Complete each sentence with a word from the box.

already prove eight sign police

1. The ____________ taught us about keeping safe.

2. Josh didn’t want to go to the movie because he had ____________ seen it.

3. I will be ____________ years old in January.

4. I can ____________ my answer by looking in the book.

5. Bob did not stop his car because he missed the ____________.

Write a sentence using each High-Frequency Word.

6. special _______________________________________

7. guess __________________________________________

8. hundred _________________________________________
Whose garden? Complete each sentence by writing the correct name.

1. ________ grew a big pumpkin.
2. ________ grew eight big carrots.
3. ________ grew juicy lettuce.
4. ________ grew tall thin beans.

Draw a picture of the vegetables in Paddy’s garden and Jess’s garden.

Paddy’s Garden

Jess’s Garden

School-Home Connection

With your child, write two sentences about Jess’s garden. Have your child read the sentences aloud.
Paddy and Jess each had a vegetable garden. “My vegetables are big and juicy,” said Paddy. “Yours are small.” “I know,” said Jess, but she didn’t seem upset. Paddy and Jess started to pick their vegetables. “How is your bag so full?” asked Paddy. “It’s a secret,” said Jess. “You will find out later.” Paddy and Jess wanted to give some vegetables to their friends. First, they went to the bakery. Paddy gave the baker a big, juicy lettuce. Then they went to the grocery store. Jess gave the grocer ten beans. “I’m sorry they are so thin,” she said. Next, they saw a police officer. Paddy gave her eight carrots.

**FLUENCY SCORE**

Total Words Read per Minute

Number of Errors

Words Correct per Minute (WCPM)

---

**To the Teacher**

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Name ____________________________

Use the word from the box that best completes each sentence.

covered   everything   woods   surprise

1. The pond was in the _________________.

2. The hungry man ate ________________ on his plate.

3. The pond was ________________ with leaves.

4. My family held a ________________ party for me.

Write a sentence using the words through and guess.

________________________________________________________________________

________________________________________________________________________

School-Home Connection

With your child, take turns using the High-Frequency Words in new sentences.
Name ________________________________

Read the story *Bump!* What did each character do? Circle the answer.

1. “I will clean up the pond.”
   Duck   Frog   Both

2. Who picked up leaves with its mouth?
   Duck   Frog   Both

3. Who picked up the leaves with its beak?
   Duck   Frog   Both

4. Who sat on a lily pad?
   Duck   Frog   Both

5. Who slept for a long time?
   Duck   Frog   Both

6. Who got a surprise?
   Duck   Frog   Both

School-Home Connection
With your child, write a sentence about Duck and a sentence about Frog. Have your child read his or her sentences aloud.
One morning, Duck looked at the pond in the woods. It was covered with leaves. “I will clean up the pond for Frog,” she said.

Duck swam through the leaves. She gathered them up in her beak. She put them in a pile at the edge of the pond.

Then Duck picked up the leaves and dropped them under the trees in the woods. “Frog will never guess who cleaned up the pond,” she said when she had finished.

Duck sat in her nest. “What a surprise Frog will get,” she thought. “He will be pleased.” Soon Duck was fast asleep.

While Duck slept, the wind blew.
Circle the word that best completes the sentence. Write the word on the line.

- different hundred

1. There must be a ___________ birds at the pet shop.
   - different finally

2. James wanted a ___________ type of shirt.
   - short ears

3. Melissa was too ___________ to reach the counter.
   - Finally Short

4. ___________ the long movie ended.
   - different children

5. The ___________ ran to play.
   - ears short

6. Mary couldn’t believe her ___________.

Write a sentence using the words short and hundred.

________________________________________________________________________
Choose the correct word to complete each sentence. Write the word on the line.

1. Lucy wanted a _____________ at the pet store.
   - bird
   - kitten

2. She picked a parakeet with _____________ feathers.
   - green
   - blue

3. She tried to teach her parakeet to _____________.
   - swim
   - talk

4. The parakeet said, “___________”
   - Don’t do that
   - My name is Billy

Draw a picture of Lucy’s parakeet.

School-Home Connection
Have your child write a sentence about the story. Have your child read his or her sentence aloud.
Lucy wanted a bird for her birthday. The whole family went to the pet shop.

“There must be a hundred birds here!” said Thomas, her little brother. It seemed like that to Lucy, too. She looked and looked.

“I want a different sort of bird than all of these,” she said.

Finally, Lucy found the one she wanted. It was a cute little parakeet with green feathers and small bright eyes.

Lucy carried the parakeet home very carefully. She named him Billy. Lucy told Dad, “I chose a parakeet because they can learn to talk. I’m going to teach him!”

“It will take Billy a while to learn,” smiled Dad.
Use the word from the box that best completes each sentence.

Sometimes their special
sugar exercise bicycle

1. Babies need ______________ care.

2. Walking gives my puppy ______________.

3. ______________ I go to games with my dad.

4. For a treat my mom will ______________ me with my favorite dinner.

5. I ride my ______________ after school.

6. The teacher gave the children ______________ grades.

Write a sentence using two of the High-Frequency Words.

__________________________________________________________

School-Home Connection
With your child, take turns using the High-Frequency Words in new sentences.
Read the story. Write the main idea in the box. Then write the details.

Ponies are a kind of animal called mammals. Mother mammals make milk for their babies. Mother ponies make milk for their babies, too. The babies suck the milk. Baby ponies are called foals.

The main idea is:

__________________________________________________________

Details are:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
I live on a small farm. I have a pony called Patches. Some ponies are as small as a large dog. My pony is larger than my bicycle. She is just the right size for me to ride.

Ponies are mammals. Mother mammals make milk for their babies. Baby ponies are called foals.

Ponies are small horses. People are measured in feet. Horses are measured in hands. Ponies can be up to fourteen hands tall.

My pony lives in a large field. At night, she stays in a stable. There is food and water in the stable.

Ponies like to eat fresh grass. They also like to eat hay, a dried grass.

FLUENCY SCORE
Total Words Read per Minute
Number of Errors
Words Correct per Minute (WCPM)

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Use the word from the box that best completes each sentence.

already  hundred  special  eight  guess

1. I received a _____________ treat from my parents.
2. Jen had _____________ told Bob when I saw him.
3. My grandmother lives _____________ miles away.
4. Fred tried to _____________ the answer to the question.
5. More than a _____________ people were waiting in line for tickets.

Use two High-Frequency Words to write about your favorite animal.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Complete each sentence by drawing a circle around the correct answer.

1. What was the special news report about?
   - Summer Fair
   - Book Fair

2. What was the new ride at the fair?
   - roller coaster
   - spinning chairs

3. What was the contest about?
   - biggest pumpkin
   - biggest pig

4. What animals were being shown?
   - horses
   - cows

5. What did Mark, Reporter 2, want to taste?
   - carrot cake
   - pumpkin pie

Draw a picture of your favorite ride at a fair.

School-Home Connection
With your child, write a sentence about the story. Have your child read his or her sentence aloud.
Producer: Ready? Action!

Anchor 1: This is Morning News. I'm Bob, and this is Sue. This morning, we have a special news report from the Summer Fair.

Anchor 2: We have two reporters at the fair. First we will go to Kate.

Anchor 1: Good morning, Kate.

Reporter 1: Good morning. It's so exciting here!

Anchor 1: What is that behind you, Kate?

Reporter 1: That's the roller coaster. More than a hundred people have been for a ride already. The people on there now are really screaming! You might be able to hear them!

Anchor 2: You are right! I can hear them.

Anchor 2: What is that over to your left, Kate?

FLUENCY SCORE
Total Words Read per Minute __________
Number of Errors __________
Words Correct per Minute (WCPM) __________

To the Teacher
See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the word that best completes each sentence.

straight    cheer    lose
brother    caught    learn

1. Ned and Ed went to the circus with their ________________.

2. A man walked ________________ on a tightrope.

3. The crowd began to ________________ as he walked.

4. On a swing, a man ________________ a lady high in the air.

5. The trick looked very hard to ________________.

6. The lady was very glad the man didn’t ________________ his grip.

Write two sentences using two of the words from the box.

7. ________________________________

8. ________________________________

School-Home Connection

With your child, discuss his or her favorite sport. Ask your child to make new sentences about his or her favorite sport using the word cheer.
Name __________________________________________

▶ Read the story. Then circle what you think will happen.

Max and Ellis were best friends. It was Max’s birthday. Ellis said to his mom, “I want to get something for Max.” What will Ellis do?

A go shopping

B play ball

C tell Max “Happy Birthday”

▶ What do you think Michael Jordan will do in the future?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

School-Home Connection

With your child, discuss an upcoming season, such as winter or summer. Ask your child to predict what he or she will do during the season.
He’s six feet six inches (almost 2 m) tall. He can fly through the air to make a basket. He’s Michael Jordan. Many people think he’s the best basketball player that ever lived.

Michael was born in Brooklyn, New York, in 1963. Then he moved with his family to Wilmington, North Carolina. At first, Michael was interested in playing baseball. He was also interested in football and basketball.

Michael would always lose when he played basketball with his brother, Larry. This did not make Michael give up. It made him want to win even more.

Michael made up his mind to learn new basketball moves. He practiced for hours. He caught the ball again and again.
Name ________________________________

Write the word from the box that best completes each sentence.

laughed  million  coming  knee
curve   idea  world

1. Bob is ____________ over today to run.
2. We thought it was a great ______________.
3. I ______________ at Bob’s bright orange shoes.
4. Bob hurt his ______________ when he was running.
5. It happened on a ______________ in the road.
6. He felt like he was a ______________ miles from home.
7. I didn’t know what in the ______________ to do.

Write a new sentence using the word laughed.

___ __________________________________________________________________________

Ask your child about ideas that he or she has. Encourage your child to make up sentences that use the word idea.
Read the story. Write what you think will happen next.

1. Dad said, “This room feels chilly.” So Dad put some logs in the fireplace. He placed some kindling around the logs. What will Dad do next?

2. The baby was crying. Mom looked at the clock and said, “The baby is hungry.” What will Mom do next?

Imagine that *Swimming with Pops* did not end. What do you think will happen next?

Discuss with your child what usually happens on the weekend. Have him or her make a prediction about what will happen during the upcoming weekend.
Ray was staying with Nana and Pops for vacation. On Saturday morning, Nana said, “Let’s go to the town swimming pool today. We can take some food and have a picnic while we’re there.”

“Great idea!” cried Ray. “I love swimming, and I love picnics, too!”

Ray and Pops packed their swimming trunks and towels. “We must remember the sunscreen,” said Pops, “and our hats.”

Nana packed the food in a picnic basket. Then they left for the pool.

At the pool, Ray said, “Come on, Pops! Let’s have a swim before lunch!”

Pops and Ray changed into their swimming trunks. Then Ray looked in his bag and shook his head.

---

**To the Teacher**

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the word from the box that best completes each sentence.

though clear join ago accept

1. The sky was bright, blue, and ____________.
2. Ted wanted to ____________ when a friend asked him to go swimming.
3. Ted went swimming a week ____________.
4. Even ____________ he had been swimming, he was excited to go again.
5. Ted was happy to ____________ his friends at the pool.

Write a sentence of your own using the words *fair* and *half*.

______________________________

______________________________

With your child, discuss the meaning and usage of the Vocabulary Words.
Use *Hummingbird and Heron* to answer these questions. Write your answers on the lines.

1. This story is about a heron and a ________________.
   - raven
   - hummingbird
   - robin

2. They both like to eat ________________.
   - fish
   - worms
   - flowers

3. The story takes place ________________.
   - a week ago
   - long ago
   - yesterday

Number the sentence in the order they happened in the story.

_____ The birds agreed to a race.

_____ A heron thought there would not be enough food.

_____ The heron flew without stopping.

_____ The heron won the race.

**School-Home Connection**

Discuss with your child one of his or her favorite stories. Talk to him or her about how the plot makes the story enjoyable.
Long ago, both Heron and Hummingbird ate fish. Hummingbird, who was tiny and fast, ate tiny fish. Heron, who was big and slow, ate big fish. One day, Hummingbird shared with Heron what he had been thinking, “There may not always be enough fish for all the birds like us,” said Hummingbird. “There may not be,” agreed Heron. “Perhaps only one of us should eat fish,” Heron suggested. “Shall we have a race to decide who that will be?” asked Hummingbird. “That seems fair,” said Heron. They decided they would race to a tree they both knew. “It’s a long way from here, though” said big, slow Heron.

**FLUENCY SCORE**

Total Words Read per Minute

Number of Errors

Words Correct per Minute (WCPM)

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the word from the box that best completes each sentence.

believe  brought  early  enough  impossible

1. Jim woke up very _______________________.
2. He had not gotten ______________________ sleep.
3. It was hard to ______________________ it was time for school.
4. Jim ______________________ his pillow to school with him.
5. It was ______________________ to sleep in the classroom.

Write a sentence about Jim using the words below.

6. understand ______________________

______________________________

7. quite ______________________

______________________________

School-Home Connection
Help your child separate the Vocabulary Words into two groups: words that begin with vowels and words that begin with consonants.
Name

Answer the questions about *The Country Show*.

**In the beginning of the story…**

Cow would like ____________________________.

Horse would like ____________________________.

Chicken would like ____________________________.

**In the middle of the story…**

Cow stops giving Farmer ____________________________.

Horse stops letting Farmer ____________________________.

Chicken stops giving Farmer ____________________________.

**In the end of the story…**

Farmer realizes ____________________________.

Farmer gives the animals ____________________________

__________________________________________.

The judge gives them ____________________________.

---

School-Home Connection

Have your child retell a favorite story aloud.
Have him or her identify the beginning, middle, and end of the story.

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The Country Show Teacher Guide
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Farmer was getting Goat ready for the country show. Farmer brought him a thick blanket. He brushed Goat’s coat until it was shiny. He fed him spinach.

“I would like some spinach,” moaned Cow.
“I would like my coat brushed,” groaned Horse.
“I would like a thick blanket,” grumbled Chicken.
“I’ve had enough of your complaining!” said Cat, early one morning. “It’s impossible to get any sleep around here.”

The animals looked at Cat in surprise.

“Instead of moaning,” said Cat, “why don’t you do something about it?”

“What can we do?” asked the animals.

Cat sighed.

“Talk to Farmer,” he continued, “and make him understand why you are unhappy.”

FLUENCY SCORE
Total Words Read per Minute
Number of Errors
Words Correct per Minute (WCPM)

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Name ________________________________

Write the word from the box that best completes each sentence.

understand  lose
caught  learn

1. Carlos and Sanjay were _____________ in a thunderstorm.

2. I did not _____________ the question.

3. Mrs. Tanaka’s class will _____________ about mountains.

4. Isabelle did not want to _____________ her new hat.

Answer the questions in a complete sentence.

5. Are you coming to the party?

________________________________________

6. Do you understand how to add numbers?

________________________________________

School–Home Connection

Have your child write two sentences using the words in the box above.
Circle what you think each book will be about based on its title.

1. *Around the World*
   - A going on a trip
   - B drawing circles on a map
   - C standing in a circle around the globe

2. *The Secret of the Old Mine*
   - A a home for older people
   - B children telling secrets
   - C a mystery about a mine

3. *Frogs and Other Pond Animals*
   - A animals living by a pond
   - B games to play at a pond
   - C animals that live on rivers

4. *Dogs at Work*
   - A dogs that help people
   - B baking dog treats
   - C taking care of dogs

Ask your child to predict what will happen next week. Discuss his or her prediction.
Name _____________________________________________

Narrator 1: Do you have any idea what it’s like to be caught in an avalanche? That is when lots of snow slides down the mountain.

Narrator 2: What would it feel like to lose your way in a blizzard?

Narrator 1: Today we are high up at Mt. Cougar ski patrol station. We are going to learn what the ski patrol does and why people need them.

Patrol Leader: Hello. Today the weather is clear, but there is still the chance of an avalanche. Some of the ski patrol is already coming down the mountain. They are putting out flags. The flags tell people to stay away from dangerous places.

FLUENCY SCORE
Total Words Read per Minute
Number of Errors
Words Correct per Minute (WCPM)

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the word from the box that best completes each sentence.

- draw
- picture
- minute
- worry
- especially
- sure

1. Helen wanted to make a ______________ for her bedroom.

2. Her mother told her to ______________ her dog Snoodles.

3. Helen ______________ loved the way Snoodles sat up for treats.

4. The dog could sit up for more than a ______________.

5. Helen was ______________ Snoodles would like his picture.

6. She did not ______________ that the dog would get tired.

Write a sentence using each Vocabulary Word.

7. bought: ________________________________

8. question: ________________________________
Name ________________________________

Answer the questions about *Measuring Max*.

1. Who is the author of the story?
   ______________________________________

2. What is the story about?
   ______________________________________
   ______________________________________

3. Did the author write the story to tell about Max or to tell how to measure someone?
   ______________________________________
   ______________________________________

4. Did the author write the story to teach you how to do something or to tell you a fun story?
   ______________________________________
   ______________________________________

With your child, discuss why authors tell stories. Talk about some of your favorite storytellers and what makes them special.
Max lives next door. He's only little, and sometimes I help his mom look after him. Last year, when it was Max's third birthday, I made him a cool present. I got the idea for his present from a store.

I saw a chart there. "I have a question, Mom," I said. "What is that chart for?"

"It's a chart to show how tall children are," answered Mom. "Stand against it, Carla, and I'll tell you how tall you are."

I decided to make Max a chart for his birthday. That night, I painted zoo animals on the chart. I had to draw them first, and then I painted the colors.

I remember Mom saying, "I sure hope Max won't worry about the lion. It looks so fierce!"

FLUENCY SCORE
Total Words Read per Minute
Number of Errors
Words Correct per Minute (WCPM)

To the Teacher
See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Name ________________________________

Write the word from the box that best completes each sentence.

<table>
<thead>
<tr>
<th>year</th>
<th>favorite</th>
<th>enjoy</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook</td>
<td>popular</td>
<td>expensive</td>
</tr>
</tbody>
</table>

1. There is a big party in our neighborhood every
   ________________________.

2. Everyone goes. It is a very ________________________ party.

3. We ________________________ many different activities at the party.

4. It is not an ________________________ party. It doesn’t cost a lot.

5. We ________________________ hotdogs and hamburgers for everyone.

6. All of our neighbors bring their ________________________ foods to share.

Write a sentence using each Vocabulary Word.

7. imagine: ____________________________

8. board: ____________________________

School-Home Connection

Encourage your child to write a list of favorites, such as favorite food, color, book, show, and game. Have your child use the word favorite to label each entry in the list.
Name

Answer the questions about *Bicycles Long Ago and Today*.

1. Who is the author of the story?
   
2. What is the story about?
   
3. Did the author write the story to tell about bicycles long ago or to tell how to ride a bicycle?
   
4. Did the author write the story to teach you about something or to tell you a fun story?
Imagine it is the year 1865. You are riding a bicycle made out of wood. It has steel wheels. The hard wheels bump along the road. The bicycle shakes badly, and so do you. The bicycle is called a boneshaker.

Now imagine it is the year 1871. You are riding a bicycle with a large front wheel and a small back wheel. You are sitting up really high. You have to be careful that you don’t fall off!

The bicycle is called a penny farthing. A penny was a large English coin and a farthing was a very small English coin. It was usually brave people who rode penny farthings!

In the 1870s, most girls learned to cook and sew. They did not often ride bicycles.

**FLUENCY SCORE**

Total Words Read per Minute
Number of Errors
Words Correct per Minute (WCPM)

To the Teacher

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the word from the box that best completes each sentence.

tough young shoes
wash above

1. A ________________ girl was helping her mom.

2. “Jane, help me ________________ the car,” her mother said.

3. “I’d better put on my old ________________,” Jane said to her mom.

4. Jane had to reach high ________________ her head to wash the top of the car.

5. “This is ________________ work,” Jane said to her mother.

Write two sentences using each Vocabulary Word.

1. wear: ______________________________________

2. woman: ______________________________________

School-Home Connection

With your child, take turns using the Vocabulary Words in new sentences.
Read each story. Tell if it is real or if it is made up. Circle the correct answer.

There once was a little rabbit. He loved playing in Farmer Brown’s garden. The sun was so bright one day that the little rabbit began to cry. “The sun hurts my eyes,” the little rabbit said to his mama. So his mother gave him a tiny pair of sunglasses.

This story is:   Real   Made up

Rabbits live outside. They dig holes, or burrows, in the ground for homes. They love to eat plants and grass. Even though they like daytime, they like the night better.

This story is:   Real   Made up

Read the titles of these stories. Decide if the stories would be real or made up. Circle the correct answer.

Lions of Africa   Real   Made-Up

The Magic Flying Dog   Real   Made-Up

Caring for Your Hamster   Real   Made-Up

Discuss with your child his or her favorite television programs. Ask your child if they are about make-believe or real people.
It was the day before the class play. The young woman from the costume store brought all the costumes to school. There were rabbits, mice, squirrels, and owls.

“Remember,” Mr. Orlowski told the children, “leave your costumes at school. They’re pretty tough, but if you take them home, they might get damaged.”

Joseph was so excited about his rabbit suit. He just had to take it home to show his little brother, Dan.

At home, Joseph showed Dan the rabbit suit. “Look,” said Joseph, “I even have huge, furry rabbit shoes to wear.”

Joseph lifted the suit above his head and pulled it on over his clothes. He hopped all around the room.

Dan laughed, “I am going to catch the rabbit!” Joseph hopped as fast as he could.

FLUENCY SCORE
Total Words Read per Minute
Number of Errors
Words Correct per Minute (WCPM)

To the Teacher
See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the word from the box that best completes each sentence.

| interesting | thumb | touch |
| care | sweat | father |

1. There are many ____________________________ animals on the earth.

2. A monkey lives in trees and uses its ____________________________ and fingers to climb.

3. A mother monkey takes good ____________________________ of her baby.

4. The ____________________________ monkey helps the mother.

5. The sign says please do not ____________________________ the monkeys.

6. Even though it is hot, monkeys do not ____________________________ much.

Write a sentence using one of the Vocabulary Words.

School-Home Connection
With your child, take turns using the Vocabulary Words in new sentences.
Name ____________________________

Read the story. Make a list of the desert babies. Write one fact you learned about each baby.

<table>
<thead>
<tr>
<th>Baby</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tell which desert baby you liked best and why.

____________________________________________________

____________________________________________________

School–Home Connection
With your child, discuss his or her favorite kinds of stories. Are they mostly fiction or non-fiction?
Have you ever been to a desert? It hardly ever rains there. A desert can be a very hot place. Even so, many animals and their babies live there.

**Desert Tortoise Babies**

Desert tortoise babies hatch out of eggs. The mother lays only one or two eggs at a time. She does not touch her eggs again.

An interesting thing happens to the eggs. In warm sand, they hatch into female tortoises. In cool sand, they hatch into male tortoises. After hatching, the babies go under the sand to stay cool.

**Bighorn Sheep Babies**

When a bighorn sheep baby is born, it stays with its mother for a few weeks. The mother takes care of the baby. She protects it from other animals.

Soon the baby will group together with other bighorn sheep babies.

**FLUENCY SCORE**

Total Words Read per Minute __________

Number of Errors __________

Words Correct per Minute (WCPM) __________

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See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the word from the box that best completes each sentence.

interesting   wash   enjoy
especially   father   year

1. This ______________________ we are studying animals.
2. Animals are very ______________________.
3. I ______________________ love my pet rabbit, Bill.
4. My ______________________ got Bill at the pet store.
5. I ______________________ my rabbit’s cage when it is dirty.
6. I ______________________ playing with Bill because he is nice.

Finish the sentences.

7. I imagine ______________________.
8. I like to wear ______________________.
9. When I have a question ______________________.
10. I read for ______________________ minutes a day.

School-Home Connection

Have your child read his or her sentences. Discuss his or her responses.
Name ______________________________

Answer the questions about *A Surprise for Mom*.

1. What kind of writing is *A Surprise for Mom*?
   
   a book report  a story  a list of facts

2. Is *A Surprise for Mom* fiction or nonfiction?

   fiction  nonfiction

3. Why did the author write *A Surprise for Mom*?

   to tell how to choose a good present

   to give facts about doormats

   to tell a funny story

4. What clues helped you to answer question 3?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

---

**School-Home Connection**

Read the story with your child. Ask your child to think of a time when he or she gave you a gift. Have your child write a sentence telling about making or picking out the gift.
Name ________________________________

**Narrator:** Dad is back from the work trip that he takes every year. Mom, Anna, Pedro, and Carla want to know what is in the packages that he has put on the table.

**Mom:** Your father spoils you, children!

**Pedro:** We know. He's a great dad!

**Dad:** I have brought something interesting for Mom as well.

**Anna:** Please may we look at the presents?

**Mom:** Anna, please shut the door.

**Narrator:** Anna shuts the door. Mom is always having to tell someone to shut the door.

**Dad:** Mom, I think you are going to enjoy your present.

**Anna:** Please may we look at the presents now?

**Dad:** You may look in a minute. First, let's see who can answer this question. What is in this package for Mom?

**FLUENCY SCORE**

Total Words Read per Minute ______

Number of Errors ______

Words Correct per Minute (WCPM) ______

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See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the Vocabulary Word from the box that best completes each sentence.

cozy instead celebrate 
    enchanting review

1. Tomorrow we will ___________________ Mom’s birthday.

2. We bought a gift ___________________ of making one.

3. We found a ___________________ shop that sold books.

4. We saw an ___________________ picture book of gardens.

5. The book ___________________ was very good.

Write a sentence using the word thrilled.

________________________________________________________

________________________________________________________

School-Home Connection

Discuss with your child times that he or she felt thrilled. Give examples of times you felt thrilled.
Read the sentences. Then circle the best answer.

1. Joan and Pat sat on the bench waiting for a bus. They were glad to rest their feet after walking. Where are they?
   A in a city
   B ball field
   C at home

2. Matt thought about the answer carefully. Then he took his pencil and wrote the answer. Where is Matt?
   F the woods
   G at school
   H a party

3. Jose opened his mouth wide. He yelled, “Home run!” Where is he?
   A dentist
   B doctor
   C ball field

School-Home Connection
Discuss with your child the setting of The Best Birthday. Ask your child to identify words that helped them picture the story’s setting.
“I’ve got a great idea!” said Jasmine. “Gather around, and I’ll tell you.”

The family thought that Jasmine’s idea was perfect. “Remember not to tell Mom,” said Jasmine. “This idea is a birthday surprise. Let’s get busy.”

On the first day, they wrote the script. On the next day, they cut and pasted. They painted and hammered.

On the day before Mom’s birthday, they all dressed up in funny costumes and practiced the play.

On Mom’s birthday, the surprise was ready. “Happy birthday!” shouted everyone as Mom came in the room.

“We would like to present an enchanting play called The Very Funny Family Day Out,” said Todd.

“We wrote it ourselves,” said Dad.

“The family all sits on one big, long bike,” said Jasmine.

FLUENCY SCORE
Total Words Read per Minute
Number of Errors
Words Correct per Minute (WCPM)
Write the Vocabulary Word from the box that best completes each sentence.

stomped  entertain  screeching  except  carefree

1. Ken wanted a clown to _________________ his friends at his birthday party.
2. Chuckles the clown made everyone happy and _________________.
3. He came _________________ to a stop in a silly way.
4. He _________________ around in big red shoes.
5. Chuckles did all _________________ balloon tricks.

Use *sipped* in a sentence.

______________________________________________________________

______________________________________________________________
Read the sentences. Then circle the best answer.

1. Maggie laughed as she ran down the hill. She didn’t have school because it was Saturday. Her family was having a picnic. Where is Maggie?
   A at school
   B a park
   C a library

   F factory
   G playground
   H zoo

3. Su’s mom taught her how to cook. They make meals together. Today she made spring rolls. Where is she?
   A a kitchen
   B a store
   C an airplane

Discuss with your child where he or she would set a story.
One weekend Joshua went to the park with his dad. Some boys were playing basketball. Joshua watched them run up and down on the court. He wanted to play with them, but he was too shy to ask.

When Joshua got home, he looked for a ball. When he found one, he threw it into the air. He spread out his fingers to catch it. He felt carefree as he caught the ball.

Joshua took his ball to school. He ran up and down the schoolyard with his friends. They threw the ball to each other. Joshua jumped and made a basket.

Mrs. Diaz saw the boys playing. She noticed that Joshua could run fast. She noticed that Joshua was good at catching the ball.

To the Teacher
See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the Vocabulary Word from the box that best completes each sentence.

volume performance creative concentrate

1. I draw pictures when I want to be __________________________.

2. The loud noise made it hard to __________________________ on reading.

3. I could not hear the music because the __________________________ was low.

4. I was in a __________________________ with the school band.

Write a sentence using each Vocabulary Word.

5. relieved __________________________

6. expression __________________________

School-Home Connection
Have your child read you the sentences that he or she wrote.
Answer the questions about the picture glossary.

bassoon
A bassoon is a large wind instrument. (page 26)

composer
A composer is a person who writes music. (page 13)

concert
People play music at a concert. (page 18)

1. What is a concert? ____________________________

2. Are the words in dark type in an order? What order are they in? ____________________________

3. Would the word guitar be before or after the word concert in the glossary? ____________________________

4. On what page could you find a sentence using the word composer? ____________________________

5. What is a bassoon? ____________________________

School–Home Connection
Ask your child to think of more words about music and orchestras. Have your child write the words in ABC order and draw pictures next to the words to make his or her own picture glossary.
There is an orchestra in my town. When I hear the music, I feel like I am going on a journey. I see pictures in my head and experience different feelings.

Look at all the instruments in the orchestra. There are four families of instruments. They are called string, woodwind, brass, and percussion.

Each instrument family has its own sound.

At the front of the orchestra is the string family. The viola is the smallest string instrument. The harp is the biggest. It is bigger than I am!

The woodwind family is behind the string family. The piccolo makes the highest note. It makes me think of a little bird. The contrabassoon makes the lowest note.

The brass family is behind the woodwind family. The brass instruments make the loudest sounds in the orchestra!

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the Vocabulary Word that best completes each sentence.

- supplies
- crop
- provide
- earn
- committee
- experiments

1. Thomas wanted to __________________________ an apple pie for the fair.

2. He did __________________________ to find out which pie tasted best.

3. He needed __________________________ to bake his pie.

4. Thomas asked a farmer for apples from his __________________________.

5. He wanted to __________________________ first prize at the fair.

6. The prize __________________________ loved his pie!

Write a sentence using a word from the box above.

________________________________________________________________________

________________________________________________________________________
Ask your child to explain what he or she learned about Madam C.J. Walker.
Madam C. J. Walker was one of America’s most inspiring and successful African American women. She often said, “I got my start by giving myself a start.”

Madam Walker’s real name was Sarah Breedlove. Sarah was born in Delta, Louisiana. She lived with her parents on a cotton farm.

By the time she was five-years-old, Sarah was working in the fields. She carried water, and she planted seeds for the new cotton crop.

Sarah’s parents died when she was seven-years-old. A few years later, she and her sister worked in Vicksburg, Mississippi. They worked for people and washed clothes.

Sarah married young. Two years after her daughter was born, Sarah’s husband died.

She and her daughter then moved to St. Louis.

For seventeen years, Sarah worked washing clothes.

FLUENCY SCORE
Total Words Read per Minute
Number of Errors
Words Correct per Minute (WCPM)

To the Teacher
See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the word from the box that best completes each sentence.

- host
- statue
- risk
- accurately

1. The ________________ for our class party is Mrs. Naguchi.

2. The detective wrote down the information ________________

3. The Fongs did not want to ________________ having their party outside.

4. There was a big ________________ of George Washington in front of the building.

Answer the questions with complete sentences.

5. What kinds of books are about sleuths?

6. Who responds to a fire alarm?

Ask your child to make up sentences using the words sleuths and risk.
Ask your child to describe the setting of some of his or her favorite stories.

Circle the best answer.

1. Jack walks away from the campfire. He sees an owl and a snake. Where is he?
   A  in his house
   B  in the woods
   C  in a city

2. Elizabeth sits in the waiting room. The nurse calls her to come into the office. Where is she?
   A  in a store
   B  at her house
   C  at the doctor’s office

3. Steve goes with his dad. They wait while the oil is checked and air is put in the tires. Then dad fills the car with gas. Where are they?
   A  at a gas station
   B  in a shopping mall
   C  in a grocery store
Name _____________________________________________________________________

**Host:** Player 1, the first question for our mystery guest, please.

**Player 1:** Mystery Guest, do you use a ball?

**Mystery Guest:** No, I don’t.

**Host:** A sport without a ball! The sleuths will have to do some creative thinking today. A question from Player 2, please.

**Player 2:** Do you play on a team?

**Mystery Guest:** No, I don’t.

**Announcer:** It’s not a team sport! We’re lucky to have a committee of sleuths to work on this.

**Host:** You’re going to have to concentrate. Which of you will earn the prize? Player 3, will you ask a question please?

**Player 3:** Do you use wheels?

**Mystery Guest:** No, I don’t.

**Player 3:** I’ve got it. You hang glide.

**Mystery Guest:** No, I don’t.

**Player 3:** You water-ski.

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**FLUENCY SCORE**

Total Words Read per Minute

Number of Errors

Words Correct per Minute (WCPM)

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**To the Teacher**

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the Vocabulary Word from the box that best completes each sentence.

bargain       comfortable
boost          delivered

1. We had a party to make our new friends feel ____________________________.

2. We bought balloons for a ____________________________ price.

3. My mom gave me a ____________________________ up the ladder to hang signs.

4. The store ____________________________ a cake to our house.

Write a sentence using each Vocabulary Word.

5. exchanged ____________________________

6. spoiled ____________________________

With your child, take turns using the Vocabulary Words in the box above in new sentences.
Name ____________________________________________

Complete the sentences to tell what happens in Jackson’s Tree.

1. Jackson asked Mr. Miro to __________________________

2. Mr. Miro thought Jackson had ______________________

3. Jackson and his mom ________________________________

4. The neighbors brought ______________________________

5. Mr. Miro had a big tree planted called __________________

School-Home Connection

Ask your child to think of a time when he or she gave you a gift. Have your child write a sentence telling about that gift.
Mr. Miro invited us into his living room. We all sat down and I told him my idea. I wanted to plant trees on the lots to make our play area more like a park.

“That’s a great idea, Jackson. This city needs more parks!” said Mr. Miro.

That afternoon, Mom helped me write a letter. That evening, we delivered the letter to all the apartments near the lots.

Mr. Miro has kindly agreed to let us plant trees on his vacant lots.

If you can donate a tree, please bring it to the lots at 2:00 P.M. this Saturday.

Finally, Saturday arrived. People came with small trees. One man even brought two. He had found a bargain at a tree sale—two for the price of one.

All the neighbors started digging. The children already knew each other. The parents exchanged names and got to know each other, too.
Write the Vocabulary Word from the box that best completes each sentence.

barely admit witty extremely

1. We all thought Bill’s story was ________________.

2. We laughed ________________ hard.

3. We could ________________ believe that it was true.

4. He would not ________________ it was just a joke.

Write a sentence using the words **hilarious** and **serious**.

______________________________

______________________________

**School-Home Connection**

With your child, discuss the Vocabulary Words and their meanings. Have your child use extremely and hilarious in a sentence.
Complete the sentences to tell what happened in *Monkey Business*.

**Beginning**

1. __________________________ had a sore throat.
2. The zookeeper sent Giraffe to __________________________.

**Middle**

3. __________________________ did tricks for the other animals.
4. Monkey pretended to __________________________.

**End**

5. Monkey told the other animals __________________________.
“Monkey,” said the doctor, “I don’t believe that you have injured your leg at all. You’ve been tricking us! It is never good to trick others into thinking you are hurt. What will happen if you really hurt yourself someday?”

“I’m sorry,” Monkey whispered. “When I saw Giraffe in a soft hospital bed, I just had to try one for myself.”

“Giraffe is going home today, and you can go home too,” smiled the doctor. “Perhaps the zookeeper can make your bed softer.”

Later, when Monkey and Giraffe got back to the zoo, Monkey called to all the animals.

“I have to admit that I didn’t really hurt myself,” he said. “I only pretended to be hurt so that I could try out the soft beds at the hospital. I’m sorry! I know I was wrong.”

“We forgive you, Monkey,” said all the animals. “Now, tell us another funny joke!”

FLUENCY SCORE
Total Words Read per Minute
Number of Errors
Words Correct per Minute (WCPM)
Write the Vocabulary Word from the box that best completes each sentence.

**Vocabulary**
crowd sealed carefully pattern

1. Bees _______________ together around a flower.

2. Their bodies have a black and yellow _______________.

3. Bees make honey that can be _______________ in a jar.

4. You should move slowly and _______________ around bees.

Write a sentence using each Vocabulary Word.

5. attack ___________________________________

6. disappear ___________________________________
Name ____________________________________________

Answer the questions about the map.

1. How many oceans do you see?

__________________________________________

2. What are the names of oceans?

__________________________________________

3. What is the name of the mountains?

__________________________________________

4. What countries are next to the United States?

__________________________________________

5. What is the title of the map?

__________________________________________

School-Home Connection
Ask your child to point to the North, South, East, and West on the map above.
Ants are insects. They have six legs and three parts to their bodies. Some ants have a stinger.

There are thousands of different types of ants. The group of ants living in a nest is called a colony. The ants in the colony work together.

The ants that look after the nest are called worker ants. Worker ants are female ants that don’t lay eggs.

Each worker ant has a job. Some look after the eggs. Some make the nest bigger. Some collect food, such as fruit and insects, to feed the colony. Some defend the nest and attack enemies, such as other insects and bigger animals.

Each colony has a queen ant. Only she can lay eggs. A queen ant is bigger than a worker ant. She lays many eggs. The eggs are tiny.

When the eggs hatch, larvae come out. Ant larvae look like little worms.

FLUENCY SCORE
Total Words Read per Minute
Number of Errors
Words Correct per Minute (WCPM)

To the Teacher
See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the Vocabulary Word from the box that best completes each sentence.

blended crumpled reminded personalities

1. My dogs had funny __________________________.
2. They __________________________ me of clowns.
3. The dogs liked to roll in the __________________________ leaves.
4. Their brown fur __________________________ in with the trees.

Write a sentence using each Vocabulary Word.

5. raggedy __________________________
6. cradled __________________________
Answer the questions about the map.

1. How many orangutans do you see?

2. What is the pond next to?

3. What goes between the caves?

4. What is the title of the map?
Orangutans live in the rain forests of Sumatra and Borneo. They are islands in southeast Asia. Orangutans sleep in nests made from crumpled leaves and branches.

In 1971, Biruté went to Borneo to study orangutans. At that time, little was known about these apes. She set up camp in two small huts in the forest. She called it Camp Leakey.

Biruté observed baby orangutans, cradled in their mothers’ arms. When they are first born, baby orangutans cling to their mothers’ raggedy, orange fur. Before long they begin to climb and play. Mothers care for their young until they are about nine-years-old.

Young orangutans learn from their mothers which foods are good to eat. Biruté learned that orangutans will eat over four hundred different types of food, such as fruit, leaves, and insects. She has even tried some of this food herself!

FLUENCY SCORE
Total Words Read per Minute
Number of Errors
Words Correct per Minute (WCPM)

To the Teacher
See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the Vocabulary Word from the box that best completes each sentence.

area  feasible  attend
accomplish  report  serve

1. Do you know what they will ________________ for lunch?

2. Lisa will give a ________________ about parrots to the class.

3. You will ________________ a lot if you try hard.

4. Maria will ________________ the play tomorrow night.

5. In Mrs. Brown’s classroom, the art ________________ is very popular.

6. It is ________________ to walk on the moon.

Write a sentence that uses a word from the box above.

________________________________________

________________________________________

________________________________________

School-Home Connection

Write area, accomplish, and attend on a piece of paper. Have your child predict which will come first in a dictionary.
Name _____________________________

Use the graph to answer the questions.

**Favorite Things at the Playground**

<table>
<thead>
<tr>
<th>sandbox</th>
<th>swing</th>
<th>playhouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>![sandbox]</td>
<td>![swing]</td>
<td>![playhouse]</td>
</tr>
</tbody>
</table>

1. Which did four children choose as their favorite?
   - A  sandbox
   - B  swing
   - C  playhouse

2. What did the most children like?
   - A  sandbox
   - B  swing
   - C  jungle gym

3. How many children liked the slide?
   - A  three
   - B  four
   - C  five

**School-Home Connection**

Ask your child to make a graph about places that your family likes to go.
Teacher: Good morning, Mrs. North. Three of my students would like to ask you some questions.

Mrs. North: Of course. What would you like to know?

Pedro: We want to ask you about the new playground.

Sarah: Then we will report back to our classmates.

Mrs. North: Who is going to start?

Carmel: I will. Why are you building a new playground at our school?

Mrs. North: The old playground is not big enough. The new playground will have better equipment. I hope it will be the best in the area.

Pedro: How did you decide what the playground should have?

Mrs. North: I must admit that it was extremely difficult.

Teacher: That’s true.

Mrs. North: A group of teachers exchanged ideas with students and their parents. We asked them to draw plans of what they would like the playground to look like. Many plans were delivered to my office.

FLUENCY SCORE
Total Words Read per Minute
Number of Errors
Words Correct per Minute (WCPM)

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the Vocabulary Word from the box that best completes each sentence.

- gently
- pleaded
- fragrant
- grunted

1. The flowers in the garden were _____________.
2. Grandfather _______________ as he pulled weeds.
3. “Let me help,” I _______________.
4. Grandfather patted my head _______________.

Write a sentence using each Vocabulary Word.

5. smothered ________________________________
   ________________________________

6. replied ________________________________
   ________________________________

School-Home Connection
Ask your child to read his or her sentences aloud to you.

Wishing for Star Fruit Teacher Guide
© Harcourt • Grade 2 • OL
Name ________________________________

Answer the questions about *Wishing for Star Fruit*.

1. Why did Mai want to find a yellow fruit?
   
   __________________________________________
   
   __________________________________________

2. Why wasn’t Mai happy with the pineapple?
   
   __________________________________________
   
   __________________________________________

3. Why did Grandfather write to his friend Kiri?
   
   __________________________________________
   
   __________________________________________

4. Why did Kiri share her fruit with Mai?
   
   __________________________________________
   
   __________________________________________

5. Why didn’t Mai know about the star fruit in the beginning?
   
   __________________________________________
   
   __________________________________________

School-Home Connection

Talk with your child about causes and effects. Help your child notice a cause and effect relationship in his or her own life.
After breakfast, Mai went to find Papa. "Papa," she said, "I'm looking for a fruit like a star. It must be soft and yellow, and shaped like the big star near the moon."

"Hmm," grunted Papa, "what about that starfish in the pool?"

Mai laughed. The starfish was beautiful, but it was not soft and yellow!

Mai watched Aunty cutting pineapple for lunch. "Aunty," she said, "I'm looking for a fruit like a star. It should be soft and yellow, and shaped like the big star near the moon."

"This pineapple is soft and yellow, and sweet!" said Aunty. "I can cut it into star shapes!"

The pineapple was delicious! Mai's hands were smothered in juice, but the pineapple was not truly shaped like a star.

Mai saw Grandfather sitting in his chair. "Grandfather," she said gently, "I'm looking for a star fruit, soft and yellow like the big star near the moon."

To the Teacher
See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the Vocabulary Word from the box that best completes each sentence.

beyond    noticed    create
award    literature    grand

1. Yvonne was not allowed to walk ___________________ the stream.

2. The firefighter ___________________ smoke coming out of the building.

3. My father says he loves books and ____________________.


5. The artist tries to ___________________ beautiful paintings.

6. She had a ___________________ staircase in her house.

Write a sentence using the word create.

__________________________________________

School-Home Connection

Ask your child to use the words literature and award in the same sentence.

Who Is Dr. Seuss? Teacher Guide

© Harcourt • Grade 2 • OL
Name

Underline the answer to each question 
to show the cause.

1. I will read my science book because there is a test 
tomorrow. Why will I read my science book?

2. When the zookeeper came into his cage, the lion roared. 
Why did the lion roar?

3. Mary was late for class because she lost her homework. 
Why was Mary late?

4. A dog chased my cat until she ran up a tree. Why did my 
cat run up a tree?

5. I got my umbrella because it started to rain. Why did I get 
my umbrella?

School-Home Connection
Discuss with your child other cause and effect 
relationships, such as: Mia did well on the test 
because she practiced spelling the words.
Theodor (Ted) Seuss Geisel was born in 1904, in Springfield, Massachusetts. He became well-known as Dr. Seuss, the writer and illustrator of many children’s books.

When Ted was little, he sometimes had trouble sleeping. His mother would repeat rhymes to help him go to sleep. Ted also liked to read rhyming books.

At school, Ted loved to write. He would write things to go in the school paper. He started to put his middle name, “Seuss,” on his work.

Ted went to college in England to become a teacher. He would often include drawings on his school work. Another student saw his drawings. She thought he should become an artist instead of a teacher. Her name was Helen Palmer.

Ted did become an artist, and he married Helen. When he left college, he got a job drawing cartoons for newspapers and magazines. He also did advertisements. He signed his drawings “Dr. Seuss.”
Name ________________________________

Write the Vocabulary Word from the box that best completes each sentence.

rare  last  separated  collection

1. Sally has a __________________ of dolls.

2. Billy found an old, _________________ coin.

3. We ____________________ the apples from the bananas.

4. Tim ate the _______________ piece of candy.

Use what you know about the Vocabulary Words to answer the questions.

5. Which is more common: a flying bird or a flying ape?

__________________________________________

6. If someone is settled, do they move around or stay in one place? ____________________________

Help your child identify examples of rare objects. Have your child make a list.
Use what you know and the clues to guess what is happening. Circle the best answer.

1. Bob picked up a book. He sat in a chair. He wanted to read. It was time to go. He is going to draw.

2. Our dog needed some shots. Mom put him in the car. The dog learned a trick. The dog was going upstairs. The dog was going to the vet.

3. Ling rubbed her eyes. She got into bed. She was sleepy. She had a bad dream. She took a bath.

4. Jose packed his clothes. He got on an airplane. He was going to the store. He was going on a trip. He was going to school.

School-Home Connection
Read the sentences above with your child. Talk with your child about which words are clues to the answers.
Around 6,000 years ago, the ancient Egyptians learned how to mine and use gold. They separated the gold from the rock found in the hills by the Red Sea.

Gold became very important to the Egyptians. They used it to make art and jewelry. Many ancient gold objects have been found in the famous pyramids in Egypt.

Gold can last a long time. It never rusts or rots. Beautiful gold objects are sometimes found in the ground or in the sea thousands of years after they were buried. When the objects are discovered, they are still perfect! Gold is easy to work with. It is a soft metal, so it can easily be made into different shapes. It can be bent or rolled or twisted without breaking.

A small piece of gold can be beaten into a large sheet or pulled into a long wire!
Write the Vocabulary Word from the box that best completes each sentence.

entire  scampering  budge

discovery  peered  majestic

1. The _______________ of cave paintings excited the scientists.

2. The king’s castle looked _______________ in the distance.

3. The man _______________ at us from behind thick glasses.

4. The dog watched the rabbit _______________ under the bushes.

5. We ran the _______________ length of the field in gym class.

6. I tried hard but could not get the lock to _______________.

Write a sentence using a word from the box above.

______________________________________________________________
Circle the best answer.

1. Jake is very tired. The entire house is dark. What time of the day is it?
   A the morning
   B the afternoon
   C nighttime

2. Ann is reading a book. There are many people in the room, but it is very quiet. Where is Ann?
   A the library
   B her house
   C the mall

3. Carlos is flying his kite in the park. Suddenly he hears thunder. He sees lightning in the sky. It begins to get very dark. What will Carlos do?
   A keep flying his kite
   B go home before it starts to rain
   C stand under a tree
Long ago, Forest gave each animal its own home—each animal, that is, except for Tortoise. He was forgotten.

Lizard was given a home between the rocks. On hot days, Lizard could be seen scampering up on the rocks to lie in the warm sun.

Crab’s home was in a hole in the sand, under a coconut palm. The hole was cool and dark inside. It was the perfect home for Crab.

Snake was given a home beneath the fallen leaves of the forest. The leaves sheltered him from storms and hid him from other animals.

Owl’s home was a hole in a majestic, old tree. The hole was dark and cozy. It kept Owl hidden until night when he would come out to hunt.

The animals thanked Forest for their homes. They were all happy, except for Tortoise.

One night, a terrible storm came.

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**FLUENCY SCORE**

Total Words Read per Minute

Number of Errors

Words Correct per Minute (WCPM)

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*To the Teacher*

See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.
Write the Vocabulary Word from the box that best completes each sentence.

- gently
- collection
- fantastic
- historical

1. The breeze blew _________________ across the lake.

2. Tara had a large _________________ of old coins.

3. I really thought that the movie was _________________.

4. The museum has some _________________ costumes.

Use what you know about the Vocabulary Words to answer the questions.

5. Which is rare in a city: a lion or a bird?

6. What is something you find impressive?
Name ________________________________

Underline the answer to each question to show the cause.

1. The plant wilted because it had no water. Why did the plant wilt?

2. There was mud all over the carpet so mother had it cleaned. Why did mother have the carpet cleaned?

3. The gold fish swam to the top of the water when I put the fish food in the bowl. Why did the gold fish swim to the top of the water?

4. The boys heard a story about buried treasure in the woods. They ran to get shovels from the garage. Why did the boys get shovels?
Name ____________________________________________

**Aunt Sue:** The collection of historical items here is very impressive.

**Lisa:** Look at this grand ball gown.

**Mom:** It was worn by Lady Bird Johnson when she was married to the man who would be President Johnson. Did you know she went to school here in Marshall?

**Alex:** Look in here, everyone. You can touch everything in this exhibit. These old toys are great.

**Mom:** It’s time to go now. We’re off to Arkansas.

**Lisa and Kim:** Oh, but this is so much fun.

**Jack:** Arkansas will be fun too. Come on!

**Kim:** I had fun at the zoo today.

**Alex:** I liked the lions and tigers. They have big, sharp claws.

**Lisa:** I liked the Petting Zoo, especially the goats.

**Aunt Sue:** This is a lovely park. It’s wonderful here in the sunshine.

**Jack:** Look at the riverboats floating gently on the water.

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**FLUENCY SCORE**

Total Words Read per Minute

Number of Errors

Words Correct per Minute (WCPM)

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See page 8 for directions for assessing oral reading fluency. You may wish to make two copies of this page—one for you and one for the student.