

ESL

2nd Grade





# Gorillas



Details are parts of a story. Details help you understand what the story is about.

Gorillas are the largest apes. They live in the rain forests of Africa. Every morning, they wake up and eat a breakfast of leaves, fruit, and bark. During most of the day, the adult gorillas take naps. Meanwhile, young gorillas play. They wrestle and chase each other. They swing on vines. When the adults wake up, everyone eats again. When there is danger, gorillas stand up on their hind legs, scream, and beat their chests. Every night before it gets dark, the gorillas build a new nest to sleep in. They break off leafy branches to make their beds, either on the ground or in the trees. Baby gorillas snuggle up to their mothers to sleep.

Find the answers to the puzzle in the story. Write the answers in the squares with the matching numbers.

**Across**

- 1. During the day, adult gorillas \_\_\_\_\_.
- 3. Gorillas eat leaves, bark, and \_\_\_\_\_.
- 5. The largest apes are \_\_\_\_\_.
- 7. In danger, gorillas beat their \_\_\_\_\_.
- 8. Young gorillas swing on \_\_\_\_\_.

**Down**

- 2. The continent where gorillas live is \_\_\_\_\_.
- 4. When young gorillas play, they \_\_\_\_\_ and chase each other.
- 6. Baby gorillas snuggle up to their mothers to \_\_\_\_\_.

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On another sheet of paper, write two things gorillas do that people also do.



## Rodeo Clowns



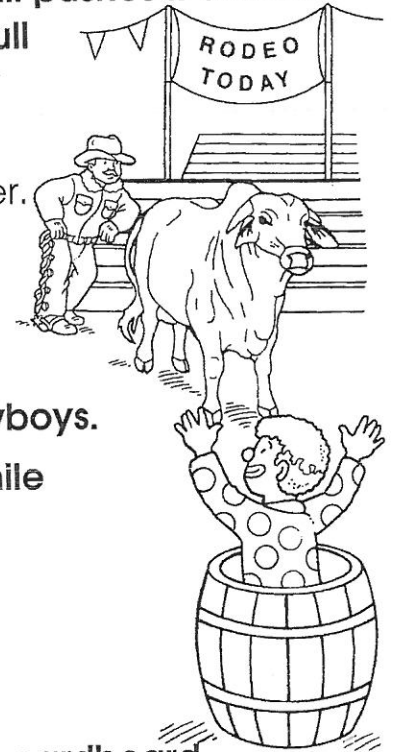
**Details** are parts of a story. Details help you understand what the story is about.

Have you ever been to a rodeo or seen one on TV? If so, you probably saw some rodeo clowns. Like clowns at a circus, they entertain the audience by doing funny tricks to make people laugh. But the main job of rodeo clowns is to protect the cowboys from the bulls. They try to catch the bull's attention long enough to allow the cowboy to escape from the arena without getting hurt. Bulls are quite fast, and they make sudden moves, so it is hard to get away from them. Angry bulls use their horns as weapons. Rodeo clowns sometimes jump in a barrel while the bull pushes it around. Other times they wave their arms or yell to keep the bull away from the cowboy. They make it look like a funny game, but it is really a very dangerous job.

Circle the letter under true or false to show your answer.

True False

- |   |   |  |
|---|---|--|
| B | Z | 1. Rodeo clowns do funny tricks.   |
| R | U | 2. Rodeo clowns work at the circus.  |
| L | M | 3. Rodeo clowns help protect the cowboys.  |
| A | L | 4. Rodeo clowns distract the goats while the cowboy gets away.                     |
| R | X | 5. Rodeo clowns are brave.   |
| I | V | 6. Bulls can make sudden moves.  |
| F | D | 7. Bulls use their tails as weapons.   |
| P | E | 8. Sometimes rodeo clowns jump in a cardboard box while the bull pushes it around. |
| R | W | 9. Sometimes rodeo clowns yell and wave their arms to distract the bulls.          |
| S | C | 10. Rodeo clowns have a very dangerous job.  |



To find out who likes rodeo clowns, write the letters you circled in order.

\_\_\_\_\_



# Rachel's Recipe



**Details** are parts of a story. Details help you understand what the story is about.

On Saturday, Rachel got up early. Her mom was still asleep, so Rachel made her own breakfast. She put some peanut butter in a bowl. She mixed it with a little honey. Then she stirred in some oatmeal, bran flakes, and raisins. It tasted yummy! When Mom got up, she said, "Oh! You made granola!"



Follow the directions below.

- Circle the word that tells who the main character is.
- Underline the word that tells what day Rachel made breakfast.
- Put a box around the word that tells what dish Rachel put the peanut butter in.
- Put a star by each of the four words that tell what she mixed with the peanut butter.
- Put a dotted line under the word that describes how it tasted.
- Put two lines under the word that tells what Mom called the food.

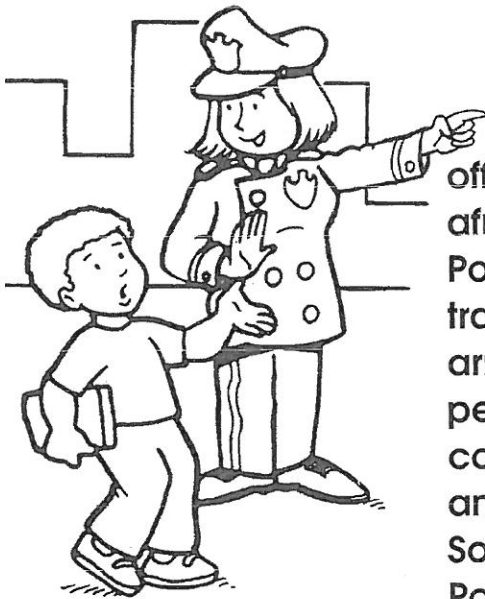
Now find each of the nine words in the puzzle below and circle it. The words go across and down.

B	R	A	N	F	L	A	K	E	S	M	H	N	C	L
O	A	T	M	E	A	L	B	K	E	Q	O	J	W	I
W	R	A	I	S	I	N	S	G	R	A	N	O	L	A
L	G	S	A	T	U	R	D	A	Y	P	E	R	D	R
G	R	A	C	H	E	L	Y	U	M	M	Y	F	A	H

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On another sheet of paper, draw your favorite breakfast. Then write the steps to prepare it.



## Call the Police!

It is good to know that you can call a police officer when you need help. You should not be afraid of the police. Their job is to help people. Police officers help find lost children. They direct traffic when there is a problem on the roads. They arrest criminals so that our towns are safe. When people have been in car accidents, police officers come quickly to help them. During floods, fires, and tornadoes, they take people to safe places. Sometimes they rescue people who are in danger. Police officers have saved many lives. Think of a police officer as your best friend!

What do you think the main idea of this story is? To find out, read the letters that are connected in the puzzle. Write the letters in order beside the matching shapes.

STOP

NYPD

HELP

STOP

NYPD

HELP

\_\_\_\_\_

\_\_\_\_\_

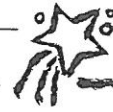
\_\_\_\_\_

\_\_\_\_\_

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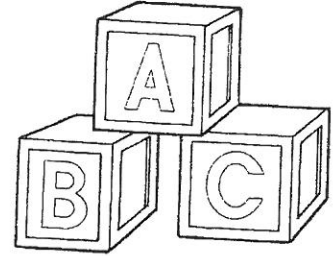
Write a letter to your town's police officers. Make sure the letter's main idea is to thank them for keeping your town safe. Ask an adult to mail it for you.



# ABC



The main idea of a story tells what the whole story is about.



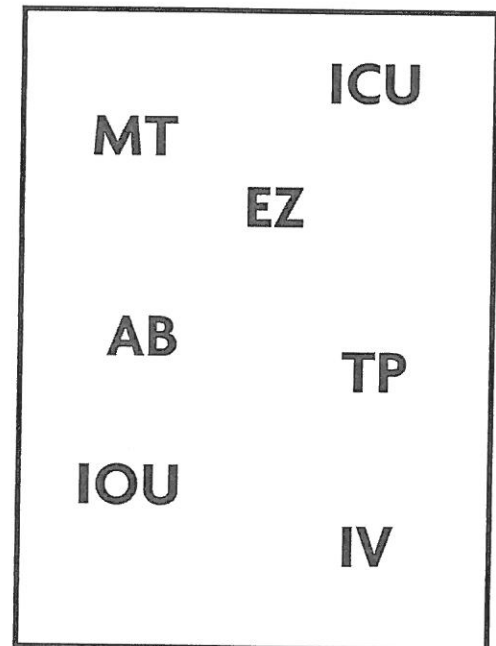
When you were in kindergarten, or maybe before that, you learned your ABCs. Letters are the building blocks for words. Words are the building blocks for sentences. We use sentences to communicate our thoughts and feelings. Each letter of the alphabet has at least one sound. Some letters have more than one sound. There are 26 letters in our alphabet. Many of our letters came from alphabets made many years ago in foreign countries. In fact, the word *alphabet* comes from two words, *alpha* and *beta*, which are the first two letters in the Greek alphabet!

Underline the title that describes the main idea of this story.

Playing With Blocks      All About Our Alphabet      The Greek Language

Now let's play a game using the alphabet. Read each clue below. Draw a line to the letters that sound like the correct answer.

- I borrowed some money from your piggy bank. \_\_\_\_\_ fifty cents.
- This math is not hard. It's \_\_\_\_\_.
- What did the blind man say to the doctor who made him see again? \_\_\_\_\_
- What insect makes honey? \_\_\_\_\_
- What a Plains Indian used to sleep in? \_\_\_\_\_
- I drank all my milk. Now my glass is \_\_\_\_\_.
- What kind of plant is that? \_\_\_\_\_





# Moon Walk



The **main idea** tells what the whole story is about.

Neil Armstrong was an astronaut. He made history on July 20, 1969. He was the first man to walk on the moon! When he stepped on the moon, he said, "That's one small step for (a) man, one giant leap for mankind." Millions of people were watching this amazing event on TV. It was an awesome thing to look up at the moon that night and know that a man was walking around on it! For years, people had wondered if there would be moon creatures living there. But the only things Armstrong found were moon rocks and moon dust.

Draw a line connecting the correct star words that tell the main idea of the story. Begin at Earth. Some star words will not be used.

uncle



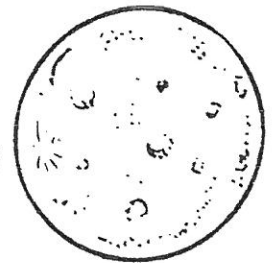
dance



walk



moon



river



to



on



cold



uncle



the



Armstrong



was



man



frog



Neil

hat



the



candy



first



plate



Write a short story with this title: "My Trip to the Moon." Underline the main idea of the story.





## New Kid in School

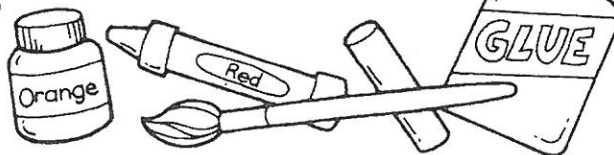
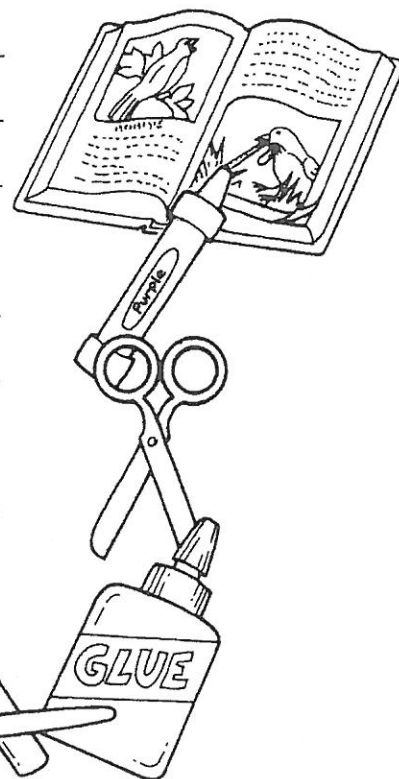
When they finished moving, Mom took Shelby to meet her new teacher. The teacher said, "Welcome to our school, Shelby. Let me tell you what we do in our second-grade class. We start the day with reading and writing. After that, we do math. Then we go out to recess. Just before lunch, we have social

studies. We eat lunch at 11:00. Then we have story time. After story time, we have science. Then comes learning centers, where you can work on the computer, play a game, or read a book. Next, we have spelling. Finally, we go to music and art classes for the last hour of the day. Here is a schedule for you to take home. I'll see you tomorrow, Shelby!"

Fill in the blanks with the missing words or time.

### Second-Grade Class Schedule

- 8:00 Reading and \_\_\_\_\_
- 9:00 \_\_\_\_\_
- 10:00 \_\_\_\_\_
- 10:30 \_\_\_\_\_
- \_\_\_\_:\_\_\_\_ Lunch
- 11:30 \_\_\_\_\_
- 12:00 \_\_\_\_\_
- 1:00 Learning Centers
- 1:30 \_\_\_\_\_
- 2:00 \_\_\_\_\_ and Art
- 3:00 Go home.



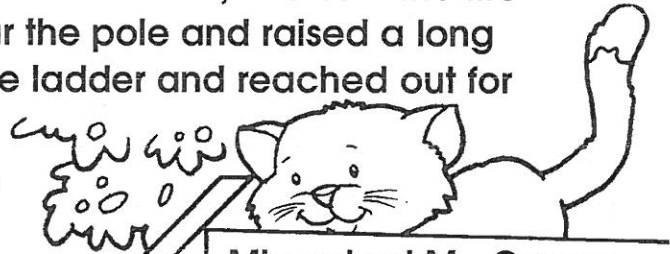


## The Rescue



**Sequencing** means putting the events in a story in the order that they happened.

Mia's black cat climbed to the top of a telephone pole and couldn't get down. "Come down, Spooky!" cried Mia. Mia thought hard. What could she do? She went across the street to ask Mr. Carson for help. He was a firefighter before he retired. "What's the matter, Mia?" asked Mr. Carson when he saw Mia's tears. "My cat is up on that pole, and I can't get her down!" Mr. Carson hugged Mia and said, "I'll call my buddies at the fire station. They will come and help." A few minutes later, Mia saw the fire truck coming. The firefighters parked near the pole and raised a long ladder to the top. A firefighter climbed the ladder and reached out for Spooky. Just then, Spooky jumped to a nearby tree limb, climbed down the tree, and ran into the backyard. Mia said, "Spooky! You naughty cat!" Mr. Carson and the firefighters laughed and laughed.



Mia asked Mr. Carson for help.

Mr. Carson called his firefighter friends.

The firefighters laughed.

A firefighter climbed the ladder.

Mia begged Spooky to come down.

Spooky jumped to a tree and climbed down.

The fire truck came.

Mia scolded Spooky.

Read the sentences on the ladder. Number them in the order that they happen in the story.



All the words in each group are supposed to be synonyms, but one word in each group belongs in one of the other groups. Cross out the word and write it in the correct group.

<p>1. small tiny joyful</p> <p>_____</p>	<p>2. scared frightened fat</p> <p>_____</p>	<p>3. thin skinny smart</p> <p>_____</p>
<p>4. chubby plump terrified</p> <p>_____</p>	<p>5. nice little lovely</p> <p>_____</p>	<p>6. empty huge big</p> <p>_____</p>
<p>7. brave daring pleasant</p> <p>_____</p>	<p>8. slim sad unhappy</p> <p>_____</p>	<p>9. bare large vacant</p> <p>_____</p>
<p>10. hushed intelligent clever</p> <p>_____</p>	<p>11. quiet upset soft</p> <p>_____</p>	<p>12. happy glad bold</p> <p>_____</p>



Synonyms are words that mean nearly the same thing.

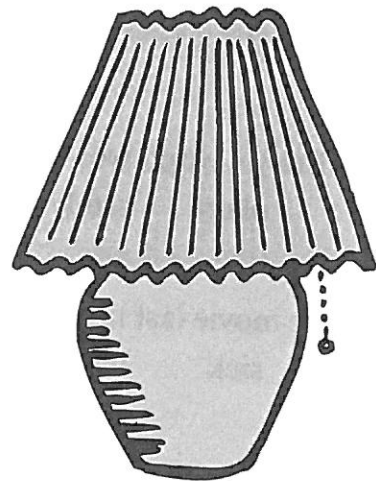
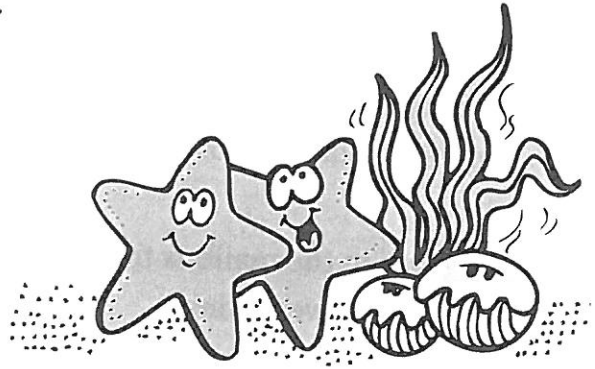
Read each sentence. Circle the word that means almost the same as the underlined word.

1. Tom was outside for just five minutes.  
after      only      over
2. Please save this seat for me.  
bring      buy      keep
3. The three bears lived in the woods.  
forest      house      tent
4. Pam went to bed because she was sleepy.  
quiet      tired      awake
5. I am glad that the flower has bloomed.  
angry      asking      happy
6. First the cat sniffed the food, then she ate it.  
smelled      pulled      pushed
7. Mary tore her best dress.  
mended      ripped      broke
8. The teacher spoke in a soft voice.  
cheered      screamed      talked



Read each sentence. Circle the word that means the opposite of the underlined word.

1. We found some large starfish at the beach.  
blue      small      dirty
2. Please do not run inside.  
outside      around      after
3. My friends and I are always together.  
busy      apart      quietly
4. You can stay if you want to.  
talk      rest      leave
5. Do not sit while he is speaking.  
talk      stand      cry
6. My grades are getting better.  
higher      worse      as good as
7. This is a very dark room.  
light      funny      old
8. None of the students went to the play.  
Some      Two      All

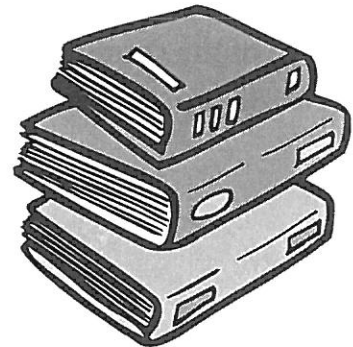




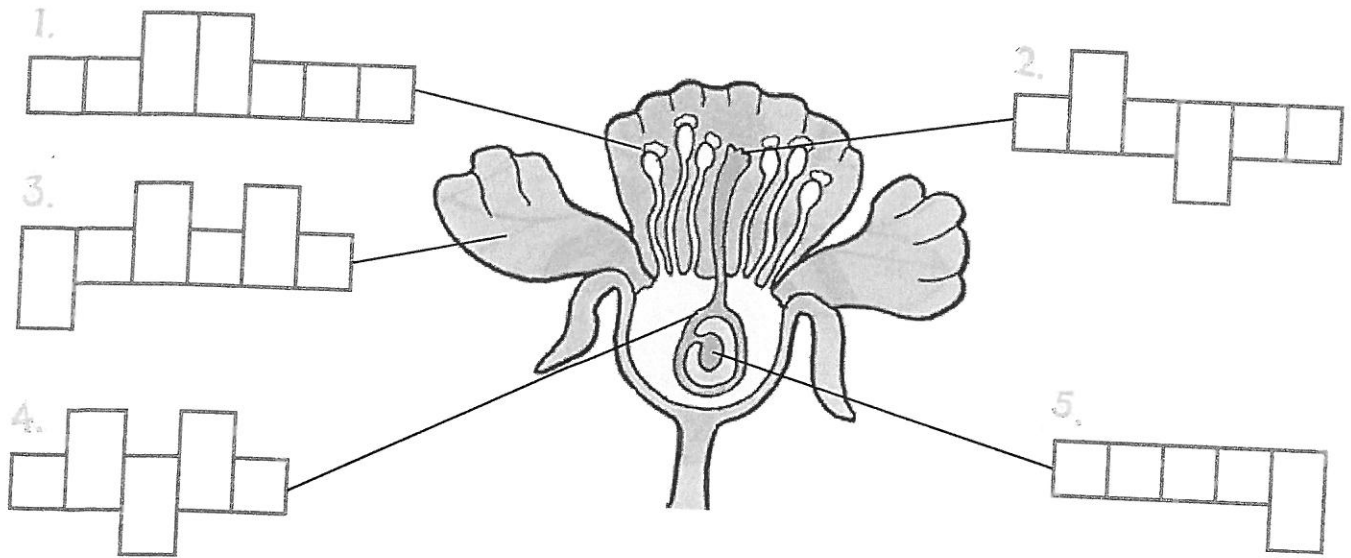
**Antonyms** are words with opposite meanings.

**Read each sentence. Circle the word that means the opposite of the underlined word.**

1. You must push the door to close it.  
pull    hit    brake
2. Nothing was in the mailbox today.  
Fun    Everything    Stop
3. My glass was full.  
clear    red    empty
4. I saw a pretty bird outside.  
away    home    inside
5. Susan is always the first person in line.  
second    smartest    last
6. After we work, we will read a book.  
play    study    eat
7. The movie last night made me laugh.  
sick    happy    cry
8. We must be quiet in the library.  
noisy    awake    safe



Use the words in the box to label each part of the flower and to complete the sentences below.

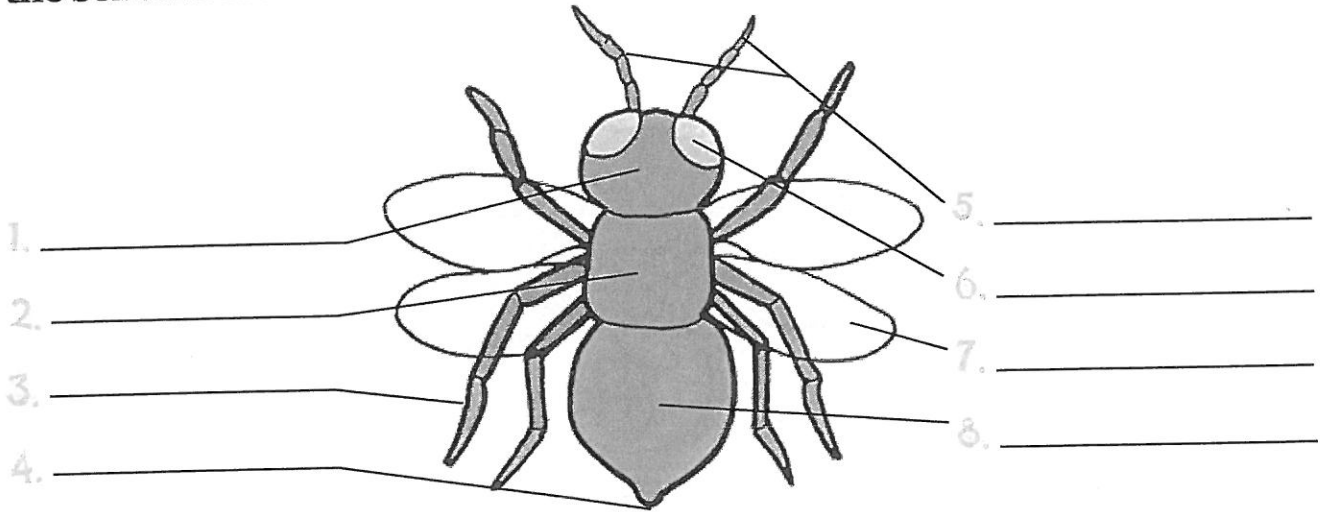


**Word Box**

ovary    petals    stigma    anthers    style

A flower is important in the life cycle of a plant because it contains the parts for reproduction. The colorful 6 t \_\_\_\_\_ and sepals protect the flower when it is in bud. The sticky part in the middle of the flower is the 7 g \_\_\_\_\_. Around the stigma are 8 n \_\_\_\_\_ which are tiny stems with knobs on top. Inside the anthers is a golden dust called pollen. In the base of the flower is the 9 v \_\_\_\_\_. Growing out of the ovary is the 10 y \_\_\_\_\_. When ripe, the anthers burst open sending out clouds of pollen. The pollen is carried to the stigma of another flower. This is called pollination.

Use the words in the box to label each part of an insect and to complete the sentences below.



An insect's h \_\_\_\_\_ includes the e \_\_\_\_\_ and  
t \_\_\_\_\_ n \_\_\_\_\_. Three pairs of g \_\_\_\_\_ are  
 connected to the \_\_\_\_\_ x \_\_\_\_\_. Most insects  
 have one or two pair of \_\_\_\_\_ n \_\_\_\_\_. The tip of the  
 \_\_\_\_\_ d \_\_\_\_\_ n \_\_\_\_\_ may have a tube for laying eggs  
 or a s \_\_\_\_\_ g \_\_\_\_\_.

**Word Box**

- stinger
- wings
- head
- antennae
- thorax
- eyes
- legs
- abdomen





A **common noun** names any person, place or thing. A **proper noun** names a particular person, place or thing. A proper noun begins with a capital letter.

**A. Read each word in the box. Write it where it belongs on the chart.**

**Word Box**

- |          |
|----------|
| doctor   |
| park     |
| football |
| Tangram  |
| Pat      |
| France   |

Category	Common Nouns	Proper Nouns
1. Person	_____	_____
2. Place	_____	_____
3. Thing	_____	_____

**B. Complete each sentence with a common noun or proper noun. In the box, write C if you wrote a common noun. Write P if you wrote a proper noun.**

- I threw the ball to \_\_\_\_\_. (person)
- I have visited \_\_\_\_\_. (place)
- My favorite food is \_\_\_\_\_. (thing)
- My family lives in \_\_\_\_\_. (place)
- My favorite author is \_\_\_\_\_. (person)
- I wish I had a \_\_\_\_\_. (thing)
- I like to read about \_\_\_\_\_. (historical event)
- My favorite holiday is \_\_\_\_\_. (holiday)

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# Future School

What will school be like in 50 years? How will students learn?  
What will they learn? Write a story, then draw a picture of your future school on the back!!

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