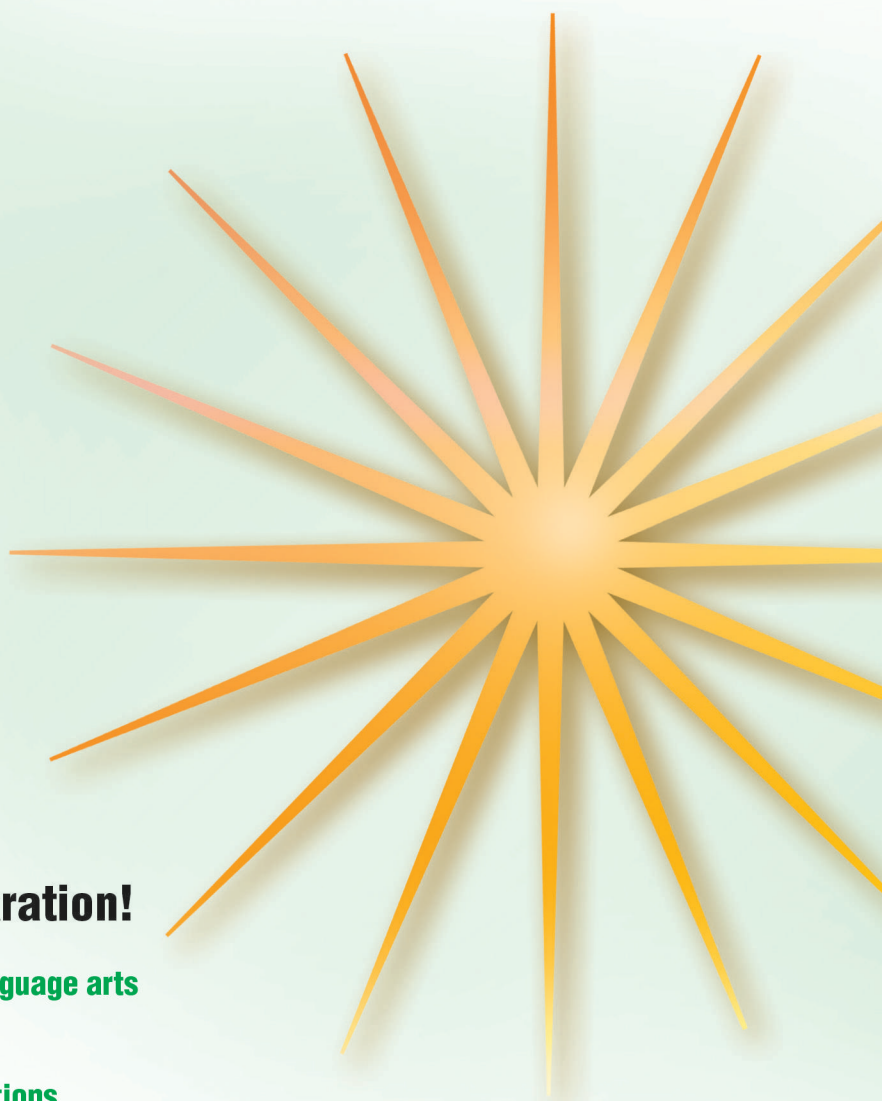


SPECTRUM[®]

GRADE

2

Test Prep



**Excellent Tool for
Standardized Test Preparation!**

- Strategy-based activities for language arts and math
- Test tips to help answer questions
- Encourages critical thinking and reasoning
- Answer key

Describe a Story

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions keeping the characters, setting, and what happens in mind.

Invisible Cassie

Cassie kicked at the dirty clothes on her floor. She was upset. Her dad told her to clean her room. Cassie wished she were invisible. Then, she wouldn't have to clean anything! If she were invisible, she would go to school and not do any work. She would stay up late. She would never have to take baths. Best of all, her brother couldn't pick on her. But, wait! If she were invisible, she wouldn't get any apple pie. No one would ask her to play. Cassie would never get to hug her grandparents. Maybe being invisible wouldn't be so much fun after all.

Strategy

Identify and make a list of the parts of a story: characters, setting, and what happens.

Test Tip

A story usually tells what characters think or how they feel.

1. What is Cassie's problem in the beginning of the story?

- (A) She wants to visit her grandparents.
- (B) She can't have any apple pie.
- (C) She has a brother who teases her.
- (D) She doesn't want to clean her room.

What details in the story tell you about Cassie's problem? Choose all that apply.

- (A) "Cassie kicked at the dirty clothes on her floor."
- (B) "She was upset."
- (C) "Her dad told her to clean her room"
- (D) "Best of all, her brother couldn't pick on her."

2. Write two details that tell why Cassie thinks being invisible is a good solution to her problem.

1. _____

2. _____

3. Who is the main character in the story?

- (A) Cassie's dad
- (B) Cassie
- (C) Cassie's grandparents
- (D) Cassie's brother

Write how you know.

4. Which sentences from the story tell why Cassie wouldn't want to be invisible? Choose all that apply.

- (A) "Best of all, her brother couldn't pick on her."
- (B) "If she were invisible she wouldn't get any apple pie."
- (C) "Cassie would never get to hug her grandparents."
- (D) "She would stay up late."

Describe a Story

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions using details from the story and the picture.



The Oldest

Sometimes, Sam likes being the oldest. He can stay up one hour later. He can go places by himself. He also gets a bigger allowance for helping around the house. When his friend Brennan asks him to spend the night, Sam's mom says yes. He even gets to stay at his friend's house to eat dinner sometimes. Sam thinks it's great that he can read, ride a bike, and spell better than his brother. Sam's sister loves when he reads stories to her. Sam likes it, too. When his mom needs help cooking, she asks Sam, because he is the oldest.

Sometimes, Sam doesn't like being the oldest. He has to babysit his sister. She likes to go where he does. He also has to act more like a grown-up. Sam always has more jobs to do around the house. He has to help wash the dishes and take out the trash. His brother and sister get help when they have to clean their rooms. Sam doesn't get help. Sam doesn't like to be the oldest when his brother and sister want him to play with them all the time.

Strategy

Ask yourself Who, What, and Where questions to figure out the parts of a story.

Test Tip

Look for who the story is mostly about to find the main character.

1. Who is the main character in the story?

- (A) Sam
- (B) Mom
- (C) Brennan
- (D) Sam's sister

Write how you know.

2. Which detail tells how Sam thinks or feels?

- (A) He likes to help his mother with the cooking.
- (B) He thinks his sister should read more stories.
- (C) He doesn't like it when he has to act like a grown-up.
- (D) He wants his parents to treat his brother like they treat him.

3. Write a detail from the story that tells how Sam's parents treat him like a grown-up.

4. What is this story mostly about?

5. The story is organized into two parts or ideas. The first part tells about why Sam likes being the oldest. The second part tells about why Sam _____.

- (A) likes to have dinner at Brennan's house
- (B) helps his brother and sister clean their rooms
- (C) wants to play all the time
- (D) doesn't like being the oldest

Recount Stories

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions using key details from the story.

Strategy

While reading, identify the lesson learned from the story. This is the moral of the story.

Adapted from “The Frog Who Wished to Be as Big as an Ox” by Aesop

One day, an ox was grazing in a meadow. Suddenly, he stepped on a young frog and crushed him to death. The frog’s brothers and sisters ran to tell their mother what had happened.

“The monster that did it was such a size, Mother!” they said.

The mother was a vain old thing. She thought that she could easily make herself as large.

“Was it as big as this?” she asked, blowing and puffing herself out.

“Oh, much bigger than that,” replied the young frogs.

“As this, then?” she cried, puffing and blowing again with all her might.

“No, mother,” they said, “if you were to try till you burst yourself, you could never be so big.”

That silly old frog! She tried to puff herself out still more, and burst herself indeed.

1. These events from the story are out of order.

Write the numbers 2, 3, 4, 5, 6, and 7 to retell the story in the correct order.

An ox was grazing in a meadow.

The frog’s brothers and sisters ran home to tell their mother.

The mother frog puffed and blew, and tried to make herself as big as an ox.

The ox stepped on a frog and crushed it.

The mother thought she could be as big as an ox.

The frogs told their mother she could never be as big as the ox.

The mother tried to puff herself out still more.

The mother frog burst.

2. What do you think the moral of this story is?

- (A) Don’t puff yourself up or you will burst.

- (B) Don’t step on frogs.

- (C) Don’t tell your mother when an ox crushes your brother.

- (D) Don’t try to be something you’re not.

Write why you think that is the lesson.

4. Chose two adjectives that describe the mother frog.

- (A) silly
(B) brave
(C) proud
(D) smart

5. What do you think the word vain means in the sentence, “The mother was a vain old thing.”

Recount Stories

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions.

Strategy

After reading the questions, reread the story and find the answers.

Adapted from "THE COFFEE-MAKING" (an American Indian story)

One summer afternoon my mother left me alone in our wigwam while she went across the way to my aunt's home. A short while later, a hand lifted the canvas covering of the entrance. It was an old grandfather who had often told me legends of our people.

"Where is your mother, my little grandchild?" were his first words.

"My mother is soon coming back from my aunt's tepee," I replied.

"I shall wait for her return," he said, sitting on a mat.

At once I began to play the part of a kind hostess. I turned to my mother's coffeepot. Lifting the lid, I found nothing but coffee grounds in the bottom. I set the pot on a heap of cold ashes and filled it half full of warm Missouri River water. Then, I placed a small piece of bread in a bowl. I poured out a cup of worse than muddy warm water. I handed the light luncheon to the old warrior.

I was proud to have succeeded so well in serving refreshments to a guest all by myself. Before the old warrior had finished eating, my mother entered. She wondered where I had found coffee. She knew I had never made any before. She also knew that she had left the coffeepot empty. Answering the question in my mother's eyes, the warrior remarked, "My granddaughter made coffee on a heap of dead ashes, and served me the moment I came."

They both laughed, and mother said, "Wait a little longer, and I shall build a fire." They treated my best judgment, poor as it was, with the utmost respect.

6. These events from the story are out of order.

Write the numbers 2, 3, 4, 5, 6, and 7 to retell the story in the correct order.

- | The girl's mother left her alone in the wigwam.
- The girl saw that there were only old coffee grounds in the coffee pot.
- The girl placed a small piece of bread in a bowl.
- The girl's mother came home and offered to make a fire.
- An old grandfather came to the wigwam.

The girl poured warm river water into the coffee pot.

The girl served the coffee and bread to the grandfather.

8 The girl's mother and the warrior treated her best judgment with respect.

7. Choose two adjectives that describe the grandfather.

- (A) brave
- (B) kind
- (C) respectful
- (D) mean

Describe Characters' Responses

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions.

Strategy

While reading, look for clue words after dialogue like *he said*, *replied*, and characters' names to know who is speaking. Try to see and hear the characters in your mind.

Summer Saturday

It was a beautiful Saturday morning. Austin asked, "Mom, can Daniel come over to play?"

"Sure," said Austin's mom. So Austin hopped on his bike and pedaled over to Daniel's house.

The door opened and Daniel's mom looked at Austin. "Good morning, Austin," she said. "I bet you are here to see Daniel." She let Austin in and he quickly found Daniel watching TV.

"Hey," said Austin. "Do you want to come over?"

"I'm watching this," said Daniel without looking away from the screen. Austin glanced at the screen. It was a cartoon he had seen a million times.

"Come on, Daniel!" he said. "We can ride bikes." Daniel did not answer. Austin sat down and watched the cartoon for a minute. Then, he got up again.

"How about we go to the park," Austin suggested.

"No," said Daniel. "I just want to relax today."

Austin thought again. "Swimming?"

"No. Relaxing," Daniel replied.

"Come on, Daniel," Austin tried again. "Let's do something."

Daniel was not budging. "OK," Austin said. "I'm going to go see if someone else can play."

1. How did Austin want to spend the day?

- (A) watching TV
- (B) playing outside
- (C) playing on the computer
- (D) at the movies

2. Why didn't Daniel want to do anything Austin suggested?

3. Which detail tells you how Daniel feels about going outside?

- (A) "So Austin hopped on his bike and pedaled over to Daniel's house."

- (B) " 'Hey,' said Austin. 'Do you want to come over?' "

- (C) " 'No,' said Daniel. 'I just want to relax today.' "
- (D) "Daniel looked away from the TV for a second."

4. What suggestions did Austin make to try and change Daniel's mind? Choose two.

- (A) swimming
- (B) riding bikes
- (C) going bowling
- (D) going to the carnival

5. How did Austin solve his problem?

Characters' Responses

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions.

Strategy

As you read, find details that tell what the characters do. Then look for details that give reasons for characters' actions.

The Ant and the Grasshopper

Once upon a time there was an ant and a grasshopper.

Every day, the ant would work hard. He would collect bits of food and pile them up in his ant hole. Back and forth he went. He collected berries and nuts.

Every day, the grasshopper watched the ant hard at work. He laughed as the ant carried bits of food that were twice his size.

In the autumn, the leaves fell and the air grew cool. The ant continued to gather food and put it in his hole. The grasshopper found new things to explore.

Soon, the winter came. The ant crawled down his hole. He nibbled on a berry here and a nut there. It was a cozy home. The grasshopper, too, crawled into his hole. There was a lot of dirt in his hole, but nothing to eat.

Grasshopper hopped through the frozen grass to Ant's hole, and wriggled in.

"Hello, Ant!" Grasshopper said with a big smile.

"Why, hello, Grasshopper," replied Ant. "How are you?"

"Oh, not so good," said Grasshopper. "My hole is not cozy. And I have no food for the winter."

"Yes," said Ant. "That is a shame. But while I was working all year to fill my hole with food for the winter, what did you do? You played and you explored. And you laughed at me."

Grasshopper was embarrassed. "Yes," he said, "but you are such a kind Ant. Couldn't you share some of your food with me?"

Ant thought for a moment. He shook his head. "If I share my food with you, what will you learn?" he said. "I am sorry, Grasshopper, but I will not share my food with you."

Grasshopper was sad. He left Ant's hole slowly. He hoped Ant would change his mind. For the rest of the winter, Grasshopper was very hungry. He found a blade of frozen grass here and there, but it was not very much.

Soon enough, spring arrived. Ant crawled out of his hole and soon began his work again. When he looked around, he saw Grasshopper jumping through the grass. But, this time Grasshopper had a large berry on his back. He had learned his lesson and was gathering food to put in his hole. Ant was very proud of him.

Characters' Responses

Reading: Literature

1. Why did Ant gather food all year?

- (A) so he would have food in the winter
- (B) because he was always hungry
- (C) to share it with the other insects
- (D) so no other insects would have food

2. At the beginning of the story, what was Grasshopper's opinion about gathering food?

3. What happened to Grasshopper when winter came?

4. How did Ant feel when Grasshopper came to him for food?

- (A) he was happy to help
- (B) he didn't want to help, because he wanted Grasshopper to learn a lesson
- (C) he didn't want to help, because he didn't want to share his food
- (D) he didn't want to help, because Grasshopper was mean

5. What lessons do you think this story teaches?

Understand Poetry

Reading: Literature

DIRECTIONS: Read the poem. Then, answer the questions using key details from the poem.

Strategy

Read each stanza, or part, of the poem carefully. Ask and answer the question *What is this stanza about?* before moving on to the next stanza.

Test Tip

Read the poem quietly to yourself. Listen for the rhythm and rhyme of the words as you read.

From "The Arrow and the Song" by Henry W. Longfellow

I shot an arrow into the air,
It fell to earth, I do not know where;
It flew so fast that my sight
Could not follow it in its flight.

Long, long after, in an oak
I found the arrow, it had not broke;
And the song, from beginning to end,
I found again in the heart of a friend.

I sang a song into the air,
It fell to earth, I do not know where;
Because who has sight so sharp and strong
That it can follow the flight of song?

1. A rhyme pattern tells which words at the end of a line rhyme. What lines rhyme in stanza 1?

- (A) 1 and 3
- (B) 1 and 2; 3 and 4
- (C) 1 and 4
- (D) none

2. Write the pairs of rhyming words the poet uses.

Stanza 1: _____

Stanza 2: _____

Stanza 3: _____

3. How are poems organized differently from stories?

4. Reread the first stanza. Write a sentence that describes what happens in that stanza.

5. What did the poet send into the air in the second stanza?

- (A) a song
- (B) an arrow
- (C) a friend
- (D) an oak

Write how you know.

Understand Poetry

Reading: Literature

DIRECTIONS: Read each poem. Then, answer the questions using key details from the poem.

Strategy

As you read, mark the lines that rhyme.

Sweets, sweets are fun to eat
But too much yummy
can rot your teeth
and hurt your tummy

6. What rhyming words are in this poem?

7. What message is the poet trying to tell you?

- (A) Sweets are fun to eat.
- (B) You should eat sweets every day.
- (C) Sweets taste good, but aren't good for you.
- (D) Brush your teeth each day or you will get cavities.

Allison the alligator
Absolutely adored acrobats.
Allison always attended any acrobatic affair
And as the acrobats ascended above
Allison always asked,
"How do I get up there?"

8. What is repeated in this poem?

- (A) the word alligator
- (B) the short a sound
- (C) rhyming words
- (D) the *ing* sound

Hey diddle, diddle
The cat and the fiddle,
The cow jumped over the moon.
The little dog laughed
To see such sport,
And the dish ran away with the spoon.

9. How is the last line of the poem different from the others?

10. List the rhyming words from the poem.

11. How do the nonsense words "diddle diddle" affect this poem? Choose two.

- (A) You know from the first line that it's a silly poem.
- (B) The words make the poem more realistic.
- (C) Silly words make a poem fun to read.
- (D) Nonsense words always rhyme.

Describe Parts of a Story

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions using key details from the story.

Lazy Time

Sally and Ned are swaying slowly in the family swing. The air is crisp. Sally puts her arm around Ned and snuggles into his shaggy body. Ned's tongue licks Sally's hand that lies on her blue-jeaned leg. They watch a slow ladybug crawl underneath a pile of old, brown leaves. One red leaf drifts to the top of the ladybug's leaf pile. Ned's graying ears stand up as a V of geese honks goodbye. The sky slowly turns from blue, to pink, to purple, to black.

The first star shines as Sally's mom calls her in to eat. Sally gives a last push as she slides out of the swing. She walks to the back door of the house. Ned leaps down. He barks once at a rabbit and chases after Sally. She smiles and rubs Ned's head as they walk into the warm house together.

Strategy

Most stories have the same parts: characters, settings, and events. As you read, identify these parts and make a list of each one.

Test Tip

Details, especially ones that use the five senses, help you picture a story more clearly in your mind. Look for these details to understand the story.

1. The setting is _____.

- (A) the main problem in a story
- (B) where and when a story takes place
- (C) the reason the author wrote a story
- (D) the picture with a story

2. This story most likely takes place in _____.

- (A) a made-up time
- (B) the past
- (C) the present
- (D) the future

Write how you know.

3. Write two key details that tell you that the story takes place in the autumn.

4. What do the details tell you about Ned?

5. What does the beginning of the story introduce?

- (A) It introduces the characters.
- (B) It describes the setting.
- (C) It describes the plot of the story.
- (D) It tells how the story ends.