave out any steps!

### How to Capture a Wild Elephant







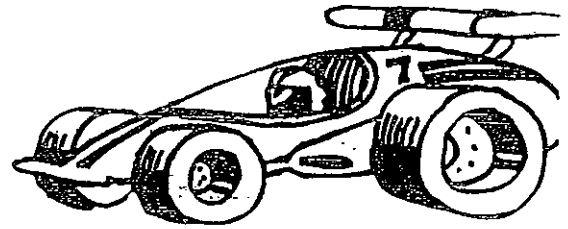
# Diphthongs

**Directions:** Read the words in the first column that describe the item. Look in the second column for a rhyming word. Print the answer in the third column.

Clue	Rhyme	Answer
you do this with gum	rhymes with crew	1. _____
silly person in a circus	rhymes with gown	2. _____
opposite of a girl	rhymes with toy	3. _____
opposite of north	rhymes with mouth	4. _____
not old	rhymes with flew	5. _____
a penny or a dime	rhymes with join	6. _____
a small city	rhymes with crown	7. _____
things to play with	rhymes with boys	8. _____
a circle is this shape	rhymes with pound	9. _____
dirt	rhymes with foil	10. _____
a pretty bloom	rhymes with shower	11. _____
a place to live	rhymes with mouse	12. _____
loud sounds	rhymes with poise	13. _____
what a kitten says	rhymes with dew	_____

# Fill in the Missing Words

## The Race



Fill in the blanks to create an exciting story about race cars.

BANG! went the starting gun. The \_\_\_\_\_ race had begun.

\_\_\_\_\_ went the motors of the \_\_\_\_\_,

\_\_\_\_\_ racing cars. Number 7 \_\_\_\_\_ around a

\_\_\_\_\_ curve. Down the \_\_\_\_\_ track

\_\_\_\_\_ the cars. Number 19 was ready to pass when

\_\_\_\_\_ his tire went flat! Too bad Number 19! Number 7

\_\_\_\_\_ over the finish line to win the \_\_\_\_\_ race.

\_\_\_\_\_ went the crowd. Number 7 felt very \_\_\_\_\_

Number 19 went \_\_\_\_\_ back to the pit. Maybe next time he would

be the winner.

### Word Box

Use these words or make up answers of your own.

exciting	dusty	smooth	chug-chug
powerful	sped	slowly	muddy
roared	proud	thrilling	zoomed
sadly	shiny	hurrah	plop
hiss	flat	hummm	tired
championship	hurried	suddenly	dangerous
slick	steep	excited	