Circle a rhyming word for each picture.

bun
bug
cat

ham
bun
ten

lip
hot
wet

bed
jet
men

red
jet
tub

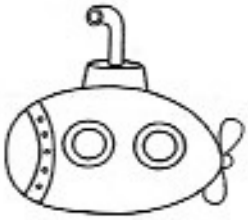
bet
red
lip

net
jam
run

rip
lap
ten

bat
met
pig

men
sub
jam



hog
tub
fig

pan
wig
fog

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Name _____

Color or circle the pictures, in each row, that rhyme with the first picture.

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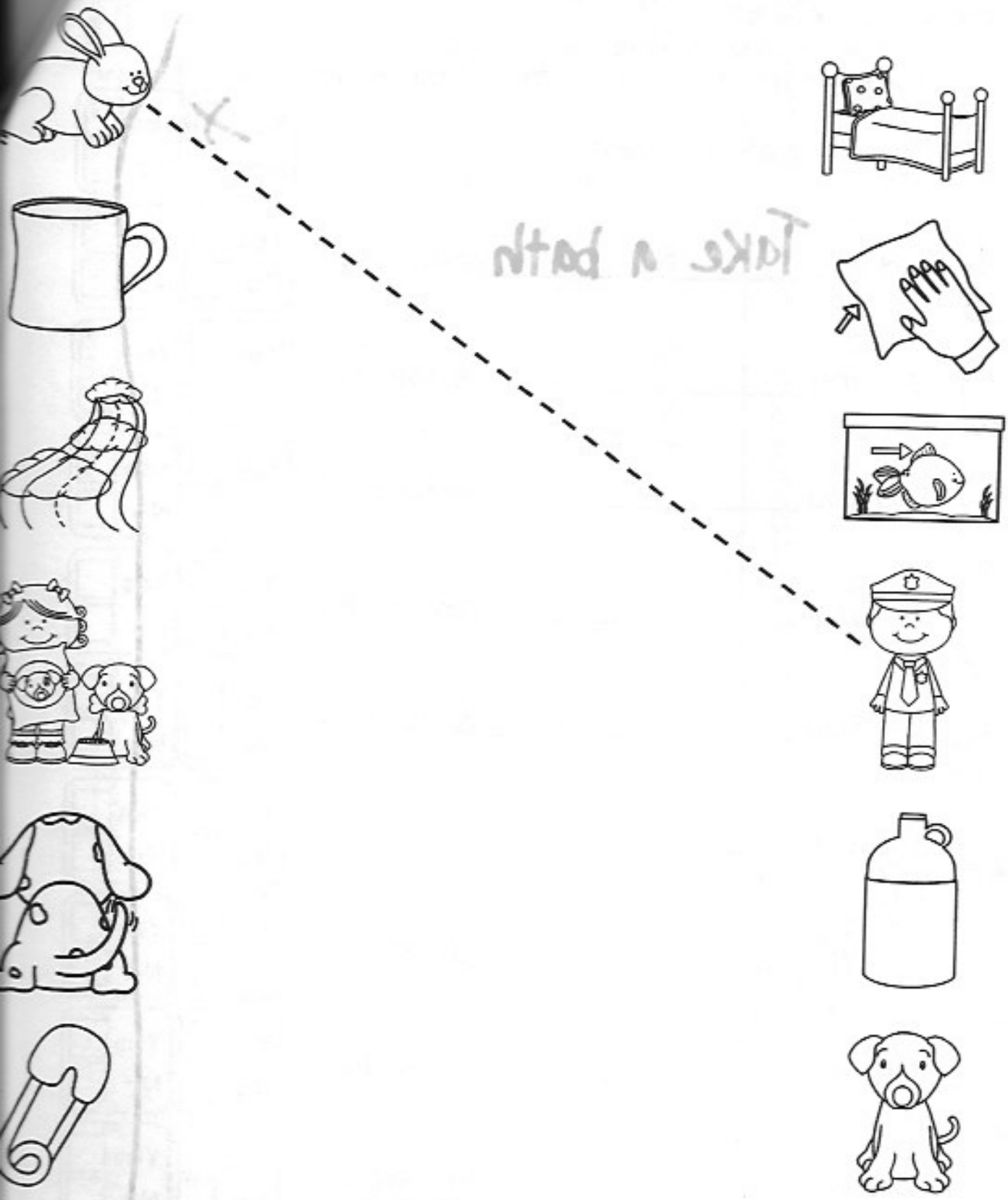
Draw lines to match the rhyming words.



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Yesterday
Yes/No Questions

My name is _____

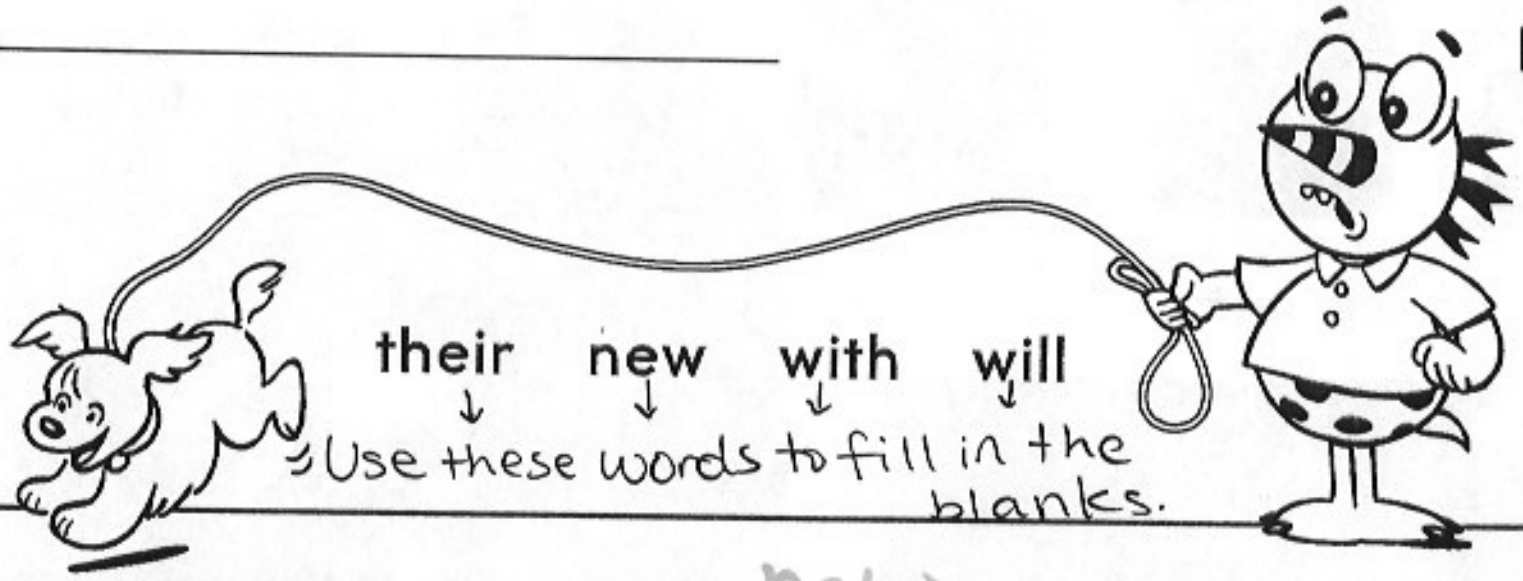
Use the words in the word bank at the bottom to fill in the sentences.

		You	Partner
	Did you watch TV yesterday?	Yes ☒ No ☐	Yes ☐ No ☐
	Did you Take a bath yesterday?	Yes ☐ No ☐	Yes ☐ No ☐
	Did you _____ yesterday?	Yes ☐ No ☐	Yes ☐ No ☐
	Did you _____ yesterday?	Yes ☐ No ☐	Yes ☐ No ☐
	Did you _____ yesterday?	Yes ☐ No ☐	Yes ☐ No ☐
	Did you _____ yesterday?	Yes ☐ No ☐	Yes ☐ No ☐
	Did you _____ yesterday?	Yes ☐ No ☐	Yes ☐ No ☐
	Did you _____ yesterday?	Yes ☐ No ☐	Yes ☐ No ☐
	Did you _____ yesterday?	Yes ☐ No ☐	Yes ☐ No ☐
	Did you _____ yesterday?	Yes ☐ No ☐	Yes ☐ No ☐

ride your bicycle swim take a bath watch TV

Name _____

Reading A-Z



their **new** **with** **will**

Use these words to fill in the blanks.

① Bonk wanted to earn money for a new bike.

② The Monster friends _____ give their money to Bonk.

③ The bike is red _____ cool handlebars and spokes.

④ Bonk _____ start a dog-walking business.

⑤ When you get your _____ bike, we want a turn riding it.

Instructions: Have students use the high-frequency words above to complete the sentences. Each word can be used more than once. Remind students to ...ure the word makes sense and sounds right in each sentence.

...ved.

Name _____ Date _____

Instructions: Write the important event shown in each picture on the line provided. Begin each sentence with an appropriate adverb of time: *first*, *next*, or *finally*. Then, take turns retelling the events to a partner.

1. First Bonk wants a bike. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

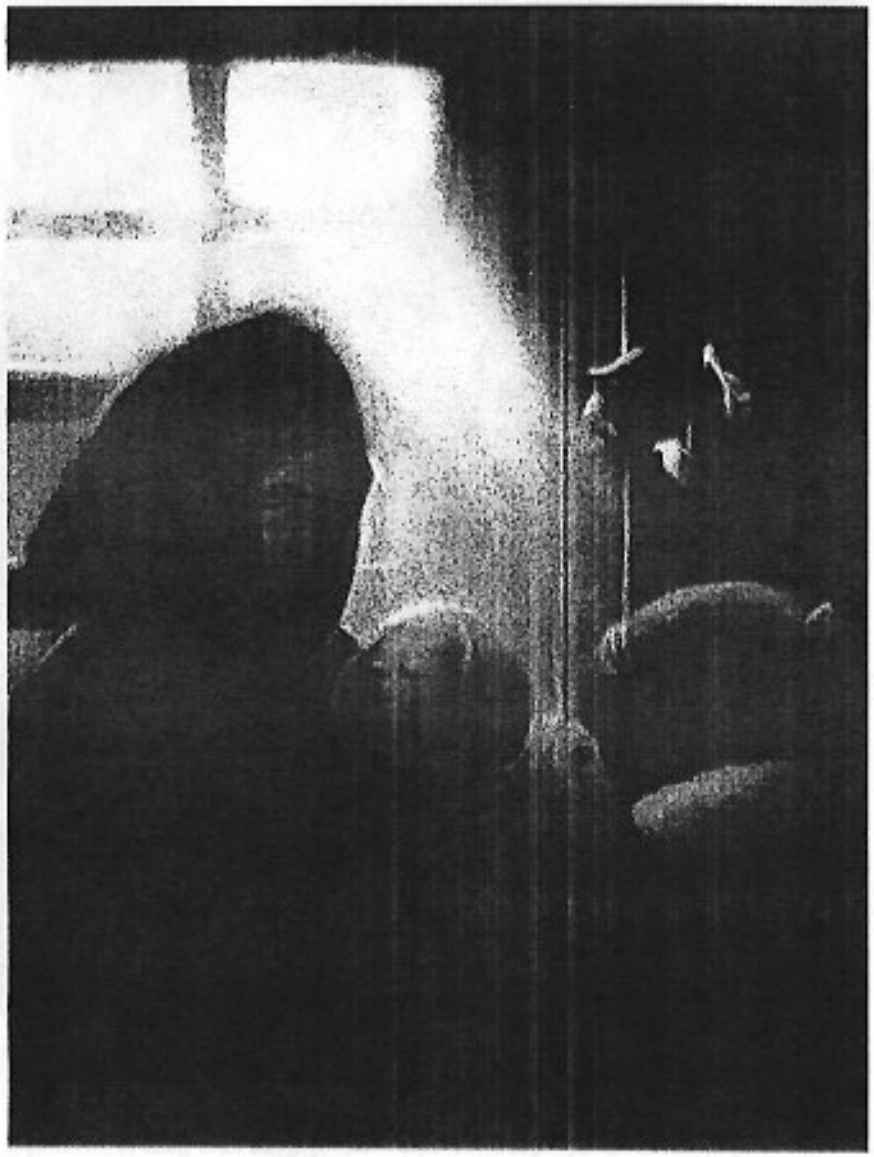
5. _____

_____

Bonk's New Bike • Level

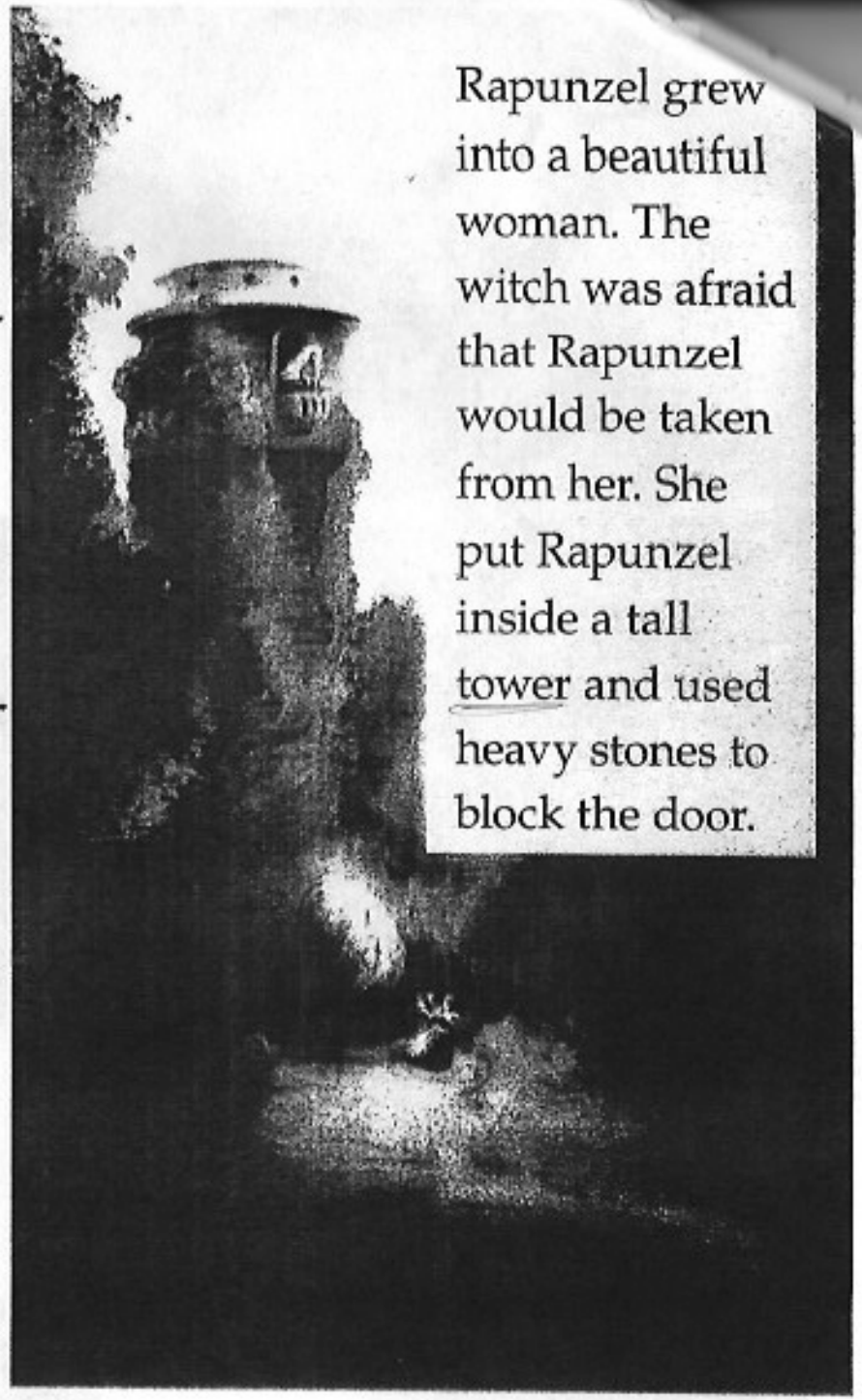
Language Function Worksheet: Retell the Story

6



Read this story!

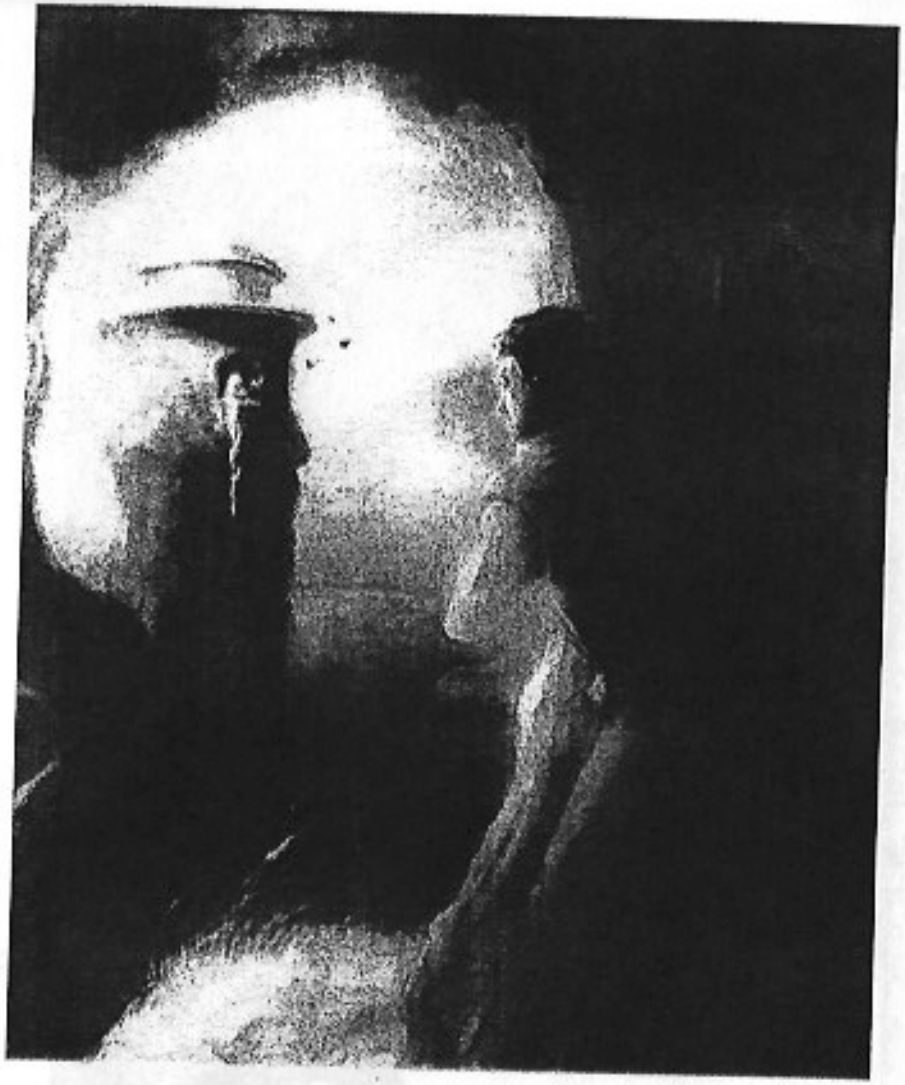
Once upon a time, there was a lonely witch. She decided to steal a child for **company**. She named the child Rapunzel.



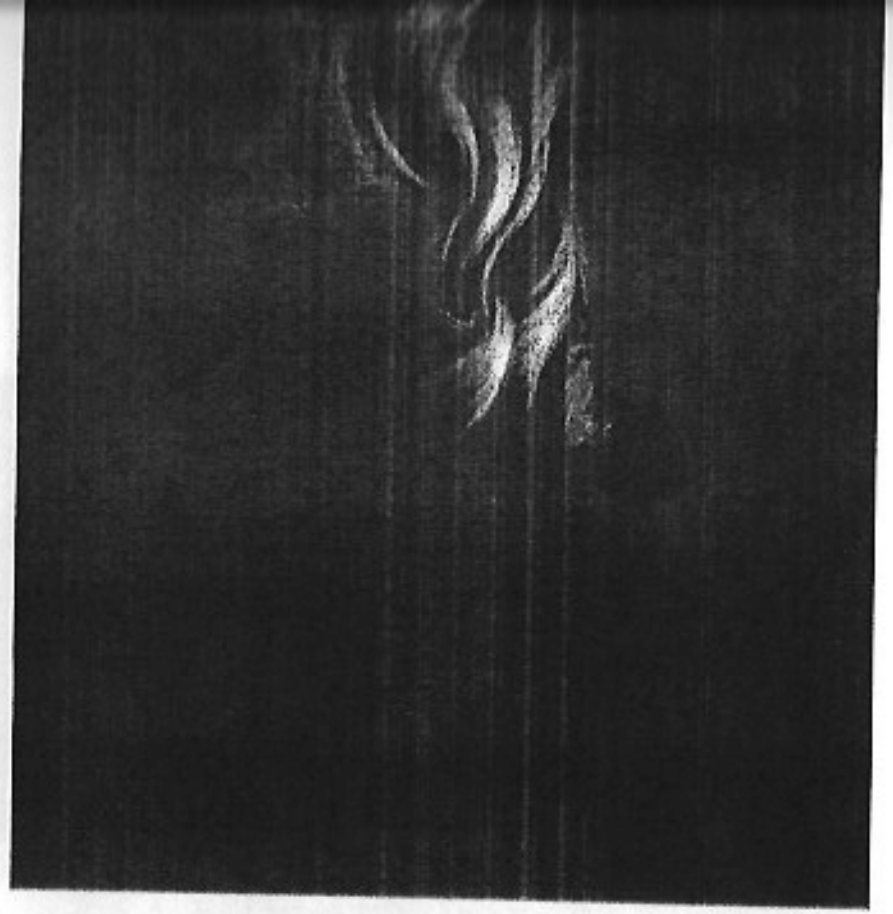
Rapunzel grew into a beautiful woman. The witch was afraid that Rapunzel would be taken from her. She put Rapunzel inside a tall tower and used heavy stones to block the door.

Each day, the witch stood below Rapunzel's window and called, "Rapunzel! Rapunzel! Let down your hair!"

Rapunzel let her long hair fall out the window. Then the witch would climb up and visit her.

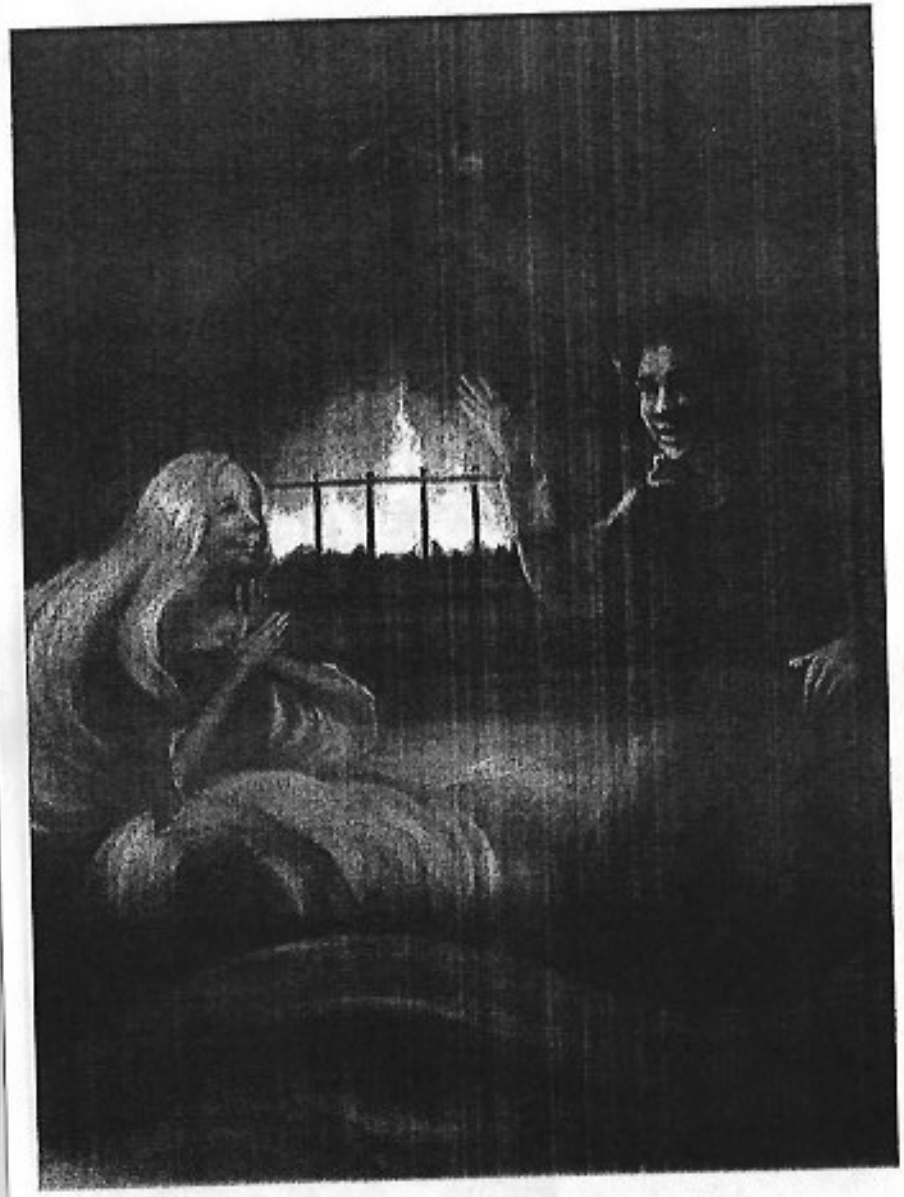


One day, a prince was riding nearby and saw Rapunzel in the tower. Her beauty **enchanted** him. He wanted to meet her, but he could not open the tower door.



Just then, the witch appeared. The prince hid and watched her call to Rapunzel, then climb her hair. When the witch had gone again, he too called, "Rapunzel! Rapunzel! Let down your hair!" and climbed up.

Rapunzel was amazed and frightened when she saw him. But he was kind to her, and soon they were talking like old friends.



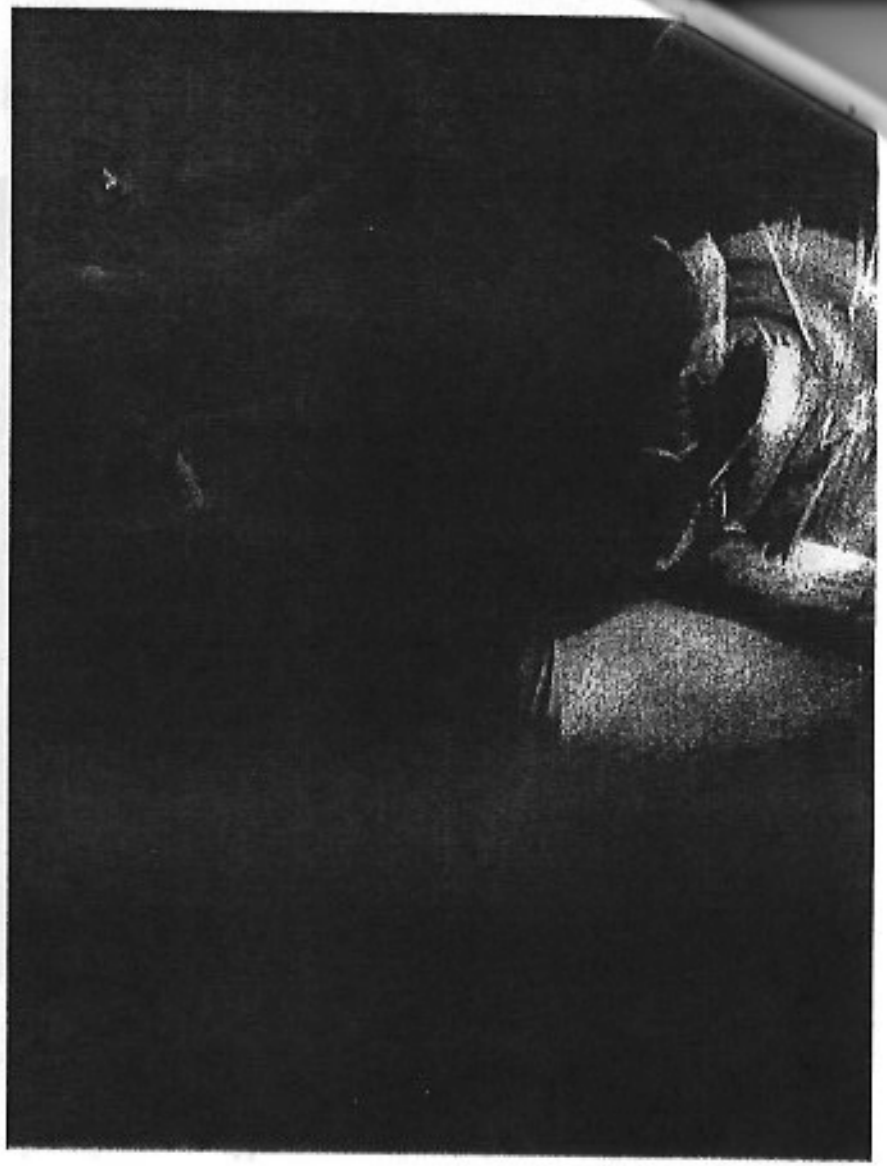
After that, the prince visited Rapunzel every evening. Before long, they fell in love.

One night, when Rapunzel was expecting the prince, the witch arrived. She called out, "Rapunzel! Rapunzel! Let down your hair!"

"Hurry, my prince!" Rapunzel called back, not realizing the witch was there instead.

When the witch heard this, she climbed up the tower in a **rage**.

"**Wretched** girl!" she cried. "Is this how you thank me for my care?" She grabbed a pair of scissors and cut off Rapunzel's hair. "You will never betray me again!" she said.



The witch dragged Rapunzel to the bottom of the tower. She blasted the stones away from the door and sent Rapunzel into the dark forest.

When the prince came, the witch let him climb up using Rapunzel's cut hair.

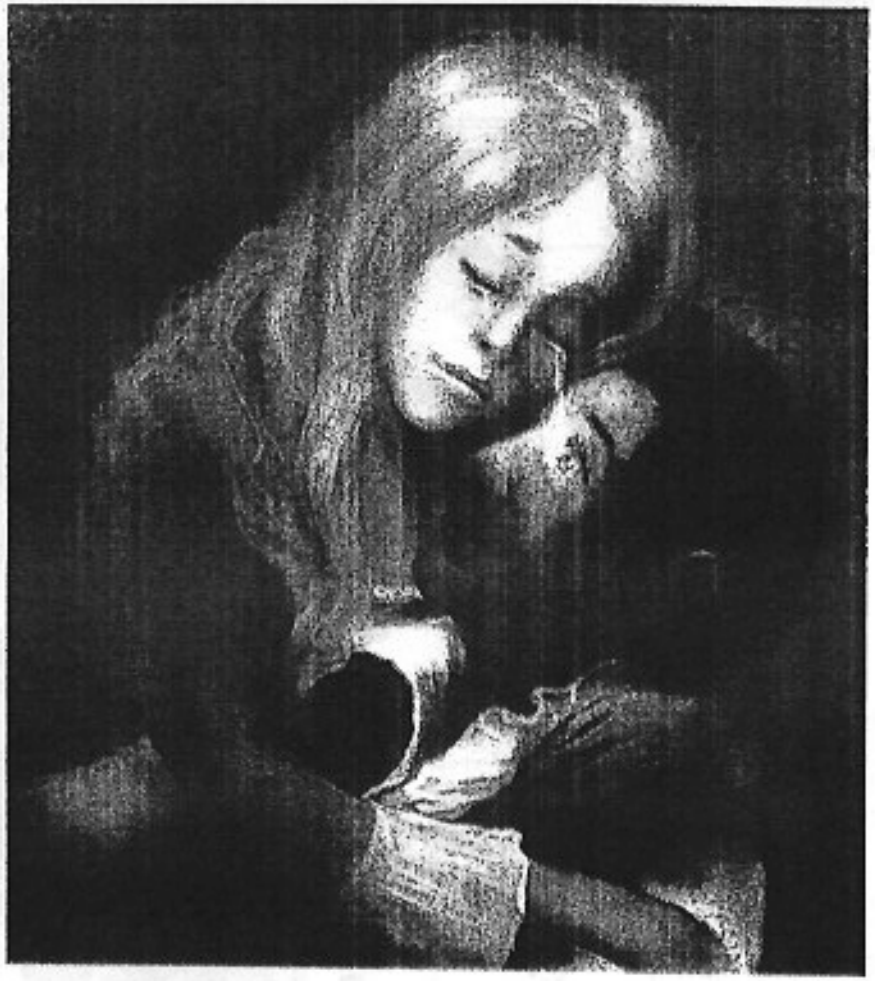
"You tried to steal my precious Rapunzel," the witch said to him. "Now you will never see her again."

She put a curse on the prince to blind him. Then she sent him into the forest, too.

Blind and heartbroken, the prince stumbled through the trees for several days.

On the morning of the third day, he heard a voice he knew, singing sadly.

"Rapunzel!" he cried. "Is that you?"



Rapunzel rushed to him, **weeping**. Her tears fell on his eyes, and his sight returned.

The prince and Rapunzel went back to his kingdom. Together, they lived **happily** ever after.

Glossary

company *(n.)*	the state of spending time with other people (p. 3)
enchanted *(adj.)*	delighted or charmed (p. 6)
happily *(adv.)*	in a cheerful manner; joyfully (p. 15)
rage *(n.)*	violent anger that is hard to control (p. 11)
weeping *(v.)*	crying, often because of a feeling of deep sadness (p. 15)
wretched *(adj.)*	awful or annoying (p. 11)

Name _____ Reading

Instructions: Add the suffix *-ed* to each word at the top of the page and record the new word in the space provided. Then, complete the sentences using the words with the suffix *-ed*.

climb climbed _____ rush _____

stumble _____ blast _____

grab _____ return _____

① The witch blasted _____ away the stones from the door.

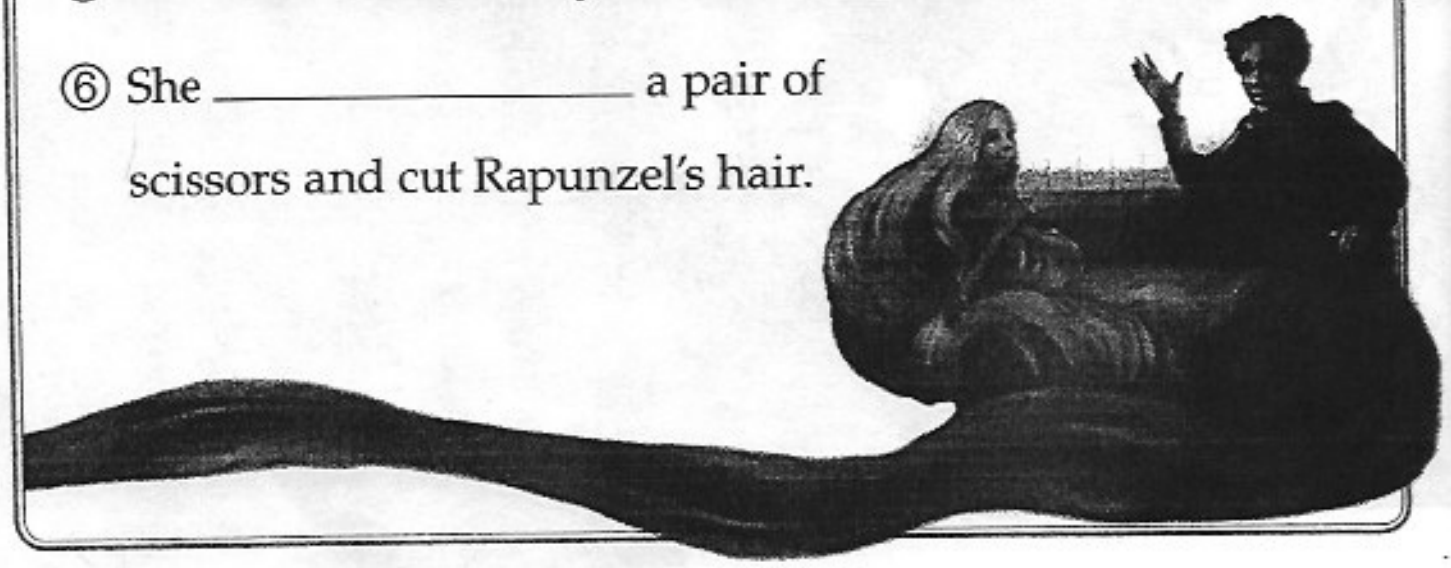
② Rapunzel _____ to the prince.

③ Blind and heartbroken, the prince _____ through the trees for several days.

④ The witch _____ the tower in a rage.

⑤ Her tears fell on his eyes, and his sight _____.

⑥ She _____ a pair of scissors and cut Rapunzel's hair.



Name _____

Reading A-Z

Instructions: In the first box, record an example from the story of the witch feeling lonely. In the second and third boxes write a character trait for Rapunzel and the prince. Then, give an example from the story that shows each trait.

The witch is **lonely.**

Example:

_____

Rapunzel is _____.

Example:

_____

The prince is _____.

Example:

_____

Name _____

Reading A

Instructions: Underline the sentences that are exclamatory and add an exclamation mark to them. Then, add periods to the remaining sentences. At the bottom of the page, write an exclamatory sentence about the story.

Use . or ! to complete sentences.

① Rapunzel ___ Rapunzel ___ Let down your hair ___

② The witch would climb up and visit her ___

③ Rapunzel was amazed and frightened when she saw him ___

④ "Hurry, my prince ___" called Rapunzel ___

⑤ You will never betray me again ___

My Sentence:

_____

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Cut out each square on this page and the next page. Match the <u>verb</u> with the <u>picture definitions</u>s and <u>glue</u> them on the <u>blank page</u> after this.

hurry	play	build
smile	laugh	dance
talk	write	read
yell	hug	wash

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to make something by putting things together

to do activities for fun

to do something fast

to move your body to music

to make sounds to show you are having fun

to turn up the corners of your mouth to show you are happy

to look at and understand words

to put words down on paper

to say words

to clean with soap and water

to hold your arms around someone to show that you care

to say something in a very loud voice

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Name_____

Rhyming Dust Bunnies

Write 2 words that rhyme with the first word and 1 word that doesn't.

pig _____ _____ _____	ran _____ _____ _____
fun _____ _____ _____	hot _____ _____ _____
mad _____ _____ _____	jet _____ _____ _____

Petersons-Pad.blogspot.com

Name: _____

Rhyming

Directions: Circle the words in each row that have the same long vowel rhyming sound as the word in the box.

feet	meet	seat	heat	head
take	leak	bake	cake	lake
cone	bone	tune	tone	zone
flute	cute	toot	suit	cut
pine	tin	mine	line	fine

Directions: Write the words below that you did not circle in the above rows.

_____ _____ _____ _____ _____

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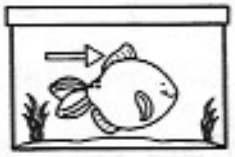
Name _____

Match the Pictures that Rhyme



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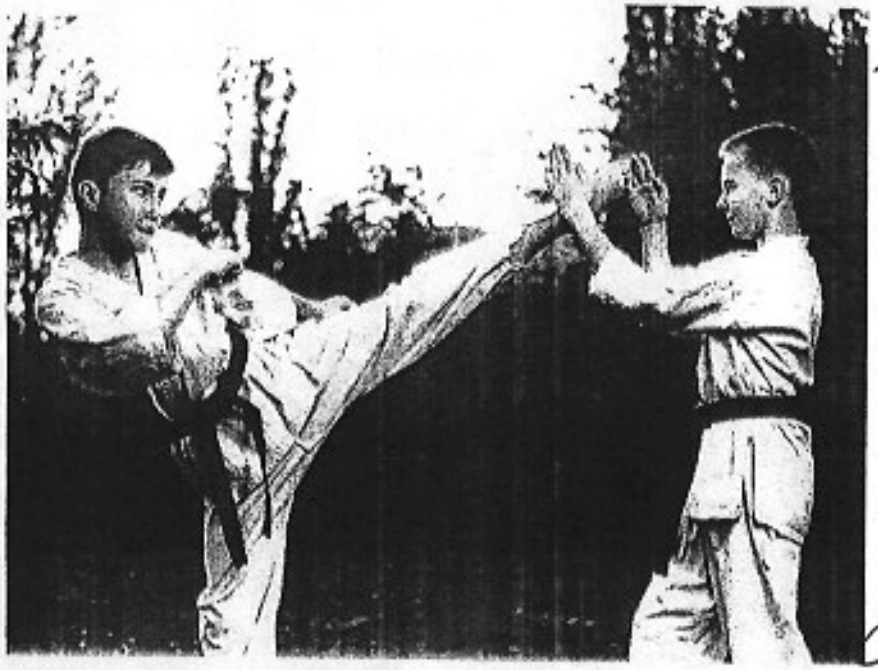

Read this story!

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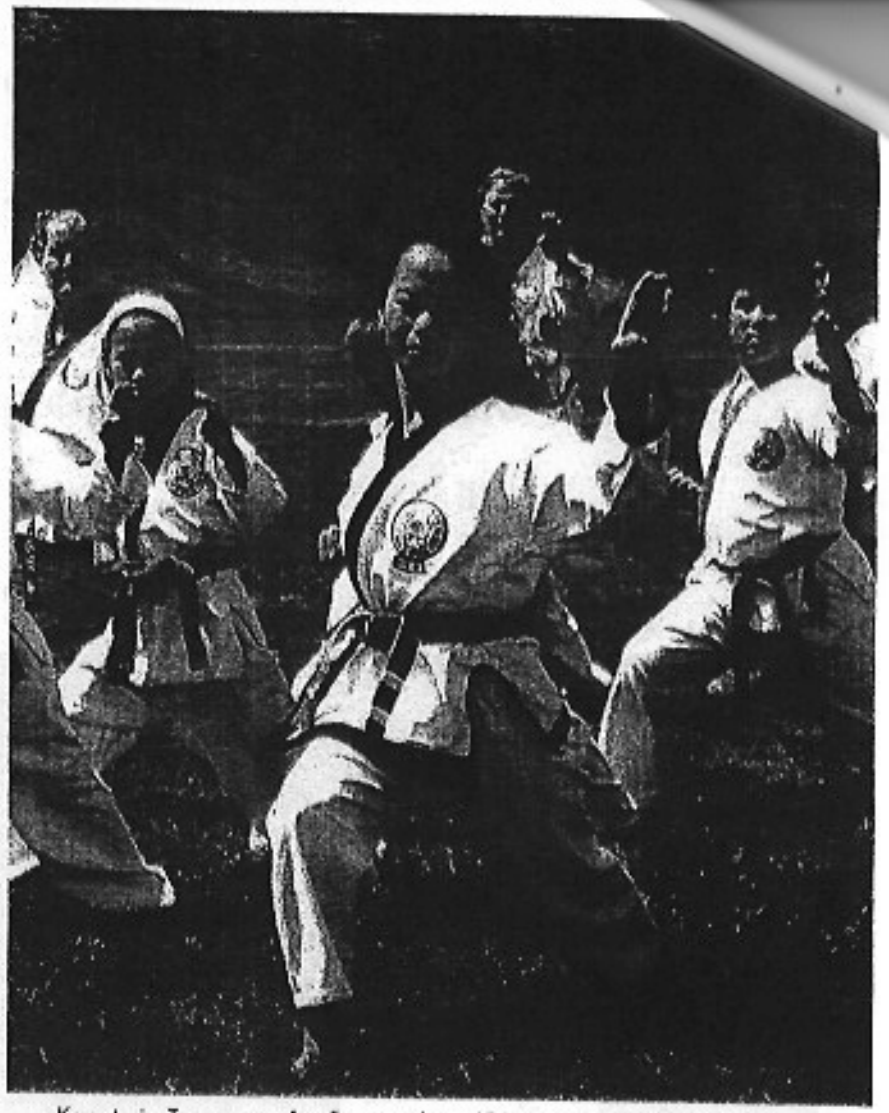
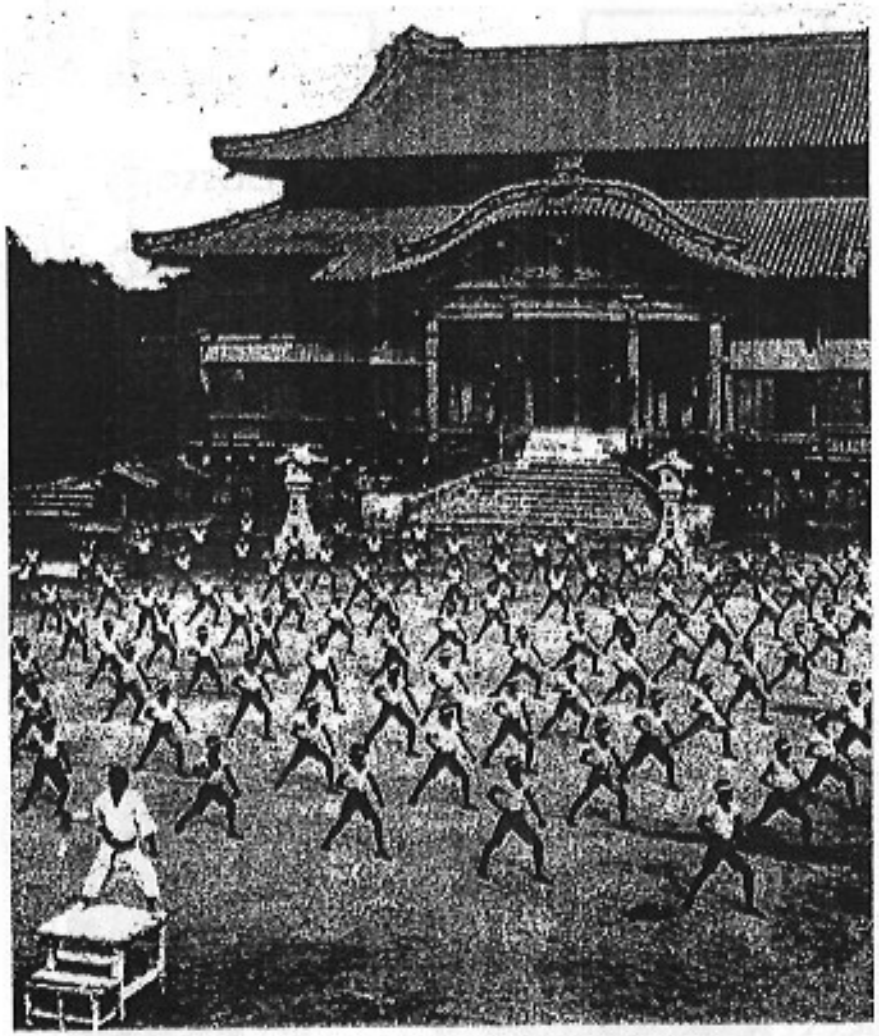


Karate is Japanese for "empty hand." There are no weapons in karate.

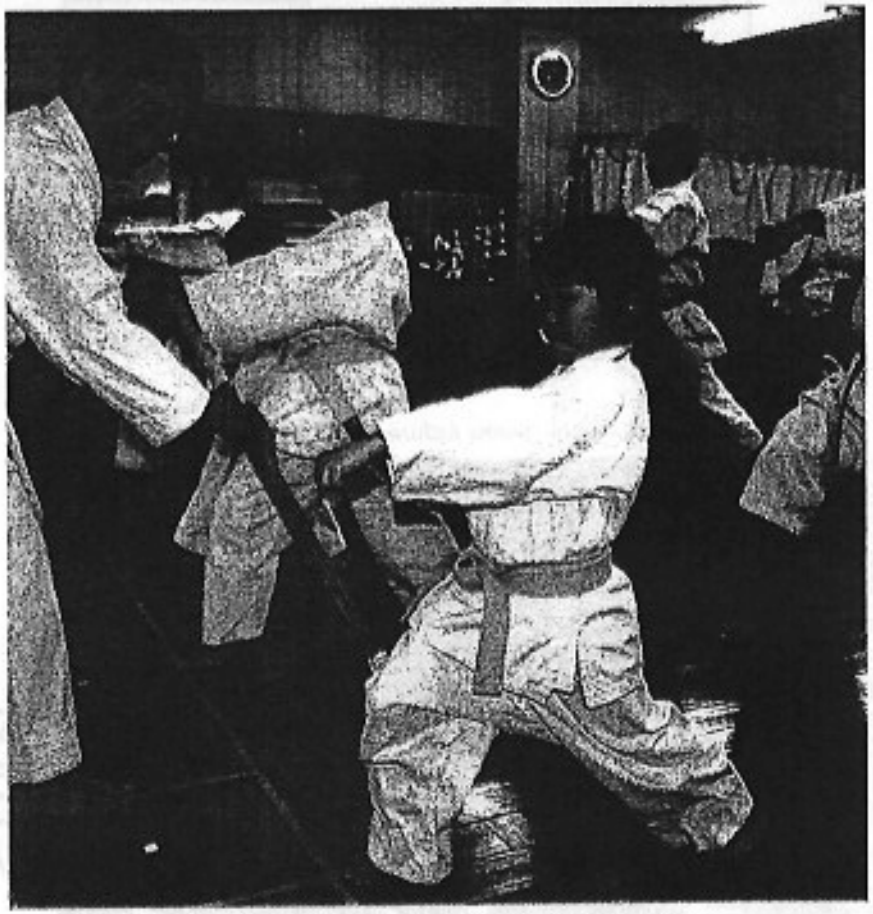
What Is Karate?

People only use their hands and feet to practice moves in **karate**.



Men practice karate in 1938 on the island where it may have begun.

Karate began long ago
on an island in Asia.
Now, people do karate
all over the world!



A special teacher helps students learn everything there is to know about karate.

The Gym

Karate students practice
in a special gym.
They wear a robe and a **belt**.
They learn to listen to their teacher.

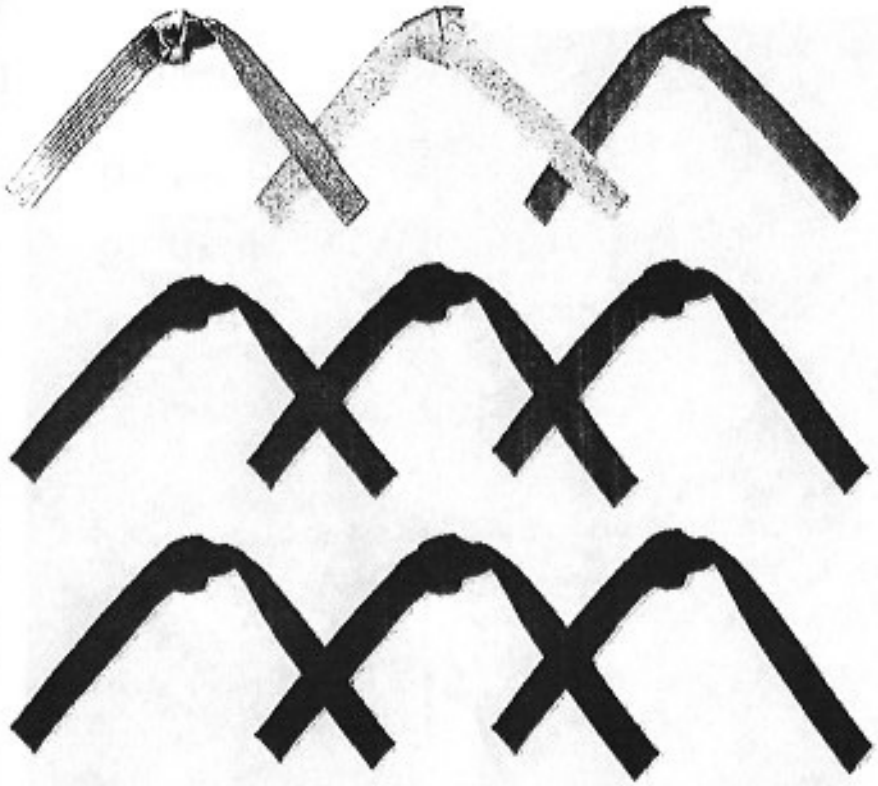
Students earn new belts after practicing good habits in the gym and at home.

Belts

Karate belts come in many colors. Students get new belts as they get better at karate.

Karate students are told to work on their mind, body, and spirit.

The teacher gives new belts to students when they practice hard. They must have good **habits** and follow the rules.



Students start with a white belt. Next they earn yellow, then orange. They move through each color until they get the black belt.

Students earn new belts
in a certain order.
The different colors of the belts
stand for the colors of the Sun,
plants, and sky.
Like a plant, a student grows
over time.

Students practice kicks, punches, and blocks over and over until they are perfect.

Learning Karate

Students learn karate in three
main steps.
First, they learn to breathe, move,
and stand a certain way.
They also learn to be very **patient**.

Shouting forces students to breathe out.

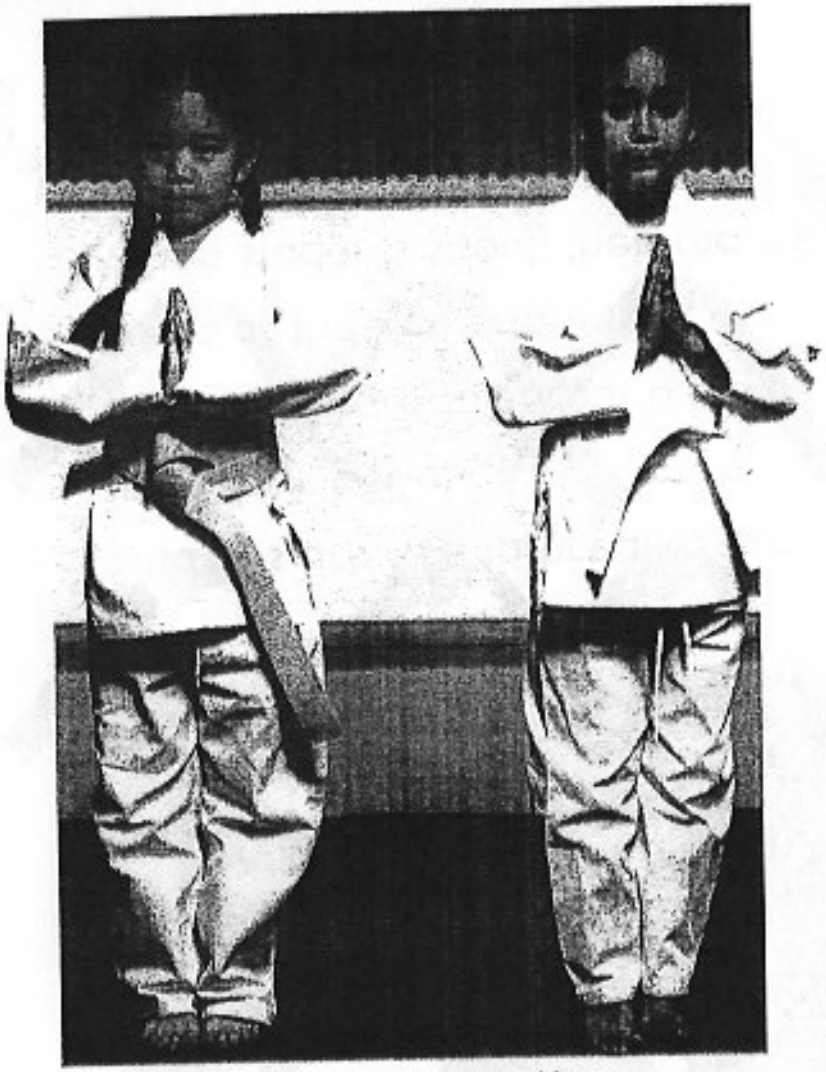
Students are told to breathe out from their bellies.
They also learn to let out a big shout as they do a move.
When students shout, their moves are stronger.

There are many different karate routines to learn.

Next, students practice moves in a certain order.
They learn how to **defend** themselves.
They also learn how to **flow** from one move to the next.

We're Just Dancing!

Doing karate moves in a certain order looks a lot like dancing. For this reason, the people who came up with karate were able to learn it without anyone knowing. They said they were just doing some harmless dancing!



Karate students must learn to have good focus.

In this step, students also learn why the moves are useful. They think about each move before they do it.

Students pretend they are in a real fight. This is the last step on the path to the black belt.

Finally, students practice the moves on one another. They work very hard to get to this last step.

Kids and adults around the world have fun learning karate.

Conclusion

People learn many good
habits through karate.
They work for a long time
to get stronger and faster.
Best of all, karate is a lot of fun!

Glossary

belt *(n.)* a strip of cloth or leather worn around the waist as a sign of achievement or rank (p. 6)

defend *(v.)* to keep oneself safe from harm or attack (p. 12)

habits *(n.)* regular behaviors, especially ones that are hard to change (p. 8)

flow *(v.)* to move in a smooth and continuous way (p. 12)

karate *(n.)* a method of self-defense in which people use their hands and feet instead of weapons (p. 4)

patient *(adj.)* able to wait or deal with problems without getting upset (p. 10)

Name _____

Reading A-Z

karate	belt
robe	patience
Asia	listen
teacher	habits
shout	fun

Karate • Level I • 3

Skill: Alphabetical Order

Instructions: Have students cut out the word cards and arrange the words in alphabetical order.

from A to Z.

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Name _____

Reading

Use "and", "but", or "or" to fill in.

① Karate is hard work, _____ it is fun.

② Did you get an orange belt _____ a yellow belt?

③ He was tired, _____ not exhausted, after practice.

④ Our karate teacher is patient _____ kind.

⑤ I like to practice, _____ not early in the morning.

⑥ Do you like karate _____ playing in the park better?

⑦ Our practice was long, _____ not too long.

⑧ We listen _____ pay attention to our teacher.

Instructions: Read the sentences with students. Ask them to choose the appropriate conjunction—*and, but,* or *or*—to write in each of the blanks.

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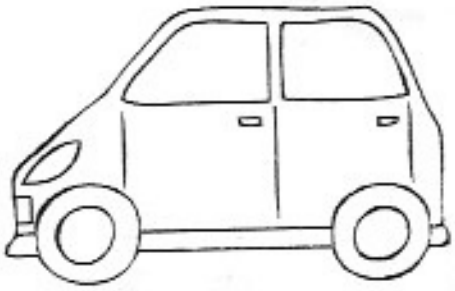
Image: © AndreyKaderev/iStock/Thinkstock

in / on / under My name is _____

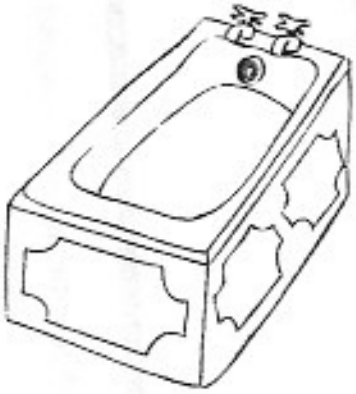
Draw a/an ...

cat **on** the chair

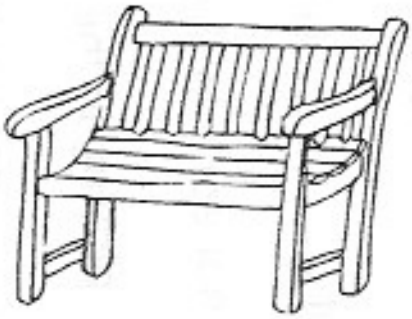


dog **in** the car

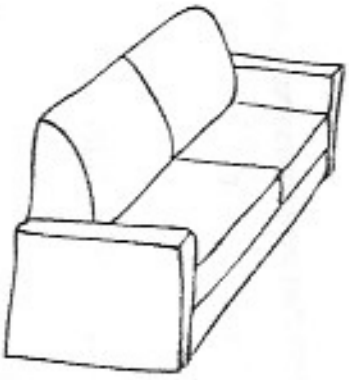
snail **under** the desk



fish **in** the bath



snake **under** the bench

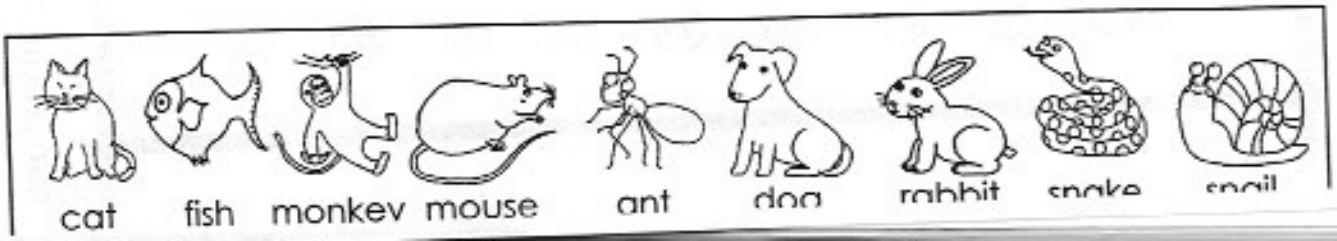


rabbit **on** the sofa

monkey **on** the unicycle

ant **in** the bowl

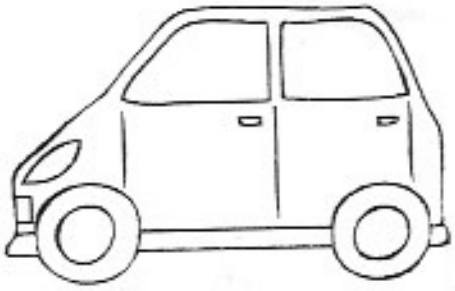
mouse **under** the clock



in / on / under My name is _____

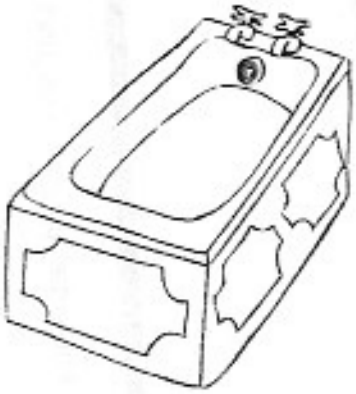
Draw a/an ...

cat **on** the chair

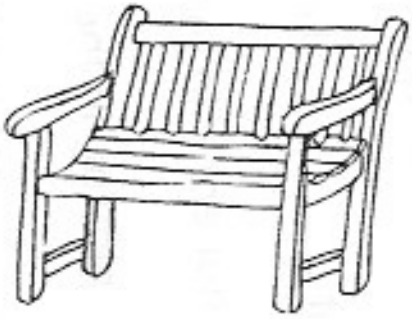


dog **in** the car

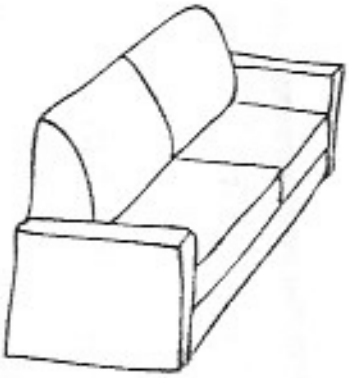
snail **under** the desk



fish **in** the bath



snake **under** the bench

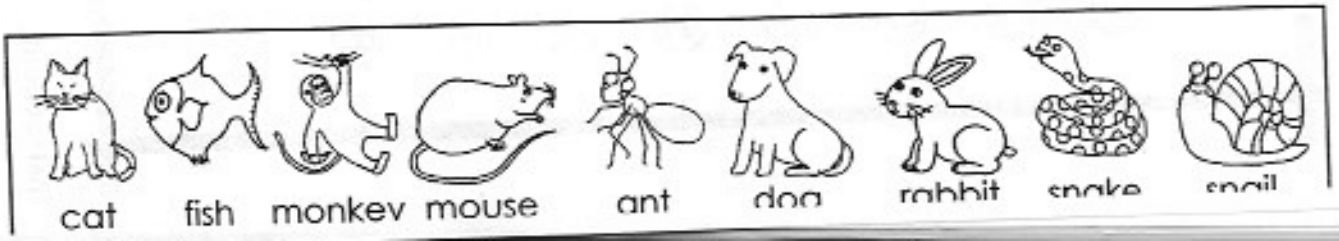


rabbit **on** the sofa

monkey **on** the unicycle

ant **in** the bowl

mouse **under** the clock



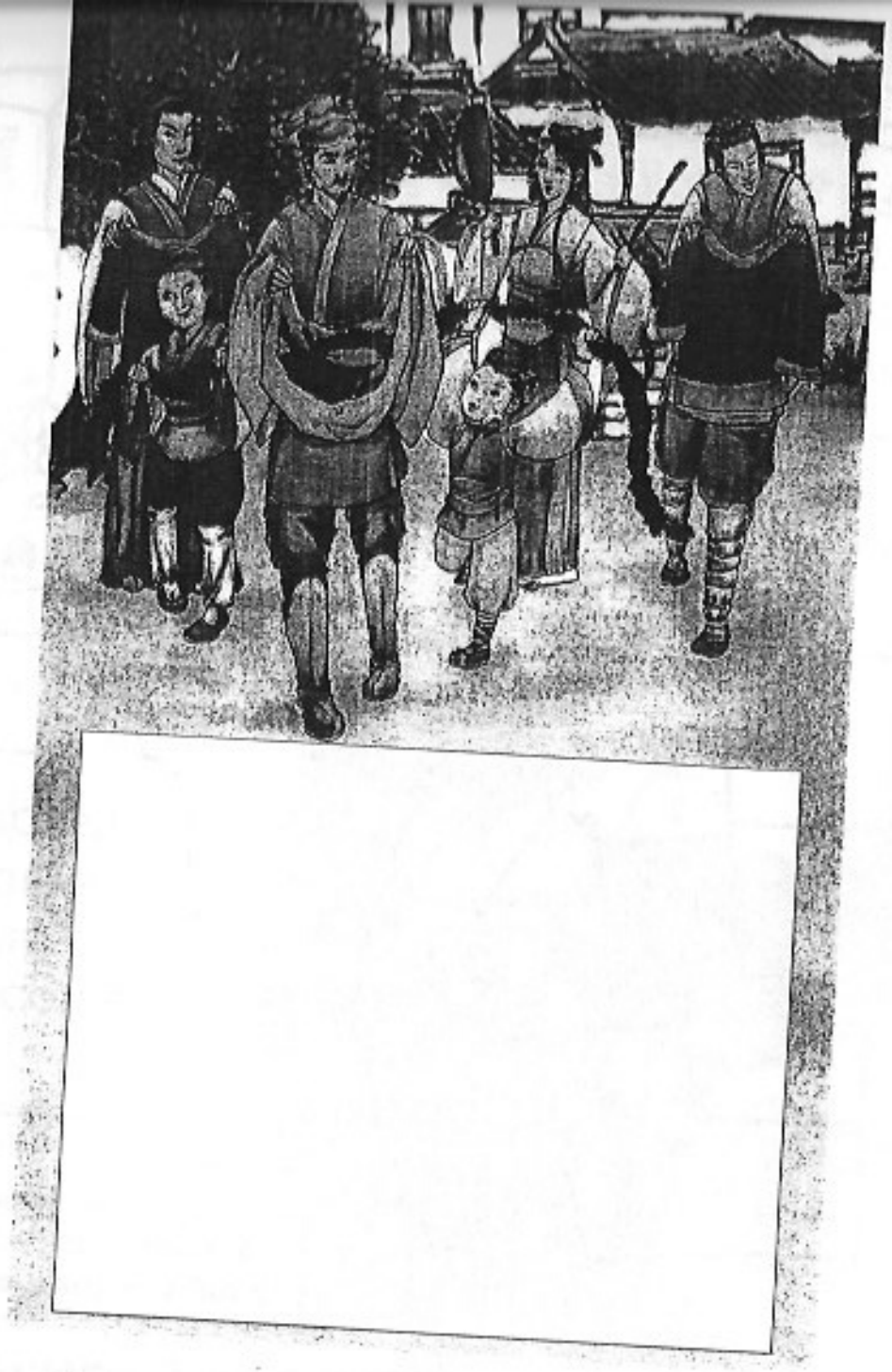
4

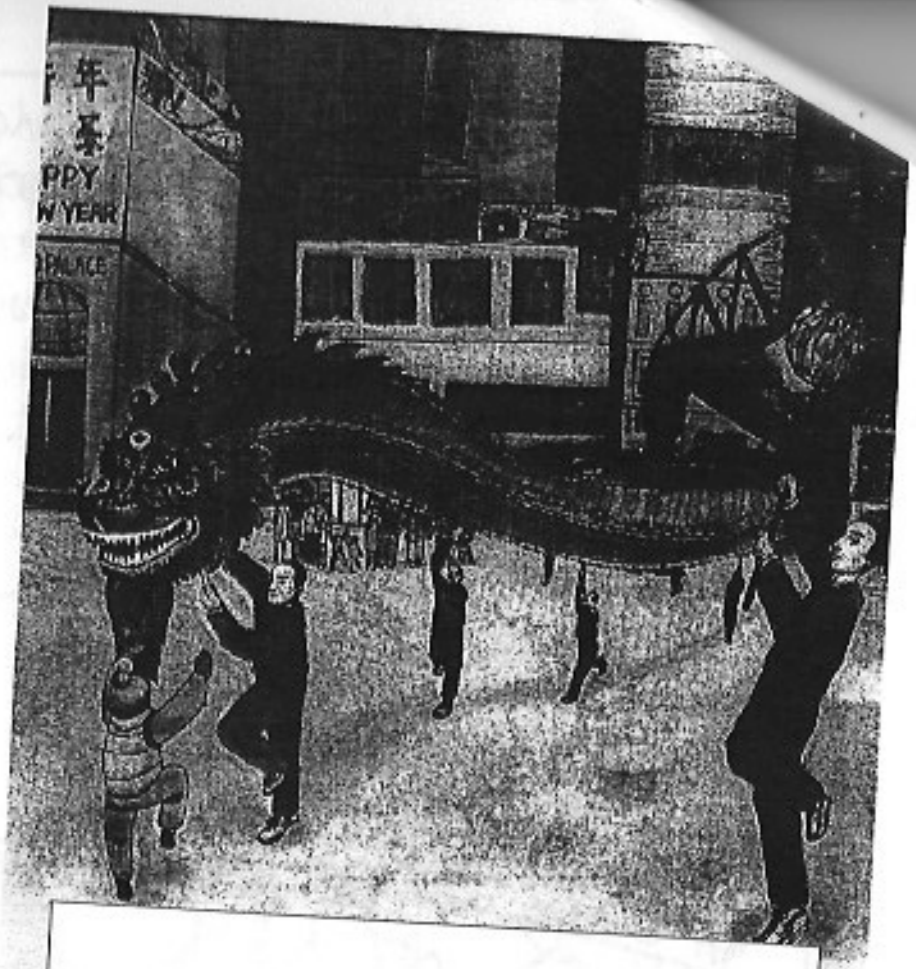
Write your own story under these pictures!

3

10

6




年
PPY
W YEAR
PALACE

Weather Forecast

My name is _____

w the weather signs on map. San Francisco already been done.

lello. Velcome o the veather orecast!

San Francisco will be **sunny** and hot. **Chicago** will be **windy**. **Dallas**, **Atlanta** and **Miami** will be **rainy**. **New York** will be cold and **snowy**. **Denver** and **Los Angeles** will be **cloudy**. Finally, **Seattle** will be **sunny**, **windy** and **rainy**! Goodbye!

Read the short story. Then answer each question.

Here is a Nest

"Look, Ned, here is a nest! It is made from hay, and the old hen is in it."

"Put your hand into the nest, Mary."

"Oh no, the hen will not let me! The hen is protecting something."

"Mary, I will hold onto her."

"Well, Ned, if you can hold her, I will put my hand into the nest," said Mary as she moved her hand towards the nest. "Oh Ned, there are some little chicks under the hen!"

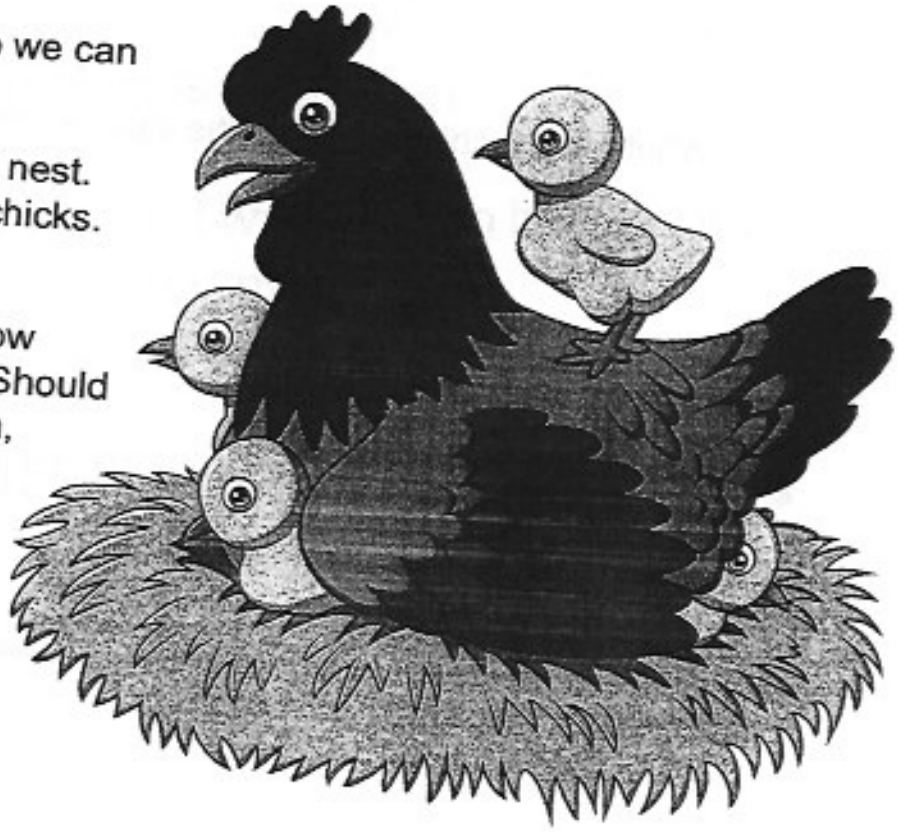
"Are there?" asked Ned.

"Take her out of the nest so we can see them."

Ned lifted the hen out of the nest. The children could see the chicks. There were six of them.

"Oh, the dear little chicks! How pretty they are," said Ned. "Should we help the hen to feed them, Mary?"

"Yes, I will run and get some food and give them some water," shouted Mary as she ran towards her house.



K5 Learning

Grade 2 Reading Comprehension Worksheet

Questions:

1. What is the nest made of?

_____

2. How many chicks are in the nest?

_____

3. What will the children do for the little chicks?

_____

4. Why won't the hen let Mary put her hand in the nest?

_____