



Smarty Ants at Home

Printable Activities for Young Readers

Second Grade

Level 18: Fiction

Houndsley and Catina Plink and Plunk

LEVEL 18 PREVIEWING THE LEVEL -
Houndsley and Catina Plink and Plunk

Main Concept

- Attending to details
- Predicting
- Following a sequence of events

Additional Concepts

- Recognizing spelling changes that occur with added suffixes
- Recognizing Greek and Latin word-combining forms
- Reviewing ways that words can be modified
- Identifying common plot structure
- Recognizing the relationship between plot and theme

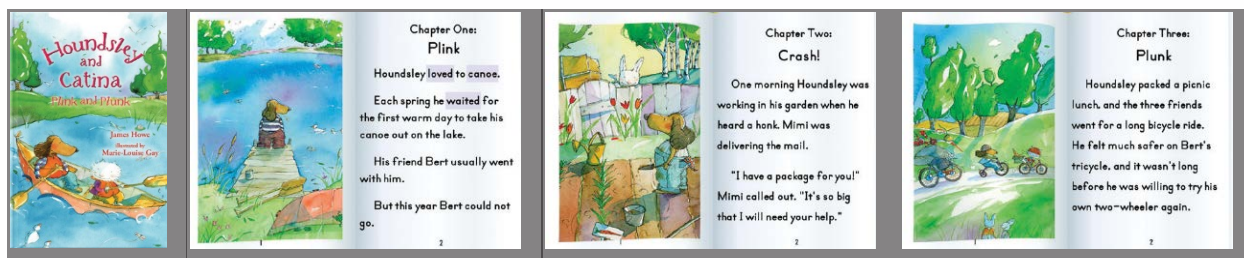
Details

Chapters 1–3 (Lessons 94, 95, and 96) comprise *Houndsley and Catina Plink and Plunk*. The activities for each lesson help students strengthen their comprehension and vocabulary skills. Each chapter introduces new vocabulary words, phrases, and common English-language expressions. At this level, students also explore the concept of *plot* in a story.

Through Interactive Teaching Videos, students continue to explore ways that words change when combined with prefixes, suffixes, or other words. The Teaching Videos emphasize word meaning as well as pronunciation.

The reader’s theater activities (Script Building, Recording, and Showtime) motivate students to re-read each chapter and actively engage in the text by recording part of a script that they help to build.

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 synonyms, common phonograms *_aught* and *_ought*, and the suffix *ous*. 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 18: *Houndsley and Catina and Plink and Plunk*

Lesson 94: "Plink"

Directions: You will read the story "The Just-Right Adventure" 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 Just-Right Adventure

Tim and Tom are twins, but they are not alike in every way.	13
Tom likes to take chances, but Tim is more careful. Tom enjoys big adventures, but Tim likes small ones.	26
Last summer the family spent a week near a lake. "Today we will learn how to canoe," Tom said one morning. Tim was not sure he wanted to try canoeing, but he went along with the plan.	32
Mom and Dad drove the boys down to the lake. They rented a canoe for the boys and one for the two of them. All of them put on life vests.	44
Dad gave the boys some paddling tips. Then he helped them get into their canoe. Tim stepped in carefully and sat in the back.	58
Tom started joking around and rocking the canoe after he got in. Tim gripped the sides of the boat and held on. Dad told Tom to sit down. Then he handed the brothers their paddles.	69
The boys paddled away from the dock. Tim liked the feeling of moving over the water and the rhythm of paddling. "This adventure might turn out to be just the right size for me," he thought.	82
	98
	100
	111
	124
	137
	152
	159
	171
	182
	195

TOTAL: _____

Student Writing

Level 18: *Houndsley and Catina and Plink and Plunk*

Lesson 94 "Plink"

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

Houndsley wishes Catina would not talk so much. He gets his wish, but he is not happy about it.

Sometimes having a wish come true is not so great.

Write a story about a character who is unhappy when his (or her) wish comes true. Tell about the wish. Then tell about what goes wrong when the wish comes true.

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 **someone who is unhappy when a wish comes true**.
- Be sure to include details in your story. Answer questions such as these:
 - What does the character wish for? Why?
 - What happens when the wish comes true?
 - Why is the character unhappy?
- Your story should have a beginning, a middle, and an end.

WRITING CHECKLIST

- My story tells about someone who is unhappy when a wish comes true.
- 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 18: *Houndsley and Catina Plink and Plunk*

Lesson 95: "Crash!"

Directions: You will read the story "Two Packages, One Gift" 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.

Two Packages, One Gift

One day, when Leena came home from a bicycle ride, a	11
package was waiting for her. The package was from Aunt Martha.	22
Leena opened it right away. Inside were wads of crumpled paper, and	34
nothing else.	36
Leena was puzzled. "Why would Aunt Martha send me wads of	47
paper?" She checked the box again, but nothing else was in it.	59
Leena's dad guessed that Aunt Martha had made a mistake. He	70
called her and asked about the package. "Oh, my," said Aunt Martha.	82
"I forgot to put the gift in the box before I mailed it!"	95
Aunt Martha said that she had met Leena's favorite author. The	106
woman gave Aunt Martha a photograph of herself. Then Aunt Martha	117
got her to autograph the picture. That was the gift for Leena. "It must	131
still be where I left it," said Aunt Martha. "I'll send it for sure this time,	147
but don't tell Leena about the surprise."	154
A few days later, another package arrived for Leena from Aunt	165
Martha. This time, it had more than paper in it. "Two packages in one	179
week!" said Leena. "I like the second one the best."	189

TOTAL: _____

Student Writing

Level 18: *Houndsley and Catina Plink and Plunk*

Lesson 95: "Crash!"

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

Catina can ride a bicycle well, but Houndsley cannot.

What can you do well?

Write a story about something you do well. Tell how you learned to do this and how it makes 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 **something you do well**.
- Be sure to include details in your story. Answer questions such as these:
What can you do well?
How did you learn this skill? Was it easy or hard to learn?
How does it feel to be good at something?
- Your story should have a beginning, a middle, and an end.

WRITING CHECKLIST

- My story tells about something I do well.
- 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 18: *Houndsley and Catina Plink and Plunk*

Lesson 96: "Plunk"

Directions: You will read the story "What Friends Are For" 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 Friends Are For

Reed was well liked by his classmates at school. That made	11
it hard to tell him the truth about his new hairstyle. Who wanted to	25
disappoint him? Everyone told Reed he looked great.	33
Reed had been thinking of changing his hair. He liked the way	45
his favorite singer combed his hair toward his face. Reed combed	56
his hair down his forehead and toward his cheeks. Then he trimmed	68
some of the hair till it looked just right.	77
When Reed's friend Anna saw his hair at school the next day,	89
she was shocked. "Everyone likes it," Reed told Anna proudly.	99
All Anna could say was "Wow."	105
After school that day, Anna went to Reed's house. "I'm your	116
friend, so I have to tell you the truth," she said to Reed. "That style	131
looks awful on you."	135
Reed looked surprised. "But everyone said they liked it,"	144
he said.	146
"No one wanted to hurt your feelings," said Anna.	155
Reed told Anna to wait on the porch. When he returned a few	168
minutes later, his hair was combed back from his face.	178
"I feel like my old self again," Reed said to Anna. "Thanks for	191
telling me the truth."	195

TOTAL: _____

Student Writing

Level 18: *Houndsley and Catina Plink and Plunk*

Lesson 96: "Plunk"

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

Catina says that she talks a lot when she gets nervous. This causes problems for Houndsley when they are in the canoe together.

Write a make-believe story about another character who talks too much. Tell how the talking causes a problem. Then tell how the problem is solved.

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 make-believe story about a character who talks too much.**
- Be sure to include details in your story. Answer questions such as these:
 - Why does the character talk a lot?
 - What problem is caused by too much talking?
 - How is the problem solved?
- Your story should have a beginning, a middle, and an end.

WRITING CHECKLIST

- My story tells about someone who talks a lot and causes a problem.
- 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.