


AGES 7-8

SAMPLE  
PAGES!

A super silly  
way to learn  
and have fun!

**MAD**  **LIBS**®

**WORKBOOK**

# GRADE 2 READING



## **PHONICS:**

Building the Reading Foundation

## **GRAMMAR AND SPELLING:**

Developing as a Writer

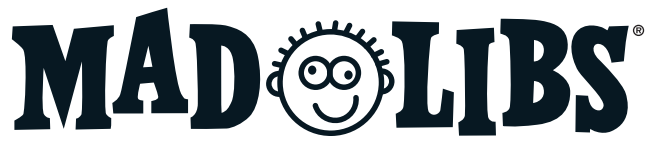
## **COMPREHENSION:**

Making Meaning with Fiction  
and Informational Texts

## **VOCABULARY:**

Learning Important Grade-Level Words

**Aligns with State and National Common Core Standards**



## WORKBOOK

### INSTRUCTIONS

MAD LIBS WORKBOOK is a game for kids who don't like games! It is also a review of the key reading skills for Grade 2. It has both skill practice pages and fun story pages.

#### RIDICULOUSLY SIMPLE DIRECTIONS:

At the top of each story page, you will find up to four columns of words, each headed by a symbol. Each symbol represents a type of word, such as a noun (naming word) or a verb (action word). The categories and symbols change from story to story. Here's an example:



MAD LIBS WORKBOOK is fun to play by yourself, but you can also play it with friends! To begin, look at the story on the page below. When you come to a blank space in the story, look at the symbol that appears underneath. Then find the same symbol on this page and pick a word that appears below the symbol. Put that word in the blank space, and cross out the word, so you don't use it again. Continue doing this throughout the story until you've filled in all the spaces. Finally, read your story aloud and laugh!

#### EXAMPLE:

I see a bird. It is \_\_\_\_\_ and \_\_\_\_\_ .



The bird lives in a \_\_\_\_\_ . It is shaped like a \_\_\_\_\_ .



green	<del>huge</del>	school	square
striped	fluffy	<del>car</del>	triangle
<del>polka-dotted</del>	skinny	shoe	<del>moose</del>

I see a bird. It is polka-dotted and huge .



The bird lives in a car . It is shaped like a moose .



# MAD LIBS®

## WORKBOOK

### QUICK REVIEW

**In case you haven't learned about phonics yet, here is a quick review:**

There are five **VOWELS**: *a, e, i, o, and u*. Each vowel has a short sound and a long sound. The long sound of a vowel says its name. Sometimes the consonants *w* and *y* act as vowels when they are in vowel teams, such as *ow* (snow) and *ay* (play).

All the other letters are called **CONSONANTS**.

A **DIGRAPH** is two or more letters that together make a new sound, such as *sh* (shop) and *ch* (chin).

A **PREFIX** is a word part added to the beginning of a word, such as *un* in *unhappy*. It changes the word's meaning.

A **SUFFIX** is a word part added to the end of a word, such as *s* (bugs), *ing* (jumping), *ed* (stomped), and *ful* (playful).

**In case you haven't learned about parts of speech yet, here is a quick review:**

### NOUNS

A **NOUN** is the name of a person, place, or thing. *Flower, kite, and train* are nouns.



flower



kite



train

### VERBS

A **VERB** is an action word. *Draw, spin, and share* are verbs.



draw



spin



share

### ADJECTIVES

An **ADJECTIVE** describes a person, place, or thing. *Green, happy, and muddy* are adjectives.



green



happy



muddy

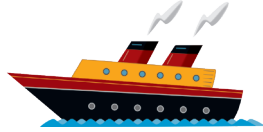


## Short Vowels

Short vowels can be spelled many ways.



black



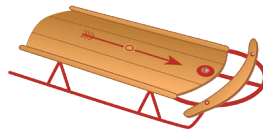
ship



frog



drum



sed



head

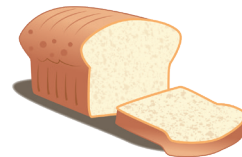
Add a short vowel spelling to finish each picture name.



s \_\_\_\_ cks



tr \_\_\_\_ ck



br \_\_\_\_ d



l \_\_\_\_ mp



p \_\_\_\_ mpk \_\_\_\_ n







k \_\_\_\_ tt \_\_\_\_ n

## Sight Words

Say each word. Trace it. Say the letter names.

who there friend



			
flat	stomped	mud	van
grumpy	wiggled	frogs	slug
Swiss	jumped	socks	nut
smelly	clucked	pencils	bobsled
well-fed	burped	chicken pox	grasshopper

## Little Red Hen

There once lived a little red and \_\_\_\_\_ hen. She had

to bake some \_\_\_\_\_. "Who will help me?" she asked.

The hen \_\_\_\_\_ to her friend the \_\_\_\_\_.

"Will you help me?" she asked. "No way!" said her friend. The hen

then \_\_\_\_\_ to her friend the \_\_\_\_\_.

you help me?" she asked. "Not me!" said her friend. Next, the hen

\_\_\_\_\_ to her friend the \_\_\_\_\_. "Will

you help me?" she asked. "Never!" said her friend. "That's it!"

the hen \_\_\_\_\_. "I will bake the bread and

get new friends." And that is exactly what she did.





## Blends

When two consonants are together in a word, we often hear the sound of both letters.



flower

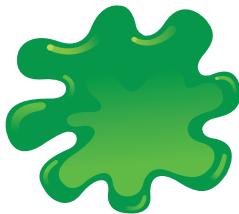


stop



princess

Add two letters to finish each picture name.



\_\_\_ \_ een



\_\_\_ \_ ane



\_\_\_ \_ unk



\_\_\_ \_ in



\_\_\_ \_ agon



\_\_\_ \_ elling

## Sight Words

Say each word. Trace it. Say the letter names.

over lived already



stinky  
sweaty  
hunky  
tiny



pretzel  
crayon  
clown  
flea



squeaked  
blasted  
fainted  
slimed



trick  
flip  
flush  
freeze

## The Troll Under the Bridge

One day, a \_\_\_\_\_ wanted to cross a bridge over a pond.



Under that bridge lived a \_\_\_\_\_ and \_\_\_\_\_



troll. Stamp, stomp, stamp. He \_\_\_\_\_ over the bridge.



“Who tramps over my bridge?” yelled the troll. “Stop or I will

\_\_\_\_\_ you!” But he had already crossed the bridge.



On the next day, a sleepy \_\_\_\_\_ wanted to cross the



bridge. Stamp, stomp, stamp. He \_\_\_\_\_ over the bridge.



“Who tramps over my bridge?” yelled the troll. “Stop or

I will \_\_\_\_\_ you! Oh, never mind.



Nobody listens to me anyway!” And with that,

the troll \_\_\_\_\_ away.





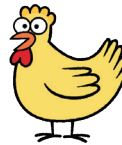
## PHONICS

# Digraphs

When two or more consonants are together in a word, they sometimes make a new sound.



shark



chicken



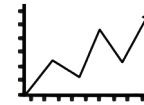
wich



wheel

10+10=20

math



graph

Add two or more letters to finish each picture name.



\_\_\_ ale

13

\_\_\_ irteen



wa \_\_\_



\_\_\_ one



hairbru \_\_\_







sandwi \_\_\_

## Sight Words

Say each word. Trace it. Say the letter names.

why what things

			
chips	moth	cheeseburger	bathe
ships	peach	chicken	fish
benches	chair	big ship	paint
children	Whiskers	dish	shave
bathtubs	Thunderbolt	watch	stretch

## A Day at the Beach

My family went on a day trip. **Where?** To the beach. **When?** Last spring!

**Why?** Dad likes to throw things in the sand, such as \_\_\_\_\_

and \_\_\_\_\_ so our pet \_\_\_\_\_ can fetch

them. And Mom? Splash! Mom likes to jump into the water with her

\_\_\_\_\_ and \_\_\_\_\_. **What** did I do at the

beach? I spotted a whale with a \_\_\_\_\_ in its mouth.

The whale crashed against the beach. Its thick tail swished

back and forth. Dad said it looked hungry and thirsty, so

he threw some \_\_\_\_\_ at it. What a fun

day!





# Inflectional Endings s, ed, ing

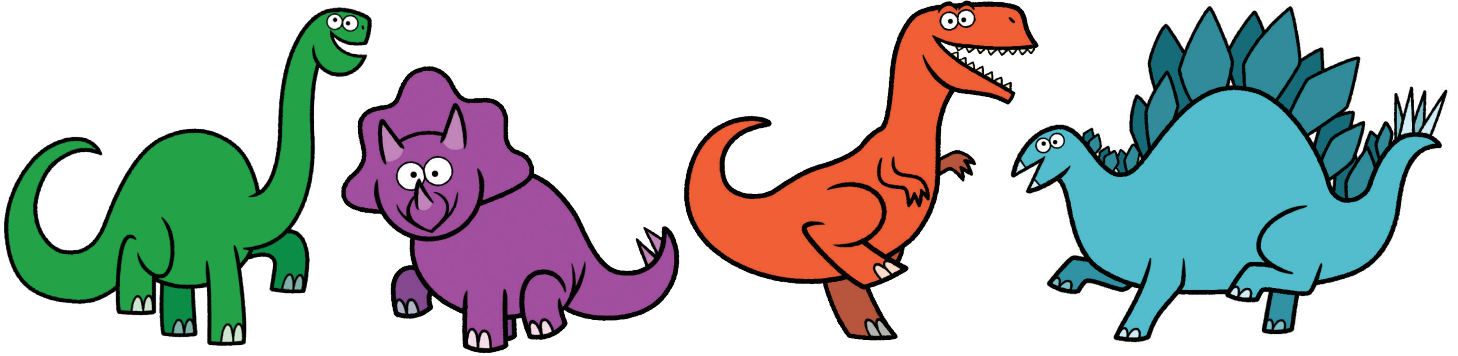
You can add **s**, **ed**, or **ing** to a verb, or action word.

stomp

stomps

stomped

stomping



Add **s**, **ed**, and **ing** to each word. Say a sentence for each word.

Add **s**

Add **ed**

Add **ing**

act

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

clean

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

paint

\_\_\_\_\_

\_\_\_\_\_





\_\_\_\_\_

## Sight Words

Say each word. Trace it. Say the letter names.

different children women



			
horses	fuzzy	poodle	eating
chickens	feathered	lizard	smelling
eggplants	monkey	yogurt	toasting
geese	flowered	dentist	licking

## Now and Long Ago

Time changes many things. Long ago, people used carts with

\_\_\_\_\_ to get around. Today, we ride in



cars. Long ago, men wore hats and \_\_\_\_\_



suits. Women also wore \_\_\_\_\_ hats and



long dresses with \_\_\_\_\_ underneath. Long ago,



children played games like \_\_\_\_\_, hopscotch,



and marbles. Today, children can be found \_\_\_\_\_



games on computers and cell phones. Long ago, many students

from different grades learned in the same classroom with the same

\_\_\_\_\_. Today, each classroom has a different teacher with



students \_\_\_\_\_ subjects like math and science.





# Inflectional Endings with Spelling Changes

When you add **s**, **es**, **ed**, or **ing** to a word, you sometimes have to change the spelling before adding the ending.

## 1. Double the final consonant

stop stops      stoppped    stoppping

## 2. Drop e

save saves      saved      saving

## 3. Change y to i

cry    cries    cried      crying





Add **s**, **ed**, and **ing** to each word.

	Add <b>s</b> or <b>es</b>	Add <b>ed</b>	Add <b>ing</b>
tap	_____	_____	_____
bake	_____	_____	_____
try	_____	_____	_____

## Sight Words

Say each word. Trace it. Say the letter names.

brother    my    something

			
breezy	leg	zipped	glided
boring	butt	sewed	skipped
purple	nose	greased	hopped
queasy	hair	iced	dripped

## Ice Skating

Mom says I need to find something \_\_\_\_\_ to do



over winter break. I chatted with my friends and decided on

skating. "It will be easy and \_\_\_\_\_," I bragged



to my brother. "Don't break your \_\_\_\_\_,"



he joked. "I'll try," I replied. The first day of lessons came. I

\_\_\_\_\_ up my coat, stepped onto the ice, and spied my



teacher in the ice rink. I placed my \_\_\_\_\_ in my pockets



and \_\_\_\_\_ over to her. At least I tried. However, instead I



flapped my arms and splatted on the ice. Everyone clapped. My teacher

\_\_\_\_\_ over. "Are you okay?" she asked, and smiled. "Yes,"



I said, "but why is this ice so cold?"





# Irregular Plural Nouns

A **plural** word is more than one of something.

Most naming words, or nouns, add **s** or **es** to make it plural. However, some plural words do not. We call them irregular.

## Regular

1 cat    2 cats

1 box    2 boxes

## Irregular

1 man    2 men

1 mouse    2 mice



Write the plural of each word.

1 foot    2 \_\_\_\_\_

1 woman    2 \_\_\_\_\_

1 knife    2 \_\_\_\_\_

1 child    2 \_\_\_\_\_





1 tooth    2 \_\_\_\_\_

1 sheep    2 \_\_\_\_\_

## Sight Words





Say each word. Trace it. Say the letter names.



been long pictures



			
lake	cage	square	lice
noodle	balloon	pink	mice
tree	bubble	crunchy	elves
shoe	bathroom	goopy	teeth

## At the Zoo



Come see my favorite zoo! It is located in the middle of a giant \_\_\_\_\_ . When I walked in, I saw a \_\_\_\_\_

 filled with \_\_\_\_\_  . Beside it was a \_\_\_\_\_  \_\_\_\_\_  .

it was a \_\_\_\_\_ filled with \_\_\_\_\_  \_\_\_\_\_  and sitting on a \_\_\_\_\_ . Men, women,

 \_\_\_\_\_  and children gathered around to take pictures. Snap! Snap! Selfie!

I walked around so long my feet began to hurt. So I decided to eat some loaves of bread filled with \_\_\_\_\_ and

 shaped like \_\_\_\_\_ . What a great  snack!

I highly recommend a visit to this zoo the next time you're in town.





## Prefixes

A **prefix** is a word part added to the beginning of a word. It changes the meaning of the word.

un = not, the opposite of

re = again

happy      unhappy      (not happy)

read      reread      (read again)

Add **un** or **re** to finish each word.

\_\_\_tie

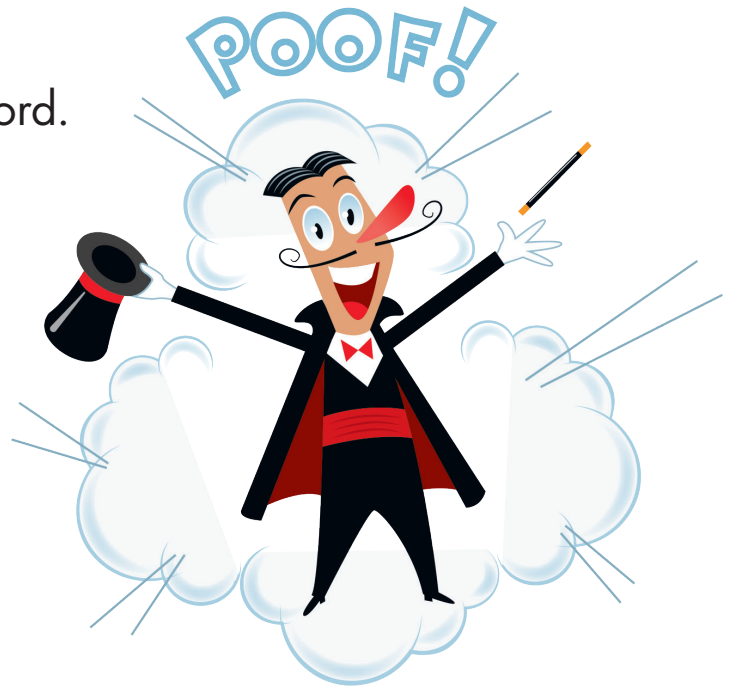
\_\_\_do

\_\_\_make

\_\_\_able

\_\_\_friendly

\_\_\_appear







## Sight Words

Say each word. Trace it. Say the letter names.

around    away    onto



			
unhappy	recycle	rabbit	plastic
unfriendly	refreeze	pickle	cotton
unhealthy	rebuild	booger	bacon
uncooked	rewash	lion	soupy
unsure	recook	tree	slippery

## The Magic Act

It's time for an unreal and unbelievable magic act. The \_\_\_\_\_

magician steps onto the stage. He's holding a \_\_\_\_\_ .

A gentle tap on his \_\_\_\_\_ hat and POOF! It is gone.

The crowd gasps. Then another tap and POOF! It reappears. The crowd claps in amazement. What could be next? The magician unties

his \_\_\_\_\_ cape and waves it around.

This time, he will try to \_\_\_\_\_ a

\_\_\_\_\_. Abracadabra! But no, the

magician is unlucky. He rewraps the cape around

his neck, then slips away as the crowd boos.





## Prefixes

A **prefix** is a word part added to the beginning of a word. It changes the meaning of the word.

dis = not, the opposite of

mis = bad, wrong, incorrectly

like      **dis**like      (the opposite of like)

treat      **mis**treat      (treat badly or wrongly)

Add **dis** or **mis** to finish each word.

\_\_\_\_\_agree

\_\_\_\_\_use

\_\_\_\_\_obey

\_\_\_\_\_able





\_\_\_\_\_understood

\_\_\_\_\_appear


## Sight Words


Say each word. Trace it. Say the letter names.

never      problem      hour



			
rabbit	disappoint	baby	Poodles
hippo	disturb	sailboat	Puddles
sausage	distract	mommy	Bubbles
flower	misread	tomato	Stinky
pigeon	mistake	pencil	Bob

## Back and Forth

One day, I saw a \_\_\_\_\_ and a \_\_\_\_\_  
 

argue. They were having a terrible disagreement. One said, "You  
 should never disobey a \_\_\_\_\_ if it's really happy."  


You should also never \_\_\_\_\_ or misname your pet."  

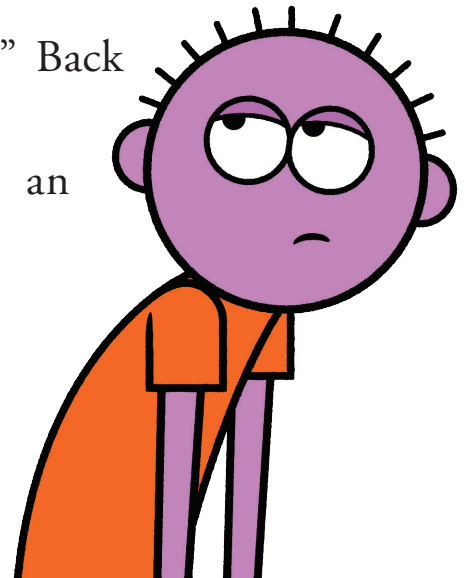

The other said, "It's not a big problem if you misname your pet  
 \_\_\_\_\_ or \_\_\_\_\_. You should also never  
 

disobey a \_\_\_\_\_ if it's really angry." Back  


and forth they fought. I listened for almost an

hour. But I dislike fighting, so what did I do?

I disappeared.





## Suffixes

A **suffix** is a word part added to the end of a word.  
It changes the meaning of the word.

ful = full of, with

less = without, not

fear              fearful              (full of fear)

hope              hopeless              (without hope)

Add **ful** or **less** to finish each word.

care \_\_\_\_\_

weight \_\_\_\_\_

harm \_\_\_\_\_

color \_\_\_\_\_




pain \_\_\_\_\_

joy \_\_\_\_\_


## Sight Words

Say each word. Trace it. Say the letter names.

school    few    beautiful

			
crocodile	dragon	sings	belly
ghost	goblin	sleeps	eyebrow
president	tree	sneezes	slipper
cookie	carrot	barfs	mother

## The Interview

For school, I have to interview a \_\_\_\_\_ or a  
  
 \_\_\_\_\_. Here are a few of my questions.

1. Do you feel fearful when a \_\_\_\_\_ ?



2. Is it useless or useful to have a \_\_\_\_\_ that  
 \_\_\_\_\_ ?



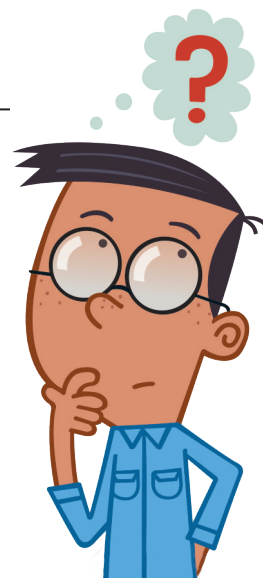
3. Do you think it's painful for a \_\_\_\_\_ to tickle your  
 \_\_\_\_\_ ?



4. Which is more beautiful—a purple \_\_\_\_\_  
 or a hairy \_\_\_\_\_ ?



So, what do you think? What other questions should I ask?







# ANSWER KEY


**6 PHONICS**


## Short Vowels


Short vowels can be spelled many ways.


  
black

  
ship


  
frog


  
drum


  
sled


  
head


Add a short vowel spelling to finish each picture name.


  
socks

  
truck

  
bread

  
lamp

  
pumpkin

  
kitten


**Sight Words**  
Say each word. Trace it. Say the letter names.

who there friend

**8 PHONICS**

## Blends

When two consonants are together in a word, we often hear the sound of both letters.

  
flower

  
stop

  
princess

Add two letters to finish each picture name.

  
green

  
plane

  
sunk

  
spin

  
dragon

  
smelling


**Sight Words**  
Say each word. Trace it. Say the letter names.

over lived already


**10 PHONICS**


## Digraphs

When two or more consonants are together in a word, they sometimes make a new sound.


  
shark

  
chicken


  
witch


  
wheel


  
10+10=20  
moth


  
graph


Add two or more letters to finish each picture name.


  
whale

  
13  
thirteen

  
watch

  
phone

  
hairbrush

  
sandwich

**Sight Words**  
Say each word. Trace it. Say the letter names.

why what things

**36 WRITING: Spelling and Grammar**

## Inflectional Endings s, ed, ing





You can add **s**, **ed**, or **ing** to a verb, or action word.

stomp

stomps

stomped

stomping

Add **s**, **ed**, and **ing** to each word. Say a sentence for each word.

act  
acts  
clean  
paint

Add s  
acts  
cleans  
paints

Add ed  
acted  
cleaned  
ainted

Add ing  
acting  
cleaning  
painting

**Sight Words**  
Say each word. Trace it. Say the letter names.

different children women

**38 WRITING: Spelling and Grammar**

## Inflectional Endings with Spelling Changes

When you add **s**, **es**, **ed**, or **ing** to a word, you sometimes have to change the spelling before adding the ending.

- Double the final consonant  
stop stops stopped stopping
- Drop e  
save saves saved saving
- Change y to i  
cry cries cried crying

Add **s**, **ed**, and **ing** to each word.

tap  
bake  
try

Add s or es  
taps  
bakes  
tries

Add ed  
tapped  
baked  
tried

Add ing  
tapping  
baking  
trying

**Sight Words**  
Say each word. Trace it. Say the letter names.

brother my something

**40 WRITING: Spelling and Grammar**

## Irregular Plural Nouns

A plural word is more than one of something. Most naming words, or nouns, add **s** or **es** to make it plural. However, some plural words do not. We call them irregular.

**Regular**


1 cat 2 cats

1 box 2 boxes

**Irregular**

1 man 2 men

1 mouse 2 mice



Write the plural of each word.

1 foot 2 feet

1 woman 2 women

1 knife 2 knives

1 child 2 children

1 tooth 2 teeth

1 sheep 2 sheep

**Sight Words**  
Say each word. Trace it. Say the letter names.

been long pictures

**66 VOCABULARY**

## Prefixes

A **prefix** is a word part added to the beginning of a word. It changes the meaning of the word.

un = not, the opposite of  
re = again

happy

unhappy (not happy)

read

read (read again)

Add **un** or **re** to finish each word.

un/relie


un/redo

un/remake

unable

unfriendly

reappear



**Sight Words**  
Say each word. Trace it. Say the letter names.

around away onto

**68 VOCABULARY**

## Prefixes

A **prefix** is a word part added to the beginning of a word. It changes the meaning of the word.

dis = not, the opposite of  
mis = bad, wrong, incorrectly

like

dislike (the opposite of like)

treat

misreat (treat badly or wrongly)

Add **dis** or **mis** to finish each word.

disagree

misuse

disobey

disable

misunderstood

disappear

**Sight Words**  
Say each word. Trace it. Say the letter names.

never problem hour

**70 VOCABULARY**

## Suffixes

A **suffix** is a word part added to the end of a word. It changes the meaning of the word.

ful = full of, with  
less = without, not

fear

fearful (full of fear)

hope

hopeless (without hope)

Add **ful** or **less** to finish each word.

care ful/less

weight less

harm ful/less

color ful/less

pain ful/less

joy ful/less

**Sight Words**  
Say each word. Trace it. Say the letter names.

school few beautiful