

2

Reading Readiness

Grade 2

READY TO LEARN™

The
Canadian
Curriculum
Series

Reading

Phonics

Long Vowels

The letters **ai** and **ay** both make the **long a sound**. When a long a word is spelled with **ay**, the ay is usually at the **end of the word**. When a long a word is spelled with **ai**, the ai is usually in the **middle of the word**.

Look at the pictures below. Circle the correct spelling of the word.



pail

payl



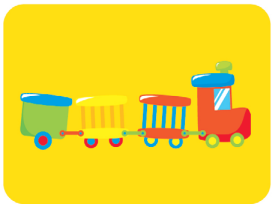
say

sai



tail

tayl



train

trayn



mail

mayl



play

plai

Read the story. Circle words that make the long a sound.

- Introduces fiction and nonfiction reading
- Develops reading response techniques
- Develops phonics skills and introduces advanced vocabulary



2

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Reading

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Grade Two Reading Readiness

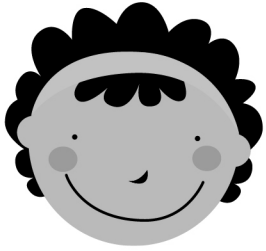
Now that your second grader has learned some of the foundational reading skills from grade one, they are ready to build on that knowledge with some more advanced decoding and comprehension skills. Practice makes perfect! After reading, talk about what you read, what happened in the story, how you think the characters felt, and what your favorite part was. Move into writing about the things you read, your favorite parts, and how it might have ended differently. These discussions and extension activities can improve reading comprehension.



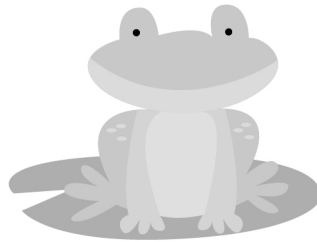
Phonics

Initial Sounds Review

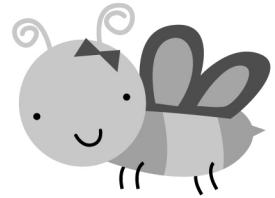
Look at the pictures below and write the missing letter to complete the words. Then read the words.



girl



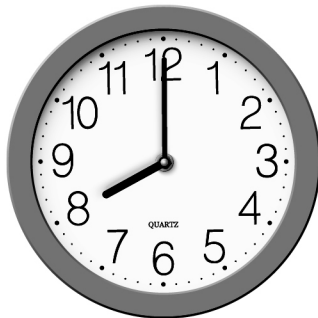
frog



butterfly



truck



clock



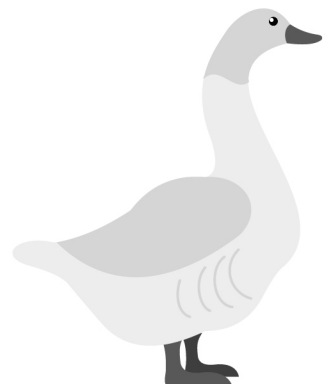
kitten



lion



rake



goose

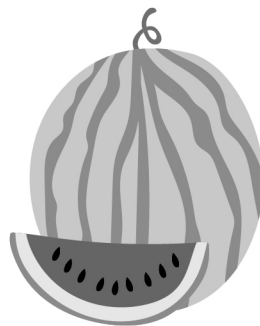
Phonics

Final Sounds Review

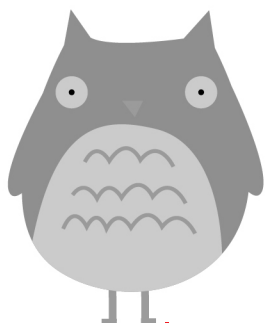
Look at the pictures below and write the missing letter to complete the words. Then read the words.



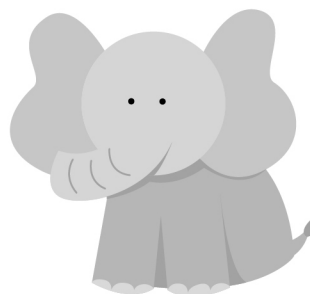
tige r



watermelo n



ow l



elephan t

Draw something in the boxes that ends with the ending sounds below.

n

crown

m

s

Phonics

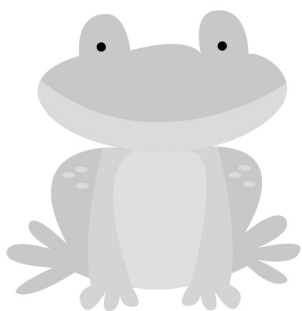
Beginning Consonant Blends

br cr fr gr tr

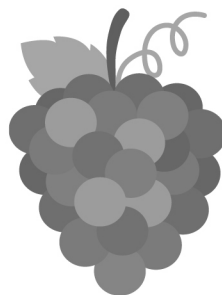
When you see two or three consonants together, you blend the sounds.

The blended sounds are called consonant blends.

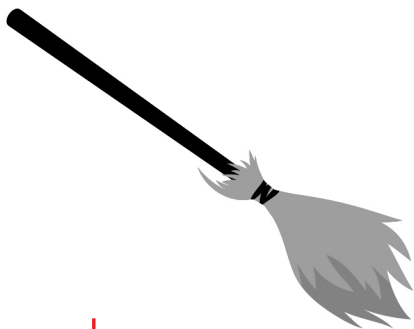
Look at the pictures and listen for the consonant blend sounds. Write the missing letters on the lines below.



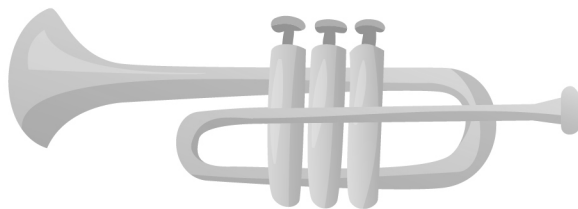
f r og



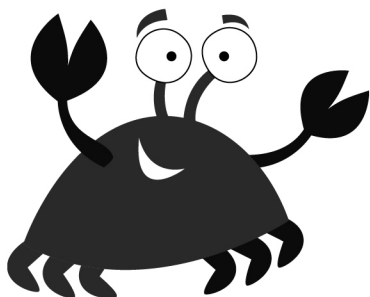
g r apes



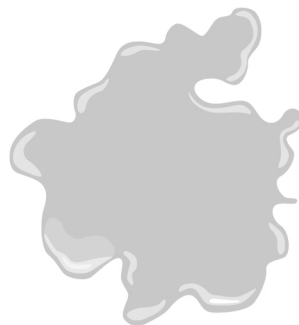
b r oom



t r umpet



c r ab



g r een

Phonics

Beginning Consonant Blends

bl cl fl pl

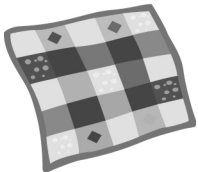
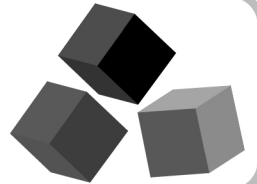
Blends are two sounds that we say together quickly. Say the blends below. Read the sentences and use the pictures as clues to help you find the missing word. Write the missing consonant blend words on the lines below. Then circle the consonant blends.

The bumblebee drinks nectar from a flower.



I like to play with my friends.

My brother builds a tower with blocks.



My baby sister likes to carry a blanket.

I can tell time on a clock.



I help my mom clean the table.

Earth is the planet we live on.

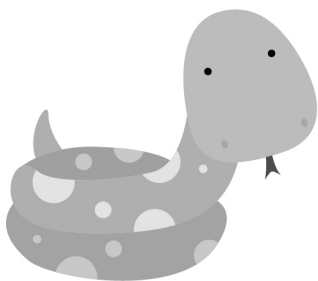


Phonics

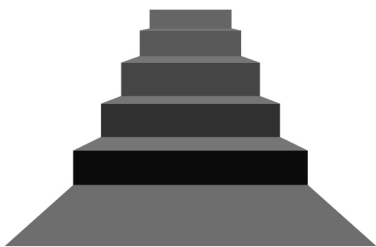
Beginning Consonant Blends

st sn sk sp

Blends are two sounds that we say together quickly. Say the blends below. Look at the pictures and listen for the consonant blend sounds. Write the missing letters on the lines below.



s n ake



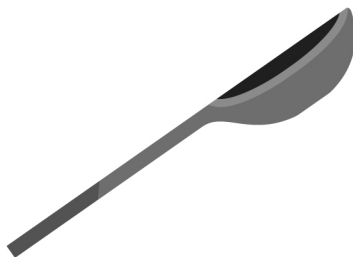
s t airs



s k unk



s p ider



s p oon



s k ip



s k ates



s n owman



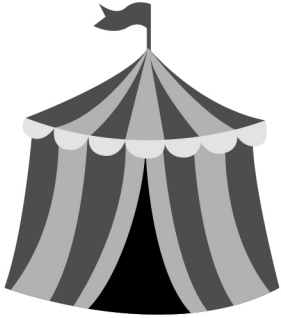
s t ar

Phonics

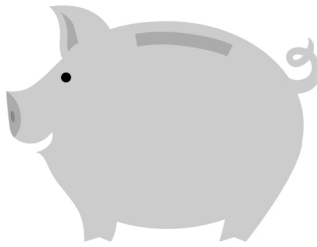
Ending Consonant Blends

nt nk mp nd

Blends are two sounds that we say together quickly. Say the blends below. Sometimes consonant blends are at the end of a word. Look at the pictures and listen for the consonant blends. Write the missing letters on the lines below.



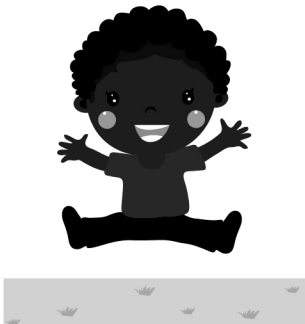
te n t



piggy ba n k



pai n t



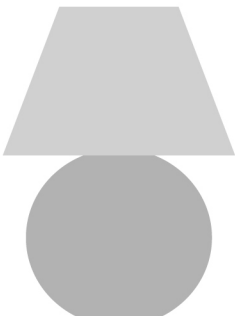
ju m p



peppermi n t



sta m p



la m p



sa n d



ha n d

Phonics

Beginning Consonant Digraphs

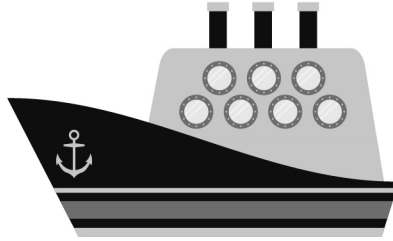
th sh ch

A digraph is made when two consonants blend together and create a new sound.

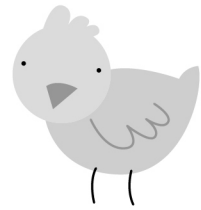
Example: think



ship



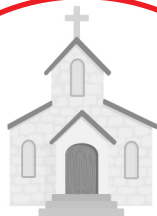
chick



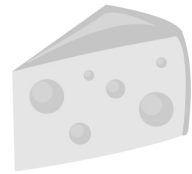
Look at the pictures and write the missing letters to complete the words below. Circle the pictures that begin with digraphs.



s nail



c h urch



c h eese



t h ree



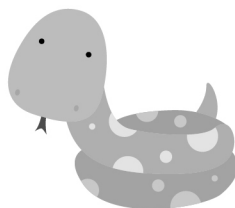
t h umb



s h oe



k oda



s nake



s h irt

Phonics

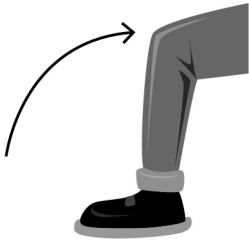
Beginning Consonant Digraphs

kn gn wr

These consonant blends have a silent first letter.

Example:

knee



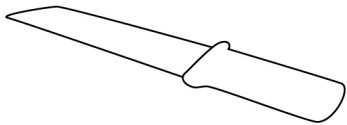
wrap



gnaw



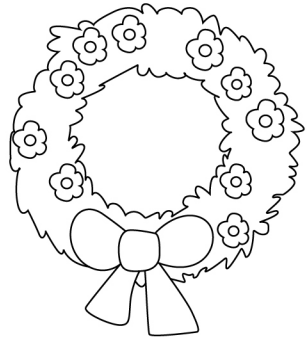
Write the missing letters to complete the words below. Then colour the pictures.



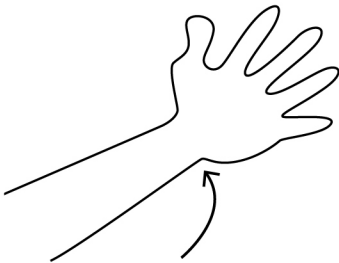
k nife



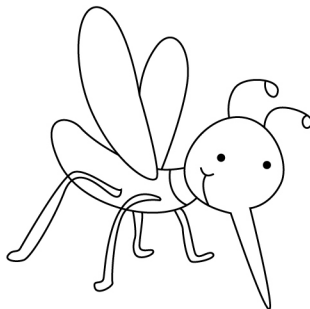
k not



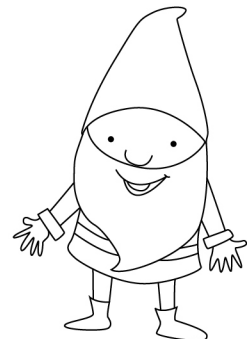
w reath



w rist



g nat



g nome

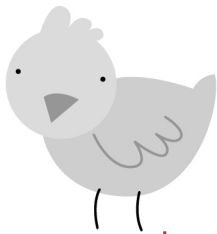
Phonics

Ending Consonant Digraphs

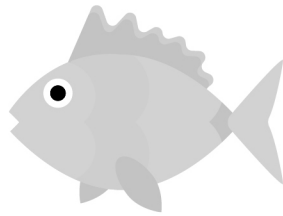
ch ck th sh

Sometimes consonant digraphs are at the end of a word.

Look at the pictures and write the missing letters on the lines below.



chick



fish



bath



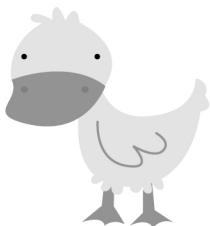
dish



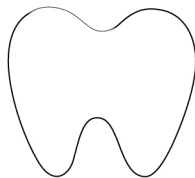
sandwich



beach



duck



teeth



stick

Read the story below. Then circle the words with digraphs.

My family took a trip to the beach.
We brought a picnic with yummy
sandwiches. We also packed peaches
and juice! We went swimming in the
ocean and saw a bunch of fish!



Phonics

Consonant Digraphs

wh ph gh

These digraphs can go at the beginning, middle, or end of a word.

ph and gh both make the f sound, as in laugh or cough.

wh makes a sound like a w, but you blow out air when you say it.

Read the words with digraphs below. Underline the digraphs and then draw a picture for each word.

whale

whistle

dolphin

elephant

cough

graph

Phonics

Short Vowels

Read the words below and write each one in the correct category based on their vowel sound.



a	e	i	o	u
hand	tent	chin	frog	drum
cat	bed	fish	dog	jug
map	net	ship	stop	jump
can	best	skip	sock	bus
fan	web	fin	hop	hug

Phonics

Long Vowels

When you see an e at the end of a word, it is usually silent.

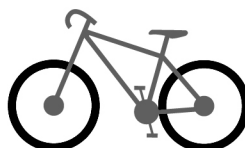
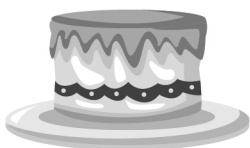
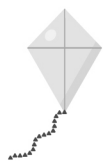
The silent e at the end of a word makes the other vowel in the word sound like its name. This is the long vowel sound.

Example:

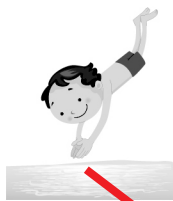
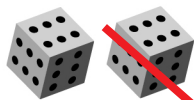
kite

cake

bike



Draw a line from the picture to the matching silent e word.



plane

game

cone

bone

slide

dice

dive

Phonics

Long Vowels

The letters ai and ay both make the long a sound. When a long a word is spelled with ay, the ay is usually at the end of the word. When a long a word is spelled with ai, the ai is usually in the middle of the word.

Look at the pictures below. Circle the correct spelling of the word.



pail

payl



say

sai



tail

tayl



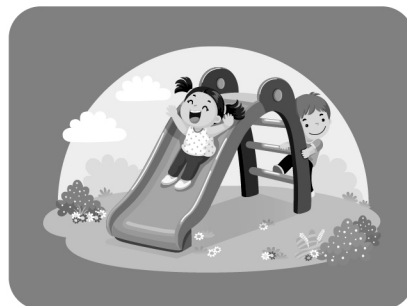
train

trayn



mail

mayl



play

plai

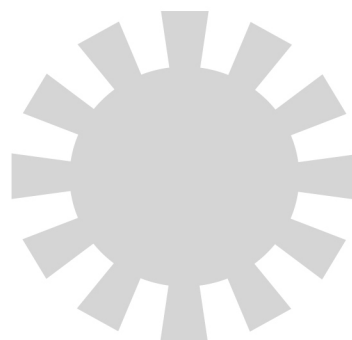
Read the story. Circle words that make the long a sound.

Hooray! The rain has gone away.

Now it's time to go out and play.

I will see if my friend can come out today.

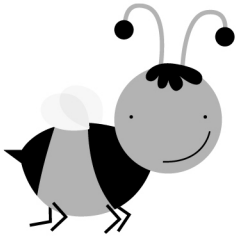
Now it's a sunny summer day!



Phonics

Long Vowels

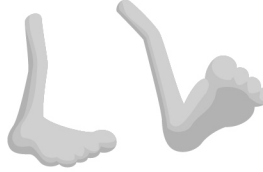
The letters ee and ea both make the long e sound.



bee



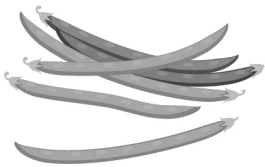
queen



feet



feed



beans



eat



team



clean

Read the sentences below. Choose the correct ee or ea word to complete each sentence.

My mom asked me to clean the table.

My soccer team won the game.

I love green beans.

My favourite thing to eat is ice cream.

I feed my dog every day.

The king is married to the queen.

I am wearing shoes on my feet.

Once I got stung by a bee.

Phonics

Long Vowels

The letter y at the end of a word sometimes makes the long i sound. The letters ie and igh also make the long i sound.

Example:

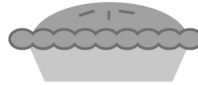
sky



high



pie



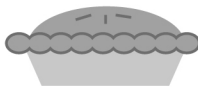
Read the words below and write them in the correct categories.



fly



night



pie



spy



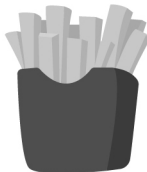
tie



light



cry



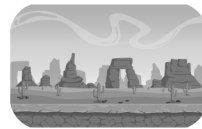
fries



bright



ties



dry



knight

y

fly

spy

cry

dry

igh

night

light

bright

knight

ie

pie

tie

fries

ties

Phonics

Long Vowels

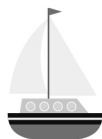
The letters oa and ow both make the long o sound. Don't get tricked—ow can make another sound too. For example, snow makes the long o sound and cow does not.

Example:

snow



boat



cow



Read the words below and draw a picture for each oa and ow word.

window

coat

coach

toast

soap

pillow

crow

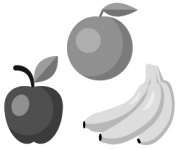
goat

Phonics

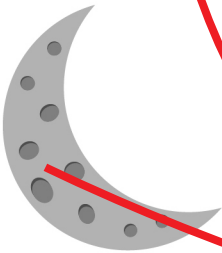
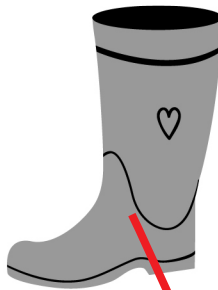
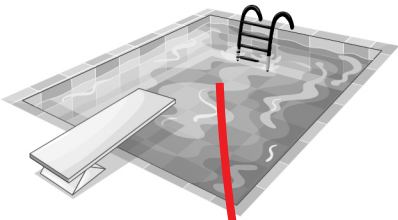
Long Vowels

The letters ui, ew, and oo all make a long u sound. Don't get tricked—oo can make another sound too. For example, school makes the long u sound and look does not.

Example: fruit flew school look



Draw a line from the picture to the matching ui, ew, or oo word.



juice

threw

chew

moon

pool

boot

Phonics

Long Vowel Stories

Read the stories below. Circle the words with long vowel sounds.

Kate's Cake

Kate made a cake that is three feet tall! It took five hours to bake. Her friend Nate bought it at a bake sale. She could not wait for him to eat it. "Enjoy it, Nate," said Kate.

Draw a picture to match the story.

A Bee Named Pete

A bee named Pete wanted a treat. He fancied himself something to eat. He buzzed by some flowers and smelled something sweet.

Draw a picture to match the story.

Phonics

Long Vowel Stories

Read the stories below. Circle the words with long vowel sounds.

My Pet Goat

I have a pet goat. His name is Degroat. We play every day on our family's big boat.

Draw a picture to match the story.

My Brand New Bike

I grew out of my trike and I got a new bike. It was shiny and red. My brother said, "Please!" and got down on his knees. I just said, "Go take a hike."

Draw a picture to match the story.

Phonics

R Controlled Vowels

The letters er make the r sound. It often comes at the end of a word, but can also be in the middle of a word.

Example:

hammer



perch



sister



bigger



ladder



teacher



person



mermaid



finger



dinner

Read the sentences below. Choose the correct er word to complete each sentence and write it on the lines below.

My brother is bigger than me.

I wish I saw a mermaid in the ocean.

I have a bandage on my finger.

I have a little sister.

My teacher reads stories to me.

Our mailman is a very nice person.

My dad climbed a ladder to paint the house.

Every night my family eats dinner.

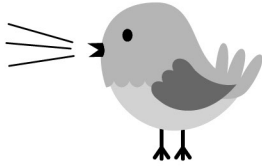
Phonics

R Controlled Vowels

The letters ir also make the r sound.

Example:

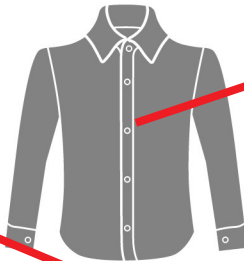
chirp



twirl



Draw a line from the picture to the matching ir word.



shirt

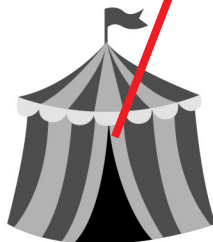
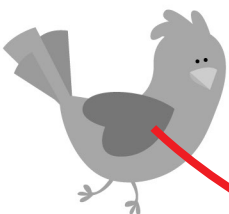
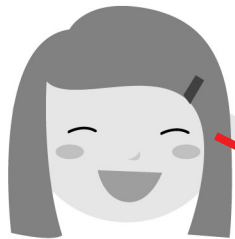
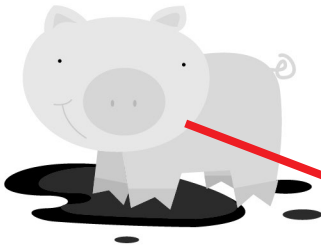
circus

first

girl

dirt

bird



Phonics

R Controlled Vowels

The letters ur also make the r sound.

Example:

purse



hurt



Read the words below. Draw a picture for each ur word.

nurse

burp

surprise

furry

curve

surf

curtain

Phonics

R Controlled Vowels

The letters ar make the sound you hear in star.
The letters or make the sound you hear in storm.



star



storm



arm



car



jar



barn



farm



horn



fork



store

Read the sentences below. Choose the correct ar or or word to complete each sentence and write it on the lines below.

We took a long drive in the _____ **car** _____.

I broke my _____ **arm** _____ and need a cast.

I can't wait to go to the toy _____ **store** _____.

Did you hear the loud _____ **horn** _____?

The jam is in a _____ **jar** _____.

Pigs live on a _____ **farm** _____.

I eat salad with a _____ **fork** _____.

The horse is in the _____ **barn** _____.

Phonics

Soft c and Soft g

The letter c makes two sounds.

It makes a sound like k, as in cat.

It also makes a sound like s, as in face.

This is what is called a soft sound.

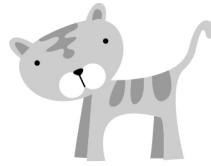
The letter g also makes two sounds.

It makes a sound like g, as in goat.

It also makes a sound like j, as in giraffe.

This is what is called a soft sound.

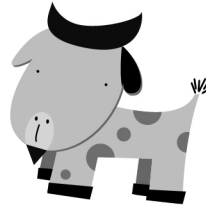
When these letters are followed by y, i, or e,
they make soft sounds.



cat



face



goat

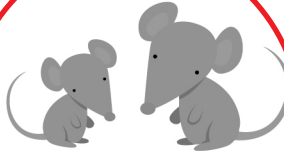


giraffe

Look at the pictures below. Circle the words that have a soft c or soft g sound.



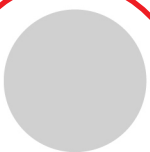
city



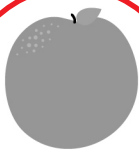
mice



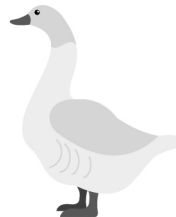
giant



circle



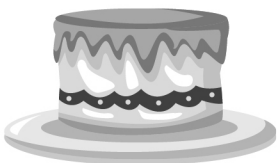
orange



goose



gem



cake



mug



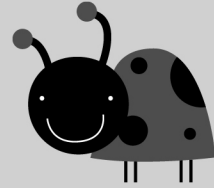
game

Couplet Rhymes and Rhyming Words

Couplet Poetry

A couplet poem is just two sentences. The sentences end in words that rhyme.

Example: I found a tiny bug.
It was so cute, I gave it a hug.



On this lovely summer day,
I will go outside to play.

When writing a couplet poem, you need to have words that rhyme. Think of words that rhyme with the last word of each sentence and write a sentence to complete the couplets.

Once I found a pretty shell,

I have a very happy dog.

I love to ride my big red bike.

I made a wish upon a star.

Quatrains

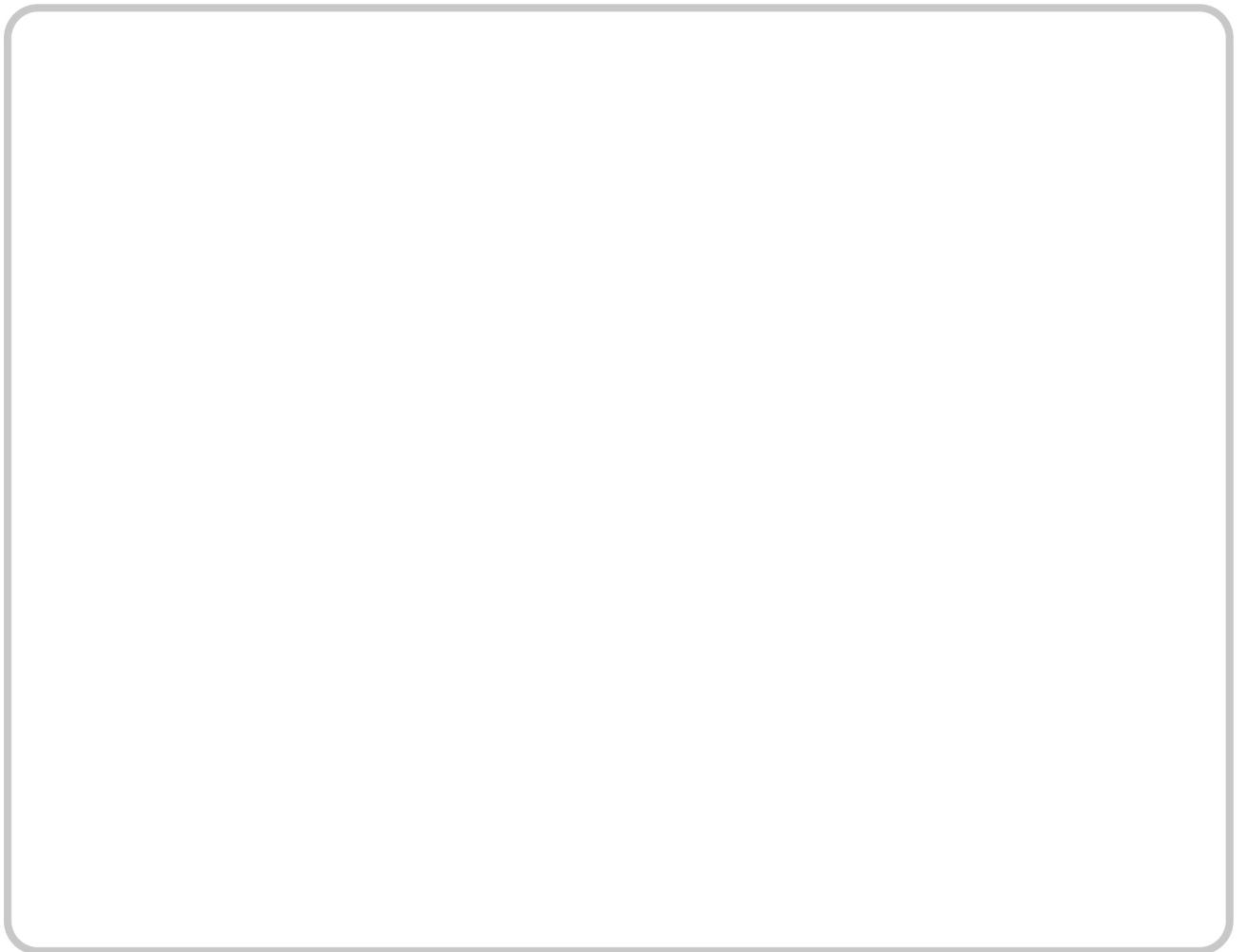
Quatrain

A quatrain poem has four lines. The lines end in words that rhyme.

Some quatrains have the first and third lines and second and fourth lines rhyme with each other.

Example: To have a pet is what I wish.
A hamster would be great!
A cat, a dog, or maybe a fish?
For a pet I cannot wait!

Give the poem above a title and write it on the lines below. Then draw a picture to illustrate the poem.



Quatrains

Quatrain

Some quatrains have the first and second lines and third and fourth lines rhyme with each other.

Example: I think that I will read a book.
For an interesting cover I will look.
The picture, the title, the author's name,
Judging a book by the cover is a real fun game!

Give the poem above a title and write it on the lines below. Then draw a picture to illustrate the poem.



Sight Words

Sight Words

There are some words that are difficult to sound out and that don't have picture clues. Reading and remembering them can make reading easier. Encourage your child to practise reading them until they know them when they see them.

always

don't

or

us

another

fast

pull

use

around

first

read

very

because

five

right

wash

been

found

sing

where

before

gave

sit

which

best

goes

sleep

why

both

green

tell

wish

buy

it's

their

work

call

made

these

would

cold

many

those

write

does

off

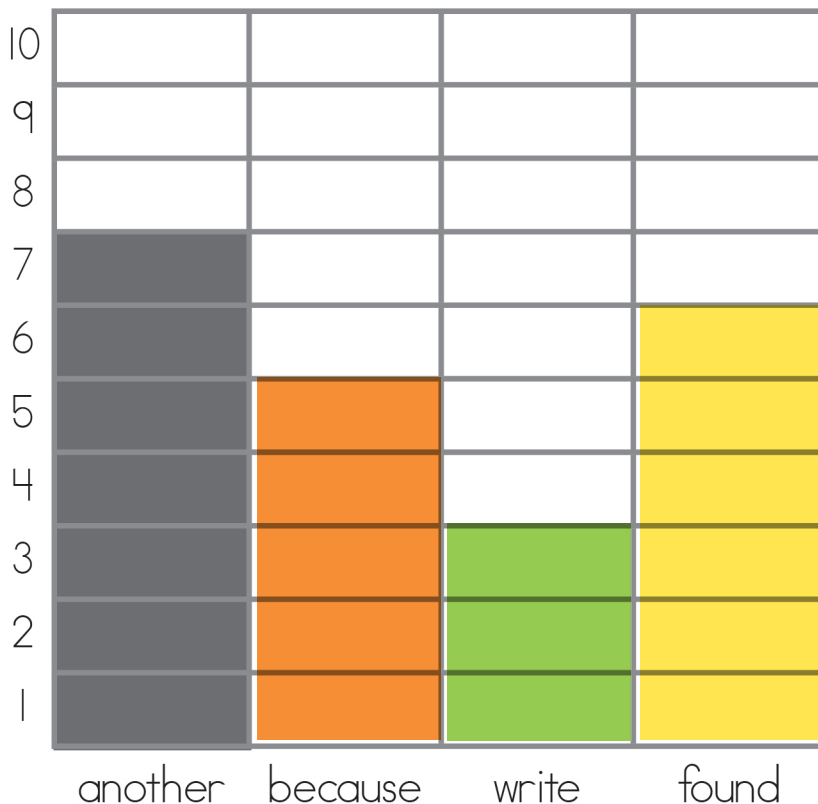
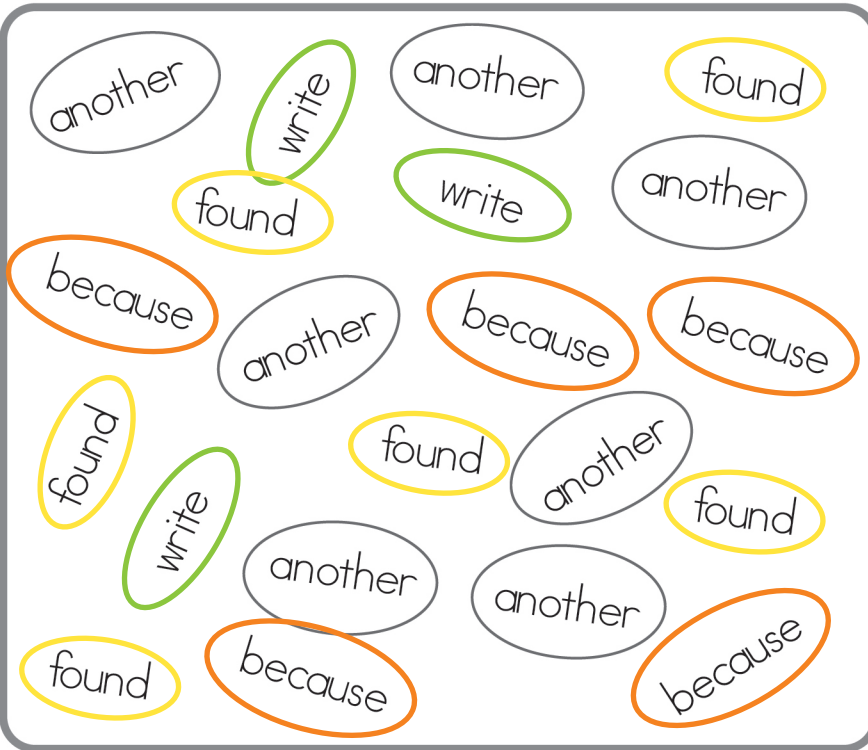
upon

your

Sight Word Practice

Sight Word Practice

Find and circle sight words using different colours. Then fill in the graph by colouring one box for every sight word you find. Keep track of the sight words you find by writing the number on the lines below.



another
7

because
5

write
3

found
6

Author's Purpose

Author's Purpose

When an author writes a story, they do it for one of three reasons: to entertain, to inform, or to persuade.

Writing to Entertain

Writing to entertain means the author wrote the story for the reader to enjoy. Books that are written to entertain are usually fiction. They can be made-up stories, fairy tales, joke books, or comic books.

Circle the books below that were written to entertain.



Author's Purpose

Writing to Inform or Persuade

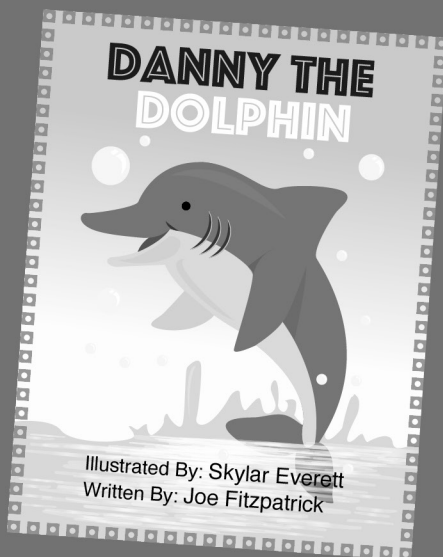
Writing to inform means the author wrote the book to give you facts or teach you about something.

Writing to persuade means the author wrote the book to convince you of something.

Books that are written to inform are usually nonfiction. They can be books teaching you about something or someone or they can be showing you how to make or do something.

Books that are written to persuade can be fiction or nonfiction. They can be books stating an opinion about a topic to try to get you to believe something.

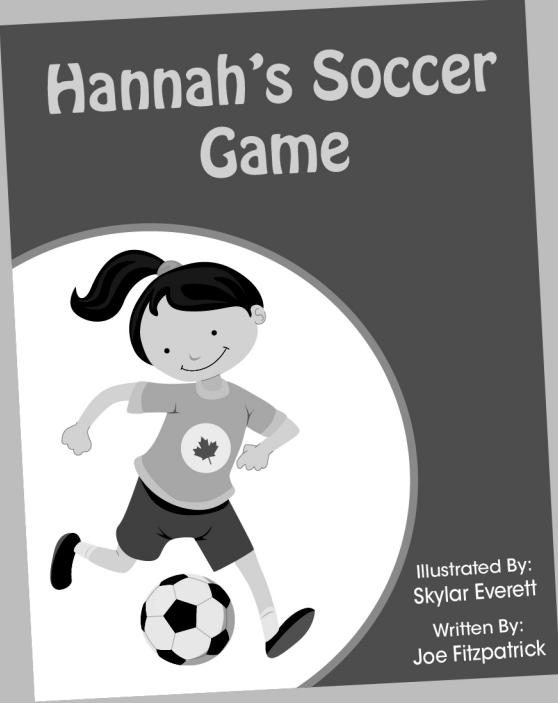
Circle the books below that were written to inform or persuade.



Making Story Predictions

Using the Cover to Predict

Making a prediction means making a guess about what is going to happen. The cover of a book can help you predict what is inside.



Hannah's Soccer Game

Illustrated By:
Skylar Everett

Written By:
Joe Fitzpatrick

What is the title?

Does it give you a clue?

What is the picture on the cover?

Are there any clues there?

Use the cover above to help you answer the questions. Write your answers on the lines below.

What do you predict this book will be about?

Hannah's soccer game.

What clue on the cover did you use to make your prediction?

The title and the picture.

Vocabulary

Vocabulary Skills

Before you begin reading, look at some of the words that will be in the story.



To help understand what these words mean, write them in the sentences below. Then read the sentences with the words.

Hannah liked her friend and soccer teammate Jane.

After winning every game this season, Hannah's team won the championship.

It was very hard to play goalie. Hannah found it to be very challenging.

Hannah felt happy and comfortable playing on her team.

Being a defender means Hannah has to stop other players from scoring a goal.

Realistic Fiction

I Can Read Realistic Fiction

Read the story below.

Hannah's Soccer Game

Hannah was so happy! She had made the starting lineup for her soccer team! It was her third year of playing soccer and she loved the game. Her favourite position was left fullback. She liked this position because it made her a defender. She had to stop the other team from getting too close to the goal with the ball. She was really excited about the season and liked her team's chances to win this year.



Halfway through the season, she had played in every game and had stopped the other teams from scoring many times. She felt really comfortable playing the defender position and found it very challenging.

It was now the final game of the season. Hannah's team was playing for the championship. It was near the end of the second half with only five minutes to play. It was tied 2-2. Hannah saw her chance and ran hard for the ball. She eyed the goalie on the other team and she kicked it hard into the corner of the goal. GOAL!

It was the last goal of the championship and her team had won it all. Hannah felt like a champion. She even got a trophy! Now Hannah can't wait for the next soccer season to play again.

Reading Comprehension

Summarizing

Summarizing means explaining the details of the story in your own words. It is a shorter version of the actual story. It should answer the questions: who, what, when, where, and how?

Write a few words on each line to answer the five big questions and summarize "Hannah's Soccer Game."

Who is the main character in the story?

Hannah

What is happening in the story?

Hannah plays soccer and likes being a defender.

When is it happening?

During the school year.

Where is it happening?

On the soccer field.

Why did the author write this story? What is the author's purpose?

To tell a story about Hannah and her team winning the championship. It is a story to entertain you.



Reading Comprehension

Main Idea and Important Events

The main idea is what the story is about.

The events are the important things that happen in the story.

Complete the graphic organizer below. Write the main idea and three important events about "Hannah's Soccer Game" on the lines below.



Main Idea

Hannah wins the
championship!

Important Event

Hannah
enjoys
being a
defender.

Important Event

Hannah
played
in every
game.

Important Event

Hannah scored
the winning
goal in the
championship.

Reading Comprehension

Making Connections

When something in a story reminds you of something that happened to you, you are making a connection to the story!



Make a connection to "Hannah's Soccer Game" and answer the questions. Write your answers on the lines below.

Think of a time when you felt excited about something.
What were you excited about?

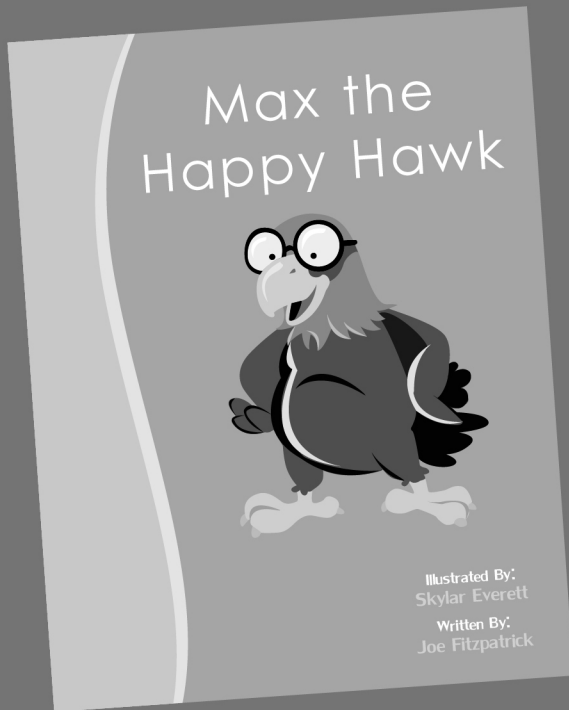
Think of a time when something was a challenge for you.
What was the challenge?



Making Story Predictions

Using the Cover to Predict

The cover of a book can help you predict what is inside.



What is the title?

Does it give you a clue?

What is the picture on the cover?

Are there any clues there?

Use the cover above to help you answer the questions. Write your answers on the lines below.

What do you predict this book will be about?

A hawk named Max

who wears glasses.

What clue on the cover did you use to make your prediction?

The title and the cover image.

Vocabulary

Vocabulary Skills

Before you begin reading, look at some of the words that will be in the story.



swooping



updrafts



dizzy

heights

perched

To help understand what these words mean, write them in the sentences below. Then read the sentences with the words.

Max didn't like looking down from very high up because he was afraid of heights.

The bird was perched on a tree branch.

Max felt like his head was spinning, and he was dizzy when he looked down.

The hawks fly down to the ground quickly, swooping down to get their food.

Hawks use updrafts to glide on the wind.

Narrative Fiction

I Can Read Narrative Fiction

Read the story below.

Max the Happy Hawk

Max loved being a hawk! He always enjoyed himself. He loved the food. He loved hanging out with all of his hawk friends. His life was great, except for one BIG problem! Max was scared of heights!

He did love to fly. He loved to hunt and catch smaller birds, squirrels, or his favourite food, fish. He even loved to perch up high on a tree and look in every direction, except down! He hated to look down when he was up high. It scared the feathers off of him!

Hawks tend to hunt for their prey from way up high. They fly in large circles, coasting on updrafts of warm air. Max loved doing this. He loved to fly and feel the sun on his back. He could see far into the distance, even if it was a little fuzzy. The problem was when he got hungry, he had to look down. His eyes could pick out even the furry blur of a tiny mouse down on the ground far below, but when he looked down, he got dizzy and couldn't swoop down to get his dinner. Max's friend Carlos suggested he talk to the wise old owl.

Max found the owl and swooped down to perch near him.

"Who, who, who are you?" asked the owl, Mr. Daltrey.

"I'm Max and I hate heights! They make me dizzy!" said Max.

"I think you may need glasses, Max," said Mr. Daltrey.

So Max got a new pair of glasses and they worked! Max could look down from way up high without getting dizzy. Max REALLY loved flying after that! He didn't get dizzy looking down anymore, and he stopped being afraid of heights. Max was so happy! He was the happiest hawk in the forest!



Reading Comprehension

Visualize What You Read

Draw a picture of what you see in your mind after reading
"Max the Happy Hawk."

Be sure you draw the characters and the setting.



Reading Comprehension

Main Idea and Important Details

Complete the graphic organizer below. Write the main idea and three important events about "Max the Happy Hawk" on the lines below.



Main Idea

Max getting
glasses.

Important Event

Max gets
dizzy
when he
flies.

Important Event

Mr. Daltrey
gives Max
advice.

Important Event

Max gets
glasses and
doesn't get
dizzy anymore.

Reading Comprehension

Retelling the Story

When you retell a story, you tell what happened in sequence.



Draw pictures in the boxes below to show what happened in the beginning, middle, and end of "Max the Happy Hawk."

BEGINNING

MIDDLE

END

Reading Comprehension

Making Inferences

An inference is using what you already know along with clues from the text to read between the lines and figure out what the author is saying.

Answer the questions on the lines below.

When Max is afraid to look down and all of his friends are swooping down for food, how do you think he is feeling?

Circle the word that describes how Max felt.

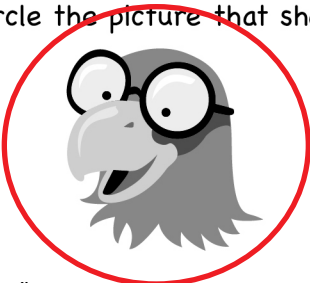
happy

scared

sad

What makes you think Max felt that way?

Circle the picture that shows how Max felt when he got glasses.



What makes you think he felt that way?

Reading Comprehension

Making Connections



Make a connection to "Max the Happy Hawk" and answer the questions. Write your answers on the lines below.

Think of a time when you felt afraid.

What were you afraid of?



What made you feel better?

Fiction and Nonfiction

Fiction and Nonfiction

A fiction story is a story that is not true.

A nonfiction story is a story that is true. It has facts and information.

Read the stories below and decide whether they are fiction or nonfiction stories. Circle your answer below each story.

Rita Rabbit Runs Away

Rita Rabbit loved eating carrots all day long. One day, Rita woke up and there were no carrots in the house. Rita began to get upset. She ran to the farmer's field. She found carrots as far as the eye could see. "What luck!" she said and brought home two baskets of carrots.



Fiction

Nonfiction

What made you circle fiction or nonfiction? Write your reason below.

Dinosaurs

Dinosaurs cannot be found on Earth anymore. They are extinct. That means there are no more living dinosaurs left. Scientists have researched dinosaurs by digging up fossils of their bones. There were many different kinds of dinosaurs.



Fiction

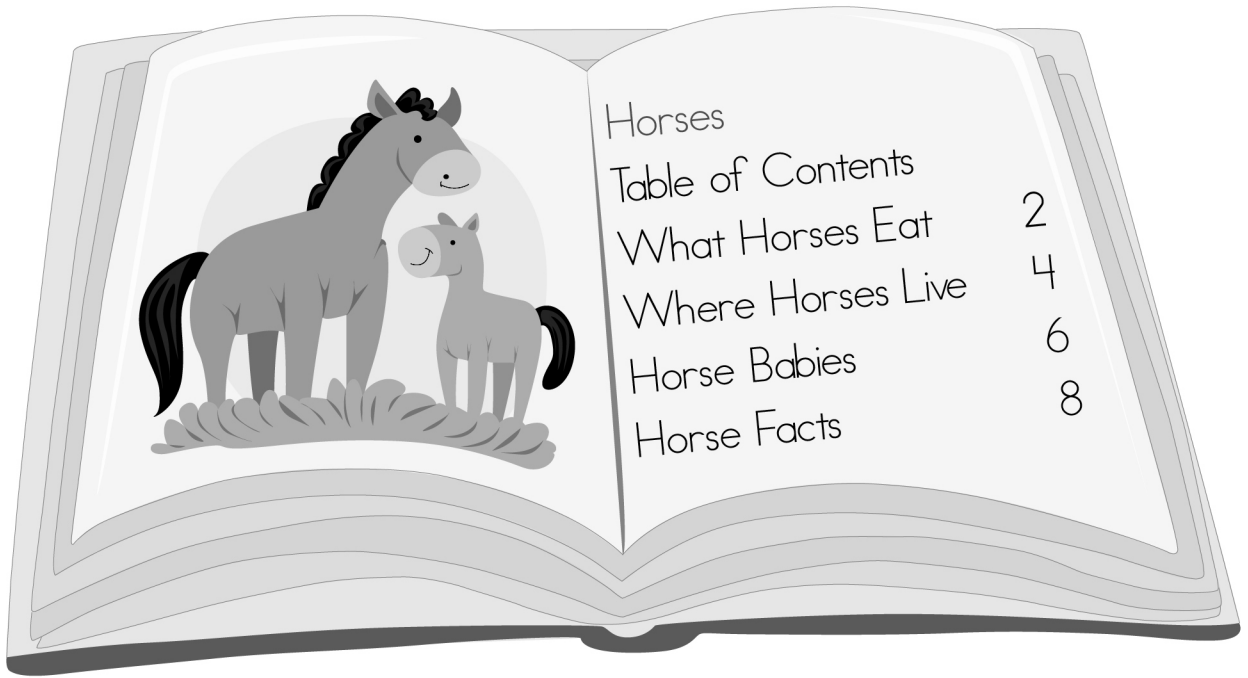
Nonfiction

What made you circle fiction or nonfiction? Write your reason below.

Nonfiction

Table of Contents

The table of contents tells you what topics can be found in the book and which page that topic can be found on.



Use the table of contents to answer the questions. Write your answers on the lines below.

How many topics are in the book?

four

What topic is on page 4?

Where horses live

What topic is on page 6?

Horse babies

If I wanted to find out what horses eat, what page would I turn to?

page 2

Nonfiction

Photos and Illustrations

Nonfiction text often has photographs and realistic illustrations. They are meant to give the reader a realistic idea of what things look like.

Sometimes the pictures or illustrations have captions that provide more information about the picture or illustration.



Butterflies need to live near a water source like this pond.

Use the illustration and caption to answer the questions. Write your answers on the lines below.

What is in the illustration?

An ecosystem

What does the caption tell you about the illustration?

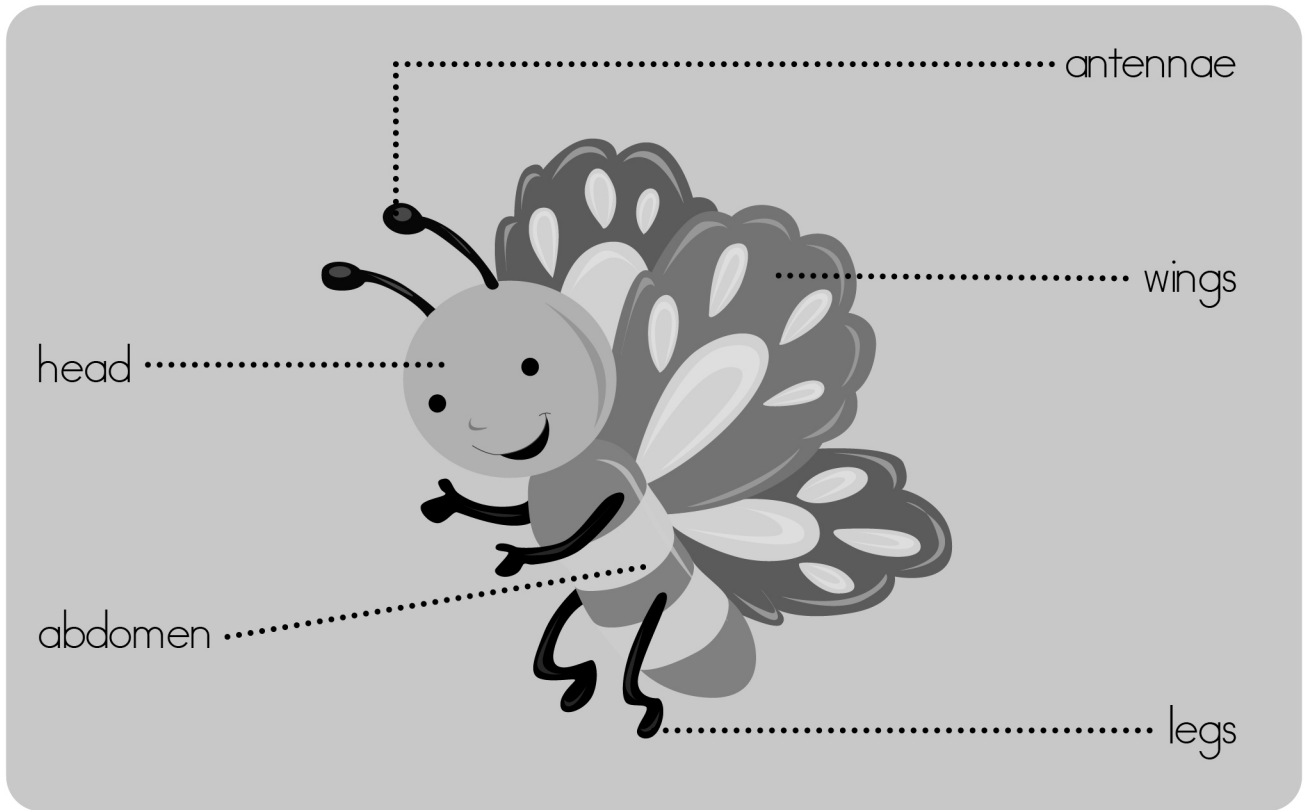
Why butterflies need to live near water

Nonfiction

Labels

Labels give more information to the reader.

Nonfiction books use labels to identify details in the pictures.



Use the labelled information to answer the questions. Write your answers on the lines below.

What are the labels helping the reader to identify?

a butterfly

How many labels are on the illustration?

five

What are the top and bottom labels pointing to?

antennae

legs

Nonfiction

Before You Read

Before you read a nonfiction story, think about the topic.

What do you already know about it?

What do you want to know?

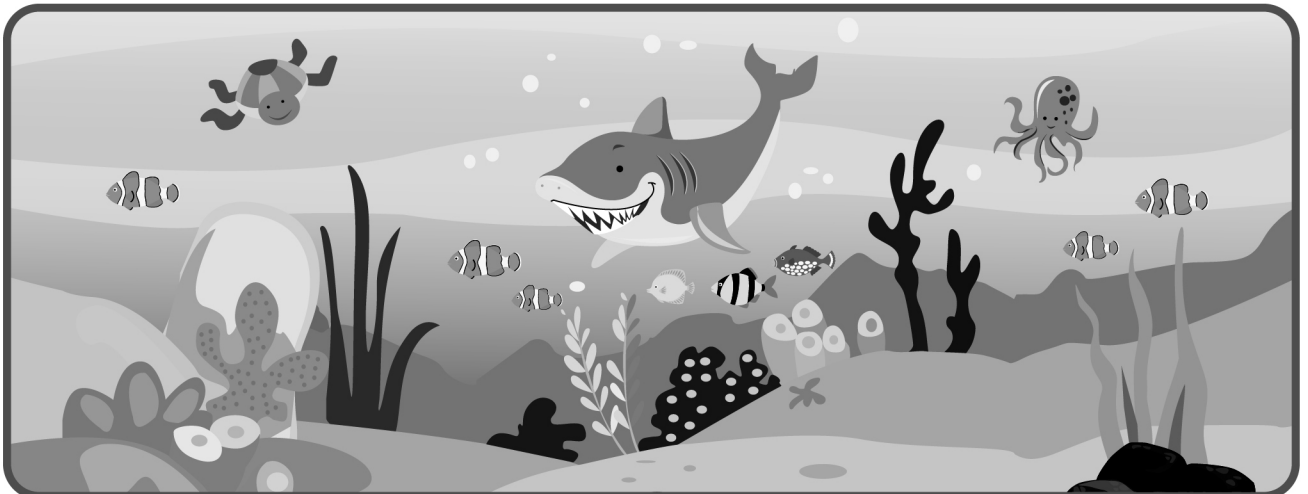
Think about sharks.

What questions do you have about sharks?

Write two questions you have on the lines below before you read the story on the next page.

Question 1

Question 2



I Can Read Nonfiction

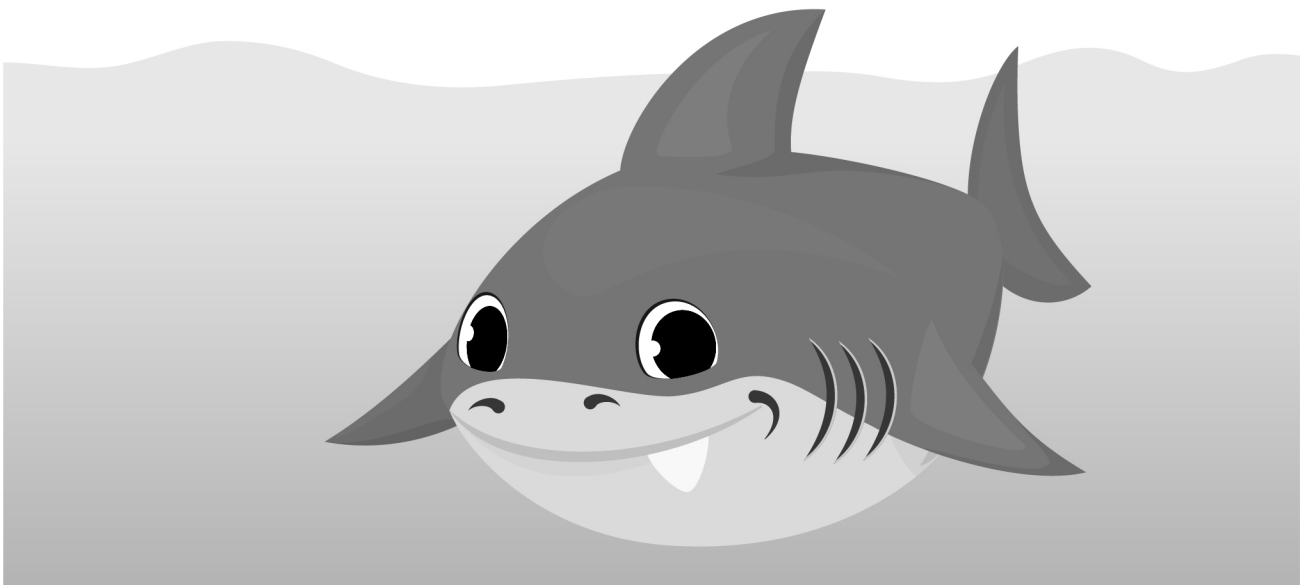
Read the story below.

Sharks Are Awesome!

Sharks are very interesting and exciting animals. Sharks have been around a very long time. There were sharks swimming in the ocean long before there were dinosaurs. There are many different types of sharks.

Whale sharks are HUGE! They are the biggest fish in the ocean, but they only eat tiny fish called krill. A whale shark has about 3,000 tiny teeth but they don't use them to eat! They are not the fastest swimmers, only swimming about 5 km per hour.

Great white sharks are serious eating machines. They eat seals and small whales when they get hungry! They have 300 teeth in many rows and grow new teeth all the time. Great white sharks eat as much as eleven tons of food each year, so they really need all those teeth. Great white sharks are very powerful and can swim almost as fast as cars can go on the highway. One of the reasons great white sharks are such good hunters is their fantastic sense of smell. They can detect blood in the water from nearly five kilometres away! Sharks are awesome!



Reading Comprehension

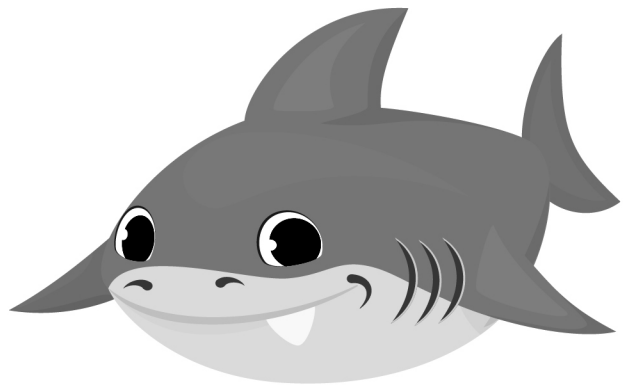
After You Read

Think about the new information you learned from reading the nonfiction story.

Write two things that you learned from "Sharks Are Awesome!" on the lines below.

1.

2.



What questions do you still have?

Write one thing you still want to know about sharks on the lines below.

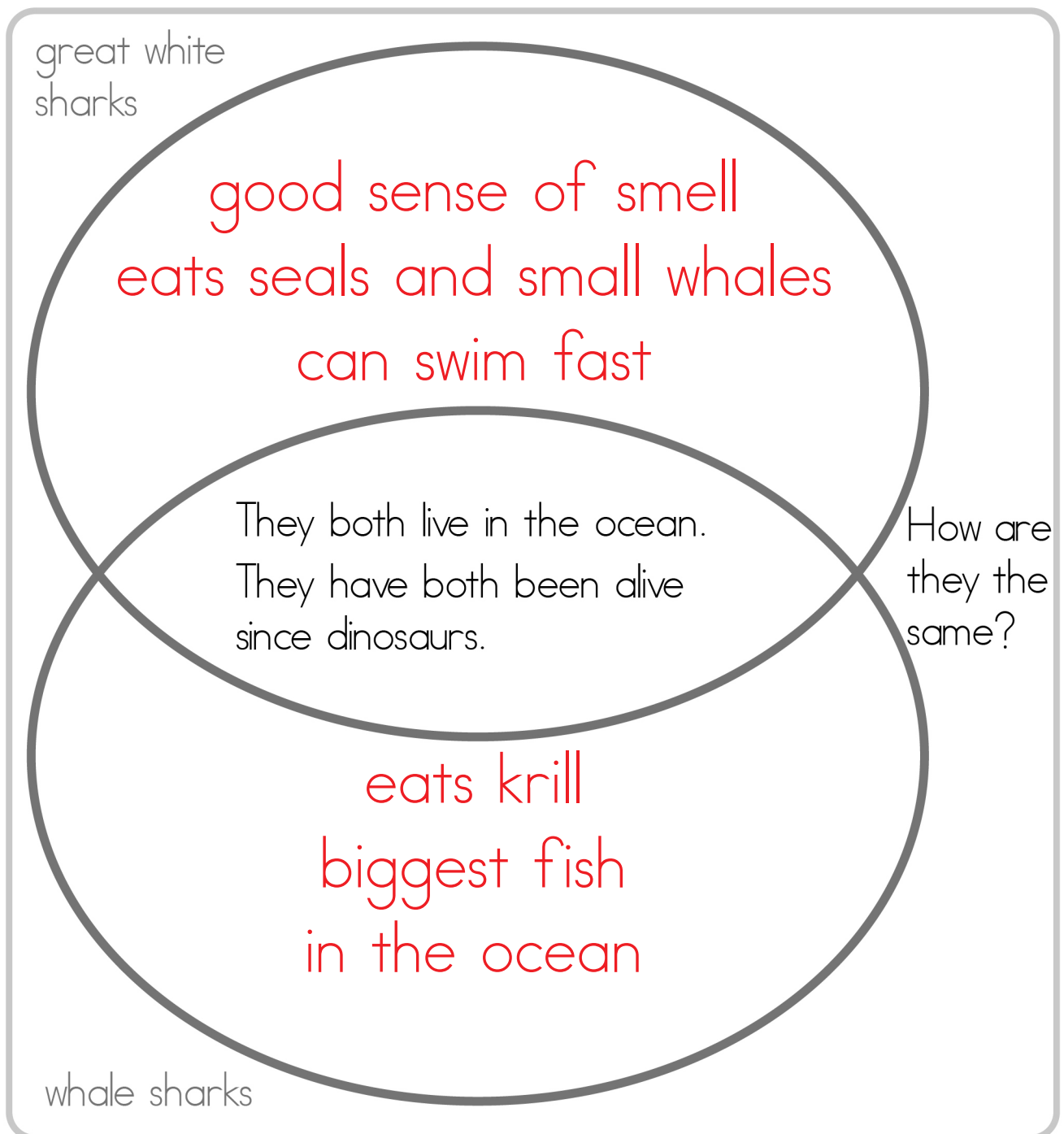
Reading Comprehension

Venn Diagrams

A Venn diagram can be used to compare how two or more things are alike and how they are different.

The center part shows how they are alike. The outside parts show how they are different.

Think about the two different kinds of sharks from "Sharks Are Awesome!" and write how they are alike and how they are different in the Venn diagram below.



I Can Read Fiction

Read the story below.

Monica Went Camping

Monica was worried. She had been kayaking with her mom and her mom's friends before, but this time it wasn't just for a few hours. They were going kayaking and camping for a whole week!

Monica was worried about being so far from home, sleeping in a tent, and what wild animals would be outside her tent at night! Even though she was worried, she was excited and felt happy to be invited to go along.

Kayaking was fun on the first day. Monica shared a two-seat kayak with her mom. They paddled for a long time and finally got to the place they were going to camp. It was beautiful. There were no buildings in sight, just big rocks, forest, and clear water.

They all pitched in to set up tents and set up the campsite. After dinner, they all sat around the campfire and talked and told stories. Then two of the women played guitars and they all sang songs. Monica and her friend Sasha got to share their own tent and slept soundly after such an active day. They all woke up early and did yoga as the sun came up. They had a good breakfast, packed up camp, and soon were out kayaking again.

As they drove home from the trip, Monica told her mom she couldn't remember what she had been worried about!



Reading Comprehension

Visualization

Draw a picture of your favourite part of "Monica Went Camping."



Posters

Posters

Just like a story, a poster is designed for a purpose. Posters are often meant to persuade the reader to do or buy something.

They are also designed for a specific audience. That means they want the message to attract certain people.

Look at the posters below. Who do you think the audience is? Draw a line from the poster to the audience. There can be more than one audience for each poster.

The Circus is Coming to Town!



face painting • clowns • elephant rides
• games • fun activities

Babysitter for Hire!



I have lots of experience with children.
I have reasonable rates.
I can babysit children of all ages.
I am available every day.

children

parents

teenagers

grandparents

teachers

Posters

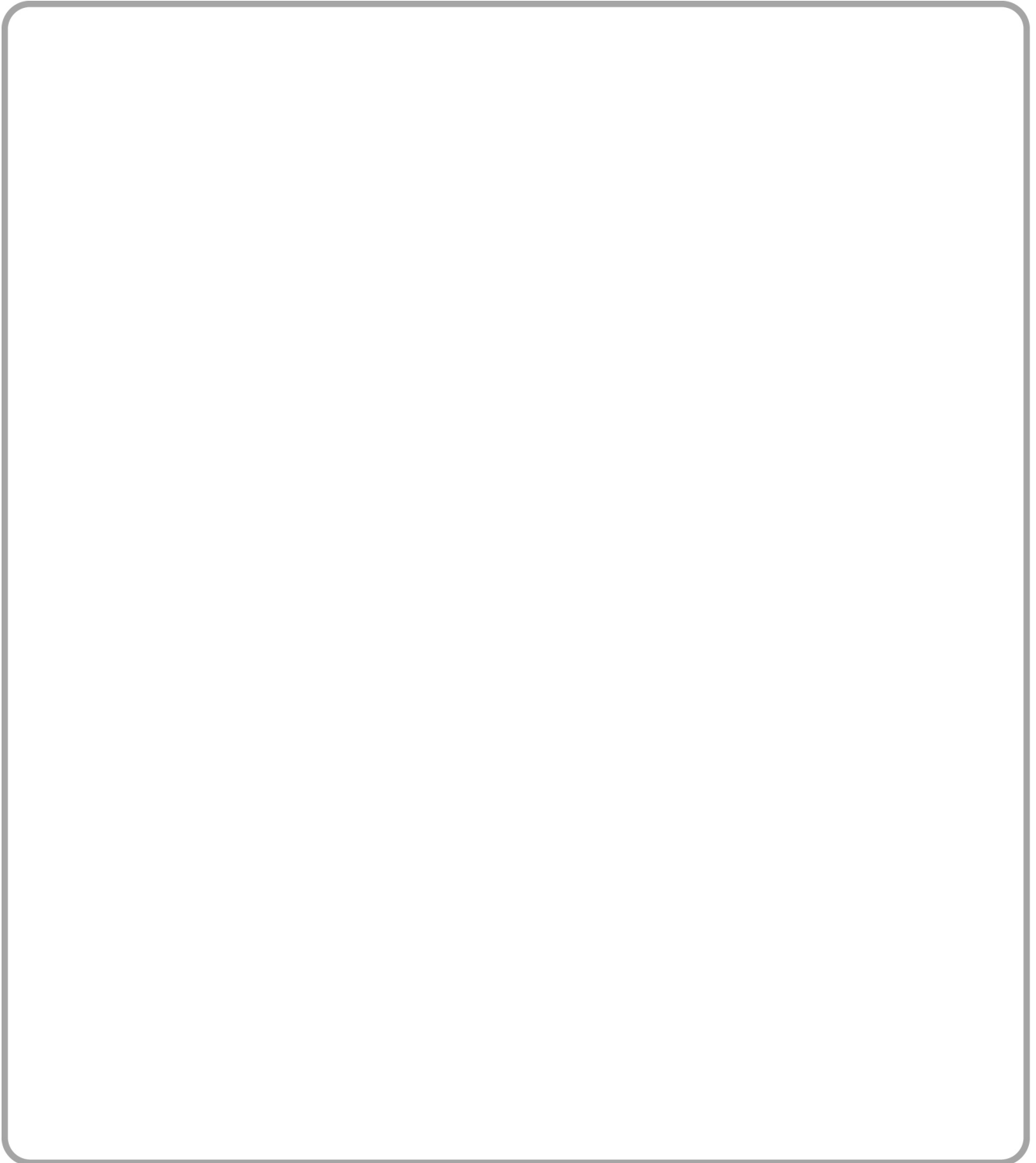
Design Your Own Poster

Think about what pictures and words you want on your poster.

Who is your audience?

Who do you want to persuade?

Draw your poster below.











Independent Reading Log

Keep Reading!

Remember, good readers read every day! Choose any book you like, find a comfortable place, and start reading.

Fill out the reading log below for every book you read.

Independent Reading Log









Book Title	Did you enjoy the book?	Fiction or Nonfiction? Explain how you know.
	 	
	 	
	 	
	 	

Independent Reading Log

Keep Reading!

Fill out the reading log below for every book you read.



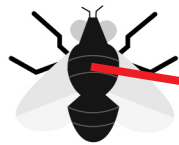

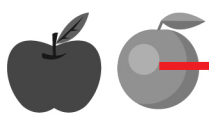
Independent Reading Log

Book Title	Did you enjoy the book?	Fiction or Nonfiction? Explain how you know.
	 	
	 	
	 	
	 	

Summary of Concepts

Decoding Words and Sight Words

Draw a line from the long vowel sound to the object with that sound.

					ai
					oa
					ee
					y
					ui

Connections shown by red lines:

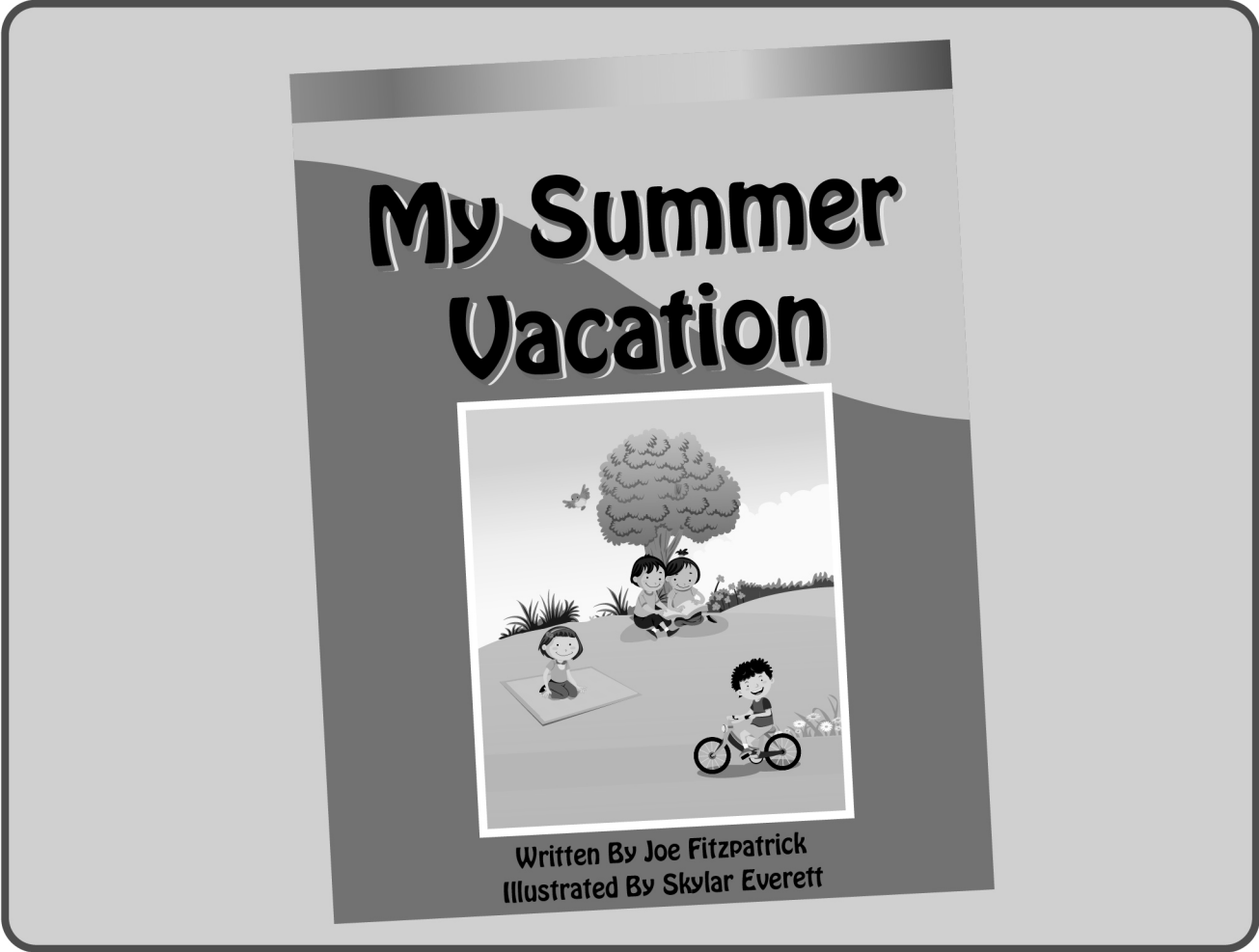
- Sailboat to oa
- Rain to ai
- Fly to ee
- Feet to y
- Apples to ui

Write these sight words on the lines below.

another	another
because	because
found	found
write	write

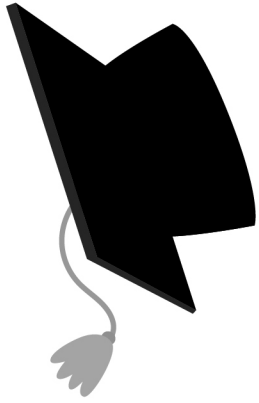
Summary of Concepts

Visualize and Predict



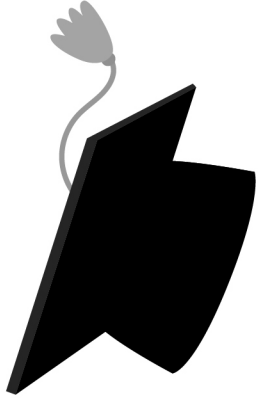
Use the cover to make a prediction about what this book will be about. Write your answer on the lines below.

[illegible]



CERTIFICATE

of Achievement



.....
has successfully completed
Grade 2 Reading Readiness

Date

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Parent's Signature

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