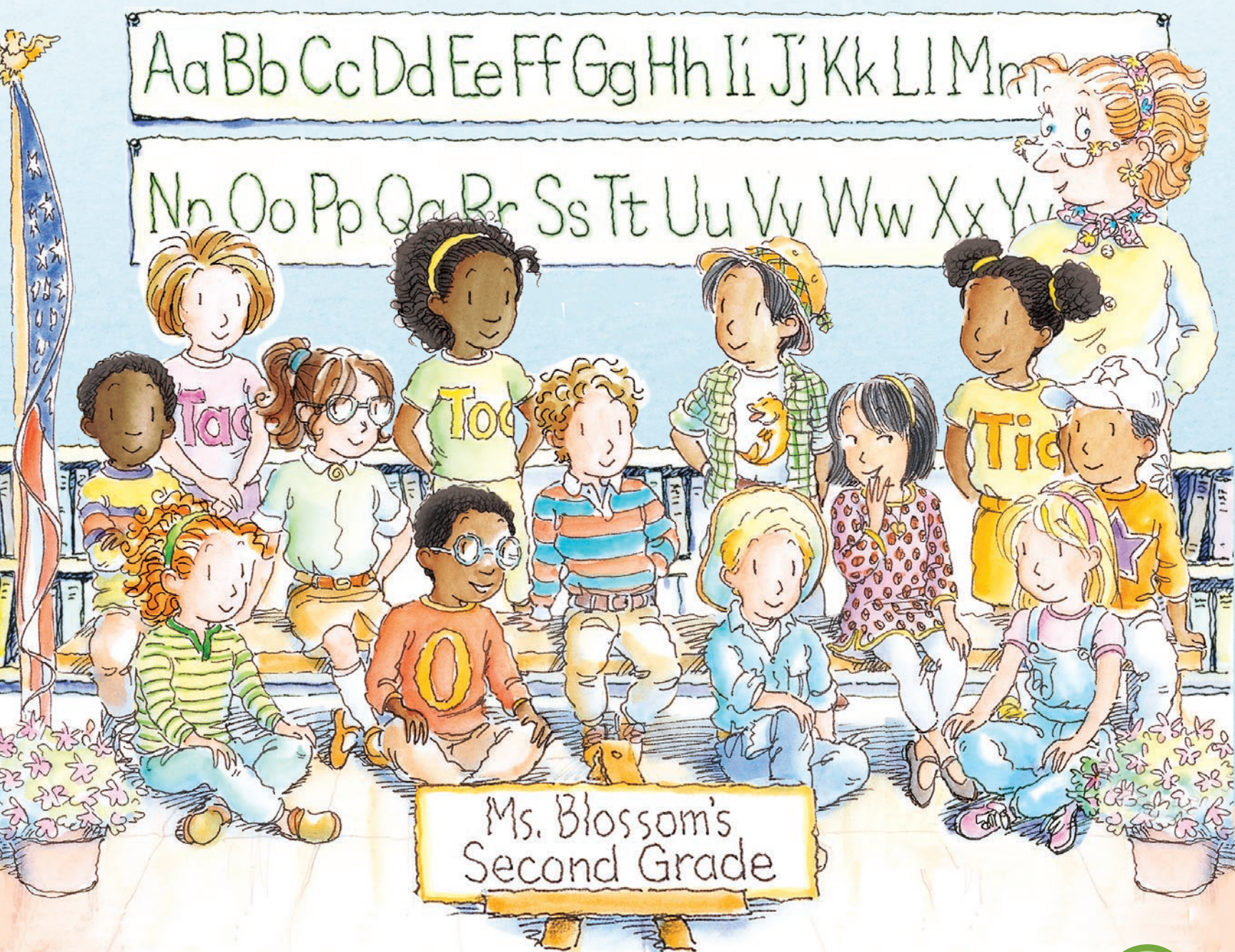


# The Superkids

Hit Second Grade

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy



T H E   S U P E R K I D S   R E A D I N G   P R O G R A M

SECOND GRADE

The  
**Superkids**  
Hit Second Grade

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**ZB** Zaner-Bloser

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**S** often stands for the hissing sound of a snake.

sun      Ssss      hiss  
snake      hiss      grass



Sometimes, **s** stands for the same sound as **z**, like the buzzing of bees.

zip      as  
buzz      bees



Read the words below. Write the words with a hissing sound under the snake. Write the words with a buzzing sound under the bees.

is      kiss      quiz      sit      dogs      messy  
clocks      Cass      has      nose      stamp      puzzle



We do

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I do

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

Write the words that rhyme with the pink words. Check off each word you write. For 9, write the longest word.

We do

1. fuzz

buzz

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I do

2. dress



3. glass

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. wasn't

5. his

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. dizzy



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Achoo!



7. sneezy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. nose



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



9. longest word

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Spelling List

- mess
- class
- buzz
- quiz
- was
- does
- doesn't
- close
- goes
- easy
- busy
- because



Often, you just add **s** to a noun to make it mean more than one.

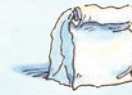
Sometimes, you add **es** to make a noun plural.



boat



boats



lunch



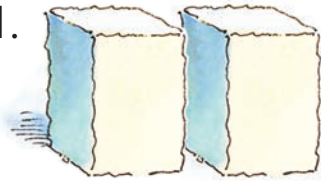
lunches

Say the plural you want to spell, and listen for the ending.  
If it ends like lunches, write **es** at the end.

Write **s** or **es**.

We do

1.



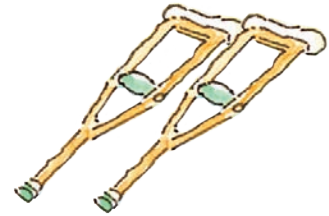
box

2.



dog

3.



crutch

I do

4.



sock

5.



dress

6.



brush

7.



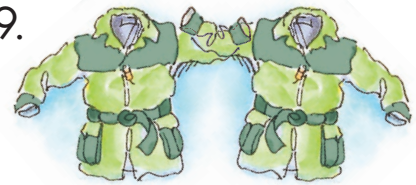
peach

8.



glass

9.



coat

10.



snake

11.




bee

You never use **z** to make a noun plural.







fan/tas/tic

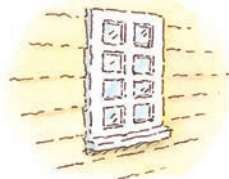
You can read a longer word by breaking it into **syllables**. Each syllable has a vowel sound. When there are two consonants between the vowels, you usually divide the word between the consonants. Then blend the syllables together.

rab/bit    nap/kin    rain/bow    pup/py

Underline the vowels. Draw a line between the syllables. Blend the syllables together.

We do

1.



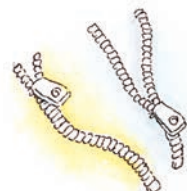
window

2.



blossom

3.



zippers

I do

4.



trumpet

5.



helmet

6.



kitten

7.



muffin

8.



cactus

9.



insect

10.



funny

11.



happy

12.



candy

Write the correct spelling words to complete the sentences.

We do

quiz class because was

1. The \_\_\_\_\_ had to take a \_\_\_\_\_.



2. Frits \_\_\_\_\_ upset \_\_\_\_\_ he could not read it.

I do

mess goes does easy doesn't

3. Doc \_\_\_\_\_ like frogs, but Tac \_\_\_\_\_.

4. When Tac \_\_\_\_\_ to grab the frog, it shoots out at Doc.



5. Now Doc is a wet \_\_\_\_\_!

6. It is not \_\_\_\_\_ to catch a frog!

buzz close busy

7. Life at a pond is very \_\_\_\_\_.



8. Frogs hop and bees \_\_\_\_\_.

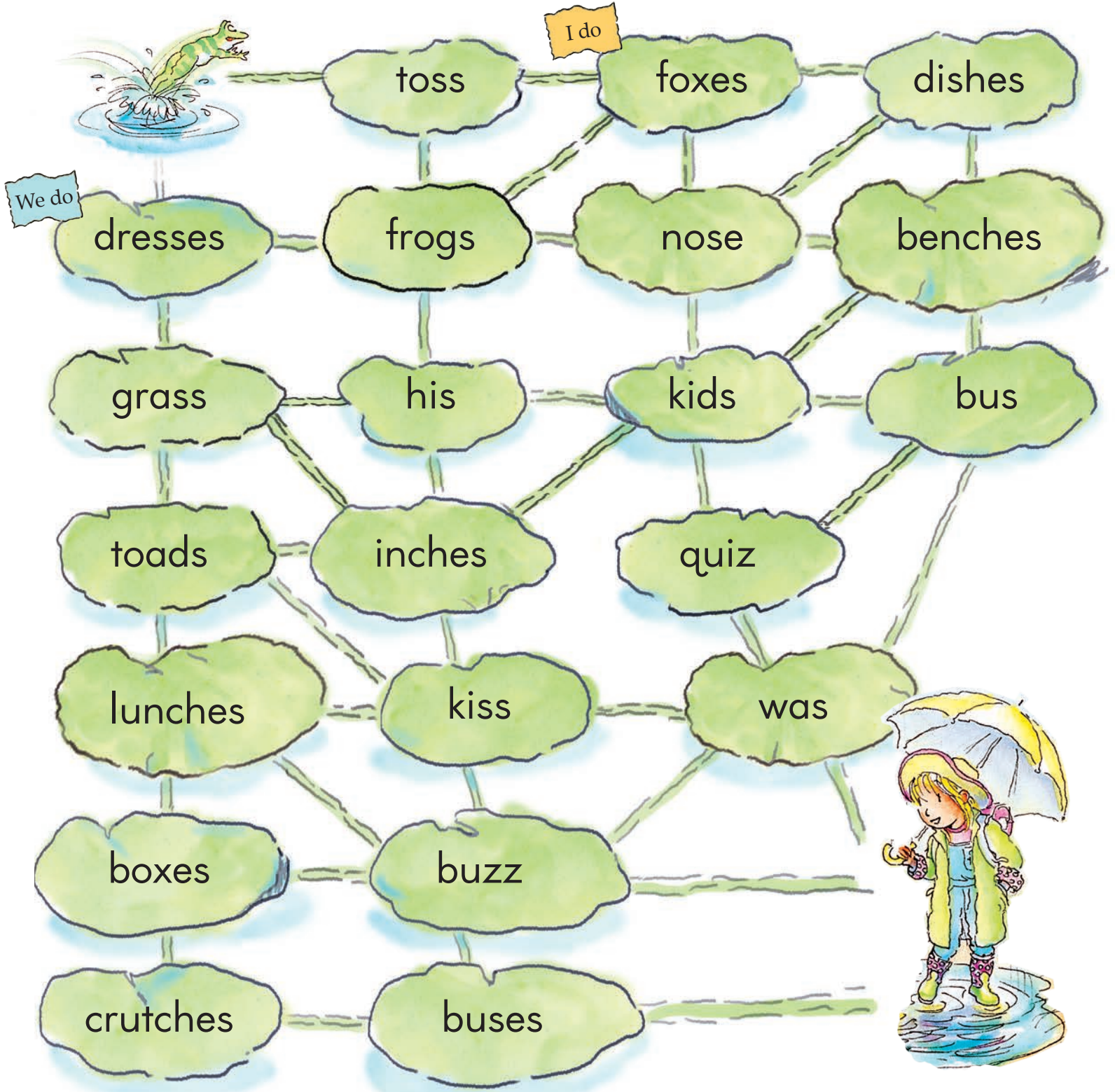
9. Don't \_\_\_\_\_ your eyes if you want to spot frogs.





Remember, when **s** or **es** is added to a noun, it makes the noun plural.  
Plural nouns tell about more than one thing.

Start at the frog. Read the words on the lily pads. Trace lines between the pads that show plural nouns. Keep tracing until you get to Doc.





When you tell about a story, you can use **because** to tell why something happened.

Tac said “Shhh” **because** she heard a frog.



Draw a line to connect what happened in a story with the part that tells why it happened. For 7, write the rest of the sentence.

We do

1. Tac wanted to catch a frog

**because** the frog hit her nose.

2. Tac dove into the bush

**because** she wanted a pet for class.

I do

3. Doc said “EEK!”

**because** a frog was hidden there.

4. Doc got wet and muddy

**because** it loves Doc.

5. The frog sat and looked at Doc

**because** she fell in a puddle.

6. Doc had the frog jump on her backpack

**because** she didn't want to pick up the frog.

7. Doc gave the frog to Tac **because**

---

---

---

---

---





When **ed** is added to the end of a verb, it means the action has already happened in the past.

Hot Rod painted**ed** his bike last week.

The **ed** ending has three different sounds.

Sounds like **ed**

lift**ed**

rest**ed**

Sounds like **t**

jump**ed**

crash**ed**

Sounds like **d**

yell**ed**

bang**ed**



Listen to the paragraph. Underline the 12 words with an **ed** ending. Then write the words under the correct ending sound.

We do

## Hot Rod's Dream

Hot Rod dreamed that a rusted bike crashed in his yard. The front fender was dented. The back fender was twisted. The wheels looked flat. Hot Rod cleaned and polished the bike. He fixed the dents and filled the tires with air. When he was done, he was surprised. It was the BMX bike he wanted! What a wonderful dream!



Sounds like **ed**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sounds like **t**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sounds like **d**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I do

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Spelling List

lifted  
lived  
pushed  
pulled  
school  
friend  
people  
outside  
more  
all  
years  
should

Write the spellings words in the sentences.

We do

I'm Max, and I'm seven y old.

I go to Franklin S. I have

I here all my life.

I do

I like cats, but I like dogs m.

In fact, I like a dogs, big and small.

My dog Scruffy is my best f.

One time when we were o, he would

not cross a puddle. I p and

p him, but he would not go. Then

some p I him over it.

I think Scruffy S not be so fussy!





When a base word ends in two consonants or has two vowels together, you can just add **ing** or **ed**.

fish

fish**ing**

rest

rest**ed**

clean

clean**ing**

rain

rained**ed**

When a base word has just one vowel followed by one consonant, you double the consonant and then add **ing** or **ed**.

hop

hopp**ing**

bat

batt**ed**

grab

grabb**ing**

grin

grinn**ed**

Add **ing** and **ed** to the base words. Remember to double the consonant when needed.

We do



1.

jump

ing

ed

jump



2.

stop



3.

rip

I do



4.

paint



5.

hug



6.

trip



When a base word ends in **e**, you drop the **e** and then add **ing** or **ed**.

smilee

jokee

gigglee

mumblee

smil**ing**

jok**ed**

gigg**ling**

mumb**led**

Drop the **e** from the base words and then add **ing** and **ed**.

We do



ing

ed

1.

bike

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.



snuggle

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I do



3.

bake

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.



poke

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.



juggle

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6.



skate

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7.



scribble

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




When a base word ends in a **consonant and y**, you usually change the **y** to **i** and then add the ending.

<u>try</u>	<u>copy</u>	<u>penny</u>	<u>buddy</u>
tries	copies	pennies	buddies
tried	copied		


But you don't change the **y** when you add **ing**. cry  
crying





Add the ending to each base word and write the new word. Remember to change **y** to **i** unless you're adding **ing**.


We do 1.   
cry + es  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.   
spy + ing  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


3.   
fry + ed  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


I do 4.   
penny + es  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.   
dry + ed  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.   
fly + ing  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7.   
bunny + es  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8.   
puppy + es  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9.   
fly + es  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Complete each puzzle with the spelling words listed above it.

pulled should people school pushed outside

We do

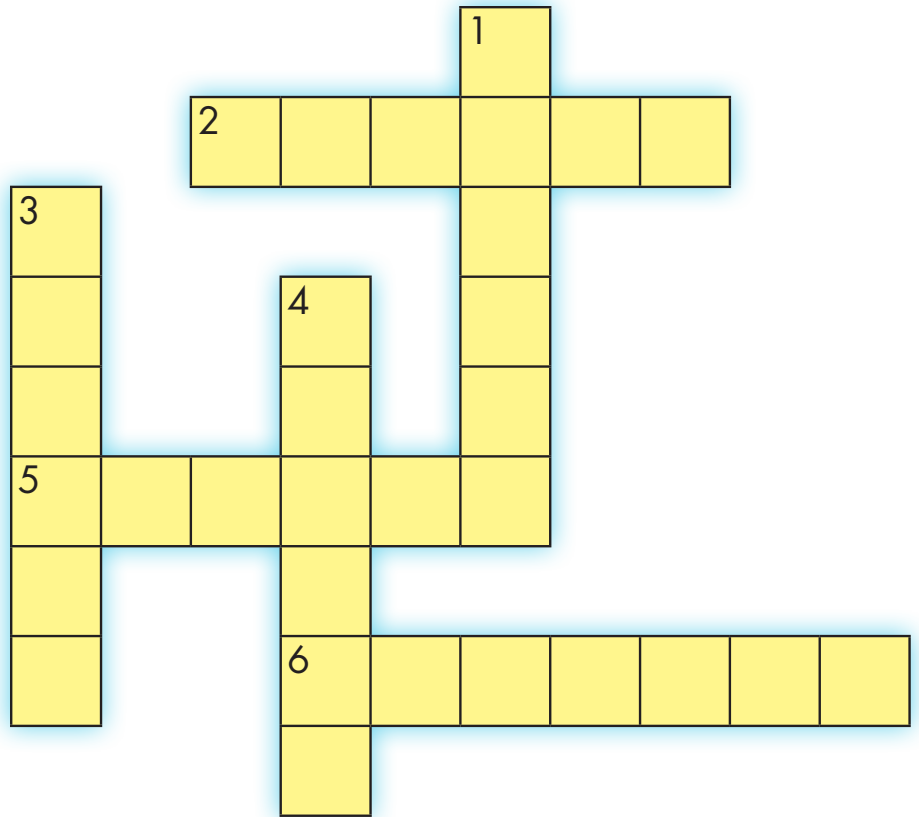
Across

- 2. rhymes with could
- 5. push + ed
- 6. not indoors

I do

Down

- 1. tugged
- 3. kids and adults
- 4. where kids go to class



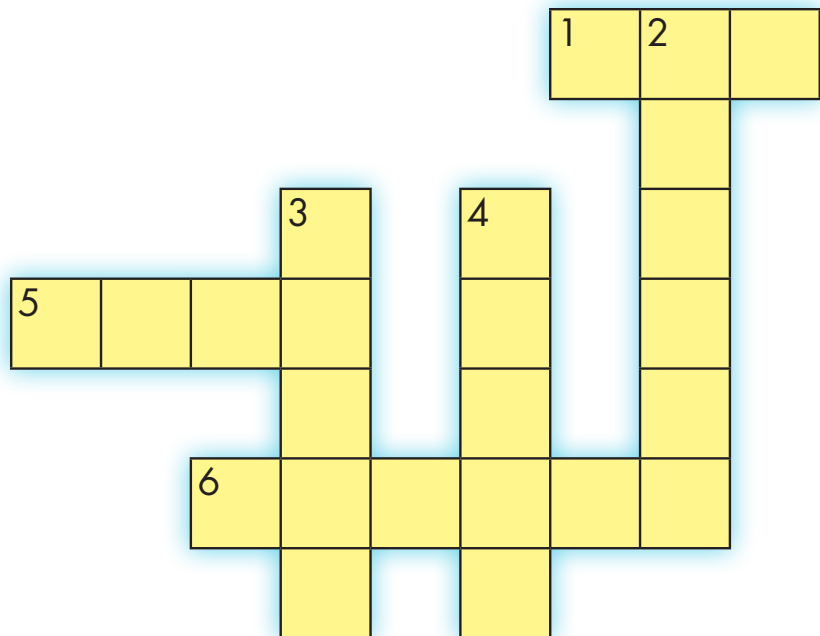
all lifted lived more friend years

Across

- 1. \_\_\_\_ of us
- 5. May I have \_\_\_\_ cake?
- 6. a pal

Down

- 2. picked up
- 3. 8 \_\_\_\_ old
- 4. was alive in the past



Remember, sometimes you need to change the spelling of a base word before you add an ending.

Double the consonant

shop  
shopping  
shopped

Drop final e

bakee  
baking  
baked

Change y to i

try  
tries  
tried



Add the ending to each base word and write the new word.  
Remember to change the spelling of the base word as needed.

We do

1.



hop + ed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.



drive + ing

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.



cry + ed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I do

4.



swim + ing

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.



smile + ed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6.



fly + es

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7.



nap + ing

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8.



scribble + ed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9.



puppy + es

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Answer the questions about the Reader stories on pages 54–61. Fill in the circle by the correct answer for 1–4 and write the answer for 5. Look back at your Reader if you need help.

1. What does Icky say is a super invention?

- SUPER magazine
- school
- sandwiches

2. What does Ms. Blossom want partners to do?

- read about inventions
- think of a new invention to make
- use some inventions people had made

3. Why does Ms. Blossom say Sal and Hot Rod should invent a stop-gabbing gizmo?

- because it would make them rich
- because it would help kids to speak up in class
- because she wants them to stop gabbing

4. How does Lily feel after she begins working with Cass and Ettabetta?

- left out
- happy
- sleepy

5. Why does Lily feel the way she does?

---

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---

---

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