

## 2B IRLA Level Summer Reading Support

June 2020

Dear PS 354 Families,

- ★ As you know, we are closing out the school year in an unprecedented way and now more than ever, our collaborative efforts must continue in order to support our students during the summer months.
- ★ To support you and your child this summer, we have compiled this document for students who are reading at the 2B level in IRLA in order to support them with targeted practice in the skills required at this level.
- ★ This document may include skills cards, activities, games, and more to support your child at their level.

### Summer Work:

1. Have your child read a minimum of 30 minutes per day at least 5x a week. (15 minutes=1 step)
  2. Have your child log their steps on the attached summer reading log.
  3. Summer logs will be reviewed in the fall.
  4. Use the provided resources at least 5x per week.
- ★ In addition to the reading logs, attached you may find word lists to study and practice with your child over the summer. Learning these words now will aid your child with advancing through reading levels over the following school year.
  - ★ Be creative and come up with ideas for safe outdoor reading fun!

Have a wonderful summer!

The PS 354 Staff







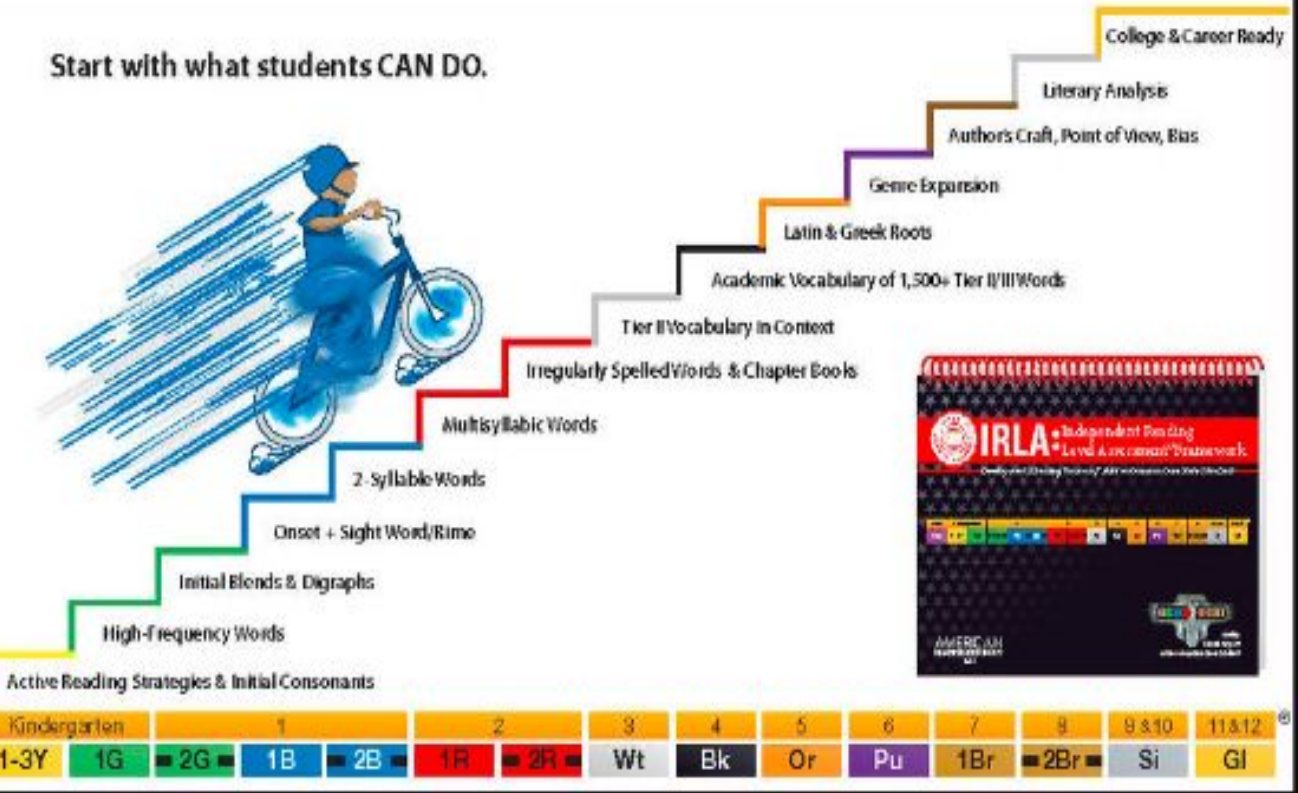


# 2B

## 2B IRLA Resources

### The IRLA® Developmental Reading Taxonomy® ...

Start with what students CAN DO.



Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

...builds skills logically and efficiently.

# HOOK BOOKS



This list includes some of the most popular and engaging series for readers at each level. All of these titles are available at your local bookstore or library. They can also be purchased online. Get hooked on any one of these great series and reading may well be what makes this a memorable year!

<b>2B</b>	<i>Clifford</i> <i>Elephant &amp; Piggie</i> <i>Fly Guy</i> <i>Amanda Pig</i> <i>Frog &amp; Toad</i> <i>Little Critter</i>	Norman Bridwell Mo Willems Tedd Arnold Jean Van Leeuwen Arnold Lobel Mercer Mayer
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## 2B Level Skill Card

The following images are of the 2B level skill card. The skill card will explain what the student needs to master throughout the level. The students need to master these components before moving to the next reading level.



# 2B: Skills Card

Reader: \_\_\_\_\_ Room: \_\_\_\_\_

### Active Reading Habits

1. Figure out two-syllable words built from basic chunks.
2. Read compound words (something, everybody).
3. Read words with these endings (-ed, -er, -ing, -es, -y, -le, -est).
4. Use double consonant rule (hoping/hopping).
5. Stop and try again when something doesn't look right, sound right, or make sense.
6. Use what I know to figure out what I don't know.
7. Read with just my lips moving or in a whisper voice.
8. Read for 15 minutes without getting tired.
9. Read at home for at least 30 minutes every night.
10. Read fiction, nonfiction, and poetry.

**Comprehension:** Support answers with evidence from the text.

### Literature

1. Retell the story in correct sequence.
2. Tell 3 things about the main character. Compare him/her to other characters.
3. What is the problem and how is it solved?
4. What is the setting (time and place)?
5. What is the most important part of the story? Why?
6. Do you think this is a good story? Why or why not?

### Informational Text

1. Tell the main idea and details that support it.
2. Give one fact you learned from the pictures and one fact you learned from the words.
3. What is the one thing the author wants you to remember from this book? How do you know?
4. What text features does your book have for finding information quickly? Show how you can use them.

**2B: Use words you know to figure out new words. Practice breaking these words apart to read them.**

1B Chunks	2B Readers Can Figure Out These Words					1R
Vowel Pattern	Compound Words	Inflectional Endings		Double Consonant	Single Consonant	3 Syllables
ten	mailmen	spending	blender	letter	fever	energy
eat	earmuff	teaching	heater	apple	table	disappear
boat	railroad	loaded	coaching	hobby	bony	unloaded
rain	brainstorm	nailed	stained	wrapper	paper	remaining
see	sheepdog	needy	beetle	better	relax	sleepier
day	hayride	mayor	staying	paddle	label	holiday
her	herself	germs	winner	dinner	diner	personal
girl	birdbath	chirps	dirty	written	biting	thirstier
car	barnyard	stars	sharpest	summer	music	apartment
purple	turnpike	return	further	buddy	tuba	surrounded





Long and Short Vowel Sounds: Say the name of the letter (long vowel sound) and then its sound (short vowel sound).

a	e	i	o	u
---	---	---	---	---

Suffixes: Be able to read these endings on words. Give 3 sounds for ed.

-ing	-s/es	-ed*	-y	-le	-er	-est
------	-------	------	----	-----	-----	------

<i>ed</i> says "d"	<i>ed</i> says "ed"	<i>ed</i> says "t"	<i>es</i> says "es"	<i>y</i> says "e"	Drop the <i>y</i> and add <i>ies</i>	<i>y</i> says "i"	Drop the <i>y</i> and add <i>ies</i>	Drop the <i>e</i> when you add <i>ing</i>
named	waited	baked	washes	baby	babies	cry	cries	bake baking
yelled	dented	checked	reaches	penny	pennies	dry	dried	brake braking
whined	hinted	tricked	wishes	silly	sillies	fly	flies	whine whining
loved	coded	knocked	coaches	pony	ponies	try	tried	hope hoping
ruled	hunted	huffed	rushes	bunny	bunnies	sky	skies	tube tubing

Single consonant rule: Vowel says its name (long sound). Double Consonant Rule: Vowel says its short sound.

a	e	i	o	u					
-aped	-apped	-eepy	-eppy	-ible	-ibble	-oping	-opping	-uter	-utter

Homophone: Use each correctly in a sentence.

2B

to	there	it's	be	deer	right	no	one	four	eight
too	their	its	bee	dear	write	know	won	for	ate
two	they're								
knew	no	red	blue	ant	sent	here	hi	by	which
new	know	read	blew	aunt	cent	hear	high	buy	witch

Compound Words

someone	everything	football	afternoon	anything	breakfast
something	everyone	basketball	airplane	anybody	birthday
sometimes	everywhere	baseball	grandmother	hamburger	maybe

2-Syllable Words

Short vowel first	Long vowel first	Short vowel first	Long vowel first	Long and short vowels	
admit	April	magic	navy	raisin	glasses
expert	easy	lesson	pretend	teacher	sleepy
inside	icing	finish	pilot	title	hiking
Oscar	Oprah	gossip	frozen	model	sloppy
until	unit	sudden	rumor	human	ruler
R controlled	Soft c	Soft g	au	oy/oi	ou/ow
target	center	angel	August	enjoy	mountain
person	cellar	danger	autumn	royal	fountain
thirsty	circus	engine	author	destroy	power
order	decide	gentle	because	poison	allow

## 2B Level Skills to Master

The following images will help students in the 2B level.



### 2B Entry Requirements: Decoding 2-Syllable Words

**Entry Level: 20 Words (Do not count 1B Chunk words)**

**Using This Entry Check**

Have the student read the word in the gray box. Read across the row, using the known chunk to figure out the new words.

1B Chunks <small>Vowel Patterns (These words do not count.)</small>	2B Readers Can Figure Out These Words				
	2B Entry			2B Advanced	
	Compound Words	Inflectional Endings		Single Consonant	Double Consonant
<u>ten</u>	henhouse	ended	renting	peeper	pepper
<u>eat</u>	teammate	eating	neatest	leader	wetter
<u>boat</u>	sailboat	coated	floating	voter	offer
<u>rain</u>	raincoat	rainy	drainer	cable	Scrabble
<u>see</u>	seesaw	seeing	needed	Peter	messy
<u>day</u>	daytime	played	player	later	flatten
<u>stop</u>	popcorn	floppy	shopping	hoped	hopped
<u>nine</u>	pinecone	shines	finest	sliding	kidding
<u>car</u>	carport	cars	farthest	stared	starred
<u>purple</u>	sunburn	furry	hurried	cuter	cutter

**Common Core State Standard Foundational Skills 3f:** Read words with inflectional endings.

**Common Core State Standard Foundational Skills 3e:** Decode two-syllable words following basic patterns by breaking the words into syllables.



## 2B Entry Requirements: Tricky Words Must Recognize On Sight

Entry Level: 25 Words

Dates

Dates									
also		child		large		open		thought	
ask		children		later		page		tiny	
beautiful		dollar		learn		phone		together	
before		earth		leave		picture		tomorrow	
began		enough		left		push		trouble	
begin		eye		life		quiet		turn	
behind		friendly		listen		quit		until	
being		gone		lost		quite		upon	
best		group		money		ready		watch	
body		guess		most		really		weather	
bought		half		next		sentence		while	
build		heard		noise		spring		whose	
carry		high		nothing		story		woman	
caught		hurry		often		sure		world	
cent		key		once		teacher		young	

2B

**Common Core State Standard Foundational Skills 3eg:** Decode two-syllable words following basic patterns by breaking the words into syllables. Recognize and read grade-appropriate irregularly spelled words.

IRLA 95

## 2 Blue: Decoding 2-Syllable Words

**2B readers** look for the known inside the unknown. Their fingers are on the text, covering up beginnings and endings of unfamiliar words, looking for chunks, vowel patterns, endings, and little words inside bigger words, as they successfully figure out the two-syllable words common to 2B text. 2B books begin to include narratives with some characterization and simple plots. Check comprehension carefully. Make sure students learn to be fully engaged with the message of 2B books. Don't allow students who are working too hard on decoding to move into 1R. Catch them laughing at the stories—not just figuring out what the words say—before moving them into 1R.

### Foundation

**Confidence:** I'm driving the process.

**Independence:** I use what I know to figure out what I don't know.

**Self-Monitoring:** I stop if something doesn't look right, sound right, or make sense, and go back and fix it.

**Pleasure:** I like to read.

**Success:** I'm a good reader.



Students can already:	Students will learn to:
<ul style="list-style-type: none"><li>• Decode almost any 1-syllable word that follows a regular vowel pattern (<i>hid/hide</i>) or is built from a familiar chunk (<i>lift</i>).</li><li>• Decode words containing "r" controlled vowels.</li><li>• Decode words containing -e and common vowel team conventions for representing long vowel sounds.</li><li>• Use final blends and digraphs to figure out unfamiliar words.</li></ul>	<ul style="list-style-type: none"><li>• Read and predict meaning of compound words.</li><li>• Use inflectional endings (-s, -es, -ing, -y, -ed, -er, -est) to read unknown 2-syllable words.</li><li>• Use the single consonant/double consonant pattern (e.g., <i>cuter/cutter</i>).</li><li>• Decode 2-syllable words following basic patterns by breaking the word into syllables and trying alternatives for the stress.</li><li>• Demonstrate comprehension of independently read 2B books by discussing key ideas in the text.</li></ul>

Divide into Syllables. Mark the Stress.

happy  
sunshine  
running  
barber

title  
matches  
friendly  
rusted

## Syllable Division Rules

<p><b>VCCV</b></p> <p>basket</p> <p>Divide between two middle consonants.</p>	<p><b>VCV</b></p> <p>cabin</p> <p>Divide after the consonant when the 1<sup>st</sup> vowel has a short sound.</p>
<p><b>VCV</b></p> <p>basic</p> <p>Divide before the consonant when the 1<sup>st</sup> vowel is long.</p>	<p><b>C•LE</b></p> <p>candle</p> <p>Divide before consonant -le</p>
<p><b>VCCCV</b></p> <p>complex</p> <p>With 3 consonants between vowels, usually split after 1<sup>st</sup> consonant (but keep digraphs and blends together).</p>	<p><b>VCCCV</b></p> <p>instruct</p> <p>With 4 consonants between vowels, usually split after 1<sup>st</sup> consonant.</p>
<p>windmill</p> <p>Divide compound words between the two words.</p>	<p>unkindly</p> <p>Divide syllables before a suffix and after a prefix.</p>

**Directions:** Students should create a list of 2-syllable words in the text.

## 2-Syllable Words

Twinkle, twinkle, little star,  
How I wonder what you are,  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are.

When the blazing sun is gone,  
When there's nothing, he shines upon.  
Then you show your little light.  
Twinkle, twinkle, through the night.  
Twinkle, twinkle, little star,  
How I wonder what you are.



## Inflectional Endings

root	-s	-ed	-ing	-er
jump	jumps	jumped	jumping	jumper
play	plays	played	playing	player
stop	stops	stopped	stopping	stopper
make	makes		making	maker
write	writes		writing	writer
own	owns	owned	owning	owner

## -ed

### -ed

Short Vowels: Double the consonant.

	Short Vowels		Long Vowels	
a	fan	fanned	race	raced
e	step	stepped	steep	steeped
i	lick	licked	like	liked
o	mop	mopped	mope	moped
u	hum	hummed	tune	tuned

**Directions:** Add **-ing** to the words in the word bank to complete the story.

## The Vet

go	stick	poke	sit	wait	bark	pant
drool	smile	pet	hide	call	stay	



I don't like \_\_\_\_\_ to the vet. She is always \_\_\_\_\_ me and \_\_\_\_\_ me with sharp things. I hate it. \_\_\_\_\_ in the \_\_\_\_\_ room is the worst part. The other animals are \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_. My owner is always \_\_\_\_\_ at them and \_\_\_\_\_ them. That's why I'm \_\_\_\_\_ under this bed. They're \_\_\_\_\_ me, but too bad. I'm \_\_\_\_\_ here.



**Directions:** Use the word bank to identify who would do that job.

### Who Will You Call? (from IRLA in 2B)

baker roofer speller sitter plumber reader barber driver thinker lifter

1. Your sink is clogged.

2. Your hair is too long.

3. You need a good book to read.

4. You have to get to the airport.

5. You need a birthday cake.

6. Rain is coming into your bedroom.

7. You want to write a hard word.

8. You need help with a problem.

9. You need someone to watch your baby sister.

**Directions:** Fill in the blanks using logic and patterns. Use each word in a sentence.

<b>-er, -est</b>		
<b>-er, -est</b> Comparison Words		
big		biggest
	later	
	taller	
small		smallest
	smarter	
fast		

**Directions:** Underline or create a list of each word that ends in **-er** and **-est** you find in the text.

## The Smartest and the Fastest

"I'm better than you in every way!" Rabbit said to his neighbor Turtle.

"That's the meanest thing you've ever said!" Turtle snorted.

"It's true," said Rabbit. "I'm stronger than you and better looking, too."

"Well, I'm the smartest." Turtle said, crossing his arms.

"No," said Rabbit, "I'm smarter."

"AND, I'm faster!" Rabbit bragged. "Let's have a race."

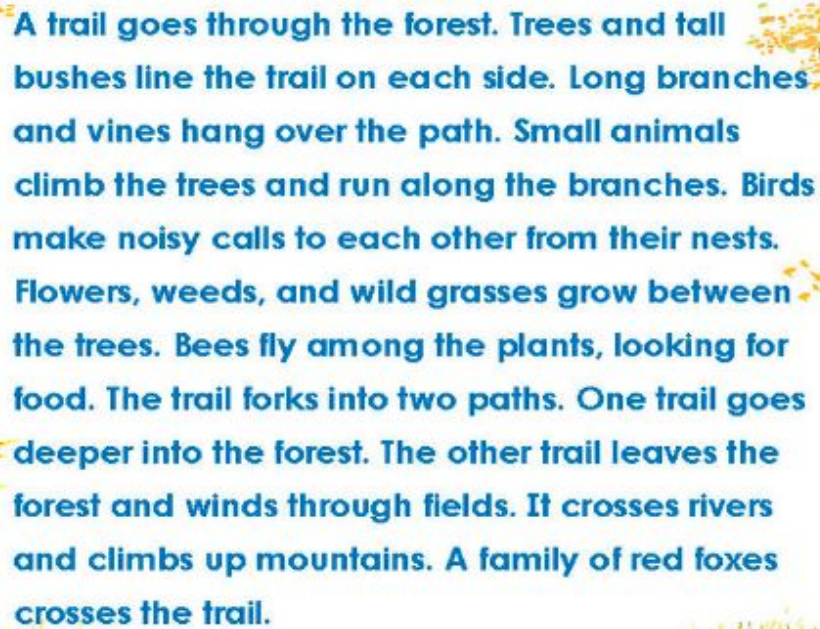
You know the rest of the story—except maybe the part when, after the race, Hawk ate Rabbit.

Then Turtle said, "Well, at least someone thought you were better looking."



**Directions:** Underline or create a list of each word that ends in **-s** and **-es** you find in the text.

## Forest Trails



A trail goes through the forest. Trees and tall bushes line the trail on each side. Long branches and vines hang over the path. Small animals climb the trees and run along the branches. Birds make noisy calls to each other from their nests. Flowers, weeds, and wild grasses grow between the trees. Bees fly among the plants, looking for food. The trail forks into two paths. One trail goes deeper into the forest. The other trail leaves the forest and winds through fields. It crosses rivers and climbs up mountains. A family of red foxes crosses the trail.

**Directions:** Underline or create a list of each word that ends in **-y** and **-ies** you find in the text.

## Berries for Baby Birds

A robin flies to the berry bush at the end of the yard. The berries are bright red. They look very tasty.

The berry bush is noisy with many other birds. The robin worries that she won't get any berries.

She has a family to feed. Her babies are in a nest in the big tree. They are very hungry.

The robin tries to take some berries. Another bird spies the robin. He bullies her until she flies away.

She cries out, but she carries some berries with her. She hurries back to her nest. The berries are like candy to the babies.



**Directions:** Look at each word. Say and Spell each word in its plural form. Decide which is the correct pronunciation of the plural form. Write the plural in the correct column.

<b>-ies Word Sort</b>	
-y says "E"	-y says "I"
baby	
butterfly	
spy	
daisy	
lady	
bunny	
cry	
copy	
family	
try	

## Inflectional Endings Additional Practice

### Inflectional Endings Additional Practice

#### Frame It!

Create a frame using an index card or small piece of cardstock paper. As students read, if they come to word they cannot read that has an ending, have them frame the base word, cutting off the ending. After reading the base word, students then add the ending to read the new word.

#### Cover It!

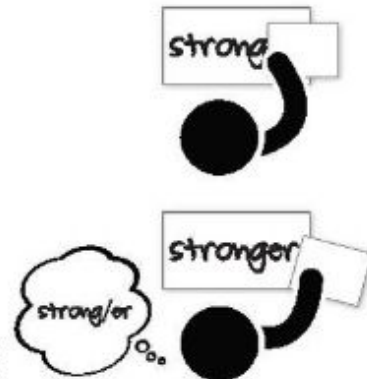
Use a popsicle stick and a small piece of an index card or cardstock paper to create a "Cover It!" stick. Students use this stick to cover the ending of an unknown word while reading, decode the base word, and then add the ending in order to read the new word.

#### Word Puzzles

Use a large index card or a piece of a sentence strip to write a word with an ending you are currently studying. Then use a marker to make a break in the word between the base word and the inflectional ending. Students then cut along that line and form a small word puzzle. Collect all the created word puzzles in a ziplock bag to make a practice center for inflectional endings.

#### Practice Pages

Use the included practice pages for independent practice reading and making words with inflectional endings.



#### Boggle

Give students nine letters on a Boggle card (on the board). Have them compete to see how many words they can make (and read) using those letters. Be sure to include the letters needed to make endings you are working on (e.g., -s, -ed, -y) along with other letters for basic words. Score as follows: 3-letter words (1 point), 4-letter words (2 points), 5-letter words (3 points), 6-letter words (4 points).

#### Read a Book

Students apply what they've learned to reading lots and lots of books independently.















Name \_\_\_\_\_ **Inflectional Endings**

# On the Water



**DIRECTIONS:** Read the nouns inside the circles.  
Circle the correct plural form of each one.

<p>fish</p>  <p>fishs fishes</p>	<p>tube</p>  <p>tubes tubees</p>	<p>pelican</p>  <p>pelicans pelicanes</p>
<p>turtle</p>  <p>turtles turtlees</p>	<p>duck</p>  <p>ducks duckes</p>	<p>gull</p>  <p>gulls gulles</p>
<p>lobster</p>  <p>lobsters lobsteres</p>	<p>beach</p>  <p>beachs beaches</p>	<p>crab</p>  <p>crabs crabes</p>
<p>sail</p>  <p>sails sailes</p>	<p>surfer</p>  <p>surfers surferes</p>	<p>shell</p>  <p>shells shelles</p>



Name \_\_\_\_\_ **Inflectional Endings**

## Presto Chango!



**DIRECTIONS:** Add each ending to the base word.  
Write each new word on the line.

**-ed**

**-ing**

- |     |       |       |       |
|-----|-------|-------|-------|
| 1.  | push  | _____ | _____ |
| 2.  | hop   | _____ | _____ |
| 3.  | jump  | _____ | _____ |
| 4.  | grab  | _____ | _____ |
| 5.  | talk  | _____ | _____ |
| 6.  | walk  | _____ | _____ |
| 7.  | faint | _____ | _____ |
| 8.  | play  | _____ | _____ |
| 9.  | watch | _____ | _____ |
| 10. | cook  | _____ | _____ |


Name \_\_\_\_\_ *Inflectional Endings*

# Inflectional Endings


**DIRECTIONS:** Circle the correct plural form of each word below.




fingeres  
fingers




oranges  
orangies




chicks  
chickes




monkeys  
monkies



cactuses  
cactuss



brushs  
brushes




tubes  
tubs




bootes  
boots



hosees  
hoses



cherrys  
cherries



foxes  
foxs



dishs  
dishes

Name \_\_\_\_\_ **Inflectional Endings**

## Sounds of the -ed in words

**DIRECTIONS:** Read each word out loud. What sound do you hear at the end of the word? Write the word in the correct box.

spilled

planted

yelled

camped

hinted

landed

handed

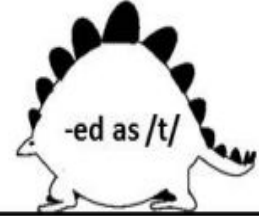
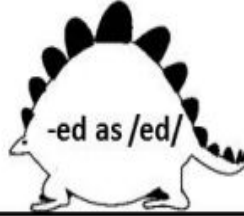
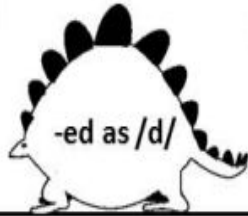
jumped

locked

linked

helped

buzzed






Name \_\_\_\_\_ *Inflectional Endings*

# Inflectional Endings



**DIRECTIONS:** Follow the spelling rules to add the inflectional endings to the words below.









Root Word	-s/-es	-ed	-ing
1. carry			
2. jump			
3. stop			
4. joke			
5. skip			
6. play			
7. cry			
8. miss			
9. pinch			

# 2B Skill Builders:Phonics

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

Phonics  
Long Vowel Teams 

Circle the vowel team that completes each word. Then, write the letters in the blank.









<p>1  <span style="border: 1px dashed black; border-radius: 50%; padding: 2px;">ee</span> oe ai</p> <p>b <u>ee</u></p>	<p>2 </p> <p>l <u>   </u> f</p> <p>ai ea ie</p>
<p>3 </p> <p>t <u>   </u></p> <p>ay ie oe</p>	<p>4 </p> <p>h <u>   </u></p> <p>oe ie ay</p>
<p>5 </p> <p>b <u>   </u> t</p> <p>ee oa ai</p>	<p>6 </p> <p>r <u>   </u> n</p> <p>ai oa ee</p>
<p>7 </p> <p>p <u>   </u></p> <p>ie oe ay</p>	<p>8 </p> <p>ch <u>   </u> n</p> <p>ee ai oa</p>

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★ Ask an adult to read these words to you and practice spelling them on a separate piece of paper.

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

Circle the vowel team that completes each word. Then, write the letters in the blank.

<p>1  oe ee sh <u>ee</u> p ai</p>	<p>2  ea ie t ___ m ai</p>
<p>3  oe ie b ___ ch ea</p>	<p>4  oe ay cl ___ ie</p>
<p>5  ai ee s ___ p oa</p>	<p>6  ee oa n ___ l ai</p>
<p>7  ay ie t ___ oe</p>	<p>8  ai oa qu ___ n ee</p>

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★ Ask an adult to read these words to you and practice spelling them on a separate piece of paper.

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



Circle the vowel team to complete the word. Write the letters in the blank.

1 The red l <u>ea</u> f fell from the branch.	ea ai
2 Did he stub his t _____ again?	oe ay
3 It was a hot d _____ in the sun.	ee ay
4 Make suds with the s _____ p.	oa ai
5 There is a nest in that tall tr _____.	ie ee
6 We got wet in the r _____ n.	oa ai
7 She will bake us a p _____.	ie ay
8 We did not swim in the d _____ p pond.	oa ee

Core® Level 8

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★ Read these sentences to a partner.

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

Circle the letters to complete the word. Write the letters in the blank.

1 The d <u>ee</u> r ran in the green grass.	oe ee
2 I must cl_____n my desk.	ai ea
3 The kids will pl_____ ball in the sand.	ee ay
4 One plus two is thr_____.	ie ee
5 The pup wags his long t_____l.	ai oa
6 Dad had a t_____ on his neck.	ie ay
7 Plant the s_____d in the big pot.	oa ee
8 The old g_____t was in the pen.	oa ee

**Core5 Level 8**

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★ Read these sentences to a partner.



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



Read each word and circle the vowel team. Then, draw a picture to match the word.

1 tie 	2 toe
3 boat	4 bait
5 leaf	6 loaf
7 sail	8 seal

**Core5 Level 8**

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★ Ask an adult to read these words to you and practice spelling them on a separate piece of paper.

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



Circle the vowel combination that completes each word. Then, write the letters in the blank.









<p>1</p>  <p>br <u>ea</u> d</p> <p>ow oo ea</p>	<p>2</p>  <p>sn _____</p> <p>ie ow aw</p>
<p>3</p>  <p>st _____</p> <p>ew ie ow</p>	<p>4</p>  <p>th _____ f</p> <p>ie oo au</p>
<p>5</p>  <p>b _____ k</p> <p>ea oo oi</p>	<p>6</p>  <p>m _____ th</p> <p>ie au ou</p>
<p>7</p>  <p>cr _____ n</p> <p>oo ow ea</p>	<p>8</p>  <p>m _____ n</p> <p>oo ea ou</p>

★ Practice spelling these words on a separate piece of paper.

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



Circle the vowel combination that completes each word. Then, write the letters in the blank.

1  cl <u>ow</u> n ow ea ie	2  s _____ oy ie aw
3  c _____ n ea ou oi	4  t _____ s oy ow aw
5  f _____ t oi oo au	6  cl _____ d ea ou oi
7  p _____ l oo ea oa	8  br _____ m oi ea oo

★ Practice spelling these words on a separate piece of paper.

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



Circle the vowel combination that completes each word. Then, write the letters in the blank.

1	I like jam on my br <u>ea</u> d.	ea oo
2	The cr _____ sat in the big nest.	ow oy
3	My dad got me a n _____ bike.	ie ew
4	We will c _____ k the hot dog on the grill.	oo ea
5	The kids were l _____ d at the game.	ea ou
6	We will get milk from the c _____.	oy ow
7	The pot will b _____ l on the stove.	oi ea
8	Jack is the next b _____ in line.	ie oy

**Core5 Level 9**

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★ Read these sentences to a partner.

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



Circle the vowel combination that completes each word. Write the letters in the blank.

1	He had a red hat on his h <u>ea</u> d.	ou ea
2	The grass will gr _____ in the spring.	oy ow
3	You must not ch _____ gum in class.	ew aw
4	We will use w _____ d to make a shelf.	ow oo
5	To get there, you must drive s _____ th.	ou ea
6	I have five c _____ ns in my bag.	oi aw
7	This t _____ is the best.	oy aw
8	The p _____ l has a slide.	oo ie

**Core5 Level 9**

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★ Read these sentences to a partner.

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



Read each word and circle the vowel combination. Then, draw a picture to match the word.


1 bow 	2 boy
3 boot	4 boat
5 toy	6 tie
7 book	8 beak

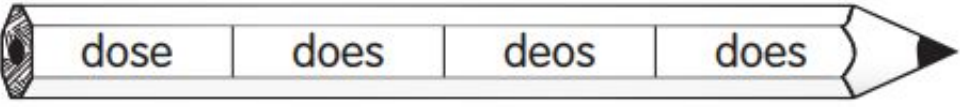
★ Choose three words from above and write your own sentences on a separate piece of paper.

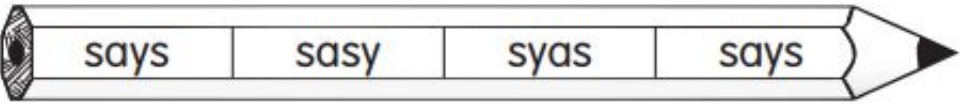
# 2B Skill Builders: Fluency

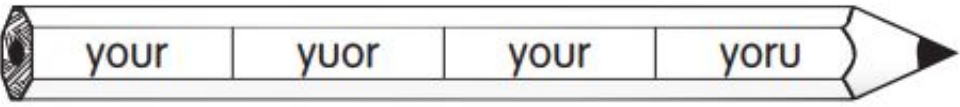


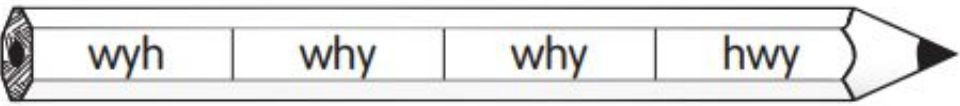
Name: \_\_\_\_\_

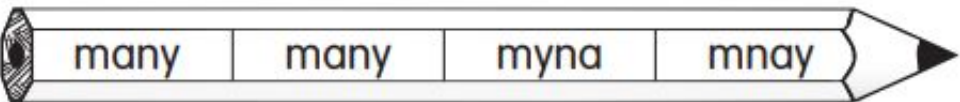
Circle or  the spaces where the word in the box is spelled correctly.

1  does  dose | does | deos | does


2  says  says | sasy | syas | says


3  your  your | yuor | your | yoru


4  why  wyh | why | why | hwy


5  many  many | many | myna | mnay


Practice writing the sight words below.

6  does

7  says

8  your

9  why


10  many

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★ Choose three sight words from above and write your own sentences on a separate piece of paper.

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



Circle or  the spaces where the word in the box is spelled correctly.

1  goes  goes  goes  geos  gose

2  very  vyre  very  veyr  very

3  been  bene  been  been  bnee

4  always  always  alwyas  always  aylwas

5  first  first  frist  first  fist

Practice writing the sight words below.

6 goes

7 very

8 been

9 always


0 first

★ Choose three sight words from above and write your own sentences on a separate piece of paper.







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


Circle or  the spaces where the word in the box is spelled correctly.

1  other  oethr | other | other | ethor


2  buy  buy | byu | buy | uby


3  would  would | wuold | wulod | would


4  before  bofere | beefor | before | before


5  which  wihch | which | hwich | which


Practice writing the sight words below.

6 

7 


8 


9 


10 


★ Choose three sight words from above and write your own sentences on a separate piece of paper.


Circle or  the spaces where the word in the box is spelled correctly.

1  because because beecaus baceuse because


2  friend freind friend freind friend


3  write write wreti write wreit


4  walk walk walk wlak waki


5  orange arengo orange orenga orange


Practice writing the sight words below.

6  because

7  friend

8  write

9  before

10  orange

★ Choose three sight words from above and write your own sentences on a separate piece of paper.

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



Write each word on the line. Then, find them hidden in the puzzle below.

buy buy      orange \_\_\_\_\_  
goes \_\_\_\_\_      other \_\_\_\_\_  
does \_\_\_\_\_      your \_\_\_\_\_  
why \_\_\_\_\_      friend \_\_\_\_\_

w	r	w	n	y	o	t	e
o	s	w	h	y	t	a	s
d	t	n	r	t	h	n	y
o	r	a	n	g	e	l	o
e	g	o	e	s	r	o	u
s	(b	u	y)	d	e	m	r
k	s	t	e	l	p	i	g
s	f	r	i	e	n	d	e

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



Circle the correct word to complete each sentence. Then, write the word in the blank.

1 The jet <u>goes</u> fast!	goes does
2 _____ cat is his?	Why Which
3 They went on a _____.	write walk
4 Nine is _____ ten.	because before
5 The cake is _____ good.	very why
6 I am _____ in line.	first friend
7 The fish is _____.	other orange
8 He will _____ milk.	buy been
9 Dad _____, "Stop!"	says always
10 _____ the dog have spots?	Goes Does

★ Read these sentences to a partner.

# 2B Skill Builders: Vocabulary

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

Read the words and sort them into two categories. Then, write each word in the correct box.

<del>cat</del>	<del>ball</del>	sheep
slide	frog	kite
swing	duck	pig
goat	bike	doll

1

cat

---

---

---

---

---

---

---

2

ball

---

---

---

---

---

---

---

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★ Name the categories. Then, add another word to each list.

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



Read the words and sort them into two categories. Then, write each word in the correct box.

<del>leg</del>	<del>red</del>	neck
green	hand	toe
nose	white	brown
black	chin	blue

1

leg

---

---

---

---

---

---

---

2

red

---

---

---

---

---

---

---

★ Name the categories. Then, add another word to each list.

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



Read the words and sort them into two categories. Then, write each word in the correct box.

~~bus~~      ~~dress~~      plane  
socks      train      van  
belt      boat      coat  
jet      shirt      hat

1

bus

---

---

---

---

---

---

---

2

dress

---

---

---

---

---

---

---

**Core5 Level 9**

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★ Name the categories. Then, add another word to each list.

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



Read each word. Then, find the words that are related in each box and draw a line to connect these words.

snail	hot
sun	green
train	fast
grass	slow

cake	white
sheep	tall
tree	sweet
pond	wet

kite	string
bike	snout
pig	stem
rose	wheel

snail	paw
duck	shell
cat	beak
tree	trunk

★ Explain to a partner how these words are related.



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



Read the description for each part of speech. Then, cut out the words at the bottom of the page and glue them in the correct box.

**noun**  
(an object)

**verb**  
(an action)

**adjective**  
(a describing word)

★ Choose one word for each part of speech, and use it in a sentence.



eat

blue

boat

pale

hot

twig

shut

rug

cat


send

soft

teach

# 2B Skill Builders: Comprehension

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

Comprehension  
Sequencing Sentences 

Cut out the sentences at the bottom of the page. Then, glue them in order to make a story. Be sure to correct each sentence to include capital letters and ending punctuation.

1
2
3

Answer the questions using complete sentences. Be sure to use a capital letter at the beginning of each sentence and for names.

4	Who did Max meet?	_____
5	Where did Max meet his pal?	_____
6	Why did Max and Val swim?	_____

★ Draw a picture to show the story on a separate piece of paper.



at the pond, max met his pal val

max and val swam in the pond and had fun

it was a hot day and max went down the path to the pond

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



Cut out the sentences at the bottom of the page. Then, glue them in order to make a story. Be sure to correct each sentence to include capital letters and ending punctuation.

1
2
3

Answer the questions using complete sentences. Be sure to use a capital letter at the beginning of each sentence and for names.

4	Who did Rich jog with?	_____
5	How did they run?	_____
6	Why did they rest on a rock?	_____

★ Retell the story in your own words to a partner.



rich went on a jog with his dog spot

at the end, they had a rest on a rock

on the jog, they ran fast and got hot

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



Cut out the sentences at the bottom of the page. Then, glue them in order to make a story. Be sure to correct each sentence to include capital letters and ending punctuation.

1
2
3

Answer the questions using complete sentences. Be sure to use a capital letter at the beginning of each sentence and for names.

4	Where did Rex run? _____
5	Why was Rex in the tub? _____
6	What did Dad do to Rex? _____

★ On a separate piece of paper, write about what could happen next.



dad did scrub and got the mud off of rex

rex the dog ran in the mud

then, dad got rex in the tub