

Printer Warning:

This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.



Grade 2 Reading

Student At-Home Activity Packet

Weeks 3 & 4

Flip to see the Grade 2
Reading activities
included in this packet!



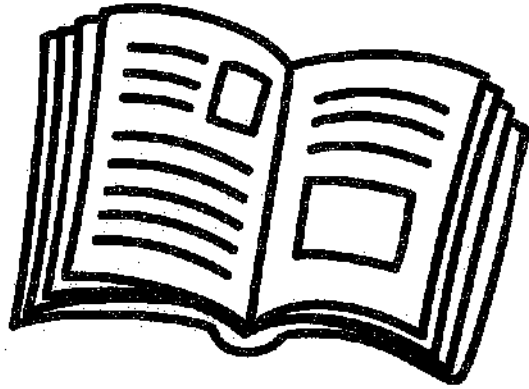
Grade 2 Reading Activities

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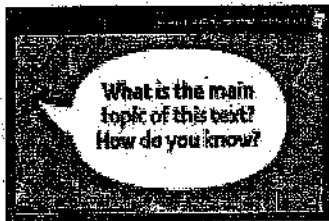
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Independent Reading!



See pages
60 and 61
of this
packet.



Use the questions/ prompts on the **Discourse Card** resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. Say the Word or Phrase Aloud.

Circle the word or phrase that you find confusing. Read the sentence aloud.

2. Look Inside the Word or Phrase.

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. Look Around the Word or Phrase.

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. Look Beyond the Word or Phrase.

Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. Check the Meaning.

Ask yourself, "Does this meaning make sense in the sentence?"

Tools for Instruction

Key Ideas and Details

Key ideas and details are the answers to questions about character, setting, or events in stories, as well as the facts about topics in informational texts. Pulling out this information can be challenging for several reasons. Readers at this level often resist going back to a text to confirm key ideas and details. They also tend to confuse what they already know about a topic with the details an author decided to include, especially when summarizing or discussing a text. Create many opportunities for students to write and talk about their reading, and continually send students back to the text to confirm details and support statements.

Step by Step 30–45 minutes

1 Introduce key ideas and details.

- Ask a student a simple question, such as *How did you come to school this morning?* or *What games did you play at recess?*
- Listen to the answer. Then say, *Now I will repeat the key ideas and details that [name] just told me.* Repeat what was said.
- Ask the same question of another student. Repeat the key ideas and details, but this time leave out an important detail. Then ask, *Did I repeat the key ideas and details that [name] just told me? (no) Why not?* Guide students to name the important detail you omitted.
- Ask another student a similar question. Then repeat the key ideas and details, but add details the student did not say. Then ask, *Did I repeat the key ideas and details that [name] just told me? (no) Why not?* Guide students to name the additional details.
- Emphasize that good listeners pay close attention to the key ideas and details. They repeat all the key ideas and details, and they do not add any details.

2 Model finding key ideas and details in text.

- Questions such as *who, what, when, where, why, and how* are effective for teaching students to locate key ideas and details in literary and informational texts.
- Tell students that good readers pay close attention to what an author tells them, just like good listeners.
- Say, *Good readers can ask and answer questions to help them find key ideas and details.* Display these words.

Who? What? When? Where? Why? How?

- Read aloud a story or brief informational text. Then model asking questions about the text, such as *What do bees eat?* or *Why do bees sting?* Think aloud as you answer each question.

Why do bees sting? This diagram of a bee gives me a clue. The stinger is labeled, so I'm guessing the answer is right here on this page. Yes, here the author tells us "Bees sting to protect their nest."

- Continue reading, taking turns with students asking questions and referring to what is explicitly stated in the text for answers.

3 Provide guided practice.

- Have partners work together to ask and answer *who, what, when, where, why,* and *how* questions about a text.
- Each partner should have a copy of the text. Partners can take turns asking and answering questions.
- Before they start, hold up one finger and say, *When you answer a question, put your finger on the place in the text where you found the answer.*
- Circulate around the room and make sure that students are putting their finger on the place in the text where they found the answer.

4 Provide independent practice.

Connect to Writing For additional challenge, try an answer-first approach. Restate a key detail from a text you have read together. Then have students write the corresponding question.

Key Detail *They produce honey and beeswax.*

Question *What can bees make?*

Check for Understanding

If you observe...	Then try...
students struggling to locate key ideas and details	offering support by writing the words <i>who, what, when, where, why,</i> and <i>how</i> on sticky notes. Place them strategically in a simple text. As students read the text and encounter the sticky notes, guide them to make the connection to key ideas. Watch and provide feedback as students apply the sticky notes to details in a new text.

Describing Characters

A **character** is a person or lifelike animal in a story. You can learn about characters by thinking about what they say and do.



Here are some questions you can ask about characters:

- ▶ What does the character say?
- ▶ What does the character do?
- ▶ How does the character feel?

Asking these questions helps us learn more about the characters.

Describing Setting

The **setting** is where and when a story takes place, or happens. Details in the story tell you about the setting.



Here are some questions you can ask about the setting of a story:

- ▶ Where does the story take place?
- ▶ When does the story take place?

Think about:

season of the year	time of day
now or long ago	day of the week

- ▶ What does the setting look like?

Understanding where and when a story happens helps you to make connections between important story details.

Lesson 1 Ask and Answer Questions About Key Details



When you ask questions about what you read, answering those questions helps you understand key details in the text.

Read Asking and answering questions can help you find key details in what you read. Key details are important pieces of information.

Look carefully at the picture of a bird's nest. What questions could you ask about it?



Think What are some questions you could ask and answer about the picture? In the chart below, answer the What? question. Then write a Where? question about the bird's nest and an answer to the question.

Ask Questions	Answer Questions
What? Who lives in the home?	birds
What? What is the home called?	
Where?	

Talk Based on what you see in the picture, what do birds use to build their nests?

Academic Talk
Use this phrase and word to talk about the text:

- key details
- information

Rabbits' Cozy Homes

by Arthur Kent

- 1 What animal has long ears and a short, fluffy tail? A rabbit, of course! These small, furry creatures live in meadows. They also live in forests and deserts.
- 2 Rabbits live in holes in the ground. A rabbit hole is called a burrow. It is used for sleeping and caring for kits, or baby rabbits. Rabbits make their homes cozy with grass, feathers, and fur. Living deep in the ground keeps rabbits safe from their enemies.
- 3 Rabbits spend most of the day in their burrows. They come out at dawn and dusk to find food. On warm, sunny days, they may come out more often. You might see them sitting in your garden.



Underline key details that tell important information in the article.

Explore What questions can you ask and answer about the important information in the article?



Think Write questions about the article. Then find the answers in the text. Fill in the answers in the chart.

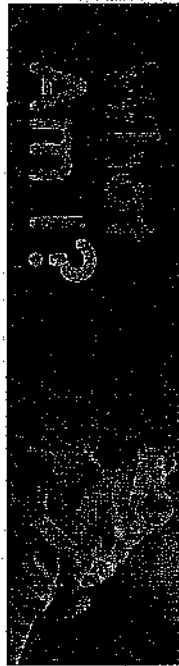
I will ask questions to help me as I read. I can ask "who," "what," "where," and "how."

	Ask Questions	Answer Questions
Who?		
What?		
Where?		
How?		

Talk Think of a why question about this article, and underline the key detail in the text that answers the question. Ask your partner the question and discuss the answer.

HINT Look for key details in the article.

Write **Short Response** Write a where question about this article. Then write the key detail from the article that answers your question. Write your answer in the space on page 16.



by Ron Fiddell

- 1 I live on both land and water. I love to hop around. My skin is shiny green. My eyes are bright red. What am I?
- 2 I am a red-eyed tree frog.
- 3 My home is the rainforest. This huge, wet jungle is my habitat. What a wonderful place to live! Millions of insects live up in the trees. I grab them with my long, sticky tongue. Crunchy crickets are a favorite. YUM!
- 4 I am glad that my habitat is so wet. I need lots of water to keep my shiny green skin moist. So I am glad it rains so much here.
- 5 I do most of my hunting at night. In the daytime I sleep in the trees. My green skin makes me blend in with the leaves. And that helps keep me safe from all the hungry birds and snakes!
- 6 My bulging red eyes help protect me too. When hungry enemies come near, I flash my eyes at them. They are so startled that they don't know what to do. And that gives me time to escape and live another day in my wonderful habitat!

Why does asking questions as you read help you learn about the red-eyed tree frog? Underline key details in the article.

Think

Where do red-eyed tree frogs live? Write the answer on the lines below. Circle the information in the article that helped you to answer the question.

Rereading the article will help you answer questions.



Based on what you read in the article, how do red-eyed tree frogs escape from their enemies? Circle two answers for the question.

- A by opening their bright red eyes
- B by climbing up the trees
- C by napping on the leaves
- D by startling their enemies

Talk

Reread the article. Think of another question about red-eyed tree frogs to ask your partner. Talk about the answer and underline the key details that answer the question.

Write

Short Response Use information from the article to answer the question below. Write your answer in the space on page 17.

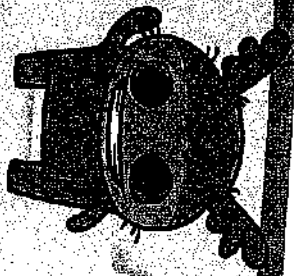
How do red-eyed tree frogs catch their food?

HINT Find the answer in the article and underline it before you write.

Write Use the space below to write your answer to the question on page 13.

Rabbits' Cozy Homes

Short Response Write a *where* question about this article. Then write the key detail from the article that answers your question.



Don't forget to check your writing.

Write Use the space below to write your answer to the question on page 15.

What Am I?

Short Response Use information from the article to answer the question below.

How do red-eyed tree frogs catch their food?

MINI Find the answer in the article and underline it before you write.

Check Your Writing

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?



WORDS TO KNOW
 As you read look inside around, and beyond these words to figure out what they mean.

- hollow
- muscles
- quills

Prickly Adventure

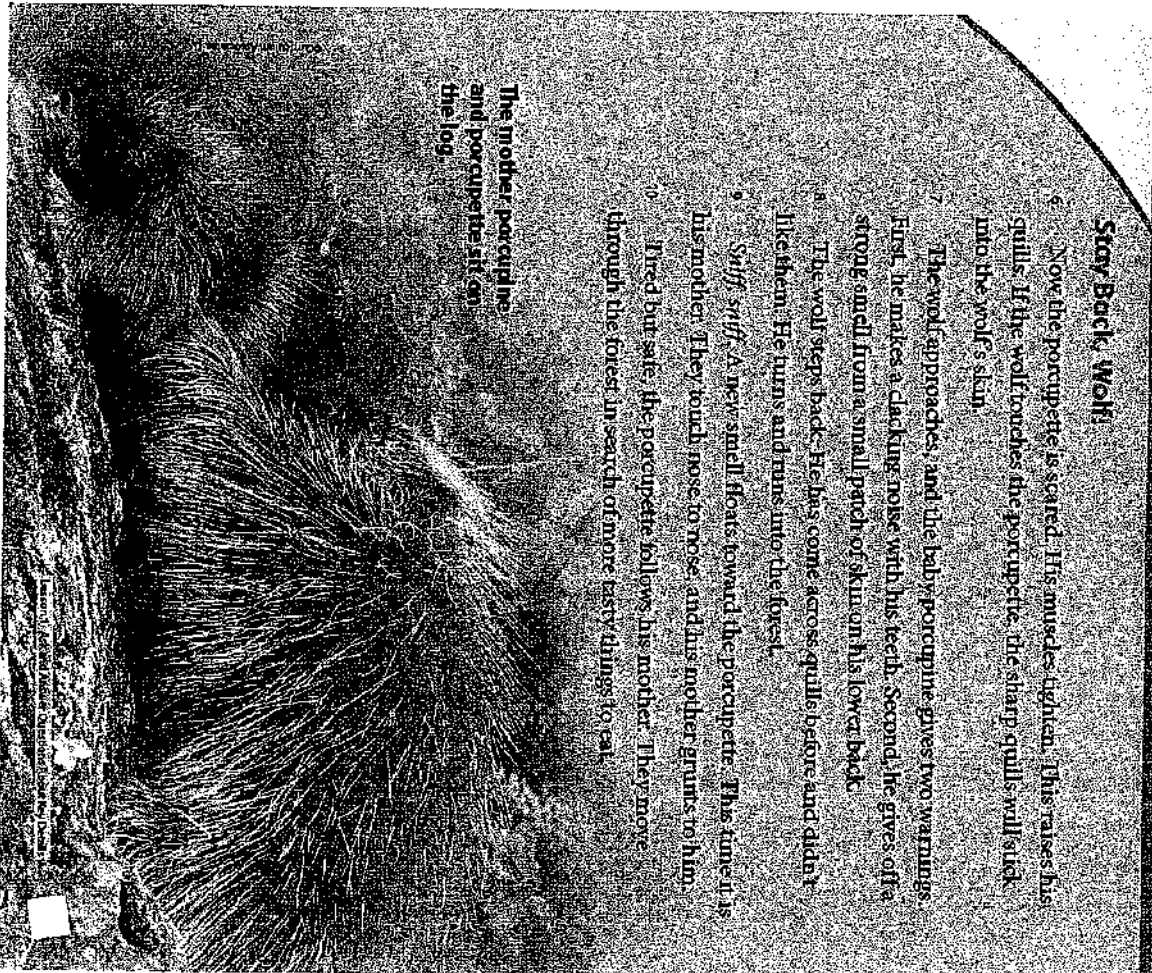
by Barbara Hesson, Highlights

- 1 It is a warm day. A baby porcupine, or porcupette, sleeps in the hollow of a tree.
- 2 When a beetle tickles the porcupette's toe, he wakes up. He follows it out of the tree.

Out On His Own

- 3 The porcupette waddles on short legs through the forest. He munches on bark, twigs, and leaves. His favorite things to eat are dandelions and apples.
- 4 The porcupette has keen ears. He hears a snap and the soft padding of footsteps. Is this his mother? He stands on hind legs and sniffs the air. He has a good sense of smell and knows right away it isn't his mother. He makes a sound like a human baby's cry. Something moves closer.
- 5 The something is a wolf.

Lesson 1 Ask and Answer Questions About Key Details



Stay Back, Wolf!

- 6 Now the porcupette is scared. His muscles tighten. His raised his quills. If the wolf touches the porcupette, the sharp quills will stick into the wolf's skin.
- 7 The wolf approaches, and the baby porcupine gives two warnings. First, he makes a clucking noise with his teeth. Second, he gives off a strong smell from a small patch of skin on his lower back.
- 8 The wolf steps back. He has come across quills before and didn't like them. He turns and runs into the forest.
- 9 *Sniff sniff.* A new smell floats toward the porcupette. This time it is his mother. They touch nose to nose, and his mother grins to him.
- 10 Freed but safe, the porcupette follows his mother. They move through the forest in search of more tasty things to eat.

The mother porcupine and porcupette sit on the log.

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Think Use what you learned by reading "A Prickly Adventure" to respond to the following questions.

This question has two parts. First, answer Part A. Then answer Part B.

Part A

What are a porcupette's favorite foods?

- A bark and twigs
- B twigs and leaves
- C leaves and dandelions
- D dandelions and apples

Part B

Write the sentence from the text that gave you the information to answer the question in Part A.

Read this sentence from the article.

If the wolf touches the porcupette, the sharp quills will stick into the wolf's skin.

Which question can be answered after reading this sentence?

- A How does a porcupette raise its quills?
- B Why would a wolf touch a porcupette?
- C When might a porcupette use its quills?
- D What part of the porcupette has quills?

Reread paragraph 3. If you did not know what the word "munches" means, what information from the text helps you learn the meaning?

- A a snap and footsteps
- B sleeps in the hollow
- C his favorite things to eat
- D sniffs in the air

Write a how question about this article. Then give information from the article that answers the question.

Your question:

Information from the article that answers your question:



Write How does a porcupette protect itself?

Plan Your Response List key details from the text that tell more about how porcupettes protect themselves.

Blank lines for writing the response to the 'Write' prompt.

Short Response How does a porcupette protect itself? Use the key details you found in the article in your answer.

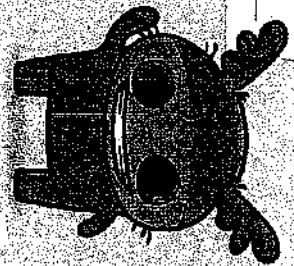
Blank lines for writing the short response to the 'Short Response' prompt.



Learning Target

How does asking questions as you read help you understand important information?

Large rectangular area with horizontal lines for writing the learning target response.



Tools for Instruction

Prefixes *pre-*, *un-*, *re-*

As students develop word consciousness, they learn that many words can be broken into parts that give clues about the word's meaning. A prefix is a word part that, when added to the beginning of a base word or word root, changes the word's meaning. Prefixes like *pre-*, *un-*, and *re-* are among the most frequently used. Teaching these prefixes explicitly expands the number of word meanings that students can understand. Teach one prefix at a time—preferably with base words at first to reduce the challenge of word analysis—and offer opportunities for practice with each.

Step by Step 20–30 minutes

1 Introduce and explain prefixes *pre-*, *un-*, and *re-*.

- Display the word *preview*, and read it aloud. Have students repeat after you.
- Then draw a slash between *pre* and *view*.

pre / view

- Say, *Some words can be broken into parts. Word parts at the beginning of words, like pre-, are called prefixes. They can help us figure out the meanings of words.*
- Point to the base word *view*, and ask what it means. (to look at)
- Then point to the prefix *pre-* and say, *This prefix means "before." When we preview a book, we look through it before we read.*
- Repeat this step with the words *unfair* and *replay* as you introduce the prefixes *un-* and *re-*. You can use this chart for reference.

Prefix	Meaning	Example Words
pre-	before	preview, preschool, preset, preseason
un-	not, opposite	unfair, unwrap, unkind, unlock
re-	again	replay, rewrite, react, redo

- Invite students to suggest words that contain the target prefixes, and record their suggestions.

2 Model breaking apart words with prefixes.

- Display the following sentence.

I was unhappy about the way the game ended.

- Point to *unhappy*, and explain that it has a prefix and a base word.
- Say, *I see two parts in this word. The prefix un- and the base word happy. I know happy means "to feel glad." The prefix un- means "not." So unhappy must mean "not glad."*
- Reread the sentence, substituting the new meaning to confirm that it makes sense.

3 Guide practice in breaking apart words with prefixes.

- Use the remaining words in the chart for additional practice.
- Ask students to guide you in breaking each word into its base word and prefix.
- After a word has been broken apart, help students use their understanding of the base word and the prefix to figure out the meaning of the whole word.

4 Provide additional practice using words with prefixes.

Connect to Writing Display the words from the chart. Have students write or discuss answers to questions such as the ones below.

How did you react the last time you heard good news?

What is the best way to unwrap a gift?

What is your favorite memory from preschool?

5 Review the words.

- Gather a list of *pre-*, *un-*, and *re-* words from the chart and from students' suggestions. Display it in the classroom, and review them during the week.
- Encourage students to add to the list over time by contributing words they see or hear in their reading.

Check for Understanding

If you observe...	Then try...
difficulty with breaking words into base words and prefixes	isolating one prefix for intensive practice. As students gain confidence with that prefix, have them add it to a list in their notebooks for later reference.
difficulty understanding the meaning of a word with a prefix	writing base words on separate index cards. Make a card with a prefix that fits each base word. Have students choose a base word card and use the word in a sentence. Then add the prefix before the base word, and help students use the new word in a sentence. <ul style="list-style-type: none"> • I <u>lock</u> my bike to keep it safe when I am not riding it. • I <u>unlock</u> my bike when I am ready to ride it.

Prefixes

1. Add a prefix to the word in parentheses to make a new word with the opposite meaning.

Introduction: You can use word parts to figure out what a word means.

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

Prefix	Meaning	Word	Meaning	
un-	"not"	un + fair	unfair	not fair
re-	"again"	re + tell	retell	tell again
pre-	"before"	pre + pay	prepay	pay before

Guided Practice

HINT When you see a long word with a prefix, first look for a word you know in it. Then cover that word with your finger and look at the prefix. Think about what the prefix means and add the meaning to the word you know.

Look at the prefix in each underlined word. Then circle the correct meaning of the word.

- Dad and I are unhappy with our tree fort.
happy again not happy
- We will rebuild it.
build again not build
- The roof is broken and unsafe.
not safe safe again
- This time we will preplan how to build it.
not plan plan before
- We buy precut boards for the walls and roof.
cut before not cut

Look at the prefix in each underlined word. Then choose the correct meaning of the word.

- We redo the walls of our fort.
A do again
B not do
C do before
D do wrong
- We save the unbroken boards.
A broken again
B broken before
C very broken
D not broken
- We pretest the old boards to be sure they are strong.
A test again and again
B do not test
C test before
D test later
- We repaint the whole fort.
A not paint
B paint again
C paint quickly
D paint before

Read the science article. Then answer the questions that follow.

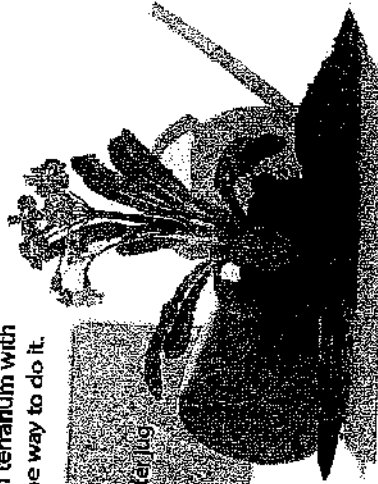
Making an Indoor Garden

by Rashida Darcy

- 1 If you look closely at the word "terrarium," you can see the word part "terra" at the beginning. "Terra" means "earth." So what's a terrarium? It's a container of soil that plants can live in.
- 2 Terrariums come in all shapes and sizes. They can as big as a table and reach the ceiling. Or they can be as small as a fishbowl and fit on a shelf.
- 3 A terrarium is a piece of nature. You can keep it in your kitchen or bedroom. Like a garden, it can include rocks and sticks. Even frogs or snakes may live inside.
- 4 You can build your own terrarium with help from an adult. Here's one way to do it.

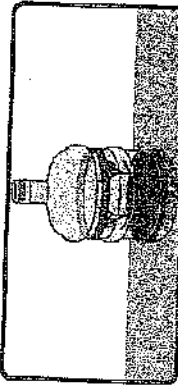
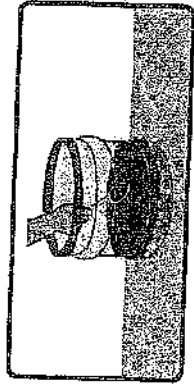
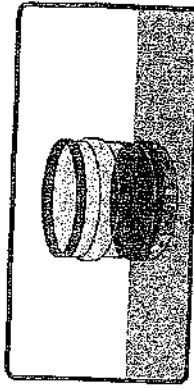
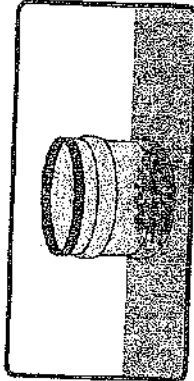
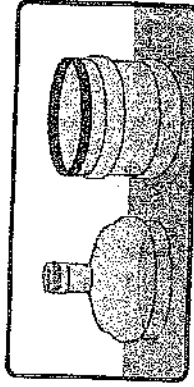
You will need:

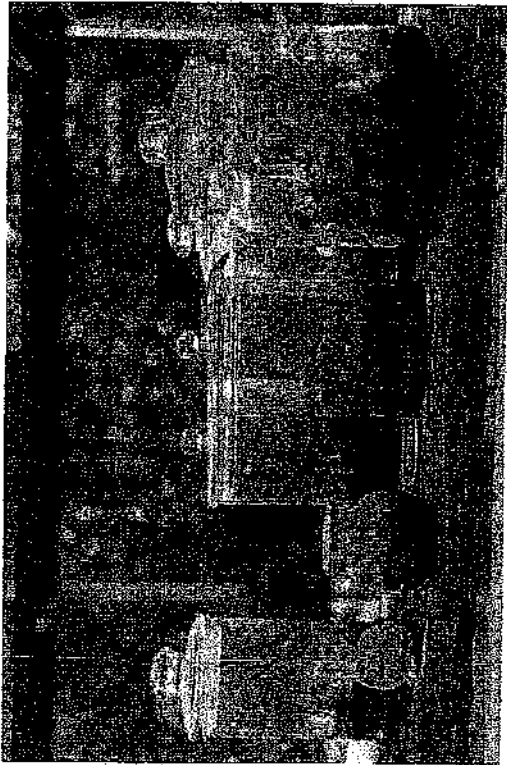
- a clean, empty 1-gallon water jug
- tape
- soil
- pebbles
- 2 plants



Do This

1. Have an adult help you carefully cut off the top of the water jug. The edge will be sharp, so cover it up with tape.
2. Next, put some pebbles on the bottom of the container.
3. Cover the pebbles with about two inches of soil.
4. Dig two small holes in the soil.
5. Put one plant in each hole. Then shape the soil so it holds the plant in place.
6. Put the top back on.





Terrariums are a fun way to grow a garden inside your home.

- 5 You've just made a terrarium! But now you need to take care of it. If you don't care for the plants, they will die in a few days. Plants need soil to live, but soil isn't enough. They also need air, light, and water.
- 6 So put the terrarium in a place that gets sunshine. Leave the top of the terrarium open so the plants get air. Give them a little water every day.
- 7 Before long, you'll probably notice that your plants are growing ... and growing ... and growing some more. You're growing a garden!

Think

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the main topic of this article?

- A how to build a terrarium
- B what plants need to live
- C which plants grow indoors
- D why people have gardens

Part B

Write one sentence from the article that helped you answer the question in Part A.

2 How does the picture that goes with step 3 help you understand what to do?

- A It shows how to dig holes in the soil.
- B It shows how much soil to put in the jug.
- C It shows how to cut the top off the jug.
- D It shows how to shape the soil to hold the plants.

3 Put the steps for making a terrarium in the order you should do them. Write the numbers 1 to 4 on the line before each sentence.

- _____ Dig two small holes in the soil.
- _____ Put some pebbles on the bottom of the container.
- _____ Cut off the top of the water jug.
- _____ Cover the pebbles with two inches of soil.

Why should you leave the top of the terrarium open?

- A to let in sunshine
- B to let in air
- C to let in rain
- D to let in frogs

What is paragraph 6 mostly about?

- A what kinds of plants to put in a terrarium
- B when to water plants in a terrarium
- C how to take care of plants in a terrarium
- D why plants need soil and water to live

Write a *what* question about this article. Then give information from the article that answers the question.

Your question:

Information from the article that answers your question:

Read

Read the history article. Then answer the questions that follow.

Owney

The Dog Who Rode the Trains

by S. W. James

- 1 One night in 1888, a cold, black nose poked into the room. Then a scruffy brown dog with muddy paws and fur sticking out walked into the post office in Albany, New York.
- 2 The mail workers were too busy to see the brown dog. They sorted the mail and put it in big bags. Later, those mailbags would be put on trains and taken to other places.
- 3 The brown dog sniffed at the mailbags. He wagged his scruffy tail. Then he curled up on a bag and fell asleep.
- 4 All the mail workers liked the dog. Soon, they named him Owney. They fed him and played with him. Best of all, they let Owney ride on the wagons with the mailbags. Owney made the Albany post office his home.
- 5 One day, Owney hopped onto a train with the mailbags. Owney went for a ride. And he loved it! After that, Owney rode trains all over the United States. He went to Canada and Mexico, too. Once, Owney even traveled around the world! But Owney always came home.
- 6 At each stop, Owney made new friends. Owney became famous! His new friends gave Owney special tags. The tags told everyone where Owney had visited. Owney's tags jingled as he walked.
- 7 Today, you can see Owney and his tags in a museum. The post office made a stamp with his picture on it. Now, like Owney, his picture travels with the mail!



Owney with his special tags

Think

Write a how question about this article. Then give information from the article that answers the question.

- A how Owney got his name
- B why Owney always came back home
- C when Owney first came to the post office
- D where Owney traveled

Which question can be answered by reading paragraph 7?

- A When did Owney first go into a post office?
- B What places did Owney visit?
- C Why did Owney like to travel on trains?
- D Where can you see Owney's tags today?

This question has two parts. First, answer Part A. Then answer Part B.

Part A

Read the sentence from the article.

Then a scruffy brown dog with muddy paws and fur sticking out walked into the post office in Albany, New York.

Based on clues in the text, what does the word "scruffy" mean?

- A messy
- B scary
- C large
- D friendly

Part B

Circle words in the sentence in Part A that help you figure out what "scruffy" means.



Write a how question about this article. Then give information from the article that answers the question.

Your question:

Information from the article that answers your question:



This question has two parts. First, answer Part A. Then answer Part B.

Part A

Why did the post office put Owney's picture on a stamp?

- A Owney traveled to many places with the mail.
- B Owney liked to sleep on mailbags.
- C Owney was owned by a mail worker.
- D Owney once hopped onto a train.

Part B

Underline the sentence in paragraph 7 that tells about the answer to Part A.

Today, you can see Owney and his tags in a museum. The post office made a stamp with his picture on it. Now, like Owney, his picture travels with the mail!

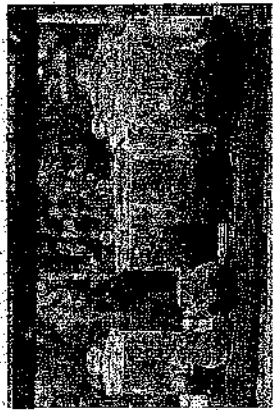
Write an Extended Response How did Owney become a famous dog?
Use the details you found in the article in your answer.

Lined writing area for the extended response.

Write
Extended Response How did Owney become famous?

Plan Your Response Fill in the chart with key details from the article that tell how Owney became a famous dog.

<p>How Owney Made a Post Office His Home</p>	<p>Lined writing area for the first column.</p>
<p>Why Owney Was Able to Travel All Over the United States</p>	<p>Lined writing area for the second column.</p>
<p>What Happened to Owney on His Trips</p>	<p>Lined writing area for the third column.</p>



There are several ways to grow a terrarium. You can use one like this.

5. You've just made a terrarium! But now you need to take care of it. If your plants are like ferns, they will do in a few days. Plants need soil to live, but soil isn't enough. They also need air, light, and water.
6. So put the terrarium in a place that gets sunlight. Leave the top of the terrarium open so the plants get air. Give them a little water every day.
7. Before long, you'll probably notice that your plants are growing... and growing... and growing some more. You're growing a garden!

Read

This question has two parts. First, answer Part A. Then answer Part B.

Part A
What is the main topic of this article?

A how to build a terrarium
 B why plants need to live
 C which plants grow indoors
 D why people have gardens

Part B
Write one sentence from the article that helped you answer the question in Part A.
 Example: I read that you can build your own terrarium with a plastic container.

How does the passage that goes with step 3 help you understand what to do?

- A It shows how to dig holes in the soil.
 B It shows how much soil to put in the jug.
 C It shows how to cut the top off the jug.
 D It shows how to shape the soil to hold the plants.

Put this step for making a terrarium in the order you should do them.

- Write the numbers 1 to 4 on the line before each sentence.
- _____ 1 Dig two small holes in the soil.
 _____ 2 Put some pebbles on the bottom of the container.
 _____ 3 Cut off the top of the water jug.
 _____ 4 Cover the pebbles with two inches of soil.

Answer Analyze

When students have completed their items, measure, discuss correct and incorrect responses.

Part A
The correct choice is A. The passage gives directions for building a terrarium.
 B is mentioned in paragraph 6 of the passage, but it is stated not the main topic.
 C is not discussed in the passage.
 D suggests the authors' enthusiasm for the subject, but this is not the main topic of the passage.

Part B
Responses may vary, but students should write a sentence from the passage that clearly expresses the main topic of the passage: how to build a terrarium. See the sample responses on the student book page.

DOCT 2.04.13
 The correct choice is B. The passage with step 3 shows how much soil to put in the jug.
 A is shown next to the directions for step 4.
 C is not shown above the top of the water jug, which is cut off in the image that goes with the next step.
 D is shown next to the directions for step 5.

DOCT 2.04.13
 Students should mark the correct one of the steps 1, 2, 3, and 4.
 1. Cut off the top of the water jug.
 2. Put some pebbles on the bottom of the container.
 3. Cover the pebbles with two inches of soil.
 4. Dig two small holes in the soil.
DOCT 2.04.13

Teacher Notes

Assessment Item 1

2. The correct choice is B. Paragraph 6 tells readers to leave the top of the terrarium so the plants can get enough air.
- A refers to paragraph 5, which states you should punch the terrarium in a sunny place, but you don't need to take the top off the terrarium to give the plant sunshine.
- C is not stated as a reason to leave the top off the terrarium.
- D is not stated as a reason to leave the top off the terrarium.

DOK 2-IR.1.3

3. The correct choice is C. Paragraph 6 explains how to take care of plants in a terrarium including the best place to put the terrarium and how to measure the plants get enough air and water.
- A is not mentioned in paragraph 6.
- B is not stated in paragraph 6. The paragraph tells how often the plants should be watered, but does not tell when they should be watered.
- D is not explained in paragraph 6.

DOK 2-IR.1.2

4. After students have completed the first in-classroom assessment, evaluate their responses to the short-response item using the 2-point in-classroom assessment writing rubric below.

Responses will vary, but students should write a short question and provide evidence from the text to answer the sample question. What do plants in a terrarium need to live? Sample answer: Paragraph 5 explains that plants need soil, air, light, and water to live.

DOK 2-IR.1.1

Why about if you leave the top of the terrarium open?

- A to let in sunlight
 B to let in air
 C to let in water
 D to let in frogs

What do paragraphs 6 mostly about?

- A what kinds of plants to put in a terrarium
 B when to water plants in a terrarium
 C how to take care of plants in a terrarium
 D why plants need soil and water to live

Write a short question about the article. Then give information from the article that answers the question.

Your question:

Responses will vary.

Information from the article that answers your question:
 Responses will vary.

2-Point in-classroom Assessment Writing Rubric

All three criteria must be satisfied in order for a response to gain full points.

Points	Criteria 1	Criteria 2	Criteria 3	Organization
2	The response demonstrates complete comprehension and provides a detailed analysis.	The response supports the main idea with relevant evidence.	The response supports the main idea with limited relevant evidence.	Responses exhibit and demonstrate some organization.
1	The response demonstrates some comprehension and provides a limited analysis.	The response supports the main idea with limited relevant evidence.	The response supports the main idea with limited relevant evidence.	Responses exhibit and demonstrate some organization.
0	The response demonstrates no comprehension and provides no analysis.	The response does not support the main idea with relevant evidence.	The response does not support the main idea with relevant evidence.	Responses exhibit and demonstrate no organization.

Read

Read the story carefully. Then answer the questions that follow.

Owney
 The Dog Who Rode the Trains

by S. W. Janes

- One night in 1888, a cold, black snow pelted into the room. Then a heavy brown dog with muddy paws and fur sticking out walked into the post office in Albany, New York.
- The mail workers were too busy to see the brown dog. They sorted the mail and put it in big bags. Later, those mailbags would be put on trains and taken to other places.
- The brown dog curled at the wall by the door. He wagged his scrawny tail. Then he curled up on a bag and fell asleep.
- All the mail workers had the dog. Soon, they named him Owney. They let him and played with him. But, of all the mail workers, it was Owney who rode on the trains with the mailbags. Owney made the Albany post office his home.
- One day Owney hopped onto a train with the mailbags. Owney went for a ride. And he loved it! After that, Owney rode trains all over the United States. His best friends were the mailbags. Owney even traveled around the world!
- At each stop, Owney made new friends. Owney became famous. His own friends gave Owney special tags. The tags told everyone where Owney had visited. Owney's tags traveled as he walked.
- Today you can see Owney and his tags in a museum. The post office made a stamp with his picture on it. Now, the Owney tag picture travels with the mail.



Owney with his special tags

Assessment 1

2. The correct choice is D. Paragraph 2 tells the different places Oweny went while talking on the train, the visited places all over the United States, as well as Canada and Mexico, and even traveled around the world.

A is not supported in the passage. Paragraph 4 tells that the mail worker named the dog Oweny, but it does not explain why they named him Oweny.

B might refer to the fact that Oweny made the post office his home, but this is not discussed in paragraph 3.

C is not discussed in paragraphs 7 or paragraph 1, describes when Oweny first came to the post office.

DOE 2.2.R.1.12

3. The correct choice is D. The first sentence of paragraph 7 retells the answer to the question of where you can see Oweny's legs today. "Today you can see Oweny and his legs in a museum." Paragraph 7 then justifies brown dog with muddy paws and his legs but not his body from the post office in Albany, New York.

B is answered in paragraphs 1, which tells how Oweny traveled to many places.

C is not answered in the passage.

DOE 2.2.R.1.13

4. The correct choice is A. The words "muddy paws" and "leg sticking out" are clues that scruffy means "messy."

B is not supported by the information in the sentence. Nothing in the sentence indicates that Oweny was furry or that this is what scruffy means.

C is not supported by the information in the sentence. Nothing in the sentence indicates that scruffy refers to Oweny's size.

D is suggested by other parts of the passage that describe Oweny's friendly nature, but this is not what scruffy means.

DOE 2.2.L.3.1a

Unit 1 Writing Assessment

Think

1. What is paragraph 5 mostly about?

A how Oweny got his name
 B why Oweny always came back home
 C when Oweny first came to the post office
 D where Oweny traveled

2. Which question can be answered by reading paragraph 7?

A When did Oweny first go to a post office?
 B Where did Oweny travel?
 C Why did Oweny travel on trains?
 D Where can you see Oweny's legs today?

Part A

Read the sentence from the article.
 Then a scruffy brown dog with muddy paws and leg sticking out walked into the post office in Albany, New York.

Based on clues in the text, what does the word "scruffy" mean?

A messy
 B easy
 C large
 D friendly

Part B

Circle words in the sentence in Part A that help you figure out what "scruffy" means.

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Write a Now question about this article. Then use the information from the article that answers the question.

Your question: _____
 Response will vary.

Information from the article that answers your question: _____
 Response will vary.

The question has two parts. First, answer Part A. Then answer Part B.

Part A
 Why did the post office put Oweny's picture on a stamp?
 A Oweny traveled to many places with the mail.
 B Oweny had to sleep on mail bags.
 C Oweny was named by a mail worker.
 D Oweny once helped onto a train.

Part B

Underline the sentence in paragraph 7 that tells about the answer to Part A.
 Today, you can see Oweny and his legs in a museum. The post office made a stamp with his picture on it. This is the chance the passengers will see the mail.

2-Point In-Text Assessment Writing Rubric

All these criteria must be satisfied in order for a response to gain full points.

Points	Focus	Skills	Organization
2	The response summarizes the main idea and provides relevant details.	The response supports the main idea with relevant details and provides a clear conclusion.	Ideas are clearly related to support the main idea of the response.
1	The response summarizes the main idea and provides relevant details.	The response supports the main idea with limited relevant details.	Some ideas are unclear or not clearly related to the main idea of the response.
0	The response does not summarize the main idea and does not provide relevant details.	The response does not provide relevant details.	Ideas are unclear and not clearly related to the main idea of the response.

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Unit 1 Writing Assessment

1. After students have completed the writing assessment, evaluate their responses to the questions on their writing. Use the 2-point In-Text Assessment Writing Rubric below.

Responses will vary but students should write a now question that can be answered with information from the passage. Sample questions: How did Oweny get his legs? How did Oweny get his name? How did Oweny travel? How did Oweny first come to the post office? How did Oweny get his name?

Part A

The correct choice is A. The article says that the picture "has" Oweny's legs today. Oweny did. The post office put Oweny's picture on a stamp to remember how Oweny traveled to many places with the mail.

Part B

The sentence that Oweny slept on mail bags, but this fact does not explain why Oweny's picture was put on a stamp.

C is not supported by the text. There is no mention that Oweny was named by a mail worker.

D, while true, is not the reason the post office created the stamp.

Part B

Students should underline the sentence that says "Today, you can see Oweny and his legs in a museum." This sentence supports the conclusion drawn in Part A that the post office put Oweny's picture on a stamp in memory of how he traveled to all over the world. The details in the other sentences do not explain why the post office put Oweny's picture on a stamp.

DOE 2.2.R.1.13

Unit 1 Writing Assessment

Unit 1 Interim Assessment

Write

Review Responses

Responses will vary, but students should use key details to address each statement in the chart. See exemplary responses on the student book page.

DOM.2.2.RI.1.2.M.1.3

Write

Extended Response: How did Owey become famous?

Plan Your Response: Fill in the chart with key points from the article that tell how Owey became a famous dog.

How Owey Made a Post Office His Home	Summarize each part of the article like the following: He lived on a mailbox. The workers began to finish the road they built. That led him there.
Why Owey Was Also Known All Over the Country	Summarize each part of the article like the following: Simple to digest. Owey went for a long time with. He made his mark all over the country. Parents began to get their kids some of him.
What Happened to Owey on His Trips	Summarize each part of the article like the following: Simple to digest. Owey went for a long time with. He made his mark all over the country. Parents began to get their kids some of him.

Write an Extended Response: How did Owey become a famous dog?
Use the details you found in the article in your answer.

Summarize each part of the article like the following:
 He lived on a mailbox.
 The workers began to finish the road they built.
 That led him there.

Summarize each part of the article like the following:
 Simple to digest.
 Owey went for a long time with.
 He made his mark all over the country.
 Parents began to get their kids some of him.

Summarize each part of the article like the following:
 Simple to digest.
 Owey went for a long time with.
 He made his mark all over the country.
 Parents began to get their kids some of him.

3-Point Intra-Unit Assessment Writing Rubric

All three criteria must be satisfied in order for a response to gain full points.

Points	Focus	Evidence
3	The response demonstrates a full understanding of the prompt and provides a clearly accurate analysis.	The response supports the analysis with relevant textual evidence. The response supports the analysis with relevant textual evidence. The response supports the analysis with relevant textual evidence.
2	The response demonstrates a general understanding of the prompt and provides a mostly accurate analysis.	Most ideas are not presented in a purposeful and logical order, although they show some understanding.
1	The response demonstrates limited understanding of the prompt and provides an initially accurate analysis.	Most ideas are not presented in a purposeful and logical order.
0	The response does not demonstrate understanding of the prompt.	Ideas are jumbled and not in any order.

Review Unit Opener Self-Check

Ask students to complete the unit self-check on pages 6 of the student book. Then have them discuss the items in the self-check with a partner. Encourage students to give each other examples from the lessons that show where they really began to understand the skill.

Finally, bring students together for a whole-class discussion. Ask them how knowing these skills have helped improve them better readers. Remind them to use their Academic Talk Moves.

Unit 1 Interim Assessment

After students have completed the Intra-Unit Assessment, evaluate their responses to this Extended Response Prompt using the 3-Point Intra-Unit Assessment Writing Rubric on the next page.

Answers will vary but should explain that Owey became famous because he traveled around the country on his trips with the mailbox. Many people met on these trips and Owey stayed for long periods to show off his place he had been. See the sample response on the student book page.

DOM.2.2.RI.1.2.M.1.3

Sequence of Events

Sequencing is the process of telling events or information in a logical order. Sequencing helps readers remember what they read, but it also helps them identify when to re-read, which contributes to higher levels of comprehension. Students who can sequence events can more easily infer unstated information “between” events and anticipate what happens next. Although sequencing is a prerequisite skill for comprehension, it is one that many students have difficulty with. Students may not distinguish the importance of information, and as a result recall too few or too many details to effectively sequence events. To address this, use frequent modeling and structured practice to help students recognize and sequence important information.

Step by Step 30–45 minutes

1 Explain sequence of events.

- Explain that when readers sequence events, they think about the most important events and the order in which they happen. Say, *Knowing how to sequence events makes it easier to remember what you read. It also helps you know when to re-read to make sure you understand.*
- Display some of the signal words used to tell events in sequence.

first, next, then, last

- Then connect to students’ everyday experiences by listing familiar examples of sequence. Use the signal words in your examples.

The days of the week happen in a sequence: first comes Monday, next comes Tuesday, then comes Wednesday, and then Thursday. Next is Friday, and then Saturday, last is Sunday.

Support English Learners Signal words that relate to sequence of events—such as *first*, *next*, *after*, *then*, and *finally*—are often abstract. Use explicit instruction to teach this vocabulary, including examples that relate to students’ own experiences. Give students practice repeating the language in the proper order.

2 Model identifying sequence of events in text.

- Display **Sequence Chart** (page 3). Then read aloud a story, such as *Tops and Bottoms*, by Janet Stevens.
- Tell students to listen as you read, and to think about the order of events.
- As you read, pause to think aloud about what happens first. Model how you decide what is most important.

In *Tops and Bottoms*, there’s a lazy bear with a lot of money and food, and down the road, a clever hare who has nothing. So Hare goes off to make a deal with Bear. This is the first important event, so I will write it in the chart. A clever hare makes a deal with a lazy bear.

- Record each new event on the sequence chart.

3 Provide guided practice.

- As you continue reading, pause periodically to ask what has happened. Scaffold students initially with answer choices. For each choice, be sure to use actual details from the text to help students practice thinking about what details are most important.

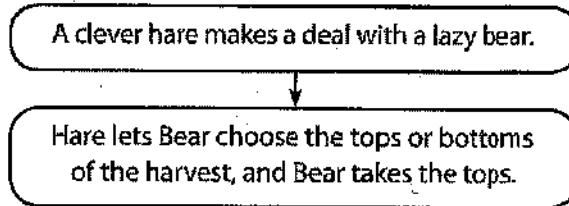
Question We know that the first thing that happens is that Hare and Bear make a deal. What happens next?

Choices

- Hare lets Bear choose the tops or bottoms of the harvest, and Bear takes the tops.
- Bear is always sleepy and he yawns when he answers Hare.

Answer Hare lets Bear choose the tops or bottoms of the harvest, and Bear takes the tops.

- Add each new event to the chart.



4 Provide independent practice.

Once you have finished reading, have students sequence the main events in the story by orally completing the prompts shown.

First _____

Next _____

Then _____

Last _____

Connect to Writing Following a read aloud or independent reading, have students sequence the main events by drawing a comic strip of three to six boxes. Remind them to think about the most important events and the order in which they occur. When students are finished, they can cut up their comic strip frames and exchange with classmates to practice sequencing.

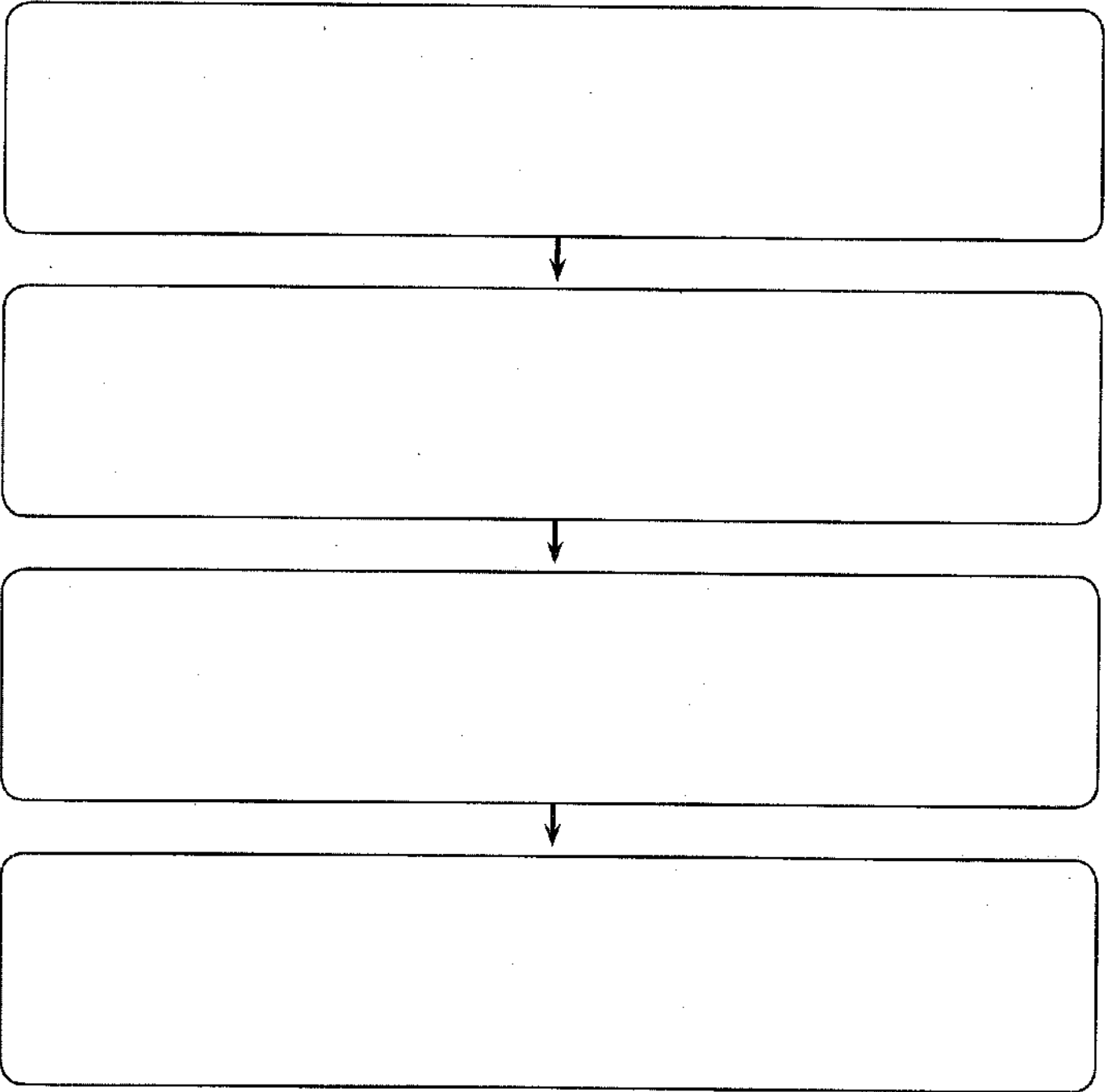
Check for Understanding

If you observe...	Then try...
difficulty grasping logical order of events	displaying three pictures of an object at stages of a sequence, such as a birthday cake with unlit candles, lit candles, and smoking candles. Ask the following questions to scaffold sequence. <ul style="list-style-type: none"> • Did [photo 1] happen before or after [photo 2]? How do you know? Have students retell the sequence of events using the words <i>first</i> , <i>then</i> , and <i>last</i> .

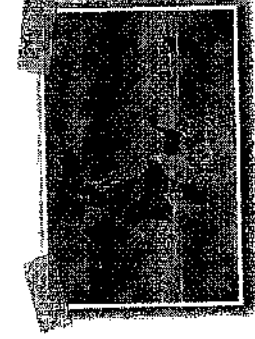
Name _____

Sequence Chart

Title _____



START A WEATHER WALL



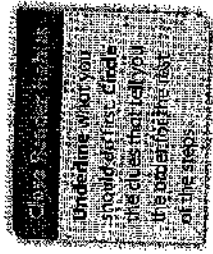
What You Need

- Pictures of different kinds of weather
- Tape
- A wall

What You Do

First, tape the picture on the wall that best matches the weather outside.

Next, if you think the weather will change later in the day, tape another picture on the wall that best matches your guess. Last, check both pictures at the end of the day to see if you guessed correctly. Make a note!



Explore How do you know what steps to follow in directions and when to do them?



Think

1 Look back at the directions for the weather wall. Fill in the steps in the chart, in the right order. Begin each sentence with one of these words: *first, next, last*.

I wonder what these directions tell me to do. I'll read all the directions. Then I will follow the steps.

Step	Directions
1	
2	
3	

Talk

2 What would happen if you skipped step 2? Talk with your partner about why step 2 is important.

Write

3 **Short Response** What words help you know the order of the steps in the directions? Write about how the words help. Write your answer in the space on page 72.

HINT Think about the order in which things happen.

Which Way Does the Wind Blow?

by Stephen Krensky

Do you know which direction the wind blows where you live? You can make a wind streamer to find out.

What You Need

- crepe paper
- plastic ring
- tape
- compass

What You Do

1. First, tear off several four-foot-long pieces from a roll of crepe paper.
2. Next, pull one end of a piece of paper through the plastic ring until the two ends meet.
3. Then tie the crepe paper in a knot at the ring. Repeat steps 2 and 3 for the other pieces of paper. Now you have a wind streamer.
4. Last, tape the wind streamer to a tree branch or a pole. Make sure the air can reach the crepe paper from any direction.

Use the compass to see in what direction the crepe paper blows. Does the direction change? Does it always blow in the same direction? Write what you see.

How will your streamer show which way the wind blows? Read the text carefully and underline the sentence that tells you.

Think

1. What do these directions tell you how to do? Write your answer.

Reread the directions, and think about what happens in each step. Look for the clues that tell you the order of the steps.

2. What should you do after you tie all the crepe paper to the plastic ring?

- A Tear off three long pieces from a roll of crepe paper.
- B Make sure the ends of the crepe paper are even.
- C Tape the wind streamer to a tree branch or pole.
- D Use a compass to find a tree branch.

Talk

3. Explain how the picture helps you follow steps 2 and 3.

Write

4. Short Response How will following the steps in a process help you know which way the wind blows? Write your answer in the space on page 73.

Hint: Think about what you make when you follow the steps.

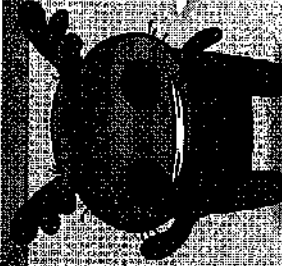


Write Use the space below to write your answer to the question on page 69.

START A WEATHER WALL

Short Response What words help you know the order of the steps in the directions? Write about how the words help.

HINT Think about the order in which things happen.



Don't forget to check your writing.

Write Use the space below to write your answer to the question on page 71.

Which Way Does the Wind Blow?

Short Response How will following the steps in a process help you know which way the wind blows?

HINT Think about what you make when you follow the steps.

Check Your Writing

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use words from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?

How Do You Make a Rainbow?

by Shar Levine and Leslie Johnstone

Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- shallow
- mirror
- refraction

Where do rainbows come from?

If the sun shines right after a rain, look and you may be lucky enough to see a rainbow. But you don't need to wait for rain to see a rainbow. You can make your own.

You need



a sunny day



a mirror



water



adult helper



white paper or cardboard



shallow glass baking dish

Describing Connections Between Steps

Do This

1 Put the glass baking dish flat on the ground or on a table.

2 Place the mirror in the dish. Lean it up against one side.

3 Turn the dish so the mirror faces the sun.

4 Add water until the dish is about half full.

5 Ask your helper to hold up the paper at the end of the dish away from the mirror and move it around slowly. Watch for the sunlight bouncing off the mirror.

What happened?

A rainbow appeared! The water in the dish bent the sunlight. Even though sunlight looks white, it has colors in it. And when the light is bent, it breaks up into red, orange, yellow, green, blue, indigo (a purplish color), and violet. This is called **refraction**. It's how white sunlight puts a rainbow on the paper.

After a rain, lots of small drops are still in the air. When sunlight hits the drops, the light bends to make a rainbow, just like the rainbow you made.



Think Use what you learned by reading "How Do You Make a Rainbow?" to respond to the following questions.

- Put the steps for making a rainbow in the order you should do them. Write the numbers 1 to 5 on the line before each sentence.
 - _____ Add water to the dish.
 - _____ Hold up the paper and move it around slowly.
 - _____ Put the dish on the ground or on a table.
 - _____ Turn the dish so the mirror faces the sun.
 - _____ Place the mirror in the dish.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What should happen before the dish is turned to face the sun?

- A The mirror should be placed in the dish.
- B Water should be added to the dish.
- C The helper should hold up the paper.
- D Sunlight should bounce off the mirror.

Part B

Write the step from the text that helped you answer the question in Part A.

2 How does the picture by step 2 help you understand what to do?

- A It shows where to place the mirror in the dish.
- B It shows how to make the sunlight bounce off the mirror.
- C It shows how to turn the dish so that it faces the sun.
- D It shows where your adult helper should stand.

4 What would happen if you did step 5 before step 4?

- A The paper would not stay up.
- B Sunlight would not shine on the mirror.
- C The rainbow would not appear.
- D The rainbow would have fewer colors.

5 Based on clues in the text, what does the word "appeared" mean in this sentence?

A rainbow appeared! The water in the dish bent the sunlight.

- A hid the light
- B went missing
- C could be seen
- D became very big

6 Write What are the steps in the directions?

Plan Your Response Make a list of the steps in the directions. Think about how the steps help you understand how rainbows are formed.

7 Short Response How does following these directions help you understand how real rainbows are formed?

Learning Target

Now you know directions are a set of steps that tell you how to make or do something. Why is it important to follow the steps in the order they are written?

Root Words

Hint Some words can be broken into parts. The middle part of the word is called a root word. The root word will help you figure out the meaning of the whole word.

For example, to help means to make it easier for someone to do something.

- help
 - helper
 - helpful
 - helping
- Ann will help us learn about weather.
 She is a great helper.
 She is a very helpful person.
 She is helping us learn about clouds.

Circle the root word in each underlined word. Then draw a line from the sentence to the meaning of the word.

HINT If a word has an ending such as -er or -y, cover the ending with your finger, and read the smaller word. Think about what that word means.

- 1 Weather watchers study clouds. people who look at something
- 2 Clouds give useful hints about weather. getting dark
- 3 Puffy clouds mean the day will be nice. helpful
- 4 Darkening clouds mean it might rain. soft and light

Look for the root word in each underlined word. Use this smaller word to help you answer the questions.

- 1 Read the sentence below.
 Be careful when you see big, dark clouds.
 What does the word "careful" mean in the sentence?
 A quiet
 B safe
 C noisy
 D silly

- 3 Read the sentence below.
 Bad weather can move quickly.
 What does the word "quickly" mean in the sentence?
 A fast
 B soon
 C slowly
 D loudly

- 2 Read the sentence below.
Dangerous weather may be coming.
 What does the word "Dangerous" mean in the sentence?
 A good
 B sunny
 C cold
 D harmful

- 4 Read the sentence below.
 Don't get caught in stormy weather!
 What does the word "stormy" mean in the sentence?
 A having lots of sunshine
 B without clouds or rain
 C with a lot of wind and rain
 D with clear, blue skies

SESSION 1

Read the passage. Then answer the questions that follow it.

Snowman Sniffles

by N. M. Bodecker, Highlights

At winter's end
 a snowman grows
 a snowdrop
 on his carrot nose,

5 a little, sad,
 late-season sniff
 dried by the spring
 wind's handkerchief.

But day and night
 10 the snuffles throb
 like flower buds
 —they never stop,
 until you wake
 and find one day
 15 the cold, old man
 has run away,

and winter's winds
 that blow and pass
 left drifts of snowdrops
 20 in the grass,

reminding us:
 where such things grow
 a snowman sniffed
 not long ago.



The poet uses the words "nose" and "grows" in the first four lines of the poem. Which answer best tells why the poet uses these words?

- A The words rhyme with each other.
- B The words use most of the same letters.
- C The words tell the reader it is winter.
- D The words begin with the same sound.

What can you tell about the snowman from both the poem and the picture?

- A He is glad winter is over.
- B He is sad to be melting.
- C He is planning to run away.
- D He is happy to see flowers.

Which words from the poem begin with the same sound?

- A "dried by the spring"
- B "like flower buds"
- C "winter's winds"
- D "in the grass"

Go On

Read these lines from the poem.

a little, sad,
late-season sniff
dried by the spring
wind's handkerchief.

Which question do these lines answer?

- A When did it last snow?
- B Who made the snowman?
- C What time of year is it?
- D How long will the snowman last?

Read these lines from the poem.

until you wake
and find one day
the cold, old man
has run away.

Circle two words that rhyme at the end of the lines.

Then write a sentence that explains what these lines tell about.

Read the passage. Then answer the questions that follow it.

The Big Balloon Blow-Up: Making a Gas to Fill a Balloon

by Tina Frank

It's fun to blow up balloons. You've probably done it many times. And you used your breath to do it. But this time, you'll fill up a balloon without using your breath. You will make a gas that blows up the balloon. Let's get started.

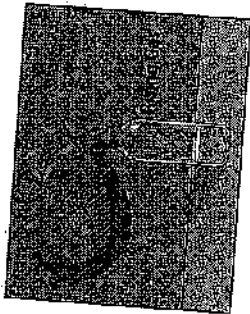
What You Will Need

- a balloon
- about 2 ounces of water (You don't need much!)
- 1 drinking straw
- a small soft-drink bottle
- 1 teaspoon of baking soda
- the juice from 1 lemon

Go On

What to Do

1. Stretch out the balloon a few times. This will make it easier to blow up.
2. Pour the water into the bottle.
3. Add the baking soda to the water. Stir it around with the straw. Make sure the soda mixes with the water.
4. Pour the lemon juice into the bottle.
5. Pull the balloon over the mouth of the bottle. Do this as fast as you can. You won't have much time.
6. Watch what happens!



What Happened?

1. Your balloon should have filled up on its own. How did this happen? Lemon juice and baking soda are very different. Lemon juice is an acid. Baking soda is a base. Mixing them causes them to change. This is called a chemical reaction.
2. Adding the lemon juice to the baking soda makes a gas. This gas is called carbon dioxide. Your body makes the same gas when you breathe.
3. The gas in the bottle is very light. It rises up into the balloon. The gas can't escape, so it pushes on the balloon. The gas blows up the balloon!

What should you do after you stir the baking soda into the water?

- A Fill the balloon with some of the gas.
- B Put the balloon on the top of the bottle.
- C Add the lemon juice to the bottle.
- D Add 2 more ounces of water to the baking soda.

What makes the gas form in the bottle?

- A the water and air from the balloon
- B the lemon juice and water in the bottle
- C the water mixing with the baking soda
- D the lemon juice mixing with the baking soda

Why is it important to put the balloon on the bottle as fast as you can?

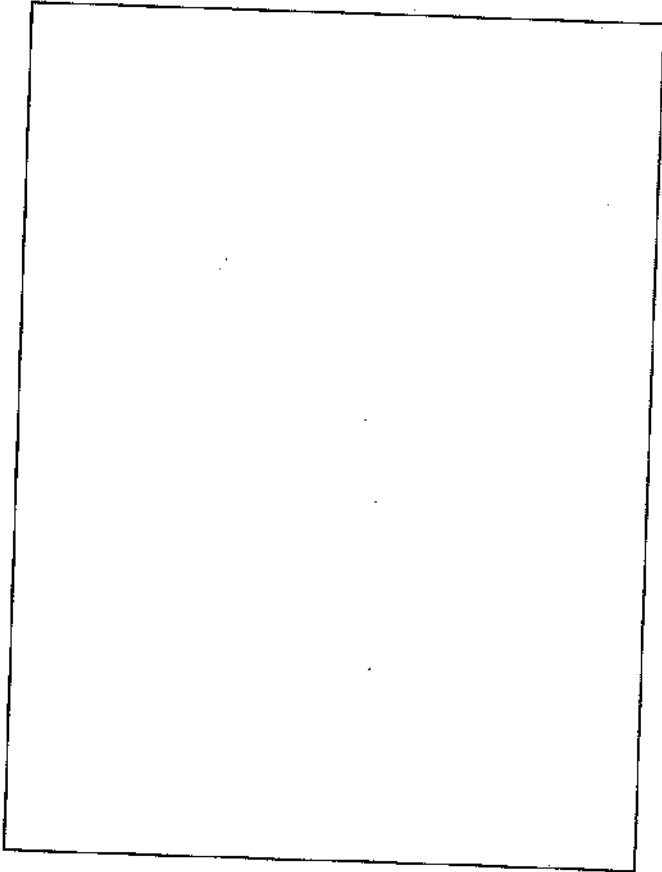
- A so nothing in the bottle will spill out
- B so the gas cannot get loose into the air
- C so all the things in the bottle mix together
- D so no one breathes the gas from the bottle

How does the picture help you understand what happens after you complete step 5?

- A It shows how the gas rises up into the balloon.
- B It shows how to mix the water and baking soda.
- C It shows how quickly the balloon fills up.
- D It shows how much lemon juice to add.

Go On

In step 3, you add baking soda to the water. Then what do you do?
Draw a picture. Show what else you must do in step 3.



Now write a sentence that tells about your picture.

Go On

Read the passage. Then answer the questions that follow it.

Thanksgiving: The Real Deal

from Scholastic News, November 21, 2011

1 Will you be at a big Thanksgiving dinner on November 24? If so, you'll be like the Pilgrims at the first Thanksgiving in 1621. Or will you? It turns out that many details about the first Thanksgiving aren't true. What's fact and what's myth?

Pilgrims and American Indians celebrated the first Thanksgiving.

2 Mostly true.

3 In 1621, 90 members of the Wampanoag (womp-ah-noh-ag) tribe and about 50 English settlers shared a meal in what's now Massachusetts.

4 But the settlers didn't call themselves Pilgrims. They didn't call the gathering Thanksgiving—it was a harvest meal. And it didn't even happen in November. It probably took place in October, after crops were picked.

They ate turkey.

5 False!

6 Historians don't think turkey was on the menu. Deer, duck, and eel were probably the main dishes at the feast.



It was one big, fancy meal.

- 7 False
- 8 It was more than just one meal. The feast lasted for three days! And they didn't eat with forks. They mostly used their hands! Also, people played games and had log-throwing contests.
- 9 Why are so many details wrong? In 1863, Thanksgiving was made a national holiday, and people became interested in its history. They wrote stories and painted pictures about the first feast. But they didn't have all the facts. Over time, their errors became part of the story. Now you can help set the record straight. Share these fascinating facts at your own holiday celebration!

Which sentence from "Thanksgiving: The Real Deal" best tells what the author wants to explain?

- A "It turns out that many details about the first Thanksgiving aren't true."
- B "Pilgrims and American Indians celebrated the first Thanksgiving."
- C "Also, people played games and had log-throwing contests."
- D "They wrote stories and painted pictures about the first feast."

Read this sentence from "Thanksgiving: The Real Deal."

In 1621, 90 members of the Wampanoag (womp-ah-noh-eg) tribe and about 50 English settlers shared a meal in what's now Massachusetts.

Which question can be answered after reading this sentence?

- A How many settlers were at the meal?
- B Why did the tribe and settlers share a meal?
- C When did the settlers come to Massachusetts?
- D What kind of food did the people share at the meal?

Read this sentence from paragraph 4 of "Thanksgiving: The Real Deal."

They didn't call the gathering Thanksgiving—it was a harvest meal.

What do the words "harvest meal" mean?

- A a meal that is cooked on a stove
- B a meal that includes lots of games
- C a meal that lasts at least three days
- D a meal made from freshly picked crops

Go On

The author makes the point that people at the first Thanksgiving probably didn't eat turkey. What reason does the author give to support this point?

- A "But the settlers didn't call themselves Pilgrims."
- B "It probably took place in October, after crops were picked."
- C "Deer, duck, and eel were probably the main dishes at the feast."
- D "Thanksgiving was made a national holiday, and people became interested in its history."

Write a new question about this article. Then give a fact from the article that answers your question.

My question:

Fact that answers my question:

Assessment 1

SESSION 2

Read the passage. Then answer the questions that follow it.

Racing to the Poles

by Wendell Riley

1 There was a time when no one had ever visited the top and the bottom of Earth. The "top" of Earth is the North Pole. The "bottom" of Earth is the South Pole. So why did it take so long for people to go to these places? First, both poles are very cold. In fact, they are the two coldest places on the planet. Second, terrible storms stopped even the bravest explorers. Still, people kept trying. Who would be the first to reach the poles?



Robert E. Peary and his sled dogs

The Race North

- 2 One brave explorer was an American named Robert Peary. He wanted to be the first to reach the North Pole. To help, he asked Matthew Henson, another brave explorer, to go along, too. More than 20 men and 100 sled dogs made the first part of the trip. Using sled dogs was the only way to make it across all the ice and snow. The trip was full of dangers. Only Peary, Henson, and four others went the whole way. They reached the North Pole on April 6, 1909.
- 3 Peary thought he had won the race to the North Pole. But then another explorer said he had been there first! Frederick Carlson said he had reached the pole the year before. And it took two more years to figure out who was really first. Finally, Peary was named the winner. They said he had made it closer to the North Pole than Carlson.

The Race South

- 4 An explorer named Roald Amundsen had also planned a trip to the North Pole. Then he heard that Peary had beaten him there. So he decided to try to be the first to reach the South Pole instead. His team set sail from Norway. But a team from Great Britain led by Robert Scott had the same idea. Who would get to the South Pole first?

- 5 Amundsen and his men traveled on skis. A large team of dogs pulled four sleds with supplies. The men and dogs traveled 800 miles through ice and snow. It was a dangerous trip. Hugs, deep cracks had opened in the ice. Men and dogs would drop into the cracks if they slid off the edge. The trip took two months. But they finally reached the South Pole. They had won the race! But sad news followed. Scott's team never made it home.

Winning the Race

- 6 People have visited both poles many times since the days of Peary, Henson, and Amundsen. But only those brave explorers could know the thrill of getting there first.

Glossary of Place Names

Great Britain: a large island in Europe made up of the countries of England, Scotland, and Wales

Norway: a country in Europe that is next to the Atlantic and Arctic Oceans

North Pole: the farthest point north on Earth in a freezing cold place called the Arctic

South Pole: the farthest point south on Earth in a freezing cold place called Antarctica

Go On

17. What is the meaning of the word "explorers" in paragraph 1?

- A people who want to sail boats
- B people who never give up
- C people who study storms
- D people who visit new places

18. What does the glossary tell you about the North Pole?

- A The North Pole is in the Arctic.
- B The North Pole is in Antarctica.
- C The North Pole is in Europe.
- D The North Pole is in Great Britain.

19. What fact can you find in the text under "The Race South"?

- A how many miles Amundsen's team traveled
- B why Scott's team never made it back home
- C how many cracks opened up in the ice during the journey
- D where Norway and Great Britain can be found

20. Why did Amundsen decide to go the South Pole?

- A He hoped to travel to many other cold and stormy places.
- B He heard that Peary had already reached the North Pole.
- C He wanted to go where his team could ski instead of walk.
- D He liked the idea of racing sleds across miles of ice and snow.

21. What is the main topic of the article "Racing to the Poles"?

- A the number of people who helped Peary
- B how people use sled dogs to travel in snow
- C why Amundsen went to the South Pole
- D who reached the North and South Poles first

22. Look at the answer you chose for question 20. Write two details from the article that tell about the main topic.

One detail from the article that tells about the main topic:

Another detail from the article that tells about the main topic:

Go On

Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____
Then, the character _____

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____

KNOWLEDGE BUILDING

What were you surprised to learn from the text?

ACADEMIC TALK

I'm curious about _____

ACADEMIC TALK

Can you tell me more about _____?

TEXTOS LITERARIOS

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____
Luego, el personaje _____

TEXTOS LITERARIOS

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

TEXTOS LITERARIOS

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

TEXTOS INFORMATIVOS

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

ASIMILAR CONOCIMIENTOS

¿Qué te ayuda a entender este texto?

Ahora sé _____

ASIMILAR CONOCIMIENTOS

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____

ASIMILAR CONOCIMIENTOS

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____
Lo aprendí _____

ASIMILAR CONOCIMIENTOS

¿Qué aprendiste en el texto que te haya sorprendido?

LENGUAJE ACADÉMICO

Siento curiosidad por _____

LENGUAJE ACADÉMICO

¿Puedes decirme algo más sobre _____?