



Grade 2

Skills 1

Digital Components

Table of Contents

Digital Component 1.1	1
Digital Component 1.2	2
Digital Component 2.1	3
Digital Component 2.2	4
Digital Component 2.3	5
Digital Component 3.1	6
Digital Component 3.2	7
Digital Component 4.1	8
Digital Component 4.2	9
Digital Component 5.1	10
Digital Component 5.2	11
Digital Component 12.1.	12
Digital Component 12.2.	13

Digital Component 12.3.	14
Digital Component 13.1.	15
Digital Component 13.2.	16
Digital Component 13.3.	17
Digital Component 14.1.	18
Digital Component 15.1.	19
Digital Component 17.1	20
Digital Component 17.2	21
Digital Component 18.1.	22
Digital Component 19.1.	23
Digital Component 20.1	24

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."

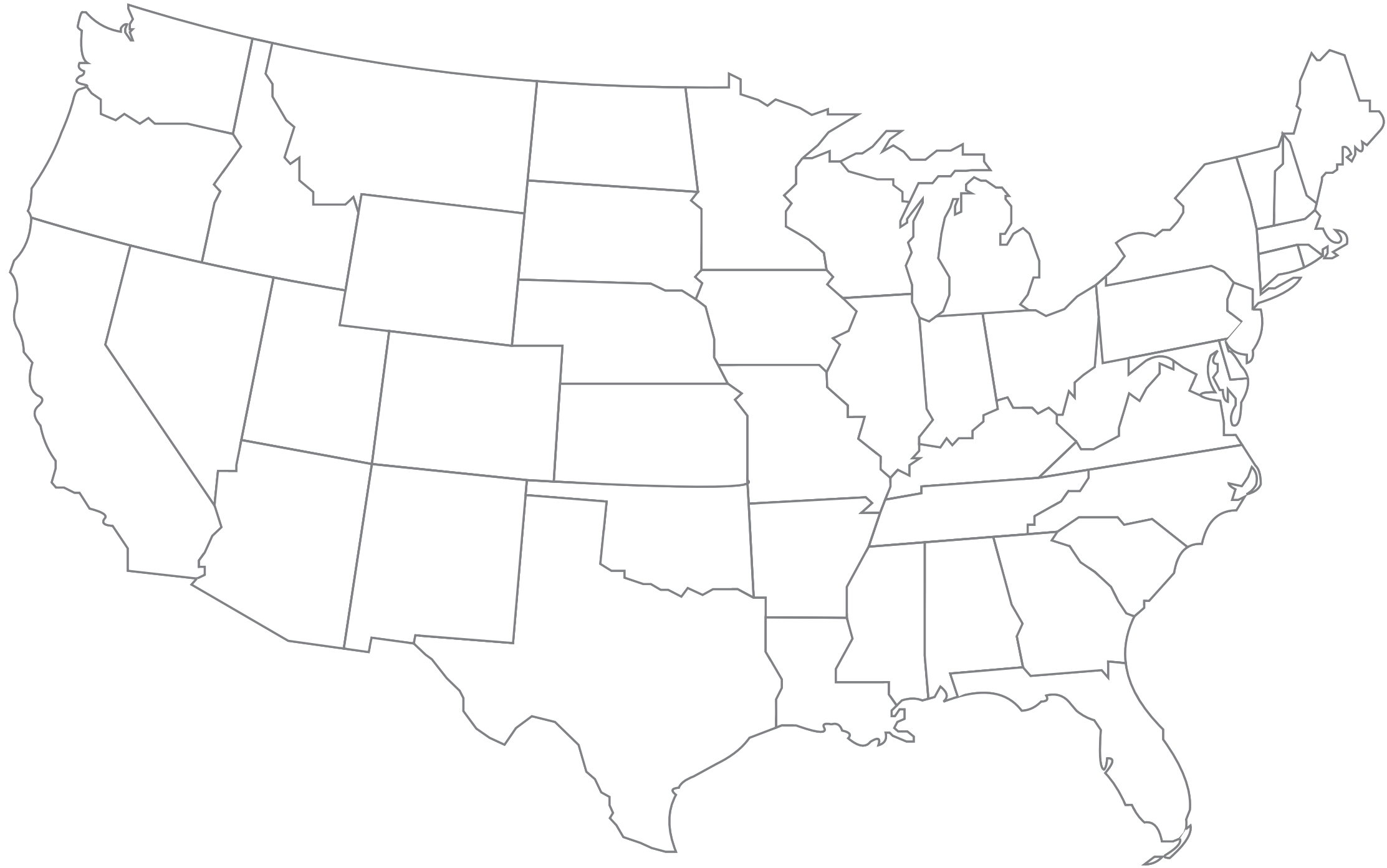
"Gee," I said, "that sounds like fun! When can we start?"

"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.



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 look·ing 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 helped set up the tents?
 - A. Jake and Nan helped set up the tents.
 - B. Kate and Nan helped set up the tents.
 - C. Max and Kate helped set up the tents.
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 morning, we went on a hike. After a bit, we stopped for lunch.

When Max finished his lunch, he asked, “Can Kate and I look for rocks by ourselves?”

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 pointed 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 started digging, we soon saw that it was larger than it had seemed.

After 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 drifted off, I saw Max standing there with the thing in his hands.

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

It was the biggest bone I had ever seen. It was three feet long!

Jake and Nan came running.

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

Max pointed to the spot where we found it.

Jake set the bone on the ground. Then he took a picture 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 **Coll·ege**. His name is Ron Fitch and he is an ex·pert on bones. He has writ·ten lots of books. If we bring him the bone, he can tell us what sort of bone it is.”

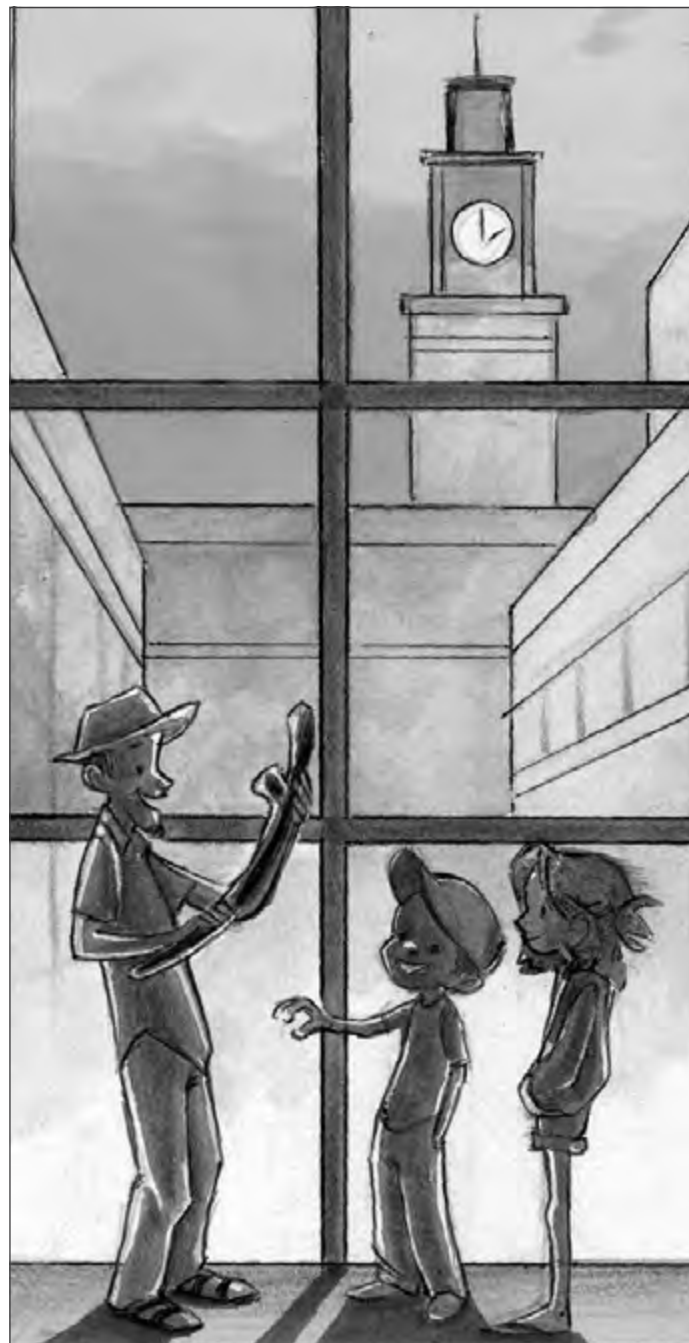
We got in·to the jeep. Jake said that I was in charge of the bone. I wrapped it up and set it on my lap.

When we got to the coll·ege, we gave the bone man the bone. When he saw it, he broke in·to a big grin.

The bone man bent down and said, “Kids, I could be wrong, but it looks like you’ve found some·thing 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!”

“Yipp·ee!” 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?
 - B. They were going to State College.
 - C. They were going swimming.
 - D. 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 with pride.

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.

1. did Mom have a hot dog
2. such a smell
3. the smell drifted

Story Title	Food the Cat Bandit stole	Where the Food Was	How He Got to the Food	Sound Words

Directions: Have students number the sentences in the correct order, then cut and paste them on Activity Page 12.2.

The Chicken Nugget

The cat bandit ran, hopping
from box to box.



The cat bandit sat a bit,
thinking up a plan.



Hank set his dish in the sink.



Then—munch, munch, munch—that
was
the end of the chicken nugget.



The smell of chicken drifted up from
the dish into the den.



1. basket

2. catfish

3. himself

4. suntan

5. dustpan

6. bandit

7. picnic

8. upset

9. invent

10. contest

Directions: Have students complete the chart by adding the suffix -ing and doubling the last consonant spelling if it is one syllable, has a short vowel sound, and ends in a single consonant.

rub	rubbing
dab	
chop	
swim	
chat	
drift	
hum	
run	
win	
shop	
sip	
munch	
sit	

Directions: Have students look in the story "The Chicken Nugget" to find one- and two-syllable words to write in the chart. For the words below the box, have students rewrite each word adding the suffix -ing to each.

The Chicken Nugget

1	2

- hop _____
- munch _____
- run _____
- think _____
- nap _____

Directions: Have students circle the 'g' in each word. Next, have students read each sentence and write the word with the tricky spelling 'g' under the heading 'got' or 'gem' if it is pronounced /j/.



	/g/ got	/j/ gem
1. He did a magic trick.		magic
2. This fish has gills.		
3. Dad is the best at golf.		
4. The cat is in a cage.		
5. Brr! That pond was frigid!		
6. A present is a gift.		
7. Mom had a stick of gum.		

Directions: Have students circle the 'c' in each word. Then, read each sentence and write the word with the tricky spelling 'c' under the heading "can" if the tricky spelling is pronounced /k/ or "cent" if it is pronounced /s/.



	/k/	/s/
1. The king got the princess a kitten.		princess
2. We slept in a cabin.		
3. As the band was singing, she was dancing.		
4. Mom swept up the dust and cobwebs.		
5. Fill up that cup.		
6. He had six chances to stop.		
7. Liz spotted a skunk at camp.		

Directions: Have students read and circle the spelling in each word that stands for the sound printed above.

<i>/j/</i>	<i>/v/</i>
jumping	vast
magic	twelve
plunge	shelves
lunge	having
jacket	visit
jet	solve
legend	vet
hinge	elves

1. He has a cast on his wrist.
2. He fixed it with his wrench.
3. She yelled and cracked the whip.
4. He unwrapped his present.
5. The elves were singing and dancing.
6. It was twelve when we met.
7. She wrecked the van.
8. He sang the wrong song.



Directions: Have students read and circle the spelling in each word that stands for the sound printed above.

<i>/s/</i>	<i>/ch/</i>
pockets	itch
tense	catchy
miss	batch
chance	rematch
sudden	stretching
cell	butcher
cent	pitcher
prince	stitch

<i>-ed</i>		
<i>/e/ + /d/</i>	<i>/d/</i>	<i>/t/</i>

Directions: Have students circle the 's' in each word. Then, have students read each sentence and write the word with the tricky spelling 's' under the heading "cats" if the tricky spelling is pronounced /s/ or "dogs" if it is pronounced /z/.



	/s/	/z/
1. He handed me his pet pig.		his
2. Ben can swim.		
3. Will he visit?		
4. The cat got in the basket.		
5. He did it himself.		
6. Kevin will mop and dust.		

Copyright © 2015 Core Knowledge Foundation and its licensors
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts is a trademark of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Core Knowledge Language Arts

Series Editor-in-Chief

E. D. Hirsch, Jr.

President

Linda Bevilacqua

Rights Manager

Elizabeth Bland

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of these Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack
Cecilia Sorochin

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

1: Jacob Wyatt; 3: Shutterstock; 4: Jacob Wyatt; 6: Jacob Wyatt; 8: Jacob Wyatt; 10: Jacob Wyatt; 21: Core Knowledge Staff

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Amplify Core Knowledge Language Arts

