



# DESTINATION Reading™

## Course II

### Take-Home Activity Sheets



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Name \_\_\_\_\_

**Book Report**

**Read first!**  
 Writing a book report is a great way for your child to share what he or she has learned from reading a book.  
 There are only two rules: Write it for fun, and write it for your family.  
 Write the report about a book that you have read and enjoyed.  
 If you are not sure what to write, ask the teacher for help.

**Answer these questions about the book you read.**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Who are the important people in the book?  
 \_\_\_\_\_

Where does the book take place?  
 \_\_\_\_\_

What is the most exciting thing that happens in the book?  
 \_\_\_\_\_

How does the book end?  
 \_\_\_\_\_

**Checklist**

Did you write about the book?  
 Yes  No

Did you write about the author?  
 Yes  No

Did you write about the people in the book?  
 Yes  No

Did you write about the place where the book takes place?  
 Yes  No

Did you write about the most exciting thing that happens in the book?  
 Yes  No

Did you write about how the book ends?  
 Yes  No

Activity Sheet

# Introduction

The take-home activity sheets that follow are designed to help you easily:

- Communicate with families about what students are learning at school.
- Involve parents, siblings, and other family members as partners in students' learning.
- Reinforce some of the reading/language-arts skills and concepts taught in *Destination Reading Course II: Building Fluency and Comprehension (DR Course II)*.

There is one take-home activity sheet for each of the 24 units in *DR Course II*. The activity sheet focuses on one of the learning objectives from the unit. Like the *DR Course II* software, the activity sheets are designed for use with second- and third-grade students.

## Using the Take-Home Activity Sheets

Each take-home activity sheet is a reproducible blackline master that you can duplicate and send home with students. At the top of the sheet is a letter to the student's family. There is room on the letter for you to add the date and your signature. Some activity sheets also have answer keys, which are located at the back.

We recommend that you send home each activity sheet after students have completed the corresponding software unit. Some activities are also suitable for use in the classroom, if you prefer.

# **Take-Home Activity Sheets**

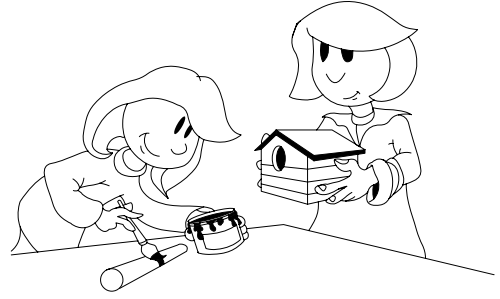
Name \_\_\_\_\_

# Step by Step

Dear Family:

We are learning that in a story, things happen in a certain step-by-step order. The events and the order in which they happen are called the *plot* of the story.

Choose an activity that you and your child enjoy doing together (for example: playing catch; putting a puzzle together; going grocery shopping; making a cake). Together, write out step-by-step directions for doing the activity.



Write the steps to follow for your activity.

My activity is: \_\_\_\_\_

Step 1: \_\_\_\_\_

\_\_\_\_\_

Step 2: \_\_\_\_\_

\_\_\_\_\_

Step 3: \_\_\_\_\_

\_\_\_\_\_

Step 4: \_\_\_\_\_

\_\_\_\_\_

If you need more room, continue on the back.

Name \_\_\_\_\_

## Silly Story

Dear Family:

We are learning about nouns and adjectives. A *noun* is a word that names a person, place or thing (for example, *teacher*, *flower*, or *baseball*). An *adjective* is a word that describes a person, place, or thing (such as *red*, *tall*, or *happy*).

This activity gives your child an opportunity to practice listing nouns and adjectives.

Surprise is an important part of this activity! Hold the story so your child can't see it, then ask your child to tell you an adjective or a noun for each blank in the story. After all the blanks are filled in, read the "silly story" to your child.

Write a noun or adjective in each space below.

This morning the weather was \_\_\_\_\_.  
adjective

I decided to wear my new \_\_\_\_\_.  
noun

\_\_\_\_\_ The weather outside was  
adjective noun

\_\_\_\_\_ so I put on my \_\_\_\_\_.  
adjective noun

my \_\_\_\_\_ and had a great time. After that I  
noun

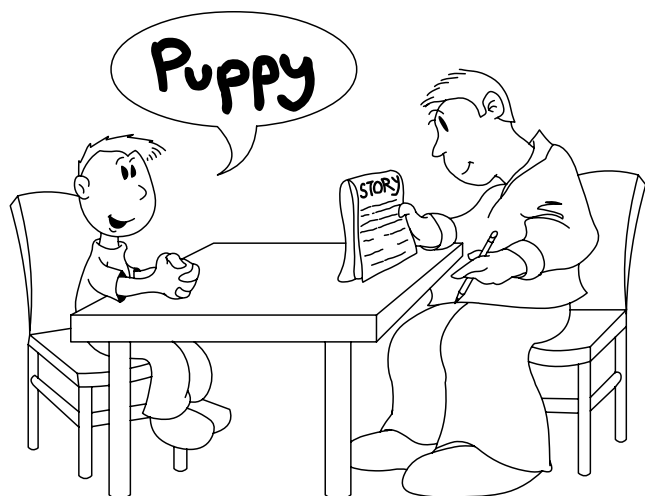
was \_\_\_\_\_ so I took a  
adjective

\_\_\_\_\_. In the evening,  
noun

I helped my \_\_\_\_\_  
noun

cook a \_\_\_\_\_ dinner.  
adjective

What a \_\_\_\_\_ day!  
adjective



Name \_\_\_\_\_

# Contractions

Dear Family:

We are learning about contractions. A *contraction* is two words put together to make a shorter word with the same meaning. One or two letters are replaced with an apostrophe ('). For example, *can not* becomes the contraction *can't*. *They are* becomes *they're*.

Ask your child to write the correct contraction for each pair of words.

Read the two words in the boxes on the left. Then write the contraction in the box on the right.

<b>do</b>	<b>not</b>	
-----------	------------	--

<b>it</b>	<b>is</b>	
-----------	-----------	--

<b>will</b>	<b>not</b>	
-------------	------------	--

<b>we</b>	<b>are</b>	
-----------	------------	--

Write two words in the boxes on the left. Then write the contraction in the box on the right.

--	--	--

Name \_\_\_\_\_

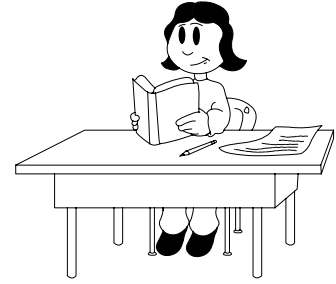
# Book Report

Dear Family:

Writing a book report is a great way for your child to share what he or she has learned from reading a book.

Have your child read a book of his or her choice. You can get books from the school or public library, or use a book from your own collection. (If you'd like some ideas, check the list of *Recommended Books* below.)

Your child can use this form to write a book report.



Answer these questions about the book you read.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Who are the important people in the book?

\_\_\_\_\_

Where does the book take place?

\_\_\_\_\_

What is the most exciting thing that happens in the book?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How does the book end?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Recommended Books

- *Frog and Toad* series by Arnold Lobel.
- *The Pizza that We Made* by Joan Holub; illustrated by Lynne Cravath
- *First Flight: The Story of the Wright Brothers* by George Shea; illustrated by Don Bolognese
- *The Little Red Hen* retold by Harriet Ziefert; illustrated by Emily Bolam
- *Singing Sam* by Clyde Robert Bulla; illustrated by Susan Magurn
- *Minnie and Moo Meet Frankenswine* by Denys Cazet

Name \_\_\_\_\_

# Complete the Word

Dear Family:

We are learning about adjectives. *Adjectives* are words that describe people, places, or things. Examples of adjectives are *brown*, *bright*, and *sharp*. We are using adjectives to make our writing more descriptive.

For each letter in your child's name, your child can choose an adjective that begins with that letter and describes himself or herself. You might want to do this for your name, too!

Write your first name down the left side of this page. Use each letter in your name to write an adjective that describes you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

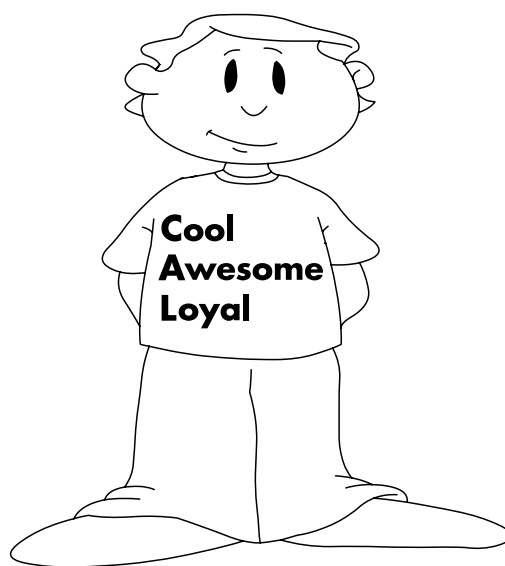
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

# Capitalization

Dear Family:

We are learning that some nouns are always capitalized. These nouns are called *proper nouns*. *Proper nouns are people's names, states, cities, countries, streets, companies, product names, and sports teams.* Examples of proper nouns are *George Washington, New Jersey, Tokyo, Main Street, Burger King, Kleenex, and Pittsburgh Steelers.*

For this activity, ask your child to find all the proper nouns in the sentences below and capitalize them correctly.

Underline all the proper nouns. Then circle all the letters that should be capitalized in each sentence.

1. Ms. vasquez lives in seattle.
2. The car is parked in dan's driveway.
3. Michael and michelle are twins.
4. The capital of nebraska is lincoln.
5. Two countries I would like to visit are norway and mexico.



**Write six more proper nouns.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

Name \_\_\_\_\_

# Homonyms

Dear Family:

We are learning that some words sound the same as one another but are spelled differently and have different meanings (for example, *sale* and *sail*, *hair* and *hare*, and *steal* and *steel*).

These words are called *homonyms*.

Ask your child to choose the correct word to complete each sentence. Your child can sound out the words and look them up in a dictionary if necessary.

Circle the correct word choice in each sentence.

If you need help, check the meaning of both words in the dictionary. Which word makes the most sense in the sentence?

1. I **red** / **read** a book last week.
2. Jeremy **ate** / **eight** a sandwich.
3. The doctor shone a light in my **eye** / **I**.
4. At the zoo I saw a **bare** / **bear**.
5. There is a great **sale/sail** on skateboards at the mall.
6. I like **plane** / **plain** vanilla ice cream.
7. The owl flies at **night** / **knight**.
8. The window had a broken **pane** / **pain** of glass.
9. I got wet in the **reign** / **rain**.
10. The library book is **due** / **dew** on June 15th.



Name \_\_\_\_\_

## Friendly Letter

Dear Family:

We are learning to write friendly letters. E-mail is a fun way to communicate, but there is nothing quite like an old-fashioned handwritten letter!

Help your child write a letter following the format shown below. If your child has trouble deciding what to write about, here are some suggested topics: weather, news, sports, hobbies, favorite foods, and school events.

Here is a letter format you can use when you write a friendly letter.

On a blank piece of paper, write your own letter. Be sure to include the date, salutation, body, and closing.



	<u>Date</u>
<p><i>Salutation or greeting (for example, "Dear Grandma,")</i></p> <hr/>	
<p><i>Body of letter</i></p> <hr/> <hr/> <hr/> <hr/>	
	<hr/> <p><i>Closing (for example, "Sincerely yours, Michael")</i></p> <hr/>

Name \_\_\_\_\_

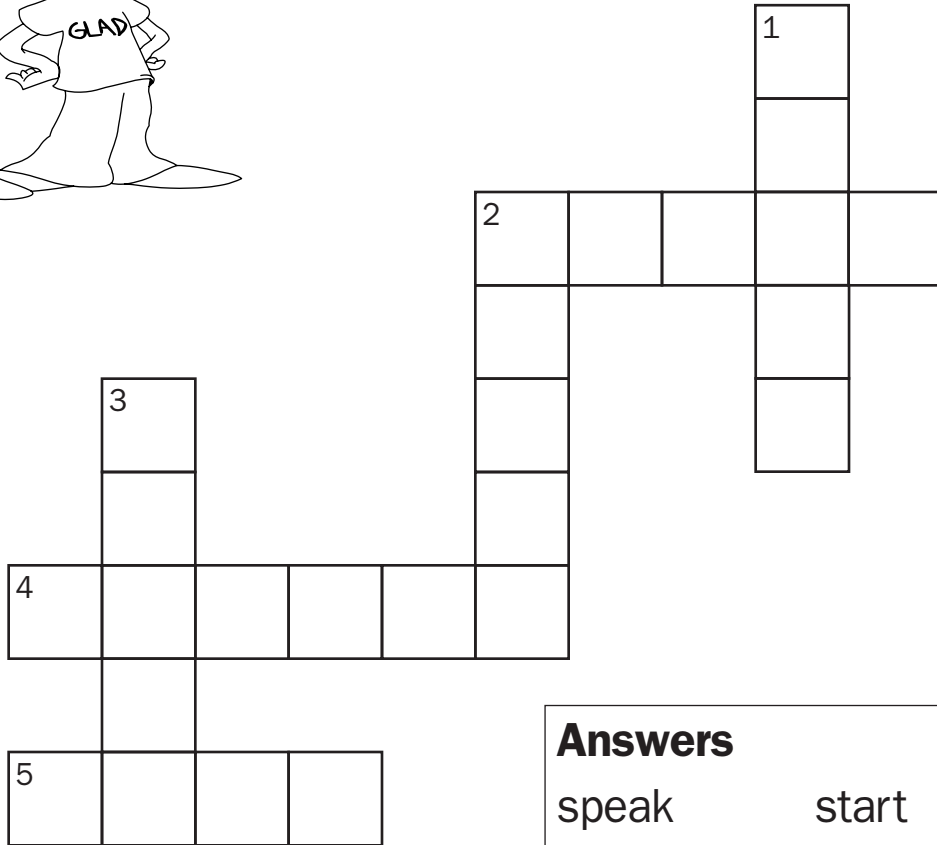
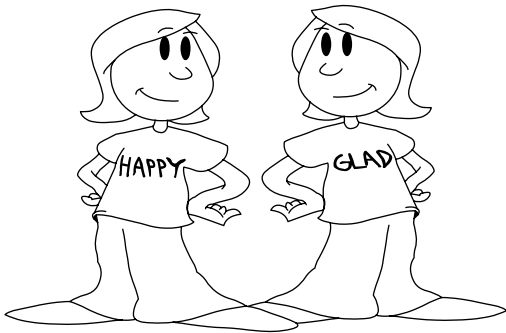
# Crossword Puzzle

Dear Family:

We are learning that some words mean the same thing as other words (for example, *happy* and *glad*; *start* and *begin*; and *shout* and *yell*). Words that mean the same thing are called *synonyms*.

Complete the crossword puzzle by finding the synonyms for the words below.

Each clue is a synonym for the answer word in the puzzle. (The answer choices are shown at the bottom of the page.)



**Across**

- 2. talk
- 4. coat
- 5. happy

**Down**

- 1. begin
- 2. yell
- 3. little

**Answers**

- |       |        |
|-------|--------|
| speak | start  |
| shout | jacket |
| small | glad   |

Name \_\_\_\_\_

# Scavenger Hunt

Dear Family:

We read a story called *Mariko's Scavenger Hunt*. In the story, a girl collects interesting items from all over her community. To have a scavenger hunt with your child, make a list of five items to collect. Then help your child find these items to share with the class.

**Note:** Be safe! Don't look for dangerous items or items that require going to unsafe places.

Write the names of the five items you are going to collect in your scavenger hunt. Check off each item as you find it.

1.

\_\_\_\_\_

2.

\_\_\_\_\_

3.

\_\_\_\_\_

4.

\_\_\_\_\_

5.

\_\_\_\_\_



Name \_\_\_\_\_

## Comma Placement

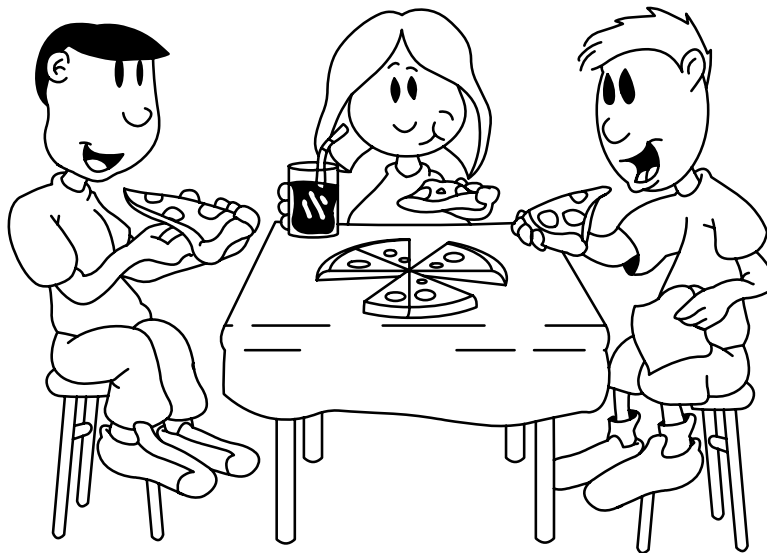
Dear Family:

We are learning about how to punctuate sentences correctly. Commas are one of the most common punctuation marks. A comma is used to indicate a break or pause in a sentence. (For example: The students read quietly at their desks, and then they left the room for lunch.)

A comma can also be used to separate items in a list. (For example: *I like apples, grapes, and pears.*)

Read each sentence and put commas in the correct places.  
(Example: Red, blue, and green are my favorite colors.)

1. Please buy oranges grapes apples and lemons.
2. Yoshi Jasmine and Matt ate pizza.
3. Washington D.C. is the capital of the United States.
4. The mail carrier counted his letters: "One two three four."
5. "Thank you" said Jessica.
6. The family ate chicken potatoes green beans and bread for dinner.



Name \_\_\_\_\_

## Read a Mystery

Dear Family:

We read a story called *Mystery of the Purple Footprints*. Part of the fun of reading a mystery book is predicting what will happen, and then finding out if you were correct.

Help your child read the mystery below, then predict its outcome. You can also get a mystery book from the school or public library and read the first half together. Predict how the mystery will end, then read the rest of it together to see how it turns out!

Read this beginning of a mystery story.

I walked into the kitchen to get a cookie. The cookie jar was open on the table. There were crumbs all around the jar. I looked inside, and all the cookies were gone! *Who ate the cookies?* I wondered. I needed to look for clues....

Now write your own ending to the mystery here.

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If you need more room, continue on the back of this sheet.

### Recommended Mystery Books

- *Cam Jansen* series, by David A. Adler; illustrated by Susanna Natti
- *Encyclopedia Brown* series, by Donald J. Sobol
- *Nate the Great* series, by Marjorie Sharmat
- *Jigsaw Jones* series, by James Preller



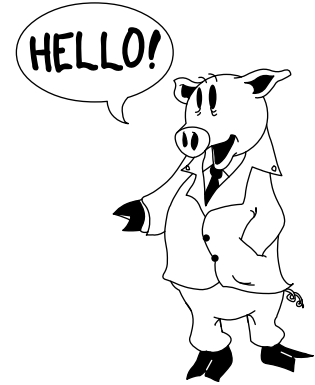
Name \_\_\_\_\_

## Fiction or Nonfiction?

Dear Family:

We are reading fiction and nonfiction books and learning about the differences between them. *Fiction* books tell an imaginary story. Novels and short-story collections are two types of fiction books. *Nonfiction* books give facts and opinions. Biographies, books about science, travel guides, and “how to” books are examples of nonfiction books.

Ask your child to identify which sentences sound like they are from a fiction book, and which ones are most likely from a nonfiction book.



Read each sentence. Write an **F** next to each sentence that sounds like it comes from a fiction book. Write an **N** next to each sentence that sounds like it comes from a nonfiction book.

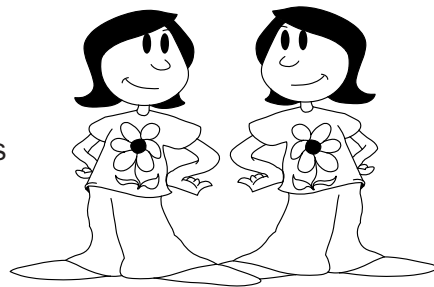
- \_\_\_ 1. The New England Patriots won the 2002 Super Bowl.
- \_\_\_ 2. The wizard cast a spell on the monster and turned it into stone.
- \_\_\_ 3. When a volcano erupts, it shoots molten lava into the air.
- \_\_\_ 4. Buenos Aires is the capital of Argentina.
- \_\_\_ 5. Arnold the Pig said, “Hello!”
- \_\_\_ 6. I used my time machine to go back to the year 1776.
- \_\_\_ 7. The famous American writer Mark Twain was born in Hannibal, Missouri.
- \_\_\_ 8. “I’m so strong I can bend steel,” said the superhero.
- \_\_\_ 9. Alexander Graham Bell invented the telephone.
- \_\_\_ 10. The Amazon is the world’s longest river.

Name \_\_\_\_\_

## Verb Tenses

Dear Family:

We are learning about verb tenses. Verb tenses are used to show whether something happened in the past, is happening now, or will happen in the future. Each of the sentences below is missing a verb in the correct tense.



Read each sentence and verb. Then write the correct tense of the verb to complete the sentence.

1. The dog was \_\_\_\_\_ loudly. [bark]
2. Yesterday I \_\_\_\_\_ a turkey sandwich. [eat]
3. Jim can \_\_\_\_\_ the ball very fast. [throw]
4. Last Friday, it \_\_\_\_\_ all day. [rain]
5. I hope my team \_\_\_\_\_ the game. [win]
6. Sheri and Shauna \_\_\_\_\_ the same shirt yesterday. [wear]
7. The sign next to the curb said, “No \_\_\_\_\_.” [park]
8. The sun is \_\_\_\_\_ brightly today. [shine]
9. Last Sunday many boats \_\_\_\_\_ on the water. [sail]
10. Nick and Carlos are \_\_\_\_\_ the soccer ball. [kick]
11. Alicia \_\_\_\_\_ the piano very well. [play]

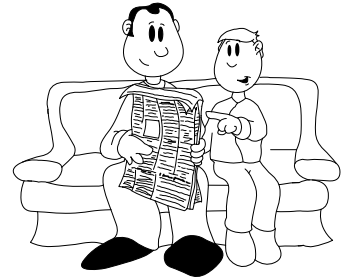
Name \_\_\_\_\_

# What Is the Main Idea?

Dear Family:

We are reading newspaper articles and looking for main ideas. The main idea of an article is the key point the writer is trying to make. This point is supported by quotes and other material within the article.

Help your child find a newspaper article to read for this assignment.



Read a newspaper article and write the title and main idea of the article in the space below. Choose quotes or references from the article that support the main idea.

Article Title: \_\_\_\_\_

Main Idea: \_\_\_\_\_

Supporting Idea 1:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting Idea 2:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting Idea 3:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

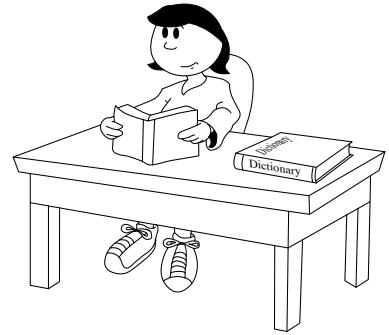
Name \_\_\_\_\_

## New Word Hunt

Dear Family:

We are looking for new words in books that we are reading in class. We have been looking up the new words in the dictionary.

For this assignment, make sure your child finds a book or article that is challenging enough to include words your child does not already know.



Read a book or article and write down five words that are new to you. Look up each word in the dictionary and write its definition below.

Word 1: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_

Word 2: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_

Word 3: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_

Word 4: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_

Word 5: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

# Story Elements

Dear Family:

We are learning about the main parts, or *elements*, of a story: title, setting, point of view, and main characters (the hero, called the *protagonist*, and the person who has a conflict with the hero, called the *antagonist*). Knowing the parts of a story can help us understand it better.

Ask your child to read a story and then identify its



Read a story and write the main elements of the story in the spaces below. Describe each element briefly as needed.

Title: \_\_\_\_\_

Setting: \_\_\_\_\_

Point of View: \_\_\_\_\_

Main Character (Protagonist): \_\_\_\_\_

Main Character (Antagonist): \_\_\_\_\_

**Here are some books you might like to read for this assignment:**

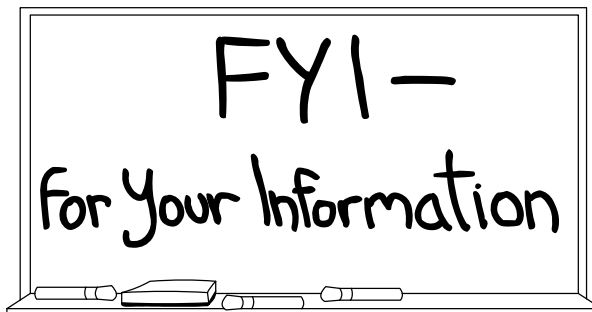
- *Aliens for Breakfast* by Jonathan Etra and Stephanie Spinner; illustrated by Steve Björkman
- *Junie B. Jones and the Stupid Smelly Bus* by Barbara Park; illustrated by Denise Brunkus
- *How to Be Cool in the Third Grade* by Betsy Duffey; illustrated by Janet Wilson
- *The Time Warp Trio* series by Jon Scieszka; illustrated by Lane Smith

Name \_\_\_\_\_

## Abbreviations

Dear Family:

When you see the abbreviation *Rd.* on an envelope, you may automatically read it as *Road*. For children, abbreviations are not always so easy to figure out! In class we are studying some of the most common abbreviations and learning what they stand for.



Write out the full word (or words) for each abbreviation.

U.S.A. \_\_\_\_\_

St. \_\_\_\_\_

MN \_\_\_\_\_

Wed. \_\_\_\_\_

Dr. \_\_\_\_\_

Ave. \_\_\_\_\_

Fri. \_\_\_\_\_

Bldv. \_\_\_\_\_

Sun. \_\_\_\_\_

NHL \_\_\_\_\_

Name \_\_\_\_\_

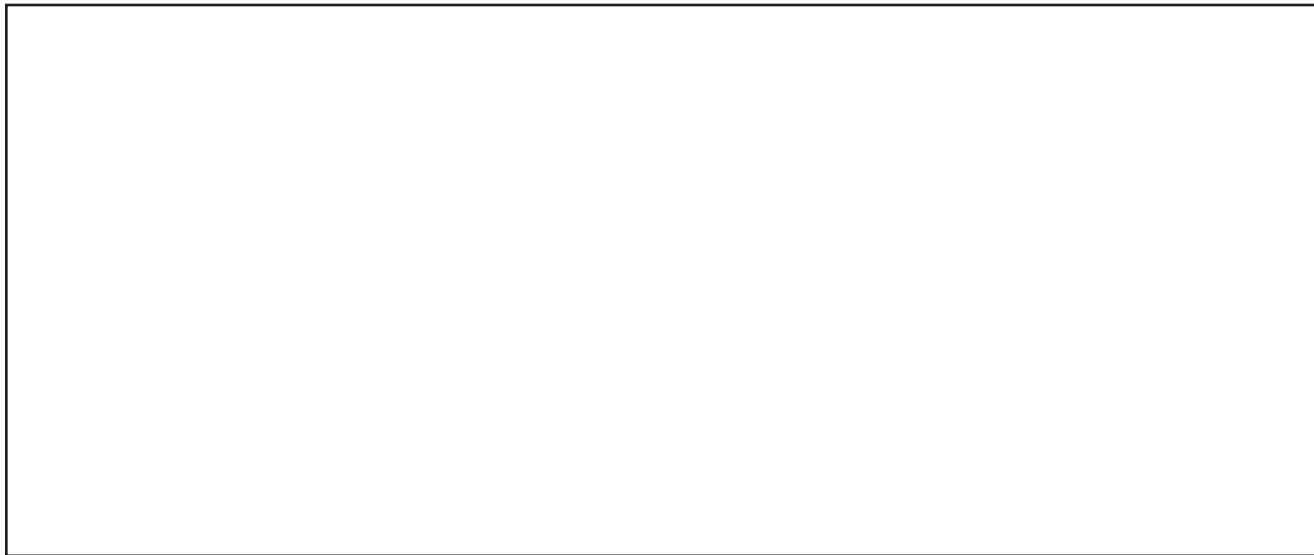
# Informative Plaque

Dear Family:

Using a reading program on the computer, students have recently visited a virtual aquarium! In this aquarium, information about sea life appeared on plaques next to each exhibit.

With your child, find an informative plaque such as those that appear next to museum exhibits or public statues. Ask your child to write down some information from the plaque. If you prefer, you and your child can make up a plaque for an imaginary statue or exhibit.

Draw a picture of the exhibit or object, and write an informative description of it below. Or, draw your own object and write a description for it.



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Name \_\_\_\_\_

## Possessives

Dear Family:

We are learning how to indicate possession in a sentence—for example, “Mia’s shoe is on the floor.” To show that the shoe belongs to Mia, we write an apostrophe and an s after her name.

Add an apostrophe to each sentence, so that the possessive noun is spelled correctly.

1. Troys shirt has short sleeves.
2. Beckys backpack was filled with books.
3. Tylers front yard is a great place to play football.
4. The students uniform was blue and gold.
5. During the basketball game, one players shoe came untied.
6. The employees name was stitched on her jacket.
7. The trainers basket held fish for the dolphins.
8. That mans hair is red, blue, and green!
9. Ms. Smiths homework assignment was fun.
10. Yesterday was my sisters birthday.



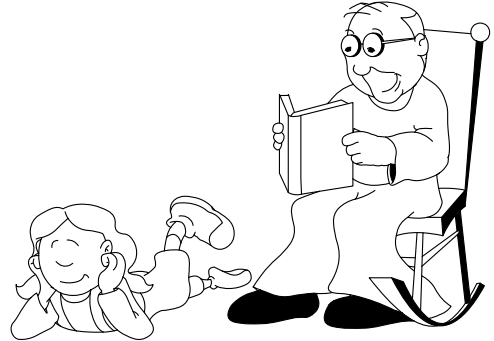
Name \_\_\_\_\_

# What Was Life Like When You Were a Kid?

Dear Family:

We are learning about people from other times by reading books about different historical periods. You and your child may enjoy reading some of the books in the list below. Look for them at your school or local library.

Another way to learn about history is to talk to older friends, neighbors, and relatives. Help your child find and interview an older person. Here are some questions to start the interview.



Write the answer to each question in the space provided.

What was life like when you were a kid?

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---

---

What was school like?

---

---

---

What kind of clothes did you wear?

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---

---

What did you do for fun?

---

---

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**Here are some historical fiction books you might enjoy reading:**

- *A Big Cheese for the White House* by Candace Fleming; illustrated by S. D. Schindler
- *Three Young Pilgrims* by Cheryl Harness
- *Mr. Emerson's Cook* by Judith Byron Schachner
- *The Minstrel in the Tower* by Gloria Skurzynski; illustrated by Julek Heller
- *Peppe the Lamplighter* by Elisa Bartone; illustrated by Ted Lewin

Name \_\_\_\_\_

## Follow the Directions

Dear Family:

We are learning to read directions in order to find out how to do new things. In class we read directions that told us how to make a periscope!

Help your child find a book of experiments or “how to” explanations. Together, follow the steps to learn a new procedure, carry out an experiment, or complete a project.

1. Find a book that explains how to complete a science experiment, make or build something, or learn a new skill. Here are some ideas for the kinds of books you might look for.

### Science Experiments

- Find experiments that can be done with standard household items and don't require you to buy new or expensive materials. **Important Note:** Never try an experiment without adult supervision!

### “How To...” Books

- Arts and Crafts
- Cooking
- Card Tricks
- Dancing
- Drawing
- Games

2. With a grown-up from your family, learn one new thing from the book that you can share with or teach to the class.



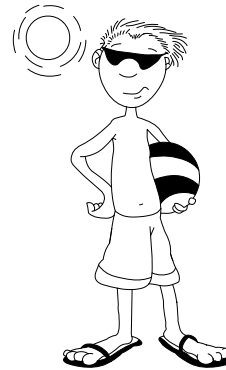
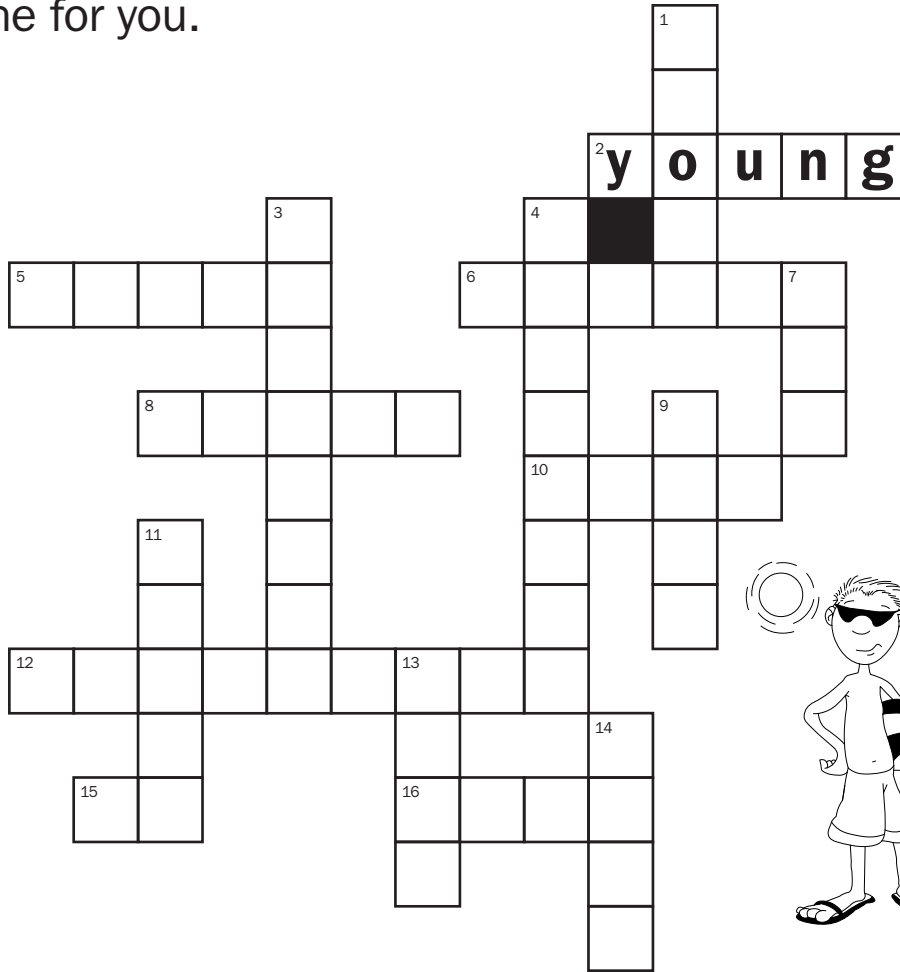
Name \_\_\_\_\_

# Antonym Crossword

Dear Family:

We are learning that some words mean the opposite thing as other words. Words with opposite meanings are called *antonyms*.

Each clue on the left is an antonym for an answer word in the puzzle. (The answer words are listed on the right.) We did the first one for you.



### Across

- 2. old
- 5. loud
- 6. enemy
- 8. light
- 10. odd
- 12. ugly
- 15. down
- 16. early

### Down

- 1. open
- 3. curved
- 4. clumsy
- 7. wet
- 9. there
- 11. dull
- 13. empty
- 14. strong

### Answer Words

- beautiful
- close
- dry
- even
- friend
- full
- graceful
- heavy
- here
- late
- quiet
- sharp
- straight
- up
- weak
- young

Name \_\_\_\_\_

## Plurals

Dear Family:

To talk about more than one thing, we make a word *plural*. Many plurals are written by adding *s* to the *singular* word, for example: *dog/dogs*. But some plurals have more complicated rules.

- Words that end in *o*, *sh*, or *x* add *es*. For example: *hero/heroes*; *dish/dishes*; *fox, foxes*.
- Words that end in *y* change the *y* to an *i* and add *es*. For example: *city/cities*.
- Words that end in *f* change the *f* to a *v* and add *es*. For example: *half/halves*.
- Some words are especially tricky, because they change in ways that don't follow any rule. For example: *man/men*; *goose/geese*.

We have been practicing with some of the more difficult plurals.

Read each word in the left column, then write the plural of that word in the right column.

### Singular

### Plural

box

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country

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foot

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mouse

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leaf

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woman

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child

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