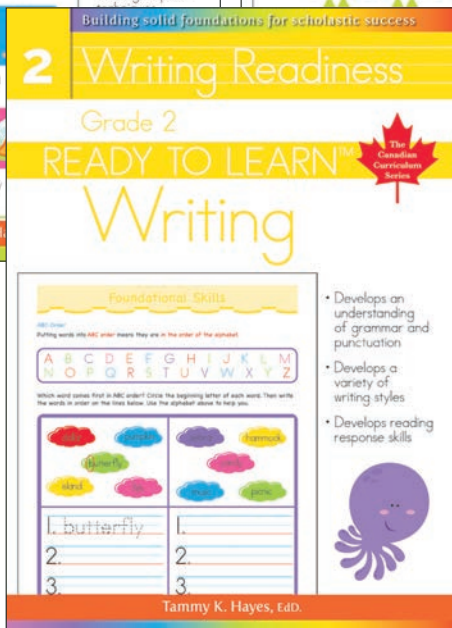
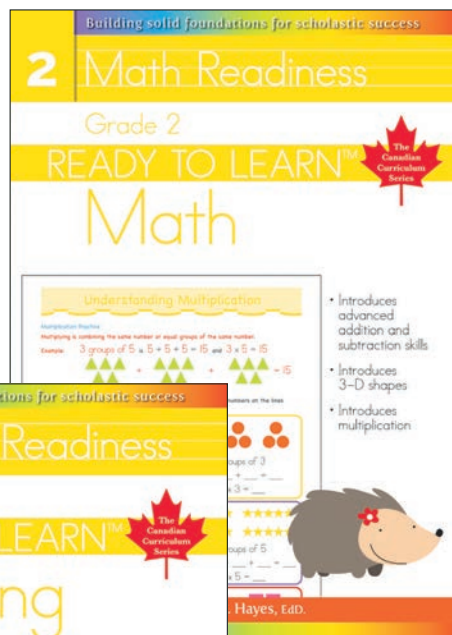


# 2 Grade 2 Readiness

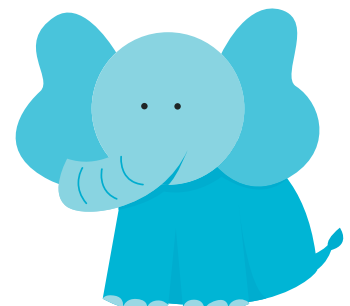
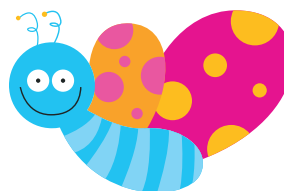
## Reading, Math, & Writing READY TO LEARN™

The  
Canadian  
Curriculum  
Series

# Collection



- Develops reading response techniques
- Develops phonics skills
- Introduces advanced addition and subtraction skills
- Introduces multiplication
- Introduces a variety of writing styles



# 2

# Reading Readiness

Grade 2

READY TO LEARN™



# 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

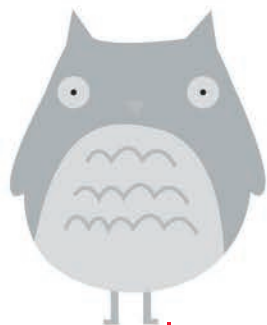
Look at the pictures below and write the missing letter to complete the words. Then read the words.



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



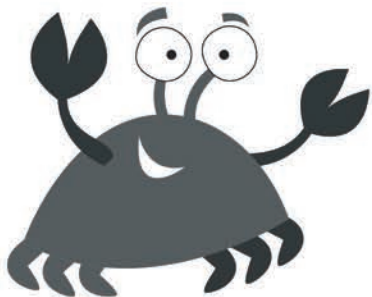
g r apes



b r oom



t r umpet



c r ab



g r een

# Phonics

## Beginning Consonant Blends

bl cl fl pl

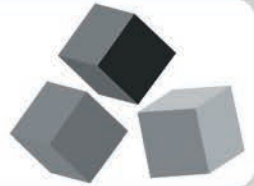
Blends are two sounds that we say together quickly. Say the blends below. Read the sentences and use the pictures as clues to help you find the missing word. Write the missing consonant blend words on the lines below. Then circle the consonant blends.

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.



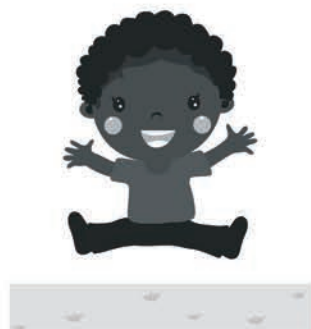
te n t



piggy ba n k



pai n t



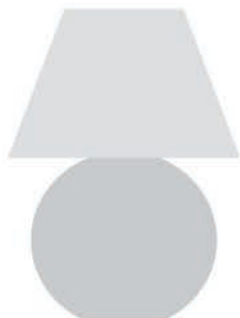
ju m p



peppermi n t



sta m p



la m p



sa n d



ha n d

# Phonics

## Beginning Consonant Digraphs

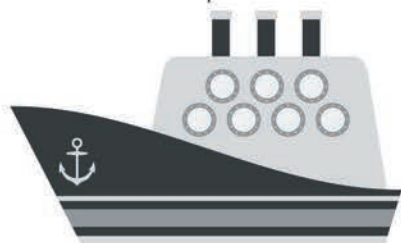
th sh ch

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 oala



s nake



s h irt

# Phonics

## Beginning Consonant Digraphs

kn gn wr

These consonant blends have a silent first letter.

Example:

knee



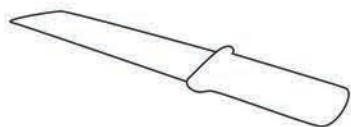
wrap



gnaw



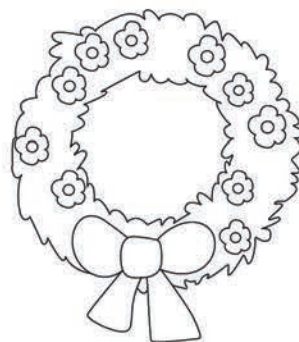
Write the missing letters to complete the words below. Then colour the pictures.



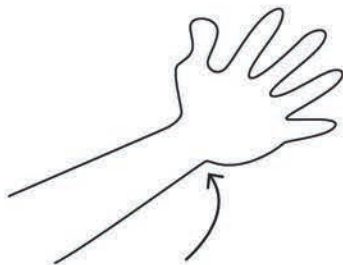
k nife



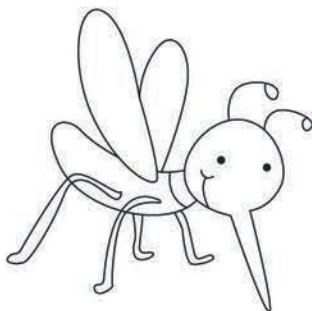
k not



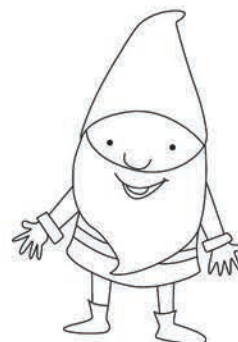
w reath



w rist



g nat



g nome

# Phonics

## Ending Consonant Digraphs

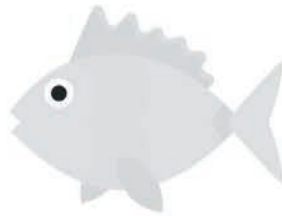
ch ck th sh

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

coughh

graphh

# 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

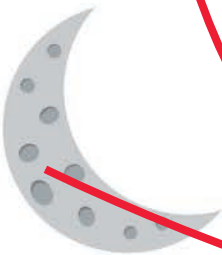
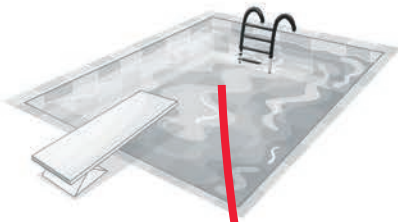
## Long Vowels

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



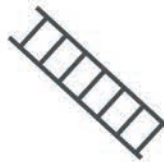
perch



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.

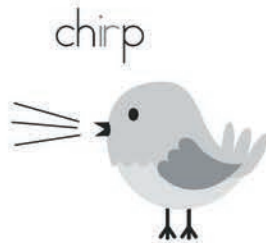
Every night my family eats \_\_\_\_\_ **dinner** \_\_\_\_\_.

# Phonics

## R Controlled Vowels

The letters **ir** also make the **r** sound.

Example:



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



shirt

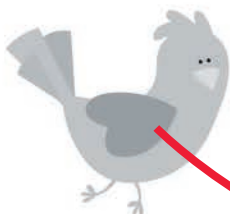
circus

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

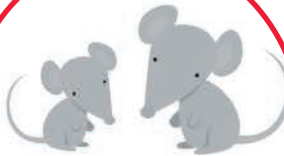


giraffe

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



city



mice



giant



circle



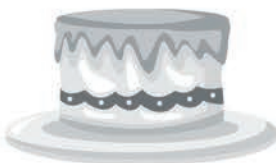
orange



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.

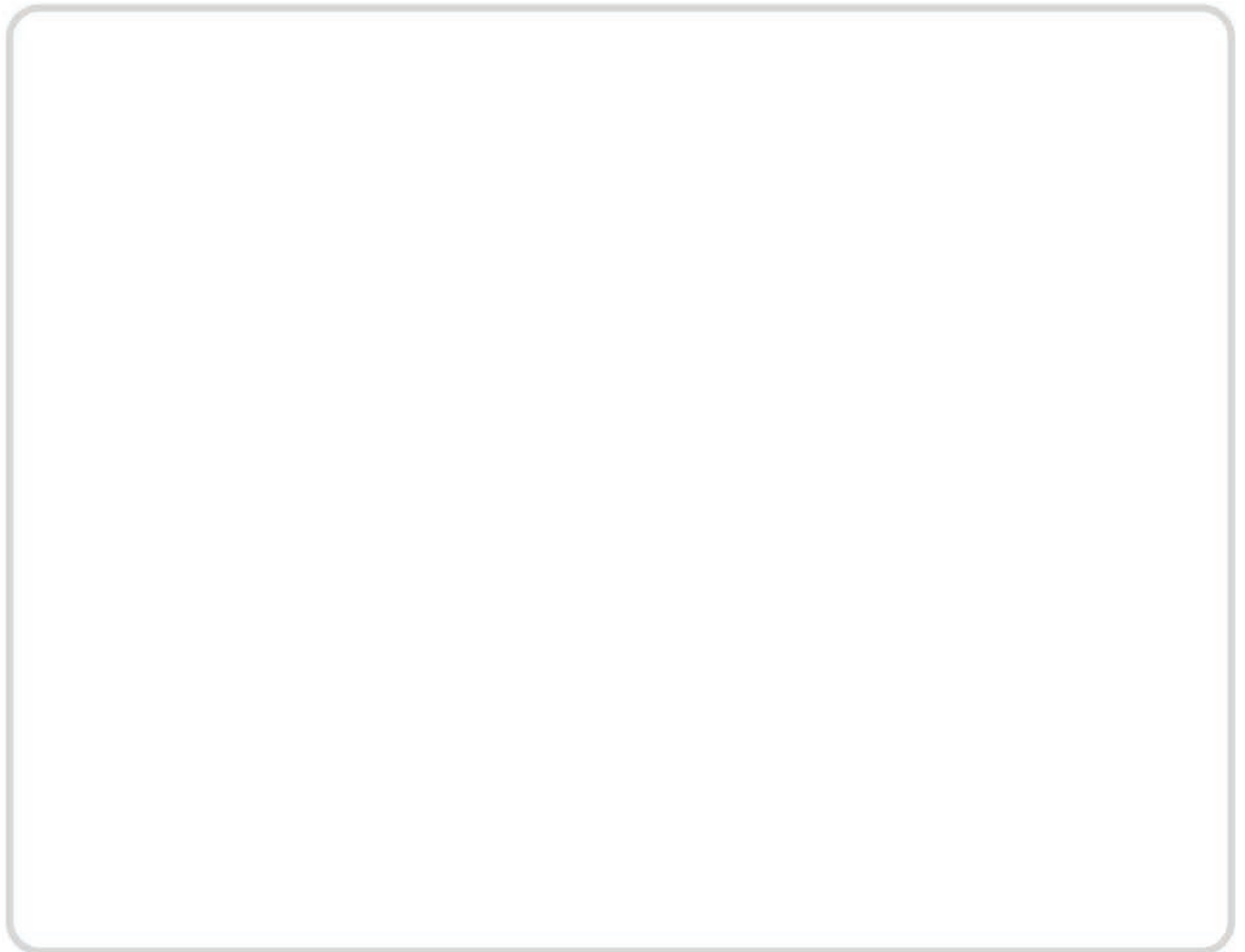
Example: To have a pet is what I wish.  
A hamster would be great!  
A cat, a dog, or maybe a fish?  
For a pet I cannot wait!

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



# 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

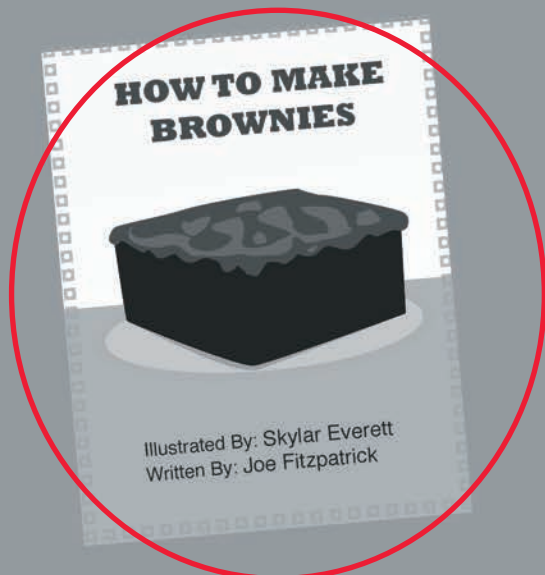
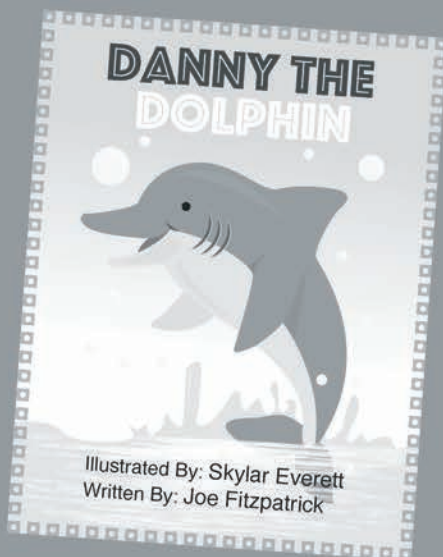
Writing to inform means the author wrote the book to give you facts or teach you about something.

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.

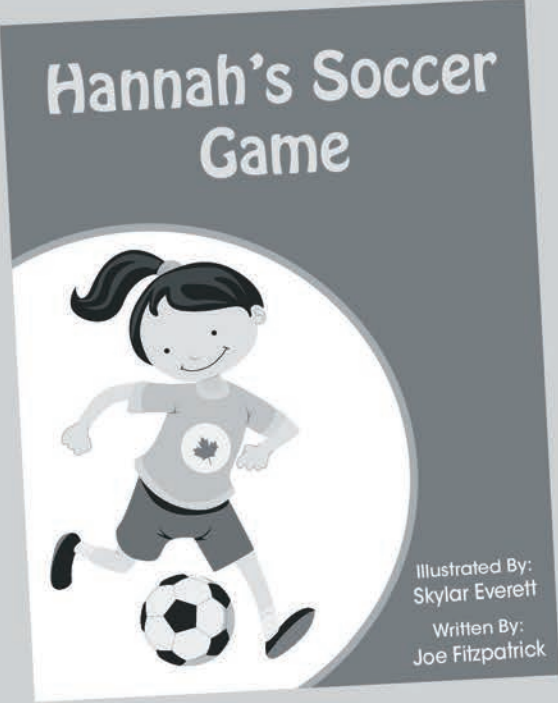




# Making Story Predictions

## 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?

---

---

---

---

---

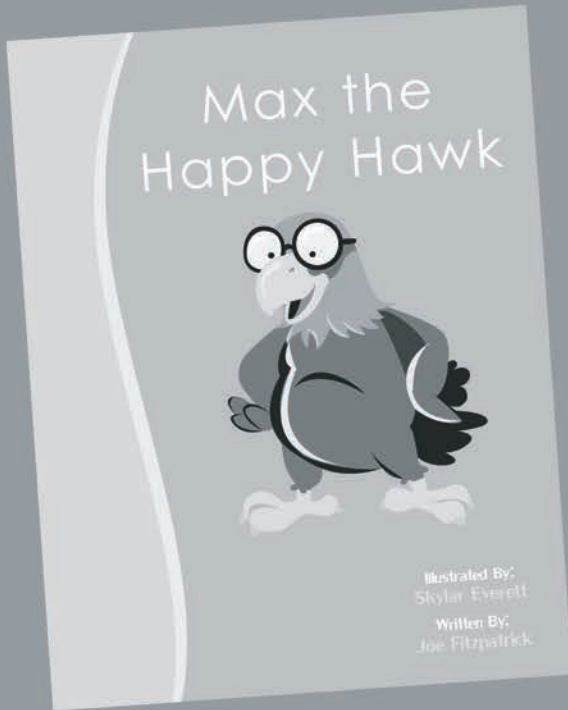




# Making Story Predictions

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?

---

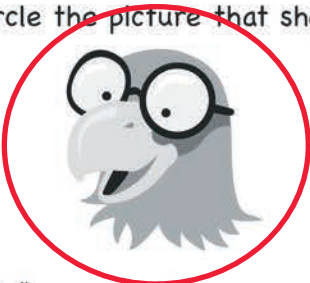
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---

---

---

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



What makes you think he felt that way?

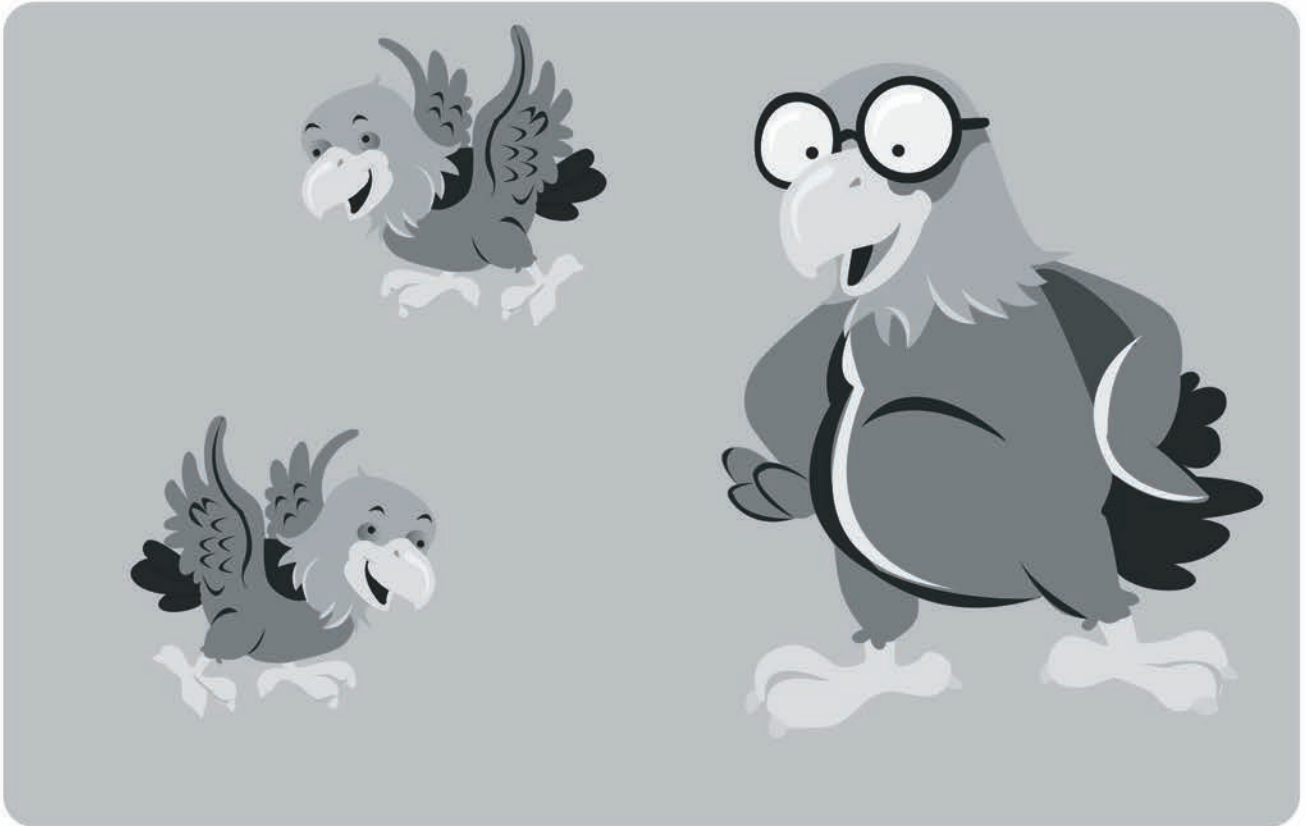
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---

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# 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.

---

---

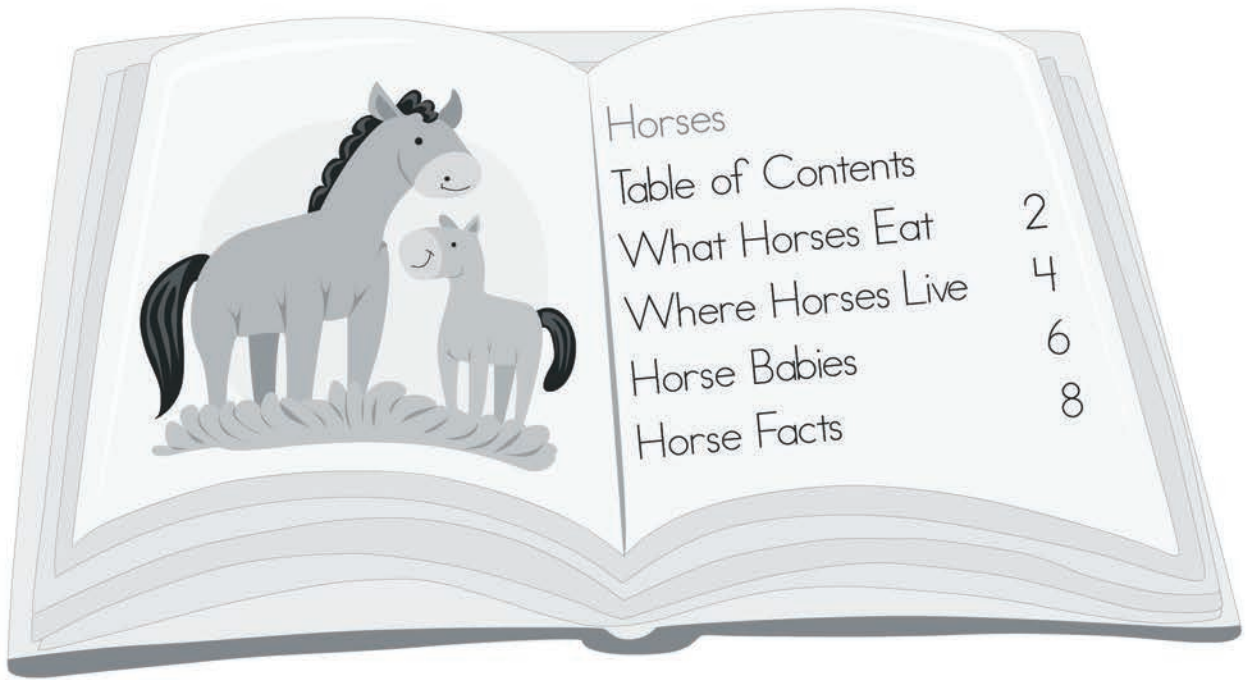
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---

# 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

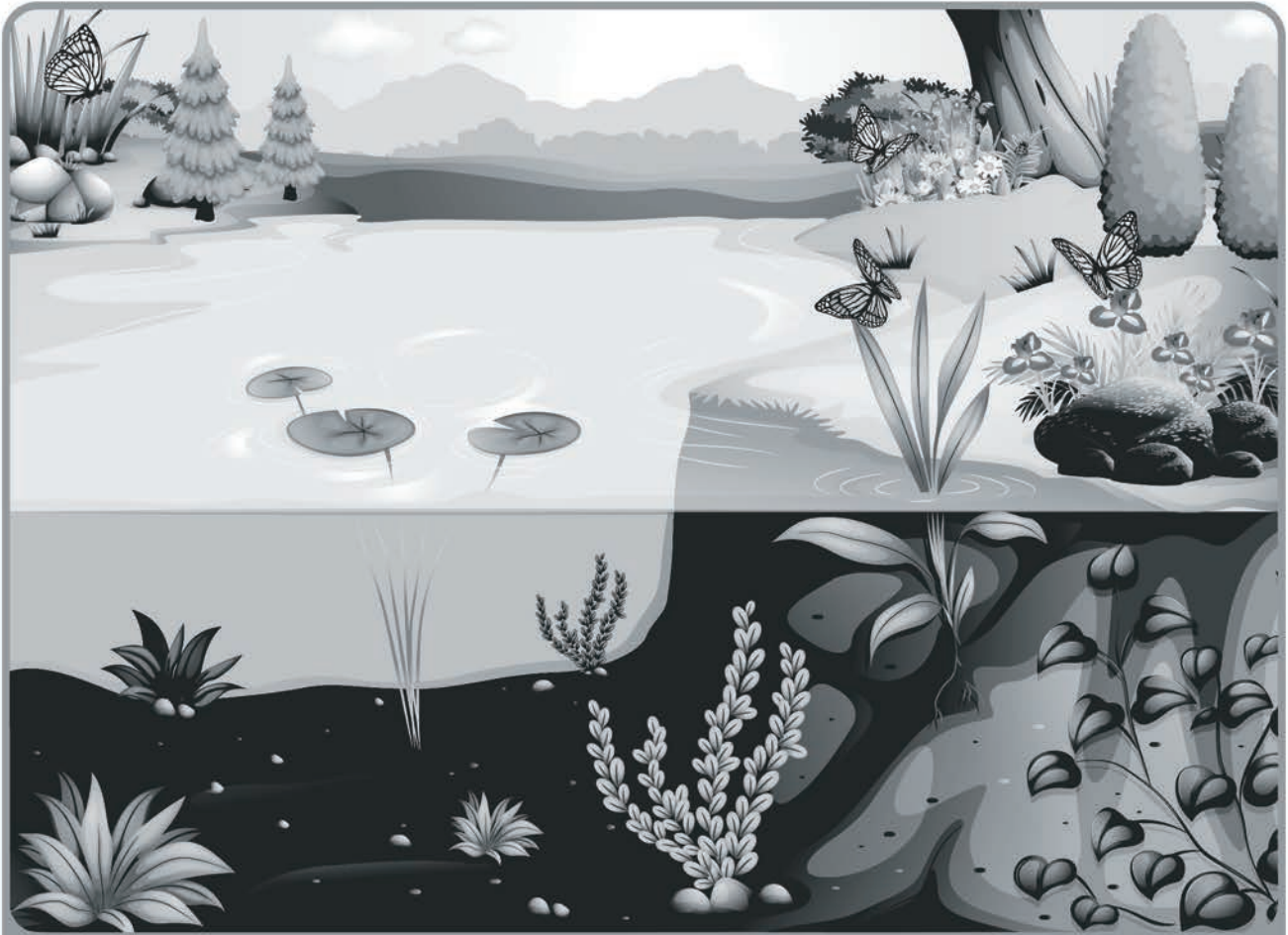


# Nonfiction

## 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?

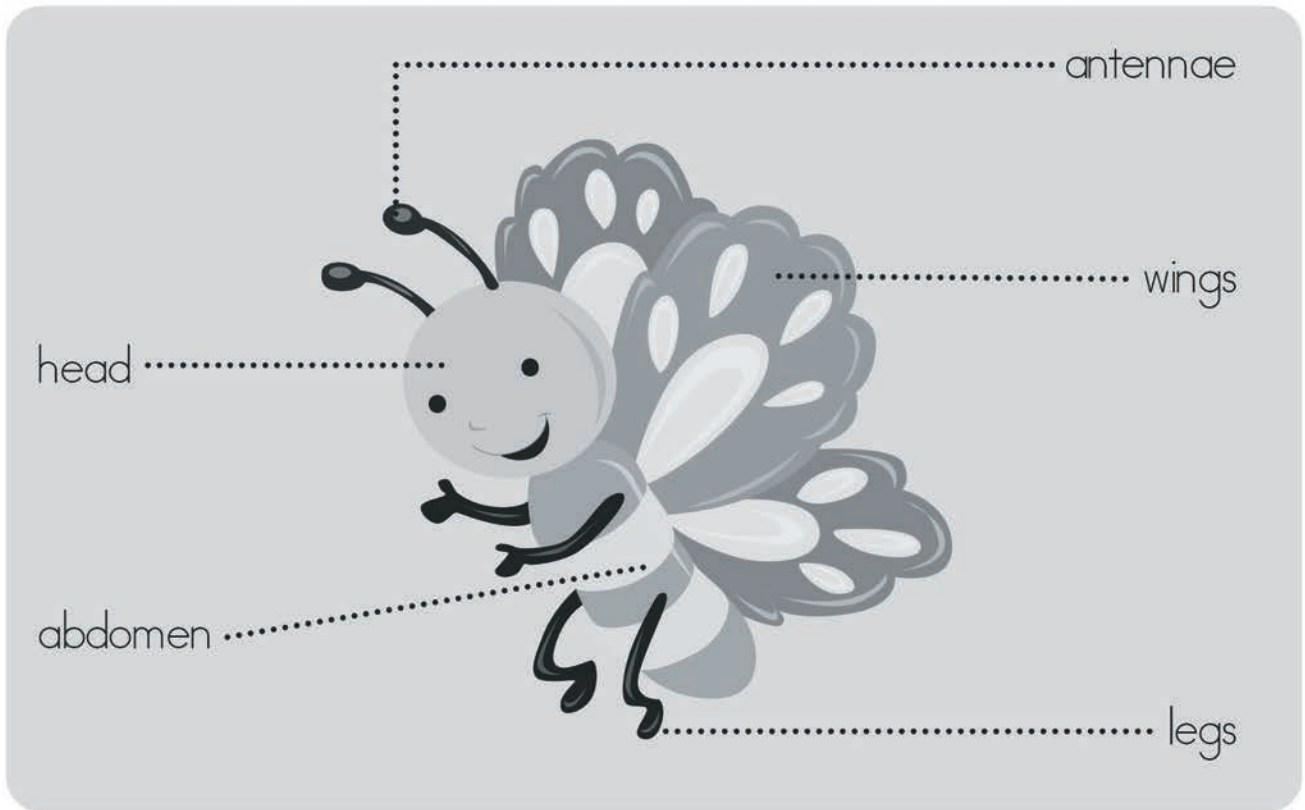
Why butterflies need to live near water

# 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

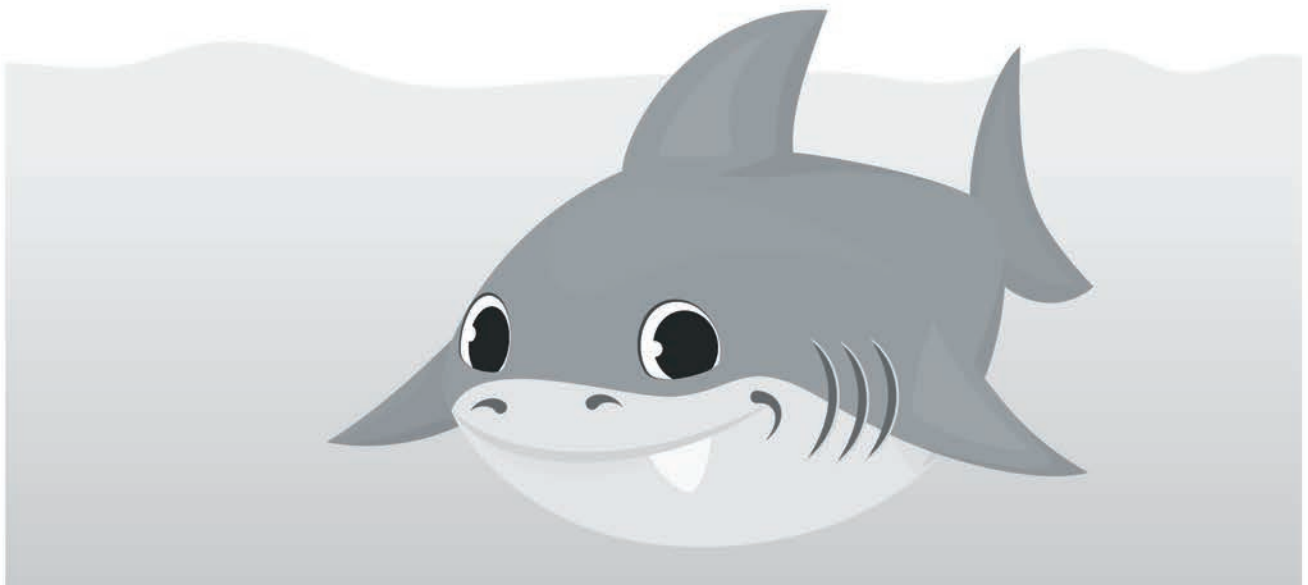
Read the story below.

## 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

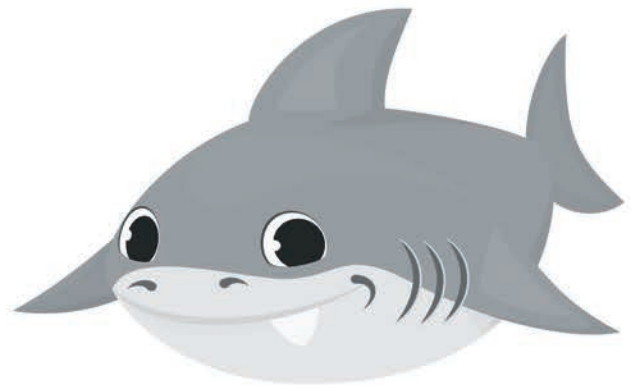
## After You Read

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.



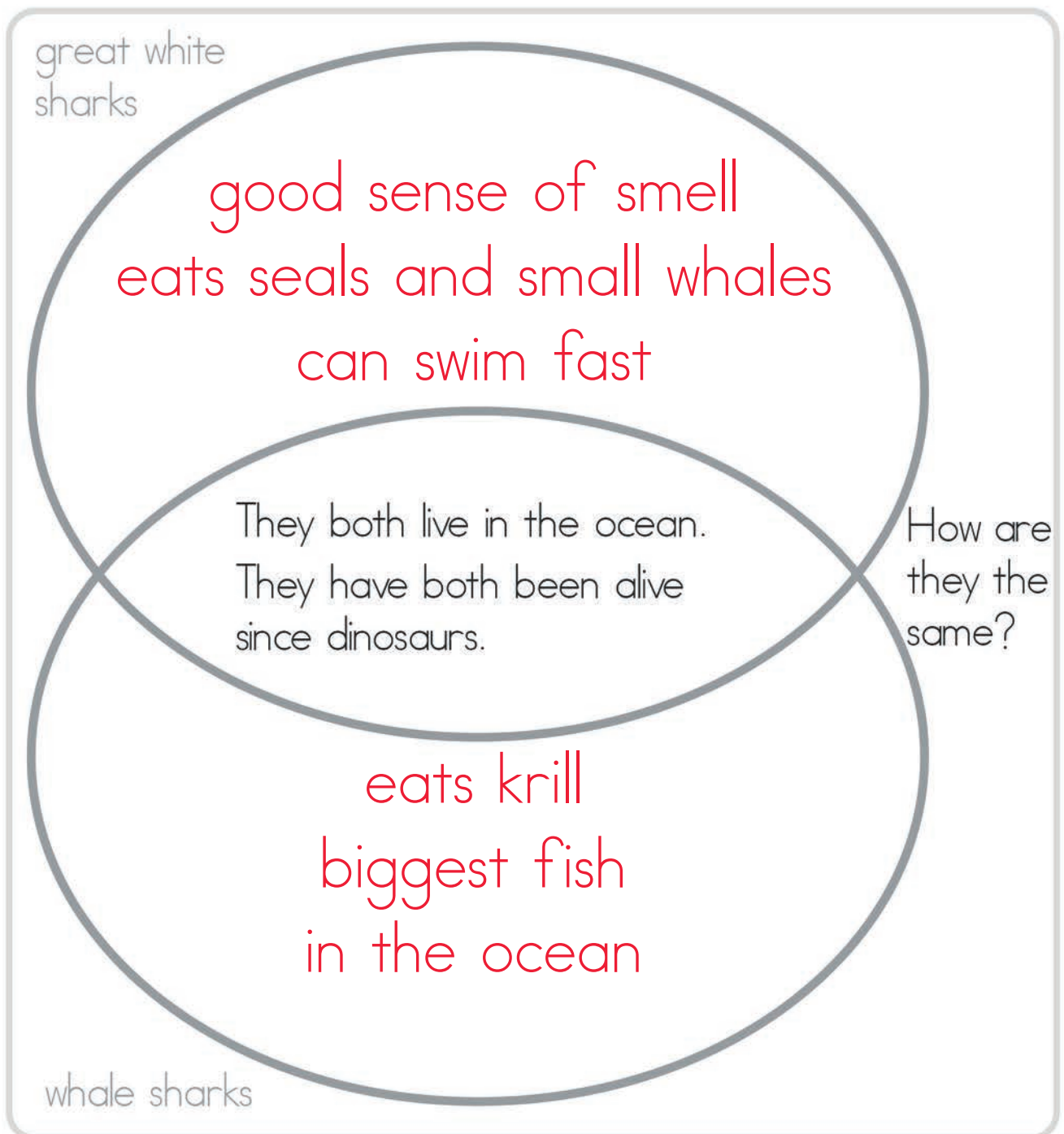
# Reading Comprehension

## 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.

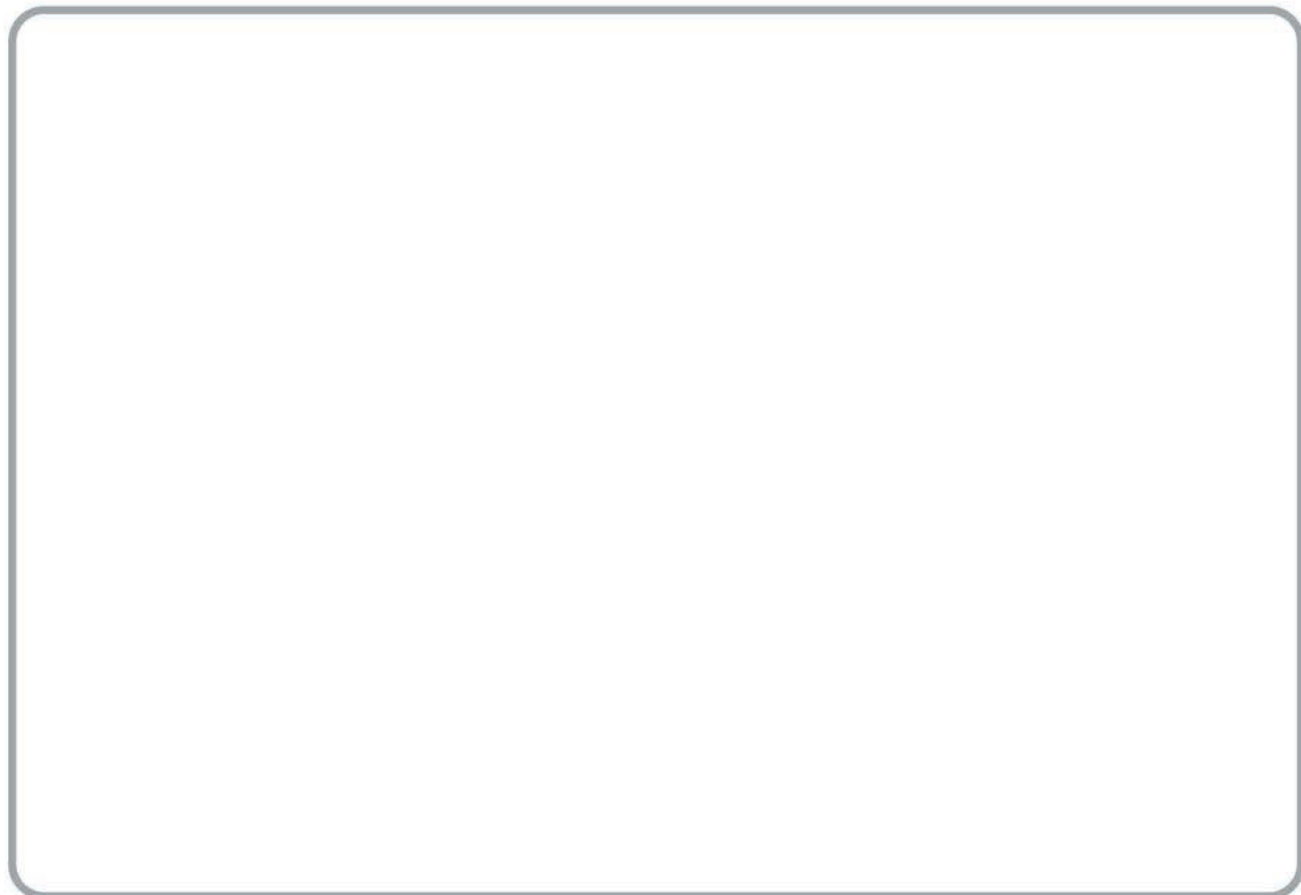
As they drove home from the trip, Monica told her mom she couldn't remember what she had been worried about!



# 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

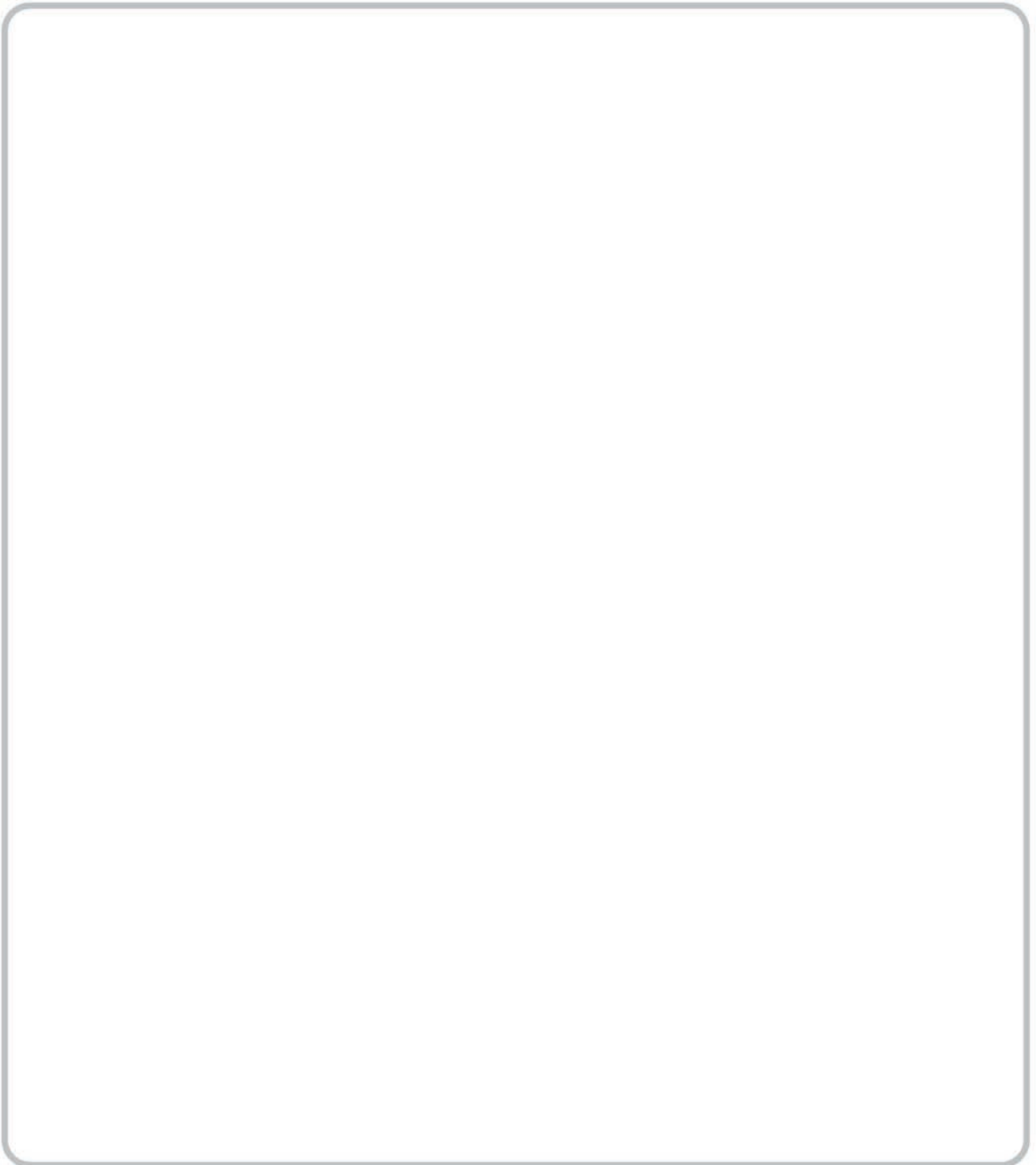
## Design Your Own Poster

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

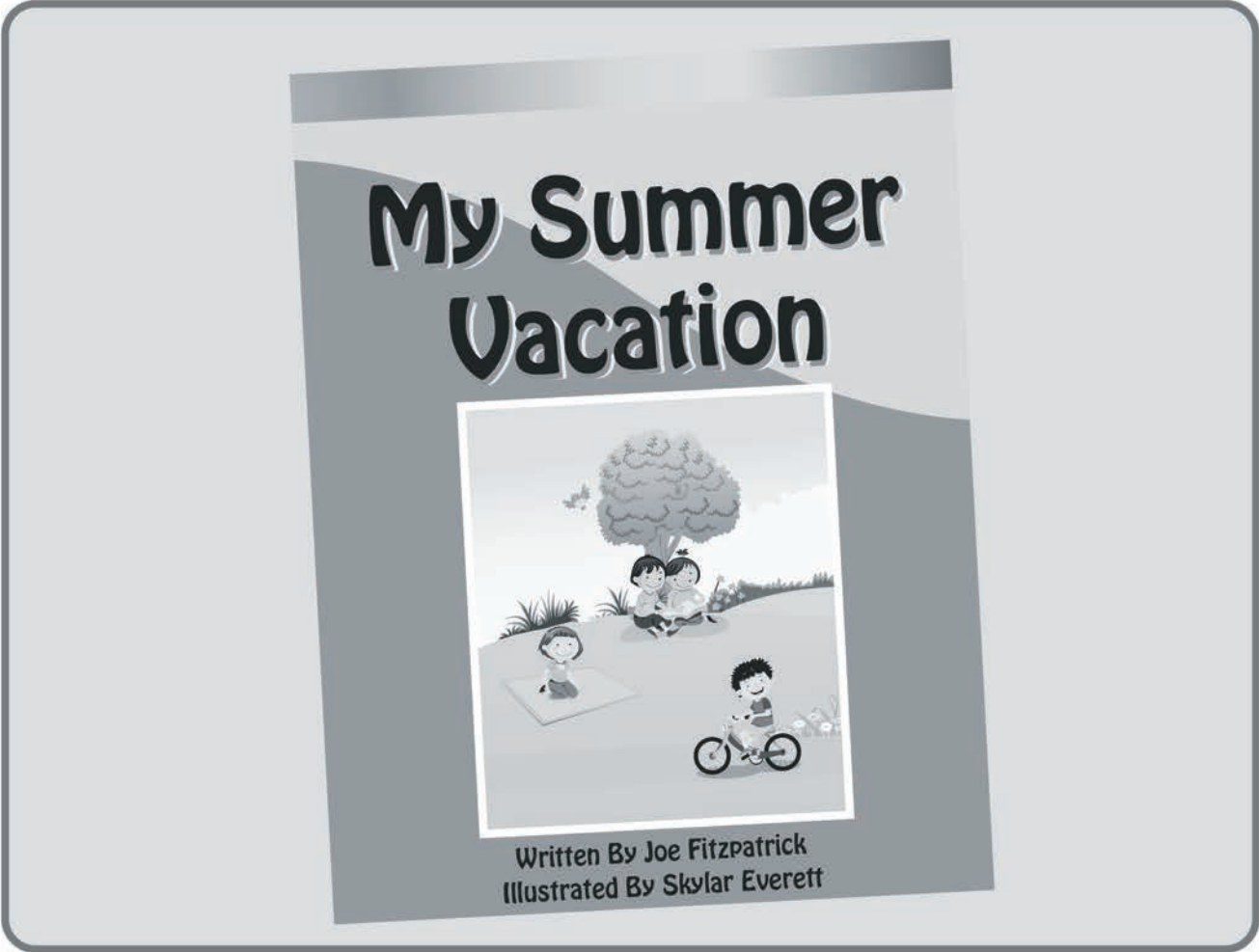
Connections shown by red lines:

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

Write these sight words on the lines below.

another	another
because	because
found	found
write	write

## Visualize and Predict



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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines in total. The paper has rounded corners and a thin grey border around the edges.



# CERTIFICATE

## of Achievement



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

Date .....

Parent's Signature .....





# 2

# Math Readiness

Grade 2

READY TO LEARN™

# Math



## Table of Contents

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Geometry	97
Measurement	99
Time	104
Money	110
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## Grade Two Math Readiness

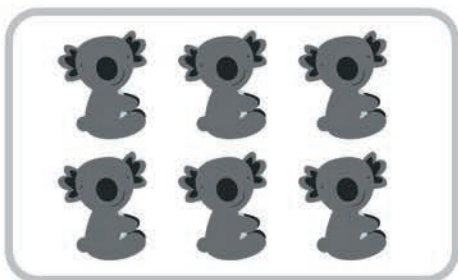
By grade two, kids are using numbers and math methods often. They have some practice with basic addition and subtraction that they can use as tools in computing. They also have a better spatial sense which will allow a broader range of mathematical ideas to become more accessible. This year, a major developmental shift will occur when they begin learning multiplication. Strategic thinking games, like checkers, chess, dominoes, and cribbage, are great for helping build math skills at this age.



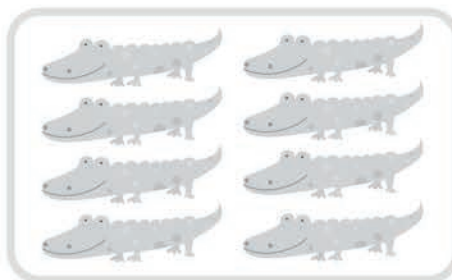
# Number Sense

## Counting Review

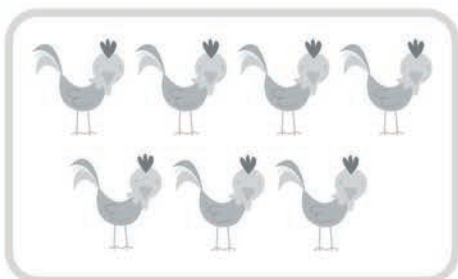
Count the objects and write the numbers on the lines below.



6



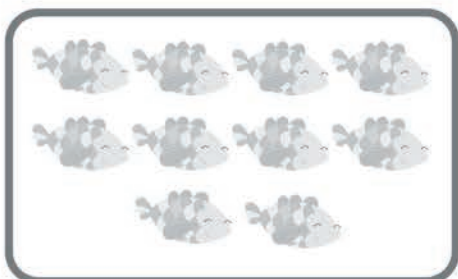
8



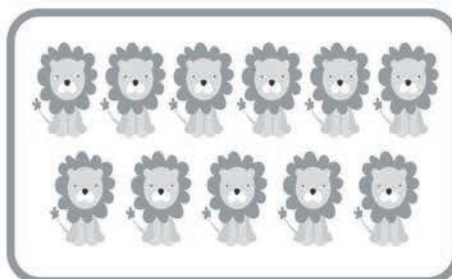
7



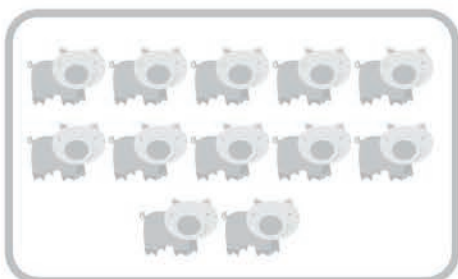
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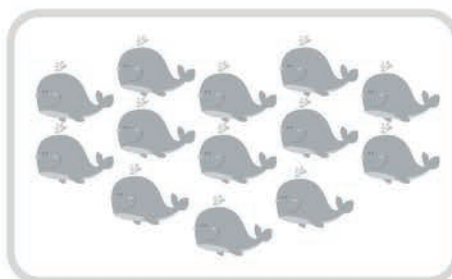
10



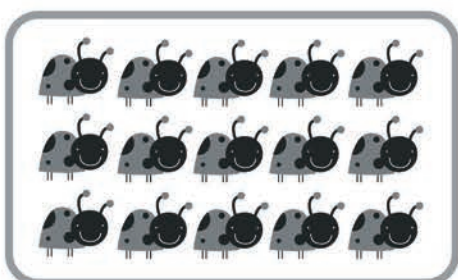
11



12



13



15



14

# Number Sense

## Count by Twos Review

Skip counting can make counting faster!

Skip count the flowers by 2s. Write the numbers on the lines below as you count.



2



4



6



8



10



12



14



16



18



20



22



24



26



28



30



32



34



36



38



40



# Number Sense

Count by Fives Review

Skip counting by 5s is even faster!

Skip count by 5s. Write the missing numbers on the starfish as you count.





# Number Sense

Count by Tens Review

Skip counting by 10s is even faster!

Skip count by 10s and write the numbers on the lines below as you count.



10



20



30



40



50



60



70



80



90



100



# Number Sense

## Joining Groups

Count each group of pictures. Then solve the problems by writing the totals in the boxes below.



$= 9$



$= 8$



$= 7$



$= 6$



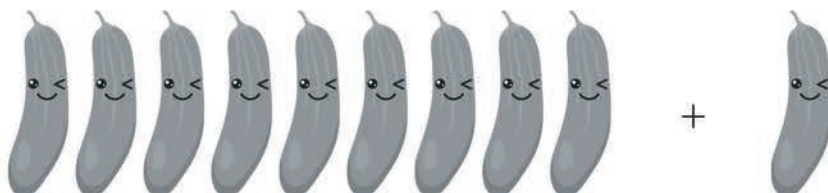
$= 5$



$= 6$



$= 5$



$= 10$



$= 10$



$= 8$

# Number Sense

## Practise Addition

Solve the addition problems below. Count the beads to help you add.

$$\begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array}$$



$$\begin{array}{r} 8 \\ + 1 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 7 \\ + 1 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 5 \\ + 3 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$



$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$



$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$



$$\begin{array}{r} 6 \\ + 5 \\ \hline 11 \end{array}$$



# Number Sense

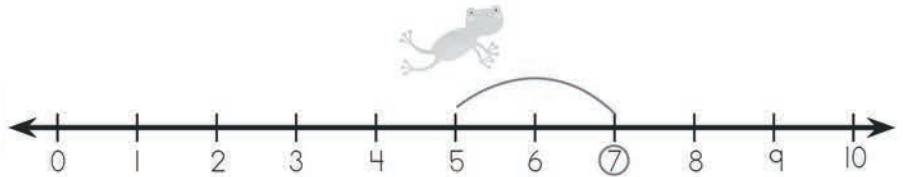
## Using a Number Line

You can use a number line to help you count when adding.

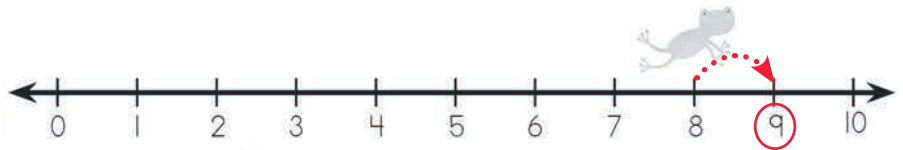
Start on the first number in the equation and then jump forwards on the line the same number of spaces as the second number. Draw a line from the first number to the second number and circle the correct answer. Then write the answers to the equations on the lines below.

Example:

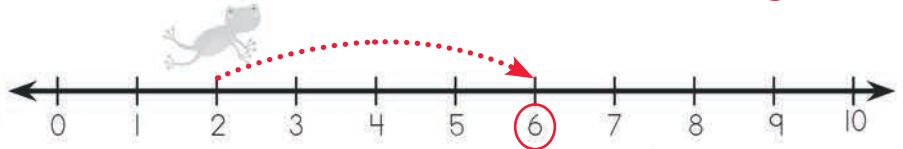
$$5 + 2 = 7$$



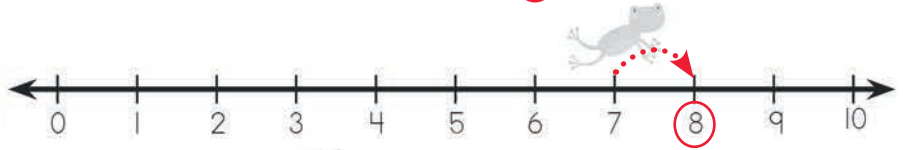
$$8 + 1 = \underline{9}$$



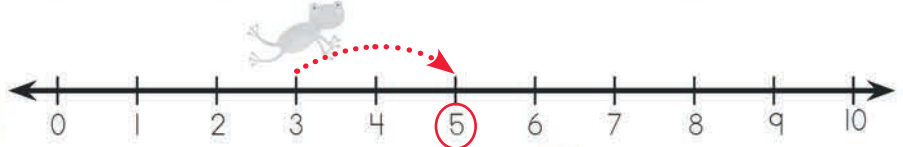
$$2 + 4 = \underline{6}$$



$$7 + 1 = \underline{8}$$



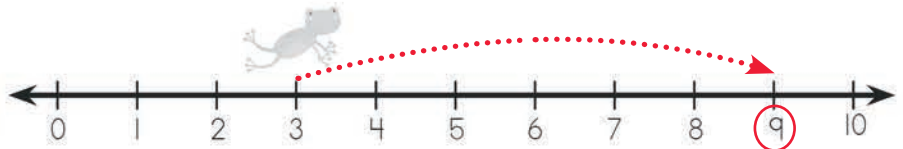
$$3 + 2 = \underline{5}$$



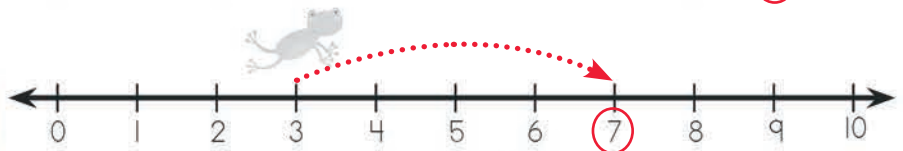
$$6 + 4 = \underline{10}$$



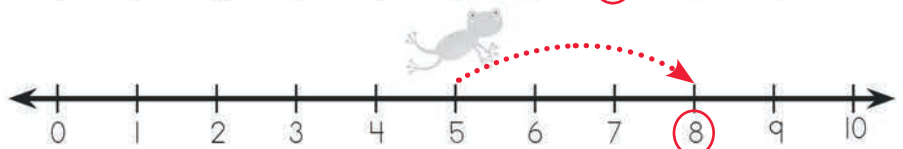
$$3 + 6 = \underline{9}$$



$$3 + 4 = \underline{7}$$



$$5 + 3 = \underline{8}$$



# Number Sense

## Counting Back to Subtract

Solve the subtraction problems below. Count the butterflies that are not crossed out to help you subtract.

$$\begin{array}{r} 10 \\ - 1 \\ \hline 9 \end{array}$$


$$\begin{array}{r} 8 \\ - 2 \\ \hline 6 \end{array}$$


$$\begin{array}{r} 5 \\ - 2 \\ \hline 3 \end{array}$$


$$\begin{array}{r} 6 \\ - 1 \\ \hline 5 \end{array}$$



$$\begin{array}{r} 9 \\ - 1 \\ \hline 8 \end{array}$$


$$\begin{array}{r} 8 \\ - 3 \\ \hline 5 \end{array}$$


$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$


$$\begin{array}{r} 4 \\ - 2 \\ \hline 2 \end{array}$$


$$\begin{array}{r} 7 \\ - 4 \\ \hline 3 \end{array}$$


$$\begin{array}{r} 8 \\ - 6 \\ \hline 2 \end{array}$$




# Number Sense

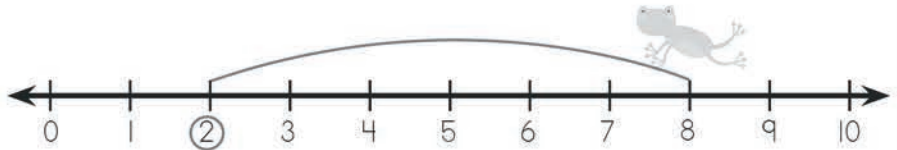
## Using a Number Line

You can use a number line to help you count when subtracting.

Start on the first number in the equation and then jump backwards on the line the same number of spaces as the second number in the equation. Draw a line from the first number to the second number and circle the correct answer. Write the answers to the equations on the lines below.

Example:

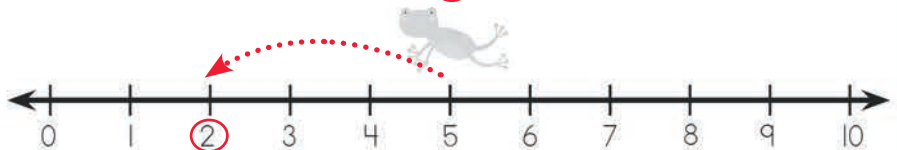
$$8 - 6 = \underline{2}$$



$$7 - 2 = \underline{5}$$



$$5 - 3 = \underline{2}$$



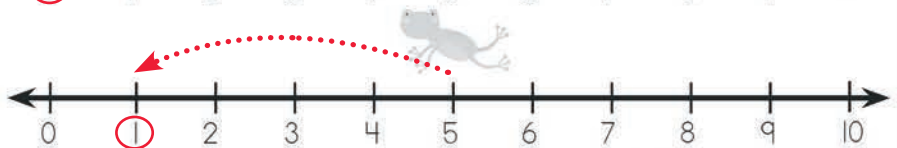
$$6 - 1 = \underline{5}$$



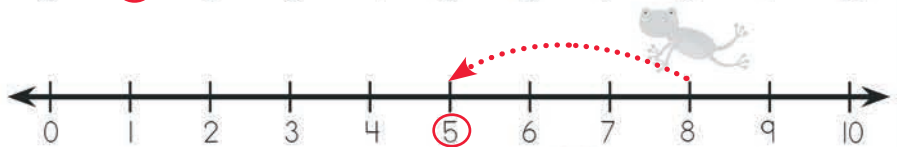
$$4 - 4 = \underline{0}$$



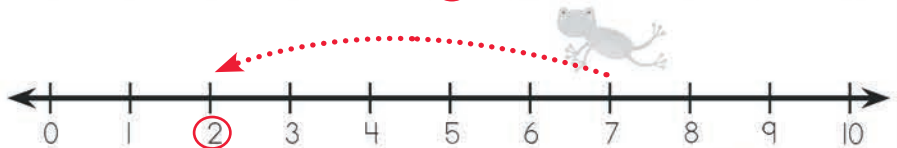
$$5 - 4 = \underline{1}$$



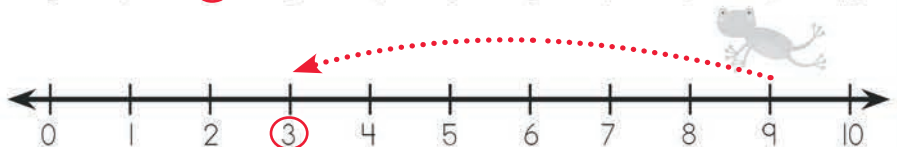
$$8 - 3 = \underline{5}$$



$$7 - 5 = \underline{2}$$



$$9 - 6 = \underline{3}$$



# Number Sense

## Addition and Subtraction Word Problems

When solving word problems, look for clues. Numbers are clues! Circle the numbers in the word problems and look for word clues. Hint: IN ALL and ALTOGETHER mean ADD and ARE LEFT and HAVE LEFT mean SUBTRACT.

Circle the clues and solve the word problems. Write the answers on the lines below.

Eila is counting her bracelets. She has 4 red bracelets and 7 yellow bracelets. How many bracelets does she have in all?



$$\underline{4} + \underline{7} = \underline{11}$$



Finn is making block towers. He makes 6 towers but 2 towers fall down. How many block towers are left?

$$\underline{6} - \underline{2} = \underline{4}$$

Anakin is collecting spaceships! He has 9 ships with rocket boosters and 7 ships without. How many ships does Anakin have altogether?



$$\underline{9} + \underline{7} = \underline{16}$$



Oscar is collecting race cars. He has 7 cars but gives 3 to his friend. How many race cars does Oscar have left?

$$\underline{7} - \underline{3} = \underline{4}$$

# Number Sense

## Fact Families

Fact families are a set of equations that share the same three numbers in a different order. They are similar and work together like a family!

Example:

$$2 + 3 = 5$$

$$3 + 2 = 5$$

$$5 - 2 = 3$$

$$5 - 3 = 2$$

Complete the fact families. Write the numbers on the lines below.

$$\begin{array}{rclcl} 5 & + & 3 & = & 8 \\ \underline{3} & + & 5 & = & \underline{8} \\ 8 & - & \underline{5} & = & \underline{3} \\ \underline{8} & - & 3 & = & \underline{5} \end{array}$$

$$\begin{array}{rclcl} 4 & + & 2 & = & 6 \\ \underline{2} & + & 4 & = & \underline{6} \\ 6 & - & \underline{4} & = & \underline{2} \\ \underline{6} & - & 2 & = & \underline{4} \end{array}$$

$$\begin{array}{rclcl} 8 & + & 2 & = & 10 \\ \underline{2} & + & 8 & = & \underline{10} \\ 10 & - & \underline{8} & = & \underline{2} \\ \underline{10} & - & 2 & = & \underline{8} \end{array}$$

$$\begin{array}{rclcl} 3 & + & 2 & = & 5 \\ \underline{2} & + & 3 & = & \underline{5} \\ 5 & - & \underline{3} & = & \underline{2} \\ \underline{5} & - & 2 & = & \underline{3} \end{array}$$

$$\begin{array}{rclcl} 6 & + & 1 & = & 7 \\ \underline{1} & + & 6 & = & \underline{7} \\ 7 & - & \underline{6} & = & \underline{1} \\ \underline{7} & - & 1 & = & \underline{6} \end{array}$$

$$\begin{array}{rclcl} 7 & + & 4 & = & 11 \\ \underline{4} & + & 7 & = & \underline{11} \\ 11 & - & \underline{7} & = & \underline{4} \\ \underline{11} & - & 4 & = & \underline{7} \end{array}$$

# Number Sense

## Fact Families

Complete the fact families. Write the numbers on the lines below.

$$\begin{array}{rclcl} 5 & + & 2 & = & 7 \\ \underline{2} & + & \underline{5} & = & \underline{7} \\ \underline{7} & - & \underline{2} & = & \underline{5} \\ \underline{7} & - & \underline{5} & = & \underline{2} \end{array}$$

$$\begin{array}{rclcl} 9 & + & 2 & = & 11 \\ \underline{2} & + & \underline{9} & = & \underline{11} \\ \underline{11} & - & \underline{9} & = & \underline{2} \\ \underline{11} & - & \underline{2} & = & \underline{9} \end{array}$$

$$\begin{array}{rclcl} 6 & + & 3 & = & 9 \\ \underline{3} & + & \underline{6} & = & \underline{9} \\ \underline{9} & - & \underline{6} & = & \underline{3} \\ \underline{9} & - & \underline{3} & = & \underline{6} \end{array}$$

$$\begin{array}{rclcl} 8 & + & 4 & = & 12 \\ \underline{4} & + & \underline{8} & = & \underline{12} \\ \underline{12} & - & \underline{8} & = & \underline{4} \\ \underline{12} & - & \underline{4} & = & \underline{8} \end{array}$$

$$\begin{array}{rclcl} 7 & + & 3 & = & 10 \\ \underline{3} & + & \underline{7} & = & \underline{10} \\ \underline{10} & - & \underline{7} & = & \underline{3} \\ \underline{10} & - & \underline{3} & = & \underline{7} \end{array}$$

$$\begin{array}{rclcl} 2 & + & 6 & = & 8 \\ \underline{6} & + & \underline{2} & = & \underline{8} \\ \underline{8} & - & \underline{6} & = & \underline{2} \\ \underline{8} & - & \underline{2} & = & \underline{6} \end{array}$$

Cross out the number sentence that is NOT part of the fact family.

$$\begin{array}{rclcl} 7 & + & 3 & = & 10 \\ 3 & + & 7 & = & 10 \\ 10 & - & 7 & = & 3 \\ 10 & - & 3 & = & 7 \\ \del{10} & + & \del{3} & = & \del{13} \end{array}$$

$$\begin{array}{rclcl} 9 & + & 2 & = & 11 \\ 2 & + & 9 & = & 11 \\ 11 & - & 9 & = & 2 \\ 11 & - & 2 & = & 9 \\ \del{9} & + & \del{11} & = & \del{20} \end{array}$$



# Number Sense

## Adding Doubles

Learning the doubles addition facts will help you add other numbers faster. Saying the doubles chant can help you remember the double facts in a snap!

$0 + 0 = 0$  Oh!

$1 + 1 = 2$  Oooooo!

$2 + 2 = 4$  More!

$3 + 3 = 6$  Kicks!

$4 + 4 = 8$  Great!

$5 + 5 = 10$  Again!



$6 + 6 = 12$  Swell!

$7 + 7 = 14$  Queen!

$8 + 8 = 16$  Machine!

$9 + 9 = 18$  Jelly Bean!

$10 + 10 = 20$  That's Plenty!



Solve the doubles addition problems. Write your answers below.

$$\begin{array}{r} 1 \\ + 1 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 10 \\ + 10 \\ \hline 20 \end{array}$$

## Word Problem

Cam found 5 dimes. Katie found the same amount. How many dimes do they have in all?

$$5 + 5 = 10$$



# Number Sense

## Doubles Plus One

Use what you know about doubles facts to try adding doubles plus one.

Example:  $5 + 5 + 1 = 11$  is the same as  $5 + 6 = 11$

If  $5 + 5 = 10$  then  $5 + 6$  is just one more.

Solve the problems and write the answers below. Then circle the doubles facts in red and the doubles plus one facts in blue.

$$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline 9 \end{array}$$

# Number Sense

## Adding Three Addends

The numbers in an addition equation that you are adding together are called **addends**. The answer is called the **sum**. Sometimes number sentences add more than 2 addends.

Example:  $2 + 3 + 1 = 6$   
2, 3, and 1 are addends.

When adding more than two addends, you add the first two numbers first. Then you add the sum of the first two numbers to the third number to find the total.

Example:

$$\begin{array}{r} 2 \\ 3 \\ + 4 \\ \hline 9 \end{array}$$

Diagram showing the addition of 2, 3, and 4. A bracket groups 2 and 3 to equal 5, and an arrow points from 5 to 4 to reach the final sum of 9.



Solve the problems and write your answers below.

$$\begin{array}{r} 3 \\ 5 \\ + 1 \\ \hline 9 \end{array}$$

Diagram showing the addition of 3, 5, and 1. A bracket groups 3 and 5 to equal 8, and an arrow points from 8 to 1 to reach the final sum of 9.

$$\begin{array}{r} 3 \\ 3 \\ + 2 \\ \hline 8 \end{array}$$

Diagram showing the addition of 3, 3, and 2. A bracket groups 3 and 3 to equal 6, and an arrow points from 6 to 2 to reach the final sum of 8.

$$\begin{array}{r} 6 \\ 4 \\ + 2 \\ \hline 12 \end{array}$$

Diagram showing the addition of 6, 4, and 2. A bracket groups 6 and 4 to equal 10, and an arrow points from 10 to 2 to reach the final sum of 12.

$$\begin{array}{r} 7 \\ 2 \\ + 3 \\ \hline 12 \end{array}$$

Diagram showing the addition of 7, 2, and 3. A bracket groups 7 and 2 to equal 9, and an arrow points from 9 to 3 to reach the final sum of 12.

$$\begin{array}{r} 8 \\ 2 \\ + 3 \\ \hline 13 \end{array}$$

Diagram showing the addition of 8, 2, and 3. A bracket groups 8 and 2 to equal 10, and an arrow points from 10 to 3 to reach the final sum of 13.

$$\begin{array}{r} 6 \\ 2 \\ + 3 \\ \hline 11 \end{array}$$

Diagram showing the addition of 6, 2, and 3. A bracket groups 6 and 2 to equal 8, and an arrow points from 8 to 3 to reach the final sum of 11.

$$\begin{array}{r} 5 \\ 5 \\ + 5 \\ \hline 15 \end{array}$$

Diagram showing the addition of 5, 5, and 5. A bracket groups 5 and 5 to equal 10, and an arrow points from 10 to 5 to reach the final sum of 15.

$$\begin{array}{r} 4 \\ 3 \\ + 2 \\ \hline 9 \end{array}$$

Diagram showing the addition of 4, 3, and 2. A bracket groups 4 and 3 to equal 7, and an arrow points from 7 to 2 to reach the final sum of 9.

$$\begin{array}{r} 9 \\ 1 \\ + 6 \\ \hline 16 \end{array}$$

Diagram showing the addition of 9, 1, and 6. A bracket groups 9 and 1 to equal 10, and an arrow points from 10 to 6 to reach the final sum of 16.

# Number Sense

## Tens and Ones

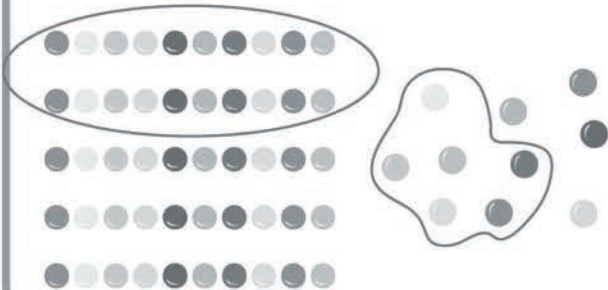
Numbers with two digits have tens and ones. The place of each digit tells which one it is.

Example: 3 tens and 4 ones = 34

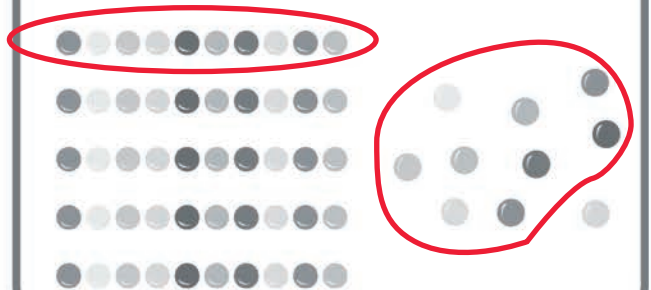


Circle the groups to match the tens and ones below.

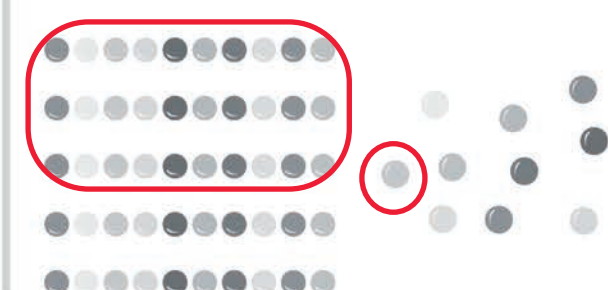
2 tens and 6 ones



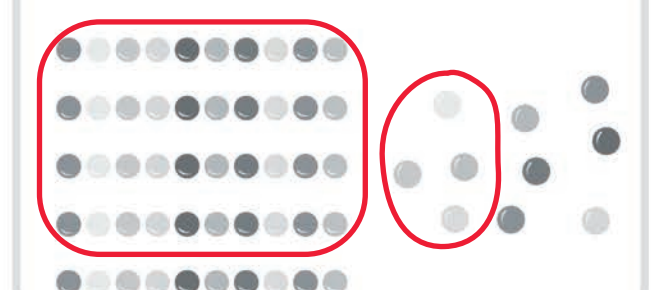
1 ten and 9 ones



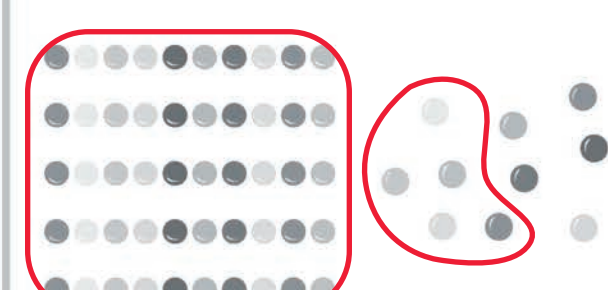
3 tens and 1 one



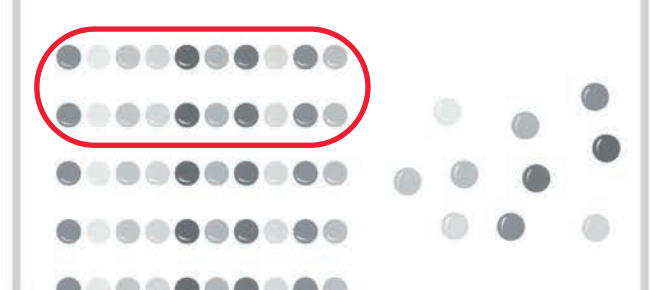
4 tens and 4 ones



5 tens and 5 ones



2 tens and 0 ones





# Number Sense

## Tens and Ones

Look at the illustrations and write the tens and ones on the lines below.

Example:



5 tens and 7 ones = 57

2 tens 6 ones = 26



5 tens 3 ones = 53



4 tens 1 one = 41



1 ten 8 ones = 18



7 tens 4 ones = 74



65 tens 5 ones = 65





# Number Sense

## Adding Two Digit Numbers Using a Model

Adding two digit numbers can be easy with a model.

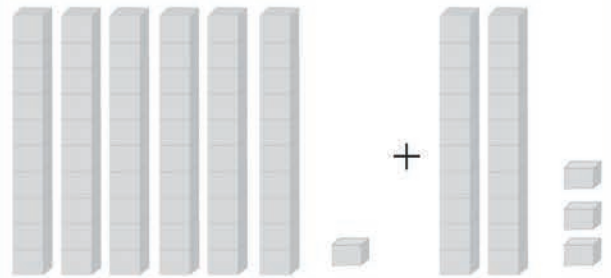
Count the tens and ones and write the total number of each on the lines below. Then write the sums on the lines to solve the equations.

$$22 + 54 = \underline{76}$$



$$\underline{7} \text{ tens } \underline{6} \text{ ones} = \underline{76}$$

$$61 + 23 = \underline{84}$$



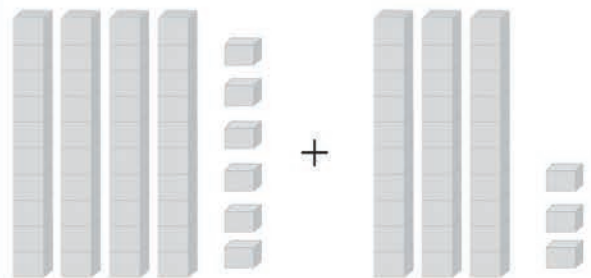
$$\underline{8} \text{ tens } \underline{4} \text{ ones} = \underline{84}$$

$$34 + 52 = \underline{86}$$



$$\underline{8} \text{ tens } \underline{6} \text{ ones} = \underline{86}$$

$$46 + 33 = \underline{79}$$



$$\underline{7} \text{ tens } \underline{9} \text{ ones} = \underline{79}$$

$$27 + 51 = \underline{78}$$



$$\underline{7} \text{ tens } \underline{8} \text{ ones} = \underline{78}$$

$$70 + 25 = \underline{95}$$



$$\underline{9} \text{ tens } \underline{5} \text{ ones} = \underline{95}$$

# Number Sense

## Adding Two Digit Numbers by Regrouping

Regrouping means changing ones into tens or tens back into ones. Adding two digit numbers sometimes means regrouping.

Look at the example below. If the numbers in the second column add up to more than 9, we need to regroup.

Example:  $45 + 19 = \underline{\quad}$

First add the ones.

$$5 + 9 = 14$$

14 is more than 9. We need to regroup.

14 means 1 ten and 4 ones.

So put the 4 in the ones column and the 1 at the top of the tens column.

Now add the tens.  $1 + 4 + 1 = 6$ .

Put your tens and ones together.

Your answer is 64.

	Tens	Ones
	1	
	4	5
+	1	9
	6	4

Solve the problems by regrouping. Write your answers in the boxes below.

	Tens	Ones
	1	
	2	6
+	4	7
	7	3

	Tens	Ones
	1	
	4	5
+	3	8
	8	3

	Tens	Ones
	1	
	2	2
+	3	9
	6	1

	Tens	Ones
	1	
	4	7
+	3	6
	8	3

	Tens	Ones
	1	
	7	3
+	1	8
	9	1

	Tens	Ones
	1	
	4	6
+	2	8
	7	4

	Tens	Ones
	1	
	3	6
+	5	5
	9	1

	Tens	Ones
	1	
	2	9
+	6	8
	9	7

# Number Sense

Adding Two Digit Numbers by Regrouping

Solve the problems by regrouping. Write your answers in the boxes below.

Tens	Ones
<input type="text"/>	<input type="text"/>
4	9
+	8
6	7

Tens	Ones
<input type="text"/>	<input type="text"/>
2	6
+	7
4	3

Tens	Ones
<input type="text"/>	<input type="text"/>
4	7
+	5
8	2

Tens	Ones
<input type="text"/>	<input type="text"/>
7	4
+	7
9	1

Tens	Ones
<input type="text"/>	<input type="text"/>
1	9
+	7
4	6

Tens	Ones
<input type="text"/>	<input type="text"/>
1	1
+	9
4	0

Tens	Ones
<input type="text"/>	<input type="text"/>
2	3
+	7
6	0

Tens	Ones
<input type="text"/>	<input type="text"/>
4	4
+	6
6	0

Tens	Ones
<input type="text"/>	<input type="text"/>
7	9
+	3
9	2

Tens	Ones
<input type="text"/>	<input type="text"/>
1	5
+	7
4	2

Tens	Ones
<input type="text"/>	<input type="text"/>
5	7
+	7
9	4

Tens	Ones
<input type="text"/>	<input type="text"/>
1	6
+	5
5	1

Tens	Ones
<input type="text"/>	<input type="text"/>
1	5
+	6
6	1

Tens	Ones
<input type="text"/>	<input type="text"/>
1	7
+	4
4	1

Tens	Ones
<input type="text"/>	<input type="text"/>
7	7
+	8
9	5

Tens	Ones
<input type="text"/>	<input type="text"/>
3	9
+	5
7	4

# Number Sense

## Two Digit Addition Word Problems

When solving word problems, look for clues. Numbers are clues! Circle the numbers in the word problems and look for word clues. Hint: IN ALL and ALTOGETHER mean ADD.

Circle the clues and solve the word problems. Write the answers on the lines below.

Elaine is picking peaches from the orchard. She has picked 44 red ones and 17 yellow ones. How many peaches does she have altogether?



$$\underline{44} + \underline{17} = \underline{61}$$



Jerry loves shoes! He has 35 pairs of running shoes and 17 pairs of dress shoes. How many pairs of shoes does he have in all?

$$\underline{35} + \underline{17} = \underline{52}$$

George is collecting baseball cards. He has 56 cards with signatures and 27 cards without. How many baseball cards does George have altogether?



$$\underline{56} + \underline{27} = \underline{83}$$



Kosmo is collecting golf balls. He has 38 favourites and 16 others. How many golf balls does he have in all?

$$\underline{38} + \underline{16} = \underline{54}$$



# Number Sense

## Subtracting Two Digit Numbers by Regrouping

Subtracting tens and ones sometimes means regrouping.

Look at the example below. If the top number in a column is smaller than the bottom number, we need to regroup.

Example:  $45 - 18 =$

First subtract the ones.

$$5 - 8 =$$

5 is less than 8. We need to regroup.

That means take one ten from the tens column and move it to the ones column.

Now subtract the ones column.

$$15 - 8 = 7$$

Put the 7 in the ones column.

Now subtract the tens.  $3 - 1 = 2$

Put your tens and ones together.

Your answer is 27.

Tens	Ones
3	15
<del>4</del>	<del>5</del>
- 1	8
2	7

Solve the problems by regrouping. Write your answers below.

Tens	Ones
<del>4</del>	<del>12</del>
<del>5</del>	<del>2</del>
- 4	6
0	6

Tens	Ones
<del>1</del>	<del>13</del>
<del>2</del>	<del>3</del>
- 1	6
0	7

Tens	Ones
<del>3</del>	<del>17</del>
<del>4</del>	<del>7</del>
- 2	8
1	9

Tens	Ones
<del>2</del>	<del>13</del>
<del>3</del>	<del>3</del>
- 1	9
1	4

Tens	Ones
<del>2</del>	<del>14</del>
<del>3</del>	<del>4</del>
- 2	6
0	8

Tens	Ones
<del>3</del>	<del>15</del>
<del>4</del>	<del>5</del>
- 2	7
1	8

Tens	Ones
<del>4</del>	<del>16</del>
<del>5</del>	<del>6</del>
- 1	9
3	7

Tens	Ones
<del>5</del>	<del>17</del>
<del>6</del>	<del>7</del>
- 4	8
1	9



# Number Sense

Subtracting Two Digit Numbers by Regrouping

Solve the problems by regrouping. Write your answers below.

Tens	Ones
<del>2</del>	<del>15</del>
<del>3</del>	<del>5</del>
- 1	7
1	8

Tens	Ones
<del>3</del>	<del>17</del>
<del>4</del>	<del>7</del>
- 1	8
2	9

Tens	Ones
<del>4</del>	<del>13</del>
<del>5</del>	<del>3</del>
- 1	7
3	6

Tens	Ones
<del>2</del>	<del>10</del>
<del>3</del>	<del>0</del>
- 1	8
1	2

Tens	Ones
<del>4</del>	<del>12</del>
<del>5</del>	<del>2</del>
- 2	8
2	4

Tens	Ones
<del>1</del>	<del>18</del>
<del>2</del>	<del>8</del>
- 1	9
0	9

Tens	Ones
<del>3</del>	<del>16</del>
<del>4</del>	<del>6</del>
- 3	8
0	8

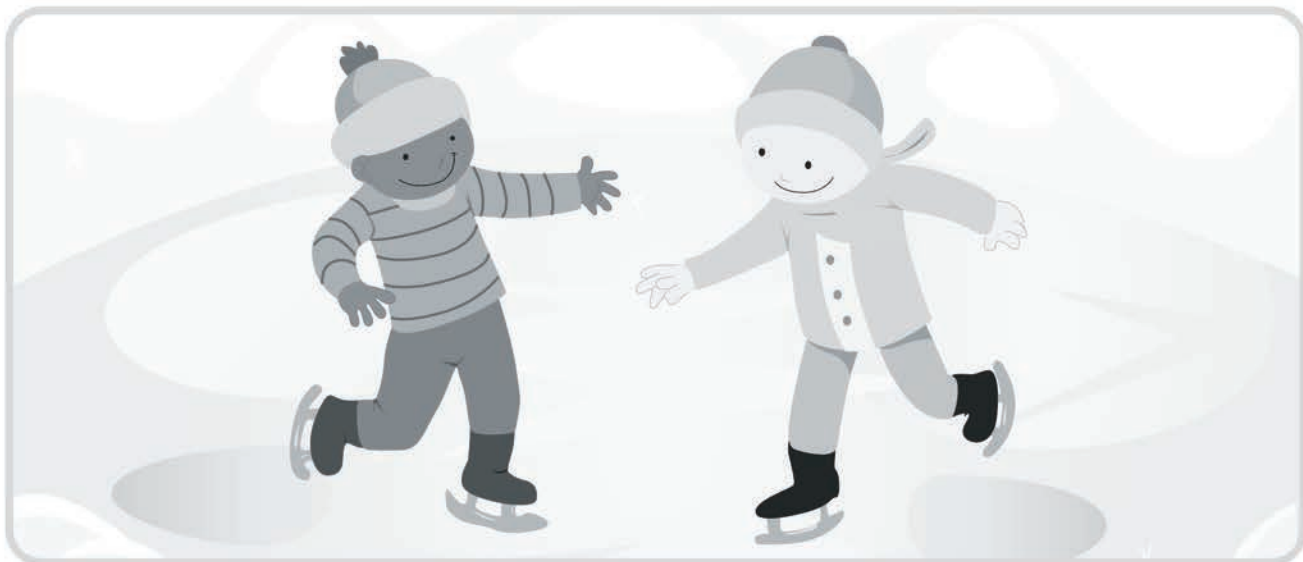
Tens	Ones
<del>4</del>	<del>14</del>
<del>5</del>	<del>4</del>
- 4	7
0	7

Tens	Ones
<del>5</del>	<del>13</del>
<del>6</del>	<del>3</del>
- 4	8
1	5

Tens	Ones
<del>6</del>	<del>12</del>
<del>7</del>	<del>2</del>
- 5	6
1	6

Tens	Ones
<del>7</del>	<del>17</del>
<del>8</del>	<del>7</del>
- 1	9
6	8

Tens	Ones
<del>8</del>	<del>13</del>
<del>9</del>	<del>3</del>
- 2	9
6	4



# Number Sense

## Two Digit Subtraction Word Problems

When solving word problems, look for clues. Numbers are clues! Circle the numbers in the word problems and look for word clues. Hint: ARE LEFT and HAVE LEFT mean SUBTRACT.

Circle the clues and solve the word problems. Write the answers on the lines below.

Monica has 53 kayaks. She has rented 27 of them to a group of vacationers. How many kayaks does Monica have left?



$$\underline{53} - \underline{27} = \underline{26}$$



Sam is a firefighter! He has 42 firefighter friends working at his station. Then 26 of them move to another fire station. How many firefighters are left at Sam's station?

$$\underline{42} - \underline{26} = \underline{16}$$

Jack is setting up 26 tents on his campground. He has already finished setting up 18 tents. How many tents are left to set up?



$$\underline{26} - \underline{18} = \underline{8}$$



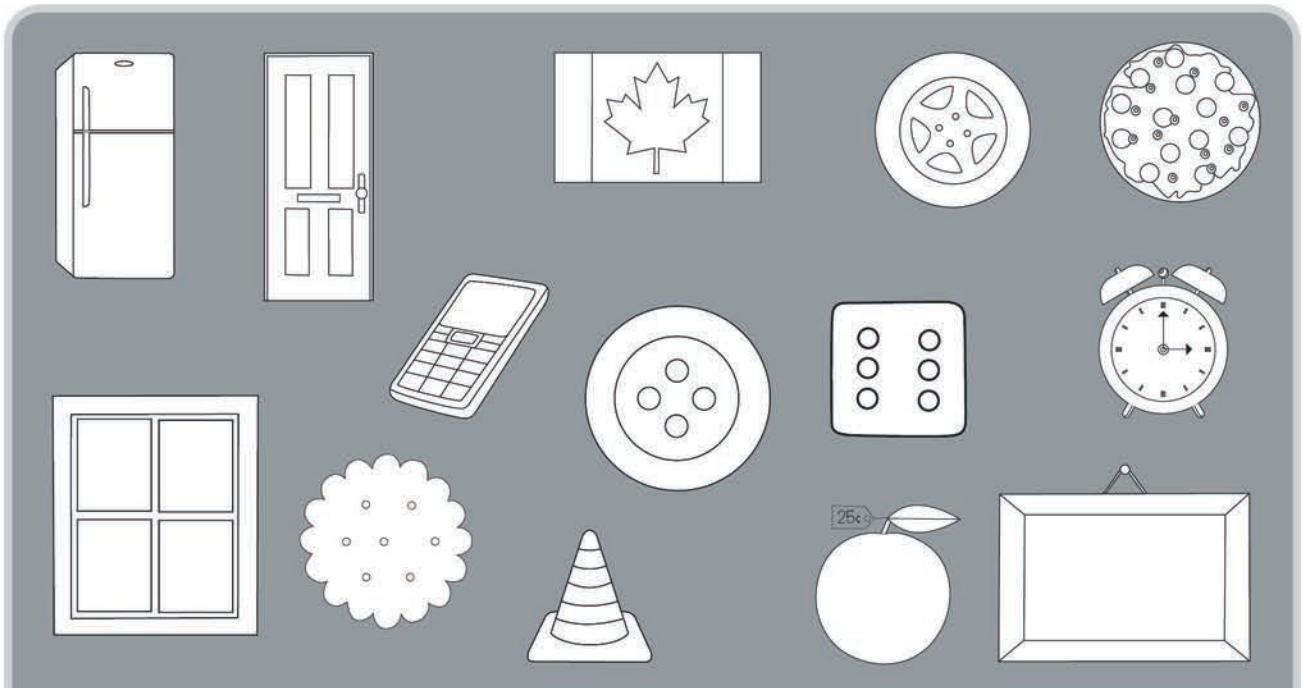
Katie is planting 83 tomato plants on her farm. She has planted 38 so far. How many tomato plants does Katie have left to plant?

$$\underline{83} - \underline{38} = \underline{45}$$

# Shapes and Fractions

## Identifying Shapes

Look at the objects below. Count and colour the circles, triangles, rectangles, and squares. Write the number of each shape on the lines below.



circles 6 rectangles 5 triangles 1 squares 2

## Identifying New Shapes



Draw a trapezoid and a parallelogram in the boxes below.



# Shapes and Fractions

## New Shapes

Many shapes are named for their attributes.

Example: A triangle has 3 sides.

A quadrilateral has 4 sides.

A pentagon has 5 sides.

A hexagon has 6 sides.

A heptagon has 7 sides.

An octagon has 8 sides.

"Tri" means three.

"Quad" means four.




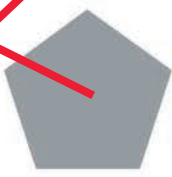


"Penta" means five.

"Hexa" means six.

"Hepta" means seven.

"Octa" means eight.

Draw a line from the name of the shape to the matching picture. Then write how many sides that shape has.

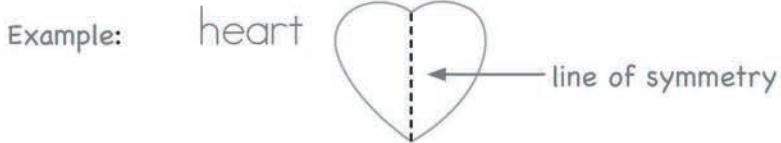
octagon		<u>3</u> sides
pentagon		<u>7</u> sides
hexagon		<u>4</u> sides
triangle		<u>5</u> sides
heptagon		<u>8</u> sides
quadrilateral		<u>6</u> sides



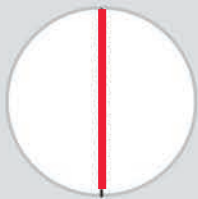
# Shapes and Fractions

## Symmetry

Symmetry means an object or shape is balanced across a center line. Both sides are mirror images of each other.



Draw a line of symmetry dividing the shapes so they are the same on both sides.



circle



rectangle



square



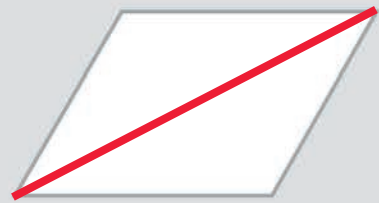
triangle



pentagon

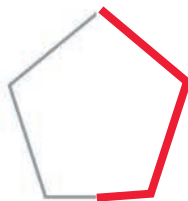


trapezoid



parallelogram

Draw the missing part of the shapes below.





# Shapes and Fractions

## One Half

One half means an object is divided into 2 equal parts.

We write one half like this:  $\frac{1}{2}$

Example: one whole



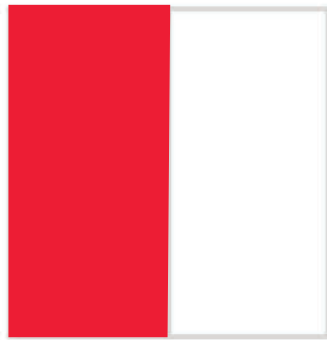
$\frac{1}{2}$



Colour  $\frac{1}{2}$  of each shape. Then write the fraction under the shape.



$\frac{1}{2}$



$\frac{1}{2}$



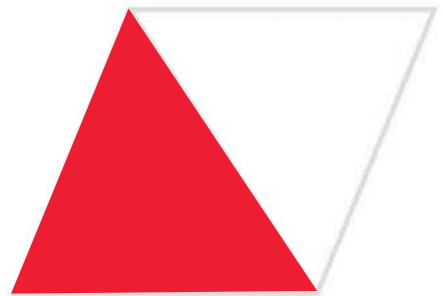
$\frac{1}{2}$



$\frac{1}{2}$



$\frac{1}{2}$



$\frac{1}{2}$

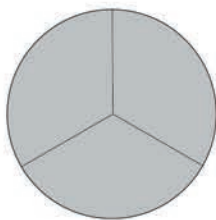
# Shapes and Fractions

## One Third

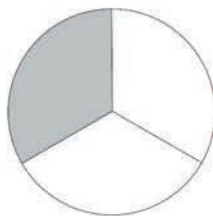
One third means an object is divided into 3 equal parts.

We write one third like this:  $\frac{1}{3}$

Example: one whole



$\frac{1}{3}$



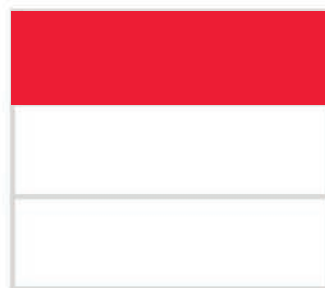
Colour  $\frac{1}{3}$  of each shape. Then write the fraction under the shape.



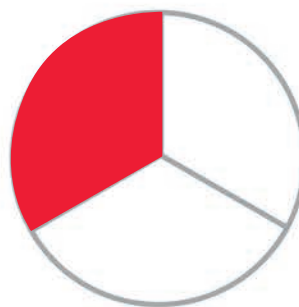
$\frac{1}{3}$



$\frac{1}{3}$



$\frac{1}{3}$



$\frac{1}{3}$

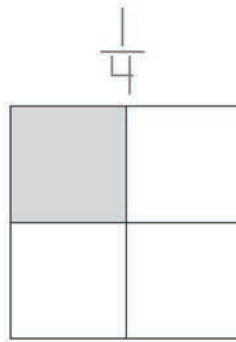
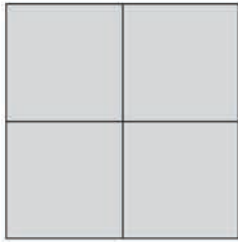
# Shapes and Fractions

## One Fourth

One fourth means an object is divided into 4 equal parts.

We write one fourth like this:  $\frac{1}{4}$

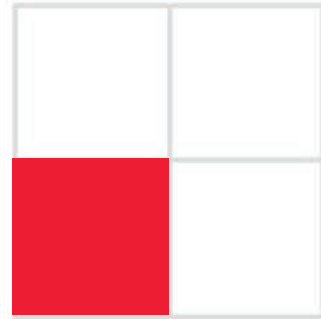
Example: one whole



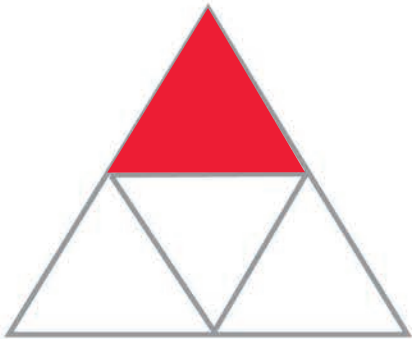
Colour  $\frac{1}{4}$  of each shape. Then write the fraction under the shape.



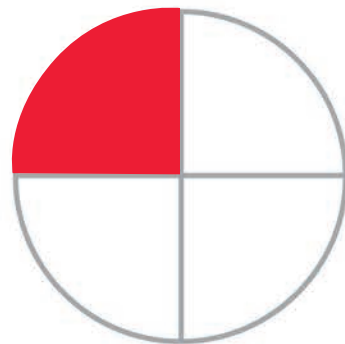
$\frac{1}{4}$



$\frac{1}{4}$



$\frac{1}{4}$



$\frac{1}{4}$

# Geometry

## Drawing Three-Dimensional Shapes

Follow the steps below to learn how to draw 3-D shapes.

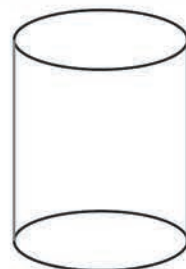
### Cylinder



STEP 1

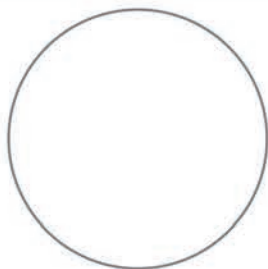


STEP 2

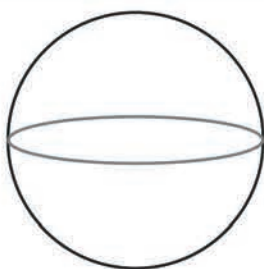


STEP 3

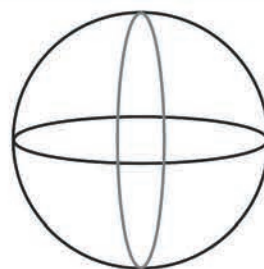
### Sphere



STEP 1



STEP 2



STEP 3

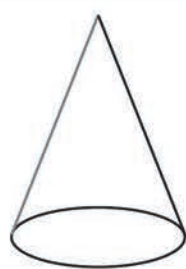
### Cone



STEP 1

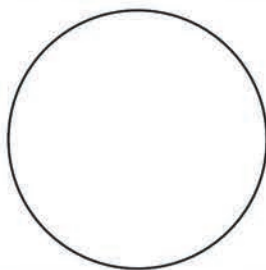


STEP 2



STEP 3

Practise drawing each of the 3-D shapes in the boxes below.





# Geometry

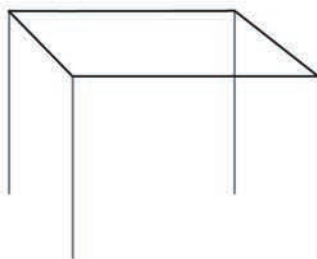
## Drawing Three-Dimensional Shapes

Follow the steps below to learn how to draw 3-D shapes.

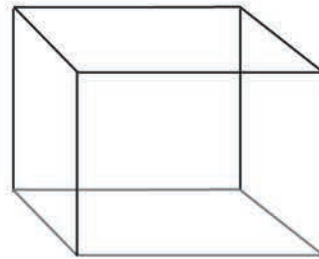
### Cube



STEP 1



STEP 2

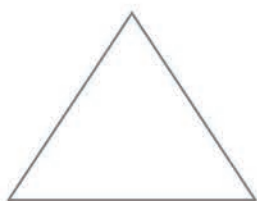


STEP 3

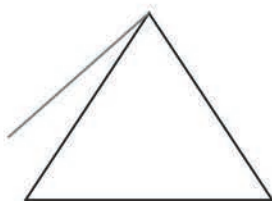
Practise drawing your own cubes in the box below.



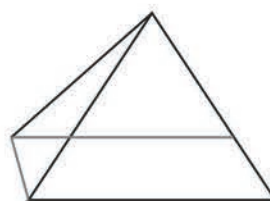
### Pyramid



STEP 1

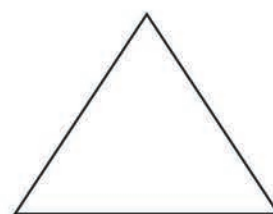
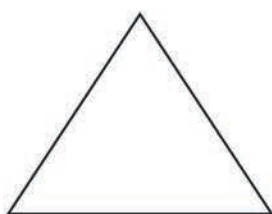
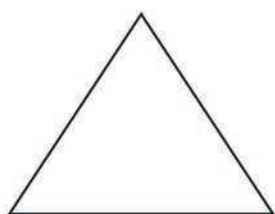


STEP 2



STEP 3

Practise drawing your own pyramids in the box below.



# Measurement

## Measuring Length

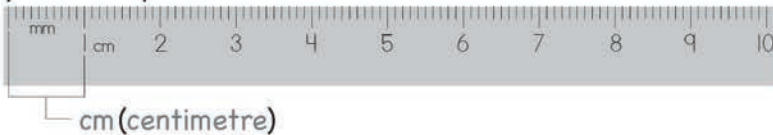
An estimate is an educated guess. Sometimes we need to make an educated guess about how long something is.

This is a centimetre. It is used to measure small things.






Example:



The dime is about 2 cm long.



Estimate the length of each item and write your estimates on the lines below. Then use a ruler to measure the items and write the measurements on the lines below.

	Estimate	Measurement
	about ____cm	____cm
	about ____cm	____cm
	about ____cm	____cm
	about ____cm	____cm
	about ____cm	____cm

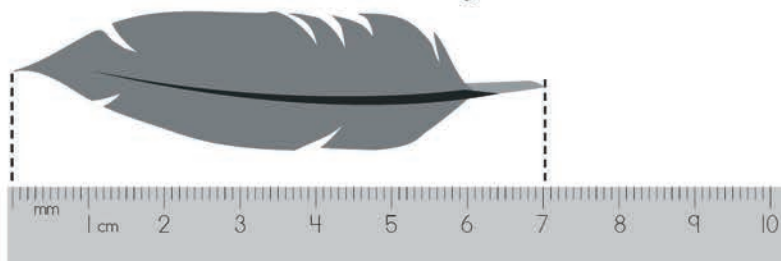
Find some things around your house to measure with your ruler!

# Measurement

## Measuring Length

Example:

The feather is 7 cm long.



Use the rulers to measure each item. Write the measurements on the lines below.



7 cm



8 cm



6 cm



3 cm



4 cm



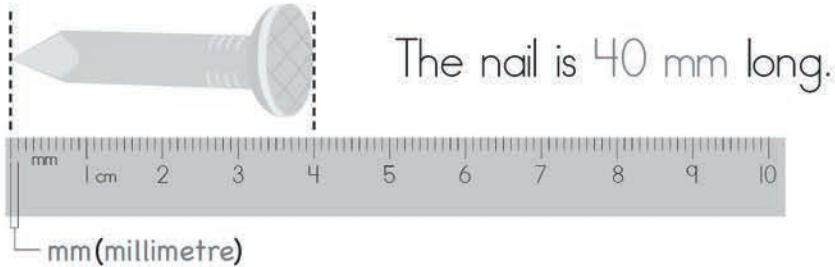
5 cm

# Measurement






## Measuring Length

This is a millimetre. It is used for measuring very small things. Hint: 10 millimetres equals 1 centimetre.

Example:



Estimate the length of each item and write your estimates on the lines below. Then use a ruler to measure the items and write the measurements on the lines below.

	Estimate	Measurement
	about ____mm	____mm
	about ____mm	____mm
	about ____mm	____mm
	about ____mm	____mm
	about ____mm	____mm

Find some very small things around your house to measure with your ruler!

# Measurement

## Measuring Area

Area is a measurement of the surface of an object.

Example:

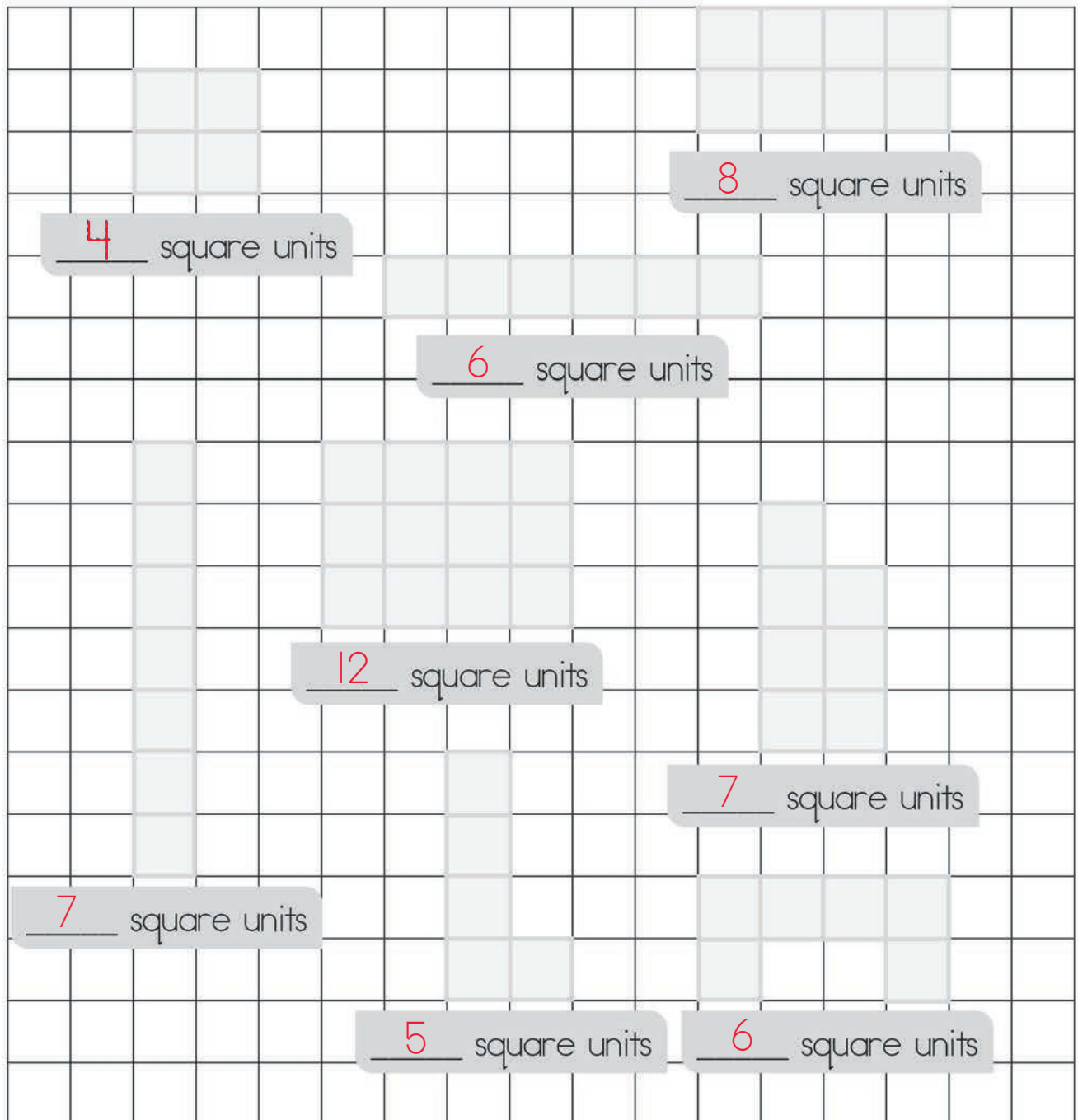


1 square unit



4 square units

Measure the area of the objects below by counting the square units.



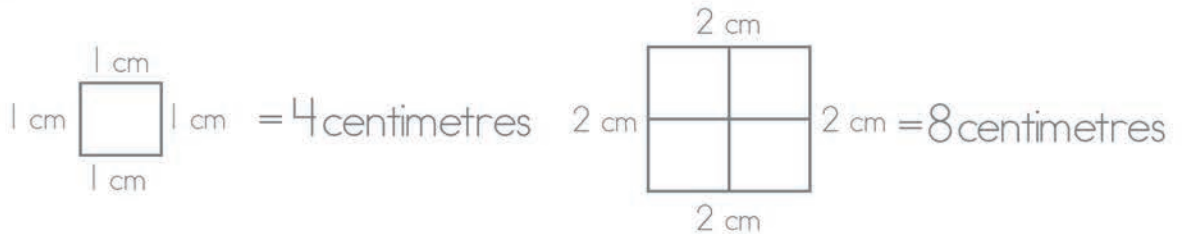


# Measurement

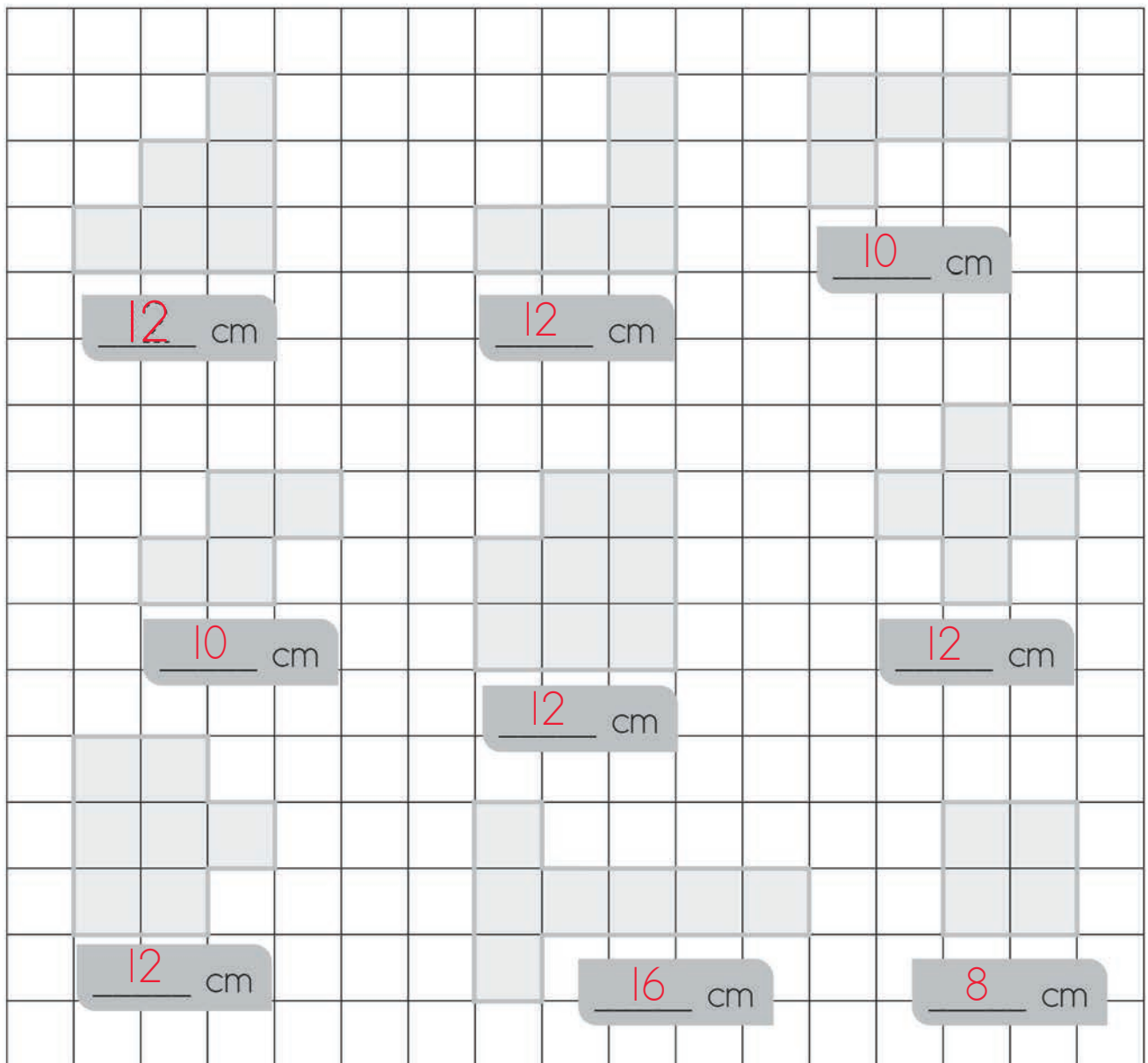
## Measuring Perimeter

Perimeter is a measurement of the distance around the outside of an object. The perimeter can be measured using many different kinds of measurements. For this exercise, we will be measuring in centimetres.

Example:



Measure the perimeter of the objects below by counting in centimetres.



# Time

## Clocks and Telling Time

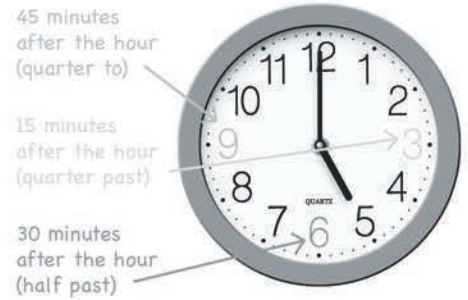
Clocks can look different.

This is an analog clock.

It has a long hand and a short hand.

It has the numbers 1-12 around the outside.

The long hand points to the minute and the short hand points to the hour. This clock says 5 o'clock.



This is a digital clock.

The first number shows the hour and the second two numbers tell how many minutes after the hour it is.

This clock says 3 o'clock.



What time is it? Write the time under each analog clock.



12:00



9:00



6:00



3:00



4:00



7:00

# Time

## Time to the Hour

What time is it? Write the time under each clock.



2:00



5:00



1:00



3:00



8:00



10:00

What time is it? Draw the hands on the clocks to match the digital times.



8:00



1:00



5:00



4:00



6:00



3:00



# Time

## Time to the Half Hour

What time is it? Write the time under each clock.



3:30



5:30



12:30



10:30



11:30



1:30

What time is it? Draw the hands on the clocks to match the digital times.



10:30



7:30



12:30



4:30



2:30

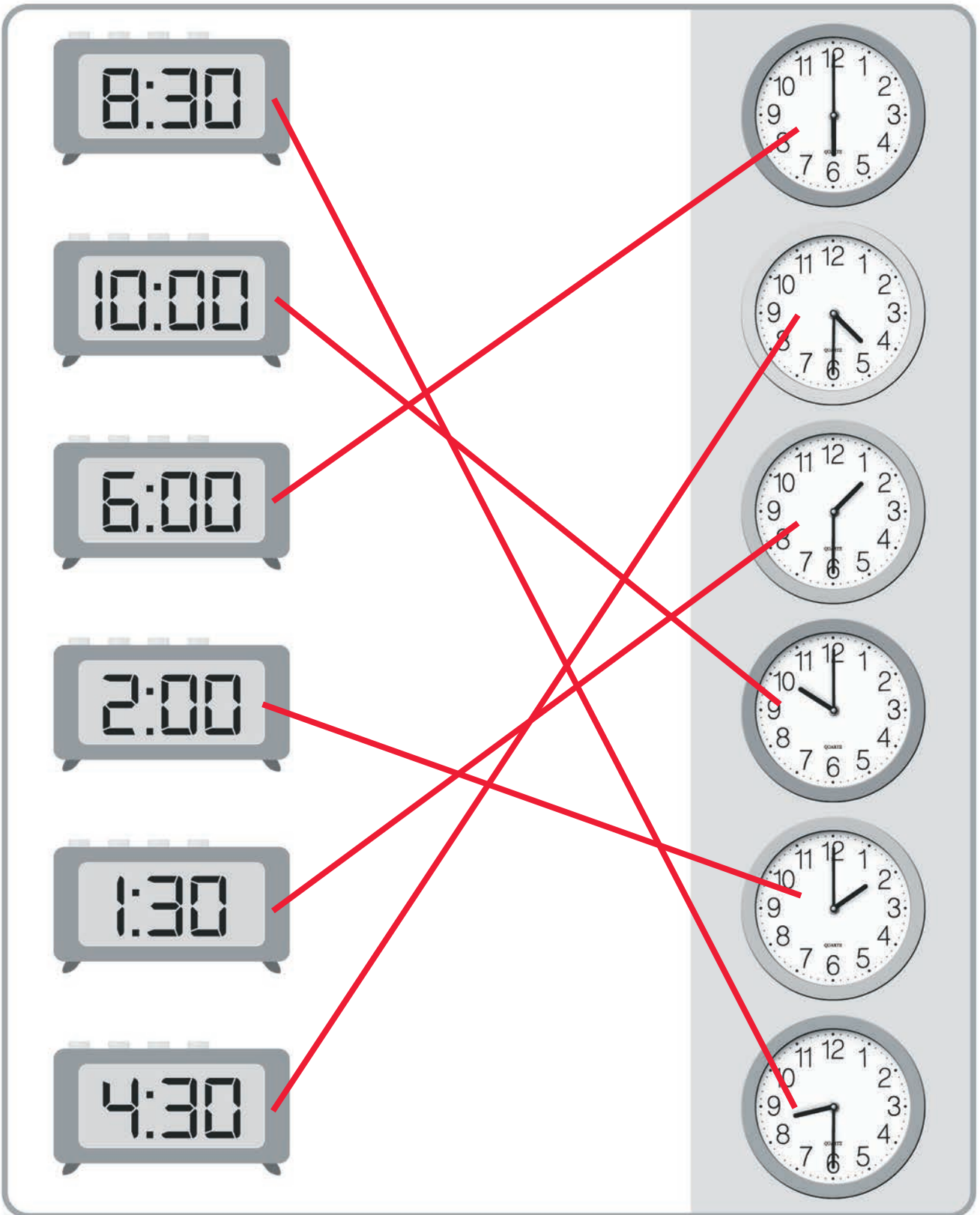


6:30

# Time

Time to the Hour and Half Hour

Draw a line from the digital clock to the matching analog clock.





# Time

## Measuring Time to the Quarter Hour

Every 15 minutes is one quarter of an hour.

When the minute hand is on the 3, it is 15 minutes past or a quarter past the hour.

When the minute hand is on the 6, it is 30 minutes past or half past the hour.

When the minute hand is on the 9, it is 45 minutes past or quarter to the next hour.

45 minutes  
after the hour  
(quarter to)

15 minutes  
after the hour  
(quarter past)

30 minutes  
after the hour  
(half past)



Write the time on the clocks below.



quarter past 2  
2:15



quarter past 5  
5:15



quarter past 7  
7:15



half past 2  
2:30



half past 5  
5:30



half past 7  
7:30



quarter to 5  
4:45



quarter to 7  
6:45



quarter to 8  
7:45

# Time

## Calendars

There are 12 months in a year. April, June, September, and November all have 30 days. The other months have 31 days, except February. It is the shortest month with just 28 days.

Look at the days of the week and the numbered days of the month. Fill in the missing numbers of the month.



Look at the calendar and answer the questions. Write your answers on the lines below.

- What month does the calendar show? January
- How many Fridays are in the month? 5
- How many Saturdays are in the month? 4
- How many days are in this month? 31
- What is the date of the piano recital? 24

# Money

## Counting Coins

A nickel is worth 5¢.

When we count nickels, we count by fives.



nickel



dime

A dime is worth 10¢.

When we count dimes, we count by tens.



quarter

A quarter is worth 25¢.

When we count quarters, we count by twenty-fives.

A loonie is worth \$1.00.

When we count loonies, we count by ones.



loonie



toonie

A toonie is worth \$2.00.

When we count toonies, we count by twos.

Count the coins and write the total amount on the lines below.



\$ 6



60 ¢



20 ¢



75 ¢



\$ 4



# Money

## Counting Mixed Coins

When you count mixed coins, you start with the coins of greatest value and then add the other coins based on their value.

Example: 10¢ 10¢ 5¢ is  $10 + 10 + 5 = 25¢$



Count the coins in each row and write the amount on the lines below.

	<u>55</u> ¢
	<u>75</u> ¢
	<u>30</u> ¢
	<u>55</u> ¢
	<u>50</u> ¢

# Money

## Equal Amounts

Draw a line from one group of coins to the other group with the same total amount.





# Money

## Counting Mixed Coins

What is the value of each group of coins? Write the values on the lines below. Then draw a circle around the group of coins with the greatest value in each row.



25 ¢



15 ¢



35 ¢



40 ¢



50 ¢



40 ¢



30 ¢



35 ¢



70 ¢



35 ¢



30 ¢



20 ¢



75 ¢



80 ¢

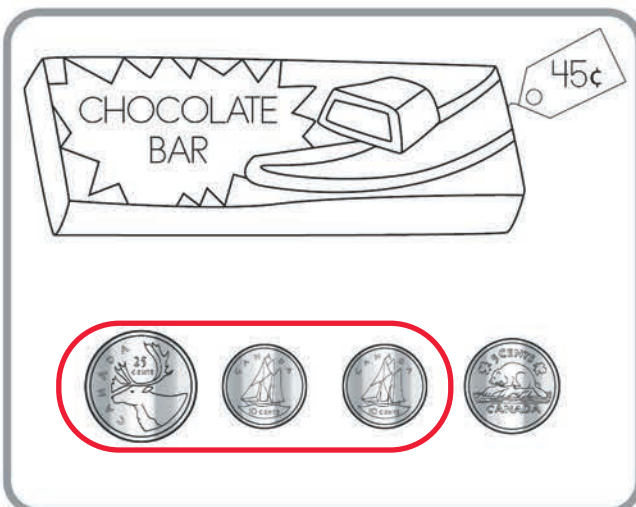
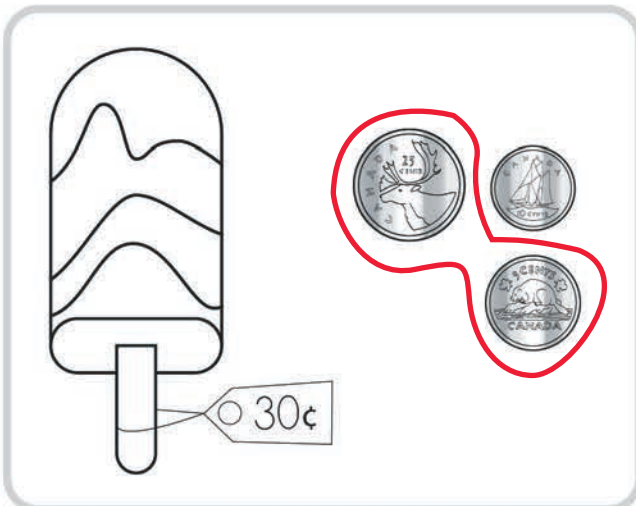
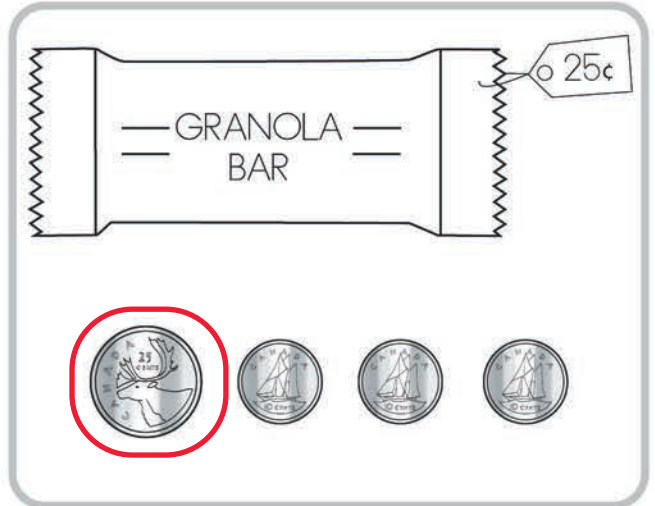
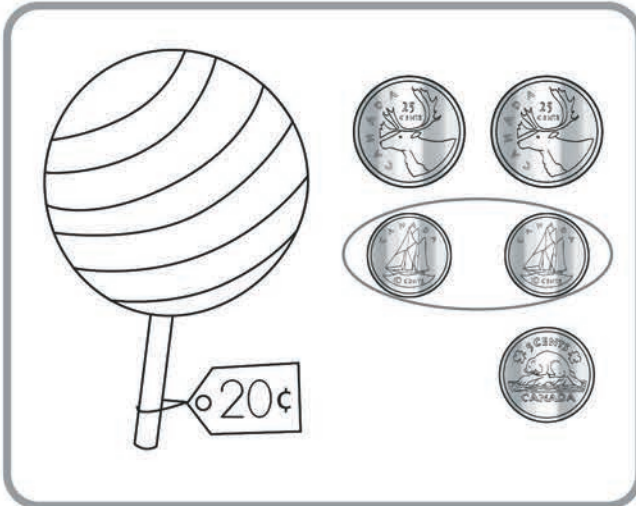


20 ¢

# Money

## Counting Mixed Coins

Circle only the coins you need to buy the items below. Colour the items you want to buy.

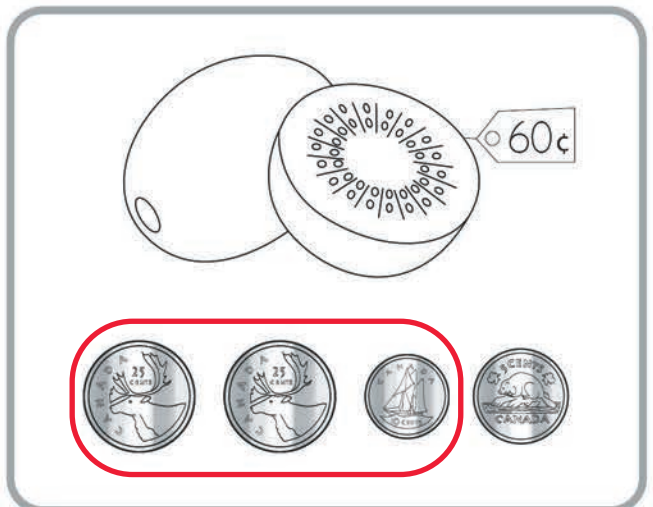
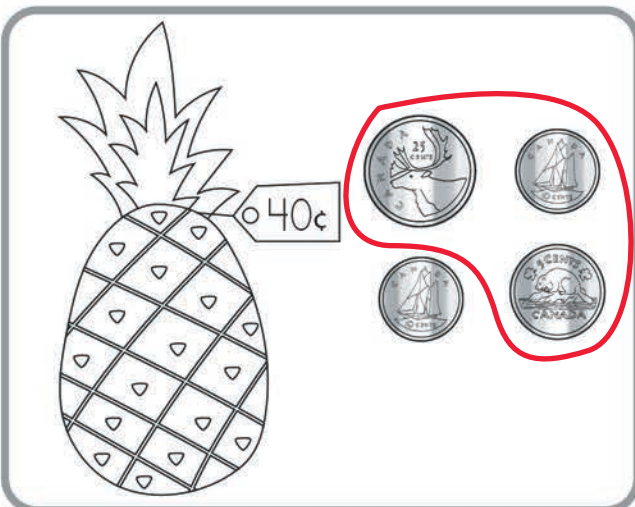
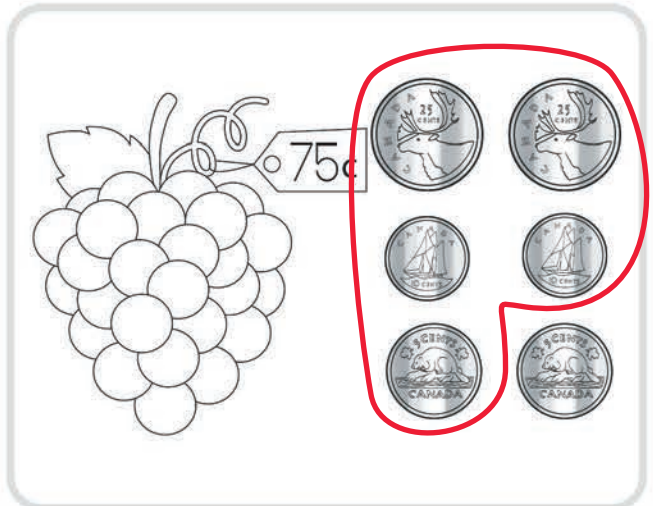
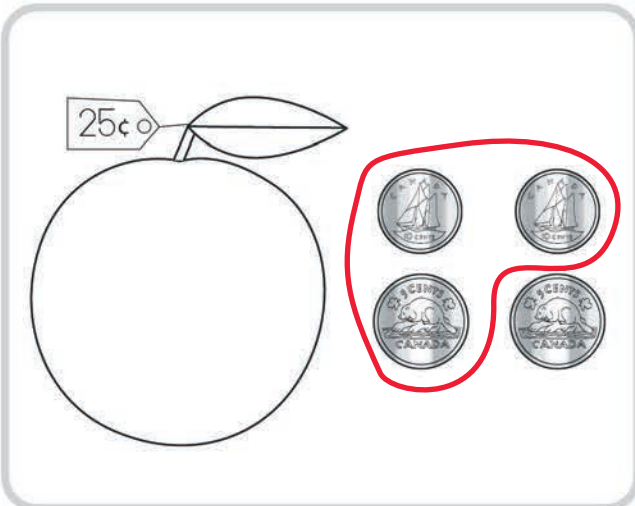
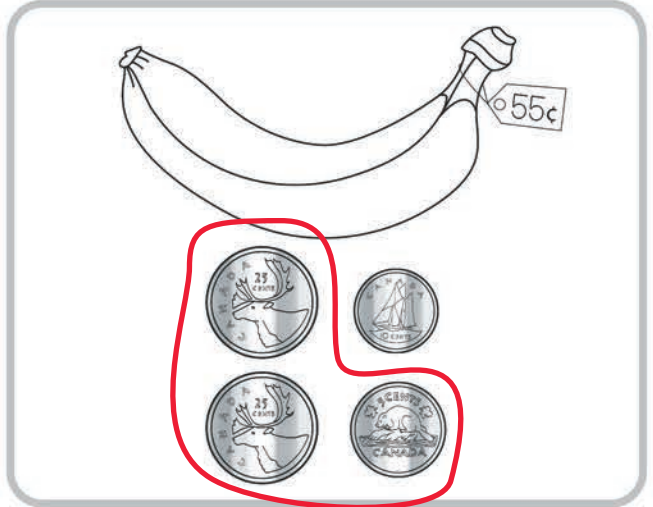
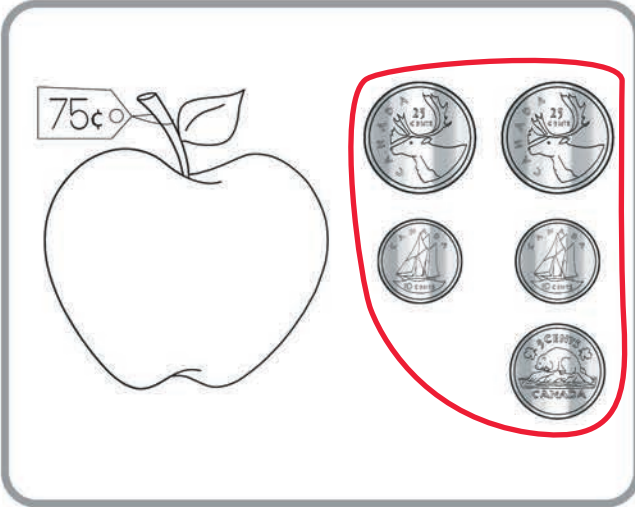




# Money

## Counting Mixed Coins

Circle only the coins you need to buy the items below. Colour the items you want to buy.



# Money

## Counting Mixed Coins

Draw a line from the coins to the piggy bank with the correct total.

The image shows a matching exercise with Canadian coins on the left and piggy banks with amounts on the right. Red lines connect the coins to the piggy banks as follows:

- 1 dollar coin (top left) connects to 30¢ (middle right).
- 25 cent coin (top left) connects to 70¢ (middle right).
- 10 cent coin (top left) connects to \$1.00 (second from top right).
- 5 cent coin (top left) connects to \$4.15 (bottom right).



# Understanding Multiplication

## Making Equal Groups

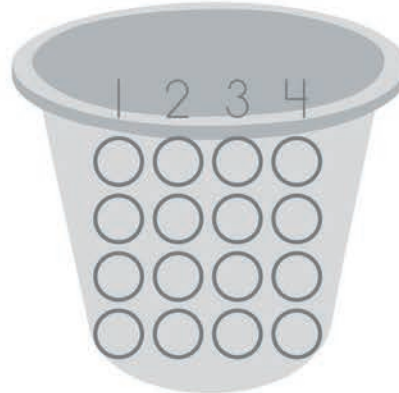
Understanding multiplication begins with understanding equal groups. Let's draw equal groups to visualize multiplying.

Example:

2 groups of 2



4 groups of 4



Fill up the pails by drawing equal groups of circles.

2 groups of 3



3 groups of 4



2 groups of 5



2 groups of 4



3 groups of 3



3 groups of 5



# Understanding Multiplication

## Multiplication Practice

Multiplying is combining the same number or equal groups of the same number.

Example: 3 groups of 5 is  $5 + 5 + 5 = 15$  and  $3 \times 5 = 15$



Solve the multiplication problems by combining the groups. Write the numbers on the lines below.



$$\begin{array}{r} 2 \text{ groups of } 3 \\ \underline{3} + \underline{3} = \underline{6} \\ \underline{2} \times 3 = \underline{6} \end{array}$$



$$\begin{array}{r} 3 \text{ groups of } 3 \\ \underline{3} + \underline{3} + \underline{3} = \underline{9} \\ \underline{3} \times 3 = \underline{9} \end{array}$$



$$\begin{array}{r} 3 \text{ groups of } 4 \\ \underline{4} + \underline{4} + \underline{4} = \underline{12} \\ \underline{3} \times 4 = \underline{12} \end{array}$$



$$\begin{array}{r} 4 \text{ groups of } 5 \\ \underline{5} + \underline{5} + \underline{5} + \underline{5} = \underline{20} \\ \underline{4} \times 5 = \underline{20} \end{array}$$



$$\begin{array}{r} 2 \text{ groups of } 5 \\ \underline{5} + \underline{5} = \underline{10} \\ \underline{2} \times 5 = \underline{10} \end{array}$$

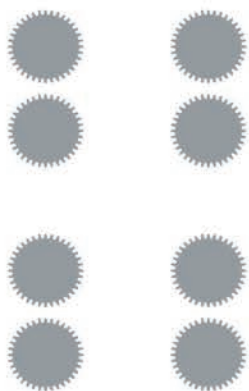


$$\begin{array}{r} 2 \text{ groups of } 4 \\ \underline{4} + \underline{4} = \underline{8} \\ \underline{2} \times 4 = \underline{8} \end{array}$$

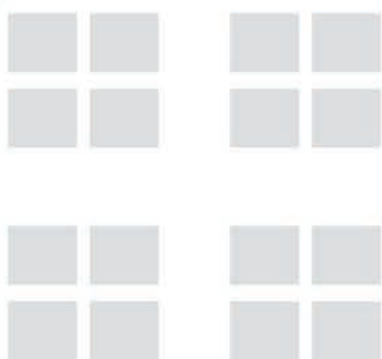
# Understanding Multiplication

## Multiplication Practice

Use the groups to help solve the multiplication problems. Write your answers on the lines below.



$$4 \times 2 = \underline{8}$$



$$4 \times 4 = \underline{16}$$



$$2 \times 3 = \underline{6}$$



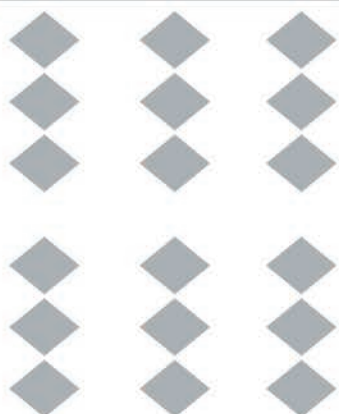
$$4 \times 5 = \underline{20}$$



$$5 \times 3 = \underline{15}$$



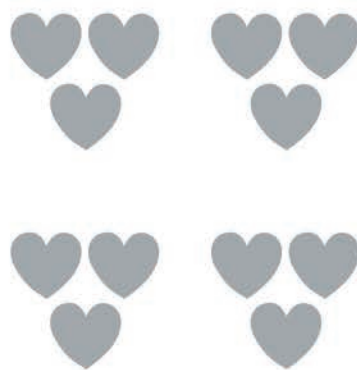
$$2 \times 6 = \underline{12}$$



$$6 \times 3 = \underline{18}$$



$$2 \times 7 = \underline{14}$$



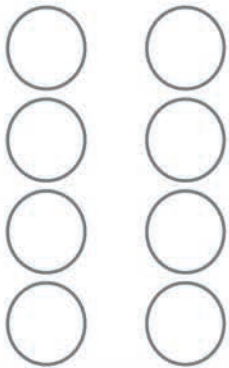
$$4 \times 3 = \underline{12}$$

# Understanding Multiplication

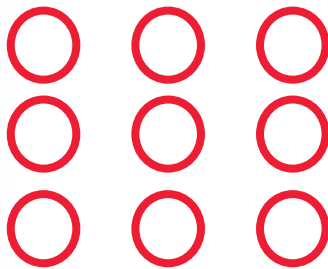
## Multiplication Models

Draw the groups for the multiplication problems. Then solve the problems and write your answers on the lines below.

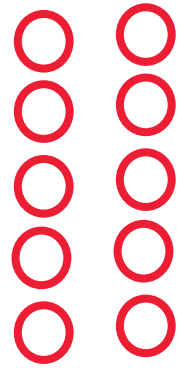
$$2 \times 4 = \underline{8}$$



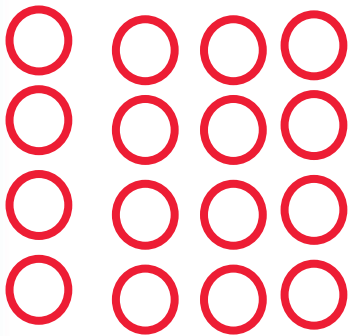
$$3 \times 3 = \underline{9}$$



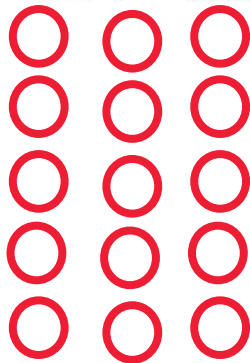
$$2 \times 5 = \underline{10}$$



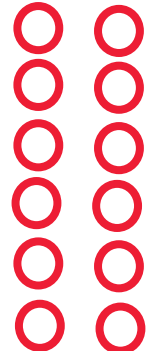
$$4 \times 4 = \underline{16}$$



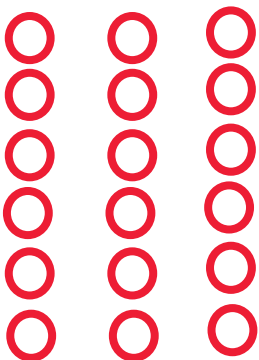
$$3 \times 5 = \underline{15}$$



$$2 \times 6 = \underline{12}$$



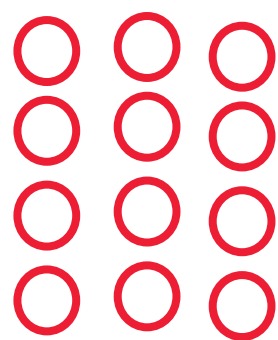
$$3 \times 6 = \underline{18}$$



$$2 \times 7 = \underline{14}$$



$$3 \times 4 = \underline{12}$$





# Understanding Multiplication

## Multiplication Word Problems

When solving word problems, look for clues. Numbers are clues! Circle the numbers in the word problems and look for word clues. Hint: When a word problem has MULTIPLE GROUPS TO ADD, it means MULTIPLY.

Example: Monica made cookies for her friends. She has 2 plates with 6 cookies on each plate. How many cookies does she have for her friends?

$$2 \times 6 = 12$$

Circle the clues and solve the word problems. Write the answers on the lines below.



Rachel is shopping for dresses. She tries on 3 racks of dresses with 5 dresses on each rack. How many dresses does Rachel try on?

$$3 \times 5 = 15$$

Pheobe needs new strings for her guitar. She buys 3 packs of 6 strings. How many guitar strings does Pheobe have?

$$3 \times 6 = 18$$



Chandler is collecting blue shirts. He has 4 boxes of shirts with 4 shirts in each box. How many shirts does he have?

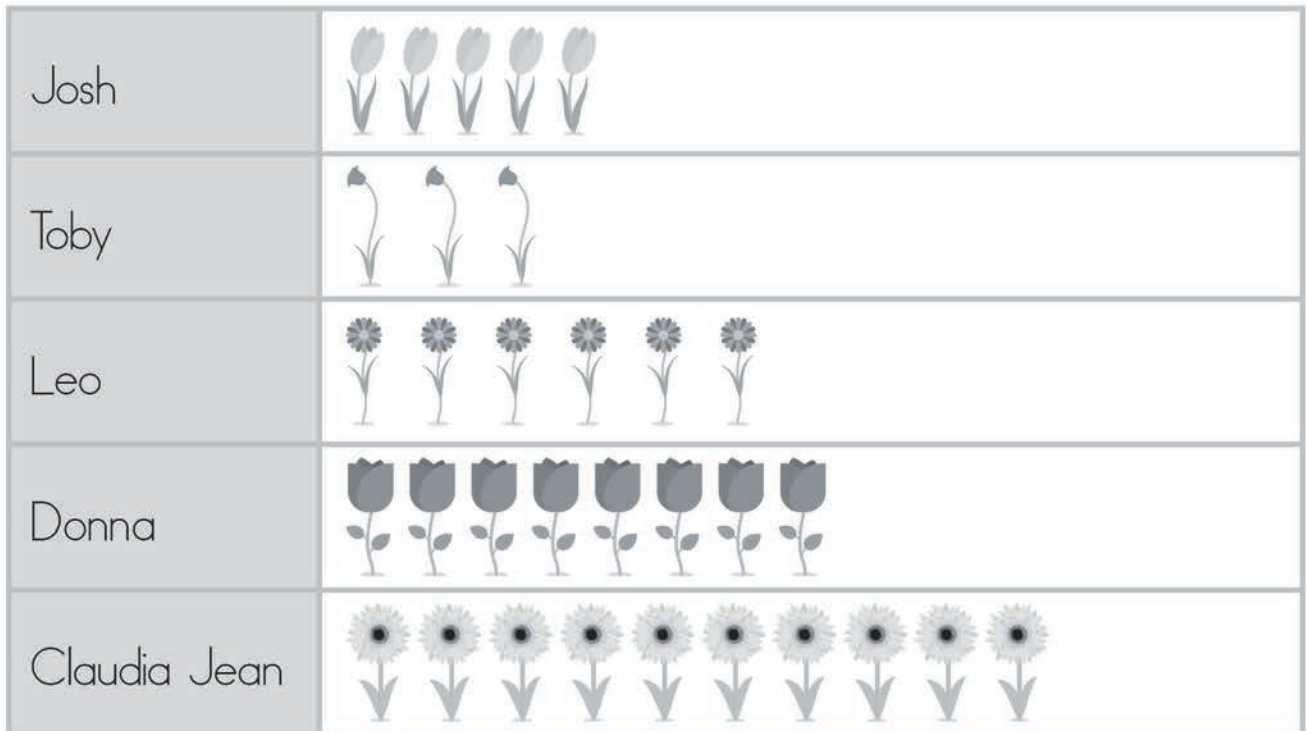
$$4 \times 4 = 16$$

# Data Management

## Reading a Pictograph

A pictograph is a graph that uses pictures to represent units.

### Flowers for Friends



Use the pictograph to answer the questions about the data. Write your answers on the lines below.

How many flowers does Josh have? 5

How many flowers do Donna and Claudia Jean have in all?

18

How many flowers do Leo and Toby have in all? 9

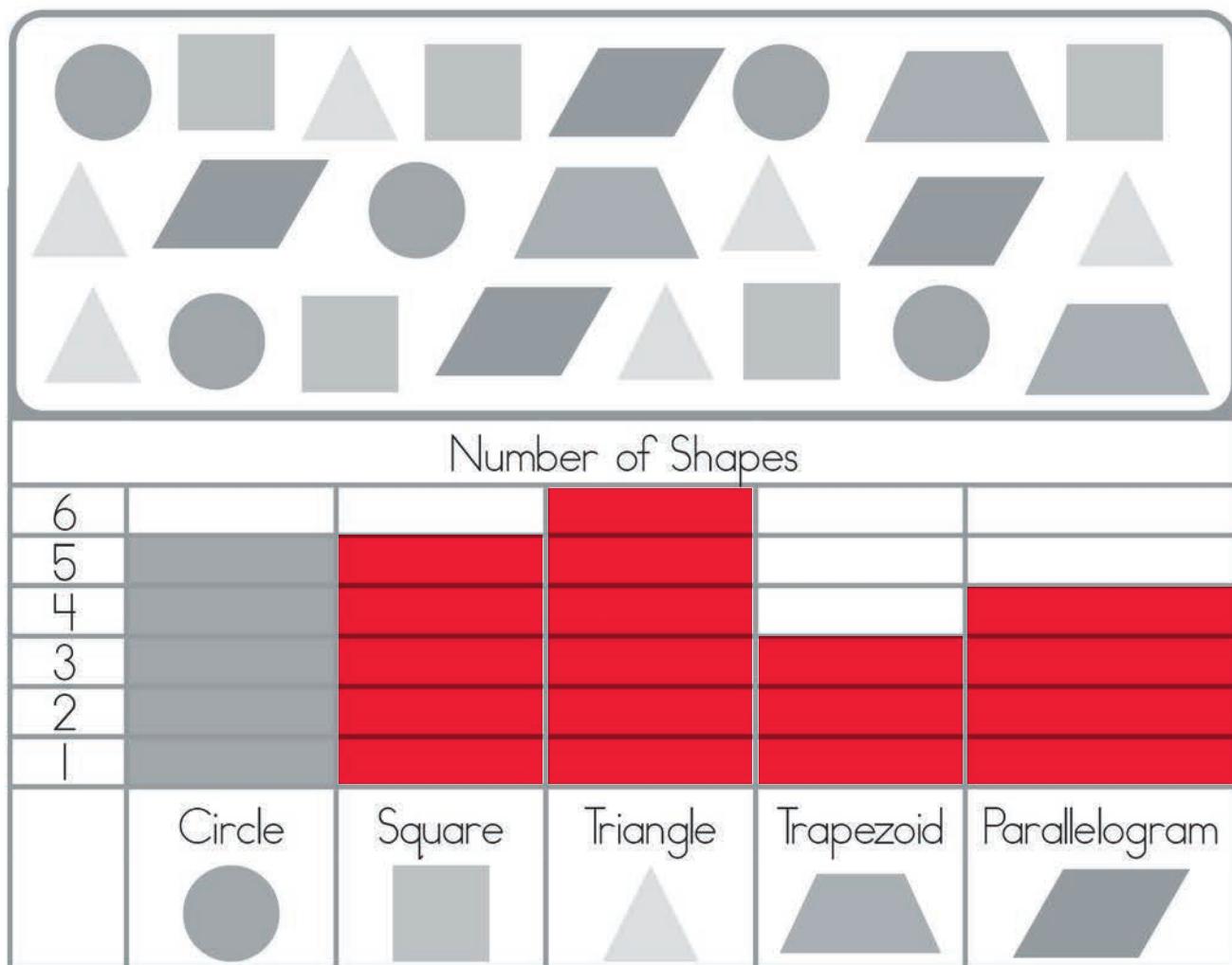
How many flowers does everyone have altogether? 32

# Data Management

## Making a Bar Graph

A bar graph is a graph that uses bars to represent units.

Count the shapes below and colour the correct number of boxes to make a bar graph.



Answer the questions about the bar graph. Write your answers on the lines below.

How many circles are there? 5

How many squares are there? 5

How many triangles are there? 6

How many trapezoids are there? 3

How many parallelograms are there? 4

How many shapes are there altogether? 23



# Data Management





## Tally Mark Graph

A tally mark graph is a graph that uses tally marks to represent units.

Count the different kinds of trucks and write the tally marks beside each picture to make a tally mark graph.

Example:  $|||| = 4$        $||||\diagup = 5$        $||||\diagup | = 6$



	<del>    </del>		
	<del>    </del>		<del>    </del>

How many ice-cream trucks are there? 5

How many garbage trucks are there? 4

How many dump trucks are there? 6

How many fire trucks are there? 6

How many trucks are there altogether? 21

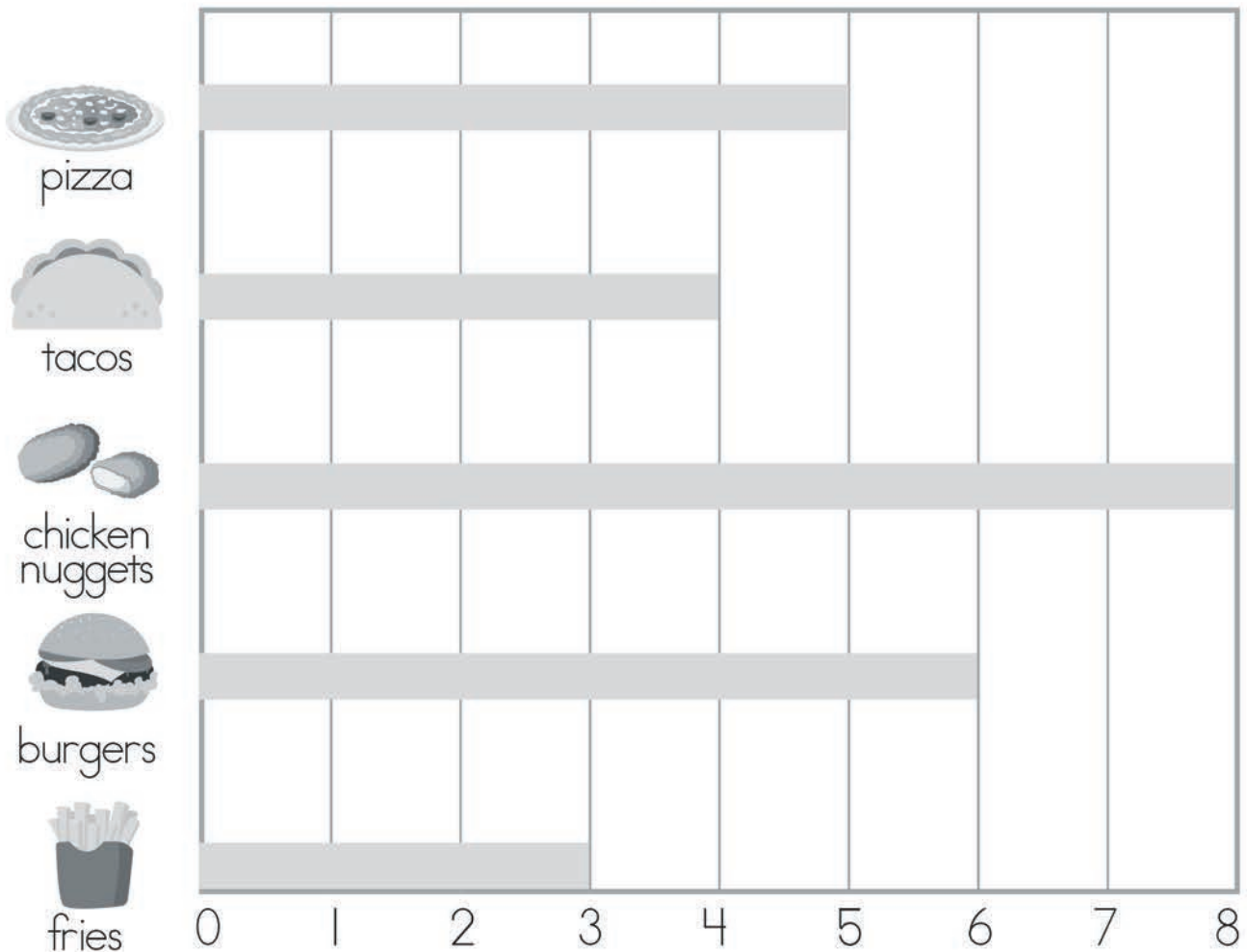


# Data Management

## Reading a Bar Graph

Reading a bar graph means counting the bars that represent units.

Our Favourite Foods



Use the bar graph to answer the questions. Write your answers on the lines below.

Which food was the favourite? chicken nuggets

Which food was the least favourite? fries

How many people liked chicken nuggets? 8

How many people liked pizza? 5

How many more people liked tacos than fries? 1

How many people voted altogether? 26

# Summary of Concepts

Double Digit Addition and Subtraction

Solve the problems below.


$$21 + 14 = \underline{35}$$


$$29 - 19 = \underline{10}$$

$$31 + 15 = \underline{46}$$

$$33 - 11 = \underline{22}$$

$$13 + 18 = \underline{31}$$

$$51 - 10 = \underline{41}$$

$$52 + 44 = \underline{96}$$

$$15 - 15 = \underline{0}$$

$$61 + 13 = \underline{74}$$

$$56 - 51 = \underline{5}$$


Regroup to solve the problems below.


$$29 + 19 = \underline{48}$$

$$23 - 19 = \underline{4}$$

$$33 + 18 = \underline{51}$$

$$33 - 15 = \underline{18}$$

$$53 + 17 = \underline{70}$$

$$51 - 15 = \underline{36}$$

$$15 + 15 = \underline{30}$$

$$36 - 17 = \underline{19}$$

$$56 + 36 = \underline{92}$$

$$76 - 59 = \underline{17}$$


# Summary of Concepts

## Measurement and Multiplication

Draw a line from the coins to the correct total amount.

35¢

75¢

\$3.45

Add the coins and write the total amounts on the lines below.

3 dimes 30¢, 5 nickels 25¢, 2 loonies \$ 2, 2 quarters 50¢

What time is it? Write the time under each clock.



10:00



11:15



1:30



4:00



7:30



3:45



# CERTIFICATE

## of Achievement



.....  
has successfully completed  
**Grade 2 Math Readiness**

Date .....

Parent's Signature .....





## 2

## Writing Readiness

Grade 2

READY TO LEARN™



The  
Canadian  
Curriculum  
Series

## Writing

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## Grade Two Writing Readiness

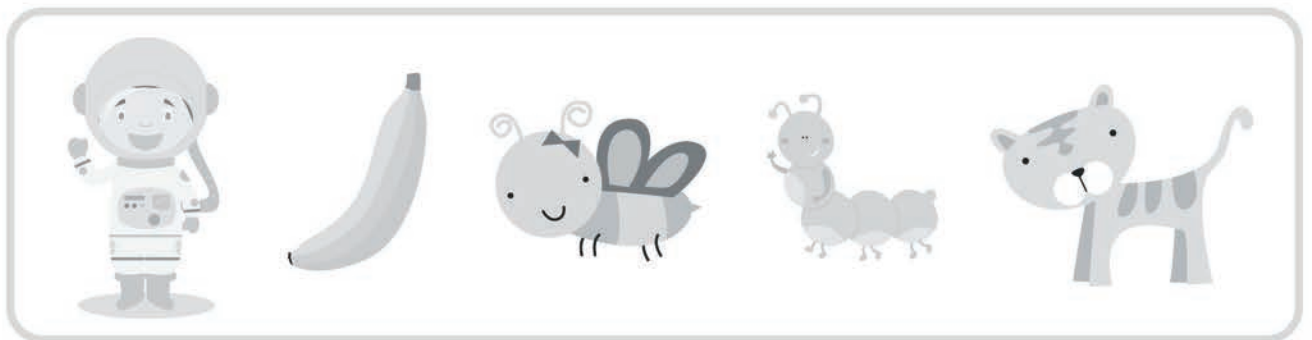
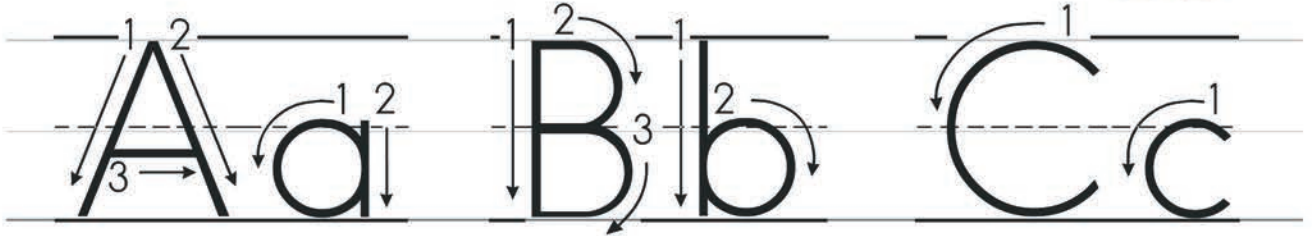
In grade two writing, kids are reviewing foundational skills and becoming imaginative writers! They will expand their understanding of how to brainstorm for writing for different purposes. Encourage your child by providing them with opportunities to write. Write notes to each other on white boards or set up a writing corner and watch your child become an author!



# Foundational Skills

Aa, Bb, and Cc

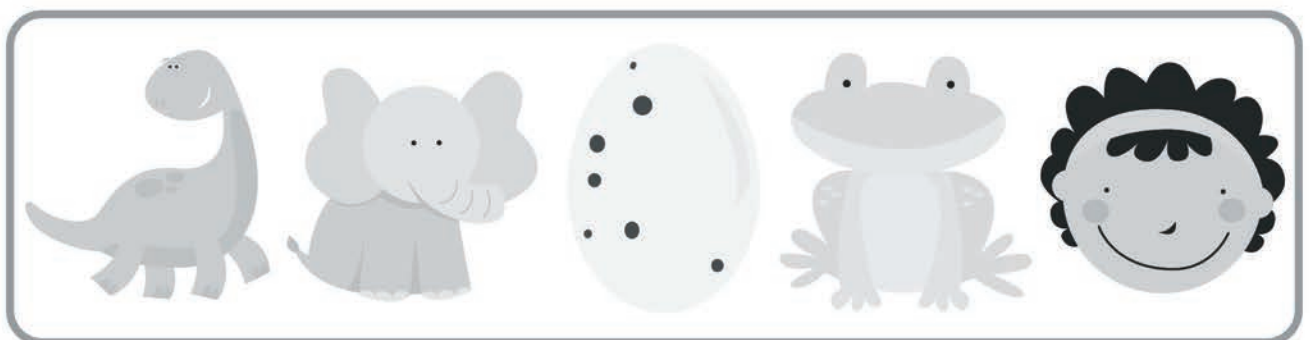
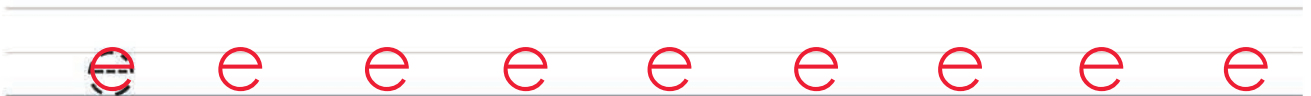
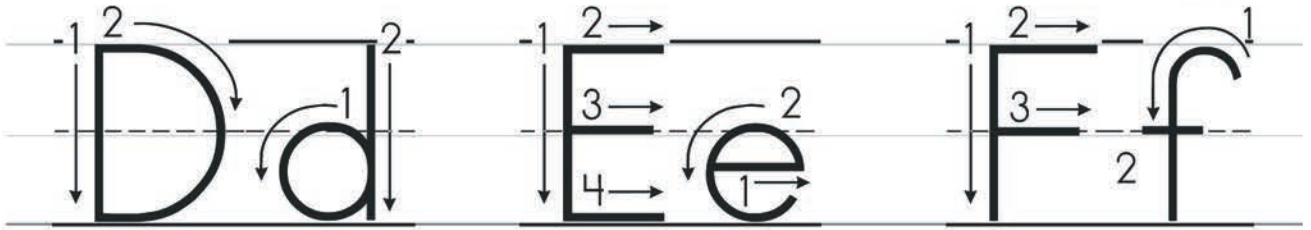
Practise writing the letters on the lines below.



# Foundational Skills

Dd, Ee, and Ff

Practise writing the letters on the lines below.

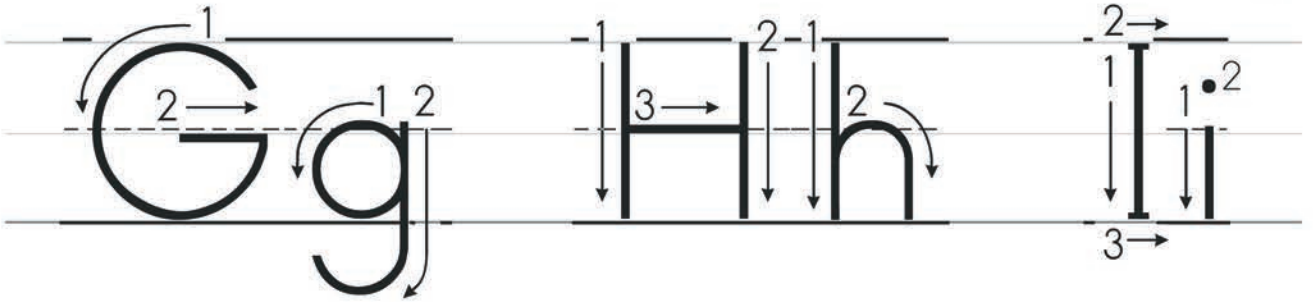




# Foundational Skills

Gg, Hh, and Ii

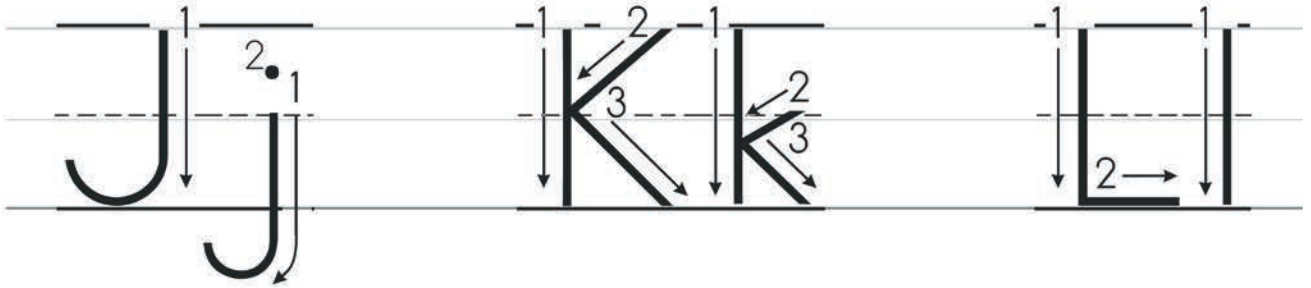
Practise writing the letters on the lines below.



# Foundational Skills

Jj, Kk, and Ll

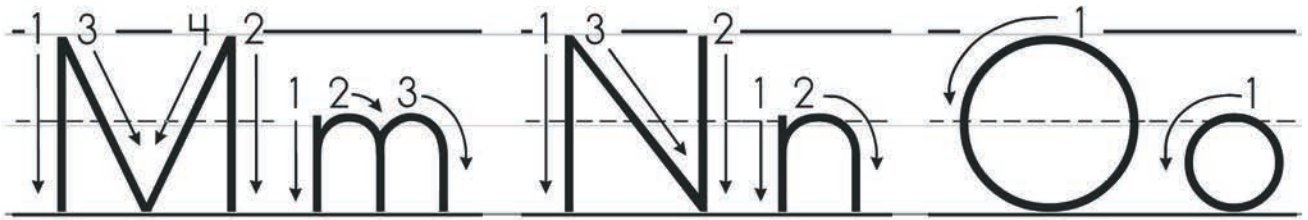
Practise writing the letters on the lines below.



# Foundational Skills

Mm, Nn, and Oo

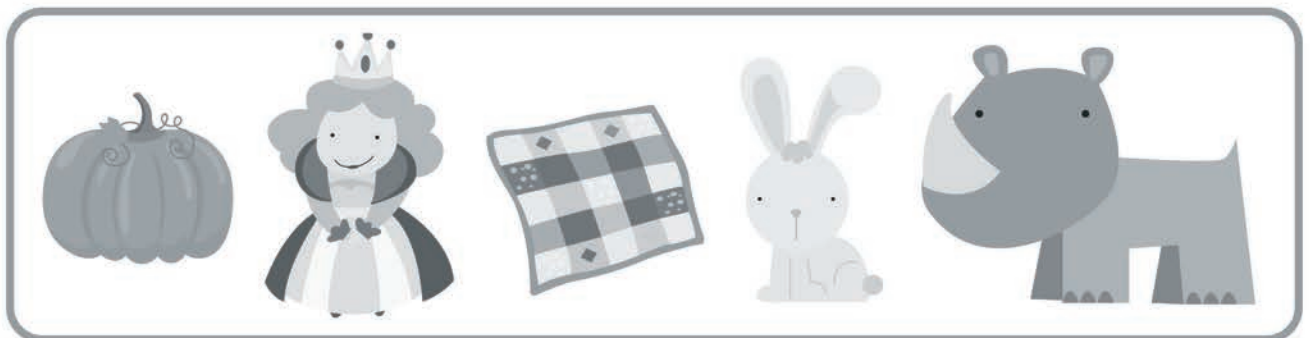
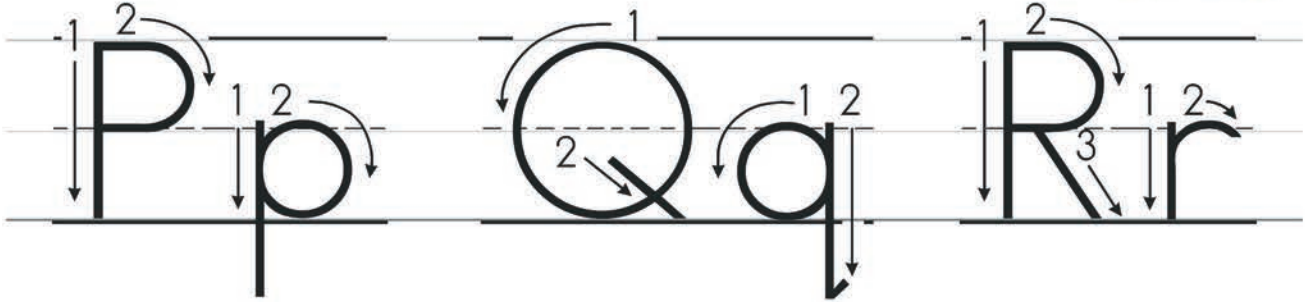
Practise writing the letters on the lines below.



# Foundational Skills

Pp, Qq, and Rr

Practise writing the letters on the lines below.

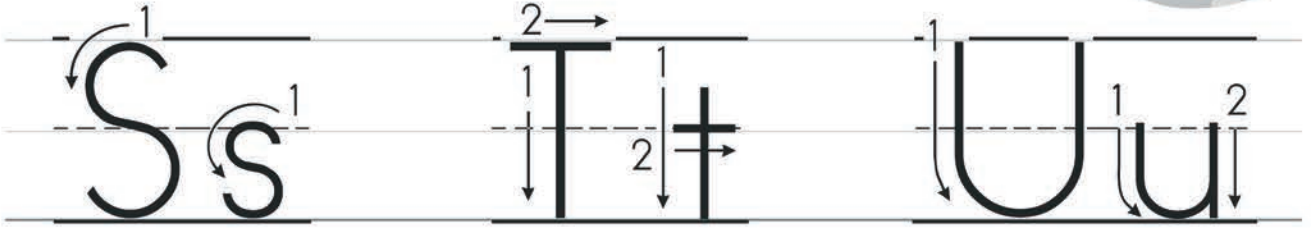




# Foundational Skills

Ss, Tt, and Uu

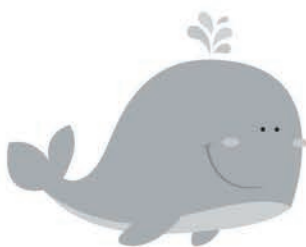
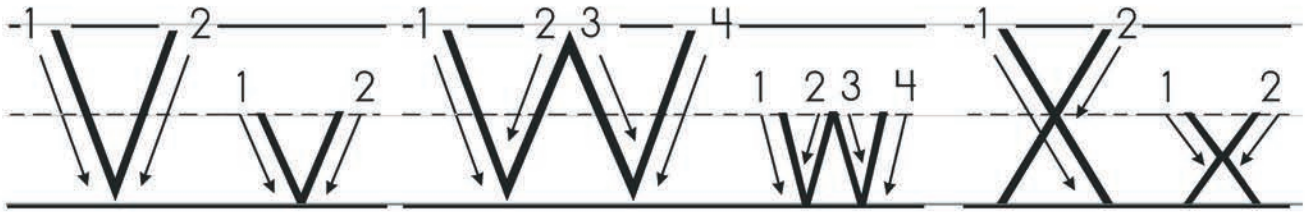
Practise writing the letters on the lines below.



# Foundational Skills

Vv, Ww, and Xx

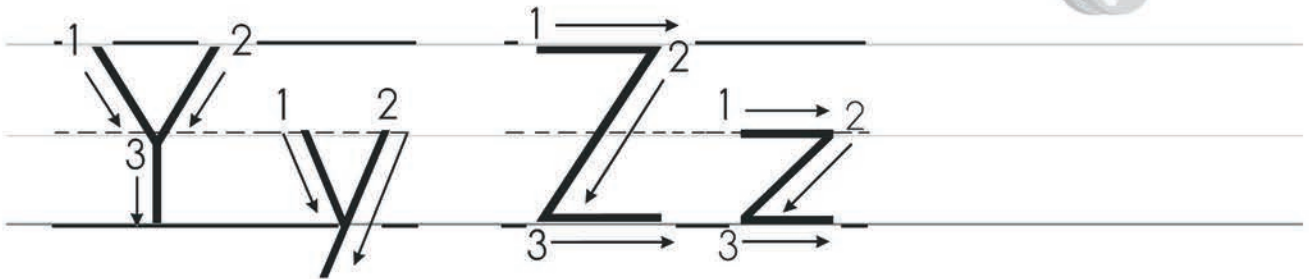
Practise writing the letters on the lines below.



# Foundational Skills

Yy and Zz

Practise writing the letters on the lines below.



# Foundational Skills

## ABC Order

Putting words into ABC order means they are in the order of the alphabet.

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

Which word comes first in ABC order? Circle the beginning letter of each word. Then write the words in order on the lines below. Use the alphabet above to help you.

dollar

pumpkin

butterfly

island

fish

zebra

hammock

candy

music

picnic

1. butterfly

2. dollar

3. fish

4. island

5. pumpkin

1. candy

2. hammock

3. music

4. picnic

5. zebra



# Foundational Skills

## Consonants and Vowels

There are five letters that are called vowels. They are A, E, I, O, and U.

The rest of the letters in the alphabet are called *consonants*.

They are B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, and Z.

Read the words below and circle the vowels in red and circle the consonants in blue.



carrot



lion



pumpkin



flower



turtle



horse



starfish



shoes



duck



lollipop



frog



octopus

# Foundational Skills

## Short and Long Vowels

Vowels most commonly make short vowel sounds, as in dad, jet, gift, fog, and bug.

Vowels can also make long vowel sounds, as in gate, bean, bike, blow, and music.

Look at the pictures and write the missing short or long vowels on the lines below. Say the sounds as you write the letters.



c \_ a \_ t



p \_ i \_ g



d \_ o \_ g



b \_ a \_ ll



d \_ u \_ ck



t \_ o \_ p



h \_ a \_ t



p \_ o \_ t



f \_ a \_ n



b \_ a \_ t



m \_ u \_ sic



pl \_ a \_ ne



p \_ i \_ e



sn \_ a \_ ke



c \_ u \_ be



b \_ o \_ wl



h \_ a \_ y



b \_ i \_ ke



wh \_ a \_ le

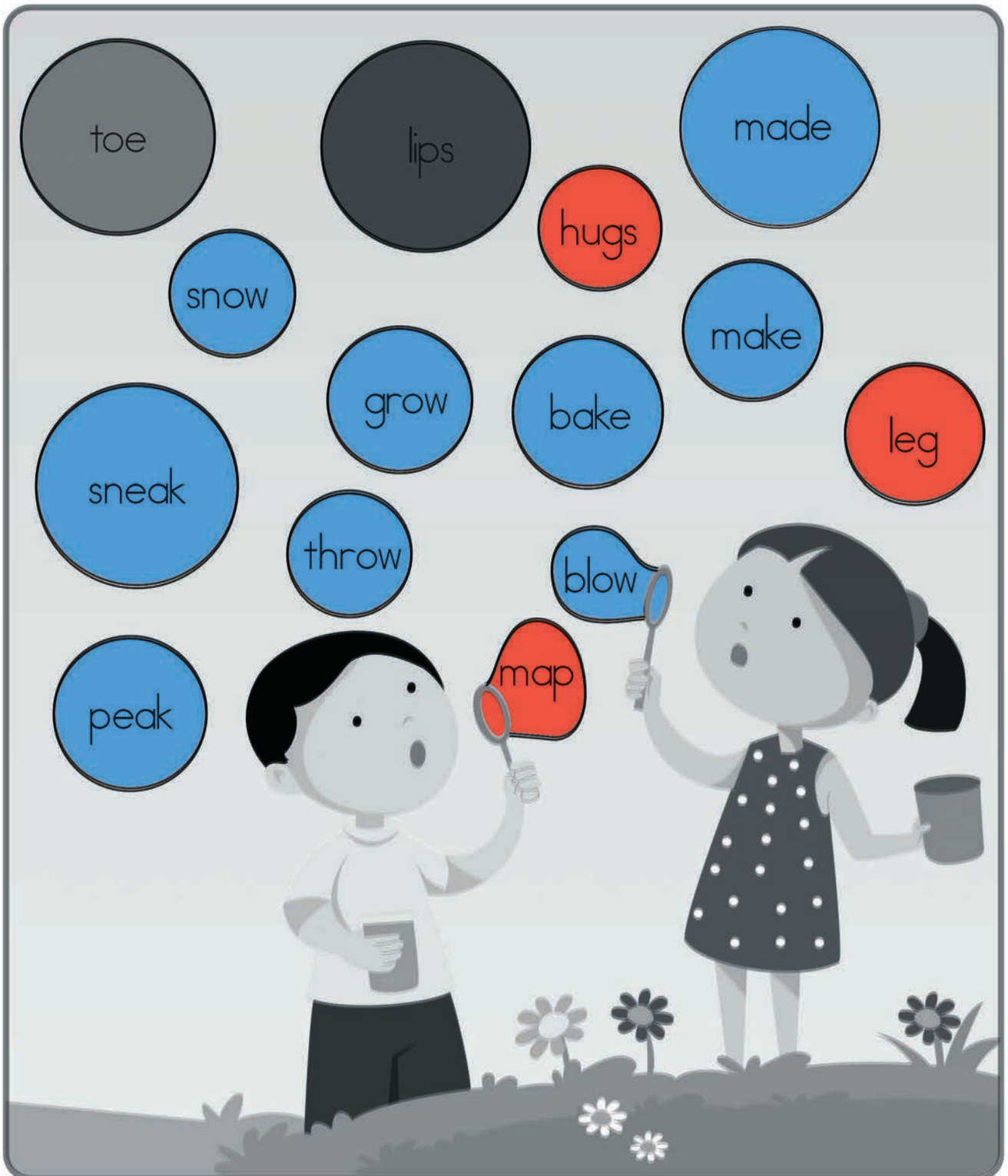


n \_ i \_ ght

# Foundational Skills

## Short and Long Vowels

Read the words in the bubbles. Colour the short vowel words red and the long vowel words blue.



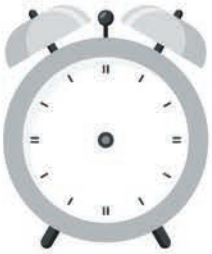
# Foundational Skills

## Word Families

Word families are words that all share a piece of the word.

Example: cat, hat, and mat are all part of the at word family.

Write the beginning sounds to create new words in each word family. Try to fill the whole list.



ock

mock

sock

rock

clock

block



all

ball

call

mall

fall

tall



ing

ring

sing

king

wing

bring



ish

fish

dish

wish

swish

squish





# Foundational Skills

## Word Families

Write the beginning sounds to create new words in each word family. Try to fill the whole list.



ick

lick

pick

sick

kick

quick



ell

bell

fell

tell

well

dwell



ack

rack

back

lack

sack

smack



ill

fill

will

bill

sill

still



# Foundational Skills

## Prefixes

A prefix attaches to the beginning of a root word to create a new word with a different meaning.

Prefix meanings:    un: not or the opposite of  
                             re: again  
                             pre: before

Example: unhappy means not happy

Read the words below. Add the prefix to make a new word with a new meaning.

Add un.



untied



unhappy



unlocked

Add re.



return



redo



replay

Add pre.



preschool



preheat



preview

# Foundational Skills

## Suffixes

A suffix attaches to the end of a root word to create a new word with a different meaning.

Suffix meanings:     er: more  
                             est: most

Example: bigger means more than big and biggest means the most big

Read the words below.

tall

dark

light

short

fast

Add the suffix to make a new word with a new meaning. Write the word with the first suffix in the first column and then try writing the word with the second suffix in the second column.

er

taller

darker

lighter

shorter

faster

est

tallest

darkest

lightest

shortest

fastest

# Foundational Skills

## Synonyms

Synonyms are different words that have the same or almost the same meaning.

Example: happy and glad.

Draw a line to match each word to its synonym.

fast

wet

pretty

smart

little

scared

start

also

clean

easy

begin

afraid

quick

simple

tidy

beautiful

too

small

damp

clever

Connections: fast to quick, wet to damp, pretty to beautiful, smart to clever, little to small, scared to afraid, start to begin, also to too, clean to tidy, easy to simple.



# Foundational Skills

## Antonyms

Antonyms are words that mean the opposite.

Example: happy and sad.

Draw a line to match each word to its antonym.

hot	down
front	night
day	cold
clean	dirty
up	back

Draw two pictures that are antonyms. Write the words under your pictures.

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# Foundational Skills

## Plurals

Plural **means** more than one.

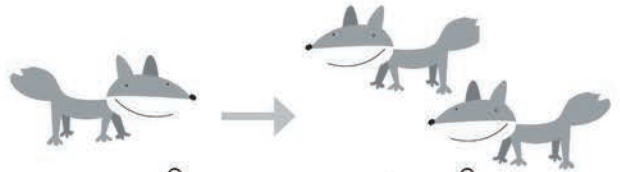
To make most words plural, you add an s. If the word ends in ch, sh, s, x, or z, you add es.

Example:



one frog

two frogs



one fox

two foxes

Read the words below.

dress  
book

kiss  
girl

dish  
room

cat  
lunch

park  
crash

Write the words with s or es on the lines below in the correct column.

s

cats

parks

books

girls

rooms

es

dresses

kisses

dishes

lunches

crashes

# Foundational Skills

## Present Tense and Past Tense

Present tense means it is something you are doing right now. To make a word present tense, you add **ing** to the end of the word.

Example: play becomes playing

Past tense means something that happened in the past. To make a word past tense, you add **ed** to the end of the word.

Example: play becomes played

Roll a die. Write the word that matches the number you rolled in the past and present tense. Roll until you get each word.



jump



play



talk



watch



wish



rain

## PAST

jumped

watched

played

talked

wished

rained

## PRESENT

jumping

watching

playing

talking

wishing

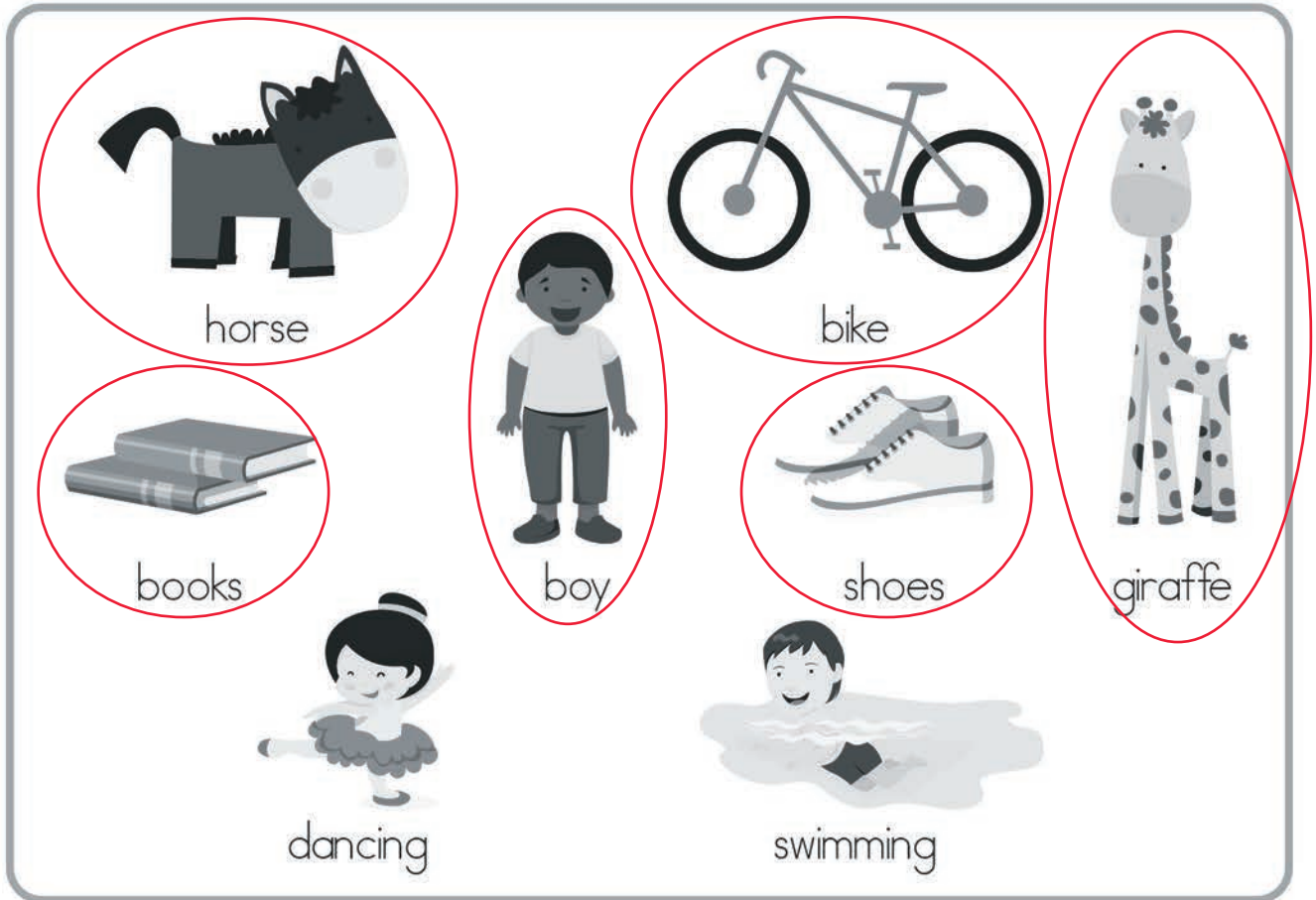
raining

# Grammar and Punctuation

## Common Nouns

Nouns are words for people, animals, places, and things.

Circle the nouns.



Use the nouns from the pictures above to fill in the missing words in the sentences.

A giraffe has a very long neck.

The boy is wearing a blue shirt.

I ride my bike to school every day.

I fed a horse at the farm.

I learned how to tie my shoes today.

She likes to read her books.



# Grammar and Punctuation

## Common Nouns

Circle the nouns in the nursery rhymes below.

Twinkle, twinkle, little star.



Humpty Dumpty sat on a wall.



Jack and Jill went up the hill.



Mary had a little lamb.



The dish ran away with the spoon.



Baa, baa, black sheep.



# Grammar and Punctuation

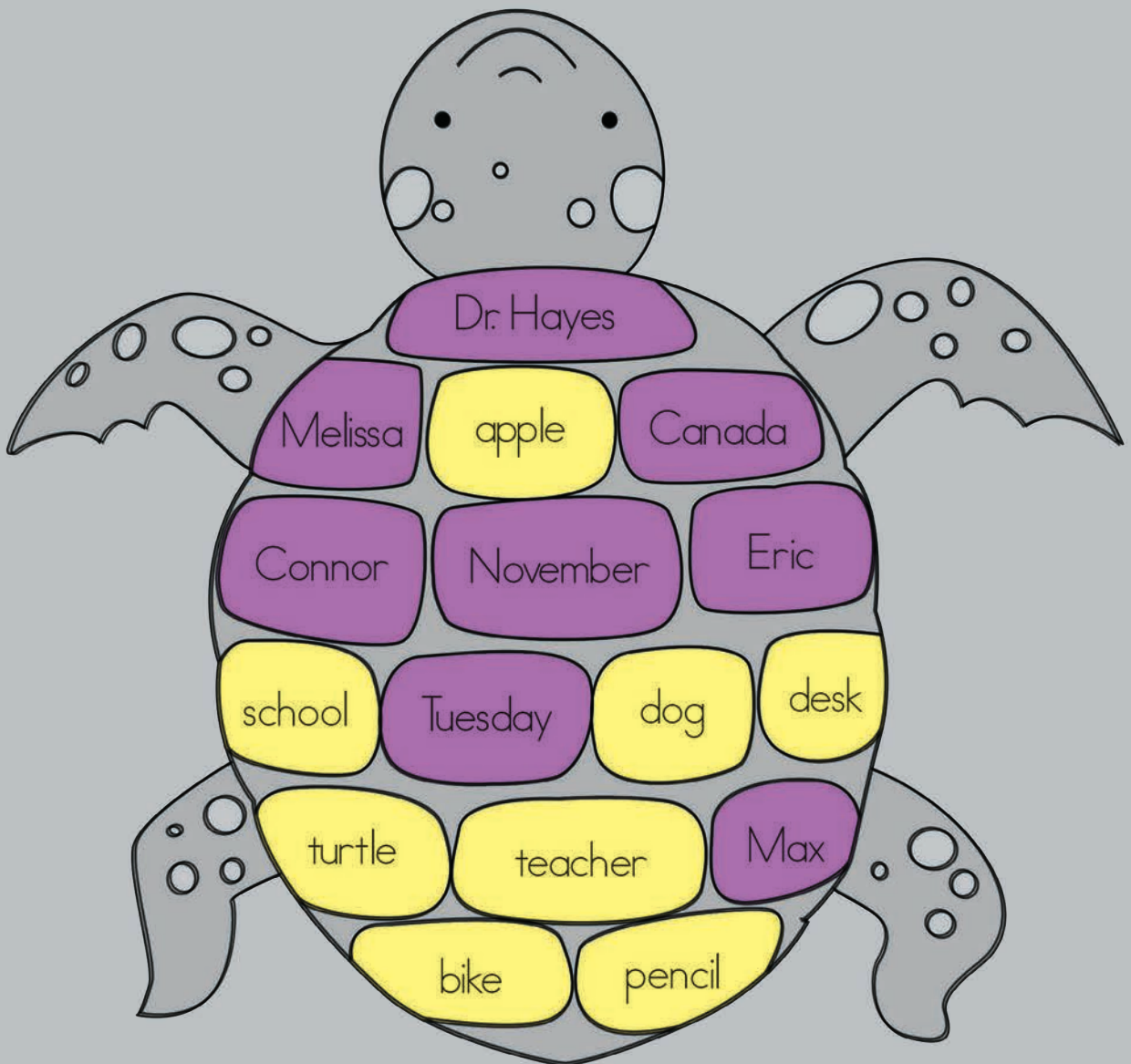
## Proper Nouns

A proper noun is a noun that is the name of something. Proper nouns always have a capital letter at the beginning of the word.

Example: teacher is a common noun.

Mrs. Everett is a proper noun because it is your teacher's name.

Colour the common nouns yellow. Colour the proper nouns purple.



# Grammar and Punctuation

## Common and Proper Nouns

Identify the pictures as common or proper nouns. Write the word common or proper beside each noun and picture.



bear

common



squirrel

common



tent

common



hat

common



Mr. Hunter

proper



Toronto

proper



Canada

proper



octopus

common



Zac

proper



Hannah

proper



tiger

common



moose

common



Kristin

proper



Ottawa

proper



koala

common



April

proper

# Grammar and Punctuation

## Adjectives

Adjectives describe something. They tell how it feels, smells, tastes, or sounds.

Read the words in each row. Circle the two words that describe each picture.

pink	hot	slippery	dirty	
fluffy	grey	black	smelly	
cold	bright	purple	hot	

Add adjectives to complete the sentences below.

Kittens are \_\_\_\_\_.

Candy is \_\_\_\_\_.

Rain is \_\_\_\_\_.

Fire is \_\_\_\_\_.

Friends are \_\_\_\_\_.

Dogs are \_\_\_\_\_.

Alligators are \_\_\_\_\_.



# Grammar and Punctuation

## Adjectives

Imagine a monster. Draw your monster in the box below.



Answer questions about your monster on the lines below.

What size is your monster?

---

---

---

What colour is your monster?

---

---

---

What is your monster like? (funny? mean?)

---

---

---

What are some other words that describe your monster?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

# Grammar and Punctuation

## Verbs

Verbs are words that tell what a noun is doing. They are action words!



Use the picture above to help you complete the sentences. Write the words on the lines below.

The friends are \_\_\_\_\_ **throwing** \_\_\_\_\_ snowballs.

The kids are \_\_\_\_\_ **running** \_\_\_\_\_ in the snow.

The girl is \_\_\_\_\_ **swinging** \_\_\_\_\_ on the swing.

The moms are \_\_\_\_\_ **talking** \_\_\_\_\_ to each other.

The dad is \_\_\_\_\_ **drinking** \_\_\_\_\_ coffee.

The boy and girl are \_\_\_\_\_ **building** \_\_\_\_\_ a snowman.

The people are \_\_\_\_\_ **skating** \_\_\_\_\_ on the ice.

# Grammar and Punctuation

## Verbs

Read the words below.

Colour the winter hats with verbs.



Read the sentences below. Then circle the correct verb to complete the sentences.



I love to (jumping, jump) rope.



I am (play, playing) a game.

The cow is (eat, eating) the grass.



Can we (go, going) to the playground?

I love (drink, drinking) hot chocolate!



# Grammar and Punctuation

## Verbs and Adverbs

Adverbs **are** words that give more information about a verb and make your writing more interesting.

Example: The girl danced beautifully.

Adverbs can answer the questions below.

How?	How often?	Where?	When?
easily	never	outside	now
happily	often	inside	early
loudly	seldom	here	after
quickly	once	everywhere	before
softly	sometimes	home	soon
slowly	always	away	today
silently	daily	there	since

Add an adverb to each sentence to make it more interesting. Use the list above.

I can tie my shoes easily.

Do you play the drums often?

I can read my book outside.

She likes to play daily.

I have dance class today.





# Grammar and Punctuation

## Verbs and Adverbs

Circle the verb and underline the adverb for each sentence below. Then write the verb and adverb for each sentence in the correct columns.

verb	adverb
hopped	quickly
plays	often
wraps	carefully
dances	gracefully
watched	outside
slept	yesterday
walked	softly

The rabbit  
hopped quickly.



The drummer  
plays often.



She wraps the  
gifts carefully.



The ballerina  
dances gracefully.



We watched a  
movie outside.



Yesterday, I slept  
at a friend's house.



I walked softly.



# Grammar and Punctuation

## Compound Words

Compound words **are** two words put together to make a new word with a new meaning.

Example: star and fish = starfish

Look at the pictures below and say the words. Put the two words together and write the compound word on the lines below.



+



=

sunflower



+



=

horseshoe



+



=

catfish



+



=

eyeball



+



=

pigpen



+



=

doghouse



+



=

cupcake



+



=

lipstick

# Grammar and Punctuation

## Compound Words

Match two socks to make a new word. Write the words you make on the lines below.



goosebump

skateboard

without

horsefly

baseball

crosswalk

everybody

snowshoe

# Grammar and Punctuation

## Contractions

Contractions are two words made into one. An apostrophe is placed where some of the letters are bumped out.

Example: cannot = can't

Draw a line from the words to the matching contractions.



did not	isn't
was not	didn't
have not	wasn't
is not	haven't

I will	you'll
you will	I'll
they will	she'll
she will	they'll

I am	she's
he is	I'm
she is	he's
it is	it's



# Grammar and Punctuation

## Contractions

Read the words and write the correct contraction on the lines below. Then colour the animals.



did not

didn't



was not

wasn't



have not

haven't



is not

isn't



I am

I'm



he is

he's



she is

she's



it is

it's



I will

I'll



you will

you'll



they will

they'll



she will

she'll

# Writing Sentences

## Sentences

Every sentence starts with a capital letter and ends with punctuation.

Statement sentences tell the reader something. They start with a capital letter and end with a period.

Read the statement sentences. Rewrite them on the lines below using a capital letter at the beginning and ending with a period.



i like to play at the park

I like to play at the park.

let's go swimming today

Let's go swimming today.

i live in Canada

I live in Canada.

the frog jumped over the log

The frog jumped over the log.

i can feed the chickens at the farm

I can feed the chickens at the farm.

my name is Tammy

My name is Tammy.

i can skate really well

I can skate really well.

# Writing Sentences

## Sentences

Question sentences ask the reader a question. They start with a capital letter and end with a question mark.

Read the question sentences. Rewrite them on the lines below using a capital letter at the beginning and ending with a question mark.



what is your favourite sport

What is your favourite sport?

do you know how to tie your shoes

Do you know how to tie your shoes?

can you come out to play today

Can you come out to play today?

what is your favourite colour

What is your favourite colour?

what grade are you in

What grade are you in?

who is your best friend

Who is your best friend?

where do you live

Where do you live?

# Writing Sentences

## Sentences

Commands or exclamation sentences tell the reader to do something or tell them something exciting or surprising. They start with a capital letter and end with an exclamation mark!

Read the commands and exclamation sentences. Rewrite them on the lines below using a capital letter at the beginning and ending with an exclamation mark.



look over there

Look over there!

i won the race

I won the race!

look at the fireworks

Look at the fireworks!

sit down

Sit down!

go team

Go team!

yahoo

Yahoo!

look out

Look out!



# Writing Sentences

## Sentences and the Editor's Checklist

Write two statement sentences below.

---

---

---

---

---

Write two question sentences below.

---

---

---

---

---

Write two commands or exclamation sentences below.

---

---





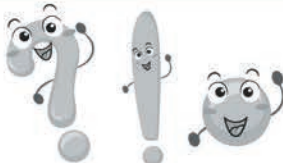

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An editor's checklist is a list to look at after writing to be sure you didn't forget anything or make any mistakes.

Use the editor's checklist to check for mistakes in your sentences. Check off each item as you complete it.

	I wrote in my best handwriting.	
	I used capital letters to begin all of my sentences.	
	I used correct punctuation at the end of every sentence.	

# Brainstorming Ideas

## Brainstorming Lists

Authors write about things they know. Make a list of things you know a lot about. This will help you get ideas for what to write about.

Write a list of things you know about on the lines below.

1.

---

---

---



2.

---

---

---

3.

---

---

---

4.

---

---

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5.

---

---

---

6.

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---

---



7.

---

---

---

8.

---

---

---



9.

---

---

---

10.

---

---

---



# Brainstorming Ideas

## Brainstorming Lists

Authors also write about things they like. Make a list of things you like. This will help you get ideas for what to write about.

Write a list of things you like on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Narrative Writing

## Narrative Writing

Narrative writing is writing a story with a beginning, middle, and end.

Complete the graphic organizer to help you brainstorm ideas.

Think of a time you played with a friend. What happened first, then, next, and last? Draw pictures or write a few words in each box to tell the story.

The graphic organizer consists of four horizontal rectangular boxes arranged vertically. Each box is connected to the one below it by two downward-pointing arrows, one on the left and one on the right. Each box has a label in an oval at the top center:

- First**: The top box, with a large empty space for writing or drawing.
- Next**: The second box, with a large empty space for writing or drawing.
- Then**: The third box, with a large empty space for writing or drawing.
- Last**: The bottom box, with a large empty space for writing or drawing.



# Narrative Writing

## Narrative Writing

Look at your graphic organizer and write sentences from your ideas.

The graphic organizer consists of four vertically stacked rectangular boxes, each with a rounded top and bottom. Each box contains five horizontal lines for writing. The boxes are connected by downward-pointing arrows on their left and right sides. Each box has a label in an oval at the top center: 'First', 'Next', 'Then', and 'Last'.

First

Next

Then

Last

# Narrative Writing

## Narrative Writing

Complete the graphic organizer to help you brainstorm ideas.

Think of a time you went on a trip. What happened first, then, next, and last?

Draw pictures or write a few words in each box to tell the story.

First

Next

Then

Last

# Narrative Writing

## Narrative Writing

Look at your graphic organizer and write sentences from your ideas.

The graphic organizer consists of four vertically stacked rectangular boxes, each with a rounded top and bottom. Each box contains six horizontal lines for writing. The boxes are labeled as follows:

- First:** The top box, with the word "First" centered in an oval at the top.
- Next:** The second box, with the word "Next" centered in an oval at the top. Two downward-pointing arrows connect the bottom of the "First" box to the top of this box.
- Then:** The third box, with the word "Then" centered in an oval at the top. Two downward-pointing arrows connect the bottom of the "Next" box to the top of this box.
- Last:** The bottom box, with the word "Last" centered in an oval at the top. Two downward-pointing arrows connect the bottom of the "Then" box to the top of this box.

# Narrative Writing

## Narrative Stories

When we read a story, we can write about what we read. This is called a reading response. A reading response can retell the story or tell how we felt when we read it. Read the story below and think while you read.



## Canada Day Fun!

July 1st is Canada Day. It is my favourite holiday, except for Halloween. My whole family had fun together all day this year. We went to the park, where we heard a band play. There were lots of families there and lots of activities, like playing tag. My sister and I were in a three-legged race but we fell down and didn't win. It was lots of fun. Then we had a picnic and ice cream for dessert. When it got dark, there was a fireworks show. Canada Day is one of my favourite holidays.





# Narrative Writing

## Reading Response

Answer the questions about "Canada Day Fun!" on the lines below. Write your answers in complete sentences with capital letters and punctuation.



What is the story about?

The story is about the narrator's family celebrating Canada Day.

Where does the story take place?

The story takes place at the park.

Write two events from the story.

They played tag.

They had a picnic.

Draw a picture of your favourite part of the story.

A large, empty rectangular box with rounded corners and a thin grey border, intended for a student to draw their favorite part of the story.

## Journal Writing

Journal writing is like talking to a friend. You just write the words like you would say them. You can draw in your journal, too!

**Example:** Last weekend I had a sleepover with my three friends! We stayed up and watched movies and ate snacks. It was so much fun!



Write about what you are going to do this weekend.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Draw a picture of what you wrote about.

## Journal Writing



Write about something you wish you could do.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Draw a picture of what you wrote about.

# Expository Writing

## Expository Writing

Expository writing is writing about something you know about in detail and explaining the topic to the reader.

Write about an animal that you know a lot about. What do you know about it? Draw pictures or write a few words in each box to organize your thoughts.

```
graph TD; A([What animal did you choose?]) --> B[Where do they live?]; A --> C[What do they like to eat?]; A --> D[What is a fun fact about this animal?];
```

What animal did you choose?

Where do they live?

What do they like to eat?

What is a fun fact about this animal?

# Expository Writing

## Expository Writing

Look at your graphic organizer and write sentences from your ideas.



I know a lot about...

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They live...

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They eat...

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They also...

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# Expository Writing

## Expository Writing

When we read for information, we can write about what we read.

Read the story below and think while you read.

Bears, Bears, Bears!

Bears are big. Bears are strong. Bears have long, sharp claws. They are very dangerous. Bears live in the forest and eat lots of different things. Their favourite food is fish. They also like plants, berries, and meat. They even eat lots and lots of moths. Bears hibernate in the winter. That means when it gets cold, bears like to curl up in their dens and sleep until it gets warm again.



# Expository Writing

## Reading Response

Answer the questions about "Bears, Bears, Bears!" on the lines below.

What is the main idea of the story? (What is the story about?)

The story is about bears.

Write three things you learned from the story.

Bears love to eat fish.

Bears hibernate in the winter.

Bears are strong.

Draw a picture of your favourite part of the story.

# Opinion Writing

## Opinion Writing

Opinion writing is writing about something you believe and giving reasons for why you believe it.

Write your opinion about your favourite thing to do outside. What are three reasons why you like it? Draw pictures or write a few words in each box to organize your thoughts.

What is your favourite thing to do outside?	Reason 1
	Reason 2
	Reason 3

# Opinion Writing

## Opinion Writing

Look at your graphic organizer and write sentences from your ideas.



My favourite thing to do outside is...

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I like it because...

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I also like it because...

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It is really fun because...

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# Explanation Writing

## Explanation Writing

Explanation writing is writing to teach the reader how to do something. You write the steps or draw pictures to illustrate what the steps look like.

Draw pictures or write a few words about how to build a snowman in the boxes below.



## How To Build a Snowman

Step One

Step Two

Step Three

Step Four





# Explanation Writing

## Explanation Writing

Look at your graphic organizer and write sentences from your ideas.

### How To Build a Snowman

#### Step One

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#### Step Two

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#### Step Three

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#### Step Four

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Draw a picture for each step in the boxes below.

<div data-bbox="111 1357 155 1404">1</div>	<div data-bbox="776 1357 820 1404">2</div>
<div data-bbox="111 1696 155 1744">3</div>	<div data-bbox="776 1696 820 1744">4</div>







# Poetry

## Couplet Poetry

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

Example: I had a pet dog.  
He got lost in the fog.

When writing a couplet poem, you need to have words that rhyme. Draw a line to match the rhyming words below.

	bright	log	
	frog	boat	
	book	hat	
	goat	light	
	cat	look	

What words rhyme with the words below? Write them on the lines below.

fish dish

hen pen

hop shop

cap flap

pig wig

bell smell

pot hot

bike like

# Poetry

## Couplet Poetry

Use some of your rhyming words from the previous page to write two couplet poems. Draw a picture to match each poem.

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# Summary Of Concepts

Capitals, Punctuation, Compound Words, and Sentences

Read the sentences below. Circle the mistakes in red. Then rewrite the sentences with the correct capital letters and punctuation on the lines below.



do you like watermelon

Do you like watermelon?

look out

Look out!

i like to read

I like to read.

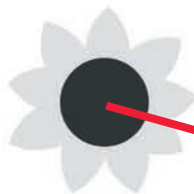
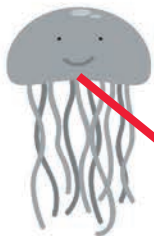
i am so excited

I am so excited!

how old are you

How old are you?

Draw a line from the picture to the correct compound word.



airplane

jellyfish

watermelon

sunflower

# Summary Of Concepts

## Writing

Write about your favourite toy. Use the graphic organizer to plan your story. Write complete sentences and don't forget capital letters and punctuation.



First

Next

Then

Last

Draw a picture that matches your story.





# CERTIFICATE

## of Achievement



.....  
has successfully completed  
**Grade 2 Writing Readiness**

Date .....

Parent's Signature .....

