

READING REVIEW HOME LEARNING PACKET

- 3 Weeks of
 - Reading Comprehension
 - Vocabulary
 - Writing Work

2nd & 3rd grade



READING HOME LEARNING

2nd & 3rd grade

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Dear Parents,

This packet was created to provide practice for your child with important grade-level reading skills while they are away from school. Having your child follow the schedule will help them maintain a routine and brush up on key skills while away from school. These materials are designed to be completed in short spurts each day. You can have your child complete this work independently or work together with you.

If you are looking for additional resources, here are some helpful ideas:

1. Reading of any type is an excellent way to practice and grow! Have your students read different types of books or materials at home. The included Reading Tic-Tac-Toe was designed to encourage independent reading and make it fun! Take some time to read independently and together.
2. For additional resources, the following websites provide free materials for parents:
 - <https://www.khanacademy.org/> Free resources for reading and math
 - <https://www.vooks.com/> Sign up for a free month of quality children's literature in a digital format.
 - www.starfall.com Free website, especially helpful for beginning readers
 - www.readworks.org Free printable passages and questions

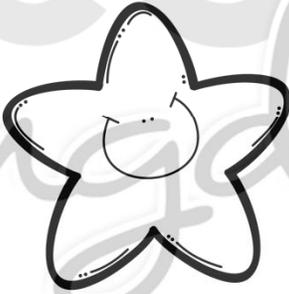
Home Learning Schedule

Check off each task as you work through this packet.

<p>Week 1, Day 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Work: Long A <input type="checkbox"/> Reading Comprehension: French Fries <input type="checkbox"/> Writing: Narrative Brainstorm 	<p>Week 2, Day 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Work: R-Controlled <input type="checkbox"/> Reading Comprehension: Kangaroos and Wallabies <input type="checkbox"/> Writing: Opinion Brainstorm 	<p>Week 3, Day 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Work: Wr/ Kn Words <input type="checkbox"/> Reading Comprehension: H-O-N-E-S-T-Y <input type="checkbox"/> Writing: Explanatory Planning
<p>Week 1, Day 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Work: Affix Sort <input type="checkbox"/> Reading Comprehension: The Lion and the Mouse <input type="checkbox"/> Writing: Narrative Planning 	<p>Week 2, Day 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Work: Affix Color Code <input type="checkbox"/> Reading Comprehension: A Doggy Day <input type="checkbox"/> Writing: Opinion Writing Planning 	<p>Week 3, Day 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Work: Synonym Rolls <input type="checkbox"/> Reading Comprehension: Humpback Whales <input type="checkbox"/> Writing: Explanatory Draft
<p>Week 1, Day 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Work: Diagraph Vocab. Practice <input type="checkbox"/> Reading Comprehension: How to Make Pancakes <input type="checkbox"/> Writing: Narrative Draft 	<p>Week 2, Day 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Work: R Controlled <input type="checkbox"/> Reading Comprehension: Lions and Tigers, Oh My! <input type="checkbox"/> Writing: Opinion Writing Draft 	<p>Week 3, Day 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Work: Digital Thesaurus <input type="checkbox"/> Reading Comprehension: Missing Emily <input type="checkbox"/> Writing: Explanatory Final Copy
<p>Week 1, Day 4 & Day 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Work: Alphabetical Order <input type="checkbox"/> Reading Comprehension: Class Trip & A Day at the Amusement Park <input type="checkbox"/> Writing: Narrative Book Final Copy 	<p>Week 2, Day 4 & Day 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Work: Dictionary Skills <input type="checkbox"/> Reading Comprehension: A Treat for Grandmother & Man vs. Child <input type="checkbox"/> Writing: Opinion Writing Final 	<p>Week 3, Day 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Work: Context Clues (2 pages) <input type="checkbox"/> Reading Comprehension: The Water Cycle <input type="checkbox"/> Writing: Final Copy <p>Week 3, Day 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word Work: Antonyms <input type="checkbox"/> Reading Comprehension: A Jelly Fish <input type="checkbox"/> Writing: Free Verse Poem

Independent Reading Choice Tic-Tac-Toe

Directions: Choose one reading activity to complete each day. Work to get as many sets of three as you can!

<p>Read in a silly place, like under a table or in a closet. Write down the place you chose here:</p>	<p>Read a book while doing an activity, such as walking. Write about the activity here:</p>	<p>Call a friend to tell them about your book. Be sure to let them know if you recommend the book or not.</p>
<p>Read a story to a sibling, friend, or guardian. Write who you read to here:</p>	<p>Read somewhere outside.</p> 	<p>Read a story to your favorite stuffed animal or doll. Write down the story here:</p>
<p>Pretend you are a newscaster. Give a special report about a book you read today to a family member.</p>	<p>Read your favorite childhood book. Write the name of the book here:</p>	<p>Find someone to read at home that is not a book. It could be a recipe, newspaper, or a magazine. Write what it is here:</p>

Date: _____

Long A Vocabulary Practice

Circle the Nouns

cave clay rain
braid play mail
brain skate sway
chain wave rake

Circle the Verbs

cave clay rain
braid play mail
brain skate sway
chain wave rake

Endings

Add the following endings to each word to make a new word:

-ed, -s, -ing, -es, -y

date _____

stay _____

stray _____

play _____

brain _____

skate _____

wave _____

Context Clues

date, clay, stay, lake, stray, tray, pail, sway

1. When I go to the beach, I bring a _____ to make sand castles with.
2. My family goes on vacation at the _____.
3. Waitresses carry food on a _____.
4. The _____ of Christmas is December 25th.
5. When I dance I _____ to the left and right.
6. We adopted my dog because he was a _____.
7. Where do you _____ when you travel?
8. In art we built bowls out of _____.

French Fries

Have you ever thought about the history of one of the world's favorite foods? French fries are a delicious snack and have an interesting history.

French fries actually are not French. This delicious food came from Belgium. French fries were named "French" because it was the language the Belgian army spoke. When soldiers arrived in Belgium during World War I, they came up with this name. Some say that the Belgians have been frying French fries since the late 1600s.

French fries are eaten all around the world. Americans dip their fries in ketchup. British people call their fries "chips" and they dip them in vinegar and mayonnaise. In Vietnam, they put butter and sugar on their fries.

McDonalds has helped the popularity of French fries. McDonalds buys 7% of the potatoes grown in America. In the U.S. McDonalds restaurants sells one third of all the fries.

While you can find French fries anywhere in the world, the Belgians are the true experts. There are no tastier fries than those found in Belgium.



Answer Questions

Answer the following Questions. Underline the text evidence in the color indicated.

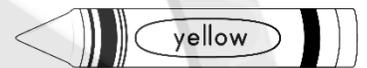
1. Who came up with the name "French fries"?



2. When were French fries named?



3. Where were French fries invented?



- a. France
- b. Belgium
- c. McDonalds
- d. Restaurants

4. How do people in Vietnam eat their French fries?



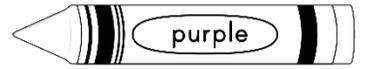
- a. with ketchup
- b. with vinegar and mayonnaise
- c. with butter and sugar
- d. with salt

5. According to the author, where can you buy the best French fries?



Answer Questions

6. How many of America's fries does McDonalds sell?



7. What might have happened if the soldiers never tasted French fries during World War I?



8. Why did the author write this article?



- a. To teach the reader about the history of French fries.
- b. To tell the reader where to buy the best French fries.
- c. To tell the reader why McDonalds is so important to French fries.
- d. To teach the reader how to make French fries.

9. Ask your own who, what, when, where, why, or how question about the text. Write the answer to the question below.



Question: _____

Answer: _____

Name: _____ Date: _____

WRITING NARRATIVES: PLANNING

Brainstorm a list of true stories you could write about your life.

Things, people, or places that are special to me:

- _____
- _____
- _____

Fun times I have had

- _____
- _____
- _____

When something didn't go as expected

- _____
- _____
- _____

A terrible day

- _____
- _____
- _____

Name: _____ Date: _____

AFFIX SORT

Directions: Sort the words into the correct columns.

Words with a Prefix	Words with a Suffix	Words with a Root	Words with Multiple Affixes



immature	disrespecting	previewed
telescope	phonics	informally
autograph	patiently	disloyal
incomplete	pretest	inactive
prewriting	telephone	biography
disrupted	invisible	immobile
imbalanced	microphone	televised

The Lion and the Mouse

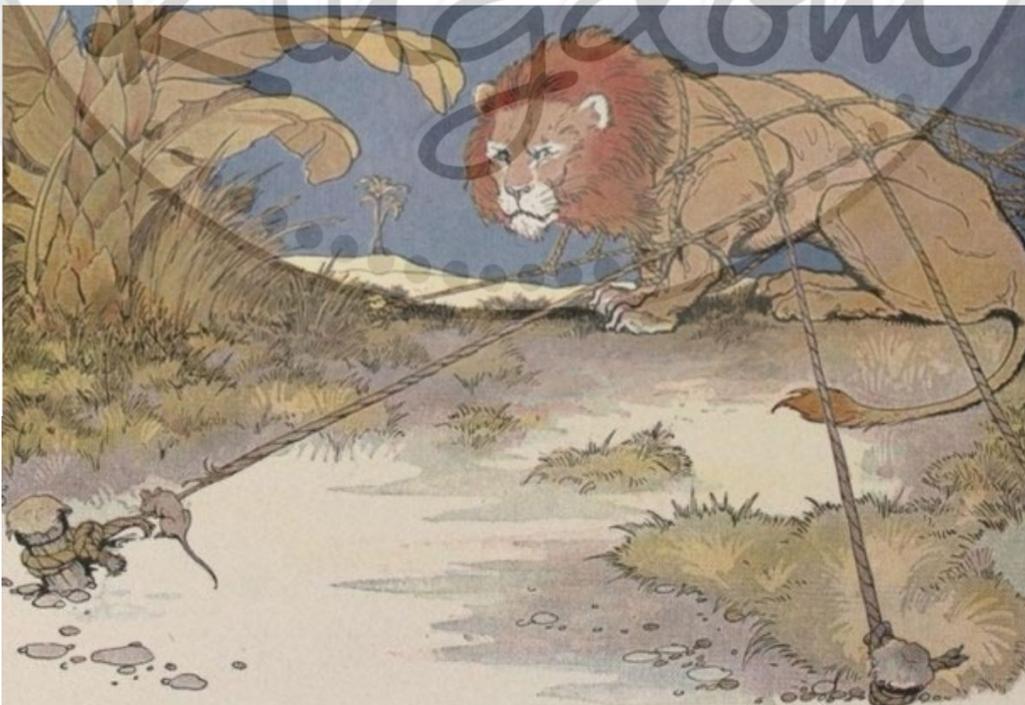
A lion lay asleep in the forest, his great head resting on his paws. A timid little mouse came upon him unexpectedly. In her fright and haste to get away, she ran across the lion's nose. Roused from his nap, the lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor mouse. "Please let me go and someday I will surely repay you."

The lion was much amused to think that a mouse could ever help him. But he was generous and finally let the mouse go.

Some days later, while stalking his prey in the forest, the lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The mouse knew the voice. She quickly found the lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted. Soon the lion was free.

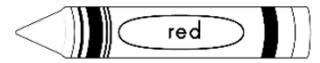
"You laughed when I said I would repay you," said the mouse. "Now you see that even a mouse can help a lion."



Fables

Answer the following Questions. Underline the text evidence in the color shown. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What happened in the beginning of the story?

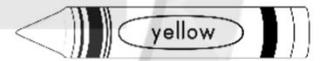


2. How did the mouse feel when she saw the lion?



- a. brave
- b. helpful
- c. nervous
- d. generous

3. Describe the lion's personality in the beginning of the story. Use text evidence to support your thinking.



4. How did the lion react to the mouse's request? (choose all that apply)

- a. The lion felt sorry for the mouse, so he let him go.
- b. The lion thought the mouse was too small to eat, so we let him go.
- c. The lion was angry at the mouse for waking him, so he ignored him.
- d. The lion thought it was funny that the mouse thought he could help him.

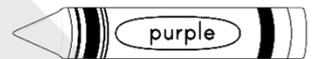


Fables

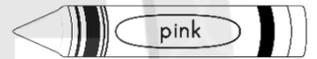
5. What happened to the lion after he let the mouse go?



6. What lesson did the lion learn?

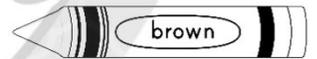


7. What could be the moral of this fable?



- a. *A kindness is never wasted.*
- b. *Keep to your place, if you would succeed.*
- c. *Laziness often prepares a burden for its own back.*
- d. *Strangers should avoid those who quarrel among themselves.*

8. Explain what the moral of this story means.



Name: _____ Date: _____

WRITING NARRATIVES: PLANNING

Select one story from your planning sheet. Write an outline of each story element.

CHARACTERS

Who is your main character?

What are their character traits?

How does the main character change?

SETTING

Where does the story take place?

PROBLEM

SOLUTION

Date: _____

Digraph Vocabulary Practice

Match the Synonyms

through	young
new	cluster
rude	little
group	fresh
few	impolite
youth	done

Match the Antonyms

through	polite
new	above
rude	many
group	elderly
few	individual
youth	old

Endings

Add the following endings to each word to make a new word:

-ed, -s, -ing, -er, -ies

review _____

reduce _____

tune _____

rule _____

coupon _____

Context Clues

threw, nephew, June, routine, knew, mousse, useful

1. My morning _____ is to wake up, shower, then eat breakfast.
2. Jeff _____ the football to Sam.
3. Our last day of school is in _____.
4. I had chocolate _____ for desert.
5. James is a _____ to his aunt and uncle.
6. Ella _____ the answer to the question right away.
7. I always try to be _____ by helping my mom do the dishes.



Reading Comprehension

Name: _____ Date: _____

Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

Class Trip

The students of Miss Rachel's class all filed into the room. Eduardo looked around in wonder at all the colorful fish, but Abraham hid behind everyone else as the class approached the shark tank.

"Class, these are tiger sharks," Miss Rachel explained. "They prefer mild temperatures and will eat almost anything, although they really enjoy eating sea turtles."

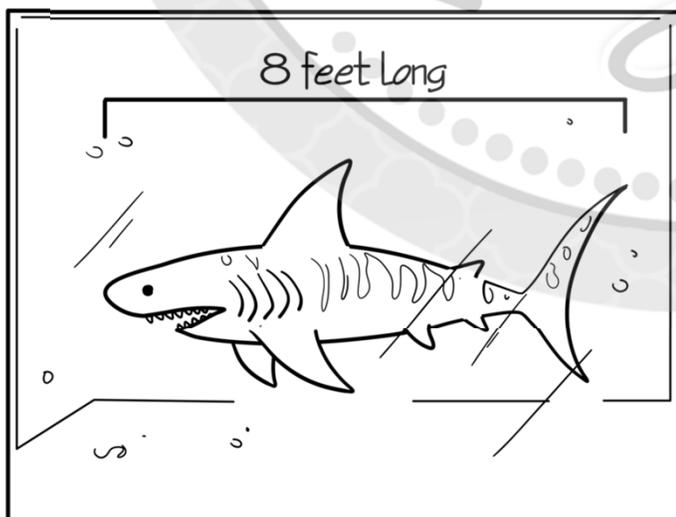
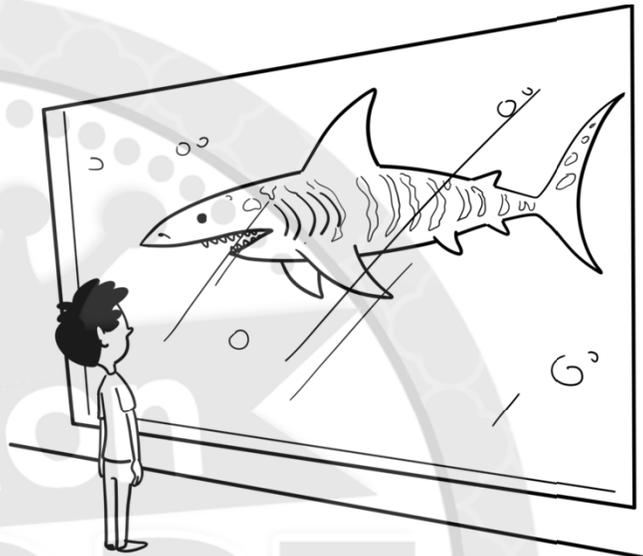
"Why are they called tiger sharks, Miss Rachel?" Eduardo asked.

"Good question," Miss Rachel replied. "The younger sharks have stripes on their backs that are similar to a tiger's stripes. These disappear as the shark gets older." Eduardo moved closer to the tank as she spoke. One of the sharks swam closer, looking at him through the glass. He gazed into the shark's flat, dead eyes and held his stare.

Abraham shivered and closed his eyes. "Don't get so close, Eduardo!" he warned.

"An adult tiger shark is between ten and thirteen feet long," Miss Rachel continued as the class wandered around the room, looking at the sharks. As the class explored, a man walked up to Miss Rachel and whispered something in her ear.

"Class, I have an announcement," Miss Rachel said. "I have just been told that it is feeding time for the sharks. One student is allowed to help with the feeding. Who would like to volunteer?"

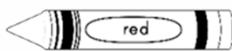


Questions

Name: _____ Date: _____

1. What do you think will happen next in the story?

- a. Abraham will volunteer.
- b. Eduardo will volunteer.
- c. Abraham and Eduardo will both volunteer.
- d. No one will volunteer.



2. Describe how the first picture makes you feel.

3. Which of the following statements about tiger sharks is correct?

- a. They like warm water.
- b. They eat only sea turtles.
- c. They all have stripes.
- d. They have whiskers like a tiger.



4. Which word best describes Eduardo's personality?

- a. Clever
- b. Fearful
- c. Rude
- d. Curious

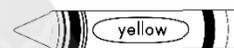


5. Where does the story take place?

- a. A museum
- b. A classroom
- c. An aquarium
- d. A swimming pool



6. Does the second picture show an adult tiger shark or a younger tiger shark? Explain how you know.



7. Who do you think the man who talked to Miss Rachel is?

- a. A police officer
- b. Someone who works at the location
- c. Another teacher
- d. A parent of one of the students



8. How do you think Abraham feels in the story? Explain how you know.



Directions: Read the passage. Answer the questions. When you see a crayon, highlight the text in the color indicated.

A Day at the Amusement Park

"I'm going to ride all the roller coasters!" I said as the car pulled up to the entrance of the amusement park.

"Me too!" said my younger brother Georgie.

"You're too little," I said. "You can only go on the rides for little kids." Georgie stuck out his tongue at me as we left the car.

"Okay, you two, meet us back here at five o'clock. Don't be late! And, Steven, take care of your little brother," Mom said as we ran toward the rides. I sighed. I didn't want to supervise Georgie all day. He was slow, he complained all the time, and he wasn't tall enough for the big kid rides. Taking care of him was going to be a pain.

"Hurry up!" I yelled as I looked back at Georgie. I wanted to go on the superhero roller coaster!

All day I had to drag Georgie along with me. He really was obstructing my ability to enjoy myself. I would have had so much more fun without him slowing me down.

As the day went on, I started to pay less attention to where Georgie was. *He'll keep up with me*, I thought.

Then, as I was coming out of the snake ride, I looked around and realized that Georgie was gone. I looked everywhere, but I couldn't find him. I started running through the park, panting and sweating and shouting his name over and over. Just when I thought he was lost forever, I discovered him sitting on a bench near the park entrance.

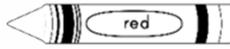
"Georgie, there you are, thank goodness!" I ran up and gave him a huge hug. "I'm so sorry, little guy. I'll never lose you again!"



Questions

Name: _____ Date: _____

1. How did Steven feel about taking care of Georgie in the beginning of the story?



- a. Confident
- b. Excited
- c. Annoyed
- d. Anxious

2. Which sentence from the text best shows how Steven felt when Georgie was lost?

- a. "...I looked around and realized that Georgie was gone."
- b. "I looked everywhere, but I couldn't find him."
- c. "I started running through the park, panting and sweating and shouting his name over and over."
- d. "Georgie, there you are, thank goodness!" I ran up and gave him a huge hug.

3. What do you think "supervise" means?

- a. Annoy
- b. Be late
- c. Play with
- d. Watch



4. *As the day went on, I started to pay less attention to where Georgie was. He'll keep up with me, I thought.* How does this part of the story connect to what happens later?



- a. It hints that Georgie is going to get lost.
- b. It helps you understand that Steven doesn't want to take care of Georgie.
- c. It shows that Steven doesn't care about his brother.
- d. It gives a reason for why the brothers were late meeting their parents.

5. What lesson did Steven learn?



- a. Always pay attention to things around you.
- b. Protect the people who are important to you.
- c. Spending time with your family can be fun.
- d. Rides for little kids are better than roller coasters.

6. Write a short retelling of the story here.

7. Based on context clues, what does the word "obstruct" mean?



8. Whose point of view is the story told from?

- a. Steven
- b. Georgie
- c. The mom
- d. The narrator



Reading Comprehension

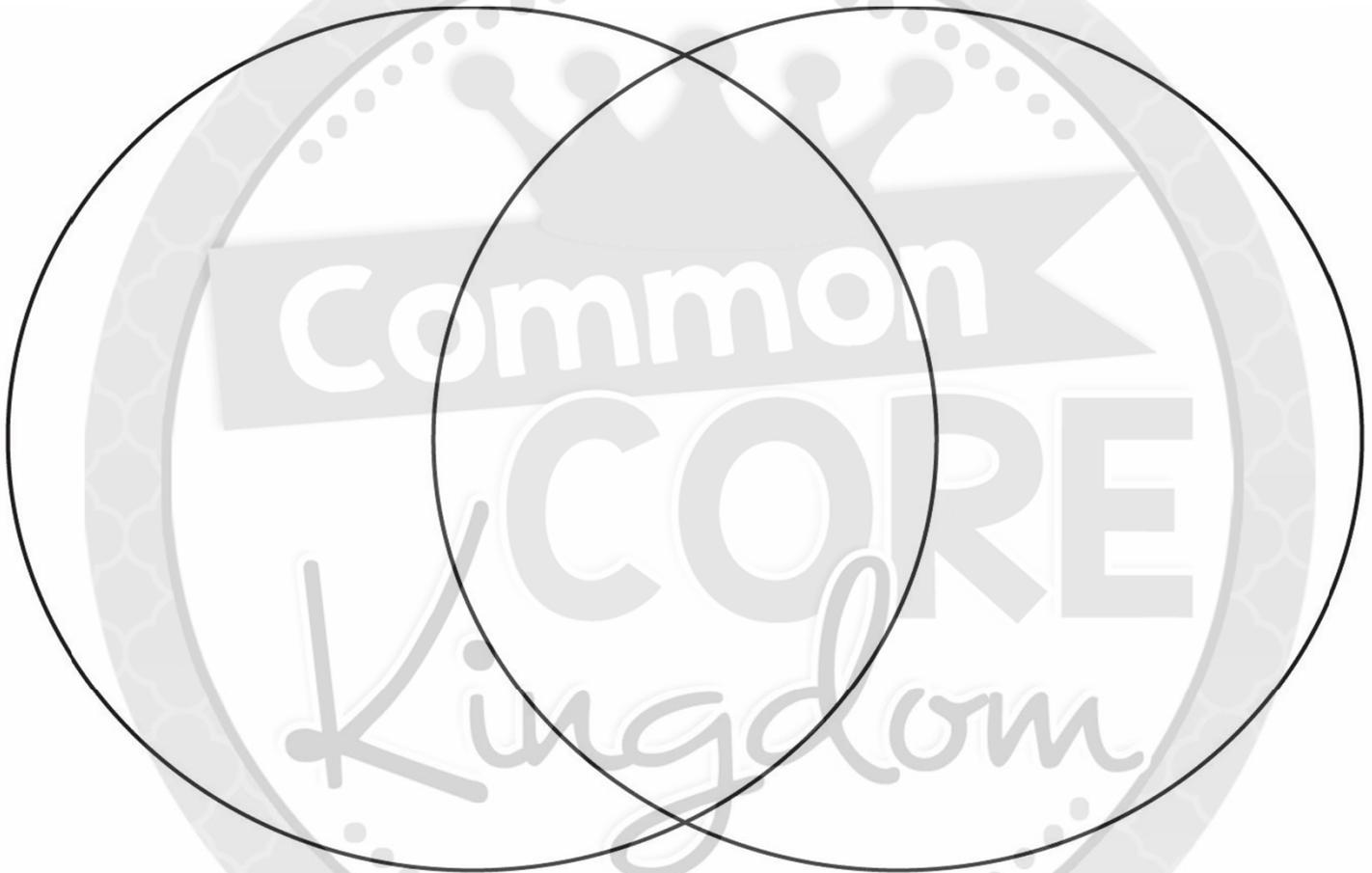
Name: _____ Date: _____

Directions: Reread each text. Complete the Venn Diagram below to compare and contrast the two texts. Then, use the graphic organizer to write a paragraph comparing and contrasting the texts.

Class Trip

Both

A Day at the
Amusement Park



Name: _____ Date: _____

Digital Thesaurus Skills

The screenshot shows a web browser window with the address bar containing <http://www.thesaurus.com/>. The search bar contains the word "support". Below the search bar, the definition of "support" is given as [suh-pohrt] and a noun meaning help or approval. A list of synonyms is provided: aid, loyalty, blessing, sustenance, assistance, relief, moral support, assist, and encouragement. Below the synonyms, the heading "Antonyms for support" is visible. A large watermark "Common CORE" is overlaid on the screenshot.

1. Which thesaurus type do you prefer? Explain.

2. Which thesaurus type do you use more frequently? Why?

3. What would happen if you clicked the red button with an X?

4. Write a sentence using the word "support."

5. Write a sentence using a synonym for the word "support."

6. Write a sentence using an antonym for the word "support."

7. Which synonym best fits the definition for the word "support" ?

Name: _____ Date: _____

CONTEXT CLUES

Directions: Read the passages. Answer the questions about the bold print words.

The children **released** the butterflies back into the wild.

PART A:

What is the meaning of **released** as it is used in the text?

- a. To allow to be published
- b. To loosen
- c. To hold on to
- d. To set free

PART B:

Write the meanings of the word parts that support your answer to Part A:

- a. Re-: _____
- b. Lease: _____
- c. -ed: _____

Johnny got a brand-new remote-control car for his birthday. His sister, Ruthie, was **envious** of his present. She cried because she wanted a new remote-control car too. Her mom said that when Johnny was ready, he would share it and let her play with it too.

PART A:

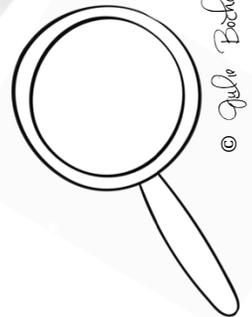
What is the meaning of **envious** as it is used in the text?

- a. To be comfortable
- b. To be kind
- c. To be happy
- d. To be jealous

PART B:

Which sentence from the text best supports your answer to Part A?

- a. Johnny got a brand-new remote-control car for his birthday.
- b. Her mom said that when Johnny was ready, he would share it and let her play with it too.
- c. She cried because she wanted a new remote-control car too.
- d. His sister, Ruthie, was **envious** of his present.



Name: _____ Date: _____

CONTEXT CLUES

Directions: Read the passages. Answer the questions about the bold print words.

We went for a walk in our neighborhood the other day. It became dark and gray. The sky had a **peculiar** look before the snowstorm. We decided it was time to get back to our house, so we ran back.

PART A:

What is the meaning of **peculiar** as it is used in the text?

- a. To be common
- b. To be ordinary
- c. To be strange
- d. To be familiar

PART B:

Which phrase from the text best supports your answer to Part A?

We went to the theater for a field trip. The usher told us to **proceed** until we got to row ten. When we got to row ten, we sat down and waited for the show to begin. It was the best play I've ever seen.

PART A:

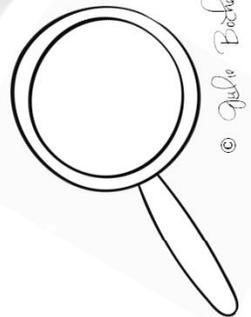
What is the meaning of **proceed** as it is used in the text?

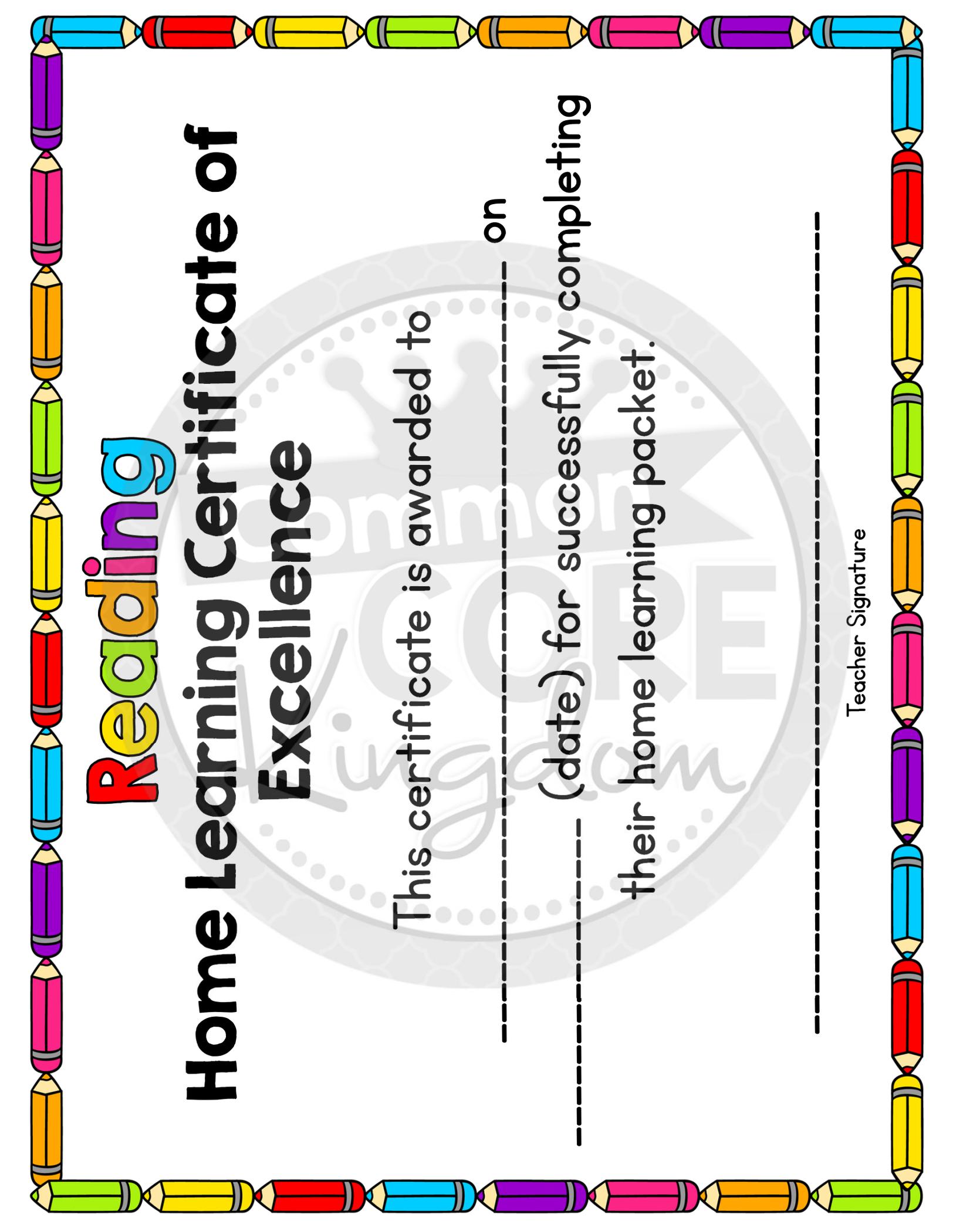
- a. To move forward
- b. To move backward
- c. To stop
- d. To stay

PART B:

Which sentence from the text best supports your answer to Part A?

- a. We went to the theater for a field trip.
- b. The usher told us to **proceed** until we got to row ten.
- c. When we got to row ten, we sat down and waited for the show to begin.
- d. It was the best play I've ever seen.





Reading

Home Learning Certificate of Excellence

This certificate is awarded to

----- on

----- (date) for successfully completing
their home learning packet.

Teacher Signature

Terms of Use



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 - Give to others to use in another classroom.
 - Give to parents to use with their children outside of your lessons.
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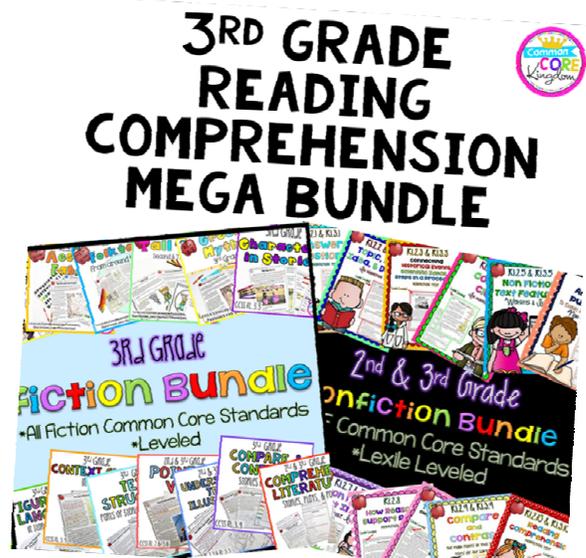
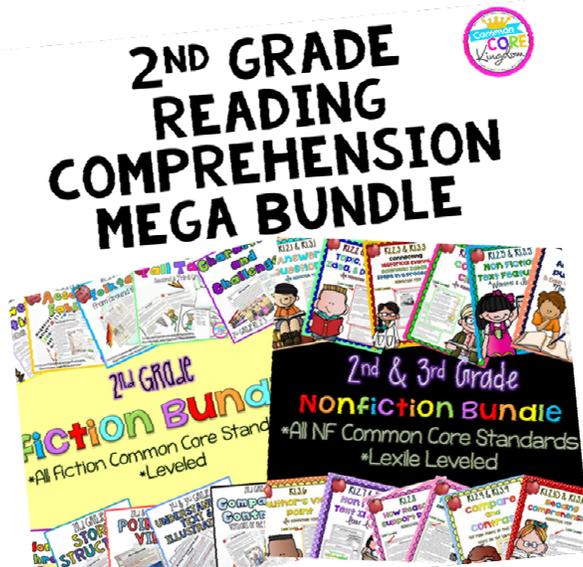


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