

Prefixes un-, re-, pre-

Standard: L.2.4b Determine the meaning of a new word formed when a known prefix is added

A prefix is a word part added to the front of a word. It changes the meaning. Read the chart.

Prefix	Meaning	Example
un-	not, or the opposite of	unhappy = not happy
re-	again	reread = read again
pre-	before	preheat = heat before

Part A: Build the word

Add the prefix to the base word. Write the new word. Then write what it means.

Prefix + base word	New word	What it means
un + lock		
re + tell		
pre + pay		
un + fair		
re + fill		
pre + school		

Part B: Pick the word that fits

Read each sentence. Circle the word that makes sense.

1. Mom will (reheat / preheat) the oven before she bakes the cake.
2. I was (unable / reable) to open the jar, so Dad helped.
3. Please (retell / pretell) the story to your partner.
4. The door is (unlocked / relocked), so we can go in.
5. The cat (unplugged / replugged) the lamp by pulling the cord out.

Part C: Write it

Write one sentence with an un- word and one sentence with a re- word. Underline the prefix.

6. un- sentence:

7. re- sentence:

Part D: Think

8. What does the word preview mean? Use the chart to help you.

Pictures Tell the Story: Illustrations and Text

Standard: RL.2.7 Use information from illustrations and words to understand characters, setting, or plot

Read the story. There is no picture. You will think about what a picture could show.

Rainy Day Recess

Rain tapped on the windows. Recess was inside today. Rosa sighed and put her head on her desk. She wanted to run outside. Then Mr. Lee pulled out a big box of blocks. "Let's build a city," he said. Soon the floor was full of towers and roads. Rosa built the tallest tower of all. She forgot all about the rain.

1. Describe the scene in words. What does the classroom look like? What are the kids doing?

2. If this story had a picture, what could the picture show that the words do not tell you?

3. How could a picture of Rosa's face help you understand how she feels at the end?

Fluency Read and Self-Check

Standard: RF.2.4 Read with sufficient accuracy and fluency to support comprehension

Read the passage out loud three times. Read it to a grown-up or a partner. After each read, put a check on the line.

Read 1: _____	Read 2: _____	Read 3: _____
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The Garden Helper

Every morning, Nia helps in the garden. She fills a green can with water. Then she gives each plant a drink. The beans climb up tall poles. The tomatoes are still small and green. Nia pulls out the weeds so the plants have room to grow.

One day, Nia saw a toad under a leaf. It was brown and bumpy. "Hello, little toad," she said. The toad hopped away. Nia's dad told her that toads eat bugs. "That toad is a helper, too," he said. Now Nia looks for the toad each day. She likes to have a garden friend.

Self-check

Check each box that is true about your reading today.

☐
☐
☐

I read smoothly, like I talk.

I fixed a mistake when a word did not sound right.

I read with expression. My voice changed for the talking parts.

1. Which word was the hardest to read? Write it here and read it three more times.

2. What is this passage mostly about? Write one sentence.

Two Characters, Two Points of View

Standard: RL.2.6 Acknowledge differences in the points of view of characters

Read the story. Notice that Ben and Kim do not think the same way about the drum.

The Loud Drum

Ben got a drum for his birthday. Boom! Boom! Boom! He played it all afternoon.

"This is the best gift ever!" he said. He made up a song about a lion.

His sister Kim was in the next room. She was trying to read her library book. Boom! Boom! She read the same line three times. She put her hands over her ears. "I cannot think!" she said.

Kim went to Ben's door. "Can you play outside?" she asked. Ben looked at his drum. Then he looked at Kim. "Okay," he said. "But after dinner, will you listen to my lion song?" Kim smiled. "Deal."

1. How does Ben feel about the drum? How do you know?

2. How does Kim feel about the drum? How do you know?

Write in their voices

Pretend you are each character. Write what that character is thinking. Use the word I.

Ben's point of view

I think the drum is... I feel... I want...

Kim's point of view

I think the drum is... I feel... I want...

3. Read Ben's part in a happy voice. Read Kim's part in a tired, grumpy voice. How are their points of view different?

Suffixes -ful, -less, -ly, -ness

Standard: L.2.4b Determine the meaning of a new word formed when a known suffix is added

A suffix is a word part added to the end of a word. Read the chart.

Suffix	Meaning	Example
-ful	full of	helpful = full of help
-less	without	careless = without care
-ly	in that way	slowly = in a slow way
-ness	the state of being	kindness = being kind

Part A: Build the word

Add the suffix to the base word. Write the new word.

Base + suffix	New word	Base + suffix	New word
hope + ful		fear + less	
quick + ly		sad + ness	
cheer + ful		soft + ly	

Part B: Pick the word that fits

Circle the word that makes sense in each sentence.

1. The (careful / careless) boy did not look and spilled his milk.
2. She walked (slow / slowly) to the door.
3. Grandma is full of (kind / kindness).
4. The (hopeful / hopeless) team cheered before the game.

Part C: Write it

Write one sentence using a word with -ful or -less.

Nonfiction Questions: Honeybees

Standard: RI.2.1 Ask and answer such questions as who, what, where, when, why, and how in informational text

Read the passage two times. Then answer the questions. Go back to the text to find your answers.

Busy Honeybees

Honeybees live together in a hive. One hive can hold thousands of bees. Each hive has one queen. The queen lays all the eggs. Worker bees are the queen's helpers. They do most jobs in the hive.

In spring and summer, worker bees fly out to flowers. They sip a sweet juice called nectar. They carry it back to the hive. Inside, the bees turn nectar into honey. Honey is bee food for winter. In winter, bees stay inside and huddle close to keep warm.

Bees have a special way to talk. A bee does a wiggle dance to show other bees where to find flowers. Bees also help plants make seeds. That is why bees are so important.

1. Who lays all the eggs in the hive?

2. What do bees make from nectar?

3. Where do worker bees get nectar?

4. When do bees stay inside the hive and huddle close?

5. Why do bees make honey?

6. How does a bee tell other bees where to find flowers?

Ask your own question

7. Write one question you still have about honeybees. Start with who, what, where, when, why, or how.

Tricky Words: Grade 2 Sight Words

Standard: RF.2.3f Recognize and read grade-appropriate irregularly spelled words

Some words do not follow the rules. We just have to know them. Read the word box out loud.

always	around	because	been	before	best
both	buy	call	cold	does	don't
fast	first	five	found	gave	goes
green	its	made	many	off	or
pull	read	right	sing	sit	sleep
tell	their	these	those	upon	us
use	very	wash	which	why	wish
work	would	write	your		

Part A: Fill in the blank

Use a word from the box to finish each sentence. Use the hint in ().

- I _____ brush my teeth _____ bed. (always, before)
- We _____ a _____ frog by the pond. (found, green)
- _____ cake is the _____? (Which, best)
- Do you _____ you could _____? (wish, sing)
- _____ dog _____ for a walk each day. (Their, goes)
- _____ kids _____ like to _____. (Both, would, read)

Part B: Spell the tricky ones

Pick four words from the box that are hard for you. Write each one two times.

What Is the Main Topic?

Standard: RI.2.2 Identify the main topic of a multiparagraph text and the focus of specific paragraphs

The main topic is what the whole passage is mostly about. Key details tell more about the main topic. Read each passage. Then fill in the chart.

Passage A

Frogs start life in water. A frog egg hatches into a tadpole. A tadpole has a tail and no legs. It breathes with gills, like a fish. As it grows, the tadpole gets legs. Its tail gets shorter and shorter. Soon it can breathe air. Then it hops onto land as a frog. A frog can live on land and in water. These changes are called a life cycle.

Main topic of Passage A:	
Key detail 1:	
Key detail 2:	

Passage B

Recycling turns old things into new things. Paper can be made into new paper. Old cans can be melted and made into new cans. Plastic bottles can become park benches or even shirts. When we recycle, we make less trash. We also save trees, metal, and oil. Recycling helps our Earth. Look for the recycling sign on a bin. Put paper, cans, and bottles inside.

Main topic of Passage B:	
Key detail 1:	
Key detail 2:	

Facts and Definitions: Informational Paragraph

Standard: W.2.2 Write informative texts: introduce a topic, use facts and definitions, provide a closing

Pick a topic you know a lot about, like an animal, a sport, or a place. Plan first. Then write your paragraph.

My topic:	
Topic sentence (tell what you will write about):	
Fact 1:	
Fact 2:	
A definition (The word ____ means ____):	
Closing sentence:	

Now write your paragraph
