



# Smarty Ants at Home

Printable Activities for Young Readers

Second Grade

Level 16: Fiction

Houndsley and Catina and the Quiet Time

## LEVEL 16 PREVIEWING THE LEVEL -

### *Houndsley and Catina and the Quiet Time*

LEVEL  
16

#### Main Concept

Attending to details  
Predicting  
Evaluating situations  
Drawing conclusions

#### Additional Concepts

Identifying prefixes (*in, en, re, pre*)  
Identifying suffixes (*er, ite, ible, ful, ly, y, tion*)  
Recognizing the relationship between character change and story theme

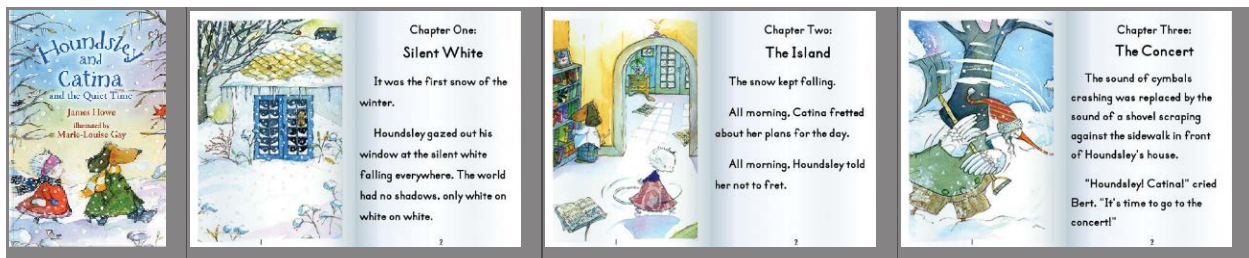
#### Details

*Houndsley and Catina and the Quiet Time* is the third book in this series about the friendship between a dog and a cat. In Chapters 1–3 (found in Lessons 86, 87, and 88), students strengthen comprehension skills while exploring new vocabulary words, phrases, and common English-language expressions. In Level 16, students are introduced to how change within a character can reflect the theme of a story.

Through Interactive Teaching Videos, students also practice recognizing common prefixes and suffixes and their meanings.

Students review each chapter of the book by building and recording a script for their chosen character from each chapter that is produced as a reader's theater. The reader's theater activity provides fluency practice for students.

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 antonyms, common phonograms *\_oor* and *\_alk*, and new digraph *ph*. 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 16: *Houndsley and Catina and the Quiet Time*

Lesson 86: "Silent White"

**Directions:** You will read the story "Busy Mind, Quiet Mind" 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.

## Busy Mind, Quiet Mind

James felt terrible by the time he got home from school. "My mind is like a beehive," he told his mother. "I have lots of homework. I promised to help Dad weed the garden. I have to feed Mrs. White's dog. I need to make a birthday card for Grammy." 12 26 40 50

James could hardly think clearly. Mom told him to sit down and take a few deep breaths. James felt calmer right away. Next, she had James make a list of everything he had to do. Then she helped him decide which things needed to be done first and which could be done later. 61 74 88 101 103

"When your mind feels like a beehive, return to your breath," Mom reminded James. "Breathe slowly, and then just do one thing at a time. That way, you actually enjoy what you're doing." 114 125 136

James thanked his mother for the helpful tips. A few days later, he drew a picture for his mom. It showed James with a beehive over his head. Then it showed James with no beehive and a smile on his face. On the picture, James wrote, "A quiet mind is a lot better than a busy mind." 148 162 176 190 193

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

# Student Writing

Level 16: *Houndsley and Catina and the Quiet Time*

Lesson 86: "Silent White"

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

Houndsley says that winter is his favorite time of the year. He loves the quiet of a snowy day.

What is your favorite time of the year?

Write a story about your favorite time of the year. Tell why you enjoy this time of the year. Use words that help the reader understand how you feel.

## 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 **your favorite time of the year**.
- Be sure to include details in your story. Answer questions such as these:  
What time of year do you enjoy the most? Why?  
What things do you notice at this time of the year?  
What words best describe your feelings?
- Your story should have a beginning, a middle, and an end.

## WRITING CHECKLIST

- My story tells about my favorite time of the year.
- My story has a beginning, a middle, and an end.
- I used details that tell how something looks, sounds, feels, smells, or tastes.
- Each sentence in my story tells a complete thought.
- I used correct spelling, capital letters, and punctuation.

# Oral Reading Fluency Passage

Level 16: *Houndsley and Catina and the Quiet Time*

Lesson 87: "The Island"

**Directions:** You will read the story "The Six-Friends Poem" 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.

## The Six-Friends Poem

When Sara awoke and looked outside, she let out a squeal.	11
She was not prepared for a totally white world. The snow was much	24
deeper today, and it was still falling. Wind blew the snow in one	37
direction and then another.	41
There would be no school and no playing outside. "I could	52
be lazy and go back to sleep," Sara thought. But she was not sleepy.	66
Then an idea came to her, and she sprung into action.	77
Sara called five of her friends, one at a time. "Let's write	89
a poem about the snow," she told them. "Each of us will write	102
one line." No one would see the other lines until Sara put all of	116
them together.	118
Later that day, Sara's friends called or e-mailed to give her	129
their lines. Sara put them together to make this poem.	139
Snow, snow, right up to my window.	146
Powdery white all around, on roof and tree and ground.	156
The land sleeps under a blanket of snow.	164
The windy, snowy world is like a dream.	172
I sailed in my boat on an ocean of snow.	182
The cold wind and the snow bite my cheeks.	191

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

# Student Writing

Level 16: *Houndsley and Catina and the Quiet Time*

Lesson 87: "The Island"

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

Houndsley and Catina pretend they are on an island. They find plenty of things to do.

Suppose you were on an island with a friend. What would you do?

Write a story about being on an island. Tell about the things you and your friend would do.

## 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 **being on an island with a friend**.
- Be sure to include details in your story. Answer questions such as these:
  - What friend is with you?
  - What things are on your island?
  - What would you do on the island?
- Your story should have a beginning, a middle, and an end.

## WRITING CHECKLIST

- My story tells about being on an island.
- 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 16: *Houndsley and Catina and the Quiet Time*

Lesson 88: "The Concert"

**Directions:** You will read the story "No Talking" 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.

## No Talking

Rob's sister could not stand the noise any longer. She knocked 11  
on Rob's bedroom door. Rob and three friends were inside, talking 22  
loudly and laughing. "Please be quieter," Nora said. "I'm trying to 33  
read a book." 36

When Nora went back to her room, Rob had an idea. "Let's 48  
play a game," he said to his friends. "We'll sit in a circle and see who 64  
can go the longest without talking." 70

The boys sat on the floor and began the game. They tried to 83  
not look at one another, to keep from laughing. Jeff read a book, and 97  
Rob looked out his window. Blake looked at his feet, and Bennie tied 110  
and untied his shoelaces. 114

All of a sudden, Blake pointed to a bug near his foot and said, 128  
"Yikes, a big bug!" Then he realized his mistake. 137

"You talked, so you're out of the game," said Jeff. Then Jeff 149  
realized his mistake. Rob and Bennie smiled at their friends. Blake 160  
and Jeff left the circle and moved to another part of the room. 173

"Well," said Bennie to Rob. "I guess that leaves just the two of 186  
us in the game." Then Bennie realized his mistake. 195

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

# Student Writing

Level 16: *Houndsley and Catina and the Quiet Time*

Lesson 88: "The Concert"

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

Catina changes her mind in the story. Now she likes quiet time with her friend Houndsley.

Think of a time when you changed your mind.

Write a story about changing your mind. Tell why you changed your mind. Then tell what happened when you changed your mind.

## 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 **changing your mind**.
- Be sure to include details in your story. Answer questions such as these:
  - What did you change your mind about?
  - What made you change your mind?
  - What happened when you changed your mind?
- Your story should have a beginning, a middle, and an end.

## WRITING CHECKLIST

- My story tells about changing my mind.
- 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.