



**edmentum™**

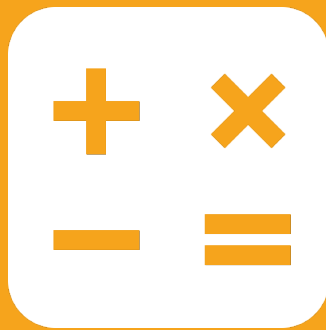


# 2<sup>nd</sup> Grade Worksheet Bundle:

## Volume Two

Printable math, reading, and literacy worksheets  
from Edmentum Exact Path and Reading Eggs.





# Math Activities



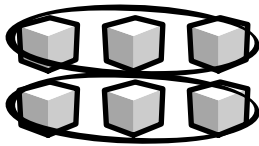
# Add Blocker

## Activity Sheet

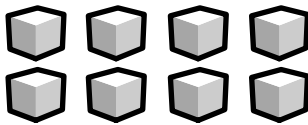
Name: \_\_\_\_\_ Class: \_\_\_\_\_

Circle the equal rows.

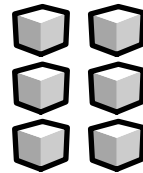
Write an equation that matches each array.



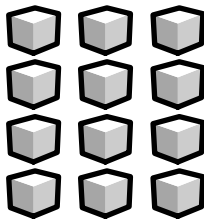
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



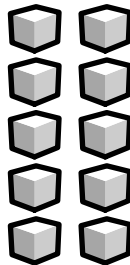
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



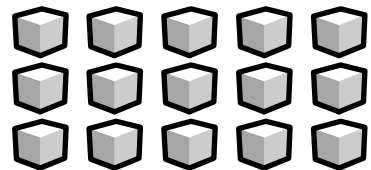
$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

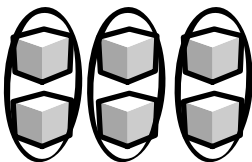


$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

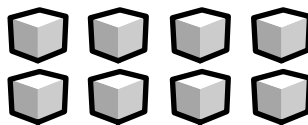


Circle the equal columns.

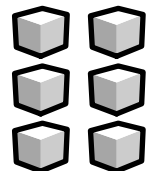
Write an equation that matches each array.



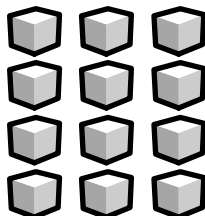
$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



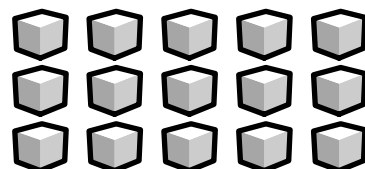
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



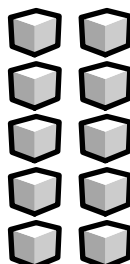
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



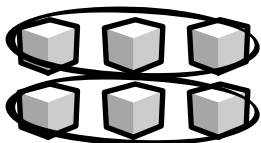
# Add Blocker - Answer Key

## Activity Sheet

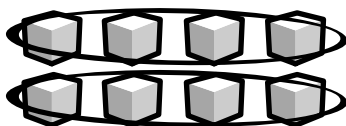
Name: \_\_\_\_\_ Class: \_\_\_\_\_

Circle the equal rows.

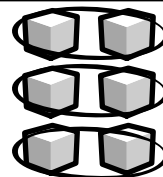
Write an equation that matches each array.



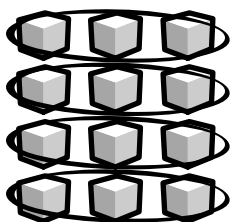
$$\underline{3} + \underline{3} = \underline{6}$$



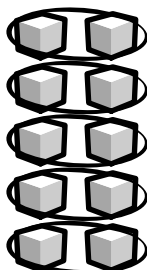
$$\underline{4} + \underline{4} = \underline{8}$$



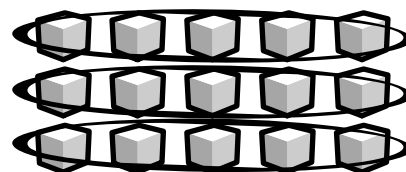
$$\underline{2} + \underline{2} + \underline{2} = \underline{6}$$



$$\underline{3} + \underline{3} + \underline{3} + \underline{3} = \underline{12}$$



$$\underline{2} + \underline{2} + \underline{2} + \underline{2} + \underline{2} = \underline{10}$$

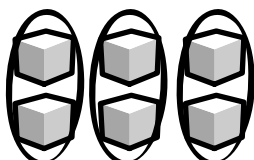


$$\underline{5} + \underline{5} + \underline{5} = \underline{15}$$

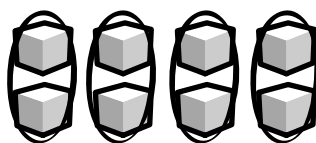


Circle the equal columns.

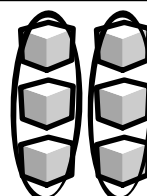
Write an equation that matches each array.



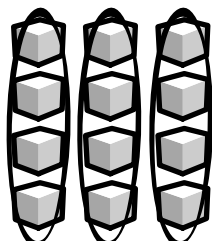
$$\underline{2} + \underline{2} + \underline{2} = \underline{6}$$



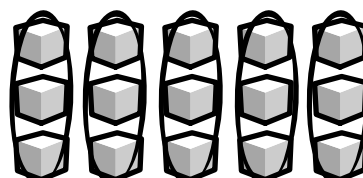
$$\underline{2} + \underline{2} + \underline{2} + \underline{2} = \underline{8}$$



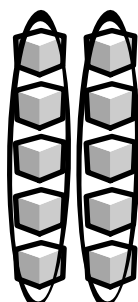
$$\underline{3} + \underline{3} = \underline{6}$$



$$\underline{4} + \underline{4} + \underline{4} = \underline{12}$$



$$\underline{3} + \underline{3} + \underline{3} + \underline{3} + \underline{3} = \underline{15}$$



$$\underline{5} + \underline{5} = \underline{10}$$



# Cash Dash

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Find the total value of each set of coins or bills.



¢

\_\_\_\_\_



¢

\_\_\_\_\_



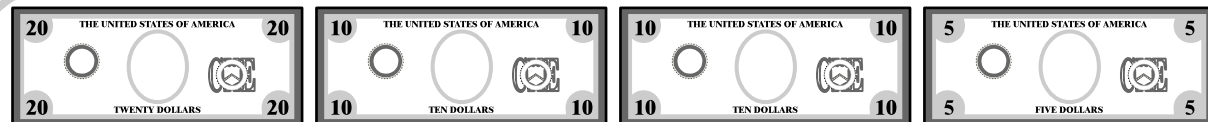
¢

\_\_\_\_\_



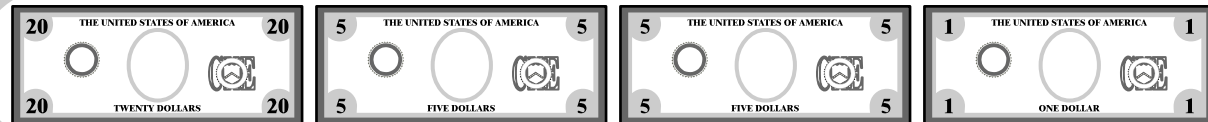
¢

\_\_\_\_\_



\$

\_\_\_\_\_



\$

\_\_\_\_\_

Color the coins and bills to show how you would pay the amount shown on each cash register.



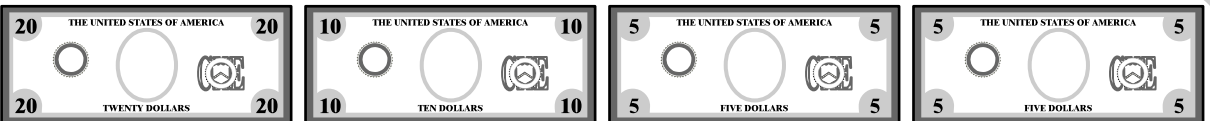
62¢



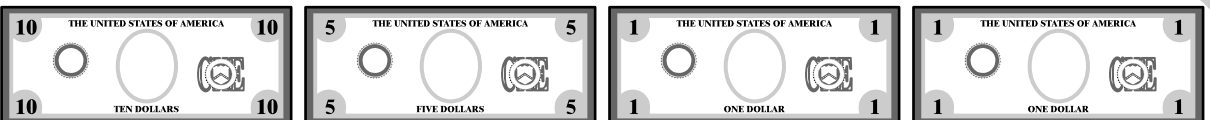
48¢



\$35



\$12





# Cash Dash - Answer Key

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Find the total value of each set of coins or bills.



**43¢**



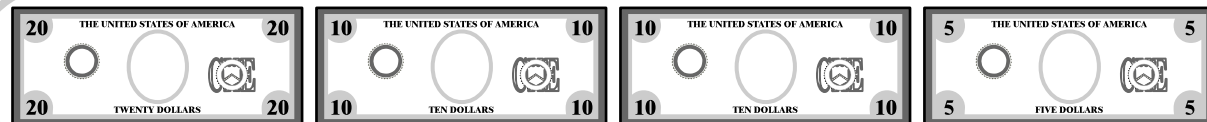
**86¢**



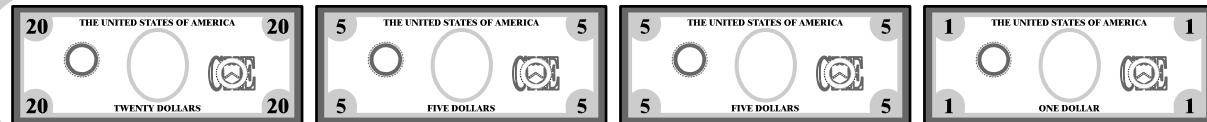
**27¢**



**68¢**



**\$45**



**\$31**

Color the coins and bills to show how you would pay the amount shown on each cash register.



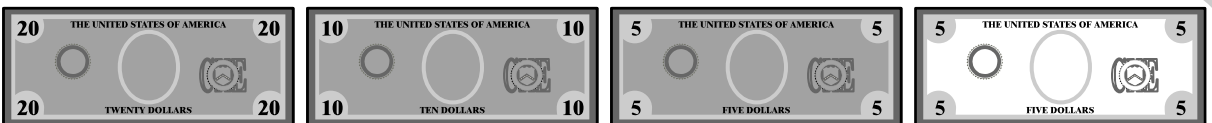
**62¢**



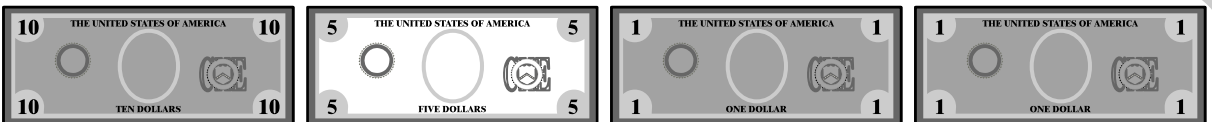
**48¢**



**\$35**



**\$12**





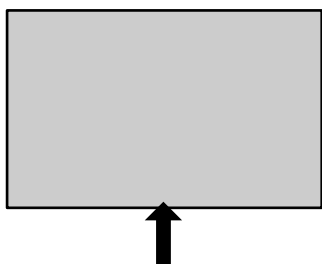
# Half and Craft

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

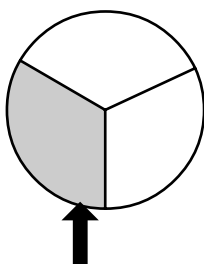
Label each part of the shapes below.  
Use these words: whole, half, third, fourth.

1



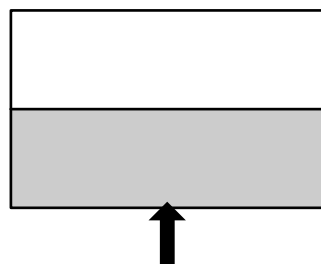
\_\_\_\_\_

2



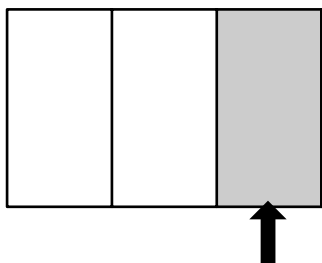
\_\_\_\_\_

3



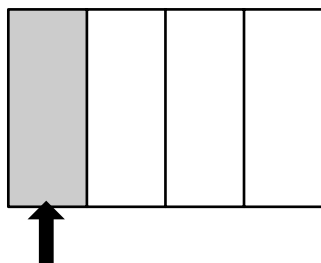
\_\_\_\_\_

4



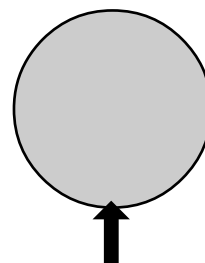
\_\_\_\_\_

5



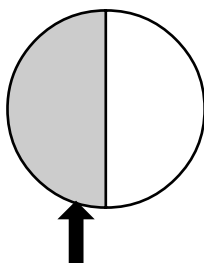
\_\_\_\_\_

6



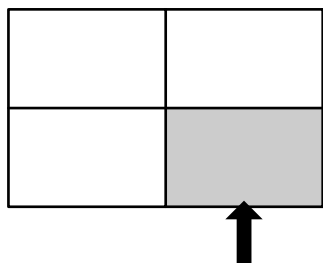
\_\_\_\_\_

7



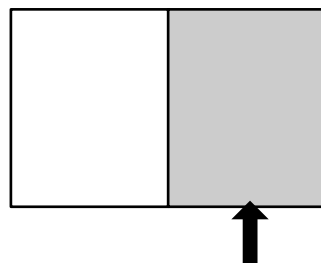
\_\_\_\_\_

8



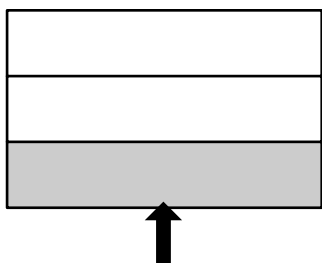
\_\_\_\_\_

9



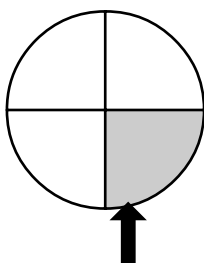
\_\_\_\_\_

10

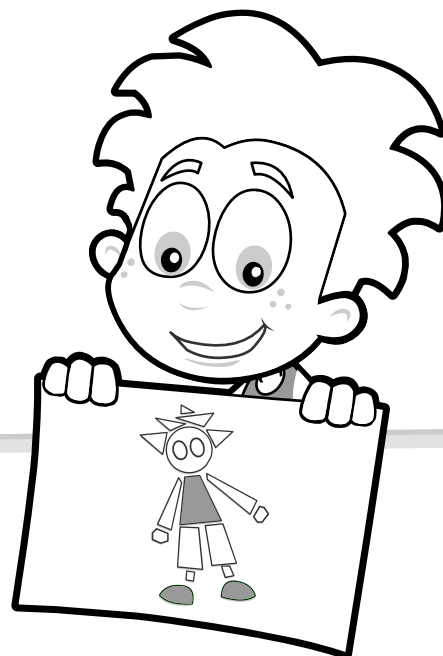


\_\_\_\_\_

11



\_\_\_\_\_







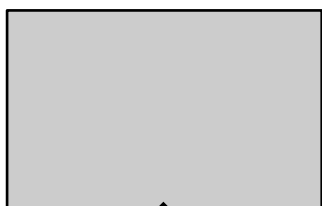
# Half and Craft - Answer Key

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

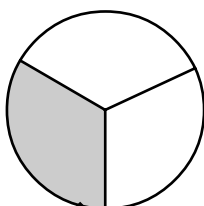
Label each part of the shapes below.  
Use these words: whole, half, third, fourth.

1



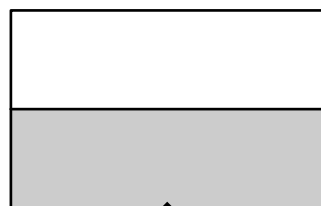
whole

2



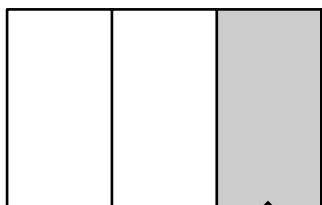
third

3



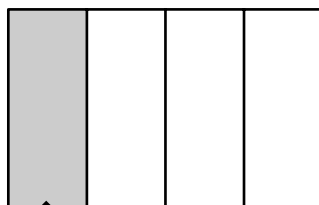
half

4



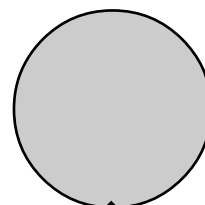
third

5



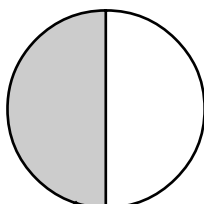
fourth

6



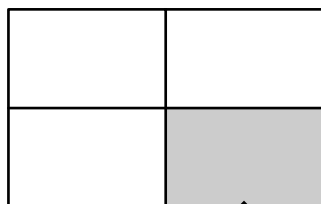
whole

7



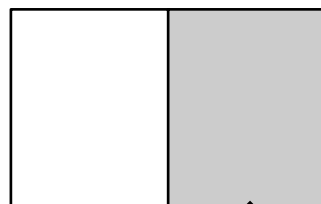
half

8



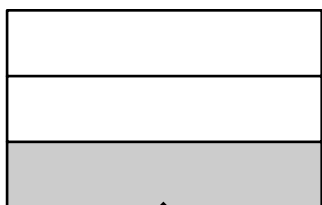
fourth

9



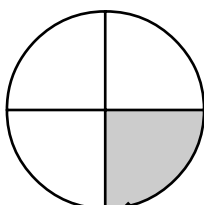
half

10

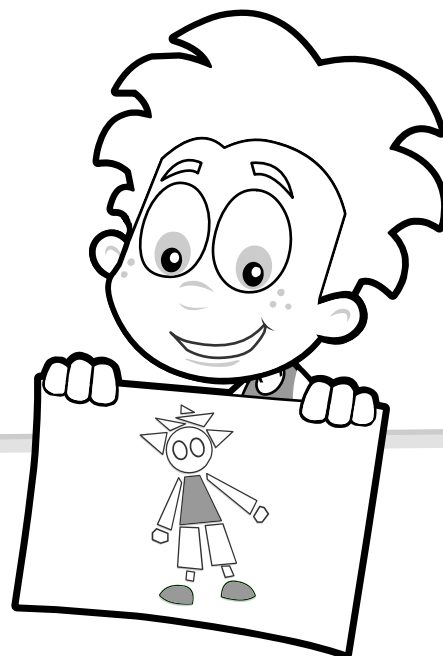


third

11



fourth





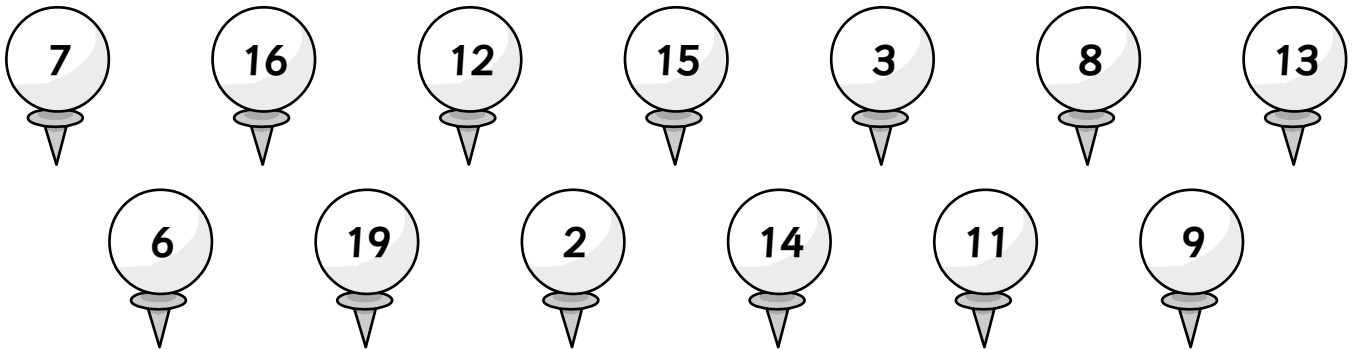


# Odd Balls

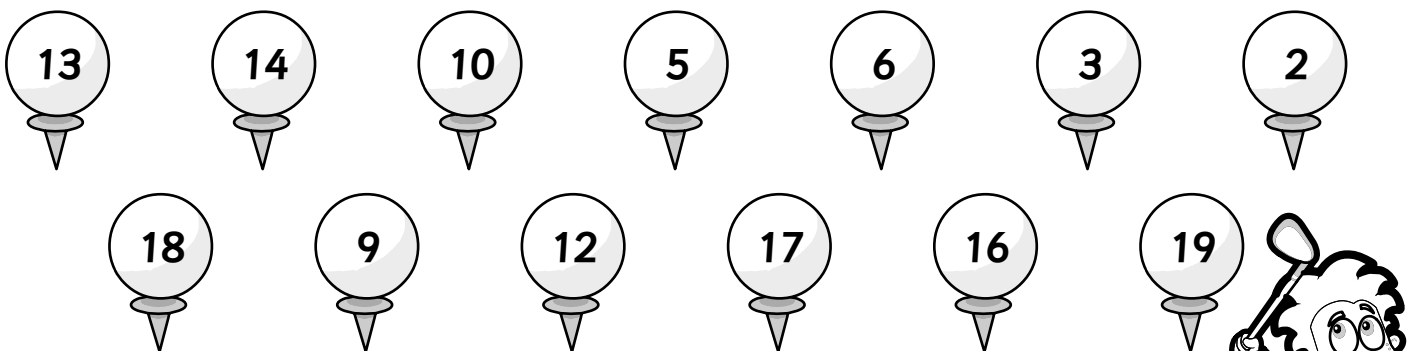
## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

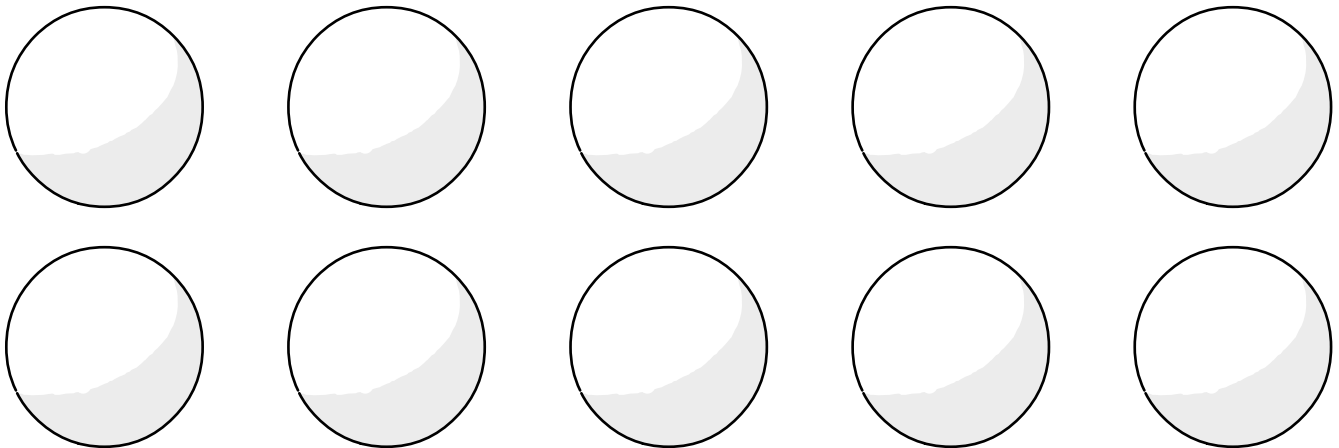
Circle all the even numbers.



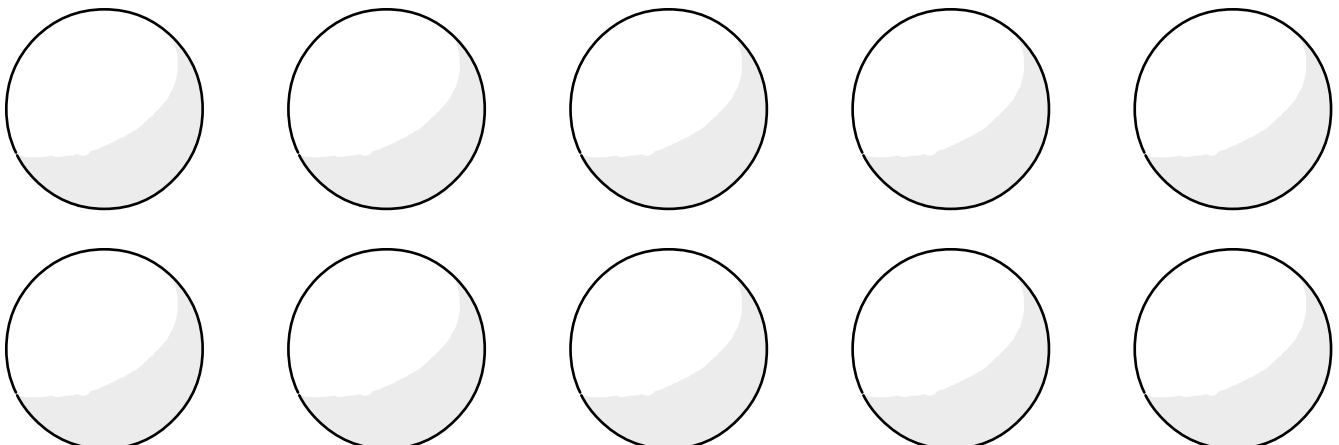
Circle all the odd numbers.



Write all the odd numbers from 1 to 20 on the golf balls below.



Write all the even numbers from 1 to 20 on the golf balls below.



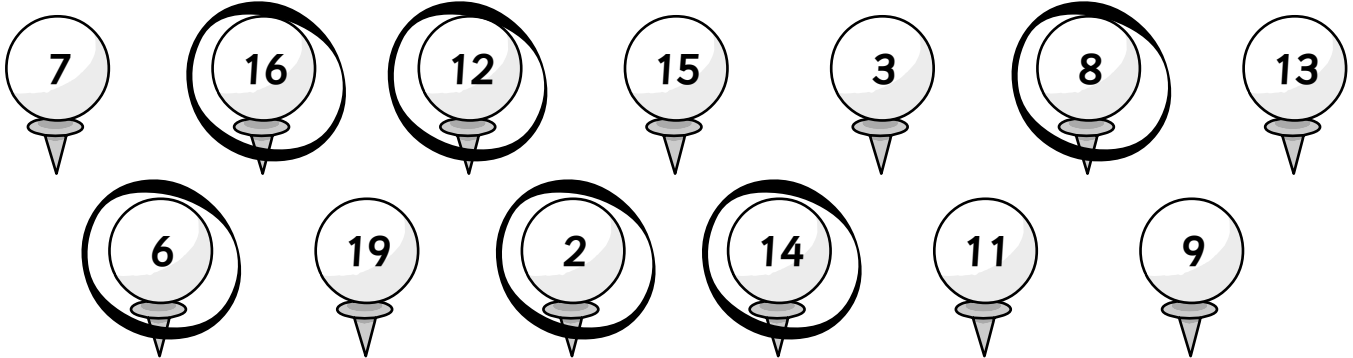


# Odd Balls - Answer Key

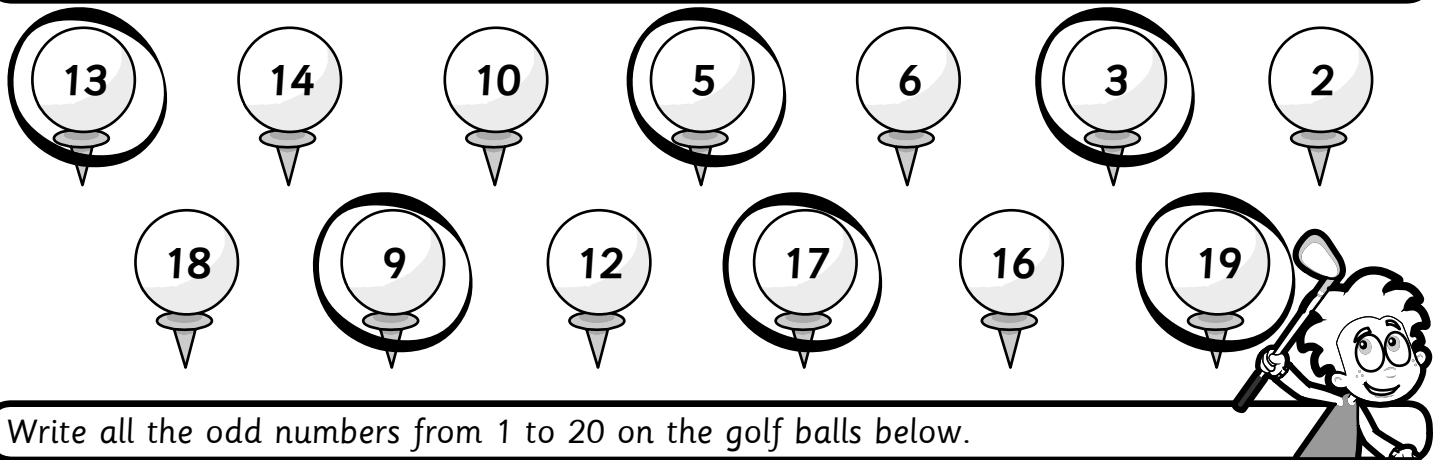
## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

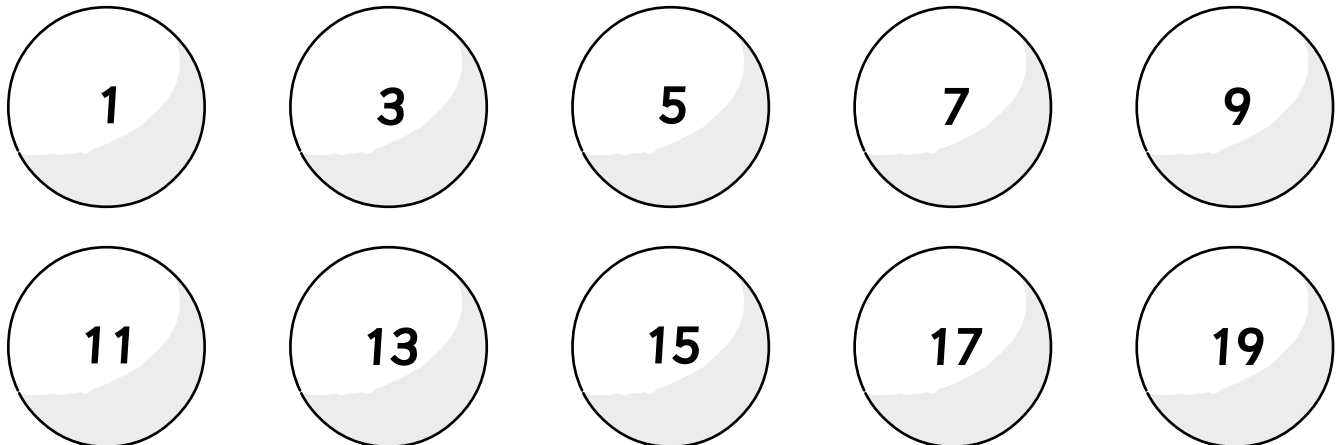
Circle all the even numbers.



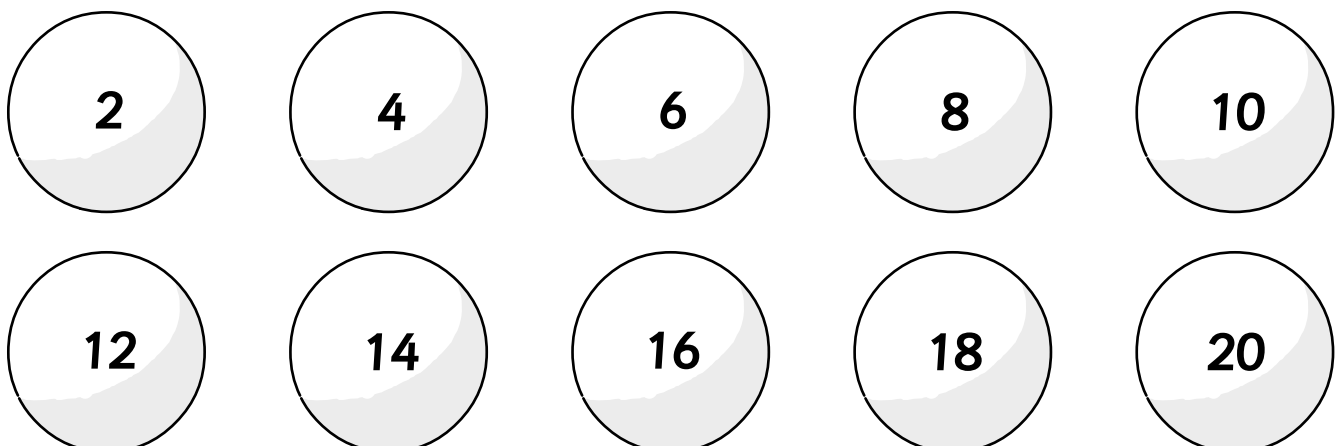
Circle all the odd numbers.



Write all the odd numbers from 1 to 20 on the golf balls below.



Write all the even numbers from 1 to 20 on the golf balls below.





# Snip To Be Square

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

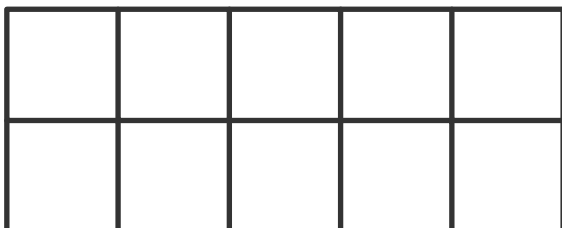
Color the squares in each rectangle.  
Then count to find how many squares make up each rectangle.



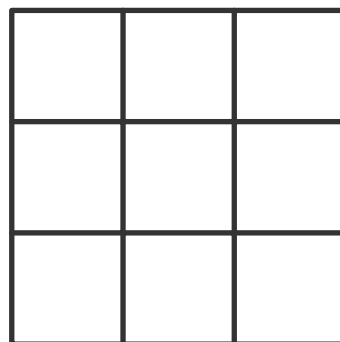
\_\_\_\_\_ squares



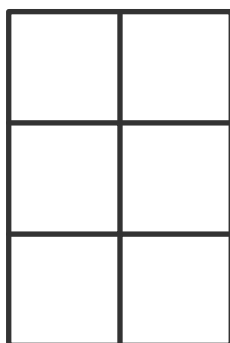
\_\_\_\_\_ squares



\_\_\_\_\_ squares



\_\_\_\_\_ squares



\_\_\_\_\_ squares



\_\_\_\_\_ squares

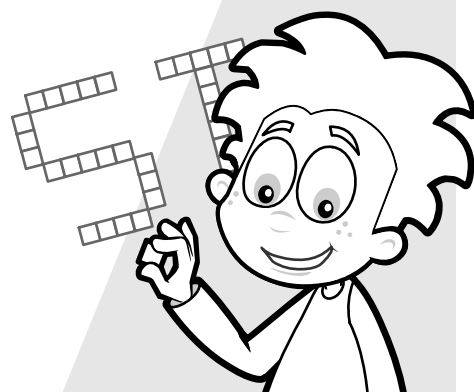
Draw same-size squares to divide each rectangle.  
Then count how many squares make up each rectangle.



\_\_\_\_\_ squares



\_\_\_\_\_ squares



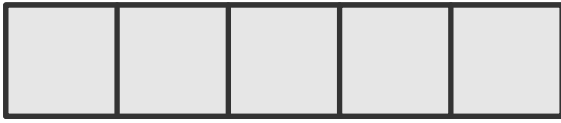


# Snip To Be Square - Answer Key

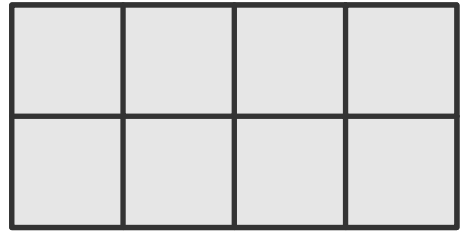
## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Color the squares in each rectangle.  
Then count to find how many squares make up each rectangle.



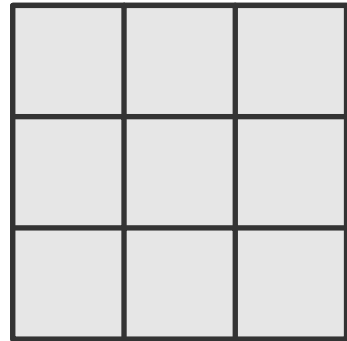
\_\_\_\_\_ **5** \_\_\_\_\_ squares



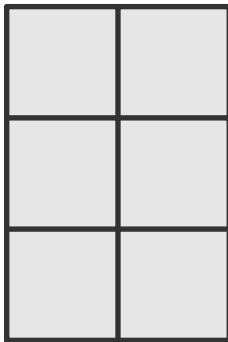
\_\_\_\_\_ **8** \_\_\_\_\_ squares



\_\_\_\_\_ **10** \_\_\_\_\_ squares



\_\_\_\_\_ **9** \_\_\_\_\_ squares



\_\_\_\_\_ **6** \_\_\_\_\_ squares

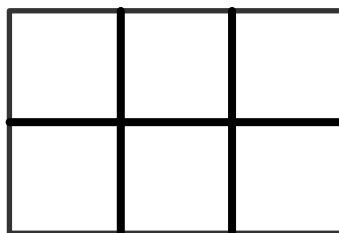


\_\_\_\_\_ **8** \_\_\_\_\_ squares

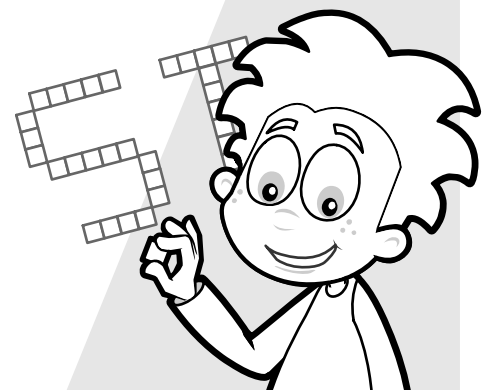
Draw same-size squares to divide each rectangle.  
Then count how many squares make up each rectangle.



\_\_\_\_\_ **4** \_\_\_\_\_ squares



\_\_\_\_\_ **6** \_\_\_\_\_ squares



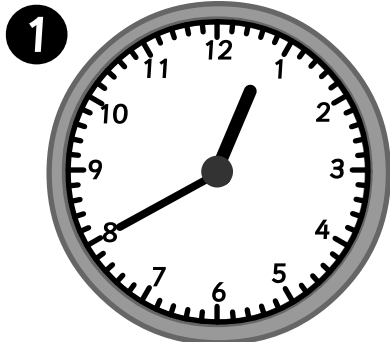


# Snoozing Time

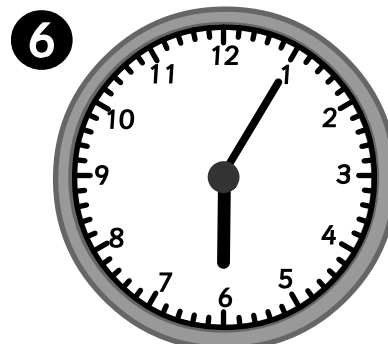
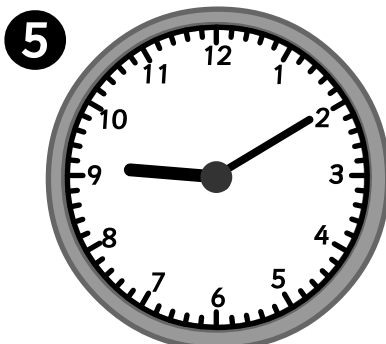
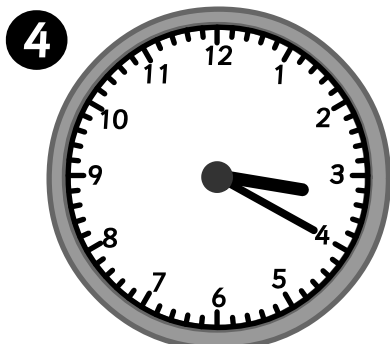
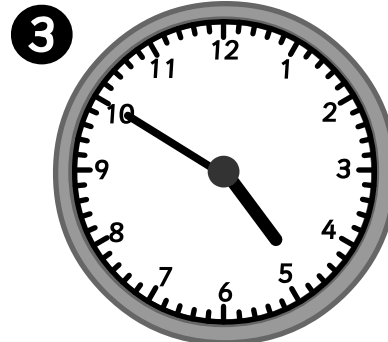
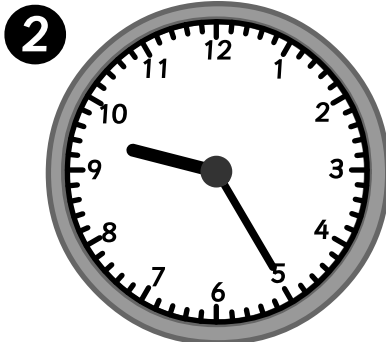
## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

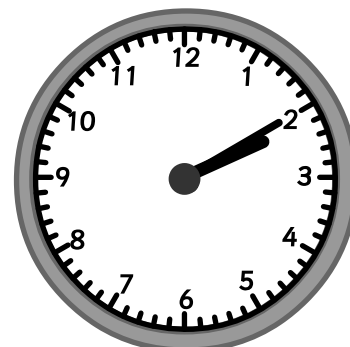
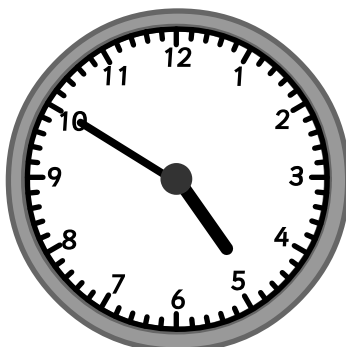
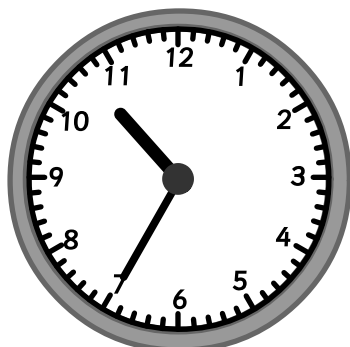
Write the digital time below each clock.  
The first one is done for you.



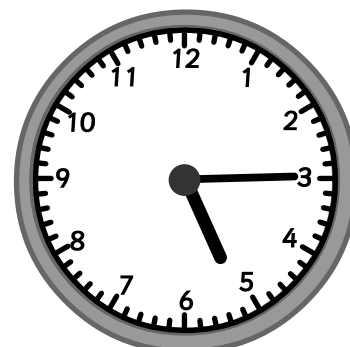
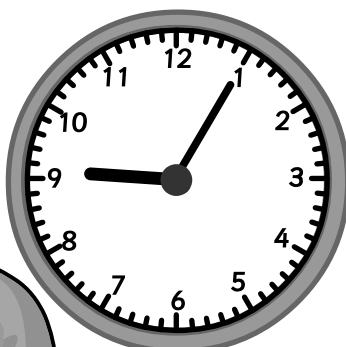
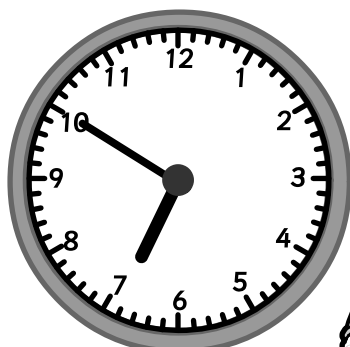
12:40



Match the time to the clock.



quarter after five | two ten | four fifty | ten thirty-five | ten to seven | five after nine



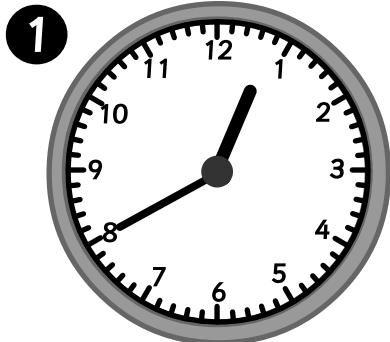


# Snoozing Time - Answer Key

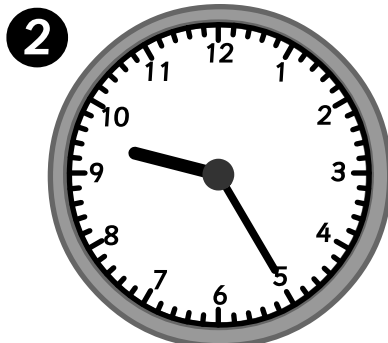
## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

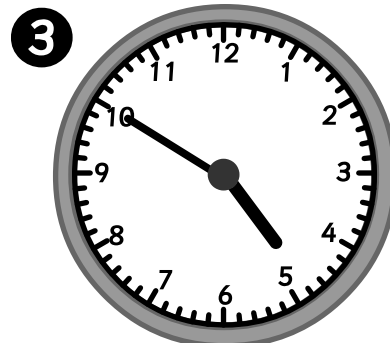
Write the digital time below each clock.  
The first one is done for you.



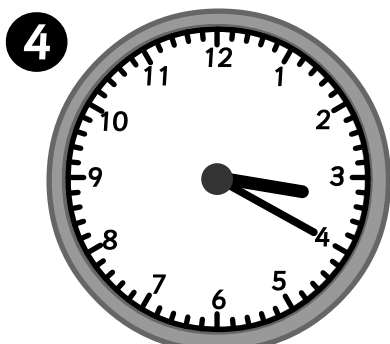
12:40



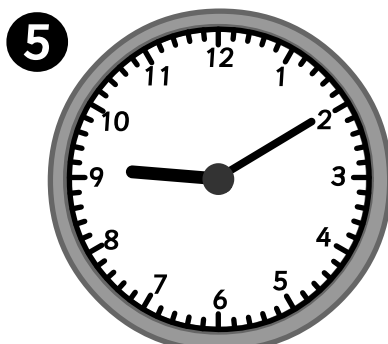
9:25



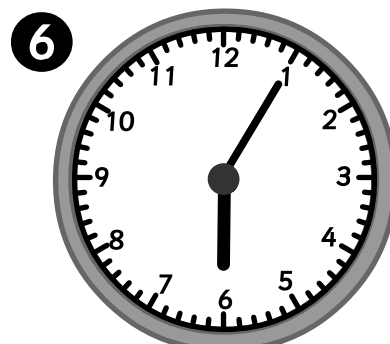
4:50



3:20

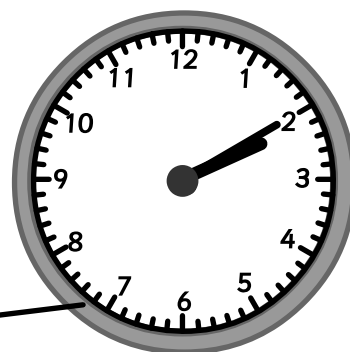
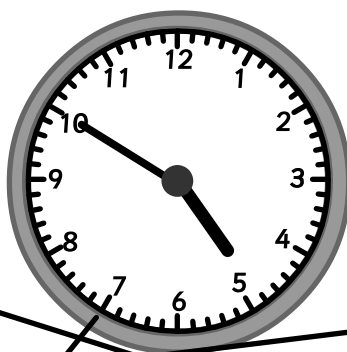
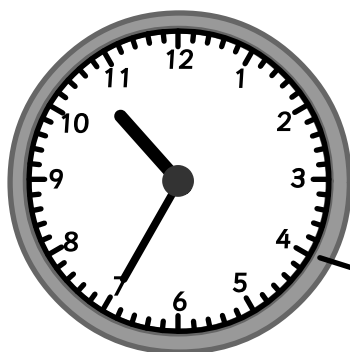


9:10

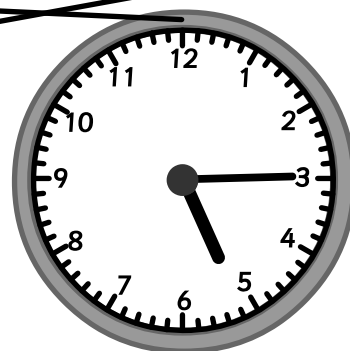
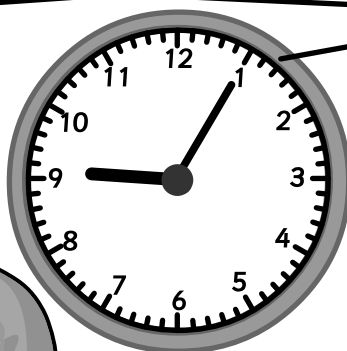
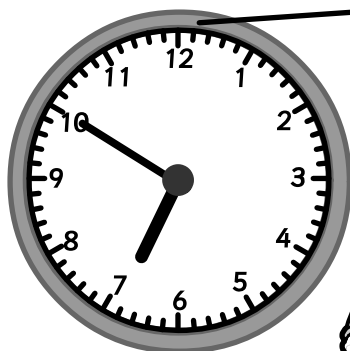


6:05

Match the time to the clock.



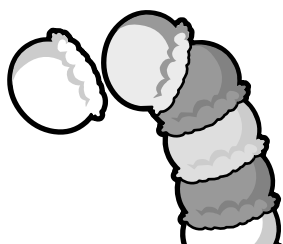
quarter after five | two ten | four fifty | ten thirty-five | ten to seven | five after nine



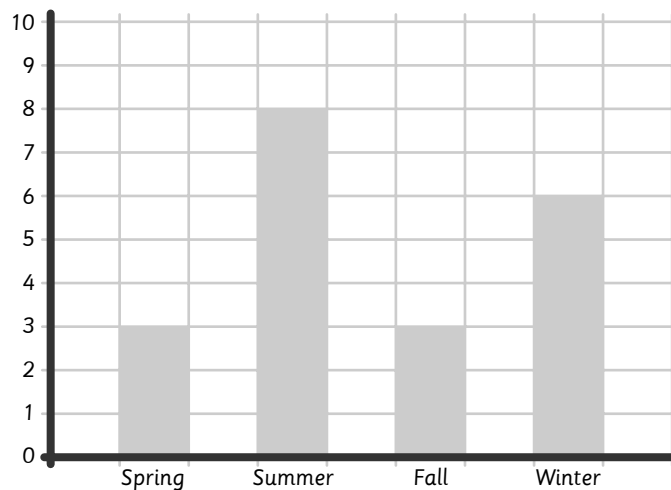


Name: \_\_\_\_\_ Class: \_\_\_\_\_

Twenty students were asked about vacations.  
Their answers are shown in the bar graphs.  
Use the bar graphs to answer the questions.



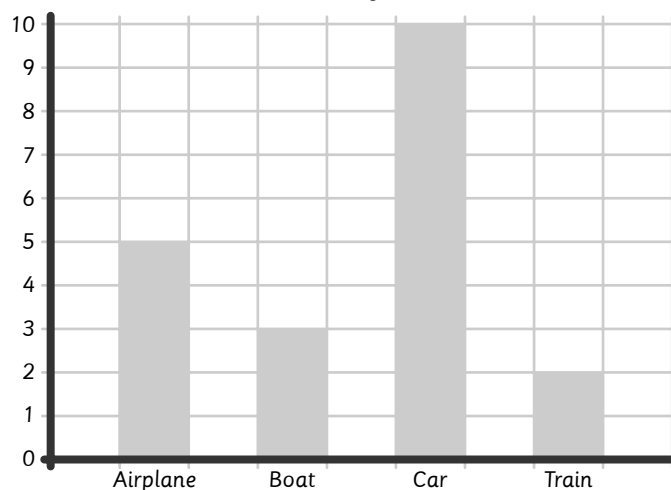
Favorite Season for Vacation



- 1 How many students best like to vacation in the fall? \_\_\_\_\_
- 2 How many students best like to vacation in the winter? \_\_\_\_\_
- 3 How many students would rather vacation in summer than in winter? \_\_\_\_\_
- 4 How many students would rather vacation in summer than in spring? \_\_\_\_\_
- 5 Which season do the most students like to go on vacation? \_\_\_\_\_



Favorite Way to Travel



- 6 How many students best like to travel by car? \_\_\_\_\_
- 7 How many students best like to travel by boat? \_\_\_\_\_
- 8 How many students would rather travel by airplane than train? \_\_\_\_\_
- 9 How many students would rather travel by car than train? \_\_\_\_\_
- 10 Which way to travel is the least favorite? \_\_\_\_\_



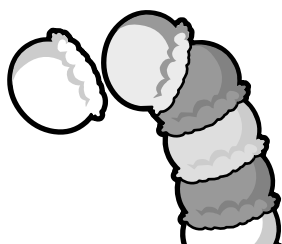


# Speedy Pete - Answer Key

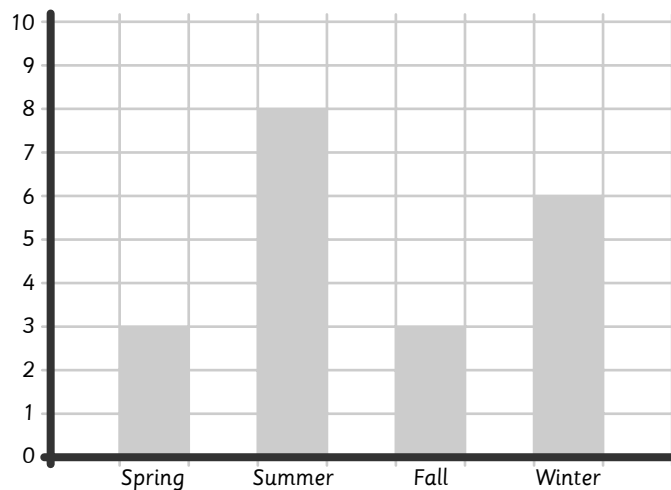
## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Twenty students were asked about vacations.  
Their answers are shown in the bar graphs.  
Use the bar graphs to answer the questions.



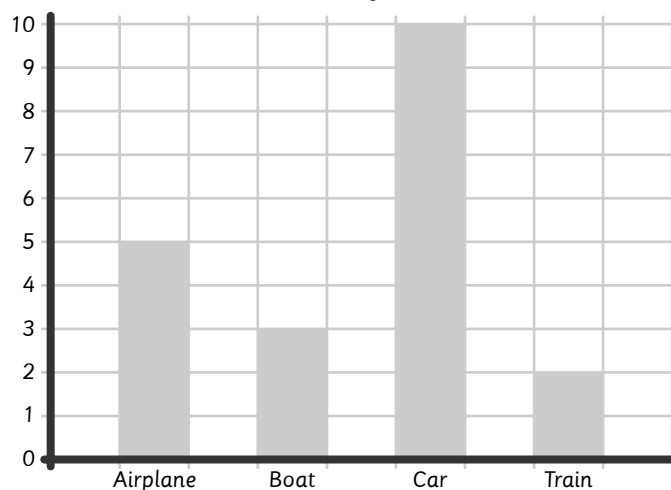
Favorite Season for Vacation



- 1 How many students best like to vacation in the fall? 3
- 2 How many students best like to vacation in the winter? 6
- 3 How many students would rather vacation in summer than in winter? 2
- 4 How many students would rather vacation in summer than in spring? 5
- 5 Which season do the most students like to go on vacation? summer



Favorite Way to Travel



- 6 How many students best like to travel by car? 10
- 7 How many students best like to travel by boat? 3
- 8 How many students would rather travel by airplane than train? 3
- 9 How many students would rather travel by car than train? 8
- 10 Which way to travel is the least favorite? train



# Station Subtraction

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Find the differences.

① 
$$\begin{array}{r} 75 \\ - 25 \\ \hline \end{array}$$

② 
$$\begin{array}{r} 49 \\ - 31 \\ \hline \end{array}$$

③ 
$$\begin{array}{r} 82 \\ - 47 \\ \hline \end{array}$$

④ 
$$\begin{array}{r} 53 \\ - 26 \\ \hline \end{array}$$

⑤ 
$$\begin{array}{r} 66 \\ - 57 \\ \hline \end{array}$$

⑥ 
$$\begin{array}{r} 23 \\ - 18 \\ \hline \end{array}$$

⑦ 
$$\begin{array}{r} 72 \\ - 35 \\ \hline \end{array}$$

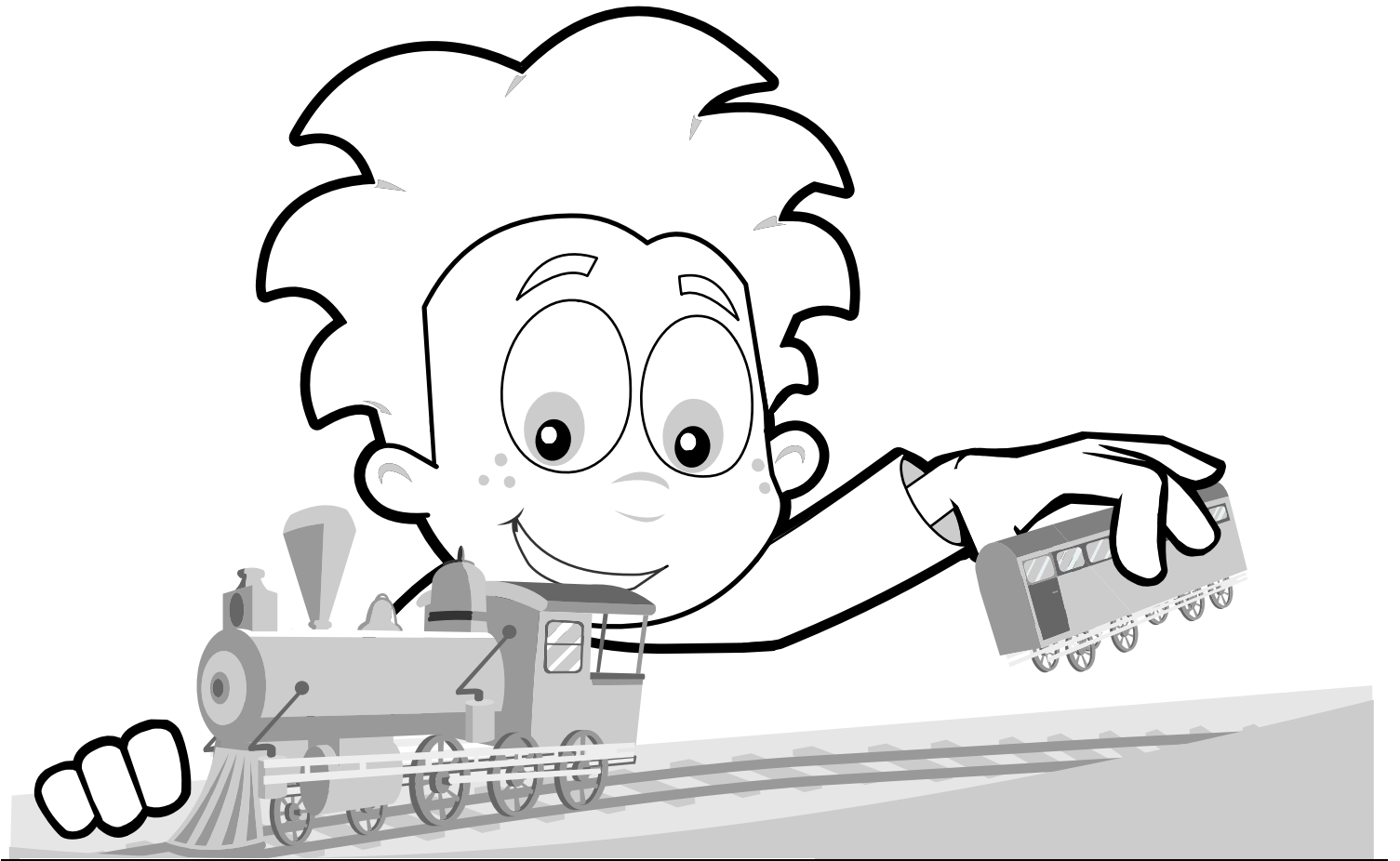
⑧ 
$$\begin{array}{r} 39 \\ - 12 \\ \hline \end{array}$$

⑨  $97 - 49 =$  \_\_\_\_\_

⑩  $51 - 32 =$  \_\_\_\_\_

⑪  $46 - 18 =$  \_\_\_\_\_

⑫  $80 - 45 =$  \_\_\_\_\_





# Station Subtraction - Answer Key

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

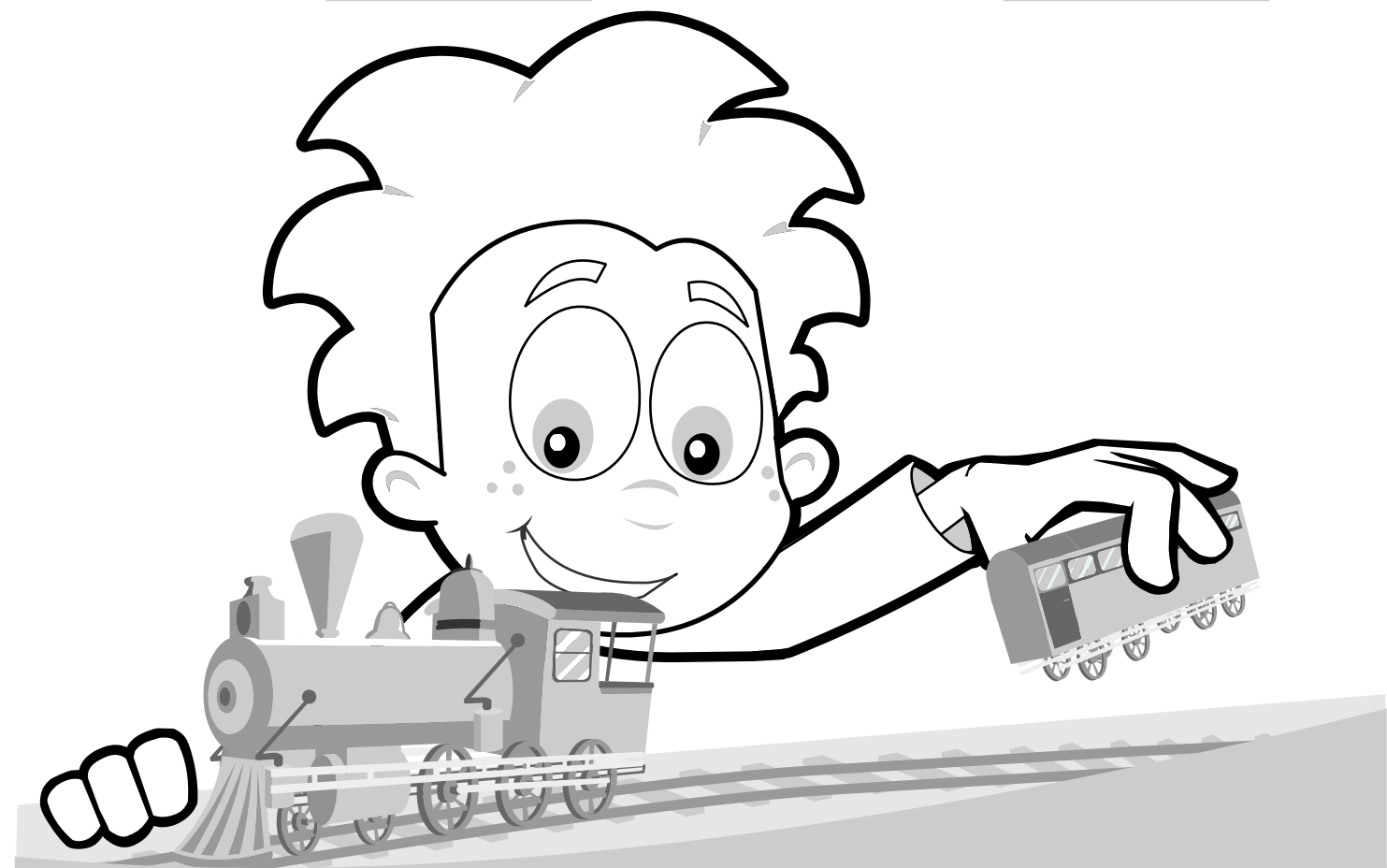
Find the differences.

<b>1</b>	$\begin{array}{r} 75 \\ - 25 \\ \hline 50 \end{array}$	<b>2</b>	$\begin{array}{r} 49 \\ - 31 \\ \hline 18 \end{array}$	<b>3</b>	$\begin{array}{r} 82 \\ - 47 \\ \hline 35 \end{array}$	<b>4</b>	$\begin{array}{r} 53 \\ - 26 \\ \hline 27 \end{array}$
----------	--	----------	--	----------	--	----------	--

<b>5</b>	$\begin{array}{r} 66 \\ - 57 \\ \hline 9 \end{array}$	<b>6</b>	$\begin{array}{r} 23 \\ - 18 \\ \hline 5 \end{array}$	<b>7</b>	$\begin{array}{r} 72 \\ - 35 \\ \hline 37 \end{array}$	<b>8</b>	$\begin{array}{r} 39 \\ - 12 \\ \hline 27 \end{array}$
----------	---	----------	---	----------	--	----------	--

**9**  $97 - 49 =$  48      **10**  $51 - 32 =$  19

**11**  $46 - 18 =$  28      **12**  $80 - 45 =$  35





# Train of Thought

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Find the sums.

① 
$$\begin{array}{r} 45 \\ + 25 \\ \hline \end{array}$$

② 
$$\begin{array}{r} 89 \\ + 61 \\ \hline \end{array}$$

③ 
$$\begin{array}{r} 86 \\ + 40 \\ \hline \end{array}$$

④ 
$$\begin{array}{r} 53 \\ + 26 \\ \hline \end{array}$$

⑤ 
$$\begin{array}{r} 34 \\ + 57 \\ \hline \end{array}$$

⑥ 
$$\begin{array}{r} 45 \\ + 32 \\ \hline \end{array}$$

⑦ 
$$\begin{array}{r} 62 \\ + 35 \\ \hline \end{array}$$

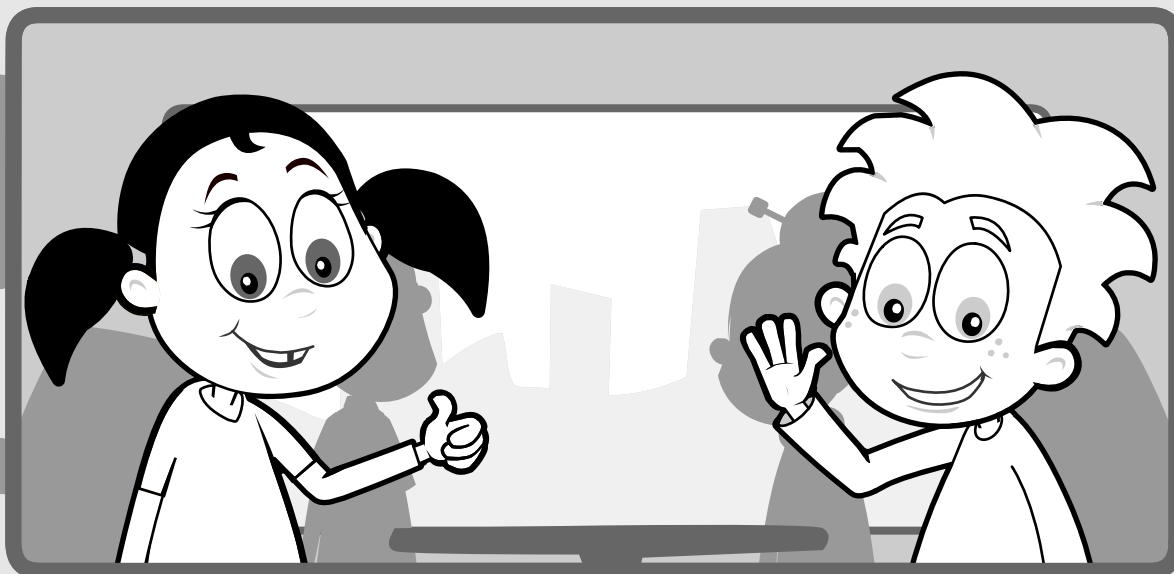
⑧ 
$$\begin{array}{r} 75 \\ + 50 \\ \hline \end{array}$$

⑨  $14 + 66 =$  \_\_\_\_\_

⑩  $93 + 36 =$  \_\_\_\_\_

⑪  $10 + 32 =$  \_\_\_\_\_

⑫  $34 + 51 =$  \_\_\_\_\_





# Train of Thought - Answer Key

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Find the sums.

$$\begin{array}{r} \textcircled{1} \quad 45 \\ + 25 \\ \hline 70 \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 89 \\ + 61 \\ \hline 150 \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 86 \\ + 40 \\ \hline 126 \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 53 \\ + 26 \\ \hline 79 \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 34 \\ + 57 \\ \hline 91 \end{array}$$

$$\begin{array}{r} \textcircled{6} \quad 45 \\ + 32 \\ \hline 77 \end{array}$$

$$\begin{array}{r} \textcircled{7} \quad 62 \\ + 35 \\ \hline 97 \end{array}$$

$$\begin{array}{r} \textcircled{8} \quad 75 \\ + 50 \\ \hline 125 \end{array}$$

$$\textcircled{9} \quad 14 + 66 = \underline{80}$$

$$\textcircled{10} \quad 93 + 36 = \underline{129}$$

$$\textcircled{11} \quad 10 + 32 = \underline{42}$$

$$\textcircled{12} \quad 34 + 51 = \underline{85}$$





# Reading and Literacy



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Read each text.

What is the author's purpose?

Are you wondering if poisonous frogs live near you?

Only one kind of poisonous frog lives in the United States. It is the pickerel frog. It is found in the eastern United States. These frogs usually live in wooded areas away from where most people live.



**1** What is the purpose of this text?

**to describe**

**to explain**

**to answer a question**

Frogs need to be near water. Their skin is smooth and damp. Their eyes bulge. They have narrow bodies and long back legs that help them to jump high.



**2** What is the purpose of this text?

**to describe**

**to explain**

**to answer a question**

Here is how to tell a frog from a toad. First, look at the skin. Frogs have smooth, damp skin, but most toads have wet, bumpy skin. Next, look at how it moves. Does it crawl more or hop more? If it mostly crawls, it is probably a toad. If it mostly hops, it is probably a frog. Finally, look at the eyes. Frogs' eyes stick out from their heads. Toads' eyes are usually golden.



**3** What is the purpose of this text?

**to describe**

**to explain**

**to answer a question**





# Field Trip - Answer Key

## Activity Sheet

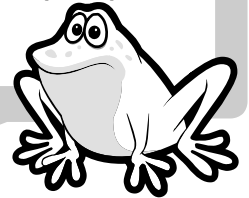
Name: \_\_\_\_\_ Class: \_\_\_\_\_

Read each text.

What is the author's purpose?

Are you wondering if poisonous frogs live near you?

Only one kind of poisonous frog lives in the United States. It is the pickerel frog. It is found in the eastern United States. These frogs usually live in wooded areas away from where most people live.



1 What is the purpose of this text?

to describe

to explain

to answer a question

Frogs need to be near water. Their skin is smooth and damp. Their eyes bulge. They have narrow bodies and long back legs that help them to jump high.



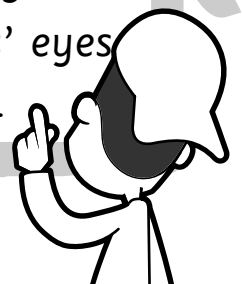
2 What is the purpose of this text?

to describe

to explain

to answer a question

Here is how to tell a frog from a toad. First, look at the skin. Frogs have smooth, damp skin, but most toads have wet, bumpy skin. Next, look at how it moves. Does it crawl more or hop more? If it mostly crawls, it is probably a toad. If it mostly hops, it is probably a frog. Finally, look at the eyes. Frogs' eyes stick out from their heads. Toads' eyes are usually golden.



3 What is the purpose of this text?

to describe

to explain

to answer a question



# Kate's Lucky Ribbon

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Use the words and pictures to help you complete the chart.

Characters	Setting	Plot





# Kate's Lucky Ribbon - Answer Key

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Use the words and pictures to help you complete the chart.

Characters	Setting	Plot
Daria Tejna friends	afternoon ice skating rink	The problem is that Daria can't skate. The problem is solved when Tejna gets her a skate trainer to hold onto.



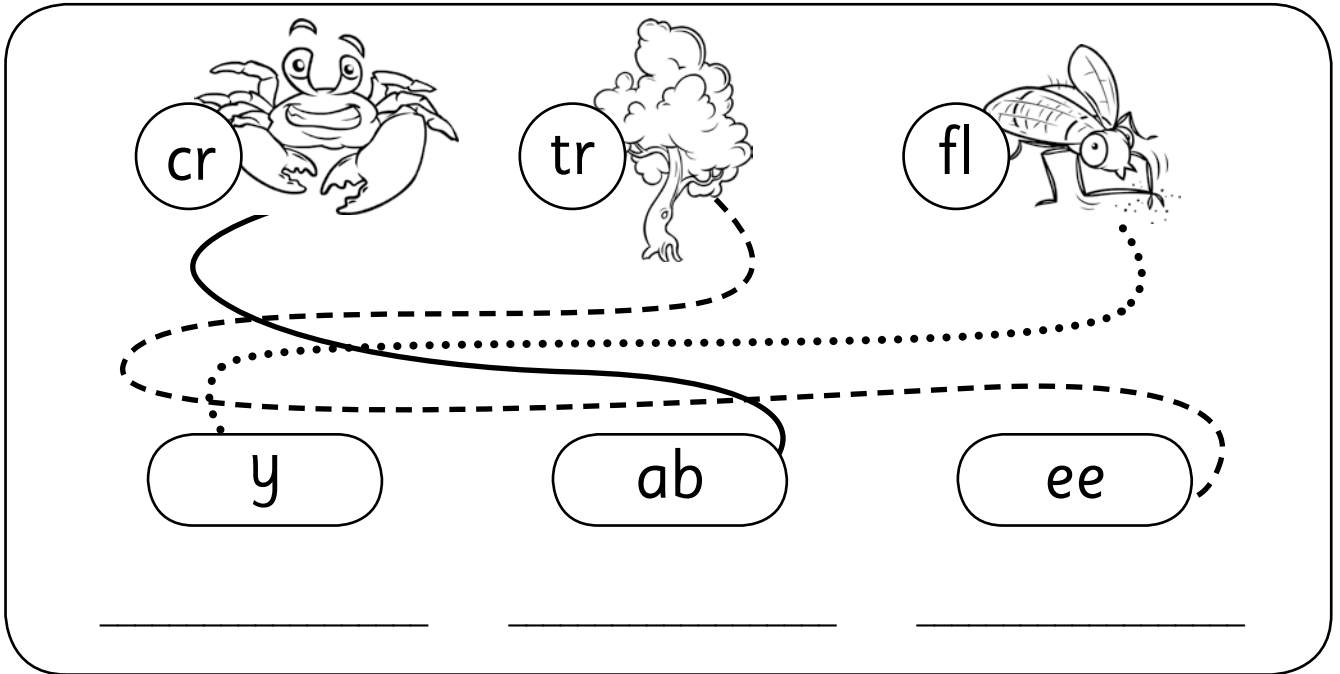
# Blends

Name \_\_\_\_\_

## Initial sounds

### Lesson 111 • Worksheet 1

1 Follow the track. Write each word you make.



2 Complete each word with **pl**, **br** or **cl**. Draw a picture.

____ock	____ate	____oom

3 Color **sl** words red. Color **fr** words yellow.

frog

fridge

slug

fry

slip




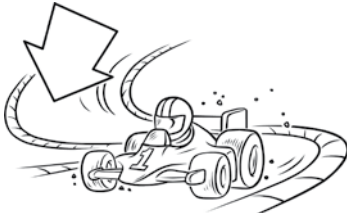


slot

free

slam

## Vocabulary

1 Match each word to a picture.

	crab	
	truck	
	track	
	tree	
	cry	
	friends	

2 Read the clue. Write the word.

<p>I have branches and green leaves.</p> <p>I am a t_____.</p>	<p>Trains can travel on me.</p> <p>I am a t_____.</p>
<p>I have lots of wheels.</p> <p>I can carry heavy things.</p> <p>I am a t_____.</p>	<p>I live in the sand.</p> <p>I have six legs.</p> <p>I am a c_____.</p>

# Reading

Name \_\_\_\_\_

## Lesson 111 • Worksheet 3

### 1 Read the text.

Brad is a crab. He wanted to see the world. He wanted to go on a trip. Brad the crab walked up the track.

Underline the correct answer.

### 2 What is Brad?

- he is a truck
- he is a crab
- he is a track
- he is a trip



### 3 What did Brad want to see?

- the crab
- the truck
- the world
- the friends



### 4 Where did Brad walk?

- to the park
- up the track
- to the trees
- on the grass



Name \_\_\_\_\_

# Blends

Lesson 111 • Worksheet 4

## Check

1 Write the words on the correct truck.

track  
truck  
crash  
try  
crab  
crown

cr

tr



2 Complete the sentences.

friends cry truck trip

Brad wants to go on a \_\_\_\_\_.

The \_\_\_\_\_ is stuck, and so is Brad.

Brad the crab had a bit of a \_\_\_\_\_.

The three crabs are Brad's \_\_\_\_\_.



# Syllables

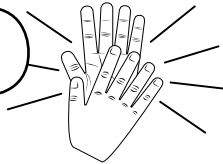
Name \_\_\_\_\_

## Lesson 112 • Worksheet 1

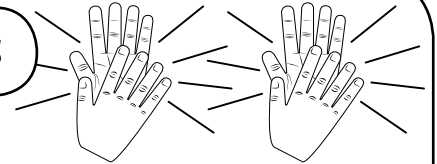
- 1 Clap the syllables as you say each word.  
Write the words in the correct boxes.

cup happy eating cake  
wombat hotter crab slam

1 clap



2 claps



- 2 Color 1 syllable words **blue**. Color 2 syllable words **yellow**.

flower

Brad

track

Flossy

clam

plum

crying

sister

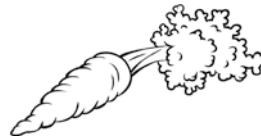
## Spelling

- 1 Write the missing syllable to complete each word.

rot er bit on ing



flow\_\_\_\_\_



car\_\_\_\_\_



lem\_\_\_\_\_



rab\_\_\_\_\_



wat\_\_\_\_\_



eat\_\_\_\_\_



ex\_\_\_\_\_cise



sleep\_\_\_\_\_

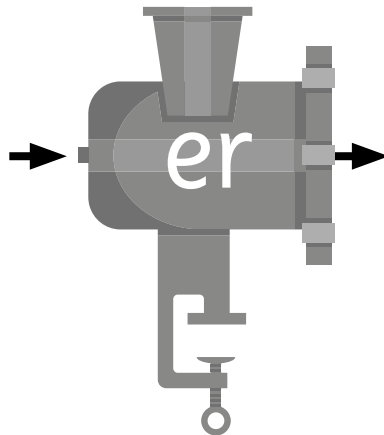
- 2 Join each word to the **er** machine. Write each word you make.

help

long

hard

small



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Vocabulary

Name \_\_\_\_\_

## Lesson 112 • Worksheet 3

1 Match each picture to a word.



food



water



exercise



sleep



home



clothes

2 Trace and copy.



healthy

exercise

Name \_\_\_\_\_

# Syllables

Lesson 112 • Worksheet 4

## Check

1 Write the words in the correct box.

water home sleep  
healthy growing food



1 syllable

2 syllables

2 Complete the sentences.

grow water clothes eat

I need food to \_\_\_\_\_.

I need \_\_\_\_\_ to drink.

Exercise helps us to live and \_\_\_\_\_.

We need \_\_\_\_\_ to wear.



# igh

Name \_\_\_\_\_

## Phonics

### Lesson 116 • Worksheet 1

1 Join the **igh** words to Nighty night light.

high

knight

sing

fight



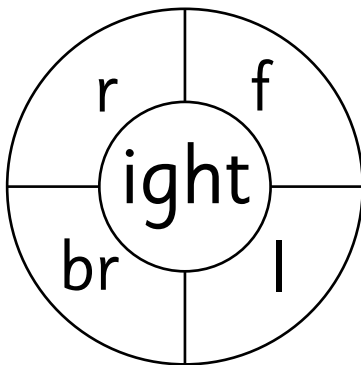
skip

night

sigh

like

2 Use the wheel to make words. Write the words.



ight

3 Complete the labels.



kn



n

**Read and write**

1 Complete the sentences.

night Bird high

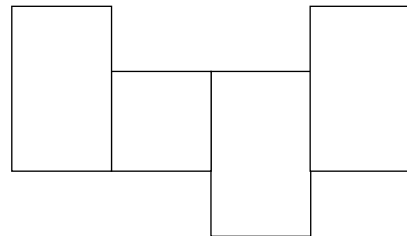
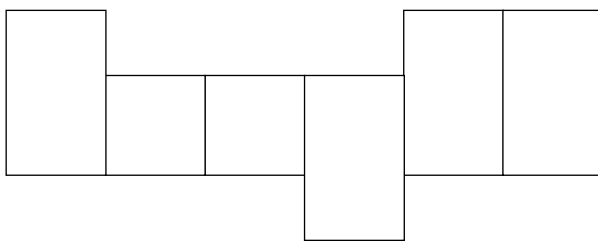
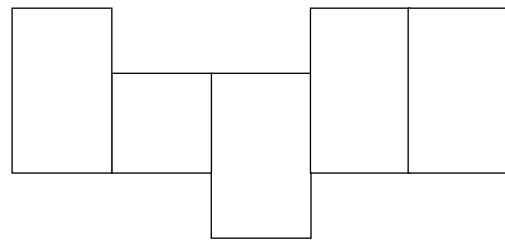
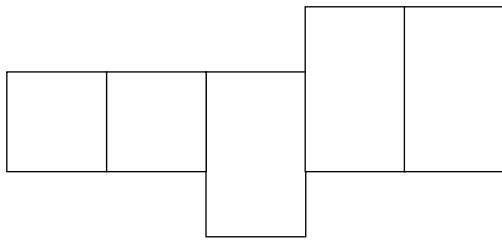
“I like to fly,” said \_\_\_\_\_.

“I can fly \_\_\_\_\_ in the sky,” said Bat.

Bat can fly all \_\_\_\_\_.

2 Guess the word by its shape. Write each word in a box.

high night knight light



# Vocabulary

Name \_\_\_\_\_

## Lesson 116 • Worksheet 3

1 Join the two words together. Write each new word.

moon + light = \_\_\_\_\_

good + night = \_\_\_\_\_

sand + paper = \_\_\_\_\_

ice + cube = \_\_\_\_\_

2 Join each word to a picture.



moonlight

goodnight

sandpaper

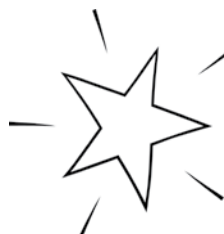
seaweed



3 Make two more compound words.



\_\_\_\_\_light



\_\_\_\_\_light



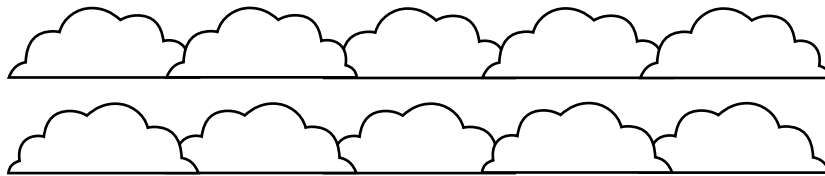
## Check

- 1 Circle the **i\_e** words. Color the **\_igh** words blue.  
Color the **\_y** words red.



“I like to fly,” said Bird. “I can fly high.” “I like to fly high,” said Bat. “The sky is mine.”  
“Sigh,” said the Moon.

Color a cloud each time you find a word.



- 2 Write a sentence using Bat's word.



moonlight

---

---

---

---

# Verbs

Name \_\_\_\_\_

## Action verbs

### Lesson 119 • Worksheet 1

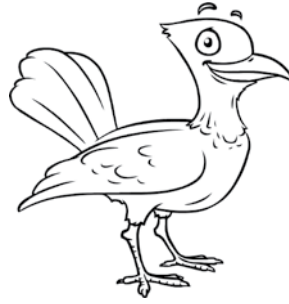
1 Match the animal to the correct verb.



fly

hop

crawl



swoop

wriggle

creep



swim

run

fly



pounce

creep

stomp

2 Color the action verbs.

dance

skate

T-shirt

run

catch

hop

glasses





throw

jump

feet

## Saying verbs

1 Match each saying verb to its picture.

	shout	
	sing	
	giggle	
	speak	

2 Cross out the word **says**. Choose a better verb from the list.

hisses   barks   roars   asks

“What’s the time?” says Tick tock clock. \_\_\_\_\_

“I love to bake cakes,” says Jake the snake. \_\_\_\_\_

“Let’s go and play!” says Tom the dog. \_\_\_\_\_

“Vroom, vroom!” says Fast As. \_\_\_\_\_

3 Color the saying verbs.

shouts

runs

asks

screams

hops

# Verbs

Name \_\_\_\_\_

## Read and write

### Lesson 119 • Worksheet 3

#### 1 Circle the verbs.

Frank the skunk runs and stomps his feet. Blue wing hops along the ground and glides in the air. Brad the crab scuttles across the sand.

Color a starfish each time you find a verb.



#### 2 Complete each sentence.

walks   pounces   clings   flaps

Roary the lion runs and \_\_\_\_\_ on his food.

Coco the starfish \_\_\_\_\_ onto rocks with her feet.

Brad the crab \_\_\_\_\_ sideways on his eight legs.

Blue bird \_\_\_\_\_ his wings to fly.

## 1 Circle the action verbs.

Dan plays soccer on Saturdays. He runs, jumps, kicks and scores a goal! The crowd claps and cheers for Dan.

Color a ball each time you find an action verb.



## 2 Color the right verb. Cross out the wrong one.

“I live in a lovely nest,”   Blue wing.

“Let’s scribble a picture!”

Scribble stick.

“Shh! I need a little nap,”

Happy nap.

“It’s time to lay my egg,”   Meg the hen.

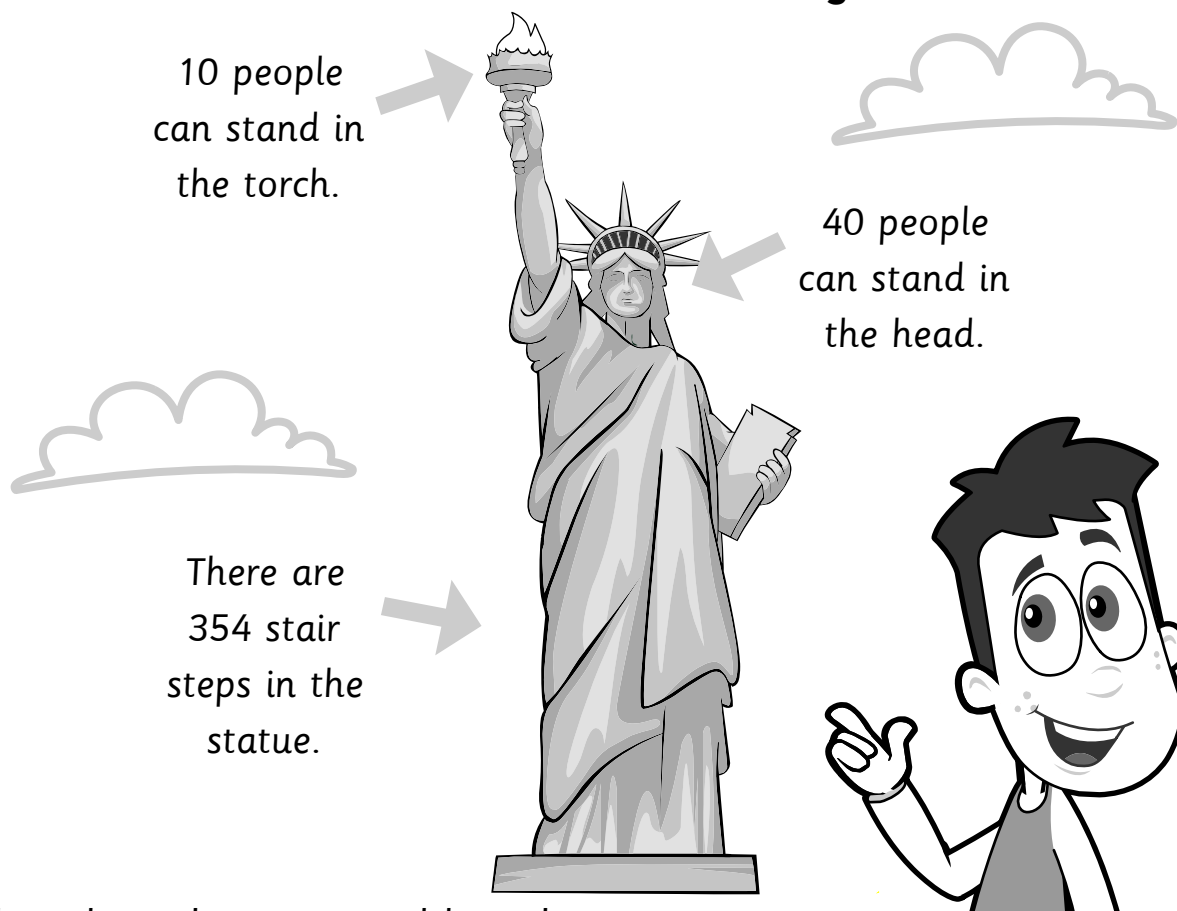


Name: \_\_\_\_\_ Class: \_\_\_\_\_

Read the text and look at the image.

**It is always fun to visit the Statue of Liberty.**

**Plan to wait. There can be long lines.**



**1** What does the image add to the text?

---

---

The Empire State building is fun during the day and night.  
During the day, you can see many buildings.  
At night, you can see all the lights.

Empire State Building	
8 AM to 2 AM The last elevator leaves at 1:15 AM	Open 365 days a year

**2** What does the chart add to the text?

---

---



# See the USA - Answer Key

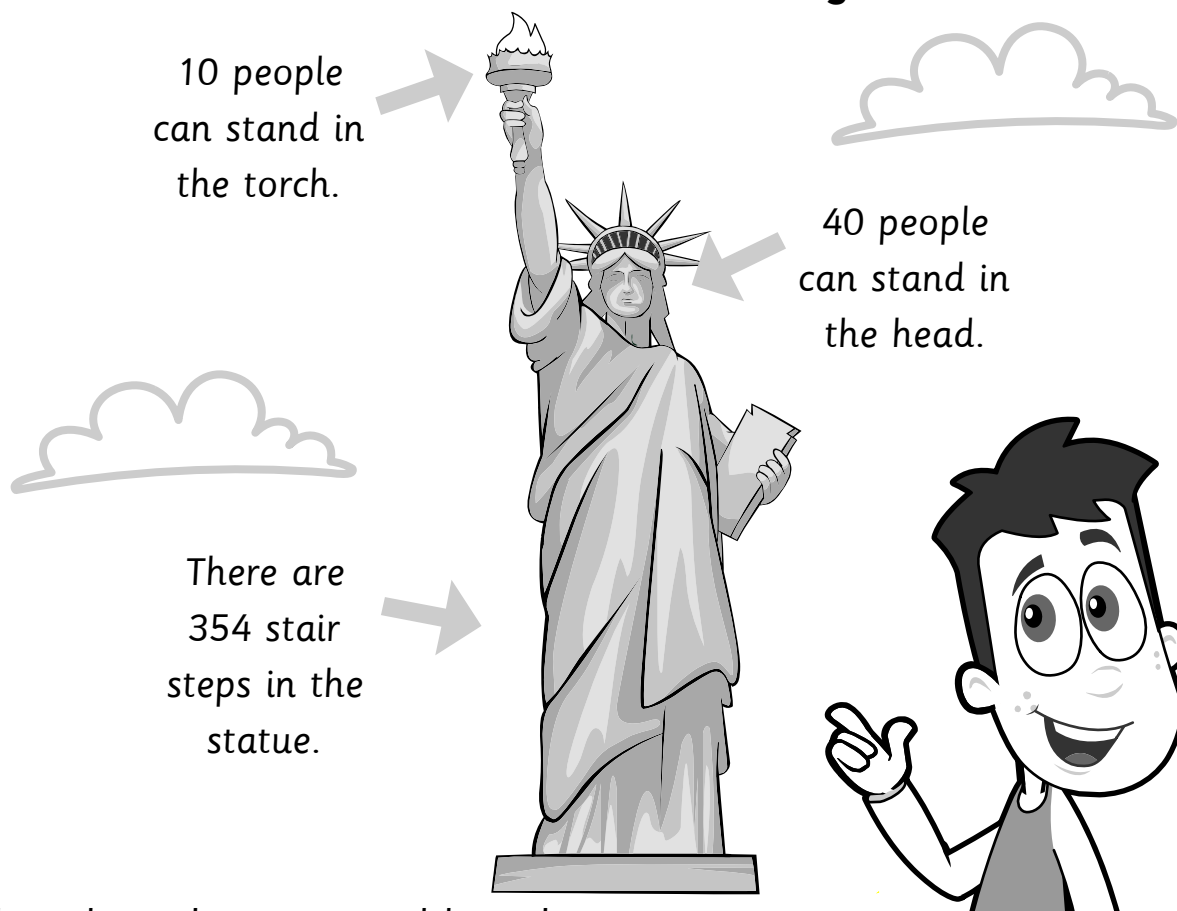
## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Read the text and look at the image.

**It is always fun to visit the Statue of Liberty.**

**Plan to wait. There can be long lines.**



- 1** What does the image add to the text?  
**It lets you know why you might have to wait in lines.**

**Accept all reasonable responses.**

The Empire State building is fun during the day and night.  
During the day, you can see many buildings.  
At night, you can see all the lights.

Empire State Building	
8 AM to 2 AM The last elevator leaves at 1:15 AM	Open 365 days a year

- 2** What does the chart add to the text?  
**It lets you know when the building is open for visitors.**

**Accept all reasonable responses.**



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Read the passages.

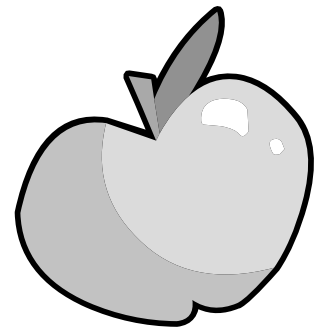
### Pine Trees

There are many kinds of pine trees.  
They can look very different,  
but all pines have tall trunks covered in bark.  
They all grow green needles.  
Some trees lose their leaves, but not pine trees.  
The needles stay on the tree all year long.  
Many pine trees grow pinecones.  
The pinecones can grow new pine trees.

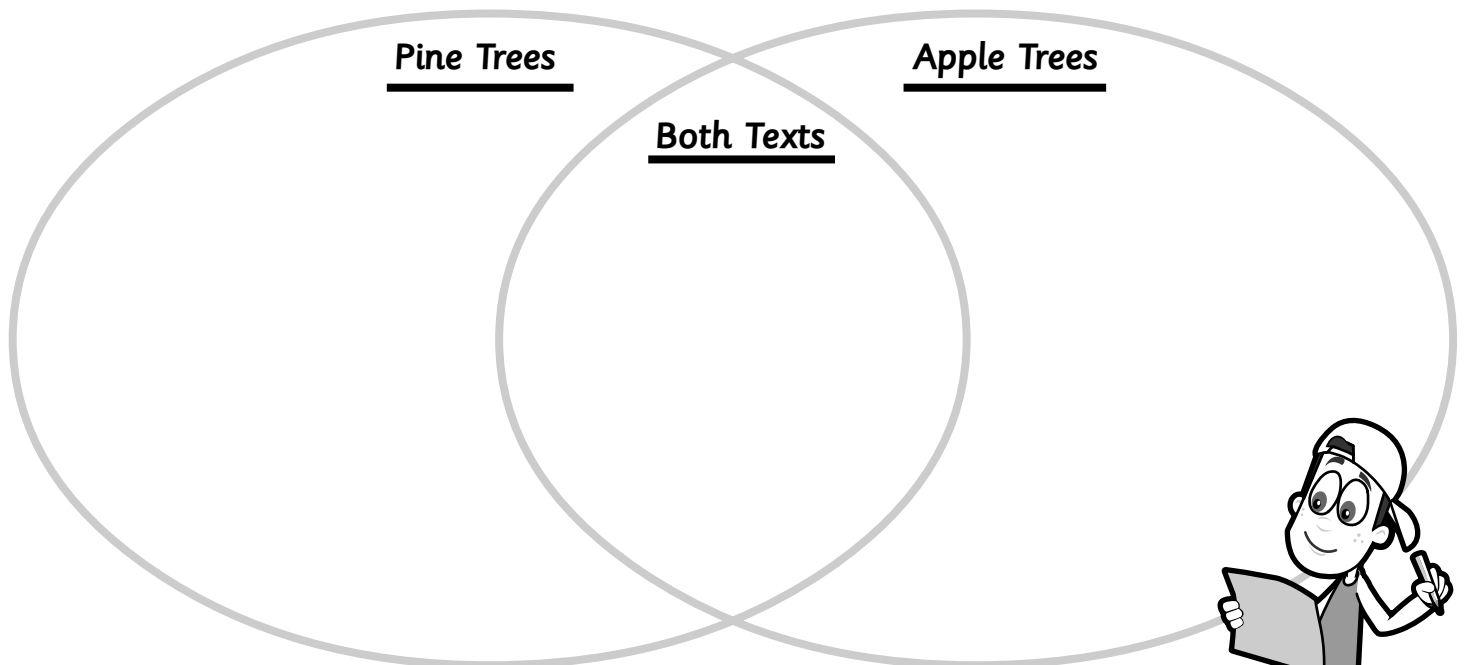


### Apple Trees

Apple trees have long branches.  
They have tall trunks covered in bark.  
They grow green leaves in the spring.  
In the fall, the leaves fall off.  
In the winter, the branches are bare.  
In the spring, the trees grow flowers.  
The flowers help the apples to grow in the summer.  
The apples have seeds.  
These seeds can grow new apple trees.



Compare and contrast "Pine Trees" with "Apple Trees".







# Sowing Seeds - Answer Key

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Read the passages.

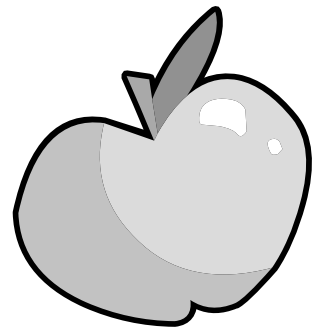
### Pine Trees

There are many kinds of pine trees.  
They can look very different,  
but all pines have tall trunks covered in bark.  
They all grow green needles.  
Some trees lose their leaves, but not pine trees.  
The needles stay on the tree all year long.  
Many pine trees grow pinecones.  
The pinecones can grow new pine trees.



### Apple Trees

Apple trees have long branches.  
They have tall trunks covered in bark.  
They grow green leaves in the spring.  
In the fall, the leaves fall off.  
In the winter, the branches are bare.  
In the spring, the trees grow flowers.  
The flowers help the apples to grow in the summer.  
The apples have seeds.  
These seeds can grow new apple trees.



Compare and contrast "Pine Trees" with "Apple Trees".

