

Unit 1

Workbook

Skills Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition



Unit 1

Workbook

This workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 1. Some of the worksheets in this book do not include written instructions for the student because the instructions would have contained undecodable words. The expectation is that teachers will explain these worksheets to the students orally, using the guidelines in the Teacher Guide. The workbook is a student component, which means each student should have a workbook.

Kate Visits Nan

I'm Kate Skipp·er and last summ·er, when I was nine, my mom and dad took me to vis·it my Nan. Nan is my mom's mom. She is an art·ist and she has a cab·in out in the West.

At the start of my vis·it with Nan, I was sad. It seemed like it would be a dull summ·er. But in the end, I had a lot of fun.

I was sitt·ing in the kitch·en, patt·ing the cat that was sitt·ing on my lap, when Nan came in.

"I just spoke with Jake," she said. "He made us an off·er."

"What sort of off·er?"

"He asked if we would like to camp with him and Max."

"Who is Max?"

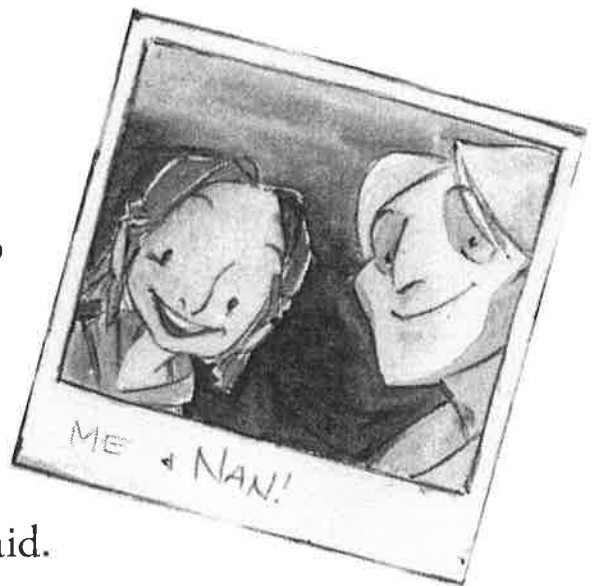
"Max is a kid. He's nine, like you. Jake is his grand·dad."

"What would we do?" I asked.

"Well, we would hike, look at rocks, cook lunch and dinn·er out·side, look at the stars, and sleep in a tent."

"Gee," I said, "that sounds like fun! When can we start?"

"To·morr·ow morn·ing!" Nan said.



Kate Visits Nan

1. What is the story about?
 - A. The story is about Kate visiting Mom and Dad.
 - B. The story is about Kate visiting her granddad.
 - C. The story is about Kate visiting Nan.

2. Where does Nan live?
 - A. Nan lives in the glade.
 - B. Nan lives out in the West.
 - C. Nan lives by the pond.

3. What did Jake offer?
 - A. Jake offered a plane ride.
 - B. Jake offered a bike ride.
 - C. Jake offered a camping trip.

4. What will Kate do on the trip?
 - A. Kate will swing, slide, and run.
 - B. Kate will hike, cook outside, and sleep in a tent.
 - C. Kate will fly a kite.

Name _____

1.3

Dear Family Member,

It is exciting to start the school year—a warm welcome to you and your child!



The purpose of this letter is to tell you about the reading program your child will be using this year. The program, called *Core Knowledge Language Arts (CKLA)*, is an innovative set of instructional materials developed by the Core Knowledge Foundation. If your child attended our school in either Kindergarten or First Grade, he or she probably used *CKLA* for reading instruction in those grades.

CKLA consists of two types of instruction every day. The 60-minute Listening & Learning Strand builds general knowledge, vocabulary, and other language skills.

The Skills Strand, also 60 minutes, uses a phonics-based approach to teach the mechanics of reading and spelling. Students will also receive grammar and writing instruction during this Strand.

During the early weeks of school, we will review the skills taught in First Grade. This review period will also give us the opportunity to get to know your child better so we can identify his or her particular areas of strength and weakness in reading and writing. It is important that we determine exactly what level of instruction is most appropriate for your child.

This week your child will bring home copies of a story we have read together in class. We hope you will encourage your child to reread the stories aloud and discuss them with you at home. However, if your child has difficulty reading the stories and appears frustrated, please read the stories aloud to him or her. We will be observing and assessing your child during these first few weeks to be sure that he or she is placed in the appropriate level of instruction. Your child will be placed in the instructional materials most appropriate for his or her learning needs. You will soon begin to see more examples of class work, as well as homework, on a regular basis.

It is important that parents become involved in the education of their child. If you would like information on ways to help your child at home, please do not hesitate to contact me. You will continue to receive periodic family-member letters that will give you tips and activities to do with your child. I look forward to teaching your child this year as we continue using *CKLA* in our Second-Grade classes.

The Campsite



Jake came and picked us up in his jeep. We drove to a camp-site in the Bad-lands.

“Nan,” I said, “what’s up with that name—the Bad-lands?”

“Well,” said Nan, “leg-end has it that a long time back, farm-ers came out here looking for farm-land. When they saw all of the rocks and sand and stone, they said, ‘This is bad land! We can’t plant crops here!’ And the name Bad-lands just sort of stuck.”

“It’s bad land for farm-ing,” said Jake. “But it’s good land for camp-ing!”

When we got to the camp-site, we had to un-pack sleep-ing bags, tents, lan-terns, match-es, and lots of food. We lugged it all to the camp-site.

Jake chose a spot to set up camp. Max and I helped set up the tents. It took us a long time.

For dinn-er we had hot dogs. We stuck them on sticks and held them in the fire. My hot dog got all black be-cause I left it in there too long. Max gave me one of his.

That was when I said to my-self, “This Max kid is O.K.!”



The Campsite

1. Who drove the jeep to the campsite?
 - A. Nan drove the jeep to the campsite.
 - B. Kate drove the jeep to the campsite.
 - C. Jake drove the jeep to the campsite.

2. Why was the place called the Badlands?
 - A. Bad people lived there.
 - B. Bad land is not good for crops.
 - C. Bad land is bad for camping.

3. Who set up the tent?
 - A. Jake and Nan set up the tent.
 - B. Kate and Nan set up the tent.
 - C. Max and Kate set up the tent.

4. Why did Kate's hot dog get black?
 - A. Kate left her hot dog in the fire too long.
 - B. Kate dropped her hot dog in the black mud.
 - C. Kate's hot dog fell in the ashes.

5. In the end, what did Kate think of Max?
 - A. Kate felt that Max was mad at her.
 - B. Kate felt that Max was sad.
 - C. Kate felt that Max was O.K.!

The Hike



The next morn·ing, we went on a hike. Af·ter a bit, we stopped for lunch.

When Max fin·ished his lunch, he asked, “Can Kate and I look for rocks by our·selves?”

Jake said O.K.

“Kate,” Max said to me, “bring your fork. We can use it to dig up rocks.”

I grabbed my fork and we went off to look for rocks.

Max point·ed at a bump on the side of a cliff and said, “Let’s dig that rock out!”

The rock did not look all that large. But when we start·ed digg·ing, we soon saw that it was larg·er than it had seemed.

Af·ter a bit, Max said, “Gee! It must be two feet long! We’ve got to keep scratch·ing.”

We went on scratch·ing with our forks.

“Let’s tug on it!” Max said.

We grabbed it and gave a big tug.

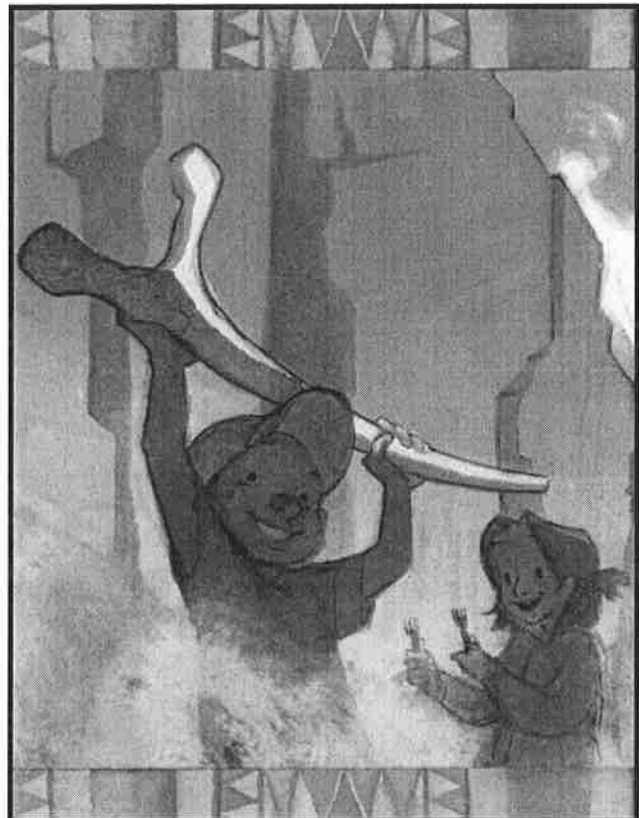
It popped out. But so did a big cloud of sand and dust. Max and I fell down.

Once the dust and sand had drift·ed off, I saw Max stand·ing there with the thing in his hands.

“It’s not a rock!” he yelled. “It’s a bone!”

It was the bigg·est bone I had ev·er seen. It was three feet long!

Jake and Nan came runn·ing.



“Good-ness!” said Nan. “That is one large bone! Where did you get it?”

Max point-ed to the spot where we found it.

Jake set the bone on the ground. Then he took a pic-ture of the bone and said, “We need to get an ex-pert to look at this bone and tell us what sort of bone it is.”

The Hike

1. What did Kate and Max want to look for?
 - A. Kate and Max wanted to look for lunch.
 - B. Kate and Max wanted to look for forks.
 - C. Kate and Max wanted to look for rocks.

2. What did Kate and Max use to dig?
 - A. Kate and Max used lanterns to dig.
 - B. Kate and Max used forks to dig.
 - C. Kate and Max used sticks to dig.

3. What did Max see on the side of a cliff?
 - A. Max saw a tent on the side of the cliff.
 - B. Max saw a fork on the side of the cliff.
 - C. Max saw a rock on the side of a cliff.

4. What did Kate and Max do with their forks?
 - A. They made fork tracks in the sand.
 - B. They scratched and dug to get the rock.
 - C. They sat on their forks.

5. What did Kate and Max find?
 - A. Kate and Max got a bone three feet long.
 - B. Kate and Max got a stick three feet long.
 - C. Kate and Max got a fork three feet long.

The Bone Man



The next morning, Jake said, “I just had a chat with a man from State College. His name is Ron Fitch and he is an expert on bones. He has written lots of books. If we bring him the bone, he can tell us what sort of bone it is.”

We got into the jeep. Jake said that I was in charge of the bone. I wrapped it up and set it on my lap.

When we got to the college, we gave the bone man the bone. When he saw it, he broke into a big grin.

The bone man bent down and said, “Kids, I could be wrong, but it looks like you’ve found something big here! I have to do some tests, but I’ll bet this is a bone of a T. rex.”

“What’s a T. rex?” I asked.



“Kate!” Max said, “T. rex is like the cool·est, big·gest, badd·est rep·tile of all time!”

The next week, Nan said, “I just spoke with Ron Fitch, the bone man. I have three nice things to tell you. One nice thing is that you and Max found a T. rex bone!”

“Yip·pee!” I shout·ed. “Max will be so thrilled that he has a T. rex bone!”

“The next nice thing is that you found the bone in a state park and there is a law that says if you dig up bones you can’t keep them for your·self.”

“Who keeps it?” I asked.

“The state will keep it and Mister Fitch and his helpers will dig up the rest of the bones, too. And that brings me to the last nice thing. They would like for you and Max to vis·it them at the cliff. They would like for the two of you to pick out a name for the T. rex you found.”

“So cool!” I said.

The Bone Man

1. Where were Jake, Kate, and Max going in this story?
 - A. They were going to State College.
 - B. They were going swimming.
 - C. They were going to the store.

2. What did they take to Ron Fitch?
 - A. They took a rock.
 - B. They took a reptile.
 - C. They took a bone.

3. What did Ron Fitch think Kate and Max had?
 - A. Mister Fitch said he bet they had a big fork.
 - B. Mister Fitch said he bet they had some tests.
 - C. Mister Fitch said he bet they had a T. rex bone.

4. What was one of the three nice things Nan had to tell Kate?
 - A. Nan said that forks were on sale.
 - B. Nan said that Kate and Max did get a T. rex bone.
 - C. Nan said that Kate and Max could get a pet reptile.

5. Where will Kate and Max go because of what they found?
 - A. They will go visit a college.
 - B. They will go to the campsite.
 - C. They will go out to the cliff.

The Big Dig



When we went back to the cliff, the bone man was there with some help-ers. They had scraped the side of the cliff to ex-pose a lot of the T. rex.

“So, will you dig out all of the bones here on site?” asked Nan.

“No,” said the bone man. “The next step will be to cut this cliff up in-to large blocks of rock. Then we will wrap the blocks up in plast-er. The plast-er will keep the bones from crack-ing. Then we will use a large crane to set the blocks on trucks. Then the trucks will take them to my lab. Once the blocks are there, we will start digg-ing the bones out of the blocks.”

“What sort of tools do you use for that?” asked Nan.

“We use tools a lot like the ones den-tists use on teeth—brush-es and sharp picks.”

“Kate and I used forks!” said Max.

“How long will it take to get all of the bones out of the rocks?” Jake asked.

“Well,” said the bone man. “We’ve got a lot to do. It will take some time.”

“Will you be fin-ished by the end of the summ-er?” I asked.

“No,” said the bone man. “You and Max will have to vis-it next summ-er and per-haps the summ-er af-ter that.”

“So,” said the bone man, “have you kids picked out a name for this T. rex?”

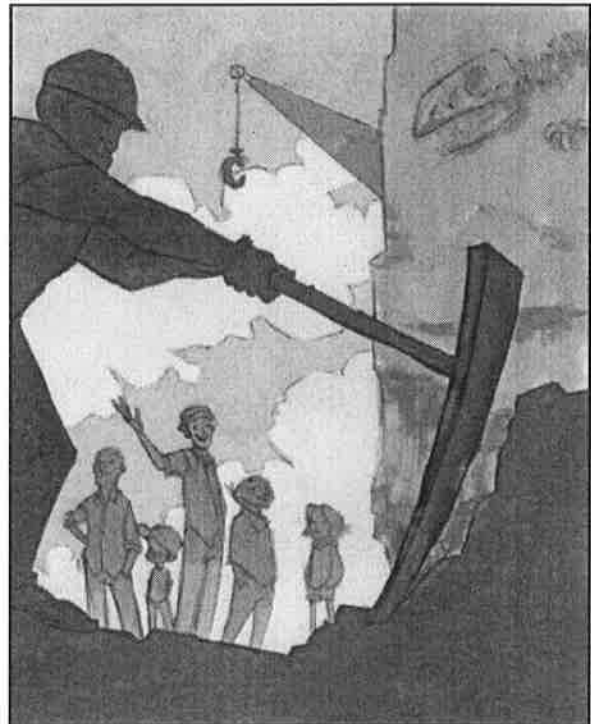
“Yes, I’ve picked one,” I said.

All of the digg-ers stopped digg-ing and looked at me.

I said, “This T. rex will be named Max, or if you like, T. Max!”

All of the men cheered.

Max and Kate smiled.



The Big Dig

1. Why did Nan, Kate, and Max go to the cliff?
 - A. They went to the cliff to have lunch.
 - B. They went to the cliff to swim.
 - C. They went to see the bone man and his helpers.

2. Why did the bone man take helpers to the cliff?
 - A. They all wanted to go camping.
 - B. They all went to cut the cliff into big blocks of rock.
 - C. They all wanted to have a picnic.

3. What will the bone man do with the plaster?
 - A. He will wrap the blocks of rock in plaster.
 - B. He will make a crane out of plaster.
 - C. He will fill the jeep with plaster.

4. When did the bone man say he would finish the T. rex job?
 - A. The bone man said, "I will finish today."
 - B. The bone man said, "I will finish in June."
 - C. The bone man said, "Next summer and perhaps the summer after that."

5. What name did Kate have for the T. rex?
 - A. The name Kate gave the T. rex is Ron.
 - B. The name Kate gave the T. rex is T.Max.
 - C. The name Kate gave the T. rex is Jake.

6. At the end of the story, did Max smile with pride?
 - A. Yes, Max did smile with pride.
 - B. No, Max did not smile with pride.

Snacks



Six kids sat and had a snack.

Rob had six fish sticks.

Bud had ham.

Beth had a bag of chips and a glass of milk.

Rich had fish sticks and figs.

Jill had a hot dog.

Sam had six eggs.

Sam got sick.

The rest of the kids did not.

Snacks

1. What was Bud's snack?
 - A. fish sticks
 - B. chips and milk
 - C. ham

2. What was Sam's snack?
 - A. eggs
 - B. fish sticks
 - C. ham

3. What was Beth's snack?
 - A. chips and milk
 - B. fish sticks and figs
 - C. a hot dog

4. Which kid had chips?
 - A. Beth
 - B. Rob
 - C. Bud

5. Which kid had milk?

A. Sam

B. Beth

C. Jill

6. Which kid had figs?

A. Beth

B. Jill

C. Rich

7. Which kids had fish sticks?

A. Rich and Beth

B. Rob and Rich

C. Rob and Bud

8. Which kid got sick?

A. Rich

B. Beth

C. Sam

Name _____

6.3

pack bug shine corn time cake

Directions: Have students choose the correct word from the word box and write it in the blanks to make a compound word. Cut out the compound word box and glue it under the correct picture on the next workbook page.

back _____

pan _____

bed _____

pop _____

lady _____

sun _____

Name _____

6.4



Empty dashed rectangular box for labeling the backpack.



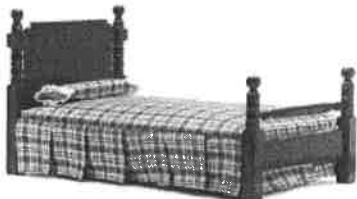
Empty dashed rectangular box for labeling the pancakes.



Empty dashed rectangular box for labeling the ladybug.



Empty dashed rectangular box for labeling the popcorn.



Empty dashed rectangular box for labeling the bed.



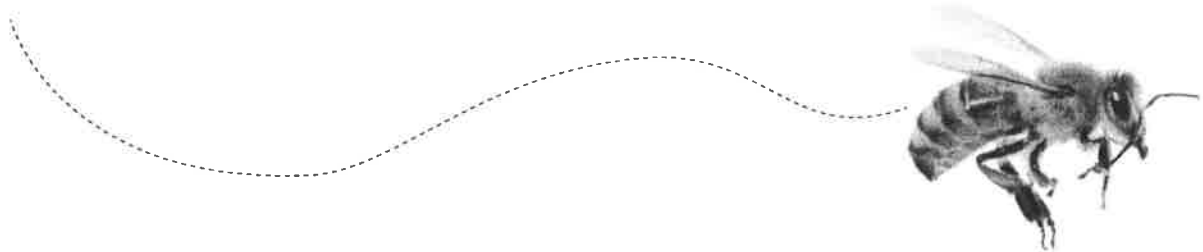
Empty dashed rectangular box for labeling the sunset scene.

Prince Vincent

Once there was a prince named Vincent. Vincent came from France. He was a proud man with a loud voice.

Once, a bee stung Vincent on his cheek.

“Ouch!” said Vincent, grabbing his cheek. “What bee has stung me? What bee would dare to sting me?”



The bee buzzed.

“Look at me!” Vincent shouted at the bee. “I am the prince of France! You are a foolish bee if you think you can sting a prince like me!”

The bee buzzed off.

Vincent ran after the bee. He shouted in his loudest voice, “You will not escape from me, bee! I will ride after you on my horse!”

Vincent got his helmet and his lance. He got up on his horse. Then he rode off on his quest for the bee.

Vincent rode north and south. He rode past rivers and lakes. He looked for the bee in houses. He looked for the bee on farms. He looked for the bee up in trees and down in holes.

But he never found the bee.

Prince Vincent

1. What was Vincent?
 - A. a prince
 - B. a king
 - C. a princess

2. Where was Vincent from?
 - A. Rome
 - B. Greece
 - C. France

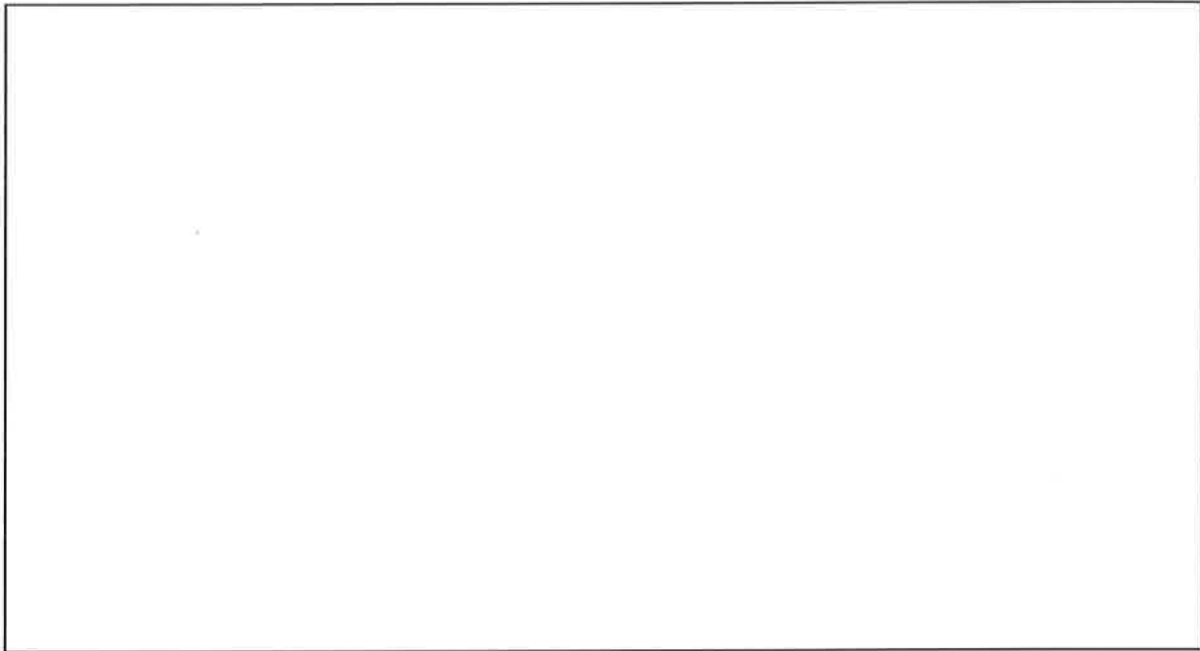
3. What sort of voice did Vincent have?
 - A. a loud voice
 - B. a soft voice
 - C. a bee-like voice

4. Which part of Vincent did the bee sting?
 - A. his leg
 - B. his nose
 - C. his cheek

5. What sound did the bee make?
- A. whoosh
 - B. hum
 - C. buzz
6. What did Vincent tell the bee?
- A. Sting me again!
 - B. Buzz off!
 - C. Look at me!
7. Where did Vincent look for the bee?
- A. in houses and on farms
 - B. under a rock
 - C. in an insect shop
8. What happened in the end?
- A. Vincent killed the bee.
 - B. The bee killed Vincent.
 - C. Vincent never found the bee.

Name _____

I like to eat _____



Directions: Have students draw their favorite things to eat and write about them on the lines provided below the picture.

The Beach

Last Sunday David and Eve went to the beach.

It was a sunny day. It got hotter and hotter. At last it was ninety-five degrees.



Eve laid out a blanket. Then she got out her sunscreen. She rubbed the white cream on her back. She rubbed it on her arms and her legs. She rubbed it on her nose and her cheeks. She even rubbed it on her elbows and her toes.

“David,” she said, “would you like some sunscreen?”

“No, thanks,” said David. “I’ll be okay without it.” Then he ran off to play soccer.

David played soccer. He tossed a Frisbee. He ran a relay race. He rowed a boat. He swam. He splashed in the waves. He went diving for shells. He made a scarf out of seaweed. Then he lay down and took a nap.

All this time the sun was shining brightly. Rays of sunlight were landing on David’s arms and legs.

At last the daylight faded. David was set to go home. But when he got up, he felt some pain on his legs. He looked down. His body was as red as a lobster. His thighs looked like two roasted hams. His toes looked like ten bright red pigs running on the sand.

“EEK!” cried David. “I’m fried! I should have used Eve’s sunscreen!”

The Beach

1. Where did this story take place?
 - A. at the beach
 - B. at the pool
 - C. at the lake

2. What sort of day was it?
 - A. hot and sunny
 - B. cool and cloudy
 - C. windy and wet

3. Who ended up red as a lobster?
 - A. Eve
 - B. David
 - C. The nice ladies

4. Who used sunscreen?
 - A. David
 - B. Eve
 - C. Eve and David

5. What did David use to make a scarf?
- A. sand
 - B. sunscreen
 - C. seaweed
6. What did David's toes look like at the end of the day?
- A. ten green frogs
 - B. ten red pigs
 - C. ten sandy logs
7. Which game did David play?
- A. Frisbee
 - B. sand hockey
 - C. lawn darts
8. What made David's skin red?
- A. the sun
 - B. the sand
 - C. the waves

Name _____

Directions: Tell students to read and cut out each of the word boxes below. Ask students to find that picture on Worksheet 8.5 and paste it in the space below the picture it identifies.

girl

cake

car

bird

sock

sheep

spoon

slide

house

Name _____

8.5



Sink or Float

It was the first Thursday of summer vacation. It was hot. Joey Jenkins and his younger brother Pete were sitting by the pool trying to stay cool. Pete had his ankles and toes in the water.

“Hey Pete,” Joey shouted at his little brother, “let’s play sink or float.”

“How do you play?” asked Pete.

“First I go and find something,” explained Joey. “Then I ask you if you think it will sink or float. Then I throw it in the pool and we find out if you were right or wrong.”

“Okay,” replied Pete.

Joey ran to the garage and got a brass key.



“That must be pretty heavy,” said Pete. “I say it’s going to sink for sure!”

Joey tossed the key in the pool. It sank below the surface in an instant.

“Okay, little brother,” said Joey, “you won that one. Do you want to play again?”

Pete nodded his head.

Joey sprinted up to the house and got an apple from the boys’ mom.

“I predict that will float,” said Pete.

Joey tossed the apple in the pool and, sure enough, it bobbed and floated on top of the water.

Joey ran over to the woods and picked up an acorn that was lying beneath a towering old oak tree.

“Gee,” said Pete. “That’s a tough one. An acorn might sink, but then again, it might float.”

“Sink or float?” said Joey. “I need a decision now!”

“Um, I guess it will sink,” Pete said.

Joey tossed the acorn in the pool. It bobbed and floated on top of the water right next to the apple.

“Ha, ha! You lose!” Joey cried.

Joey ran into the house and got a plastic model airplane he had built.



“Sink or float?” he asked.

“Sink!” said Pete.

Joey set the airplane ever so gently on the surface of the water. At first it looked like the airplane was floating.

“Ha, ha!” said Joey. “It floats! You lose again!”

“Not so fast!” said Pete. He thumped the water with both of his feet and made a gigantic wave. The wave went crashing over the airplane. The airplane filled with water and began sinking.

“It sinks!” said Pete, smiling. “So I win!”

“No fair!” said Joey. “That’s cheating!”

Sink or Float

1. When does the story take place?
 - A. winter
 - B. summer
 - C. fall

2. Which boy is older?
 - A. Joey
 - B. Pete
 - C. They are the same age.

3. Which game do the boys play?
 - A. Sink or Float
 - B. Splash Bomb
 - C. Water Polo

4. Which boy sets things on top of the water?
 - A. Joey
 - B. Pete
 - C. They take turns

5. Which boy guesses whether the things will sink or float?
- A. Joey
 - B. Pete
 - C. They take turns
6. Which of the things listed below sinks?
- A. apple
 - B. acorn
 - C. key
7. Who sets the airplane on the water?
- A. Joey
 - B. Pete
 - C. the boys' mom
8. Who makes the wave that makes the airplane sink?
- A. Joey
 - B. Pete
 - C. the boys' mom