



## Early Reader Grade 2

**Early Reader Grade 2** is a fully illustrated program of patterned stories that are designed to allow emergent readers to learn word decoding, recognition and comprehension at their own level and pace. The reading levels of the stories and their accompanying questions slowly increase over many stories as they gradually introduce new words and vocabulary. Each story provides opportunities for students to learn, practice, and apply phonetic rules and to develop word recognition and comprehension skills. More importantly, these stories invite children to read for interest and pleasure. An easy-to-use help system ensures that students can work independently without becoming stuck. Hundreds of stimulating graphics and animations ensure that **Early Reader Grade 2** will capture the minds of young students.

## Targeted Skills

- Drawing Conclusions, Getting the Facts, Factual Recall & Predicting Outcomes
- Using Verbs, Contractions & Plurals
- Using Words in Context & Word Meanings
- Pronouns
- Phonics
- Working with Syllables
- Root Words & Compound Words

## Teacher Dashboard

The Teacher Dashboard tracks student progress throughout each program and records the percentage score for every activity completed. This feature provides an overview of how well a student is progressing and allows the teacher to identify strengths and weaknesses.

- Records students' results automatically as they work.
- Prints reports quickly and easily for sharing with parents and staff.
- Provides summary reports by subject or detailed reports by activity.
- Allows teachers to print reports for individual students or an entire class.
- Stores student marks in one central location for all programs.

## STORY LIST

### **Level A**

*Monster in the Woods, Sarah's Pets*

### **Level B**

*The New Babysitter, Lost Wizard, Visit from a Snail*

### **Level C**

*Ghost House, Too Much Sugar, Hand Me Down*

### **Level D**

*Soccer Field Nest, A Deer Friend*

(Every page of each story is accompanied by a colorful illustration that helps to explain what is happening in the text. Stories are 8 - 12 pages long.)

### LEVEL A - "MONSTER IN THE WOODS" - TEXT

After school, Matt played in the woods at the end of the yard. His younger sister Helen played on the grass near the house. She thought the woods were dark and gloomy.

One day at dinner, Matt had a story to tell. "I met a monster in the woods," he said. "There are no real monsters," said Helen. The next day, Matt played in the woods again. At dinner, his hair was full of twigs.

"I saw the monster again," he said. "It has shiny, black eyes." "You would be scared of a monster with shiny, black eyes," said Helen. She stuck out her tongue at him.

Matt was not scared. The next day Helen saw him go into the woods. He saw her looking at him and waved. Then Helen turned her back and continued to play in the garden. At dinner, Matt smelled like mud. "The monster has shiny black eyes and grey fur," he said. "It has claws." "Your monster is made up," said Helen. She knew there were no real monsters. So what had Matt seen?

The next day Helen walked near the woods. They looked dark and gloomy. She heard a noise. A bird flew out of the trees. Helen ran back to the house.

At dinner, Matt had more to tell about the monster. "It has a very long tail," he said. "Its tail is as long as its whole body." "I don't care," said Helen. But she wanted to see that monster.

When Matt went into the woods again, he took a bag. Helen wanted to see what was in it. She started to walk to the woods. She thought about shiny, black eyes. She thought about grey fur. She thought about claws. She thought about very long tails. She walked slower and slower. She stopped near the woods.

"Matt," she called. But Matt didn't answer. Helen felt uneasy. She took a deep breath. Then she went into the woods. She saw Matt sitting on a big log. On the other end of the log, Helen saw something move.

It had shiny, black eyes. It had grey fur. It had claws and a very long tail. It was eating a peanut. "Your monster is a squirrel!" said Helen. Matt gave Helen some peanuts from his bag. Then they took turns feeding the monster in the woods.

## "MONSTER IN THE WOODS" - VOCABULARY QUESTIONS

1. "Hot" and "Cold" are opposites. The opposite of "gloomy" is:  
[dull, dark, bright]
2. Which word means the same as "woods"?  
[tree, forest, log]
3. What is the root word of the story word "shiny"?  
[shine, shone, shines]
4. Which story word has the most syllables?  
[looking, monster, continued]
5. "Helen knew there were no real monsters. So what had Matt [sees, seen, saw]?"
6. A bird [flyed, flied, flew] out of the trees.
7. The story word "whole" has a silent letter:  
[w, h, l]
8. Which verb doubles its final letter before "ed" is added?  
[stop, start, want]
9. What do you think it means to feel "uneasy"?  
[it means to feel happy, sad, afraid]
10. A "log" comes from a [flower, stick, tree]
11. Which story word is a compound word?  
[feeding, eating, peanut]

## "MONSTER IN THE WOODS" - COMPREHENSION QUESTIONS

### 1. Where did Matt play after school?

- a) on the grass near the house   b) in the woods at the end of the yard   c) at home in his room

### 2. Where do you think the twigs in Matt's hair came from?

- a) from trees in the gardens   b) from plants in the kitchen   c) from trees in the woods

### 3. Does Helen believe that Matt saw a monster?

- a) No she does not believe him. She thinks that there are no real monsters.  
b) Yes, she believes him. She is scared of monsters.  
c) No, she does not believe him. But she does believe in monsters.

### 4. What does Matt say that the monster looks like?

- a) The monster has shiny black eyes, grey fur and big paws.  
b) The monster looks like it is made of mud.  
c) The monster has shiny black eyes, grey fur and claws.

### 5. What smells like mud?

- a) the monster   b) Matt   c) dinner

### 6. Why do you think Helen ran back to the house?

- a) It was time for dinner.  
b) She was afraid of birds.  
c) She was afraid that there was a monster in the woods.

### 7. Do you think that Helen really cares what the monster looks like?

- a) No. She doesn't want to see the monster.  
b) No. She has already seen the monster.  
c) Yes. She wants to see the monster.

### 8. When Matt went into the \_\_\_\_\_ again, he took a \_\_\_\_\_.

### 9. What do you think is going to happen next?

- a) Helen is going to leave the woods.  
b) Matt is going to run away from Helen.  
c) Helen is going to find out about the monster in the woods.

### 10. The monster in the woods turns out to be a \_\_\_\_\_ that ate \_\_\_\_\_.

### 11. What happened in the story?

- a) Matt found a squirrel in the woods but didn't show his sister Helen.  
b) Matt found a squirrel in the woods and showed his sister Helen.  
c) Helen found a squirrel in the woods and showed her brother Matt.

## LEVEL D - "SOCCER FIELD NEST" - TEXT

Mark ran down the soccer field. "Over here," he called. "I'm open!" Looking back, he saw that the rest of his class had stopped playing. Mark ran over to join them. They were looking at two eggs on the ground. The eggs were white with dark brown speckles. "Don't they belong in a nest?" asked Mark. "This is a nest," said Mrs. Nix, their teacher. "Some birds lay their eggs on the ground."

Just then, a small bird landed beside the eggs and started to wail. The bird was brown and white, with two black stripes on its chest. It was about the size of a robin. Mrs. Nix told the class it was a killdeer. One of the bird's wings dragged on the ground.

"The bird looks hurt," said Jordan. "No, it just wants us to follow it away from the nest," Mark said. "That's right. Let's move away," Mrs. Nix said. "We have a problem." "Yeah," Jordan agreed. "How will we play soccer?" "I have an idea," said Mark. He ran to the parking lot next to the field. There he found some orange safety cones. He carried one back and set it near the nest. "This will remind us not to run near the nest," he said. For the rest of the morning, Mark's class played their soccer games away from the nest.

Later that day, Mrs. Nix taught the class about killdeers. She told them that the female killdeer lays four or five eggs. It takes just over three weeks for the eggs to hatch. Mark and his friends decided to keep track of the days on a calendar. Every day, they checked the eggs in the nest. But after twenty-eight days, they began to feel upset. They had not seen any baby birds.

No one in the class could figure what was going on. "Maybe they won't hatch," Jenny said. "Maybe our soccer games disturbed them," Jordan said. "Or maybe the baby birds are just not ready to hatch yet," Mrs. Nix suggested.

Later that week, the class played their game of soccer. Suddenly, Mark saw something moving near the orange cone. "Look!" Mark cried. "The eggs have finally hatched!" The children stopped playing and ran over to the nest. They saw four little brown speckled birds hopping around the orange cone.

Then the children heard a baby cry. "Kill-dee," called the killdeer mother, landing near the nest. The babies froze. Three of them were invisible in the grass. The fourth one was easy to see against the orange cone. After a few minutes, the fourth baby hopped away.

Mark ran to get the orange cone. "We won't need this now," he said. "That's right," said Mrs. Nix. "The babies don't need a nest anymore. They can look after themselves." When they looked out into the field again, they could not see any of the baby birds. They were all hidden in the grass. "Now they'll be safe," said Mrs. Nix. "They will blend into the grass."

Mark never saw the baby birds again. But sometimes, when his class was playing on the soccer field, a killdeer flew up into the sky and called, "Kill-dee." Mark would smile, feeling glad that he had helped some baby killdeers grow up to be strong birds.

## "SOCCER FIELD NEST" - VOCABULARY QUESTIONS

1. The word [eggs, dirt, spots] means the same thing as the story word "speckles."
2. Which story word doubles its final letter before "ed" is added? [drag, start, land]
3. The root or base of the story word "parking" is \_ \_ \_ \_ .
4. Mrs. Nix [taught, teached, teach] the class about killdeers.
5. The story word \_ \_ \_ \_ \_ \_ \_ \_ is another word for "bothered."
6. Which story word drops its final letter before "ing" is added? [move, play, hop]
7. "High" and "low" are opposites. What is the opposite of the story word "invisible"?  
[dark, visible, clear]
8. What do you think it means that the birds "blend into the grass"?
  - a) They are grown and can live in the grass.
  - b) They are easy to see in the grass.
  - c) They are the same color as the grass.
9. Which story word is a compound word (made from two words)? [anymore, hidden, orange]
10. "Mark was happy that he helped some baby birds [grow, grew, grown] up to be strong birds."

## “SOCCER FIELD NEST” - COMPREHENSION QUESTIONS

**1. Where was the nest that the class had found?**

- a) In a tree at the soccer field.
- b) On the ground at the soccer field.
- c) On the ground beside the soccer field.

**2. The bird that landed on the ground was a [baby, robin, killdeer]. It was [brown and white, black and white, black and brown] with [black, white, brown] stripes.**

**3. What is the orange safety cone for?**

- a) To show the kids where the nest is when they are playing soccer.
- b) To protect the eggs from the wind.
- c) To help the mother killdeer find her eggs.

**4. Why were the kids in the class upset?**

- a) The killdeer had only laid two eggs.
- b) After twenty-eight days the eggs had not hatched.
- c) They could not use a calendar.

**5. Who knew why the babies hadn't hatched?** a) no one b) Jenny c) Jordan

**6. What did they find near the nest?**

- a) Four little brown speckled birds.
- b) Three little brown speckled birds.
- c) Five little brown speckled birds.

**7. How do you think the killdeer got its name?**

- a) From the kids in the class.
- b) From the sound of its call.
- c) From the way it looked.

**8. Why was the fourth bird easy to see?**

- a) It was in the grass.
- b) It was near the orange cone.
- c) It was orange.

**9. Why didn't the birds need the orange cone anymore?**

- a) They flew away
- b) They could look after themselves
- c) They had build a nest

**10. Why was Mark glad?**

- a) The baby killdeers were gone
- b) He could play soccer again
- c) He had helped the baby killdeers

**11. How did Mark help the baby killdeers grow up to the strong birds?**

- a) He fed and took care of them every day.
- b) He found their mother for them.
- c) He made sure that they were safe during the class soccer games.



# Early Reader Grade 2

## Games - For Each Story

| GAME                       | INSTRUCTIONS   |
|----------------------------|--|
| <b>Word Search</b>         | Click on all the first letter of each word you find in the word search, then click on the last letter. |
| <b>Challenge Crossword</b> | Fill in the crossword puzzle by determining which word is missing from the given sentences.            |