

SECOND GRADE

FLUENCY HOMEWORK

FREE SAMPLER

NAME

READING FLUENCY

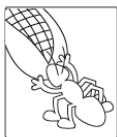
DRA 14

H7

LEXILE 390

LEVEL H - SET 2

The Grasshopper & the Ant



Grasshopper thought, *It's a fine summer day!*
 He sang and danced in the warm sunshine.
 At the edge of the field, Grasshopper saw
 a little ant. She was lugging home an ear of corn.



"Come play with me!" Grasshopper called.
 Ant said, "I don't have time to play. I'm getting
 food for the winter like you should be doing."
 Grasshopper laughed, "Winter is still a long time away!"



Soon warm days turned to cold ones. With an
 empty tummy, Grasshopper went to Ant's hill.
 He pounded on the door. "I'm here to share
 your food!" he said. Ant slammed the door in his face.

DAILY RECORD	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				

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goal for our young readers is to develop the skill to read silently. Your child
 may be approaching this milestone (or may have reached it already).
 However, silent reading does not improve fluency. Having your child continue
 read this assignment out loud can help give the support needed to develop
 reading fluency. Increased fluency helps strengthen reading comprehension
 so your student can understand what he/she is reading silently.

in a general
 the topic.

sentences that
 weathering.

about?



FOCUS: read to find the meaning
 of a word.

Read the text. Find the sentence that
 explains what weathering is.
 Color the sentence yellow.

What is weathering?

arn more
 he captions.

that tell more
 (Circle) the

about
 caption give?



FOCUS: read to be able to teach
 someone else.

Read the text. Pay attention to the way
 rocks change over time.
 Imagine you saw a rock arch. What could
 you say to a little brother or sister to
 explain how it was made?

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16 Fair Weathering

NAME _____

READING
FLUENCY

DRA 8

E5

LEXILE 250

LEVEL E - SET 2

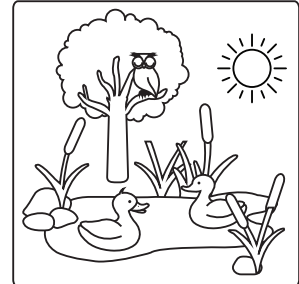
Good Morning, Good Night

It is a busy morning at the pond.
Duck calls to all her friends,
“Quack, quack! Good morning!”

8

14

18

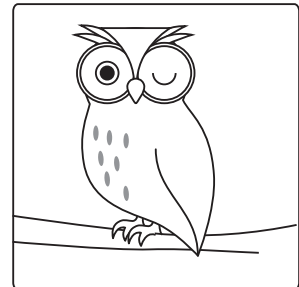


In the tree, Owl opens one sleepy eye.
“Shhhhh!” says Owl. “You are too noisy.
I am trying to sleep.”

26

33

38

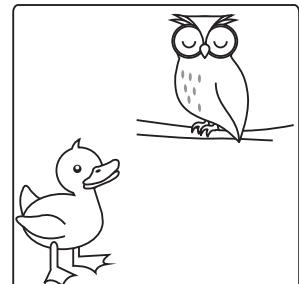


“It is a beautiful day!” Duck tells him.
“You will miss it if you stay asleep.”
But Owl is already snoring.

46

54

59

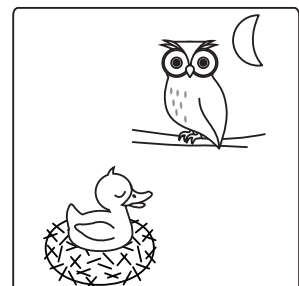


It is night at the pond. “Whoo!” says Owl.
“Shhhhh!” says Duck. “You are too noisy. I am trying to sleep.”

67

73

80



DAILY RECORD

DAY 1

DAY 2

DAY 3

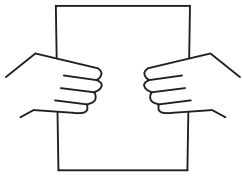
DAY 4

total words read in 1 minute

number of mistakes (subtract from total)

= total words read correctly in 1 minute (WCPC)

adult initials



Have your child read the ENTIRE text and answer the questions for today.



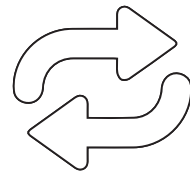
Time your student reading aloud for exactly 1 minute. Do not help fix mistakes.



If your child is stuck on a word for 2 seconds, say the word and count it as a mistake.



Record total words read. Then subtract the number of errors. Now help fix any mistakes..



Repeat the steps on other days. Return the page to school.



FOCUS: read to notice your first impression.

Your **first impression** is the first thing you notice about the text. Read the text. Circle a few important words that jump out at you.

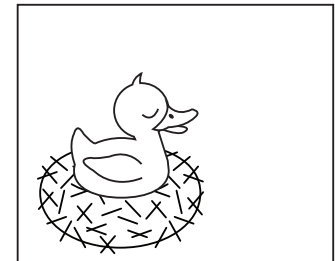
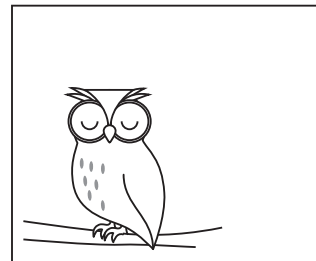
What is the first thing you notice about this story?




FOCUS: read to find important details.

Read the text. Quotation marks tell the reader a character is talking. Underline the two sentences that say, "I am trying to sleep!"

Draw a sun or moon to show the time of day each character said the sentence.



FOCUS: read to find why Duck thinks Owl should wake up.

Read the text. Find the sentence that tells why Duck thinks Owl should be awake in the morning. Color the sentence .

Should Owl wake up?


☐ Yes, Owl should wake.

☐ No, Owl should sleep.

I think this because _____



FOCUS: read to find connections to your life.

Read the text. Find the sentence that tells what Owl does up in the tree when Duck first wakes him. Color the sentence .

How do you act when someone wakes you?

NAME _____

READING
FLUENCY

DRA 12

G5

LEXILE 350

LEVEL G - SET 2

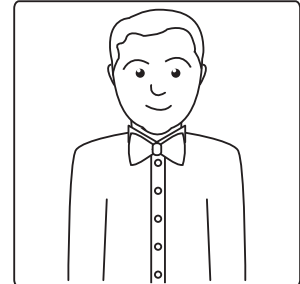
A Teacher Substitute

My teacher had a baby. While she is gone, we have a new teacher. His name is Mr. Fox. School is different with him.

8

16

24

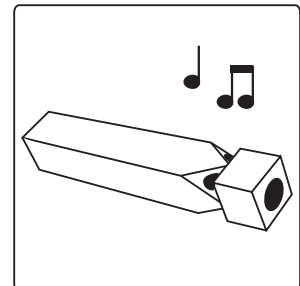


Mr. Fox blows a train whistle at the end of recess. We all stand in a long line. Then our train of students chugs forward.

34

42

49

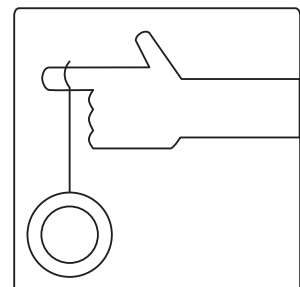


Mr. Fox has some neat things. One day, he showed us how to yo-yo. He brought his ant farm to school another day.

57

65

72

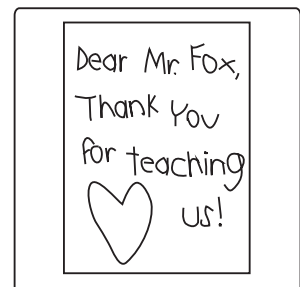


At first, school seemed strange with Mr. Fox. He has his own ideas about things. Now, I think Mr. Fox is a fun teacher.

79

87

95



DAILY RECORD

DAY 1

DAY 2

DAY 3

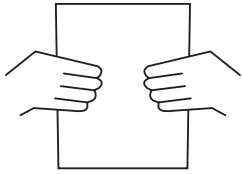
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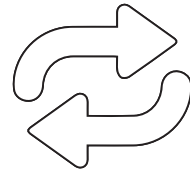
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Repeat the steps on other days. Return the page to school.



FOCUS: read to learn about a character.


Read the text. Underline the sentences that tell the things Mr. Fox does.

From what the story tells you, what do you know about Mr. Fox?



FOCUS: read to find how a character's feelings change.

Read the text. Find the sentence that tells how the narrator felt about Mr. Fox at first.

Color the sentence .

Find the sentence that tells how the narrator felt about Mr. Fox at the end.

Color the sentence .



FOCUS: read to find the point of view.

Read the text. Who do you think is telling the story? Circle clues in the passage that give you information about who is telling the story.

I think the narrator is:

I think this because _____



FOCUS: read to make comparisons.

Read the text. Pay attention to the way Mr. Fox is described. Use the chart to compare Mr. Fox to your own teacher.

Mr. Fox

both

My teacher

NAME _____

READING
FLUENCY

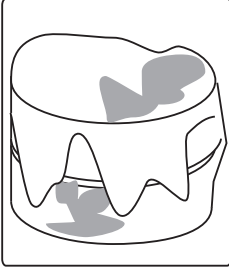
DRA 16

16

LEXILE 480

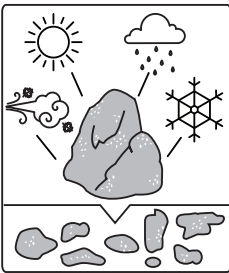
LEVEL I - SET 2

Fair Weathering



Pretend you left a cake outside. What would happen to it? Well, your cake would probably dry out. Maybe pieces would break off. If it rained, the cake would get soggy. After a few days, you might be left with a pile of crumbs.

8
16
25
34
44



That cake is a bit like a rock. Rocks are out in the wind and rain and freezing cold. All this weather changes the rocks. Pieces break off. Those pieces wear down into smaller pieces. When weather wears down rocks we call it **weathering**.

56
65
72
79
88

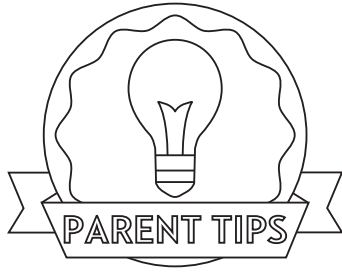


Rain and wind smooth a giant boulder. When winter comes, ice splits open a crack. Little by little, that boulder is broken into small rocks. Those rocks are weathered until they become sand. Because of weathering, the earth is always changing.

96
105
113
120
129

DAILY RECORD

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FOCUS: read to gain a general understanding of the topic.


Read the text. Underline sentences that give the reader details about weathering.

What is this passage about?



FOCUS: read to find the meaning of a word.

Read the text. Find the sentence that explains what weathering is.

Color the sentence .

What is weathering?



FOCUS: read to learn more information from the captions.

A caption is a few words that tell more about a picture. Read the text. Circle the caption in the illustration.

What information about weathering does the caption give?



FOCUS: read to be able to teach someone else.

Read the text. Pay attention to the way rocks change over time.

Imagine you saw a rock arch. What could you say to a little brother or sister to explain how it was made?
