

Grade 2, Volume 2 Glossary

advice **Advice** is something you say to help someone know what she or he should do.

agree When someone **agrees** with you, then they think the same way about something as you do.

athlete An **athlete** is someone who works hard to be good at a sport or other types of exercises.

bait **Bait** is the food that we use to catch fish or an animal.

barefoot To be bare means to be without cover or clothes, so **barefoot** means to not wear shoes.

beach A **beach** is a sandy place of land next to the ocean.

beautiful **Beautiful** means very pretty.

benefit A **benefit** is something good that happens because of something else.

boil To **boil** means to cook something in very hot water.

brain The **brain** is the part of our body in our head that helps us think.

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bundle

To **bundle** means to tie or wrap a group of things together.

.....

center

The **center** is the middle of something, like a circle.

.....

chief

A **chief** is the leader of a group of people.

.....

clean

When something is **clean**, it doesn't have any dirt on it.

.....

climb

To **climb** means to move up something.

.....

coat

A **coat** is a thick piece of clothing that you wear over your other clothes to keep you warm.

.....

commands

Commands tell you to do something.

.....

concert

A **concert** is a place where people get together and listen to someone play music.

.....

continue

To **continue** is to keep doing something.

.....

crawl

To **crawl** is to move close along the ground.

.....

crowd

A **crowd** is a large number of people together in one place.

.....

crush

To **crush** means to press something very hard so that it breaks.

.....

.....

dam A **dam** is a wall built across a river to hold back water.

.....

dip To **dip** means to put something in something else, like water, then pull it back out again.

.....

dirty **Dirty** means not clean.

.....

disappointed To be **disappointed** is to be sad because something didn't happen the way you wanted it to.

.....

dodge When we **dodge** something, we are making a quick movement to get away from something.

.....

draw A **draw** happens when two people or teams play a game to the end and their final scores are the same or equal.

.....

drill A **drill** is something you do over and over until you learn how to do it correctly.

.....

edge The **edge** is the part of something that is the farthest away from the center.

.....

equal When things are **equal**, they are the same in number or size.

.....

exercise When we **exercise**, we move our bodies to stay healthy and strong.

.....

.....

fame, famous When a person is **famous**, everyone knows and talks about that person. When a person is famous, we say they have **fame**.

.....

familiar When something is **familiar**, it's something that you know well.

.....

fancy When something is **fancy**, it has lots of decoration and pretty colors.

.....

fool A **fool** is a person who is silly or who does something silly.

.....

fresh air We go to the beach to get some **fresh air**. The air that blows from the ocean is fresh and clean.

.....

fuel **Fuel** is something people burn to make light or energy.

.....

game A **game** is a kind of play or sport.

.....

gather To **gather** is when people come together.

.....

germs **Germs** are living things that can make us sick.

.....

give up To **give up** is to stop trying to do something.

.....

goal In a game like football, a **goal** is when you score a point.

.....

gold medal A **gold medal** is like the first-place prize in a contest, race, or game.

.....

gorilla

A **gorilla** is a very big, black animal that looks like a monkey.

greet

To **greet** someone is to say hello or good morning when you meet them.

half

A **half** of something is one of two equal parts.

harvest

When you **harvest** crops or plants, you pick them or gather them.

healthy

When you are **healthy**, your body feels good, you are strong and active, and you are not sick.

heart

The **heart** is the part inside your body that pumps blood.

hero

A **hero** is a person who shows courage or does something special.

hook

A **hook** is a curved piece of metal used to catch fish.

hop

To **hop** is to move by jumping on one foot.

humble

To be **humble** is to be shy or modest about the good things you do.

ingredients

Ingredients are all the things that you would put in something you are making to eat, like stew.

join

To **join** means to become a part of something else.

keep doing

When you **keep doing** something, you don't stop until you have finished what you are doing.

knock

Knock means to hit something with your fist and make a noise.

land

To **land** is to put your feet down in a new place.

late

Late means past the time that something was supposed to happen.

linked

Linked means joined together, or connected.

log

A **log** is a thick, round piece of wood that comes from a tree.

lose, lost

To **lose** something is to not be able to find it. When you lose something, it is **lost**.

manager

A **manager** is a person who is a leader at a company or on a team.

march

To **march** means to walk like a soldier.

match

A **match** is a game where two people or teams play against each other.

mortar

A **mortar** is a bowl usually made of something hard like wood or stone.

mountain

A **mountain** is a very, very big hill.

mourn

To **mourn** is to feel sad because you have lost someone who is very important to you.

movement

Movement is when your body changes position.

muscle

A **muscle** is a part of the body that helps us move and hold ourselves up.

national park

A **national park** is a large, important area of land where people can visit but are not allowed to live.

nut

A **nut** is a small dry fruit with a hard shell.

ocean

An **ocean** is a very large body of salty water, like the sea.

pack

To **pack** means to put things in a bag, box, or basket to take them somewhere.

perfect

When something is **perfect**, it has everything that you want.

picnic

A **picnic** is when you pack up food and take it somewhere to eat outside.

pieces

Pieces are smaller parts of something.

plain

When something is **plain**, it is simple and is not decorated.

pole

A **pole** is a long stick, usually stuck in the ground to hold something up.

pound

To **pound** means to hit something over and over again.

prepare

To **prepare** means to get something ready.

pretend

To **pretend** means to act like something is true when it is not true.

prize

A **prize** is something special that is given to the winner of a contest or game.

protect

Protect means to keep something safe.

quite

Quite means very or completely.

race

A **race** is a contest between runners to be the fastest over a given distance.

rag

A **rag** is a piece of old cloth.

raw

When something is **raw**, it has not been cooked.

record

A **record** is a list of things that have happened or been made.

relax

To **relax** means to be calm and not worry.

remove

To **remove** means to take something away.

roll

To **roll** means to move by turning over and over.

roof

A **roof** is the top covering of a building.

rope

A **rope** is a strong and thick line made with string or plants twisted together.

score

When you **score**, you make points in a game.

secret

A **secret** is something you do not tell other people.

shell

A **shell** is the hard outside covering of something.

shock

Shock is when you feel really, really surprised.

shoes

Shoes are the coverings you put on your feet.

sick

When you are **sick**, your body feels bad.

sigh

To **sigh** means to let out a big breath of air because you are sad or tired.

skirt

A **skirt** is a piece of clothing worn mostly by women that fits at the waist and hangs down around the legs.

soil

Soil is dirt that plants and trees grow in.

.....
soldier

A **soldier** is a person in an army.
.....

sorry

To be **sorry** means to feel sad about something that has happened.
.....

source

A **source** is where something comes from.
.....

spices

Spices are plants that are made into very small pieces and used to add a special taste to food.
.....

spread

When we **spread** something, we make it go from one place to another.
.....

stew

Stew is a type of food.
.....

still

To be **still** means to not move.
.....

stir

To **stir** is to take a spoon and mix the ingredients in something you are cooking.
.....

strong

To be **strong** is to be able to pick up or push heavy things.
.....

support

When you **support** someone, you help them with something.
.....

surfing

To go **surfing** is to ride waves as they come to the beach.
.....

surprise

Surprise is the feeling you get when something happens that you did not know was going to happen.
.....

swamp

A **swamp** is an area of soft, wet ground.

taste

When you **taste** food, you put it in your mouth to see if it's good or not.

team

A **team** is a group of people that come together to work or play a game.

throw

When you **throw**, you move something through the air with your arm and hand.

trail

A **trail** is a path in the mountains or forest that people can walk on.

trapped

When something is **trapped**, it means it's in a place it can't get out of.

trash

Trash is all the things we throw away when we are finished using them.

trick

To **trick** means to make someone believe something that is not true.

uncertain

To be **uncertain** is to not know something for sure.

unkind

To be **unkind** is to be mean or unfriendly, not nice or caring.

unusual

Something **unusual** is something different from what you normally see every day.

vegetables

Vegetables are plants that we eat as food.

vendor

A **vendor** is a person who is selling something in the market.

waist

Your **waist** is the middle part of your body.

wake up,
woke up

When we **wake up**, we stop sleeping. **Woke up** means that you stopped sleeping in the past, before now.

wave

To **wave** means to move your hand from side to side in the air to say hello or goodbye to someone.

waves

The water in the ocean comes up on to the beach in **waves** and makes a relaxing sound.

wood

Wood is the hard material that comes from trees.

worry

When we **worry**, we think about our problems.

wrong

When something is **wrong**, it is not the way it should be.

yawn

A **yawn** is a big breath of air we take in when we are tired.

young

When someone is **young**, that means that person has only lived a few years.

Grade 2, Volume 2 Spelling Words and Written Vocabulary and Sight Words

Week 19

Spelling Words

1. better
2. best
3. harder
4. fastest
5. happier
6. happiest
7. low
8. grow
9. know

Written Vocabulary and Sight Words

10. heart
11. muscle
12. strong
13. worry
14. exercise
15. brain

Week 21

Spelling Words

1. face
2. rice
3. circle
4. pencil
5. dance
6. age
7. page
8. large
9. judge
10. bridge

Written Vocabulary and Sight Words

11. game
12. pole
13. rope
14. center
15. edge
16. dodge

Week 20

Spelling Words

1. eating
2. drinking
3. cooking
4. playing
5. taking
6. head
7. bread
8. ready
9. heavy
10. healthy

Written Vocabulary and Sight Words

11. clean
12. dirty
13. germs
14. trash
15. raw
16. spread

Week 22

Spelling Words

1. boy
2. enjoy
3. oil
4. point
5. played
6. called
7. named
8. lived
9. asked

10. worked

Written Vocabulary and Sight Words

11. give up
12. rag
13. join
14. team
15. manager
16. continue

Week 25**Spelling Words**

1. food
2. room
3. soon
4. too
5. good
6. book
7. look
8. took
9. unhappy
10. unsafe

Written Vocabulary and Sight Words

11. quite
12. unkind
13. stew
14. gather
15. wood
16. uncertain

Week 28**Spelling Words**

1. football
2. afternoon
3. sunset
4. moonlight
5. practice
6. runner
7. teacher
8. driver

Written Vocabulary and Sight Words

9. barefoot
10. race
11. shoes
12. crowd
13. gold medal
14. record
15. athlete

Week 26**Spelling Words**

1. grow
2. throw
3. how
4. now
5. down
6. few
7. new
8. grew
9. threw

Written Vocabulary and Sight Words

10. vegetables
11. ingredients
12. spices
13. prepare
14. taste
15. stir

Week 31**Spelling Words**

1. window
2. morning
3. person
4. problem
5. absent
6. clear
7. hear
8. heard
9. learn
10. early

Written Vocabulary and Sight Words

11. late
12. yawn
13. wake up,
woke up
14. knock
15. trapped
16. familiar

Week 27**Spelling Words**

1. return
2. repeat
3. replace
4. reply
5. remember
6. classroom
7. homework
8. grandmother
9. goodnight

Written Vocabulary and Sight Words

10. hop
11. land
12. coat
13. greet
14. ocean
15. crawl

Week 32**Spelling Words**

1. silent
2. moment
3. open
4. begin
5. paper
6. reason
7. hero
8. polite

9. lady

**Written Vocabulary
and Sight Words**

10. surprise
11. secret
12. wave
13. still
14. wrong
15. sorry

Week 34**Spelling Words**

1. animal
2. several
3. capital
4. general
5. personal
6. permit
7. protect
8. provide
9. total
10. final

**Written Vocabulary
and Sight Words**

11. swamp
12. climb
13. national park
14. soil
15. linked
16. protect

Week 33**Spelling Words**

1. alone
2. around
3. about
4. behind
5. between
6. almost
7. subject
8. sunrise
9. bedtime
10. flagpole

**Written Vocabulary
and Sight Words**

11. beautiful
12. mountain
13. gorilla
14. trail
15. roll
16. advice

Student Activity Book Answer Key for Weeks 19–36

Week 19

Day 2: 1. best, 2. longer, 3. smart, 4. faster, 5. highest, 6. hard, 7. happiest, 8. dirtier, 9. lucky, 10. hungriest

1. nearer, 2. tallest, 3. slower, 4. longest

Day 4: 1. Circle *ow* in grow. 2. Circle *ow* in own. 3. Circle *oa* in road. 4. Circle *ow* in bowl. 5. Circle *ow* in below. 6. Circle *ow* in glow. 7. Circle *oa* in goat. 8. Circle *ow* in show. 9. Circle *ow* in lower. 10. Circle *oa* in toast.

short o: frog, lost, toss, song; **long o (oa or ow):** know, shown, soak, flow, roast, throw

Week 20

Day 2: Connect: 1. make, making; 2. step, stepping; 3. clean, cleaning; 4. joke, joking; 5. grow, growing; 6. wash, washing; 7. hug, hugging; 8. pat, patting; 9. shine, shining; 10. use, using

Students should choose one word and write a complete sentence.

Day 4: 1. dead, 2. breath, 3. sweat, 4. spread, 5. thread, 6. ready

Students should write a sentence using the word *head* and draw a picture to go with it.

Week 21

Day 2: Circle the *c* in place; the first *c* in circle; and the *c*'s in center, dance, pencil, voice, bounce. Circle *g* or *dg* in edge, dodge, germ, age, danger, bridge, judge

1. dance, 2. dodged, 3. circle, 4. bridge

Day 4: c like s: center, chance, place
c or ck like k: back, called, clap
g or dg like j: charge, dodge, page
g like g: game, ground, guess

1. fall, 2. small, 3. tall, 4. all, 5. call, 6. ball

Week 23

Day 2: oy: boy, employ, enjoy, joy, toy;
oi: boil, coil, join, oil, point, spoil

1. enjoy, 2. join

1. soil, 2. boy, 3. noise, 4. point, 5. oil, 6. joy

Day 4: 1. played, 2. called, 3. enjoy, 4. passed, 5. scored, 6. smile, 7. started, 8. worked, 9. need, 10. lived

1. floated, 2. greeted, 3. work, 4. play

Week 24 Assessment

Phonics and Word Study: 1. call, 2. circle, 3. chasing, 4. crow, 5. coiled, 6. here's, 7. harder, 8. hedge, 9. healthier, 10. highest

Spelling: 1. better, 2. grow, 3. lived, 4. circle, 5. healthy, 6. worked, 7. bridge, 8. boy, 9. ready, 10. eating

Written Vocabulary: 1. brain, 2. clean, 3. worry, 4. raw, 5. strong, 6. game, 7. join, 8. pole, 9. center, 10. manager

Reading Comprehension: 1. exercise, or staying strong; 2. because you throw balls and run; 3. Playing games can keep you healthy and strong.; 4. Throwing and running makes your arms and legs strong. Running keeps your lungs and heart strong.; 5. breathing harder; 6. chores or running outside; 7. keep your body moving; 8. Your brain works better, and you feel better.; 9. lapa and toil; 10. Answers will vary but should include being active in some way.

Week 25

Day 2: 1. Circle cool, food, spoon, noon.
2. Circle broom, room, soon. 3. Circle took, good, look, book. 4. Circle cook, shook, wood, foot.

oo as in “food”: broom, noon, room, soon, spoon, too

oo as in “good”: book, cook, look, stood, took, wood

Day 4: Circle *un* in unwise, unlocked, unknown, unseen, unhappy

1. wise, 2. unhappy

1. it is, 2. you will, 3. what is, 4. you are, 5. we will, 6. here is, 7. I will, 8. she is

Week 26

Day 2: 1. Circle *ow* in Throw, low, slow.
2. Circle *ow* in Show, know. 3. Circle *ow* in brown, cow, down, town.

ow as in “low”: blow, grow, know, show, slow, throw; **ow as in “how”:** brown, cow, down, now, town

Day 4: Connect: 1. know, knew; 2. throw, threw; 3. grow, grew; 4. blow, blew; 5. draw, drew; 6. fly, flew

1. growing, 2. removing, 3. flew, 4. prepared, 5. Making

Week 27

Day 2: Circle *re* in return, replied, replace, repair, repeated, request, remained, refused.

1. No. 2. The shopkeeper would not replace the broken radio.

1. grandmother; 2. class, room; 3. homework; 4. good, night; 5. birth, day; 6. handshake; 7. bed, room; 8. nickname

Day 4:

ed as “d”: covered, lived, played;

ed as “t”: hopped, reached, thanked;

ed as “ed”: greeted, landed, wanted

1. Circle the *t* in pat. 2. Circle the *t* in lift.
3. Circle the *t* in wait. 4. Circle the *t* in heat.

5. Circle the second *t* in start. 6. Circle the *d* in end. 7. Circle the *d* in need. 8. Circle the *d* in load. 9. Circle the *d* in fold. 10. Circle the *d* in pound.

When the base word ends in the letter *t* or the letter *d*, the letters *ed* in its *ed* form will sound like “ed.”

Week 28

Day 2: 1. barefoot; 2. basket, ball; 3. foot, ball; 4. afternoon; 5. sun, set; 6. moonlight; 7. out, side; 8. play, ground; 9. thunderstorm; 10. rain, drop

Circle the *ce* or *ge* in each word: race, ages, villages, practiced, center, orange, noticed, charged, race, celebrated, danced

The man dressed all in orange won the race.

Day 4: Connect: 1. runner, a person who runs; 2. winner, a person who wins; 3. trainer, a person who trains people; 4. ruler, a person who rules; 5. reader, a person who reads; 6. writer, a person who writes; 7. driver, a person who drives; 8. seller, a person who sells something; 9. buyer, a person who buys something; 10. baker, a person who bakes; 11. user, a person who uses something; 12. teacher, a person who teaches

Students should write a full sentence to express their future job preference.

Week 30 Assessment

Phonics and Word Study: 1. stood, 2. stew, 3. show, 4. soon, 5. slow, 6. renew, 7. bedroom, 8. rower, 9. barefoot, 10. biker

Spelling: 1. now; 2. few, 3. return, 4. good, 5. classroom, 6. new, 7. unhappy, 8. football, 9. sunset, 10. throw

Written Vocabulary: 1. wood, 2. quite, 3. taste, 4. gather, 5. stir, 6. greet, 7. record, 8. ocean, 9. crowd, 10. crawl

Reading Comprehension: 1. Anansi and Tiger; 2. He is hungry.; 3. Tiger takes Anansi’s food and then Anansi tricks Tiger.; 4. at the sea, in the forest; 5. Anansi goes to the coast.; 6. Tiger takes Anansi’s fish.; 7. Anansi tricks

Tiger and ties his hair to the tree.; 8. You should not take things that do not belong to you like Tiger did.; 9. He is not honest and will trick you.; 10. Tiger is a bully and easily tricked.

Week 31

Day 2: un|til, fat|ten, ad|mit, ten|nis, wit|ness, vel|vet, kit|ten, hid|den, pen|cil, plas|tic, sub|ject, in|sect

1. hidden, 2. subject, 3. absent, 4. contest, 5. person

Day 4: 1. Circle *ear* in fear, hear, ears. 2. Circle *ear* in heard, early, learn, earn.

ear as in “near”: clear, hear, year; **ear as in “learn”:** earn, Earth, search

Circle aw in these words: dawn, yawned, caw (2 times), hawk, saw, claws, jaw, draw.

The author saw a hawk outside the window.

Week 32

Day 2: la|dy, po|lite, cra|zy, mi|nus, be|fore, re|cess, ho|tel, spi|der, se|cret, si|lent, be|yond, op|en, mo|ment, ba|by, la|zy, be|gin

1. polite, 2. secret, 3. before, 4. begin, 5. baby

Day 4: ow as in “grow”: blow, know, show; **ow as in “how”:** crowd, down, now

1. farmer: circle *er* and match to a person who farms; 2. dancer: circle *er* and match to a person who dances; 3. singer: circle *er* and match to a person who sings; 4. hunter: circle *er* and match to a person who hunts; 5. actor: circle *or* and match to a person who acts.

Students should use the words in the list at the top of the page to fill in the blanks.

Week 33

Day 2: 1. b. con|test, 2. b. ab|sent, 3. b. rab|bit, 4. c. fran|tic, 5. a. tar|get, 6. b. pre|tend, 7. c. fe|ver, 8. a. re|lax

moun|tain, dan|ger, al|most, ba|by, fe|male, ad|vice, a|round, a|lone, morn|ing, sub|ject

Day 4: 1. wildlife; 2. in, side; 3. lowland; 4. sun, rise; 5. crossroad; 6. fire, wood; 7. flash, light; 8. flag, pole

1. sunrise, 2. firewood, 3. flagpole

Week 34

Day 2: Circle the *a* in these words: 1. sandal; 2. total; 3. normal; 4. frugal; 5. several, animals; 6. medal, personal; 7. general, capital

1. hospital, 2. pedal, 3. rural, 4. final

Day 4: in|sects, trans|form, hip|po, prob|lem, per|mit, cen|tral, hill|top, pro|tect, rea|son, to|tal, glo|bal, pro|vide, be|fore, fi|nal

1. hippo, 2. permit, 3. final, 4. provide

Week 36 Assessment

Phonics and Word Study: 1. follow, 2. final, 3. firewood, 4. forget, 5. fawn, 6. contest, 7. capital, 8. crossroad, 9. creator, 10. clear

Spelling: 1. almost, 2. animal, 3. final, 4. alone, 5. paper, 6. begin, 7. window, 8. learn, 9. lady, 10. between

Written Vocabulary: 1. still, 2. knock, 3. familiar, 4. secret, 5. trapped, 6. trail, 7. climb, 8. soil, 9. linked, 10. advice

Reading Comprehension: 1. nonfiction; 2. Mangrove forests help people.; 3. Mangrove forests provide food, or mangrove forests provide wood.; 4. They keep salt out of the land.; 5. in Liberia, by the coast; 6. hurt; 7. thatch; 8. fuel; 9. to soften hides; 10. Answers will vary. Students may say that there would be less food to eat or wood for fuel and houses.

Supplementary Reader Questions and Answers

DOGS CAN HELP (Grade 1)

1. What is this book about? (dogs that help people)
2. What is one special thing about hunter dogs? (They are very fast.)
3. What do watchdogs do? (They protect people, homes, and other animals.)
4. What is one way that a dog can help a person who cannot see? (A dog can guide someone who cannot see.)
5. Is this book fiction or nonfiction? (nonfiction)

FLAG DAY (Grade 1)

1. Who is the main character in the story? (Eli)
2. How does he feel at the beginning of the story? (Eli is sad.)
3. Who visits the class? (Eli's Uncle Tamba)
4. What does Uncle Tamba tell the class about? (the flag)
5. What do Eli and Uncle Tamba do together? (draw and color a flag, watch a parade together)

LOOKING UP (Grade 1)

1. Who is the main character in the story? (Asatu)
2. What time of day does the story take place? (at night)
3. Who is the other character in the story? (Asatu's father)
4. What do the characters talk about? (the stars, the sun, and the moon)
5. What does Asatu dream that night? (that she was in a rocket flying to the moon)

NEW AT SCHOOL (Grade 1)

1. Who is the main character in the story? (Suah)
2. What does Suah want to do? (He wants to make friends.)
3. What happens first in the story? (A boy says Suah looks funny and the children laugh and run away.)
4. How does Suah solve his problem? (He is kind, he shares and helps others, and runs fast.)
5. What is the message of this story? (Be kind and helpful and you will have friends.)

A QUILT FOR A QUEEN (Grade 1)

1. Is this story fiction with made-up characters or a true story about a real person? (true story)
2. Who is the story about? (Martha Ann Ricks)
3. What was Martha very good at doing? (sewing)
4. Who did Martha admire? (the young queen of England)
5. What did Martha give the queen? (a quilt that she had made)

RAINY SEASON, DRY SEASON (Grade 1)

1. Who are the characters in the story? (Kou and Dweh)
2. How are Kou and Dweh different? (They like different seasons, they like to do different things, etc.)
3. What do Kou and Dweh like at night? (Kou likes big storms, and Dweh likes the stars.)
4. What do Kou and Dweh agree on at the end? (that both seasons are fun)
5. Do you like the rainy season or the dry season better? Why? (Answers will vary.)

SIT, MONKEY (Grade 1)

1. What is the name of the dog in the story? (Zip)
2. What does the boy want to do? (He wants to teach Zip tricks.)
3. What is the problem in the story? (Zip will not do tricks.)
4. What kind of person is the boy in the story? (He is patient.)
5. Retell the story. (The boy tries to teach Zip to sit, lie down, and lift his paw, but Zip will not. The boy tries to play catch with Zip and a monkey catches the ball. The boy will teach the monkey tricks.)

SPIDER AND THE HONEY TREE (Grade 1)

1. What is the problem in this story? (Spider wants all the fruits.)
2. What is the first tree that the girl brings Spider to? (the plum tree)
3. What does Spider eat after the plums? (all the bananas)
4. What does the girl know about Spider? (She knows that he is greedy.)
5. What does the girl do to solve the problem? (She leads Spider to the honey tree, where he eats so much that he gets fat and cannot get out.)

TEN HENS (Grade 1)

1. Who is the main character in the story? (Tina)
2. What does her grandfather ask her to do? (He asks her to count the hens.)
3. What is the problem Tina has? (The hens look alike and so are hard to count.)
4. What does Tina do to solve her problem? (She ties a piece of different-colored yarn to each hen so she can tell them apart. She makes a chart and counts the hens.)
5. Tell about a time you had a problem and thought of a way to solve it. (Answers will vary.)

WHERE IS LIBERIA? (Grade 1)

1. Is this book fiction or nonfiction? (nonfiction)
2. What continent is Liberia on? (Africa)
3. What is the name of the ocean that is next to Liberia? (the Atlantic Ocean)
4. What does a compass rose on a map show? (the directions north, south, east, and west)
5. What does this book use to answer the question “Where is Liberia?” (maps)

ANIMALS IN DANGER (Grade 2)

1. What is the topic of this book? (the different animals that live in Liberia)
2. What do the headings tell you? (They tell you the animals you are about to read about.)
3. What is the difference between an African elephant and a forest elephant? (A forest elephant is smaller and lives in the forest.)
4. According to the book, why are these animals in danger? (They are in danger because people hunt them and destroy their homes.)
5. What can a national park do to help animals? (A national park keeps animals safe.)

CLEVER LITTLE ANTELOPE (Grade 2)

1. What is Leopard's problem in the story? (she needs a helper)
2. What is the plot in this story? (One by one the animals try to pass Leopard's test to become her helper.)
3. What tasks does Leopard ask the animals to do? (perform the Dance of War and Peace, throw a spear, and count to ten before it hits the ground)
4. What characters try to pass the test? (Elephant, Buffalo, and Antelope)
5. Why is Antelope clever? (He counts by twos so he can reach ten before the spear lands.)

FINDING FRIENDS (Grade 2)

1. Who is the main character in this story? (Ada)
2. What is Ada's problem? (She and her family have moved to Monrovia, and she does not have any friends.)
3. Who does Ada meet at the park? (Akila and Fadil)
4. What does Ada think of the city? (It is noisy.)
5. What happens to Max? (He runs off to chase birds, and Ada, Akila, and Fadil must find him.)

GB FOR LUNCH (Grade 2)

1. Who is the main character in the story? (Dolo)
2. Where does the story take place? (in the country at Dolo's grandmother's house)
3. What job does grandmother have for Dolo? (to help her get the cassava ready to make GB)
4. Do they use a blender or a mortar and pestle to make the GB? (They use a mortar and pestle.)
5. Whose favorite lunch was GB and soup? (It was Dolo's father's favorite lunch.)

A PERFECT PET FOR PAYE (Grade 2)

1. Who is the main character in the story? (Paye)
2. What does Paye want? (He wants a pet.)
3. What pets do his friends have? (Tom has a lizard, and Muna has a rabbit.)
4. What does Paye find? (a puppy)
5. Who comes to Paye's house? (the man whose dog is the puppy's mother)

POEMS OF LIBERIA (Grade 2)

1. What do you find in a poem that you do not find in a story? (rhyming words, stanzas)
2. What is special about the poem “All Hail Liberia”? (It is a poem and a song.)
3. What is special about the poem “Giving Trees”? (Its words are arranged so it looks like a tree.)
4. Read the poems “What Am I?” and “Who Are You?” What are the answers to their questions? (a monkey and a forest elephant)
5. According to the poem, when should you palava? (when you feel sad or angry and you need to talk to someone)

SO MANY PEOPLE, SO MANY JOBS! (Grade 2)

1. Where are the girl and her mother going? (to the hospital)
2. Who does the girl meet at the market? (a farmer who grows yams, her teacher, and her teacher’s sister)
3. How is the hospital different from the market? (It is much quieter than the market.)
4. What is the theme of this story? (People do many different jobs for different reasons.)
5. What job do you think the girl will do when she grows up? (Answers will vary.)

THANKSGIVING DAY (Grade 2)

1. Why does Arway’s father call her clever? (He says she is clever because she notices that a light is on in Miss Elisabeth’s house and realizes that Miss Elisabeth is home.)
2. What is the problem in this story? (Miss Elisabeth is alone on Thanksgiving.)
3. What is Arway’s idea? (She thinks they should invite Miss Elisabeth to join them at the beach.)
4. What do Arway and Miss Elisabeth do at the beach? (They play in the sand, swim, and dance.)
5. What is the theme of this story? (It is good to ask people who are alone to join your celebration.)

WHERE IS FATUMA? (Grade 2)

1. Who is telling this story? (A girl named Zoe)
2. What is Zoe’s problem? (She is getting letters from her friend Fatuma, but she does not know where Fatuma is sending them from.)
3. What animal did Fatuma see? (a pygmy hippopotamus)
4. What is unusual about the last letter? (It does not have a stamp on it.)
5. How does the story end? (Fatuma comes home from her trip.)

WILD WEATHER (Grade 2)

1. What is the topic of this book? (different kinds of wild weather)
2. What happens during a rain storm? (dark clouds form, lightning flashes, thunder booms, rain falls very hard, and wind makes the trees dance)
3. What can rain become in a very cold place? (snow)
4. In what way does weather science help people? (It helps people be ready for different kinds of weather.)
5. Is this book fiction or nonfiction? (nonfiction)

Grade 2, Volume 2
Oral Reading
Fluency Assessments

ORAL READING FLUENCY ASSESSMENTS

INSTRUCTIONS TO THE TEACHER

Every week you may assess the oral reading fluency of a sample of your students and record the number of words they read correctly per minute. Fluency is an important reading skill because as students gain ease and speed in word recognition, they are able to devote more attention to comprehension, which is the ultimate goal of reading. Assessing your students' reading fluency at multiple points throughout the school year will allow you to track their progress in this important skill and to give special attention to those who need help. It is normal for students to progress at different rates. Ensuring that they are improving over time is more important than any particular score at one point in time. Through regular assessment, you can also monitor each student's individual progress toward the national benchmarks for fluency.

BEFORE YOU BEGIN

Locate the assessment assigned for the current marking period. Prepare these materials:

- The student text sheet (remove from this guide)
- The scoring sheet
- A pencil for marking the scoring sheet
- A timer

Prepare a quiet place set apart from the other students. Identify the students you plan to assess, and instruct them to join you one at a time in quick succession. However, they should wait their turn at an adequate distance so that they cannot overhear the other students reading the passage.

DURING THE ASSESSMENT

Write the first student's name above the first passage on the scoring sheet. Set the timer for 60 seconds. Show the first student the student text sheet. Read these instructions aloud:

Here is a short story. I want you to read it aloud, quickly but carefully. When I say "Begin," read the story as best as you can. If you come to a word you do not know, go on to the next word. Point to the first word. Ready? Begin.

Start the timer when the student reads the first word.

As the student reads, follow along on your copy of the scoring sheet. With your pencil, mark with a slash (/) any words the student skips or reads incorrectly.

If the student makes an error and then corrects it on his or her own, count it as correct. If you have already marked the word as incorrect, circle over the slashed word (\emptyset) to remind yourself to count it as correct.

Stay quiet except when the student hesitates for 3 seconds. Do not read the word for the student. Point to the next word and say, "Please go on." Mark the skipped word as incorrect.

When 60 seconds is up, say "Stop." Mark the final word read with a bracket (]).

Thank and dismiss the student. Repeat with the next student.

AFTER THE ASSESSMENT

You may wait to calculate each score until you have finished assessing all students.

To calculate the student's score, write in line **A** of the scoring sheet the number of the last word that the student read before the time was up.

Count the number of words that the student missed (skipped or read incorrectly) up until the last word read. Write this number in line **B**.

Subtract the number in line **B** from the number in line **A**. This is the number of words that the student read correctly. Write this number in line **C**.

Record the score in line **C** in your gradebook.

Example:

<p>Student Name: <u>Patience</u></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Jen wants to sell eggs in a shop. Jen has a hen. That hen sees</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 a bug. The hen does not see the fox. Jen went after the fox.</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 The hen gets the bug. The hen is glad. Jen is glad. Jen has</p> <p>44 45 46 47 48 49 eggs to sell in the shop.</p>	<p>A. # of last word read: <u>21</u></p> <p>B. # of words missed: <u>3</u></p> <p>C. A – B = <u>18</u> Correct Words Per Minute</p>
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Oral Reading Fluency
Passage 4



Please be silent now. Please stop playing with your coins. We want to hear the music. We could excuse your loud noise before the music. But now you annoy us. We are excited to hear our friend play. We want to enjoy the music. Do not make us repeat our request.



ORAL READING FLUENCY ASSESSMENT PASSAGE 4 (WEEKS 19–23) SCORING SHEET

<p>Student Name: _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 Please be silent now. Please stop playing with your coins. We want</p> <p>13 14 15 16 17 18 19 20 21 22 23 24 to hear the music. We could excuse your loud noise before the</p> <p>25 26 27 28 29 30 31 32 33 34 35 36 37 38 music. But now you annoy us. We are excited to hear our friend play.</p> <p>39 40 41 42 43 44 45 46 47 48 49 50 51 We want to enjoy the music. Do not make us repeat our request.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p>C. A – B = _____ Correct Words Per Minute</p>
<p>Student Name: _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 Please be silent now. Please stop playing with your coins. We want</p> <p>13 14 15 16 17 18 19 20 21 22 23 24 to hear the music. We could excuse your loud noise before the</p> <p>25 26 27 28 29 30 31 32 33 34 35 36 37 38 music. But now you annoy us. We are excited to hear our friend play.</p> <p>39 40 41 42 43 44 45 46 47 48 49 50 51 We want to enjoy the music. Do not make us repeat our request.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p>C. A – B = _____ Correct Words Per Minute</p>
<p>Student Name: _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 Please be silent now. Please stop playing with your coins. We want</p> <p>13 14 15 16 17 18 19 20 21 22 23 24 to hear the music. We could excuse your loud noise before the</p> <p>25 26 27 28 29 30 31 32 33 34 35 36 37 38 music. But now you annoy us. We are excited to hear our friend play.</p> <p>39 40 41 42 43 44 45 46 47 48 49 50 51 We want to enjoy the music. Do not make us repeat our request.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p>C. A – B = _____ Correct Words Per Minute</p>
<p>Student Name: _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 Please be silent now. Please stop playing with your coins. We want</p> <p>13 14 15 16 17 18 19 20 21 22 23 24 to hear the music. We could excuse your loud noise before the</p> <p>25 26 27 28 29 30 31 32 33 34 35 36 37 38 music. But now you annoy us. We are excited to hear our friend play.</p> <p>39 40 41 42 43 44 45 46 47 48 49 50 51 We want to enjoy the music. Do not make us repeat our request.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p>C. A – B = _____ Correct Words Per Minute</p>
<p>Student Name: _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 Please be silent now. Please stop playing with your coins. We want</p> <p>13 14 15 16 17 18 19 20 21 22 23 24 to hear the music. We could excuse your loud noise before the</p> <p>25 26 27 28 29 30 31 32 33 34 35 36 37 38 music. But now you annoy us. We are excited to hear our friend play.</p> <p>39 40 41 42 43 44 45 46 47 48 49 50 51 We want to enjoy the music. Do not make us repeat our request.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p>C. A – B = _____ Correct Words Per Minute</p>

Oral Reading Fluency
Passage 5

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Turtle wanted to fly with the birds. Turtle grasped the middle of a stick with his mouth. Two birds each held an end of the stick in their mouths. Off they went. But Turtle talked to the birds. When Turtle talked, he fell to the ground. Turtle is content to stay on the ground.



ORAL READING FLUENCY ASSESSMENT PASSAGE 5 (WEEKS 25–29) SCORING SHEET

<p>Student Name: _____</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10 11 12 13</p> <p>Turtle wanted to fly with the birds. Turtle grasped the middle of a</p> <p style="text-align: center;">14 15 16 17 18 19 20 21 22 23 24 25 26 27 28</p> <p>stick with his mouth. Two birds each held an end of the stick in their</p> <p style="text-align: center;">29 30 31 32 33 34 35 36 37 38 39 40</p> <p>mouths. Off they went. But Turtle talked to the birds. When Turtle</p> <p style="text-align: center;">41 42 43 44 45 46 47 48 49 50 51 52 53 54</p> <p>talked, he fell to the ground. Turtle is content to stay on the ground.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p style="text-align: center;">C. A – B = _____</p> <p style="text-align: center;">Correct Words Per Minute</p>
<p>Student Name: _____</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10 11 12 13</p> <p>Turtle wanted to fly with the birds. Turtle grasped the middle of a</p> <p style="text-align: center;">14 15 16 17 18 19 20 21 22 23 24 25 26 27 28</p> <p>stick with his mouth. Two birds each held an end of the stick in their</p> <p style="text-align: center;">29 30 31 32 33 34 35 36 37 38 39 40</p> <p>mouths. Off they went. But Turtle talked to the birds. When Turtle</p> <p style="text-align: center;">41 42 43 44 45 46 47 48 49 50 51 52 53 54</p> <p>talked, he fell to the ground. Turtle is content to stay on the ground.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p style="text-align: center;">C. A – B = _____</p> <p style="text-align: center;">Correct Words Per Minute</p>
<p>Student Name: _____</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10 11 12 13</p> <p>Turtle wanted to fly with the birds. Turtle grasped the middle of a</p> <p style="text-align: center;">14 15 16 17 18 19 20 21 22 23 24 25 26 27 28</p> <p>stick with his mouth. Two birds each held an end of the stick in their</p> <p style="text-align: center;">29 30 31 32 33 34 35 36 37 38 39 40</p> <p>mouths. Off they went. But Turtle talked to the birds. When Turtle</p> <p style="text-align: center;">41 42 43 44 45 46 47 48 49 50 51 52 53 54</p> <p>talked, he fell to the ground. Turtle is content to stay on the ground.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p style="text-align: center;">C. A – B = _____</p> <p style="text-align: center;">Correct Words Per Minute</p>
<p>Student Name: _____</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10 11 12 13</p> <p>Turtle wanted to fly with the birds. Turtle grasped the middle of a</p> <p style="text-align: center;">14 15 16 17 18 19 20 21 22 23 24 25 26 27 28</p> <p>stick with his mouth. Two birds each held an end of the stick in their</p> <p style="text-align: center;">29 30 31 32 33 34 35 36 37 38 39 40</p> <p>mouths. Off they went. But Turtle talked to the birds. When Turtle</p> <p style="text-align: center;">41 42 43 44 45 46 47 48 49 50 51 52 53 54</p> <p>talked, he fell to the ground. Turtle is content to stay on the ground.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p style="text-align: center;">C. A – B = _____</p> <p style="text-align: center;">Correct Words Per Minute</p>
<p>Student Name: _____</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10 11 12 13</p> <p>Turtle wanted to fly with the birds. Turtle grasped the middle of a</p> <p style="text-align: center;">14 15 16 17 18 19 20 21 22 23 24 25 26 27 28</p> <p>stick with his mouth. Two birds each held an end of the stick in their</p> <p style="text-align: center;">29 30 31 32 33 34 35 36 37 38 39 40</p> <p>mouths. Off they went. But Turtle talked to the birds. When Turtle</p> <p style="text-align: center;">41 42 43 44 45 46 47 48 49 50 51 52 53 54</p> <p>talked, he fell to the ground. Turtle is content to stay on the ground.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p style="text-align: center;">C. A – B = _____</p> <p style="text-align: center;">Correct Words Per Minute</p>

Oral Reading Fluency
Passage 6

Who can pedal a bike the fastest?
Let's have a bike race! First, we will
fix our bikes so they are like new.
We can use a screw driver to fix
any loose parts. It will be a true race
for our group of friends. Dad will
give the winner a medal.



ORAL READING FLUENCY ASSESSMENT PASSAGE 6 (WEEKS 31-35) SCORING SHEET

<p>Student Name: _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 Who can pedal a bike the fastest? Let's have a bike race! First,</p> <p>14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 we will fix our bikes so they are like new. We can use a screw</p> <p>29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 driver to fix any loose parts. It will be a true race for our group</p> <p>44 45 46 47 48 49 50 51 52 of friends. Dad will give the winner a medal.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p>C. A – B = _____ Correct Words Per Minute</p>
<p>Student Name: _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 Who can pedal a bike the fastest? Let's have a bike race! First,</p> <p>14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 we will fix our bikes so they are like new. We can use a screw</p> <p>29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 driver to fix any loose parts. It will be a true race for our group</p> <p>44 45 46 47 48 49 50 51 52 of friends. Dad will give the winner a medal.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p>C. A – B = _____ Correct Words Per Minute</p>
<p>Student Name: _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 Who can pedal a bike the fastest? Let's have a bike race! First,</p> <p>14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 we will fix our bikes so they are like new. We can use a screw</p> <p>29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 driver to fix any loose parts. It will be a true race for our group</p> <p>44 45 46 47 48 49 50 51 52 of friends. Dad will give the winner a medal.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p>C. A – B = _____ Correct Words Per Minute</p>
<p>Student Name: _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 Who can pedal a bike the fastest? Let's have a bike race! First,</p> <p>14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 we will fix our bikes so they are like new. We can use a screw</p> <p>29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 driver to fix any loose parts. It will be a true race for our group</p> <p>44 45 46 47 48 49 50 51 52 of friends. Dad will give the winner a medal.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p>C. A – B = _____ Correct Words Per Minute</p>
<p>Student Name: _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 Who can pedal a bike the fastest? Let's have a bike race! First,</p> <p>14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 we will fix our bikes so they are like new. We can use a screw</p> <p>29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 driver to fix any loose parts. It will be a true race for our group</p> <p>44 45 46 47 48 49 50 51 52 of friends. Dad will give the winner a medal.</p>	<p>A. # of last word read: _____</p> <p>B. # of words missed: _____</p> <p>C. A – B = _____ Correct Words Per Minute</p>

