

# **2R** 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 **2R** 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



# 2R

## 2R IRLA Resources

### Students can already:

- Decode 3 syllable words following basic patterns.
- Use suffixes (-ing, -y, -ed, -er, -est, -ly) to read unknown 3-syllable words.
- Decode words with 3 letter blends (str-, -tch)
- Find and use tricky spelling -sound correspondences such as silent letters and sophisticated vowel teams to decode unknown words.
- Demonstrate comprehension of independently read 1R books by discussing key ideas in the text.

### Students will learn to:

- ★ Decode polysyllabic (4+ syllables) words following basic patterns.
- ★ Demonstrate flexibility with letter sounds, trying different sounds for the letter/chunks in an unfamiliar word until the word is recognized from everyday speech.
- ★ Use common prefixes (un-, re-, mis-) and suffixes (-ful, -able, -tion) as clues to both pronunciation and meaning of words.
- ★ Demonstrate comprehension of independently read 2R books by discussing key ideas in the text.
- ★ Sustain engagement and comprehension in texts with few pictures independently finishing 2R chapter books.

## **2R Level Entry Requirements**



To enter the 2R level, students need to be able to finish and comprehend a 2R level book by determining what the text says. After they have demonstrated these skills, they can be tested for the 2R level.

### **The entry requirements for 2R are:**

- Students will be able to read and comprehend a 2R book using a combination of decoding skills, sight words, and context clues.
- Students will be able to stop and try again if something doesn't look right, sound right, or make sense.
- Students will be able to determine what a 2R text says explicitly and make logical inferences from it.
- Student test to see which tricky words they can recognize.

## 2R Level Skill Card

The following images are of the 2R 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.

	<h1>2R: Skills Card</h1>
Reader: _____ Room: _____	
<b>Active Reading Habits</b>	
1. Figure out 3- and 4-syllable words familiar from everyday speech, including names.	
2. Try different sounds for the letters or chunks in a new word until you recognize the word.	
3. Use prefixes and suffixes to figure out words (un-, re-, mis-, -ful, -able, -tion, -ly, -ier, -iest).	
4. Stop and self-correct when something doesn't look right, sound right, or make sense.	
5. Visualize as you read books with few or no illustrations.	
6. Read fluently and with expression, using punctuation.	
7. Read silently for at least 30 minutes without getting tired.	
8. Read at home for at least 30 minutes every night.	
9. Finish a 2R chapter book every week.	
10. Find a favorite chapter book series and read them all.	
11. Read fiction, nonfiction, poetry, fables, and folktales.	
<b>Comprehension:</b> Support answers with evidence from the text.	
<b>Literature</b>	<b>Informational Text</b>
1. Retell the story in 3 sentences: In the beginning... In the middle... In the end...	1. Tell the main topic of: • the whole text • one paragraph or page
2. Describe the main characters. How do they react to events in the story?	2. What did you learn from your reading?
3. Describe the setting, where and when the story takes place.	3. What questions do you have?
4. Read a good part out loud, using different voices for different characters.	4. What text features does your book have for finding information quickly? Show how you can use them.
5. What is the lesson or moral of this story? How do you know?	5. Why do you think the author wrote this book? What was the most important thing s/ he wanted us to learn?
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2R: Flexible Phonics

2R readers can figure out any word they know from everyday speech.

Be flexible with letter sounds. Try one, try another, until you recognize the word.

Tricky Vowels	<b>i says e</b>	<b>i says i</b>	<b>Vowels split</b>	<b>y says e</b>	<b>y says i</b>
	radio	scientist	create	celebrity	simplify
	stadium	reminder	piano	democracy	notify
	experience	biography	museum	envy	apply
	appreciate	divided	diagram	personality	identify
	appreciation	excitement	graduate	nationality	multiply

Tricky Consonants	<b>si says sh</b>	<b>ci says sh</b>	<b>s says sh/zh</b>	<b>t says tch</b>	<b>c says s (soft c)</b>	<b>ch says k</b>
	television	artificial	sure	future	celebrate	schools
	decision	commercial	sugar	creature	certain	scholarship
	explosion	official	measure	fracture	introduce	character
	conclusion	racial	treasure	nature	Pacific	stomach
	permission	appreciate	pleasure	capture	medicine	headache

Be able to read words with prefixes or suffixes. Tell how they change the meaning of the word.

Prefixes and Suffixes	<b>un-</b>	<b>re-</b>	<b>mis-</b>	<b>-ful</b>	<b>-able</b>	<b>-ation</b>
	uncover	reread	misjudge	careful	dependable	separation
	unable	recycle	misspell	colorful	breakable	fascination
	untangle	repay	mistreat	graceful	predictable	multiplication
	unequal	remodel	mismatch	thoughtful	lovable	refrigeration
	unripe	renew	misbehave	beautiful	acceptable	celebration

# 2R Phonics Card



## Phonics Card

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

# 2R

Abbreviations for Titles			
Mr.	Mister	Supt.	Superintendent
Mrs.	Mistress	Gen.	General
Dr.	Doctor	Col.	Colonel
Rev.	Reverend	Capt.	Captain
Gov.	Governor	Lt.	Lieutenant
Hon.	Honorable	Sgt.	Sergeant

Abbreviations for Streets and Roads	
St.	Street
Dr.	Drive
Rd.	Road
Ln.	Lane
Pkwy.	Parkway
Blvd.	Boulevard

Silent Letters						
gn	mb	mn	h or g	bt or ft	k	st or sc
assign	bomb	autumn	vehicle	debt	knife	fasten
assignment	comb	solemn	herbs	doubt	knapsack	moisten
resign	crumb	hymn	gnaw	doubtful	unknown	wrestle
designer	thumb	column	gnat	often	knowledge	muscle

Test-Taking Power Words		
The author's purpose is...	Tell what will happen next...	characters
Tell why...	Explain why...	plot
Support your answer...	The most important...	setting
Give an example of...	How did the character probably feel?	conflict
List the...	The main idea is...	ending
Compare the...	Describe the...	Author's purpose...



## 2R Tricky Words



### 2R Entry Requirements: Tricky Phonics Check


2R readers are able to try various vowel/consonant sounds in decoding unfamiliar words until they recognize the word from everyday speech.  
**Entry Level: 20 Words**

i says e	i says long i	i says short i	vowels split	y says e	y says long i	y says short i
<b>happier</b>	<b>divide</b>	<b>ability</b>	<b>create</b>	<b>easily</b>	<b>deny</b>	<b>mystery</b>
<b>curious</b>	<b>decided</b>	<b>American</b>	<b>ruin</b>	<b>trophy</b>	<b>satisfy</b>	<b>crystal</b>
<b>emptiness</b>	<b>invited</b>	<b>imagine</b>	<b>museum</b>	<b>county</b>	<b>rely</b>	<b>gymnast</b>
<b>skinnier</b>	<b>replied</b>	<b>terrible</b>	<b>area</b>	<b>vocabulary</b>	<b>rhyme</b>	<b>symbol</b>
<b>warrior</b>	<b>polite</b>	<b>promise</b>	<b>reality</b>	<b>necessary</b>	<b>hydrant</b>	<b>system</b>
ch=k	ci=sh	soft c	t=tch	tion=shun	su=sh/zh	si=sh/zh
<b>echo</b>	<b>delicious</b>	<b>center</b>	<b>adventure</b>	<b>direction</b>	<b>usually</b>	<b>decision</b>
<b>anchor</b>	<b>musician</b>	<b>certain</b>	<b>picture</b>	<b>invitation</b>	<b>sugar</b>	<b>television</b>
<b>stomach</b>	<b>official</b>	<b>except</b>	<b>temperature</b>	<b>education</b>	<b>treasure</b>	<b>division</b>
<b>schedule</b>	<b>electrician</b>	<b>announce</b>	<b>furniture</b>	<b>combination</b>	<b>pleasure</b>	<b>conclusion</b>
<b>ache</b>	<b>magician</b>	<b>innocent</b>	<b>mixture</b>	<b>abbreviation</b>	<b>ensure</b>	<b>explosion</b>

Common Core State Standard Foundational Skills 3a: Identify words with inconsistent but common spelling-sound correspondences.

# 2R Skill Builders:Phonics

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

Phonics  
Hard and Soft C & G 

Read the words below. Circle the letter *c* in each word and underline the letter that follows the *c*. Then, write each word in the correct box.

### REMEMBER:

- C makes the hard sound /k/ when the next letter in the word is *a*, *o*, *u* or a *consonant*.
- C makes the soft sound /s/ when the next letter in the word is *e*, *i* or *y*.

face      coast      code      clasp  
place      lace      crash      cane  
cell      cart      ice      price

<sup>1</sup> **hard c (/k/)**

coast

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<sup>2</sup> **soft c (/s/)**

face

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★ Read these words to a partner.



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

Read the words below. Circle the letter *g* in each word and underline the letter that follows the *g*. Then, write each word in the correct box.

**REMEMBER:**

- G makes the hard sound /g/ when the next letter in the word is *a, o, u* or a *consonant*.
- G makes the soft sound /j/ when the next letter in the word is *e, i* or *y*.

game

gym

goal

page

gem

gain

glass

gentle

grab

germ

large

gutter

<sup>1</sup> **hard g (/g/)**

game

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<sup>2</sup> **soft g (/j/)**

gym

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★ Read these words to a partner.

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

Read the words at the bottom of the page. Then, cut out the words and glue them into the correct boxes.

1 hard g /g/	2 soft g /j/	3 hard c /k/	4 soft c /s/

★ Read these words to a partner.



grab	fleece	fence	goal
cute	charge	magic	gel
cell	crash	glad	carpet

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



Circle the correct word to complete each sentence. Then, write the word on the line.

1 The class play will take place on the <u>stage</u> .	stage stag
2 He made a _____ splash when he fell into the pond.	huge hug
3 My puppy _____ his tail when I come home.	wages wags
4 We cannot chew _____ in class.	gum gym
5 The bell _____ loudly at the end of class.	rang range
6 Her fancy gloves were made of white _____.	lace lack
7 I will _____ you when I get home from school.	call cell
8 You must hang your coat on the _____.	race rack

★ Read these sentences to a partner.

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

Syllable Division 

Underline the vowels that make a sound in each word. Then, draw a line to divide the word into syllables.

**REMEMBER:**

- All syllables must have a vowel sound.
- When you see two consonants between the vowels, divide the word between the two consonants.

1 r <u>a</u> b <u>b</u> i <u>t</u>	2 picnic	3 fabric
4 napkin	5 magnet	6 velvet
7 dentist	8 kitten	9 lesson
10 ribbon	11 traffic	12 tennis
13 insect	14 chipmunk	15 absent

★ Read these words to a partner.

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



Underline the vowels that make a sound in each word. Then, draw a line to divide the word into syllables.

**REMEMBER:**

- The silent e does not make a sound at the end of the syllable.
- Two letters can make one vowel sound.
- When you see two consonants between the vowels, divide the word between the two consonants.

1 stamp <u>e</u> de	2 raccoon	3 combine
4 tadpole	5 invade	6 inhale
7 mistake	8 coffee	9 balloon
10 popcorn	11 sunrise	12 shampoo
13 enjoy	14 magnet	15 steamboat

★ Read these words to a partner.

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

Underline the vowels that make a sound in each word. Then, draw a line to divide the word into syllables.

**REMEMBER:**

- At the end of a word, a consonant followed by an -le makes a syllable.
- When you see a consonant-le at the end of a word, divide the word right before the consonant-le.

1 twinkle	2 sparkle	3 stumble
4 kettle	5 fiddle	6 purple
7 noble	8 fable	9 uncle
10 little	11 table	12 apple
13 drizzle	14 bugle	15 cradle

★ Read these words to a partner.

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

Underline the vowels that make a sound in each word. Then, draw a line to divide the word into syllables.

**REMEMBER:**

- When you see only one consonant between the vowels, you usually divide the word before the consonant. The consonant goes with the second vowel.
- Be sure to read each syllable after you divide the word to make sure the word makes sense.

1 bonus	2 even	3 tulip
4 hotel	5 polite	6 silent
7 oboe	8 locate	9 basic
10 radar	11 detail	12 fever
13 broken	14 open	15 donate

★ Read these words to a partner.

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



Underline the vowels that make a sound in each word. Then, draw a line to divide the word into syllables.

**REMEMBER:**

- When you see only one consonant between the vowels, you usually divide the word before the consonant. **Sometimes**, the consonant goes with the first vowel to make a real word.
- Be sure to read each syllable after you divide the word to make sure the word makes sense.

1 cabin	2 credit	3 limit
4 repeat	5 later	6 radish
7 music	8 timid	9 comet
10 travel	11 spider	12 talent
13 topic	14 finish	15 event

★ Read these words to a partner.



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

Underline the vowels that make a sound in each word. Then, draw a line to divide the word into syllables.

**REMEMBER:**

- All syllables must have a vowel sound.
- When you see two consonants between the vowels, divide the word between the two consonants.
- When you see only one consonant between the vowels, you usually divide the word before the consonant. **Sometimes**, the consonant goes with the first vowel to make a real word.
- Be sure to read each syllable after you divide the word to make sure the word makes sense.

1 afternoon	2 carpenter	3 lemonade
4 chimpanzee	5 fantastic	6 valentine
7 forgotten	8 hamburger	9 envelope
10 important	11 peppermint	12 computer
13 yesterday	14 inventing	15 calendar

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

Put a "v" under each vowel. Think about how many syllables are in each nonword.  
Put each word in the right list.

<del>slidhap</del> v v	cradfitmat	drinflip	lif	shilltrap
masb lip	plag	nimvalsin	plitplat	rinbadfin

1 Syllable	2 Syllables	3 Syllables
	slidhap	

Divide each two- and three-syllable nonword word above into syllables (e.g., *slid / hap*). Then, read all of the words with a partner.

Choose the correct syllable to complete each real word.

<del>lan</del>	hab	tas	fran	tic
zig	did	kin	ric	im

1. At/ <u>lan</u> /tic → <u>Atlantic</u>	2. nap/_____ → _____
3. fan/_____ /tic → _____	4. _____ /zag → _____
5. fab/_____ → _____	6. in/_____ /it → _____
7. _____ /pact → _____	8. _____ /tic → _____
9. plas/_____ → _____	10. can/_____ → _____

★ *Plastic* begins with the consonant blend *pl*. On the back, list 3 other words that begin with *pl*.

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

Practice spelling these words.

**REMEMBER:** One-syllable words ending in the letters **f, l, s,** or **z** double the letters when a short vowel sound comes right before them.

1		bu <u>zz</u> <u>buzz</u> <u>buzz</u>
2		dre _____
3		be _____
4		dri _____
5		cli _____
6		che _____
7		hi _____
8		ba _____

★ Read these words to a partner.

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



Practice spelling these words.

**REMEMBER:** One-syllable words ending in the letters **f**, **l**, **s**, or **z** double the letters when a short vowel sound comes right before them.

1  sni ff    sniff    sniff

2  gla \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

3  gri \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

4  she \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

5  o \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

6  gra \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

7  do \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

8  we \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

★ Read these words to a partner.









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



Practice spelling these words.

**REMEMBER:** One-syllable words ending in /k/, /ch/ or /j/ right after a short vowel sound must have an extra letter.

- /k/ is spelled **ck**
- /ch/ is spelled **tch**
- /j/ is spelled **dge**

1		ha <u>tch</u>	<u>hatch</u>	<u>hatch</u>
2		blo _____	_____	_____
3		du _____	_____	_____
4		ba _____	_____	_____
5		ma _____	_____	_____
6		clo _____	_____	_____
7		di _____	_____	_____
8		bri _____	_____	_____

★ Read these words to a partner.

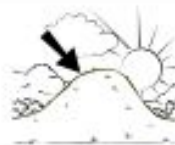
Name: \_\_\_\_\_



Read each sentence and look at the picture. Then, fill in the missing word. Remember the rules you have learned as you spell each word.

1

Go up the hill.



2

\_\_\_\_\_ the ball.



3

Play with the \_\_\_\_\_.



4

The egg will \_\_\_\_\_ soon.



5

Cross the \_\_\_\_\_.



6

I will cut the \_\_\_\_\_.



7

She fell in the \_\_\_\_\_.



8

Do not feed the \_\_\_\_\_.



★ Read these sentences to a partner.

Read the syllables below. Circle the silent-e syllables.

clafe	drace	ploce	caft
sprice	scod	cem	chice
cazz	crame	cobe	caze

Write the syllables from above in the correct list.

Silent-e Syllables: c makes /k/ sound	Silent-e Syllables: c makes /s/ sound	Closed Syllables
clafe		

Look at the silent-e syllables where *c* makes the /k/ sound. Write the correct syllable.

1. Which syllable ends with the same sound as *whiff*? \_\_\_\_\_
2. Which syllable rhymes with *maze*? \_\_\_\_\_
3. Which syllable ends with the same sound as *drum*? \_\_\_\_\_
4. Which syllable rhymes with *robe*? \_\_\_\_\_

Look at the silent-e syllables where *c* makes the /s/ sound. Write the correct syllable.

5. Which syllable begins with the same sound as *plum*? \_\_\_\_\_
6. Which syllable rhymes with *space*? \_\_\_\_\_
7. Which syllable begins with the same sound as *chips*? \_\_\_\_\_
8. Which syllables rhyme with *dice*? \_\_\_\_\_

Look at the closed syllables. Write the answer.

9. Which syllable rhymes with *raft*? \_\_\_\_\_

★ On the back, list 2 more words that rhyme with *chips*, *dice*, and *space*.

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

Read the syllables and put them in the correct list. You may write more than one word on a line.

<del>drim</del>	sprag	braft	crad	min	vas
sint	nam	yist	rill	fant	hif

Short a Syllables	Short i Syllables
	drim

Use the syllables above to answer the questions.

1. Which syllable rhymes with <i>spin</i> ? _____ <b>min</b> _____	2. Which syllable rhymes with <i>hint</i> ? _____
3. Which syllable rhymes with <i>chant</i> ? _____	4. Which syllable rhymes with <i>whiff</i> ? _____
5. Which syllable rhymes with <i>Pam</i> ? _____	6. Which syllable rhymes with <i>prim</i> ? _____
7. Which syllable rhymes with <i>fist</i> ? _____	8. Which syllable rhymes with <i>grad</i> ? _____
9. Which syllable rhymes with <i>shrill</i> ? _____	10. Which syllable rhymes with <i>brag</i> ? _____
11. Which syllable rhymes with <i>craft</i> ? _____	12. Which syllable rhymes with <i>lass</i> ? _____

★ On the back, list 2 more words that rhyme with *grad*, *Pam*, *prim*, *shrill*, and *spin*.



# 2R Skill Builder: Vocabulary

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

Vocabulary  
Synonyms & Antonyms



Read the words in each box. Find the words that are *antonyms* and draw a line to connect these words.

<sup>1</sup>

last	no
night	sad
yes	first
float	day
glad	sink

<sup>2</sup>

new	weak
kind	cold
strong	lose
hot	mean
win	old

<sup>3</sup>

soft	small
sad	out
big	hard
up	glad
in	down

<sup>4</sup>

long	closed
fast	frown
open	slow
smile	short
stop	go

★ Choose a pair of antonyms from each box. Write a sentence for each pair.

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



Read the words in each box. Find the words that are synonyms and draw a line to connect these words.

<sup>1</sup>

stone	—	rock
sack		cap
hat		ship
shop		bag
boat		store

<sup>2</sup>

sniff	mend
jog	jump
leap	smell
fix	tug
pull	run

<sup>3</sup>

quick	large
bite	fast
street	chomp
see	look
big	road

<sup>4</sup>

shout	child
thin	jet
kid	slim
plane	ill
sick	yell

★ Choose a pair of synonyms from each box. Write a sentence for each pair.

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



Read the circled words. Find a synonym and an antonym for each word and glue them in the correct place.

**synonym**  
(same)

**antonym**  
(opposite)

1		quick	
2		large	
3		glad	
4		thin	
5		bad	
6		neat	

★ Explain to a partner how the words in each set are related.



fast	slim	small	clean
sad	big	messy	joyful
good	thick	slow	awful

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smile	short
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★ Choose a pair of antonyms from each box. Write a sentence for each pair.

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



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fix	tug
pull	run

<sup>3</sup>

quick	large
bite	fast
street	chomp
see	look
big	road

<sup>4</sup>

shout	child
thin	jet
kid	slim
plane	ill
sick	yell

★ Choose a pair of synonyms from each box. Write a sentence for each pair.

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



Read the circled words. Find a synonym and an antonym for each word and glue them in the correct place.

**synonym**  
(same)

**antonym**  
(opposite)

1		quick	
2		large	
3		glad	
4		thin	
5		bad	
6		neat	

★ Explain to a partner how the words in each set are related.



fast	slim	small	clean
sad	big	messy	joyful
good	thick	slow	awful

Core5 Level 11

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

Write a sentence to answer the questions below. Use the word because in each answer.

<p>1. Should you <b>dispose</b> of a snack that will <b>expire</b> in a month? Why or why not?</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2. Would you <b>confuse</b> someone if you were in a <b>costume</b>? Why or why not?</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. Does your school <b>mandate</b> that you <b>compete</b> in games or matches? Why or why not?</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>4. Would you <b>excuse</b> a pal for <b>consuming</b> your lunch? Why or why not?</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>5. Would you go <b>insane</b> if someone left you a big <b>estate</b>? Why or why not?</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>6. Would you <b>concede</b> your prized <b>trombone</b> to a kid in need? Why or why not?</p> <hr/> <hr/> <hr/> <hr/> <hr/>

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★ On the back, write the bold words in alphabetical order.

# 2R Skill Builder: Structural Analysis

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

Structural Analysis  
Simple Suffixes



Read the words at the bottom of the page. Circle the suffix in each word. Then, cut out the words and glue them into the correct boxes.

1 <b>er</b> farmer	2 <b>est</b>	3 <b>y</b>
--------------------------	-----------------	---------------

★ Think of another word with each suffix and add it to the correct box.



farmer	neatest	sleepy	windy
lucky	lowest	messy	darker
deepest	painter	faster	oldest



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



Read the words at the bottom of the page. Circle the suffix in each word. Then, read each word again and listen carefully to the sound of -ed at the end. Cut out the words and glue them into the correct boxes.

<p><sup>1</sup> ed (d)</p>	<p><sup>2</sup> ed (ed)</p>	<p><sup>3</sup> ed (t)</p> <p>cracked</p>
----------------------------	-----------------------------	---

★ Think of another word with each sound of -ed and add it to the correct box.

✂

cracked	dusted	rocked	called
screamed	leaned	stamped	rented
twisted	planted	yelled	bumped

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



Read the words at the bottom of the page. Circle the prefix in each word. Then, cut out the words and glue them into the correct boxes.

**ex**

**de**

**re**

★ Think of another word for each prefix. Write the words in each box.



extend	refresh	depart	expect
repeat	explode	repaint	defrost
debate	deduct	remove	exhale

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



Read the words at the top of the page. Circle the prefix in each word. Then, write each word in the box with the same prefix.

dislike    disrupt    prevent    misplace  
disagree    prefix    mismatch    prolong  
mistake    pronoun    predict    propose

1 <b>dis</b> <i>dislike</i> _____ _____ _____	2 <b>mis</b> _____ _____ _____
3 <b>pre</b> _____ _____ _____	4 <b>pro</b> _____ _____ _____

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★ Choose a word from each box and write a sentence for each.



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

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

1 I hope the train will <u>de</u> part on time.	de ad
2 It may help to _____read that page again.	pro re
3 Our class wants to win the _____test.	non con
4 Did John _____vite you to the picnic?	ex in
5 We took a _____stop flight to Texas.	non in
6 It is _____safe to swim in the big waves.	con un
7 I hope she will _____miss us on time.	dis sub
8 My sister made a _____take on her test.	mis re

Core5 Level 12

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★ Read these sentences to a partner.

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

L. Use *oy* or *oi* to complete each word. Then, add the suffix to create a new word.

Usually, *oy* is at the end of a base word, and *oi* is at the beginning or in the middle of a word.

1. j_oi_n = join	+ ing = joining
2. j_____ = _____	+ ful = _____
3. empl_____ = _____	+ ee = _____
4. br_____l = _____	+ ed = _____
5. p_____nt = _____	+ less = _____
6. cowb_____ = _____	+ s = _____
7. m_____st = _____	+ ness = _____
8. destr_____ = _____	+ er = _____
9. sp_____l = _____	+ ed = _____

M. Use *ou* or *ow* to complete each word. Then, add the suffix(es) to create a new word.

Usually, *ow* is at the end of a base word, and *ou* is at the beginning or in the middle of a word.

1. pr_ou_d = proud	+ ly = proudly
2. shall_____ = _____	+ er = _____
3. pl_____ = _____	+ ed = _____
4. p_____t = _____	+ ing = _____
5. b_____nd = _____	+ less = _____
6. foll_____ = _____	+ er = _____
7. m_____th = _____	+ ful + s = _____
8. l_____d = _____	+ est = _____
9. v_____ = _____	+ s = _____

\* Choose four words that you created. On the back, use each in a question.

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

Read the Dropping Rule.

When a base word ends in e, drop the e before adding a vowel suffix.

Checkpoints: 1. final e    2. vowel suffix

Spell each word by adding the suffix to the base word.

Base Word	Suffix	Completed Word
1. glide	-ed	<u>glided</u> on ice
2. strike	-ing	_____ a match
3. dine	-ing	_____ with a pal
4. shade	-ed	_____ under a hut
5. code	-ed	_____ in class
6. state	-ing	_____ a fact
7. smile	-ing	_____ twice
8. mandate	-ed	_____ by a boss
9. mute	-ed	_____ the song
10. slice	-ing	_____ eggs

Put each phrase above in the correct list.

Happened in the Past	Happening Currently
<u>glided on ice</u>	

★ On the back, write the phrases that have a word where c says the /s/ sound.

# 2R Skill Builder:Comprehension

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

 **THINK ABOUT**

How can you tell that a living thing is a plant? One way to tell is to look at its parts. As you learn more, think about how plants are alike and how they are different.

 **READ**

Reread “Sunflowers” (page 2) and “Pine Trees” (page 3). Each text tells about the parts of a different plant. Use the **glossary** to help you with unfamiliar words.

 **EXPLORE**

Read each fact below. Look back at both texts to decide if the fact tells about a sunflower, a pine tree, or both. Circle one answer or both answers.

- |   |   |               |               |
|---|---|---------------|---------------|
| 1 | Roots hold this plant in the ground.              | ( sunflower ) | ( pine tree ) |
| 2 | The leaves of this plant are flat and wide.       | sunflower     | pine tree     |
| 3 | The trunk of this plant brings up food and water. | sunflower     | pine tree     |
| 4 | A seed from this plant may grow into a new plant. | sunflower     | pine tree     |

 **WRITE**

5 Write a sentence that tells one important way that a sunflower and a pine tree are alike.

---

---

---

6 Write another sentence that tells about an important difference between a sunflower and a pine tree.

---

---

---

★ Draw a picture of a sunflower and a pine tree, and label the parts.



## Sunflowers

A plant has many parts that help it grow. A sunflower is one plant with many parts that help it grow strong and tall. In fact, some sunflowers can grow as tall as you!

### **Roots**

A sunflower has roots. The roots hold the plant in the ground. Roots help the plant get food and water. It needs food and water to live and grow.

### **Stem**

Like most plants, the sunflower has a stem. The stem holds up the sunflower and brings food and water up from the roots.

### **Leaf**

Each leaf of the sunflower plant is attached to the stem. Plant leaves can make food with help from the sun. Sunflower leaves are flat and wide.

### **Seeds**

The sunflower has flowers that are big and yellow. The flowers make many seeds. The seeds help grow new sunflower plants.

### **GLOSSARY**

**at•tached** Attached means joined to something.

**sun•flow•er** A sunflower is a plant with big yellow flowers.



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



## Pine Trees

A pine tree is a plant with many parts. Each part helps the tree grow tall and strong.

### **Roots**

The roots of a pine tree hold it in the ground and help it get food and water. Like other plants, pine trees need food and water to live and grow.

### **Trunk**

A pine tree has a trunk. The trunk is like a plant stem but bigger and stronger. The trunk brings food and water up from the roots.

### **Needles**

Pine tree leaves are called needles. Needles are thin and sharp and grow on branches. Branches are like stems that grow from the trunk. Pine trees are called evergreens because the needles stay green all year. Pine trees don't lose their leaves in the fall like other plants.

### **Seeds**

A pine cone is the part of a pine tree that holds the seeds. Some pine cones need heat to let go of their seeds.

### **GLOSSARY**

**nee•dle** A needle is a leaf that is shaped like a sharp sewing tool.

**ev•er•green** An evergreen is a plant with leaves that stay green all year long.

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



 **THINK ABOUT**

Some stories teach lessons. At the end of a story, the lesson may be stated as a moral. If no lesson is stated, readers can figure it out for themselves by looking at what the characters learn. Think about what you can learn when you read a fable.

 **READ**

Reread “The Girl and Her Milk” (page 5) and “The Boy and His Oil” (page 6).

 **EXPLORE**

How are the fables alike? How are they different? Look back at both fables to help you **complete the sentences** below.

- 1 In “The Girl and Her Milk,” the girl plans to sell butter to buy \_\_\_\_\_.
- 2 Then, the girl plans to sell some chickens to buy a new \_\_\_\_\_.
- 3 Finally, she forgets about the bowl on her head, and the \_\_\_\_\_ spills.
- 4 In “The Boy and His Oil,” the boy plans to sell his oil to buy \_\_\_\_\_.
- 5 Then, the boy plans to sell some goats to buy land and a \_\_\_\_\_.
- 6 Finally, he forgets about the pot on his head, and the \_\_\_\_\_ spills.
- 7 Both fables tell about characters who have \_\_\_\_\_ that come to an end.

 **WRITE**

- 8 Reread the moral at the end of “The Girl and Her Milk.” **What moral could be added to “The Boy and His Oil”?**

---

---

- ★ **What do people mean when they say, *Don't count your chickens before they hatch*? Share your ideas with a partner.**

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



### The Girl and her Milk

One day, a girl got a full bowl of milk from her cow. She set off for home with the bowl on her head and joy in her step.

As the girl walked she made plans. "The milk in this bowl will give me cream," she said. "Then, I will churn the cream to make butter. When I sell the butter, I can buy eggs. The eggs will hatch, and I'll have a lot of chickens!"

The girl made more plans. "I'll sell some of my chickens," she said. "And I'll buy a new drum." As she made plans, she forgot about the bowl on her head. The bowl fell off, the milk spilled, and the girl was mad because her plans had come to an end.

The moral of this tale is, *Don't count your chickens before they hatch.*



### The Boy and his Oil

A boy once had a pot of oil to sell. He put the pot on his head and set off for the market.

As the boy walked, he began to think. “When I get to the market, I’ll sell my oil for two gold coins,” he said. “I’ll use the gold to buy goats. One day, I’ll have many goats. Then, I’ll sell some and buy land. Then, I’ll buy a house and start a family!”

The boy was glad to think of his goats and his land and his house and his family. “I’ll have many kids who will take care of me when I am old,” he said.

But then, the boy saw some kids who were very loud. He shook his head as if to say, “No, no, not my kids.” This made the oil pot fall to the ground and spill. The boy’s plans had come to an end.

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



 **THINK ABOUT**

Reading about a place helps you learn what is special about it. Bryce Canyon is a special place, a national park in the western United States.

 **READ**

Reread “A Map of Bryce Canyon” (page 8) and “A Hike at Night” (page 9). The first text is a map with captions like one used by park visitors. The second text is a story about visiting the park.

 **EXPLORE**

Read each sentence below. Is that information found in the map, in the story, or in both? Look back at both texts to decide. Circle one answer or both answers.

- |   |  |     |       |
|---|--|-----|-------|
| 1 | People can ride horses on the Peek-a-Boo Loop Trail.   | map | story |
| 2 | Some visitors to Bryce Canyon stay overnight in tents. | map | story |
| 3 | A park guide leads hikers on trails at night.          | map | story |
| 4 | Visitors come to Bryce Canyon to see tall, thin rocks. | map | story |
| 5 | Hoodoos are tall rocks that may look like big animals. | map | story |

 **WRITE**

6 Write another sentence telling information that is in BOTH the map and the story.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7 What is an important difference between the map and the story?

\_\_\_\_\_

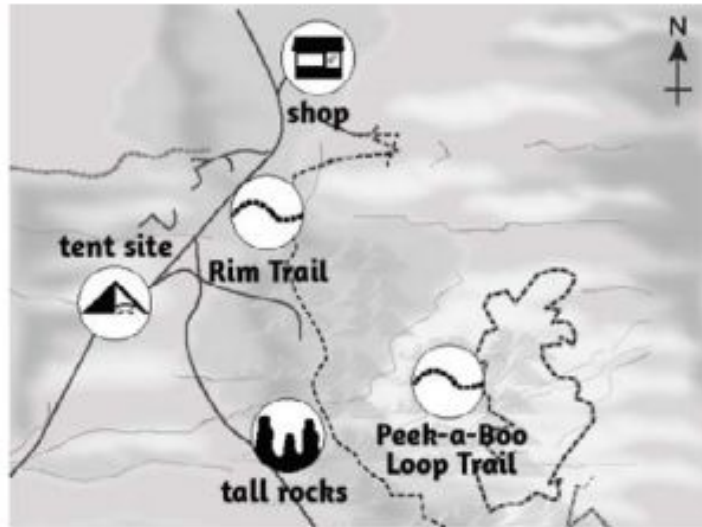
\_\_\_\_\_

\_\_\_\_\_

★ Think about a time you visited a special place. Tell or write about what happened there, like the narrator of “A Hike at Night.”



### Map of Bryce Canyon



**Rim Trail:** The Rim Trail is two miles long. One of the best times to hike is just before the sun sets.

**Peak-a-Boo Loop Trail:** The Peek-a-Boo Loop Trail is five miles long. People can ride a horse on this trail if they don't want to hike.

**shop:** This shop sells food and other things that people might need to camp in the park.

**tent site:** The tent site is a spot for people who want to camp near the trails. They can set up a tent or sleep out in the open.

**tall rocks:** Tall, thin rocks can be seen from both trails. These rocks were made by years and years of snow and rain.

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



### A Hike at Night

“Let’s go see what Bryce Canyon looks like at night!” says the park guide. It is near the end of our trip, and there’s a full moon. Dad and I can see odd rocks on all sides of the trail.

I can’t wait to see the hoodoos at night. The tall, thin rocks make me think of sand castles. I run up the trail in front of the group.

Just then, a dark shadow falls over me. Is it a mountain lion? A black bear? I try to shout for help, but Dad and the others are too far back to hear.

Just then the moon moves from behind a cloud. When it lights up the shadow, I have to laugh. It isn’t a mountain lion or a bear. It’s a hoodoo! Still, I think I’ll stay with Dad for the rest of the hike.



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



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

**develop** (verb) To develop is to grow, learn, or change.

- 2 **Reread the informational text** on the next page, "Becoming a Frog." Informational texts give facts about a topic.
- a **Use the glossary** to help you with the meaning of unfamiliar words.
  - b **Explore the diagram** to help you understand the written information.
- 3 Informational texts have main ideas. The main idea of this text is in bold print in Paragraph 1. Go back to the text, and **put a star (★) next to the main idea**.
- 4 **Write the main idea** below.

<b>main idea</b>	
------------------	--

- 5 Informational texts also have key details that support the main idea. Three key details are underlined in the text. Go back to the text, and **put a checkmark (✓) next to each key detail**.
- 6 **Write the three key details** below.

<b>key detail 1</b>	
<b>key detail 2</b>	
<b>key detail 3</b>	

- 7 **Write a question** about one of the key details in the text or the diagram. For example, you might ask, *How does a tadpole's body change?*

\_\_\_\_\_

- 8 **Write an answer** to your question using your notes above and details from the text.

\_\_\_\_\_

\_\_\_\_\_

- ★ **Create a poster that illustrates and explains what you learned about how a frog develops.**





### Becoming a Frog

1 What looks like a fish, swims like a fish, and gets air like a fish—but is not a fish? The answer to that riddle is a tadpole. **A tadpole is not a fish. A tadpole grows and changes to become a frog.**

2 Tadpoles begin their lives in water. Tadpoles hatch from eggs laid by an adult female frog. A tadpole has a round head and a tail. It breathes through gills, like a fish. The newly hatched tadpole rests at first. Then, as its tail grows bigger and stronger, the tadpole uses it to swim about. Its main food is bits of water plants.

3 Over time, the tadpole's body changes. The changes may take weeks, months, or even years. The tadpole begins to grow legs. The hind legs appear first, and then the front legs. A tongue forms in its mouth. Inside its body, lungs take shape. Lungs are what land animals use to breathe on land. The tadpole's gills disappear.

4 Finally, the animal leaves the water. It may still have a tail, which begins to shrink. The animal is not a plant eater anymore. It uses its long tongue to catch insects. The tadpole has become a frog.



#### GLOSSARY

**gills** (noun, plural) Gills are what fish use to breathe in water.

**lungs** (noun, plural) Lungs are what animals use to breathe air.

**shrink** (verb) To shrink is to get smaller.

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

- 1 Read and underline the definition of the phrase below. Knowing this phrase and its definition will help you complete the following activities.

**take care of** (verb) To take care of others is to be helpful and kind.

- 2 Reread the poem on the next page, "Anything for You." Poems use the sound, as well as the meaning, of words to express feelings and ideas.
- 3 Poets use words to help readers form pictures in their minds. Go back to the poem, and underline three examples of taking care of a friend by being helpful and kind.
- 4 The poem gives many examples of taking care of a friend. Write three examples from the poem in your own words.

example 1	
example 2	
example 3	

- 5 Poems often have words that rhyme. This poem uses rhyme to connect the many examples of taking care of a friend. Go back to the poem, and circle the word at the end of each line.
- 6 Write the rhyming words below.

rhyme 1	
rhyme 2	
rhyme 3	

- 7 Poems also often have rhythm. Rhythm is like a drumbeat that goes with groups of words. Read the poem aloud, and listen for the rhythm.
- 8 How do you know that this is a poem and not a story? Use specific examples from the poem to support your answer. Write on another page.

- ★ Circle the first letter of every line. What word do you see? This kind of poem is called an acrostic. Choose a word that has special meaning to you—like your name—and write your own acrostic poem.

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



### Anything for You

**F**orget that it's your birthday? Never!

**R**eveal your deepest secrets? No way!

**I**nclude you in my plans? Forever!

**E**ncourage you to dream? Okay!

**N**eed a helping hand or hug? I'm there!

**D**on't have your lunch today? I'll share!

Sweet friend, I hope you know I care.

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



- 1 Read and underline the definition of the word below. Knowing this word and its definition will help you complete the following activities.

**moral** (noun) The moral of a story is the lesson it teaches about life.

- 2 Reread the fable below, "A Dog's Mistake." Fables are short stories with a moral.
- 3 The characters in a fable are often animals. Circle the name of the main character.
- 4 Characters in fables often make mistakes. How does Dog lose his meat? The major events in the fable are underlined.
  - a Put a checkmark (✓) next to the major event at the beginning of the fable.
  - b Put a checkmark (✓) next to the major event in the middle of the fable.
  - c Put a checkmark (✓) next to the major event at the end of the fable.
- 5 Fables have a moral. Put a star (★) next to the moral at the end of the fable.

### A Dog's Mistake

- 1 Dog had found a piece of meat. Now he was heading home with it.
- 2 Dog came to a log bridge that crossed a stream. On the bridge, he looked down at the water. He was surprised to see a dog looking up at him, and that dog had meat in his mouth!
- 3 "That dog's meat looks better than mine," Dog said. "And I want it!" He dropped his own meat and leaped into the water. The stream carried off Dog's meat.
- 4 There was no other dog. When Dog had looked down from the bridge, he had seen himself in the water. The water was like a mirror.
- 5 Dog said sadly, "Now I have no meat at all."
- 6 The moral is *Be happy with what you have.*

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



- 1 Complete the definition of the word below.

**moral** (noun) The moral of a story is the \_\_\_\_\_ it teaches about life.

- 2 Reread the fable below, "The Fox and the Crow."  
3 Circle the names of the two main characters.  
4 Characters in fables are often tricked by other characters. How does Crow lose her cheese?  
The major events in the fable are underlined.
- a Put a checkmark (✓) next to the major event at the beginning of the fable.
  - b Put a checkmark (✓) next to the major event in the middle of the fable.
  - c Put a checkmark (✓) next to the major event at the end of the fable.
- 5 Put a star (★) next to the moral at the end of the fable.

### The Fox and the Crow

- 1 Fox looked up in a tree and saw Crow. She held a chunk of cheese in her beak. Fox wanted that cheese, and he had a plan to get it.
- 2 Fox said, "What a fine bird I see on the branch! Her black feathers gleam in the sun. She looks beautiful!" As Fox spoke, Crow felt proud.
- 3 Fox went on. "That bird is so fine-looking. It is a shame that she cannot sing."
- 4 Crow wanted Fox to hear her sing. "CAW, CAW," she sang.
- 5 When she opened her beak, Crow dropped the cheese, and it fell to the ground. Fox picked up the cheese and trotted off with it.
- 6 The moral is *Don't trust anyone who gives too many compliments.*

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



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# 2R Skill Builder: Vocabulary



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

Complete each sentence to explain the meaning of the metaphor.

**REMEMBER:** Metaphors are comparisons that show how two very different things are similar in one important way.

1 “The store was a zoo” means the store was...

\_\_\_\_\_

2 “His room was a pigsty” means his room was...

\_\_\_\_\_

3 “Her hands were ice cubes” means her hands were...

\_\_\_\_\_

4 “The girl was a statue” means the girl was...

\_\_\_\_\_

5 “Vic is a cheetah on the track” means Vic is...

\_\_\_\_\_

6 “Tina is a fish in the water” means Tina is...

\_\_\_\_\_

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★ Read these sentences to a partner and explain the meaning of each metaphor.

Read each sentence and complete the simile.

**REMEMBER:** Similes are **comparisons** that show how two very different things are similar in one important way. Similes use the words **like** or **as** in the comparison.

1 John spent all day at the pool. He swims like...

\_\_\_\_\_

2 Rita easily won the race. She ran like...

\_\_\_\_\_

3 My room was such a mess. It looked like...

\_\_\_\_\_

4 I could not lift the box. It was as heavy as...

\_\_\_\_\_

5 Maya kept her voice down in class. She was as quiet as...

\_\_\_\_\_

6 The crowd cheered for their team. Their cheers were as loud as... \_\_\_\_\_

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★ Choose a simile from above and think of another word to complete the sentence.