

## Second Grade Reading Study Guide Unit 1, Week 1

Stories to read: ***The Twin Club***, *The 1st Day of School*, *The 179th Day of School*

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

\*Have your child use the illustrations and words in the story to show an understanding of the characters, setting, or plot.

Who is the narrator in *The Twin Club*? How does the narrator feel about Jorge?  
Use details from the story to support your answer.

How would you describe the character Grandma in *The Twin Club*?  
Use details from the story to support your answer.

“That night, I watched fireflies in the meadow.”  
According to this detail, how might the narrator describe his home on the farm?  
a) noisy  
b) peaceful  
c) boring

\*Have your child tell you the meaning of words by using the clues in the story to determine the meaning.

“We’ll always, always be friends,’ we told each other.”  
This is an example of a ‘promise’.  
What does the word ‘promise’ mean as used in this sentence?

“They are looking forward to having you back on the farm.”  
What does the word ‘back’ mean as used in this sentence?  
a) a part of the body  
b) in the place from which someone came  
c) to help someone

*Constructed Response: Imagine Jorge came to visit the narrator, Juan, at this home. What things on the farm would Juan show Jorge? Would the boys do some things they did at Grandma’s? What would they say about their visit with Grandma? Write a story about Juan and Jorge at Juan’s home. Use details from the story that show the answers to these questions. Remember to check your writing for correct capitalization, punctuation, and spelling.*

## Second Grade Reading Study Guide Unit 1, Week 2

Stories to read: *Exploring Space with an Astronaut*, ***A Trip to Space Camp***

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

\*Have your child tell you the main topic or purpose of a text such as what the author wants to answer, explain, or describe.

Read paragraph two of *A Trip to Space Camp* (page 78).  
What is the main idea of this paragraph?

“There are all sorts of space camps that you could try.”  
This sentence helps the reader understand that the author’s purpose for writing the text was to

- a) describe how astronauts feel
- b) convince readers to go to space camp
- c) explain what space camps are like

What type of text structure does the author use in *A Trip to Space Camp*?

- a) description - The author describes space camps.
- b) problem and solution - There is a problem and the author finds a solution.
- c) cause and effect - The author shows how one thing causes another to happen.

\*Have your child tell you the meaning of words by using the clues in the story to determine the meaning.

“Still another machine **spins** you in circles and flips you head over heels.”  
What is the best synonym (word that has the same meaning) as **spins**?

- a) throws
- b) rocks
- c) whirls

“Another chair is like the **kind** that astronauts use when they go outside the rocketship to fix something.”  
What is another word that can be used in place of the word **kind**?

- a) type
- b) machine
- c) model

*Constructed Response: Imagine you went to Space Camp. What did you do there? What were your favorite parts? Write a story that uses details from the article to show the answers to these questions. Remember to use details to describe what you did, thought, and felt.*

## Second Grade Reading Study Guide Unit 1, Week 3

Stories to read: ***Henry and Mudge and the Starry Night***, *How to Make a S'More*

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

\*Have your child use the illustrations and words in the story to show an understanding of the characters, setting, or plot.

What is the **setting** of *Henry and Mudge and the Starry Night*?  
Use details from the story to support your answer.

Henry’s father takes out his guitar while on the trip to Big Bear Lake.  
Henry’s father could be described as \_\_\_\_\_.  
a) serious  
b) careless  
c) cheerful

\*Have your child describe the events from the story in the order in which they happened.

What happened after Henry’s mother picked a good place to camp?

\*Have your child tell you the meaning of words by using the clues in the story to determine the meaning.

“Henry looked at Mudge and groaned.”  
Based on clues from the story, what is the meaning of ‘groaned’?

Which word is NOT a compound word?  
a) rainbow  
b) anything  
c) unpack

*Constructed Response: Think about Henry and Mudge’s camping trip. Write a short story about the camping trip from Mudge’s perspective. What does he see Henry and Henry’s parents do? What does he do? Use evidence from the text to support the details in your story. Be sure to use words that describe Mudge’s actions, thoughts, and feelings. Remember to check your writing for correct capitalization, punctuation, and spelling.*

## Second Grade Reading Study Guide Unit 1, Week 4

Stories to read: ***A Walk in the Desert***, *Rain Forests*

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

\*Ask your child to identify the main purpose of a text, including what the author wants to explain.

Why is it important for a cactus to store water in its stem?  
Use evidence from the text to support your answer.

What is the author’s purpose for writing *A Walk in the Desert*?  
a) To inform readers about desert life  
b) To describe the beauty of the desert  
c) To convince readers to visit a desert  
Use evidence from the text to support your answer.

\*Have your child tell you the meaning of words by using the clues in the story to determine the meaning.

“Cactus is one kind of plant that grows in the desert. It doesn’t have leaves. Instead, it has sharp spines.”  
Based on this sentence, how would you describe spines?

“Look up at the tall saguaro. It is a giant among cactus plants.”  
Based on the sentence, a saguaro is a type of \_\_\_\_\_.

“Birds and insects drink the flowers’ sweet nectar.”  
Based on the clues in the sentence, nectar is \_\_\_\_\_.  
a) The leaves of a flower  
b) A type of fruit  
c) A liquid made by plants

*Constructed Response: Suppose you took a trip to the desert. Which plant and which animal would you most like to see? Explain why. Use details from the passage. Remember to check your writing for correct capitalization, punctuation, and spelling.*

## Second Grade Reading Study Guide Unit 1, Week 5

Stories to read: *The Strongest One*, **Anteaters**

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

\*Ask your child to identify the main purpose of a text, including what the author wants to explain.

\*Ask your child to find each subheading and tell you how it helps to understand the passage.

“These are the kinds of places where many ants live.”  
What types of places do **anteaters** live and why?

What is the author’s purpose for writing *Anteaters*?  
a) To make readers laugh about anteaters  
b) To teach readers about anteaters  
c) To convince readers to find anteaters  
Use evidence from the text to support your answer.

“It puts its long tongue down into the nest.”  
Based on the sentence, why is an anteater’s tongue so important?

\*Have your child tell you the meaning of words by using the clues in the story to determine the meaning.

“Anteaters explore these grasses, swamps, and rainforests all day looking for ants to eat.”  
What does the word ‘explore’ mean as it is used in the sentence?  
Which word from the sentence helps you determine the meaning?

Find the word ‘beware’ at the end of the passage.  
How does the author use the word ‘beware’?  
a) To warn ants about anteaters  
b) To remind people of dangers  
c) To help anteaters with ants

*Constructed Response: Suppose you wanted to see an anteater in the wild. Where would you go to find one? How would you look for one? What would it look like? Use specific details from the passage. Remember to check your writing for correct capitalization, punctuation, and spelling.*

## Second Grade Reading Study Guide Unit 4, Week 1

Stories to read: *A Froggy Fable*, *Ben the Bullfrog*

\*Ask your child to tell you about the characters, setting, and plot of the story, using the illustrations (pictures) and text to support his/her answers.

\*Ask your child to describe how the characters respond to major events or challenges in the story.

What role does the heron play in the story?  
Use evidence from the story to support your answer.

How would you describe Ben? How did he feel about a new home?  
Use evidence from the story to support your answers.

\*Discuss 'fable' (p. 28) and 'tall tale' (p.46) with your child.

"At one, Ben was as big as a cat."  
Using clues from the sentence, we know that *Ben the Bullfrog* is what type of story?

\*Have your child tell you the meaning of words by using the clues in the story to determine the meanings.

What does the word 'outgrew' mean in the story *Ben the Bullfrog*?  
Which sentence from the story helps you determine the meaning?  
Use the word 'outgrew' in your own sentence.

What does the word 'shallow' mean in the story *Ben the Bullfrog*?  
Which sentence from the story helps you determine the meaning?  
What is a word that means the opposite of shallow (antonym)?

How does the author **describe** a prairie?

*Constructed Response: Do you think Ben will be happy in his new home? Tell why or why not. Use details from the passage to support your main ideas. Remember to check your writing for correct capitalization, punctuation, and spelling.*

## Second Grade Reading Study Guide Unit 4, Week 2

Stories to read: *Life Cycle of a Pumpkin*, *How Do Seeds Know Which Way Is Up?*

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

What words describe a pumpkin? Where can you find this information in the story?

\*Ask your child to describe the connection between a series of events in a story.

Tell about the events that happened in the story. Use words such as first, next, then, and last.

\*Have your child tell about the main purpose of a text (story), including what the author wants to answer, explain, or describe.

Why did the author write *Life Cycle of a Pumpkin*? Use evidence from the story to support your answer.

\*Have your child tell you the meaning of words by using the clues in the story to determine the meaning.

What does the word ‘jagged’ mean in the story *Life Cycle of a Pumpkin*?  
Which sentence from the story helps you determine the meaning?  
What is a word that means the opposite of jagged (antonym)?

How are pumpkin plant leaves like big umbrellas?  
What sentence from the story helps you determine the meaning?

What **details** does the author use to help the reader understand the meaning of tendrils?

*Constructed Response: Suppose you had a garden. Explain how you would grow pumpkins. What signs would show you that the pumpkins were growing? Use details from the passage and facts you know about growing plants. Remember to check your writing for correct capitalization, punctuation, and spelling.*

## Second Grade Reading Study Guide Unit 4, Week 3

Stories to read: *Soil, Burrowing Animals*

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

How are gophers and prairie dogs alike and different?  
Use details from the story to support your answer.

How are prairie dogs and burrowing owls related?  
Which sentence from the story helps you understand how they are related?

What is the **purpose** of gopher mounds?  
Which sentence from the passage helps you understand their purpose?

\*Have your child tell you the meaning of words by using the clues in the story to determine the meaning.

“Burrowing owls live in prairie dog or gopher burrows.”  
How does the “-ing” ending help you understand the phrase “burrowing owls”?

What does the word ‘ready-made’ mean in the story *Burrowing Animals*?  
Which sentence from the story helps you determine the meaning?  
Use the word ‘ready-made’ in your own sentence.

What are the “creatures” that burrow in the story?

*Constructed Response: Suppose you found a burrow in the ground. How would you figure out what kind of animal lived there? Use details from the passage to describe the clues that would help you identify the animal. Remember to check your writing for correct capitalization, punctuation, and spelling.*



## Second Grade Reading Study Guide Unit 4, Week 4

Stories to read: *The Night the Moon Fell*, *A New House*

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

\*Ask your child to tell you about the characters, setting, and plot of the story, using the illustrations (pictures) and text to support his/her answers.

“The moon was home, and she sang new songs of gold fish and starfish, of coral and kelp, of rolling rainbow waves.”  
Using clues from the sentence, explain what has happened in the story.

\* Have your child recount the story and tell about the lesson learned in the story.

What is the main lesson learned in *The Night the Moon Fell*?  
Use evidence from the story to support your answer.

\*Have your child tell how words and phrases supply meaning and rhythm in a story, poem or song.

Find these words in the story: WHOOSH, Pppzzz, ssshhh  
Why do you think the author used these words?

\*Have your child tell you the meaning of words by using the clues in the story to determine the meaning.

What does the word ‘slivers’ mean in the story *The Night the Moon Fell*?  
Which sentence from the story helps you determine the meaning?  
Use the word ‘slivers’ in your own sentence.

What does the word ‘glistened’ mean in the story *The Night the Moon Fell*?  
Which sentence from the story helps you determine the meaning?  
What is a synonym (word that means the same) for glistened?

*Constructed Response: What are the fish in the story like? How do they treat Luna? Describe the traits that the fishes’ actions show. Use examples from the passage to support your main ideas. Remember to check your writing for correct capitalization, punctuation, and spelling.*

## Second Grade Reading Study Guide Unit 4, Week 5

Stories to read: *The First Tortilla, Wind*

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

\*Ask your child to tell you about the characters, setting, and plot of the story, using the illustrations (pictures) and text to support his/her answers.

What is the main problem in the story *The First Tortilla*?  
Use evidence from the story to support your answer.

What do you predict will happen when Jade brings the corn home to her parents?  
Which part of the story helped you make your prediction?

\*Have your child tell you the meaning of words by using the clues in the story to determine the meaning.

What does the word ‘hammock’ mean in the story *The First Tortilla*?  
Which sentence from the story helps you determine the meaning?

What does the word ‘volcano’ mean in the story *The First Tortilla*?  
Which sentence from the story helps you determine the meaning?

What does the word ‘honor’ mean in the story *The First Tortilla*?  
How does Jade honor the Mountain Spirit?

*Constructed Response: What do people in Jade’s village do? How do they treat one another? What do they need? What do they value? Answer these questions to describe what Jade’s village is like. Use examples from the passage to support your main ideas. Remember to check your writing for correct capitalization, punctuation, and spelling.*

## Second Grade Reading Study Guide Unit 5, Week 1

Stories to read: *Fire Fighter!*, *Firefighting Teamwork*

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

\*Ask your child to tell you how details or reasons in the story support specific points the author makes.

“It is busy at the fire station even when there is no fire.”  
Find details in the story that support this main idea.

Why do Anthony and Dan use air tanks and face masks as they search the burning building? Use evidence from the story to support your answer.

\*Have your child tell you about **fact** and **opinion**.

Which is an opinion?  
a) “Flames cover the top of the house.”  
b) “There’s no time to lose!”  
c) “The fire is spreading quickly.”

\*Have your child tell you the meaning of words by using the clues in the story to determine the meaning.

“The fire is spreading quickly.”  
What does the word ‘quickly’ tell about the fire?  
Which detail from the story helps you determine the meaning?

What does ‘cushions’ mean in the story *Fire Fighter*?  
Which type of context clue helps you determine the meaning of the word?

Use details from *Fire Fighter!* (page 204) to tell how a fire hydrant is used by firefighters. Use words such as first, next, then, and last.

*Constructed Response: What are some tools the firefighters use after the alarm sounds? Why is each tool important? Use details from the passage to describe the firefighters’ tools. Check your writing for correct capitalization, punctuation, and spelling.*

## Second Grade Reading Study Guide Unit 5, Week 2

Stories to read: *Carl the Complainer*, “Fishermen”

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

\*Ask your child to use information gained from illustrations or the text to demonstrate understanding of the characters, setting, and plot.

Find details from the story that show why Carl and Dave want to start a petition.

How are the characters, Carl and Dave, different?

\*Ask your child to tell about the main lesson in the story.

“Maybe we should start one,” I say. “A petition to keep the park open later!”  
What have the characters learned in the story?

\*Have your child tell you the meaning of words by using the clues in the story to determine the meaning.

What does ‘complain’ mean in the story *Carl the Complainer*?  
Which detail from the story helps you determine the meaning?

What does ‘annoying’ mean in the story *Carl the Complainer*?  
Which detail from the story helps you determine the meaning?

What does ‘power’ mean in the story *Carl the Complainer*?  
Which detail from the story helps you determine the meaning?

*Constructed Response: Are there things you complain about? If so, are they like the things Carl complains about? Tell how you are like Carl or unlike Carl. Use examples from Carl the Complainer to support your main ideas. Remember to check your writing for correct capitalization, punctuation, and spelling.*

## Second Grade Reading Study Guide Unit 5, Week 3

Stories to read: *Bad Dog, Dodger! How to Train Your Puppy*

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

\*Ask your child to use information gained from illustrations or the text to demonstrate understanding of the characters, setting, and plot.

How did Sam show his parents that he could care for a dog?

“But you need to practice being a good dog.”  
What will most likely happen next in the story?

\*Ask your child to tell about the main lesson in the story.

What lesson does Sam learn about having a pet?  
Use details from the story to support your answer.

\*Have your child tell you the meaning of words by using the clues in the story to determine the meaning.

“Dodger needed more attention.”  
What does ‘attention’ mean in this sentence?  
Which detail from the story helps you determine the meaning?

What does a baseball ‘umpire’ do?  
Which detail from the story helps you determine the meaning?

Find words from the story that belong under each topic.

Baseball	Pets
1. 2.	1. 2.

*Constructed Response: Sam, Sam’s mother, and Sam’s father all have ideas about why Dodger acts up. In your own words, tell what each person thinks is wrong with Dodger. How does Sam’s idea about Dodger change?*

## Second Grade Reading Study Guide Unit 5, Week 4

Stories to read: *Horace and Morris but mostly Dolores, Good Kicking*

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

\*Ask your child to use information gained from illustrations or the text to demonstrate understanding of the characters, setting, and plot.

How do Horace and Morris feel about leaving Dolores?  
Find evidence in the text to support your answer.

Dolores wants to go exploring and quits the club.  
What does this tell you about her personality or character?

\*Ask your child to tell about the main lesson in the story.

“Phooey!” said Dolores. “I quit.”  
What lesson has Dolores learned?

\*Discuss how words or phrases supply rhythm and meaning in the story.

Look on pages 298-299 to find where the author used a play on words.  
Hint: seven sewers, Mount Ever-Rust

\*Have your child tell you the meaning of words by using the clues in sentences to determine the meaning.

“Downhearted, Dolores went on her way - alone.”  
What does ‘downhearted’ mean in this sentence?

“How about a Roque-fort?”  
What does Roque-fort mean in this sentence?

*Constructed Response: How do you think the Mega-Mice and the Cheese Puffs clubs are different? Use details from Horace and Morace but mostly Dolores to support your main ideas. Check your writing for correct capitalization, punctuation, and spelling.*

## Second Grade Reading Study Guide Unit 5, Week 5

Stories to read: *The Signmaker's Assistant*, *Helping Hand*

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this "proving" our answers.

\*Ask your child to use information gained from illustrations or the text to demonstrate understanding of the characters, setting, and plot.

"Norman watched it all and laughed until tears came to his eyes."  
How does this sentence help you understand why Norman put signs up all over town?

Take a picture walk through *The Signmaker's Assistant*.  
How does Norman change by the end of the story?

\*Ask your child to tell about the main lesson in the story.

What do the townspeople learn in *The Signmaker's Assistant*?  
a) You should always obey the signs.  
b) There are too many signs in the town.  
c) People should follow signs sensibly.

\*Have your child tell you the meaning of words by using the clues in sentences to determine the meaning.

What is a synonym for the word 'ordinary' on p. 334?  
What is an antonym for the word 'ordinary' on p. 334?

"Norman was feverishly painting."  
What does 'feverishly' mean in this sentence?

*Constructed Response: What is the signmaker like? Describe the traits that the signmaker's words and actions show. Use examples from the story to support your main ideas. Be sure to check your writing for correct capitalization, punctuation, and spelling.*

## Second Grade Reading Study Guide Unit 6, Week 1

Stories to read: *Just Like Josh Gibson*, *How Baseball Began*

\*Have your child identify the main purpose of a text, including what the author wants to answer, explain, or describe.

“But have you ever wondered how baseball began?”  
What is the author’s main purpose for writing *How Baseball Began*?

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

Why is it important for the author to describe the game of rounders?

Is baseball a popular sport in the United States? What about in other countries?  
Use details from the article to support your answers.

\*Have your child tell the meaning of words by using the clues in sentences to determine the meaning.

“Baseball is called the national pastime of the United States.”  
What is a synonym for the word ‘pastime’?

“The first official baseball game was played in Hoboken, New Jersey, on June 19, 1846.”  
Why does the author use the word ‘official’ to describe the baseball game?

What does the word ‘League’ mean when referring to the “National League” and “American League” in the passage?

“More professional teams were formed.”  
What does ‘professional’ mean in the sentence?

*Constructed Response: What sport is the best for people to play and watch? Is it baseball or another sport? Write a letter explaining why everyone should play and watch that sport. Give reasons to support your opinion. Be sure to check your writing for correct capitalization, punctuation, and spelling.*



## Second Grade Reading Study Guide Unit 6, Week 2

Stories to read: *Red, White, and Blue: The Story of the American Flag*  
*You're a Grand Old Flag*

\*Have your child identify the main purpose of a text, including what the author wants to answer, explain, or describe.

"But where did our flag come from?"  
What is the author's purpose for writing *Red, White, and Blue: The Story of the American Flag*?

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this "proving" our answers.

Why was the **first** American flag made?

Why was the flag so important to Americans?

\*Have your child tell the meaning of words by using the clues in sentences to determine the meaning.

What is a synonym for the word 'well-known'?  
Use the word 'well-known' in a sentence of your own.

"He was the head of the American army."  
What does the word 'head' mean in the sentence above?

"The colonies belonged to England."  
What does the word 'colonies' mean in the passage?

*Constructed Response: Why is our flag important? Explain what the flag means to Americans. Give reasons for your ideas. Use details from the passage. Be sure to check your writing for correct capitalization, punctuation, and spelling.*

## Second Grade Reading Study Guide Unit 6, Week 3

Stories to read: *A Birthday Basket for Tia*, *Family Traditions: Birthdays*

\*Ask your child questions such as who, what, where, when, why, and how and have him/her show you where he/she found the answers in the story. We call this “proving” our answers.

\*Have your child use information gained from the illustrations and words in print to demonstrate understanding of the characters, setting, or plot.

“Tia and I like to grow flowers for the kitchen window.”  
How does Cecilia choose things for Tia’s surprise?

\*Have your child recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

What is the main lesson in *A Birthday Basket for Tia*?

How can you tell that Cecilia cares about Tia?

\*Have your child tell the meaning of words by using the clues in sentences to determine the meaning.

“Mama is cutting fruit- pineapple, watermelon, mangoes.”  
How does the author help you understand what ‘mangoes’ are?

Find the spanish word bizcochos in the passage.  
What does the word ‘bizcochos’ describe?

Which is a compound word? Why is this a compound word?

- a) basket
- b) present
- c) backyard

*Constructed Response: Tell the things Cecilia put in the surprise basket. Why did she choose each thing? Remember to check your writing for correct capitalization, punctuation, and spelling.*