



# Smarty Ants at Home

Printable Activities for Young Readers

Second Grade

Level 12: Fiction

Houndsley and Catina

## LEVEL 12 PREVIEWING THE LEVEL - *Houndsley and Catina*

### Main Concept

- Predicting
- Inferring
- Drawing Conclusions
- Paying attention to details
- Questioning

### Additional Concepts

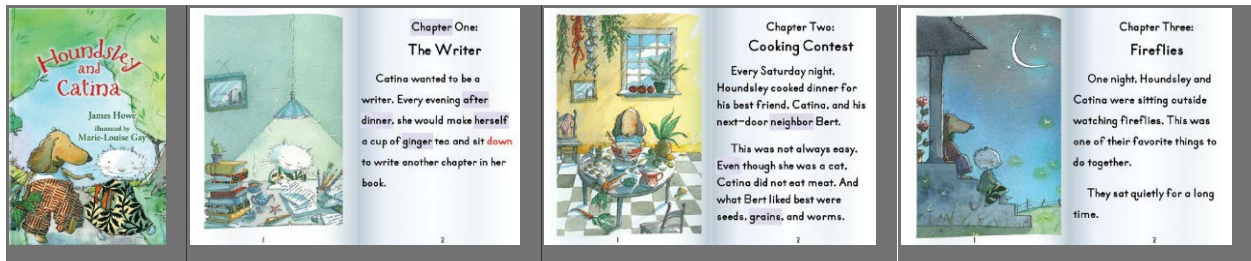
Dividing two-syllable words that have VCCV and VCV patterns

### Details

*Houndsley and Catina* is a fiction book that consists of three chapters found in Lessons 70, 71, and 72. Throughout all three lessons, students strengthen comprehension skills and explore new vocabulary words, phrases, and common English-language expressions. Through Interactive Teaching Videos, students also practice recognizing common syllable-division patterns and dividing words into syllables.

Students review each chapter by building and recording a script for their chosen character from each chapter that is produced in a reader's theater as the final activity of each of the three chapter lessons.

A reinforcement lesson follows the three chapter lessons in this level. This lesson teaches new skills based upon concepts and skills that students have already explored, like multi-syllabic words with prefixes and suffixes, and new digraph *kn*. Additional personalized reinforcement lessons are available for students who experience difficulty with the skill areas presented in the three main lessons of the level.



# Oral Reading Fluency Passage

Level 12: *Houndsley and Catina*

Lesson 70: "The Writer"

**Directions:** You will read the story "Boy Wonder" out loud. Try to read each word in order. If you do not know a word, ask for help. Start reading when your teacher tells you to begin. You may use your finger to mark your place as you read.

## Boy Wonder

Max never dreamed of being a famous artist or winning prizes 11  
for his art. He was too busy drawing and painting to think about such 25  
things. Max's mom said that Max taught himself to draw before he 37  
could walk. At first, he drew lines and shapes. Then he drew faces 50  
and trees and houses. 54

Max's artworks were so good that his parents had many of 65  
them framed. His pictures hung in every room of the house. People 77  
who came to Max's house wanted to buy the pictures. This surprised 89  
Max. He had never thought about selling his artworks. 98

When Max was in the second grade, he painted a picture of 110  
a boy and an elephant in a boat on the ocean. The picture won first 125  
prize in an art contest. The newspaper printed a story about Max and 138  
his art. The writer of the story called Max a "boy wonder." 150

This seemed funny to Max. After all, he was just a boy 162  
who loved to draw and paint. "What's so special about that?" he 174  
wondered. 175

TOTAL: \_\_\_\_\_

# Student Writing

Level 12: *Houndsley and Catina*

Lesson 70: "The Writer"

**Directions:** Read the prompt in the box below. Then write your story on a separate sheet of paper.

Houndsley was kind to Catina when she showed him her writing. He did not spoil her dream of being a famous writer.

How can Houndsley help Catina become a better writer?

Write a story that tells how Houndsley helps Catina become a better writer. Describe at least two ways Houndsley helps Catina.

## WRITING TIPS

- Read the prompt carefully. Look for clue words that tell you what kind of story to write. This prompt asks you to **write a story** about **two or more ways** that **Houndsley helps Catina become a better writer**.
- Be sure to include details in your story. Answer questions such as these:
  - Why does Catina need help?
  - What are some ways Catina needs to become better at writing?
  - What are two ways Houndsley helps Catina with her writing?
- Your story should have a beginning, a middle, and an end.

## WRITING CHECKLIST

- My story tells how Houndsley helps Catina with her writing.
- My story has a beginning, a middle, and an end.
- I used details that tell *who, what, when, where, why, and how*.
- Each sentence in my story tells a complete thought.
- I used correct spelling, capital letters, and punctuation.

# Oral Reading Fluency Passage

Level 12: *Houndsley and Catina*

Lesson 71: "The Cooking Contest"

**Directions:** You will read the story "What Jenn Forgot" out loud. Try to read each word in order. If you do not know a word, ask for help. Start reading when your teacher tells you to begin. You may use your finger to mark your place as you read.

## What Jenn Forgot

Jenn was very good at spelling, so no one was surprised when	12
she entered the school spelling bee. Jenn's teacher gave her a list of	25
words to study, and she practiced spelling the words every day.	36
The day of the spelling bee arrived. Jenn did well in the first	49
few rounds, and by the last round, two students were left. One was	62
Jenn, and the other was her friend Marcus.	70
When Jenn saw that she might win, her heart beat faster and	82
her knees began to shake. Marcus went first and spelled his word	94
correctly. Now it was Jenn's turn. She was asked to spell the word	107
<i>forgotten</i> .	108
Jenn tried to calm herself by taking a deep breath. "F" she	120
began, "o-r." Suddenly, she was not at all sure how to spell the word.	134
"G-o-t," she went on, and then she stopped. Everyone was looking at	146
her. "T-o-n. <i>Forgotten</i> ," she said weakly.	152
Marcus spelled the word correctly and became the winner.	161
Jenn was happy for her friend, but she felt badly to have missed such	175
an easy word. She would try again next year. For now, Jenn knew	188
that she would never again forget how to spell the word <i>forgotten</i> .	200

TOTAL: \_\_\_\_\_

# Student Writing

Level 12: *Houndsley and Catina*

Lesson 71: "The Cooking Contest"

**Directions:** Read the prompt in the box below. Then write your story on a separate sheet of paper.

Houndsley entered a cooking contest. Houndsley's friends thought he might win a prize.

Think about a time when you were in a contest.

Write a story that tells about the time you were in a contest.

## WRITING TIPS

- Read the prompt carefully. Look for clue words that tell you what kind of story to write. This prompt asks you to **write a story** about the time when **you were in a contest**.
- Be sure to include details in your story. Answer questions such as these:
  - What kind of contest did you enter?
  - How well did you do in the contest?
  - Did anything surprising happen?
  - How did you feel during the contest and when it was over?
- Your story should have a beginning, a middle, and an end.

## WRITING CHECKLIST

- My story is about a contest.
- My story has a beginning, a middle, and an end.
- I used details that tell *who, what, when, where, why, and how*.
- Each sentence in my story tells a complete thought.
- I used correct spelling, capital letters, and punctuation.

# Oral Reading Fluency Passage

Level 12: *Houndsley and Catina*

Lesson 72: "Fireflies"

**Directions:** You will read the story "New Country, New School, New Friend" out loud. Try to read each word in order. If you do not know a word, ask for help. Start reading when your teacher tells you to begin. You may use your finger to mark your place as you read.

## New Country, New School, New Friend

Lucy was a friend to Amal even before the two became good	12
friends. Amal and his family had just moved to the United States.	24
It was Amal's first day in a new school. Lucy could see that this first	39
day was not easy for Amal. There was so much to learn.	51
At lunch, Amal sat by himself and quietly ate his meal. When	63
Amal finished eating, Lucy could see that he was confused about	74
where to put his dishes and trash. Lucy left her table to help him.	88
Amal thanked Lucy. "I do not yet know all the rules. As you	101
say in English, I feel like a fish who is out of the water."	115
Lucy smiled and told Amal not to worry. "I was a new student	128
once, too. Before long, you'll fit right in." This made Amal feel much	141
better.	142
The next morning, Amal did not worry about his second day	153
at a new school. He knew that he had one friend. And, sometimes,	166
having just one friend makes all the difference.	174

TOTAL: \_\_\_\_\_

# Student Writing

Level 12: *Houndsley and Catina*

Lesson 72: "Fireflies"

**Directions:** Read the prompt in the box below. Then write your story on a separate sheet of paper.

Houndsley and Catina like to watch fireflies together.

What do you enjoy doing with a friend?

Write a story about something you like to do with a friend. In your story, tell why you enjoy doing this with your friend. Give at least two reasons.

## WRITING TIPS

- Read the prompt carefully. Look for clue words that tell you what kind of story to write. This prompt asks you to **write a story** about **something you enjoy doing with a friend**.
- Be sure to include details in your story. Answer questions such as these:  
What do you and a friend like to do together?  
When, where, and how do you and your friend enjoy this activity?  
What are two or more reasons why you enjoy doing this together?
- Your story should have a beginning, a middle, and an end.

## WRITING CHECKLIST

- My story tells about something I enjoy doing with a friend.
- My story has a beginning, a middle, and an end.
- I used details that tell *who*, *what*, *when*, *where*, *why*, and *how*.
- Each sentence in my story tells a complete thought.
- I used correct spelling, capital letters, and punctuation.