

Name \_\_\_\_\_

**2<sup>nd</sup> Grade ELA Remote Learning Packet**  
**Weeks 4-6**  
**April 20<sup>th</sup> - May 8<sup>th</sup>**



Parents please note that all academic packets are mailed home to scholars but are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesday between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

Grade 2 NYU, Cornell, & Columbia 4/20/20- 4/24/20

Date	Standards	Description of Packet Assignment	Online Assignment
4.20.20 Mon.	<p><b>RI 2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently</p>	<p>Article: Exploring the Deep p.96</p> <p>-Using text features to locate information</p>	<p>YouTube: Flocabulary Text Features</p> <p><a href="https://youtu.be/EziagKz9clU">https://youtu.be/EziagKz9clU</a></p>
4.21.20 Tues.	<p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Article: A Sweet Time of Year p. 44</p> <p>-Evaluate Author's Purpose and point of view</p>	<p>YouTube: Author's Point of View for School Kids</p> <p><a href="https://youtu.be/YM_R7PkysYg">https://youtu.be/YM_R7PkysYg</a></p>
4.22.20 Wed.	<p><b>RL 2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</p>	<p>Article: From the Police Chief's Mailbag p. 46</p> <p>-Evaluate Author's Purpose and point of view</p>	<p>YouTube: eSpark Learning: Author's Point of View</p> <p><a href="https://youtu.be/zmgv2W7oAcl">https://youtu.be/zmgv2W7oAcl</a></p>
4.23.20 Thurs.	<p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Article: Living on a Kibbutz</p> <p>-Evaluate Author's Purpose and point of view</p>	<p>YouTube: Flocabulary POV</p> <p><a href="https://youtu.be/U97SMlyQjl">https://youtu.be/U97SMlyQjl</a></p>
4.24.20 Fri.	<p><b>RI 2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Article: The Tundra</p> <p>-Identify Cause &amp; Effect</p>	<p>YouTube: BrainPop Jr Cause &amp; Effect</p> <p><a href="https://youtu.be/EZN4AhWskkA">https://youtu.be/EZN4AhWskkA</a></p>

Name: \_\_\_\_\_

Date: 4/20/20

BCCS-Boys

College: NYU/Cornell/Columbia



Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with...	Today my scholar struggled with understanding...

Parent Signature: \_\_\_\_\_  
(Parent signature is proof that parent reviewed work with scholar)

**Common Core Standards & Skills:**  
**RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently**


### Text Features


**BOLD PRINT**

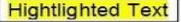
Colored Text


*Italics*

BIG TEXT  
small text

Diagrams  


Timelines  


Highlighted Text  



Pictures/Captions  


Bullets  
• Bullets  
• Bullets  
• Bullets  
• Bullets  
• Bullets

Table of Contents  
 Frogs' Diet ..... 3  
 Frogs' Habitat ..... 5  
 Frogs' Physical Traits ..... 7  
 Other Information ..... 9


Index  
 amphibian ..... 227  
 eat ..... 227  
 frog ..... 145  
 near ..... 22

Glossary  
 amphibian - (n) an organism that can live on land and in water  
 frog - (n) an amphibian with smooth skin that lives in water more  
 toad - (n) an amphibian with bumpy skin that lives on land more

Maps  



Tables/Charts  


DATE	FROM	TO


Graphs  


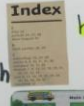
## Non-Fiction Text Features

**Why?** To help you understand a non-fiction text. To make the text interesting and fun!


Table of Contents  



Contents  



Glossary  


Index  


Types of Print:  
**bold**  
*italic*  
 highlighted

Photograph  


caption  


map  


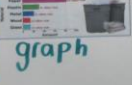

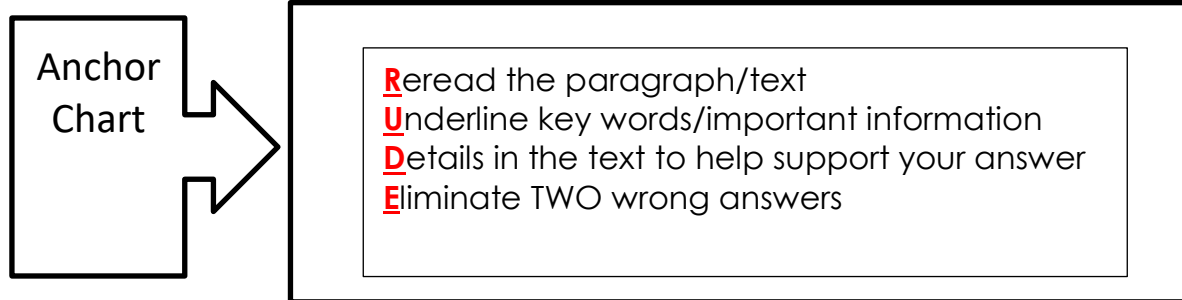
graph  


diagram  


You can use text features when you read non-fiction!

### Text Features Teacher Example



### Excerpt from Traveling Plants

Like many things in nature, “**traveling**” plants seem almost magical. But once you learn how these plants reproduce and grow, the magic will make sense. Flowering plants produce seeds. Seeds are baby plants. These seeds are carried here and there in different ways.

**R**  
**U**  
**D**  
**E**

1. Which kind of plant seeds travel by wind?  
 A. Dandelion seeds  
 B. Sunflowers  
 C. Queen Anne’s lace  
 D. Plantain



Dandelion and maple seeds travel on the wind

Caption

**For extended response restate the question and then provide your answer.**

2. In the text above, the word “traveling” is used. What text feature represents the word traveling?

The word traveling is used in the text above, this text feature is bold print.

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*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## **Exploring the Deep**

At 29,030 feet, Mount Everest is the highest point on Earth. It is in Asia. The highest point in North America is Mount McKinley in Alaska (20,320 feet). Do you know where the lowest point is? If you think about it, you'll realize it has to be in the ocean.

### **Challenger Deep**

The lowest point on Earth is called Challenger Deep. It is 36,000 feet below sea level in the Mariana Trench. This is a valley in the Pacific Ocean near the Philippines. In 1960, two men went nearly to the bottom of Challenger Deep in a U.S. Navy submersible. (A submersible is a small underwater craft used for deep ocean exploring.) No one has gone back there since.

### **Exploring the Ocean Floor**

Scientists can explore most of the ocean floor in submersibles. But going much deeper than 20,000 feet is very difficult for people. That's what ROVs are used for: to go where people can't. (ROVs are robots used to explore the ocean. They are run remotely from a ship. They take pictures and pick things up.) ROVs like sea-tractors can do things that people can't. (A sea-tractor is an ROV that rolls along the ocean floor.) Some can stay under water for six months.

### **Galápagos Rift**

Another deep place is the Galápagos Rift near Ecuador, in the Pacific Ocean. The rift is 7,500 feet below sea level. In 1977, scientists found something new there—hot springs. They rise from the ocean floor. The water is hot because of nearby volcanoes. All around the springs live strange giant worms. We are still learning how these worms can live without sunlight.

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**1. How far below sea level is the bottom of Challenger Deep?**

- A. 7,500 feet
- B. 20,000 feet
- C. 29,000 feet
- D. 36,000 feet

**2. What is a sea-tractor used for?**

- A. Exploring the ocean floor
- B. Taking pictures of fish
- C. Looking for sunlight
- D. Working on fish farms

**3. What is a submersible?**

- A. A strange giant worm
- B. An underwater hot spring
- C. An underwater craft used in deep water
- D. A low point in the ocean

**4. What is the Galápagos Rift, and where is it located?**

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**5. What are ROVs, and what can they do?**

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**6. What text features are found within this text?**

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Common Core Standards & Skills:

RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Author's Perspective** (CRAFTING CONNECTIONS)

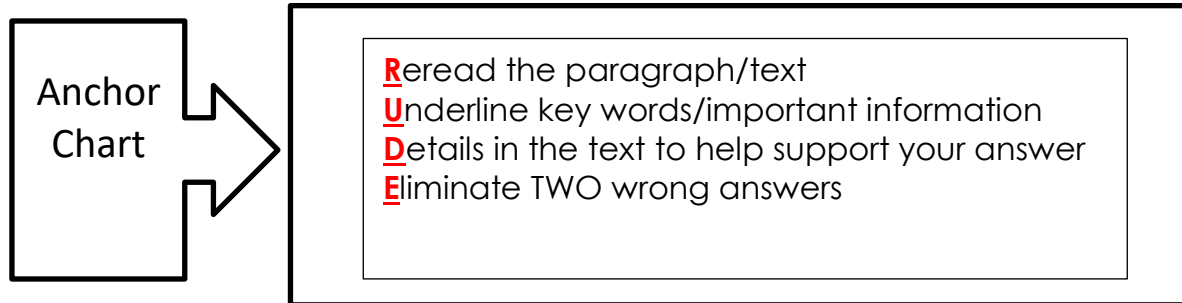
- how the author feels about the topic (opinions and beliefs)
- sometimes you can tell if the author is FOR or AGAINST something
- You can identify it by looking at the...
  - Problem/Conflict
  - Characters' Actions
  - Characters' Feelings
  - Language/Dialogue

sentence starter:  
I can tell the author of this book...

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## Evaluate Author's Purpose and Point of View Teacher Example



### *Excerpt from A Sweet Time of the Year*

1 In parts of New England, the snow in the woods begins to melt in March. When the sun gets warm enough, something special happens. The sap in the maple trees starts to run! It flows from the roots up through the trees. This is the time to make maple syrup. If you eat pancakes with real maple syrup, you know how sweet that syrup tastes!

2 In New England, many people make maple syrup. There are several steps in making it. First, you have to tap the tree. This means that you drill a hole in the trunk of a sugar maple tree. Then you put in a tap or a tube. The sap flows from the tree into a bucket. When the bucket is full, workers pour the sap into a big vat. The vat is used to boil the sap over a fire.

*For multiple choice questions:*

1. The purpose of paragraph one and two is \_\_\_\_\_.
- R**  A. tell how maple syrup is made
  - U**  B. give information about trees and their roots
  - D**  C. tell how to cook pancakes
  - E**  D. give information about New England

*For extended response questions, remember to RESTATE the question and then provide the answer.*

2. Reread paragraph one. What is the author's feeling for paragraph one? Write down one detail to support your answer.

After rereading paragraph one, I know that the author is feeling ...

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I know this because... \_\_\_\_\_



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*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## **A Sweet Time of the Year**

In parts of New England, the snow in the woods begins to melt in March. When the sun gets warm enough, something special happens. The sap in the maple trees starts to run! It flows from the roots up through the trees. This is the time to make maple syrup. If you eat pancakes with real maple syrup, you know how sweet that syrup tastes!

In New England, many people make maple syrup. There are several steps in making it. First, you have to tap the tree. This means that you drill a hole in the trunk of a sugar maple tree. Then you put in a tap or a tube. The sap flows from the tree into a bucket. When the bucket is full, workers pour the sap into a big vat. The vat is used to boil the sap over a fire.

As it boils, the sap gets thicker. Before long, most of the water has boiled off. What is left is good, thick syrup. It smells wonderful, and it tastes great. Some makers like to pour hot maple syrup on homemade doughnuts and eat them as they work. Others make maple sugar candy.

To make one gallon of syrup takes 40 to 60 gallons of sap. Making syrup is hard work. But syrup makers love this time of year. The season only lasts about three weeks, and making syrup is fun. When the trees begin to bud, the season ends.

In the United States, Vermont makes more maple syrup than any other state. It produces about 400,000 gallons of syrup every year. New York makes about 200,000 gallons. Several other states make syrup, too.

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**1. This passage was written mainly to \_\_\_\_\_.**

- A. Tell how maple syrup is made
- B. Give information about Vermont
- C. Tell how to cook pancakes
- D. Make people plant more trees

**2. The author probably mentioned pancakes in this passage because he wanted to suggest that \_\_\_\_\_.**

- A. Pancakes are good for you
- B. Many people like maple syrup
- C. Pancakes are easy to make
- D. Eating breakfast is important

**3. The author probably mentioned Vermont and New York in this passage to \_\_\_\_\_.**

- A. Make people want to visit those states
- B. Tell how much maple syrup costs
- C. Describe how people eat maple syrup
- D. Tell where maple syrup is made

**4. What does the author think of maple syrup season?  
Give a detail from the passage to support your answer.**

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**5. What is the author's opinion of maple syrup? Give a detail from the passage to support your answer.**

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Common Core Standards & Skills:

**RL 2.6**

**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**



Author's Perspective

- how the author feels about the topic (opinions and beliefs)
- sometimes you can tell if the author is FOR or AGAINST something
- You can identify it by looking at the...

Problem/Conflict	Characters' Actions
Characters' Feelings	Language/Dialogue

sentence starter:  
I can tell the author of this book...

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**Directions:** Read the passage. Then use the information from the passage to answer questions 1–5.

### **From the Police Chief's Mailbag**

*Dear Chief Norman,*

*I have lived in town all of my life. I went to Elmwood Elementary School for six years. At first I walked to school with my brother. When we were older, we rode our bikes to school. We both loved that!*

*Now I am a parent, and my children go to Elmwood School. They often beg me to let them ride bikes to school. Chief Norman, I want them to ride. I wish they could! But today there are so many cars in town. There is much more traffic than in the past. To get to school, Tim and Tonya must cross Great Plain Road. They cannot cross this busy street alone. No child can. A police officer could help children cross safely. I have talked with many parents in my neighborhood. We need your help. Our children need your help.*

*You can help in one of these ways. Hire a crossing guard to help children cross. Or send a police officer to help the children. I know the police work hard to keep people safe. This is a way to keep our children safe.*

*My number is 555-1530. I will wait for your call. Thank you for reading my letter.*

*Yours truly,*

*Lily Cho*

Name: \_\_\_\_\_  
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**1. Lily Cho wrote this letter because she wanted to \_\_\_\_\_.**

- A. Get a job as a crossing guard
- B. Thank the police chief for his work
- C. Get someone to help children cross a busy street
- D. Tell people she had lived in town all her life

**2. Why does Mrs. Cho think that police should help children cross the street?**

- A. It is part of their job of keeping people safe.
- B. No one else can do it.
- C. She loved to ride her bike to school when she was a child.
- D. The parents are all too busy.

**3. Lily Cho hopes that Chief Norman will \_\_\_\_\_.**

- A. Lower the speed limit for drivers
- B. Make it safe for children to ride to school
- C. Cut down on the traffic in town
- D. Teach children how to cross streets safely

**4. Why did Mrs. Cho include her telephone number in the letter?**

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**5. How does Mrs. Cho feel about children riding bikes to school?**

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Date: 4/23/20  
College: NYU/Cornell/Columbia



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Common Core Standards & Skills:

**RI.2.6**

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Author's Perspective**

- how the author feels about the topic (opinions and beliefs)
- sometimes you can tell if the author is FOR or AGAINST something
- You can identify it by looking at the...

Problem/Conflict	Characters' Actions
Characters' Feelings	Language/Dialogue

sentence starter:  
I can tell the author of this book...

Name: \_\_\_\_\_  
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*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## **Living on a Kibbutz**

Beginning in the late 1800s, many Jews left Russia seeking freedom. They went to Palestine. That was the homeland of the Jewish people from long ago. The Jews from Russia were poor but full of hope.

In 1909, some young Jews started a farm at a place called Degania. It was next to the Sea of Galilee. They owned and worked the land together. They decided things as a group. They all took care of one another. Degania became the first kibbutz, or group-owned farm. At first, only adults lived on the kibbutz. They cleared the land and planted crops.

Over the next few decades, the kibbutz movement grew in Palestine. Children were born. Schools had to be built. Because all adults were equal, both men and women worked in the fields. This meant that day-care centers were built for the young children. All children slept together in children's houses.

On the kibbutz, everyone acted like one big family. People ate together. They took hikes and played music together. It was a wonderful way of life!

Today, there are over 250 kibbutzim in Israel. Although the basic beliefs are the same, life on a kibbutz today is sadly much different from in the past. Children live at home with their parents. Most families stay at home for entertainment rather than do things, like folk dancing, with the rest of the group. Farming is no longer the most important thing on a kibbutz.

In the old days, everyone on a kibbutz was equal. Today, the sense of being equal has been lost.

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**1. The author of this passage told about the Jews who left Russia because he wanted to \_\_\_\_\_.**

- A. Compare Russia with Palestine
- B. Explain how Palestine became Israel
- C. Describe their farms in Russia
- D. Explain how the first kibbutz began

**2. The author's main purpose in writing this passage was to \_\_\_\_\_.**

- A. Describe the sights and sounds of a kibbutz
- B. Give a brief history of the kibbutz
- C. Persuade people to live on a kibbutz
- D. Tell a made-up story about a child on a kibbutz

**3. At the end of the passage, the author gives information about life on a kibbutz today to show that \_\_\_\_\_.**

- A. All the people still do everything together
- B. Everyone who lives on a kibbutz is happy
- C. Things have changed a lot since the first kibbutz
- D. The people of Israel are very friendly

**4. How does the author of this passage seem to feel about having the children on a kibbutz sleep together in children's houses?  
Give a detail from the passage to support your answer.**

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**5. Write a clue from the passage that suggests that the author thinks that the old way of life on a kibbutz was better than the new way.**

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Date: 4/24/20  
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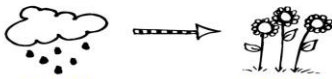
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Common Core Standards & Skills:

RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

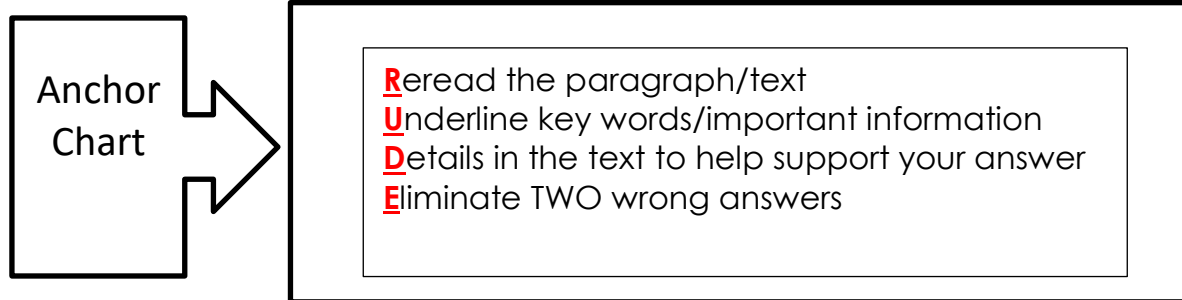
**Cause & Effect**  
**Cause:** Why something happens  
**Effect:** What happens as a result

  
Cause → Effect

**Signal Words:**

so	consequently
as a result	due to
because	which caused
therefore	

### Cause and Effect Teacher Example



#### Excerpt from The Tundra

The Arctic tundra is changing. People are causing the changes. They drive snowmobiles and cars into the area. They run over the plants. It takes many years for the plants to grow back. Meanwhile, many animals lack food. Their numbers are getting smaller.

People are also hunting in the tundra. They are killing seals, polar bears, and reindeer. But laws are being passed to limit the hunting of animals.

A box containing the RUCDE strategy acronym (R, U, D, E) and a multiple-choice question:

**R**  
**U**  
**D**  
**E**

1. People are causing changes in the tundra. What is the best answer for the effect of the snowmobiles in this area?

- a. They drive their snowmobiles and cars into the area
- b. People hunt
- c. The plants get run over, causing the plants to die
- d. Laws are being passed to limit hunting animals

For extended response questions, remember to **RESTATE** the question and then provide the answer.

2. Using the text above, write down the effect of people hunting in the tundra. Provide one detail in the text to support your response.

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*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## **The Tundra**

The Arctic tundra is near the North Pole. It is the coldest biome, or habitat, in the world. The layer of soil below the surface is always frozen. There are no trees. The temperature ranges from 20°F to minus 70°F. The growing season lasts only 50 to 60 days. This is why the biome has little plant life. Grass, moss, and sedge grow here.

Several kinds of animals live in the tundra. Some, like reindeer and rabbits, eat plants. Others, like polar bears and wolves, eat meat. They hunt the plant-eating animals. The Arctic tundra is home to some insects and birds as well.

The Arctic tundra is changing. People are causing the changes. They drive snowmobiles and cars into the area. They run over the plants. It takes many years for the plants to grow back. Meanwhile, many animals lack food. Their numbers are getting smaller.

People are also hunting in the tundra. They are killing seals, polar bears, and reindeer. But laws are being passed to limit the hunting of animals.

As you can see, tundra wildlife is fragile. People must take care of this habitat. If they don't, many species of plants and animals could become extinct.

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**1. What causes the tundra to have little plant life?**

- A. There are no trees.
- B. The growing season is short.
- C. Rabbits and bears live there.
- D. People drive snowmobiles.

**2. What is the effect of plant life being destroyed?**

- A. Animals do not have enough food to eat.
- B. People drive snowmobiles into this ecosystem.
- C. Moss grows in the tundra.
- D. The temperature drops to between 20°F and minus 70°F.

**3. What will happen if people do not take care of the tundra habitat?**

- A. Polar bears and wolves will hunt the plant-eating animals.
- B. The growing season will last only 50 to 60 days.
- C. Cars and snowmobiles will break down in the tundra.
- D. Many plants and animals will become extinct.

**4. Why is the Arctic tundra changing? Give two reasons found in the passage.**

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**5. What effect does driving snowmobiles have on the tundra?**

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# Week 5: Scope & Sequence

Grade 2 NYU, Cornell & Columbia

4/27/20- 5/1/20

Date	Standards	Description of Packet Assignment	Supplemental Online Resources
4.27.2020 Mon.	<p><b>RI 2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Article: Helping Some Big Babies</p> <p>-Identify Cause &amp; Effect</p>	<p>YouTube: Brain Pop Jr Cause &amp; Effect- <a href="https://youtu.be/EZN4AhWskkA">https://youtu.be/EZN4AhWskkA</a></p> <p>Cause and Effect with music- <a href="https://youtu.be/reGjAl4lxMs">https://youtu.be/reGjAl4lxMs</a></p>
4.28.2020 Tues.	<p><b>RI 2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Article: Sailing to California</p> <p>-Identify Cause &amp; Effect</p>	<p>YouTube: Brain Pop Jr Cause &amp; Effect- <a href="https://youtu.be/EZN4AhWskkA">https://youtu.be/EZN4AhWskkA</a></p> <p>Cause and Effect with Music- <a href="https://youtu.be/reGjAl4lxMs">https://youtu.be/reGjAl4lxMs</a></p>
4.29.2020 Wed.	<p><b>RL 3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<p>Article: First on the Courts</p> <p>-Analyze Character</p>	<p>YouTube: Character and Character Qualities- <a href="https://youtu.be/YK_LCjQQCPK">https://youtu.be/YK_LCjQQCPK</a></p>
4.30.2020 Thurs.	<p><b>RL 3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<p>Article: The Contest</p> <p>-Analyze Character</p>	<p>YouTube: Story Elements: Characters <a href="https://youtu.be/Aq4inZfnKS4">https://youtu.be/Aq4inZfnKS4</a></p>
5.1.2020 Fri.	<p><b>RL 3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<p>Article: Elizabeth Cady Stanton</p> <p>-Analyze Character</p>	<p>YouTube: Flocabulary Characters <a href="https://youtu.be/f7fAefiTqFY">https://youtu.be/f7fAefiTqFY</a></p>

Name: \_\_\_\_\_

Date: Mon. 4/27/20

BCCS-Boys

College: NYU/Cornell/Columbia



Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
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Parent Signature: \_\_\_\_\_

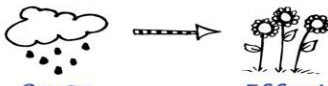
(Parent signature is proof that parent reviewed work with scholar)

Common Core Standards & Skills:

**RI 2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Cause & Effect**

**Cause:** Why something happens  
**Effect:** What happens as a result



**Signal Words:**

so	consequently
as a result	due to
because	which caused
therefore	

Name: \_\_\_\_\_  
BCCS Boys

Date: \_\_\_\_\_  
NYU, Cornell, Columbia

*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## **Helping Some Big Babies**

Is there a baby in your family? Then you know babies need lots of care. They cannot take care of themselves when they are little.

Elephant babies are not little. Still, they need lots of care. They cannot take care of themselves. That's why Daphne Sheldrick started an orphanage in Africa. It is an orphanage for elephants! Daphne lives in Kenya near Tsavo National Park. She runs the orphanage at her home.

Zoe is a young elephant. When Zoe came to the orphanage, she was just two weeks old. Zoe was hungry. She needed good food and good care. Zoe lived at the orphanage for a year. She got bigger and stronger. Then workers took her to the park. There they help Zoe learn to find her own food. They keep her in a safe, fenced-in place at night. Someday Zoe will go and live in the wild. Workers will know when she is ready to go.

Why are there orphans like Zoe? Sometimes adult elephants go onto farms and harm plants. Farmers kill some of the elephants. Hunters kill even more. They sell the elephants' ivory. People make things from ivory.

Daphne wants people to stop using ivory. Then no one would buy it from the hunters. Maybe there would be no more need for the elephant orphanage.

Name: \_\_\_\_\_  
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**1. Why did Daphne Sheldrick start an orphanage for elephants?**

- A. She lives near a park.
- B. Elephant babies cannot take care of themselves.
- C. She likes all kinds of animals.
- D. Zoe was just two weeks old, and she was hungry.

**2. Farmers in Africa sometimes kill elephants because \_\_\_\_\_.**

- A. They like to hunt
- B. They want to make things from ivory
- C. The elephants hurt plants
- D. The elephants need lots of care

**3. For Zoe, what was the effect of living at the orphanage?**

- A. She went to live in the wild.
- B. She got bigger and stronger.
- C. A hunter wanted her ivory.
- D. She was lost and hungry.

**4. Why are there orphan elephants in Africa? Give two reasons found in the passage.**

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**5. If no one used ivory anymore, what would probably happen to elephants?**

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Name: \_\_\_\_\_

Date: Tues. 4/28/20

BCCS-Boys

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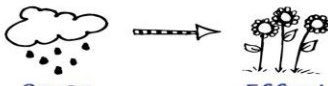
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Common Core Standards & Skills:

**RI 2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Cause & Effect**

**Cause:** Why something happens  
**Effect:** What happens as a result



**Cause**                      **Effect**

**Signal Words:**

so                      consequently  
as a result              due to  
because              which caused  
therefore

Name: \_\_\_\_\_  
BCCS Boys

Date: \_\_\_\_\_  
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*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## **Sailing to California**

In the 1850s, the trip west to California was long and hard. It could take months. People traveled in heavy covered wagons. They carried food for the long trip as well as clothes and other supplies. Most of the wagons were pulled by oxen, horses, or mules, but the animals had trouble pulling the wagons uphill and downhill. The animals got very tired, and some even died on the trip.

Zeb Thomas thought long and hard about this problem. Thomas wanted to find a way to travel across the prairie without using animals. He knew the prairies were flat and windy. He wanted to build a special wagon with a sail so the wind would push it along the ground. Thomas hoped that his idea would work and would make him rich.

Zeb Thomas became known as “Windwagon” Thomas. He found several investors who gave him money to help him build his wagon. These people hoped the wind wagon would make them rich, too.

Windwagon Thomas got his wagon ready for its first trip. It was twenty-five feet long and seven feet wide with wheels over ten feet high. In the center of the wagon was a seven-foot mast with a sail.

People crowded around to watch the wagon’s first trip. The sail picked up the wind, and the wagon started to roll. The windwagon worked! When the wind grew stronger, the wagon went faster. Then the trail dipped down the side of a hill. The wagon, moving at a very high speed, smashed into the side of the hill. It was crushed.

Thomas crawled out of the wreck. He wasn’t hurt, but his investors were so angry that they ran him out of town. That was the last time anyone tried to build a windwagon.

Name: \_\_\_\_\_  
BCCS Boys

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**1. Why was the trip to California so difficult for oxen, horses, and mules?**

- A. They were not fed properly.
- B. Most of the land was flat.
- C. They had to pull heavy wagons.
- D. The wind blew all the time.

**2. Why did Windwagon Thomas want his wagon to work?**

- A. He wanted to be famous.
- B. He thought it would make him rich.
- C. He had made a bet with someone about it.
- D. It was his greatest dream.

**3. What was the result of the windwagon's first trip?**

- A. The wagon worked beautifully.
- B. The animals got tired.
- C. The investors gave Thomas money.
- D. The wagon crashed.

**4. What caused the wagon to crash?**

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**5. How did the windwagon's crash affect the investors?  
Tell what they did.**

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Name: \_\_\_\_\_  
BCCS Boys

Date: \_\_\_\_\_  
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*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## **First on the Courts**

Althea Gibson played many sports when she was young. Then someone taught her to play tennis. She knew it was the sport for her. She quit school to play tennis full time.

Gibson played in a black women's tennis league. She won many games. During this time, she also went back to school. She got her high school diploma.

In 1950, Gibson became the first African American woman to play in the U.S. Nationals. She lost the first set and won the second set. In the third set, she lost again. But she decided to keep trying.

Many tennis clubs did not let Gibson play because she was African American. Some hotels would not give her a room. But Gibson did not let this get her down. She kept playing hard. She wanted to be the best. Soon she started to win both singles and doubles matches. At the U.S. Nationals in 1956, though, she lost again.

The next year, Gibson's hard work paid off. She won the U.S. Nationals. She was named Female Athlete of the Year. She was the first African American to win that honor.

Althea Gibson's success made it easier for other African Americans, and other women, to succeed in sports. One great female tennis player was Billie Jean King. She said that many other women would have had a much harder time if not for Gibson. Althea Gibson showed them it could be done.

Name: \_\_\_\_\_  
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**1. Althea Gibson won the U.S. Nationals after many tries. What does that tell you about her character?**

- A. She did not like attention.
- B. She was very shy.
- C. She was very smart.
- D. She was very determined.

**2. Which detail shows that Althea Gibson faced hardship with bravery?**

- A. She kept playing even though clubs and hotels would not let her in.
- B. She went back to school and got her diploma.
- C. She played both singles and doubles matches.
- D. She was named Female Athlete of the Year.

**3. What do Billie Jean King's words tell you about Gibson?**

- A. She was scared but overcame her fear.
- B. She was very lucky to have done as well as she did.
- C. She eased the way for other women in sports.
- D. She was unhappy most of the time.

**4. How can you tell that Althea Gibson always wanted to improve herself? Give one detail from the passage to support this idea.**

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**5. Do you think Althea Gibson is a sports legend? Use information about her character to support your answer.**

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Name: \_\_\_\_\_

Date: Thurs. 4/30/20

BCCS-Boys

College: NYU/Cornell/Columbia



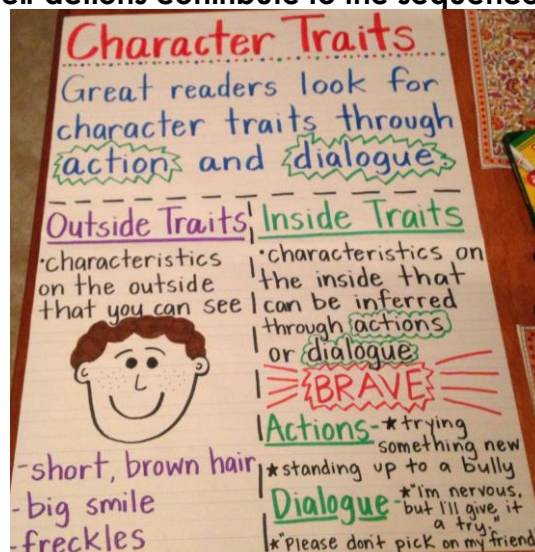
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Common Core Standards & Skills:

**RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events**



Name: \_\_\_\_\_  
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Date: \_\_\_\_\_  
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*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## The Contest

Jessie paid for her lunch. She took her change and put it on her tray. Then she sat down to eat with her friends.

“Look at your quarter!” Jon said. “There’s a horse on it! This is so cool!”

Jessie looked closely at the quarter. It was true! On one side there was a picture of George Washington, and on the other side was a horse. Above the horse was the word *Kentucky*.

After lunch, Jessie and Jon showed the quarter to Mr. Cho. “This is a state quarter,” he told them. “The first state quarters were made in 1999. Soon there will be a special quarter for every state.”

“Let’s have a contest!” Jon said to Jessie. “Let’s see who can find more state quarters, but each one has to be different.”

That night, Jessie looked at the coins in her bank. She asked Dad to check the coins in his pockets. She even looked in the little coin cup in the car. All together she found seven different quarters. Jessie studied each one. They were so interesting! Each one showed something important about the state. Jessie got some paper and made a neat list of the seven states. Then she drew a picture of each quarter.

Jon told his family about the contest. “Let’s all look for quarters!” he said. Jon’s family all jumped up to look. Jon found three quarters, and his mother and father gave him ten more. His brother gave him five, and his sister gave him one. Jon counted all the quarters. “I have 19 quarters, and there are 13 different ones! I’ll win the contest for sure,” he said.



Name: \_\_\_\_\_  
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**1. What detail from the passage tells you that Jessie enjoys learning things?**

- A. Jessie looked closely at the quarter. It was true!
- B. Jessie studied each one. They were so interesting!
- C. After lunch, Jessie and Jon showed the quarter to Mr. Cho.
- D. That night, Jessie looked at the coins in her bank.

**2. What did Jon like best about finding state quarters?**

- A. Finding out about horses
- B. Getting his family involved in the fun
- C. Winning the contest
- D. Seeing how each quarter was different

**3. Which word best describes Jon?**

- A. Sly
- B. Friendly
- C. Curious
- D. Enthusiastic

**4. How do you think Jessie will feel when she finds out Jon has more quarters?**

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**5. Describe Jessie's character, using details from the passage.**

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Name: \_\_\_\_\_

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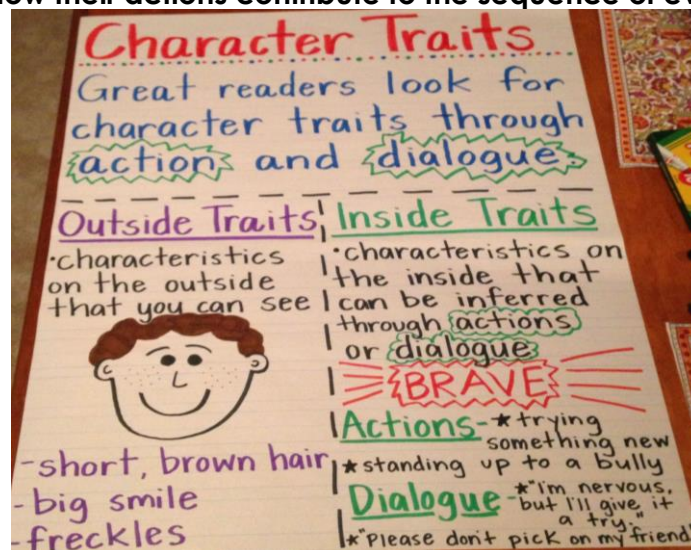
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Common Core Standards & Skills:

**RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events**



Name: \_\_\_\_\_  
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*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## **Elizabeth Cady Stanton**

Today, we take it for granted that women can vote. This was not always so. Women won the right to vote, thanks to leaders like Elizabeth Cady Stanton. She fought for equal rights for women. She wanted women to have the same rights as men.



Elizabeth Cady was born in 1815. Her father was a judge. Elizabeth studied law in his office. She also studied Greek, Latin, and math. She got the best education a woman could get at the time.

After graduating from school, Cady met the man who would be her husband. His name was Henry Stanton. He worked hard to end slavery in the United States. He and Elizabeth were married in 1840. Then they went to the World's Anti-Slavery Convention in London, England. There, Cady Stanton met Lucretia Mott. Mott was denied a seat in the meeting hall. In fact, none of the women got a seat. This convinced Cady Stanton that women should hold their own meeting for women's rights.

In 1848, Cady Stanton led the first women's rights convention. It took place in Seneca Falls, New York. Cady Stanton wrote statements for a Declaration of Rights. She presented them at this meeting. Elizabeth Cady Stanton fought for women's rights for the rest of her life. She died in 1897 at the age of 82.

Name: \_\_\_\_\_  
BCCS Boys

Date: \_\_\_\_\_  
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**1. For much of her life, Elizabeth Cady Stanton's main goal was to \_\_\_\_\_.**

- A. Vote for a president
- B. Gain equal rights for women
- C. Become a lawyer
- D. Hold a meeting for women only

**2. Based on the information in the passage, which words best describe the character of Elizabeth Cady Stanton?**

- A. Angry and fierce
- B. Generous and caring
- C. Humorous and sharp
- D. Intelligent and determined

**3. Which fact supports the character traits you chose in question two?**

- A. She took for granted that women could vote.
- B. Her father was a judge and she got a good education.
- C. She studied law and fought for women's rights.
- D. Her husband, Henry Stanton, fought to end slavery.

**4. What convinced Elizabeth Cady Stanton to hold a convention for women's rights ?**

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**5. Elizabeth Cady Stanton was considered a daring and dedicated leader. Give one or two details from the passage to support this statement.**

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# Week 6: Scope & Sequence

Grade 2 NYU, Cornell, & Columbia 5/4/20- 5/8/20

Date	Standards	Description of Packet Assignment	Online Assignment
5.4.2020 Mon.	<p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently</p>	<p>Article: Circus Smirkus  -use graphic features to interpret information.</p>	<p>YouTube: Nonfiction Text Features  <a href="https://youtu.be/3mAI9QMJJTo">https://youtu.be/3mAI9QMJJTo</a></p>
5.5.2020 Tues.	<p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently</p>	<p>Article: Homemade Homes  -use graphic features to interpret information</p>	<p>YouTube: Nonfiction Text Features  <a href="https://youtu.be/tEb9eWvW7dg">https://youtu.be/tEb9eWvW7dg</a></p>
5.6.2020 Wed.	<p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently</p>	<p>Article: The Underground Railroad  -use graphic features to interpret information</p>	<p>YouTube: Text Features  <a href="https://youtu.be/vAM36m6vRW8">https://youtu.be/vAM36m6vRW8</a></p>
5.7.2020 Thurs.	<p><b>RI.2.1</b> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>Article: Making a Budget p.62  -answer questions to identify a sequence or steps in a process</p>	<p>YouTube: Sequence of Events  <a href="https://www.youtube.com/watch?v=5-11yi28uUo">https://www.youtube.com/watch?v=5-11yi28uUo</a></p>
5.8.2020 Fri.	<p><b>RI.2.1</b> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>Article: All Mixed Up  -answer questions to identify a sequence or steps in a process</p>	<p>YouTube: Order of Events  <a href="https://youtu.be/HwUpSsTVCfY">https://youtu.be/HwUpSsTVCfY</a></p>

Name: \_\_\_\_\_  
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Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Parent Signature: \_\_\_\_\_

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Common Core Standards & Skills:

**RI 2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**Text Features are Graphic**

**Illustration**  
Plants grow above and below water.

**Photograph**  
Cumulus Clouds are often called fair-weather clouds.

**Diagram**  
evaporation  
condensation

Labels tell about certain parts of a graphic

Captions tell more about the graphic

Crockett's Classroom  
... forever in 1st grade

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
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### Teacher Example of Text Features

Anchor Chart

**R**eread the paragraph/text  
**U**nderline key words/important information  
**D**etails in the text to help support your answer  
**E**liminate TWO wrong answers

Like many things in nature, “traveling” plants seem almost magical. But once you learn how these plants reproduce and grow, the magic will make sense. Flowering plants produce seeds. Seeds are baby plants. These seeds are carried here and there in different ways.



Dandelion and maple seeds travel on the wind.

#### 1. Which kind of plant seed travels by wind?

- R**  A. dandelion seeds  
**U** B. Queen Anne's lace  
**D**  
**E** ~~C. maple trees~~  
~~D. plantain~~

For extended response *restate the question* and then provide your answer.

#### **4. How do jelly cases help seeds travel?**

Jelly cases help seeds travel by...

Name: \_\_\_\_\_  
BCCS Boys

Date: \_\_\_\_\_  
NYU, Cornell, Columbia

*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## Circus Smirkus

Have you ever wanted to join the circus? Well, you can—at least for the summer.

Circus Smirkus is a circus for young people ages 10 to 20. You can try out for the circus. You can learn to juggle, walk on a wire, tumble, or be a clown. If you are good enough, you can spend the summer traveling with the circus.

Circus Smirkus was founded in the small town of Greensboro, Vermont. Young people from all over the world join the circus each year. Some even go to the Circus Camp in Craftsbury Common, Vermont. For one or two weeks, they learn circus skills. The best performers join the traveling circus group for the Summer Big Top Tour. Kids in this group train in June, after school has ended. Then they travel around New England and New York in July and August.

The Big Top Tour goes to 15 places each year. It gives 72 shows. Kids in the group help with all the work. They even set up the tent and sell tickets. Most of the money from ticket sales goes to support local programs, such as day-care centers and museums.

Joining Circus Smirkus is a great way to learn circus skills—and have a lot of fun!

### **Important Dates in Circus Smirkus History:**

**1987:** Circus Smirkus is founded by Rob Mermin, a circus clown.

**1988:** Circus Smirkus holds first Summer Big Top Tour.

**1993:** Summer Big Top Tour includes guests from Russia and ten Native American groups.

**1997:** Summer Tour plays 60 shows in New England.

**2000:** Circus Smirkus TV series is shown on Disney Channel.

**2005:** Smirkus School of Circus Arts opens in Essex, VT.



Name: \_\_\_\_\_  
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**1. In what year was Circus Smirkus started?**

- A. 1987
- B. 1988
- C. 1999
- D. 2001

**2. What did Circus Smirkus do for the first time in 1988?**

- A. It was founded by Rob Mermin.
- B. It included Native American performers.
- C. It held a Summer Big Top Tour.
- D. It opened a school of circus arts.

**3. In what year did Circus Smirkus appear in a TV series?**

- A. 1987
- B. 1993
- C. 1997
- D. 2000

**4. What happened to Circus Smirkus in 2005?**

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**5. Write two or three sentences describing the Summer Big Top Tour.**

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**6. What text features are found in this passage?** \_\_\_\_\_

Name: \_\_\_\_\_  
BCCS-Boys

Date: Tues. 5/5/20  
College: NYU/Cornell/Columbia



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Common Core Standards & Skills:

**RI 2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

The graphic is titled "Text Features are Graphic" in large, colorful letters. It features three main examples:

- Illustration:** A landscape drawing of a pond with plants. A label points to it: "Plants grow above and below water."
- Photograph:** A photo of a field with cumulus clouds. A caption below it says: "Cumulus Clouds are often called fair-weather clouds."
- Diagram:** A diagram of the water cycle showing evaporation and condensation. Labels point to these parts: "Labels tell about certain parts of a graphic" and "Captions tell more about the graphic".

A logo for "Crockett's Classroom" is in the bottom right corner.

Name: \_\_\_\_\_  
BCCS Boys

Date: \_\_\_\_\_  
NYU, Cornell, Columbia

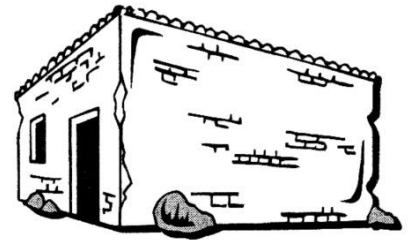
*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## Homemade Homes

In the United States, most of the materials used to build homes are made in factories and mills. However, there are other kinds of homes. All around the world, people build homes from natural materials. Here are some examples.

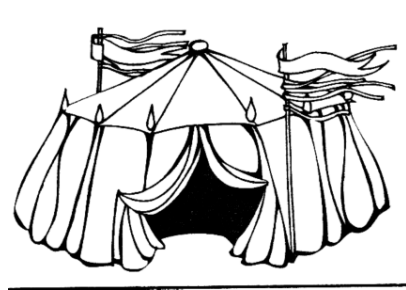
### **Adobe house**

This is a brick house. The bricks are made of adobe, which is a mixture of soil, clay, straw, and water. The bricks are dried in the sun. The roof of the house is made from wooden poles covered with brush and more adobe. Adobe houses are widely used in Mexico, the southwestern United States, and northern Africa.



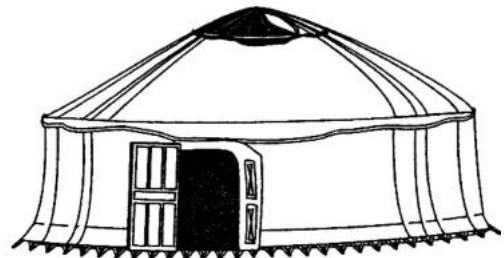
### **Bedouin tent**

This tent is made from woven goat hair. The roof is stretched over rows of wooden poles. The tent may be left open, or side cloths may be hung from the roof. Bedouin tents are used mainly in the deserts of Africa and Asia.



### **Yurt**

This round house has a dome-shaped roof and walls made from pieces of wood tied together. Roof poles are placed on top of these walls. The house is covered with thick felt made from sheep's wool. Yurts are used in the wide open plains of Russia and Mongolia.



Name: \_\_\_\_\_  
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**1. You can tell from the descriptions that all three kinds of homes are built with \_\_\_\_\_.**

- A. Clay
- B. Wood
- C. Wool
- D. Grass

**2. Which kind of home has a flat roof?**

- A. Tropical house
- B. Bedouin tent
- C. Adobe house
- D. Yurt

**3. Which kind of home does not have walls?**

- A. Tropical house
- B. Bedouin tent
- C. Adobe house
- D. Yurt

**4. Name one or two ways in which the yurt and the Bedouin tent look similar.**

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**5. How are most homes in the United States different from the homes shown in the pictures?**

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**6. What text features are found in this text?**

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BCCS-Boys

Date: Wed. 5/6/20  
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Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Parent Signature: \_\_\_\_\_

(Parent signature is proof that parent reviewed work with scholar)

Common Core Standards & Skills:

**RI 2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

The graphic is titled "Text Features are Graphic" in large, colorful letters. It features three main examples:

- Illustration:** A landscape drawing of a pond with plants. A label points to it: "Plants grow above and below water."
- Photograph:** A photo of a field with cumulus clouds. A caption below it says: "Cumulus Clouds are often called fair-weather clouds."
- Diagram:** A diagram of the water cycle showing evaporation and condensation. Labels point to these parts: "Labels tell about certain parts of a graphic" and "Captions tell more about the graphic".

A logo for "Crockett's Classroom" is in the bottom right corner.

Name: \_\_\_\_\_  
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Date: \_\_\_\_\_  
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*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## The Underground Railroad

Before the Civil War, slavery was legal in some states but not in others. George Washington had slaves in Virginia. In 1786, a group of people called Quakers helped one of his slaves escape. These Quakers were part of a secret system that moved slaves to the North and to Canada. Slavery was illegal in Canada, so the slaves would be free. Later, this system became known as the Underground Railroad. Helping slaves escape was illegal. So it had to be secret, or “underground.”

Like a real railroad, this one had stations. These were hiding places where people could rest and eat. Conductors moved the runaways between stations. Harriet Tubman was a conductor. She had escaped from the South. Then she went back. She risked her life many times to bring more slaves to freedom.

Runaways often traveled by night, mostly on foot. They followed the North Star. Often they traveled in winter. Then they could walk across frozen rivers. It could take a year to reach Canada. Some took a path through Ohio. Others went through Maryland or Pennsylvania. Many people took great risks to help slaves escape.

The end of the Civil War brought an end to slavery. But before that, up to 100,000 slaves rode to freedom on the Underground Railroad.

### Slavery in America

**1776**  
Declaration of  
Independence

**1784**  
Congress  
keeps slavery  
legal.

**1793**  
Congress  
makes it  
illegal to help  
slaves escape.

**1820**  
Slavery was  
made illegal  
in new  
northern  
states.

**1830**  
Underground  
Railroad  
begins.

**1849**  
Harriet  
Tubman  
escapes.

**1861–1865**  
Civil War

Name: \_\_\_\_\_  
BCCS Boys

Date: \_\_\_\_\_  
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**1. Which event happened first?**

- A. The Civil War started.
- B. The Underground Railroad began.
- C. Congress voted to keep slavery legal.
- D. Harriet Tubman escaped.

**2. What did Congress decide in 1793?**

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**2. What happened in 1849?**

- A. The Declaration of Independence was written.
- B. The Civil War began.
- C. Slavery became illegal.
- D. Harriet Tubman escaped from the South.

**4. What change took place in 1820?**

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**4. When did slavery come to an end in the United States?**

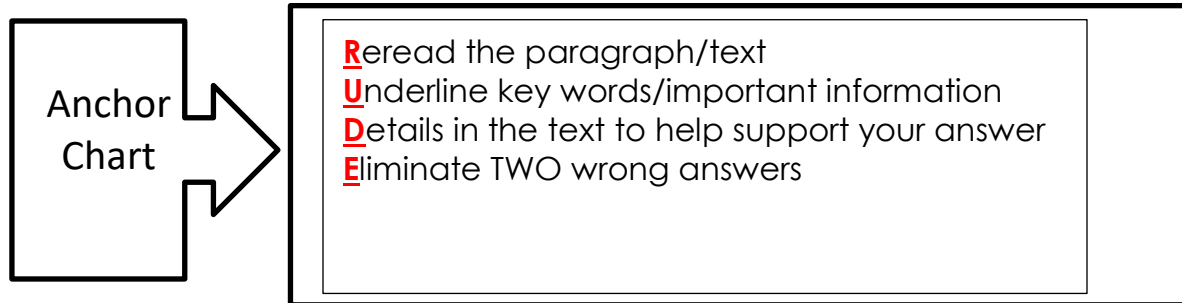
- A. 1830
- B. 1849
- C. 1865
- D. 1870

**5. What text feature did you use to answer the questions? \_\_\_\_\_**

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## Sequence of Events Teacher Example



Excerpt from **Making a Budget**

**In the first box, write down all the money you expect to get:**  
exactly how much it will be and where it will come from. In the  
second box, write down where this money will go. Start with all  
necessary expenses. Then write down things you would like to spend  
money on. **Last, write down how much money you plan to save, if any.**

- #1 When making a budget, what step should you follow **first**?
- R**  a. Write down things that you would like to spend money on
  - U**  b. Write down how much money you have
  - D**  c. Write down what you are going to buy
  - E**  d. Write down all the money you expect to get

For extended response questions, remember to **RESTATE** the question and then provide the answer.

- #2 With this kind of budget, what step should you complete **last**?  
The last step for this type of budget is...

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Name: \_\_\_\_\_  
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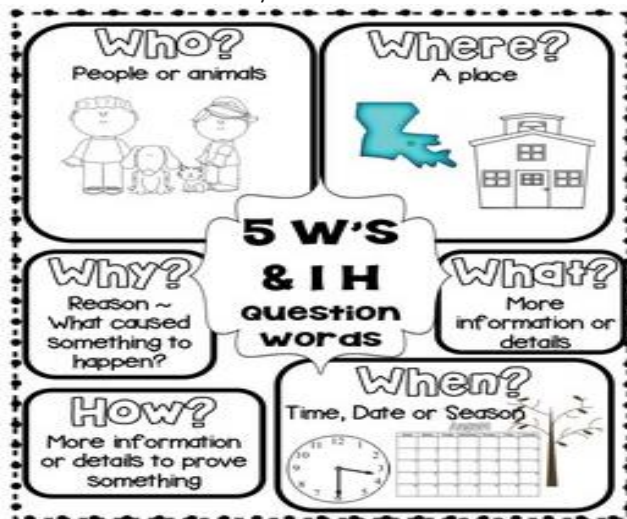


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Parent Signature: \_\_\_\_\_  
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Common Core Standards & Skills:

RI. 2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



Name: \_\_\_\_\_  
BCCS Boys

Date: \_\_\_\_\_  
NYU, Cornell, Columbia

*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## Making a Budget

A budget is a plan for getting, spending, and saving money. Follow these steps to make a budget.

First, get a notebook. Each page will be for a different week. Write the date at the top of the page. Then draw and label a chart as shown below.

In the first box, write down all the money you expect to get: exactly how much it will be and where it will come from.

In the second box, write down where this money will go. Start with all necessary expenses. Then write down things you would like to spend money on. Last, write down how much money you plan to save, if any.

This is your plan, which may or may not work out. Keep track of what really happens in the boxes on the right.

Budgets are a great way to track your money. If you get into the habit of keeping a budget now, you will learn to manage your money for the future.

<b>What I Planned</b>	
MONEY IN—PLANNED	
Allowance . . . . .	\$5
Money for yardwork . . . . .	\$3
Birthday money . . . . .	\$15
<b>Total</b> . . . . .	<b>\$23</b>
MONEY OUT—PLANNED	
Present for Grandma . . . . .	\$10
Snack at pool . . . . .	\$3
Savings . . . . .	\$10
<b>Total</b> . . . . .	<b>\$23</b>
<b>What Really Happened</b>	
MONEY IN—REAL	
Allowance . . . . .	\$5
Money for yardwork . . . . .	\$0 (rained)
Birthday money . . . . .	\$10
<b>Total</b> . . . . .	<b>\$15</b>
MONEY OUT—REAL	
Present for Grandma . . . . .	\$12
Savings . . . . .	\$3
<b>Total</b> . . . . .	<b>\$15</b>

Name: \_\_\_\_\_  
BCCS Boys

Date: \_\_\_\_\_  
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**1. What should you do first to make a budget?**

- A. Draw a chart.
- B. Write the date.
- C. Get a notebook.
- D. Label the chart.

**2. After you make a chart for your budget, what should you do next?**

- A. Write the date on each page.
- B. Make a list of things you want to buy.
- C. Estimate how much money you can save each week.
- D. Write the amount of money you expect to get.

**3. What will happen if you take in more money than you spend?**

- A. You will need a new notebook.
- B. You will have money left over.
- C. You will become rich.
- D. You will make some new friends.

**4. When you make your budget, what is the first thing you should write in the box for MONEY OUT —PLANNED?**

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**5. With this kind of budget, what should you do at the end of each week?**

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Name: \_\_\_\_\_  
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Date: Fri. 5/8/20  
College: NYU/Cornell/Columbia



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Common Core Standards & Skills:

RI. 2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**Who?**  
People or animals

**Where?**  
A place

**Why?**  
Reason ~  
What caused something to happen?

**What?**  
More information or details

**How?**  
More information or details to prove something

**When?**  
Time, Date or Season

**5 W'S & 1 H question words**

Name: \_\_\_\_\_  
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Date: \_\_\_\_\_  
NYU, Cornell, Columbia

*Directions: Read the passage. Then use the information from the passage to answer questions 1–5.*

## **All Mixed Up**

Water is a clear, colorless, action-packed liquid. Perform this experiment to see for yourself.

### **What You Need:**

small jar filled with water  
red and yellow food coloring

### **What You Do:**

1. Set the jar in a place where you can leave it for several hours.
2. Add two drops of red food coloring and two drops of yellow food coloring to the water. Notice how the food coloring sinks to the bottom of the jar.
3. Check the jar in three or four hours to see how the water has changed.

### **What Happens:**

You will find a jar of orange water!

### **Why It Happens:**

Food coloring is heavier than water, so it sinks to the bottom of the jar when first added. Water is made up of tiny particles that are always moving. As these particles bounce around in the jar, they cause the food-coloring particles to mix together.

*After you have done the experiment, be sure to clean up properly.*

Name: \_\_\_\_\_  
BCCS Boys

Date: \_\_\_\_\_  
NYU, Cornell, Columbia

**1. Which step comes first?**

- A. Put red food coloring in the jar.
- B. Check the jar in three hours.
- C. Set the jar in its chosen place.
- D. Put yellow food coloring in the jar.

**2. Just after you add the red food coloring, what happens to it?**

- A. It turns orange.
- B. It mixes with the yellow food coloring.
- C. It starts to move upward.
- D. It sinks to the bottom of the jar.

**3. What should you do three or four hours after you start the experiment?**

- A. Check to see how the water has changed.
- B. Move the jar to a different place.
- C. Stir the food coloring and water together.
- D. Add some drops of orange food coloring.

**4. What happens in the jar after the food coloring sinks?**

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**5. What should you do after the water in the jar turns orange?**

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