

Name _____

2nd Grade Math Remote Learning Packet

Weeks 7-9

May 11th-29th



Parents please note that all academic packets are mailed home to scholars but are also available on our website at 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 for whatever reason you do not receive a packet in the mail, 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!

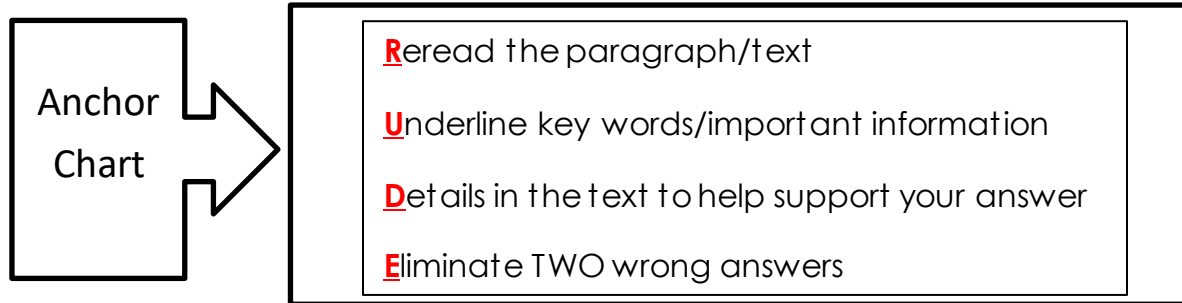
Week 7: Scope & Sequence

Grade 2 NYU, Cornell, & Columbia 5/11/20- 5/15/20

Date	Standards	Description of Packet Assignment	Supplemental Online Resources
5.11.2020	<p>RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Read the passage Buried Alive and analyze story elements.</p>	<p>YouTube: Five W's Flocabulary https://youtu.be/S7m9D34w5P8</p>
5.12.2020	<p>RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Read the passage A Long Week and analyze story elements.</p>	<p>YouTube: Story Elements PowToon https://youtu.be/NxiiOXycvII</p>
5.13.2020	<p>RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Read the passage The Wall and analyze story elements.</p>	<p>YouTube: Story Elements https://youtu.be/b--Ndkp9_40</p>
5.14.2020	<p>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.</p>	<p>Read the passage The Channel Tunnel and analyze text structure and organization.</p>	<p>YouTube: Flocabulary Text Structures https://youtu.be/7kWGQ-ijpBY</p>
5.15.2020	<p>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.</p>	<p>Read the passage Comics then and Now and analyze text structure and organization.</p>	<p>YouTube: Learning about Text Structure https://youtu.be/P-PnCBQ60PA</p>

RUDE Anchor Chart

Analyze Story Elements Teacher Example



Excerpt from Fun in the Sun

The warm weather allows me to play outside. I play outside with my little brother. When we go outside we play in our backyard. There are lots of things to do in our backyard. We play in the sprinkler. When we play in the sprinkler, we scream a lot. It's a lot of fun. We play on our swing set and go down the slide, and play on the swings. At night, we play hid and seek with my Dad. We have to stay in the backyard it's an important rule. I usually hide behind a big bush. I love when its warm out and we can play outside.

R	
U	
D	
E	

1. Where does this story take place?

~~A.~~ house ~~B.~~ parking lot C. park **D.** backyard

For extended responses, make sure you restate the question in your answer.

2. How does the character feel about warm weather?

The character feels...

_____ I know this because... _____

Name: _____

Date: Monday, May 11, 2020

BCCS-Boys

College: NYU/Cornell/Columbia



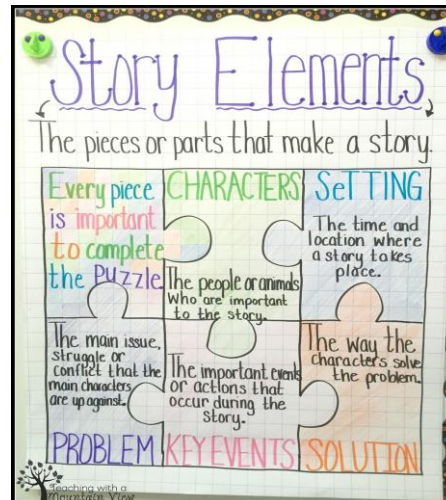
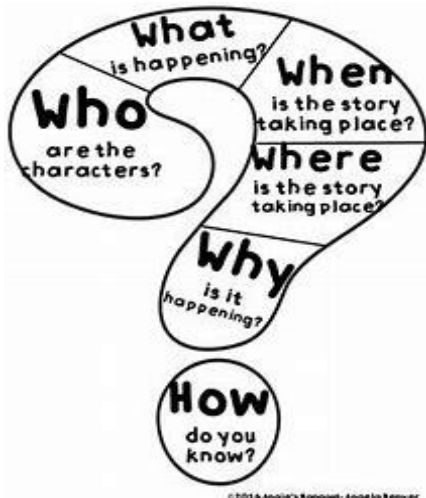
Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Parent Signature: _____

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

Common Core Standards & Skills:

RL 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: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

Buried Alive

Jen and Kurt got off the chairlift and skied to the top of the trail for their last run of the day. They were both exhausted.

Suddenly, they spotted a skier slipping past a fence put up by the Ski Patrol. A sign on the fence warned DANGER—KEEP OUT!

Within minutes, a wave of snow rushed down the mountain and covered the skier. There was no sign of him as the snow continued to rumble down the slope.

“Oh, no,” cried Jen, “I think that skier’s in serious trouble.” She reached for her radio and called the Ski Patrol.

“Ski Patrol here,” her father responded.

“Dad, it’s Jen. Kurt and I are standing at the top of Meadow Trail.

A skier just went down the fenced-off trail. He set off an avalanche, and he’s buried!”

“I’ll send the rescue team,” said Dad.

The team arrived within minutes. The rescue dog located the spot where the skier was buried. With small metal shovels, the rescue workers dug out the skier as quickly as they could. He seemed to be okay as they strapped him into a sled and started down the mountain.

“Great work, kids,” Dad said proudly.

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

Buried Alive.

1. Where does this story take place?

- a. At a hospital
- b. In a forest
- c. In a classroom
- d. On a mountain

2. What was the problem in this story?

- a. Jen and Kurt were really tired.
- b. They could not ski the last run of the day.
- c. A skier got buried in an avalanche.
- d. The rescue team could not find the skier

3. How did Jen feel when she saw the skier disappear?

- a. Excited
- b. Angry
- c. worried
- d. proud

4. How did the dog help the rescue team?

5. What happened to the skier at the end of the story?

Name: _____ Date: Tuesday, May 12, 2020

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:

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

©2014 Angie's Kangaroo - Angie la Beaver

Teaching with a Mountain View

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

A Long Week

Mama had been sick for six days. Rebecca made Papa's supper and went to sit by Mama. "You need to eat, too," Papa said.

"Come and eat supper."

Rebecca was too worried to eat, and she was so tired! She just wanted to sit and watch Mama sleep. She hoped that Mama would soon wake up and smile. But Mama had not smiled for a long time. Mama had not smiled for six whole days.

For almost a week Rebecca had cared for Mama. She washed Mama's hot face. She brought cool water for Mama to drink. She sat by Mama's bed and read her stories. But Mama did not even hear. Mama just slept and slept.

While Mama slept, Rebecca made a fire every morning. She cooked breakfast and supper for Papa. She washed the plates and cups. She fed the pigs and chickens. She watered the garden. Each time she finished a job, she told Mama. But Mama did not seem to hear.

The next morning, Mama was no better. Her fever seemed worse than ever. Papa looked worried. "We need the doctor, but it is a long ride to town. I do not want to leave you and Mama for so long."

"I will get the doctor," Rebecca said. "I can ride my pony and be back before dark."

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

A Long Week.

1. When does this story take place?

- a. A long time ago
- b. A few years ago
- c. In the present
- d. Far in the future

2. What is the main problem in this story?

- a. It is a long way to town.
- b. Rebecca has too much work to do.
- c. Mama is very sick.
- d. Papa does not want to leave Rebecca and Mama.

3. Where does this story take place?

- a. In a city
- b. On a farm
- c. In a town
- d. On a boat

4. Why was Rebecca so concerned about Mama's illness? Give two details about Mama's illness that made Rebecca worry.

5. What will Papa and Rebecca most likely do next? (Use evidence from the text to support your prediction)

Name: _____

Date: Wednesday, May 13, 2020

BCCS-Boys

College: NYU/Cornell/Columbia



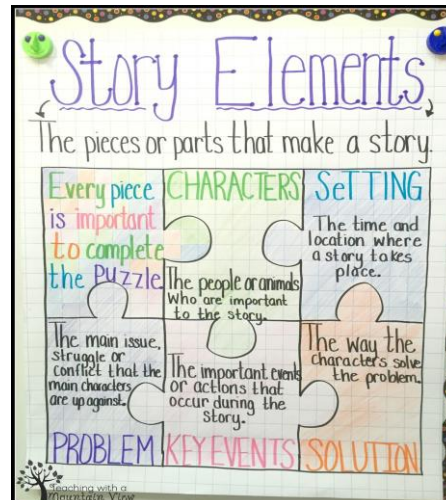
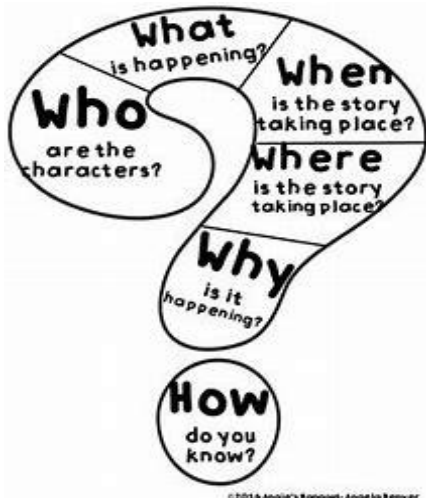
Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Parent Signature: _____

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

Common Core Standards & Skills:

RL 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: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

The Wall

Everyone on the field watched as Persa sprinted toward the ball. She was tiny, fierce, and fast. In her bright red jersey, she became a blur as she raced down the field and kicked the ball deep into the blue team's territory.

Gwen also ran down the field, trying to stay close to the ball. She pushed herself as hard as she could, but she still felt big and clumsy. Gwen was clearly the slowest runner on the red team. She had just reached the midfield line when Persa approached the blue team's goal. With a furious kick of the ball, Persa booted it toward the goal, but the blue team's goalie leaped into the air and made a beautiful save.

Then the goalie trotted out from the goal and passed the ball to one of her team members, Marisabel, who turned and charged up the field. Gwen started running back toward her goal.

As she neared the goalkeeper's box in front of her net, Gwen turned to face the action. Marisabel shot the ball toward the goal, but Gwen was ready. She crossed her arms and leaned back. The ball hit her with a thud and dropped to the ground, and a huge cheer rose from her team. Then a small red blur whizzed by. It was Persa smiling toward Gwen. "Good job!" she panted as she streaked by.

Gwen blocked many more shots that day, using her size and strength to advantage. By the end of the game, her teammates were shouting, "You can't get past The Wall!" Gwen grinned as she listened to the chanting of her teammates. She had found a place for herself on the team.

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

The Wall.

1. Where does this story take place?

- a. On a baseball field
- b. In a classroom
- c. On a soccer field
- d. In a gym

2. What is the theme of this story?

- a. Different people have different valuable skills to offer.
- b. Children should be taught to work together rather than compete with one another.
- c. A good sense of humor can help you overcome your problems.
- d. Parents push too hard for their kids to be successful at sports.

3. What was Gwen's main problem in this story?

- a. She kicked the ball and missed the net.
- b. She allowed the other team to score.
- c. She did not get along with her teammates.
- d. She felt slow and clumsy.

4. How did Persa help Gwen "find a place for herself" on the team?

5. How did Gwen's feelings about herself change from the beginning of the story to the end?

Name: _____ Date: Thursday, May 14, 2020

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

©2014 Angie's Kangaroo - Angie la Beaver

©2014 Heidi Stone, TheCivics.com

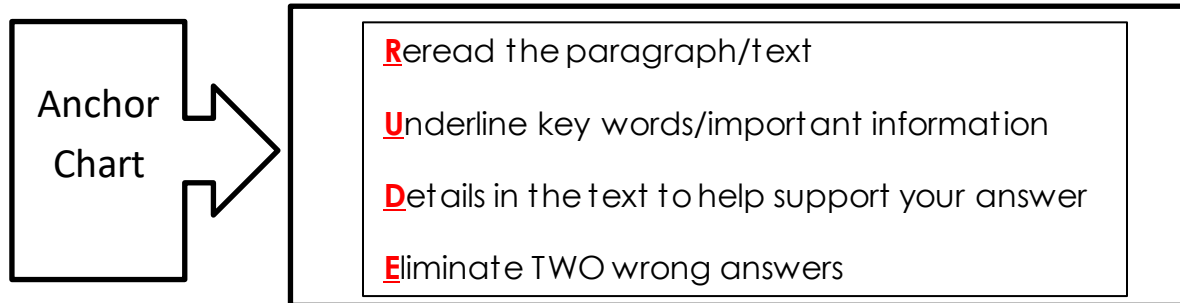
Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Analyze Texts Structure and Organization Teacher Example



Driver

Ted and Sam both wanted to drive the car. They wanted to go to the mall for a movie at 9:00 PM. They started yelling at each other. Ted insisted he was a better driver than Sam. Their mom came into the kitchen and told them to stop fighting. She told Ted he could drive the car to the movies and then Sam could drive home.

- 1. What is the main problem presented in this passage?**
- R** A. Both Sam and Ted wanted to go to the mall.
 - U** ~~B. Both Sam and Ted wanted to take the car to school.~~
 - D** C. Both Sam and Ted wanted to drive to the mall to see a movie.
 - E** ~~D. Both Sam and Ted didn't want to argue with their mom.~~

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

The Channel Tunnel

England and France are separated by a body of water. It is called the English Channel. At one time, the only way to cross the channel was by boat. It was a long, slow trip.

In 1802, Napoleon was the ruler of France. He had an idea. He wanted to build a tunnel under the channel. It would connect France and England.

Work began nearly 100 years later. The work was hard. It was very dangerous, too. The project soon ended.

In 1957, people again talked about a tunnel. By then, people could fly from London to Paris. But plane travel was costly. Trains were cheaper. An undersea train seemed like a good idea.

The project cost too much for one country to afford. So England and France worked together. They began in 1973. But they stopped in 1975. The job was too difficult.

In 1987, work began again. Workers started in France and in England. In 1990, the two teams met. They linked the tunnel between England and France!

The first train traveled through the tunnel in 1994. Drivers once had to leave their cars behind. But now they can load them onto a train. The long boat ride has become a 30-minute train ride.

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

The Channel Tunnel.

1. What is the main problem presented in this passage?

- a. Traveling between England and France took a long time.
- b. Napoleon was the ruler of France.
- c. In 1957, people began talking about building a tunnel.
- d. The weather in England was always cold.

2. What problems did the first tunnel builders face?

- a. Only France was interested in the project.
- b. Air travel was much easier.
- c. The project was too hard and dangerous.
- d. The idea of an undersea train was crazy.

3. Most of the details in this passage are presented in what order?

- a. Order of importance
- b. Time order
- c. Size order
- d. Alphabetical order

4. How did France and England finally get the tunnel completed?

5. How did the tunnel solve a problem for people with cars?

Name: _____

Date: Friday, May 15, 2020

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

©2014 Angie's Kangaroo - Angie la Beaver

TEXT STRUCTURES nonfiction

- description**
characteristics, features, examples
- sequence**
first, next, then, last, before, after
- compare & contrast**
what is alike and what is different
- cause & effect**
When something makes something else happen
- problem & solution**
Problem and a way to fix it

©2013 Herbert Brown, The Curious Boy

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

Comics Then and Now

Do you like to read comics? Most kids do. A lot of adults read comics, too. In fact, the first comics were created for adults.

Let's go back more than 100 years. The year is 1895. You are reading a newspaper called the *New York World*. You see something new in the paper. It has words and pictures. It is called "The Yellow Kid." It is the first newspaper comic. Lots of people enjoy it. So they buy more newspapers.

Jump ahead a few years. It is about 1920. Now other papers have comics, too. One is called "Popeye." Another is called "Krazy Kat." Many people love these comics. The new comics help sell even more newspapers.

A few more years go by. Now the year is 1935. Again you see something new to read. It is the first comic book about a superhero. It is called "Superman." People begin to buy comic books. They love to read about Superman and his great powers.

Today, people still like to read comics. Most comics are funny. They make people laugh. Some comics are serious. They make people think. What kind of comics do you like?

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

Comics Then and Now.

1. The writer organized the information in this passage by _____.

- a. order of importance
- b. questions and answers
- c. time order
- d. problems and solutions

2. Which comic came first?

- a. "Popeye"
- b. "Krazy Kat"
- c. "Superman"
- d. "The Yellow Kid"

3. Which sentence in the passage helps you understand that "Superman" came out after "Krazy Kat"?

- a. A few more years go by.
- b. Most comics are funny.
- c. It is called "Superman."
- d. Now other papers have comics, too.

4. In what part of the passage can you find out how comics changed in 1935?

5. What does the title tell you about this passage?

Week 8: Scope & Sequence

Grade 2 NYU, Cornell, & Columbia 5/18/20- 5/22/20

Date	Standards	Description of Packet Assignment	Supplemental Online Resources
5.18.2020	<p style="text-align: center;">RI 2.1</p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Read the passage <u>Land of Ice and Snow</u> and analyze text structure and organization.</p>	<p>YouTube: Reading Lesson Text Structure https://youtu.be/cytHen2SCeM</p>
5.19.2020	<p style="text-align: center;">RI 2.1</p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Read the passage <u>Leonardo da Vinci: Master of Invention</u> and compare and contrast information within the text.</p>	<p>YouTube: How to Introduce Compare & Contrast to students https://youtu.be/wPoxKFQllgA</p>
5.20.2020	<p style="text-align: center;">RI 2.1</p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Read the passage <u>A Different Kind of Ride</u> and compare and contrast information within the text.</p>	<p>YouTube: BrainPop Jr. Compare & Contrast https://youtu.be/tWCvosd-JvQ</p>
5.21.2020	<p style="text-align: center;">RI 2.1</p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Read the passage <u>Kangaroos and Opossums</u> and compare and contrast information within the text.</p>	<p>YouTube: Intro to Compare & Contrast https://youtu.be/kRIPkoJL194</p>
5.22.2020	<p style="text-align: center;">RL 2.1</p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Read the passage <u>The Most Exciting Job in the World</u> and differentiate between fact and opinion.</p>	<p>YouTube: BrainPop Jr. Fact and Opinions https://youtu.be/M9WFm5tKcYY</p>

Name: _____ Date: Monday, May 18, 2020

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

©2014 Angie's Kangaroo - Angie la Beaver

©2013 Heidi Koss, The Curious Mind

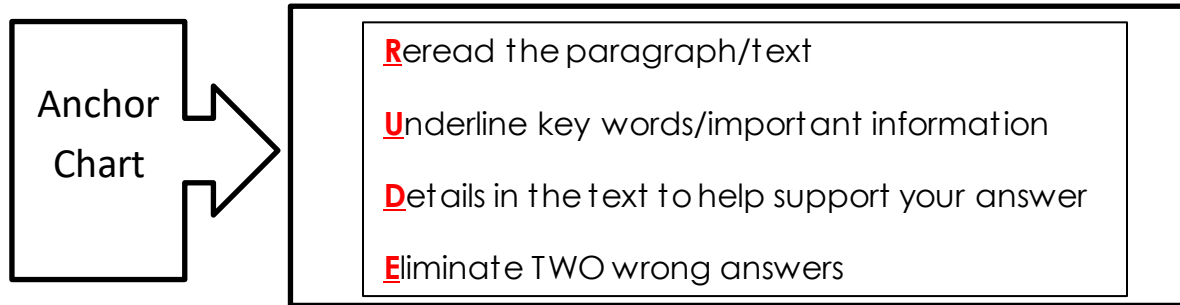
Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Analyze Texts Structure and Organization Teacher Example



Driver

Ted and Sam both wanted to drive the car. They wanted to go to the mall for a movie at 9:00 PM. They started yelling at each other. Ted insisted he was a better driver than Sam. Their mom came into the kitchen and told them to stop fighting. She told Ted he could drive the car to the movies and then Sam could drive home.

- R**
- U**
- D**
- E**
- 1. What is the main problem presented in this passage?**
- A. Both Sam and Ted wanted to go to the mall.
 - ~~B. Both Sam and Ted wanted to take the car to school.~~
 - C. Both Sam and Ted wanted to drive to the mall to see a movie.
 - ~~D. Both Sam and Ted didn't want to argue with their mom.~~

For extended responses, make sure you restate the question in your answer.

2. Who solved Sam and Ted's problem? What was the solution to their problem?

Sam and Ted's problem was solved by mom. The solution was solved when mom said Ted would drive to the movies and Sam would drive home from the movies.

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

Land of Ice and Snow

Our world has seven continents, but Antarctica is quite different from the other six. Antarctica is sometimes called the “White Continent” because it is covered by snow and ice. Antarctica is colder than any other place in the world. It is also windier. It is the only continent that does not have any trees—not a single one!

Sea Creatures

However, that does not mean that Antarctica is empty. In fact, Antarctica has some of the world’s largest populations of sea creatures.

The White Continent has nine types of whales and six kinds of seals—more than any of the other continents. Seals live and play on the beaches or on icebergs. They swim in the icy water. Elephant seals are the biggest. Their pups gain about 120 pounds in the first three weeks of life.

Then there are the birds of Antarctica. Thousands of penguins live there. It is the only place in the world where you can see emperor and Adélie penguins in the wild. Another strange and wonderful bird is the albatross. It is one of Earth’s biggest birds. Its wingspan can be as wide as twelve feet. This giant bird can fly thousands of miles for food.

Part of Our World

Antarctica includes the South Pole, which is the bottom tip of Earth. Unlike the land on other continents, no country owns Antarctica. Several countries have claimed parts of it. They have set up research stations there. But most countries have agreed to share this unusual place. They will try to keep it clean and pure.

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

Land of Ice and Snow.

1. Most of the information in this passage is organized by _____.

- a. time order
- b. order of importance
- c. problem and solution
- d. compare and contrast

2. In this passage, the purpose of the first paragraph is to _____.

- a. describe the time and place
- b. introduce the main idea
- c. describe changes in Antarctica
- d. give the author's opinion

3. The information under "Sea Creatures" is presented mainly as _____.

- a. causes and effects
- b. problems and solutions
- c. categories and examples (descriptions)
- d. questions and answers

4. According to this passage, how is the wildlife in Antarctica different from wildlife on other continents?

5. In terms of government and politics, how is Antarctica different from the other continents?

Name: _____ Date: Tuesday, May 19, 2020

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

The poster includes the following text:

Compare & Contrast

Compare: When I compare, I identify what's the same.

- as
- both
- like
- have in common
- alike
- similar
- similarly
- too
- same

Contrast: When I contrast, I identify what's different.

- However
- although
- but
- contrary to
- as opposed
- instead

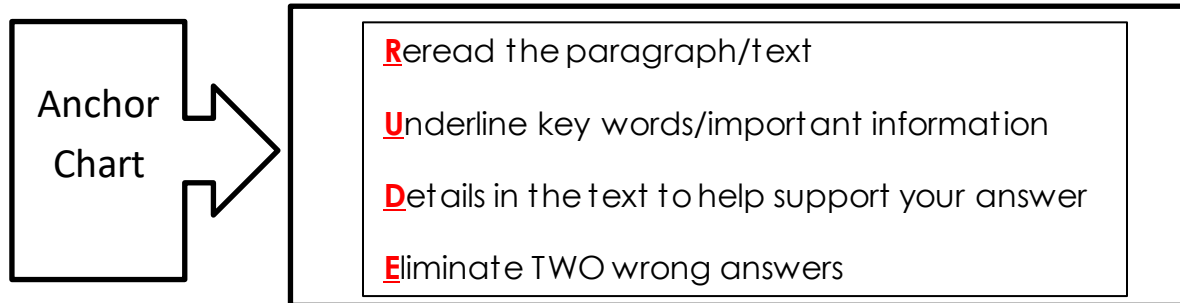
Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Compare / Contrast Example



Excerpt from Fun in the Sun

The warm weather allows me to play outside. I play outside with my little brother. When we go outside we play in our backyard. There are lots of things to do in our backyard. We play in the sprinkler. When we play in the sprinkler, we scream a lot. It's a lot of fun. We play on our swing set and go down the slide, and play on the swings. At night, we play hide and seek with my Dad. We have to stay in the backyard it's an important rule. I usually hide behind a big bush. I love when its warm out and we can play outside.

R	
U	
D	
E	

1. How does playing outside differ from daytime and nighttime?

~~A.~~ There is no difference. ~~B.~~ He can play out in the front yard.

C. He plays on the swings in the daytime and hide & seek at night.

For extended responses, make sure you restate the question in your answer.

2. What is one thing that the author thinks is a lot of fun?

One thing the author thinks is a lot of fun is...

I know this because _____

Name: _____

Date: _____

BCCS-Boys

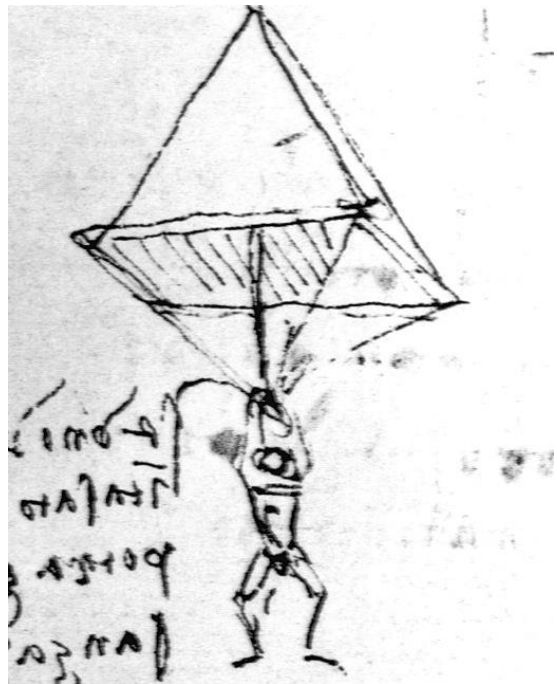
NYU, Cornell, Columbia

Directions: Read the passage.

Leonardo da Vinci: Master of Invention

Leonardo da Vinci lived in Italy 500 years ago. You may know him as a great painter. But he was an inventor, too. He filled many notebooks with ideas and drawings for machines. These machines worked with water or air. Some of his machines were built in his lifetime. Many would not be built for hundreds of years. Many are things we use every day.

Leonardo was the first to invent a parachute. The parachute helps people float safely from a plane to Earth. Leonardo's was made of stiff linen. It was 36 feet across. Today's parachutes are made of thinner cloth. They are also much smaller. Leonardo's parachute was never made. No one knows if it worked.



Leonardo also created a fan. It was used to move air, just like fans today. But there was no electricity then. Instead, the fan could be turned by hand or by the force of water.

Another of his ideas was a flying ship. Leonardo thought this ship could carry people. It was a small ship with flapping wings. Cranks and screws made the wings move. The wings were supposed to flap like a bat's wings.

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

Leonardo da Vinci: Master of Invention.

1. How was Leonardo da Vinci's parachute different from parachutes today?

- a. It was much smaller and lighter.
- b. It was bigger and made of a different cloth.
- c. It was very brightly colored.
- d. It had wings that flapped up and down.

2. How were all of Leonardo's machines alike?

- a. They all carried people.
- b. They were all made of cloth.
- c. They were all modeled after animals.
- d. They all worked with water or air.

3. How was Leonardo's fan different from fans used today?

- a. It used electricity.
- b. It did not use electricity.
- c. It was much bigger than fans used today.
- d. It was much smaller than fans used today.

4. How was Leonardo's fan similar to fans used today?

5. How is an airplane similar to Leonardo's flying ship?

Name: _____ Date: Wednesday, May 20, 2020

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

The poster on the right is titled "Compare & Contrast" and features a Venn diagram with two overlapping circles. The intersection is labeled "Both", the left circle is labeled "Differences", and the right circle is labeled "Differences". Below the diagram, it says: "When I compare, I identify what's the same." followed by a list: "as", "both", "Similarly", "like", "have in common", "too", "alike", "similar", "same". Then it says: "When I contrast, I identify what's different." followed by a list: "However", "although", "as opposed", "but", "contrary to", "instead".

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

A Different Kind of Ride

Do you like to ride your bike? Most people ride bikes in warm weather, but not many ride when it is cold outside. Almost no one rides a bicycle during the snowy winter.

One unusual man does ride on snow, and on ice, too. His name is Doug Stoup. Doug rode his bike in Antarctica! No place on Earth has more ice, snow, wind, and extreme cold.

Of course, Doug has warm clothes, and he has a special bicycle called an ice bike. Like other bikes, Doug's ice bike has two wheels, but the tires are different. They are very fat. Thin tires slip on ice. Fat tires may look funny, but they do not slip as much.

Most bikes have some plastic parts. In very cold weather, plastic can freeze and break. The ice bike has no plastic at all. Antarctica is not a good place for plastic!

In 2003, Doug tested his bike in Antarctica for a week. He rode on ice and snow, and the ice bike worked fine. It did not slip on ice or get stuck in snow. Someday, Doug hopes to ride alone across Antarctica. He wants to go all the way to the South Pole by bike.

Do you think an ice bike sounds like fun? Wait—don't give your old bike away yet! Ice bikes only work well on ice and snow, and they cost about \$3,500. But they are no good at all on a warm summer day!

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

A Different Kind of Ride.

1. How are ice bikes different from most other bikes?

- a. They cost more money.
- b. They have more wheels.
- c. They are made of plastic.
- d. They are fun to slide on.

2. How are fat tires different from thin tires?

- a. They are better for children's bikes.
- b. They break more easily.
- c. They work better in ice and snow.
- d. They slip and slide a lot more.

3. Riding an ice bike is most similar to _____.

- a. swimming
- b. playing tennis
- c. driving a race car
- d. snowshoeing

4. How is Doug Stoup different from most other people who ride bikes?

5. How is Doug Stoup's bike different from most other bikes?

Name: _____ Date: Thursday, May 21, 2020

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

The poster on the right is titled "Compare & Contrast" and features a Venn diagram with two overlapping circles. The intersection is labeled "Both", the left circle is labeled "Differences", and the right circle is labeled "Differences". Below the diagram, it says: "When I compare, I identify what's the same." followed by a list: "as", "both", "Similarly", "like", "have in common", "too", "alike", "similar", "same". Then it says: "When I contrast, I identify what's different." followed by a list: "However", "although", "as opposed", "but", "contrary to", "instead".

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

Kangaroos and Opossums

Kangaroos and opossums are members of the same animal family. They are alike in many ways, but they are also very different. Both animals are marsupials, so they have pouches. Marsupial mothers carry their babies in these pouches. The babies stay there for up to three months. The mothers can keep them close by and make sure they are safe. They can feed their babies anytime.

They are both warm-blooded animals. (So are people.) Their bodies stay the same temperature all the time. But they live on different sides of the world. Kangaroos come from Australia. Opossums live in the Americas.

Most opossums are about as large as a cat. Kangaroos can be as big as a football player. Some kangaroos are over six feet tall. They can weigh more than 200 pounds.

Kangaroos and opossums both eat plants. But opossums also eat meat. Kangaroos spend their time on the ground and can move around fast. They eat mainly grass. Opossums spend more time in trees. They hang from their tails. This way, they can get food that is hard to reach, but other animals can't get them. Opossums will eat almost anything. They like leaves, fruit, and other plant food. They eat bugs and snails, too.

Kangaroos sleep at night, as most animals do. But opossums come out after dark.

These animals also face danger in different ways. Kangaroos fight by boxing and kicking, but opossums roll up and play dead.

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

Kangaroos and Opossums.

1. How are kangaroos and opossums alike?

- a. Both are cold-blooded
- b. Both sleep at night
- c. Both are marsupials
- d. Both come from Australia

2. How are kangaroos and opossums different?

- a. Only kangaroos have pouches
- b. They are from different animal families
- c. They are different sizes
- d. Only kangaroos go out at night

3. How are kangaroos and opossums alike?

- a. In danger, both box and kick.
- b. Both come out during the day.
- c. Both lay eggs in the sand.
- d. Both carry babies in pouches.

4. How are kangaroos and opossums alike and different in what they eat?

5. How are kangaroos and opossums different in where they usually spend their time?

Name: _____

Date: Friday, May 22, 2020

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:

RL 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
are the characters?

What
is happening?

When
is the story taking place?

Where
is the story taking place?

Why
is it happening?

How
do you know?

©2014 Angie's Kangaroo - Angie la Beaver

FACT AND OPINION

FACT:
A FACT CAN BE PROVEN! IT IS NOT HOW SOMEONE FEELS.

OPINION:
AN OPINION IS HOW SOMEONE THINKS, FEELS, OR BELIEVES. IT CANNOT BE PROVEN.

<p>WHAT DO I LOOK FOR?</p> <ul style="list-style-type: none"> • Dates in History • Science and History • Numbers and Statistics 	<p>WHAT DO I LOOK FOR?</p> <ul style="list-style-type: none"> • Words that show feelings • Descriptive Words • Words that exaggerate
--	---

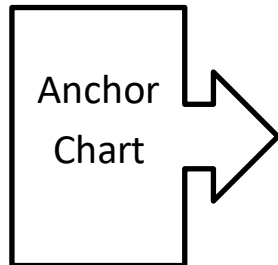
Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Fact and Opinion Teacher Example



Reread the paragraph/text

Underline key words/important information

Details in the text to help support your answer

Eliminate TWO wrong answers

Fact- a statement that could be proven

Opinion- what someone thinks or feels about something

Field Trip Fun

The second graders climbed onto the school bus that would take them on their field trip. All of the students fit on one bus. Mr. Ray was the bus driver. He is the best bus driver ever. Since there were only second graders on the bus, they could sit in any seat. “I got the back seat!” shouted Zac. “It is too bumpy back there,” said Katie. “Everyone should get a window seat,” said Jeremy.

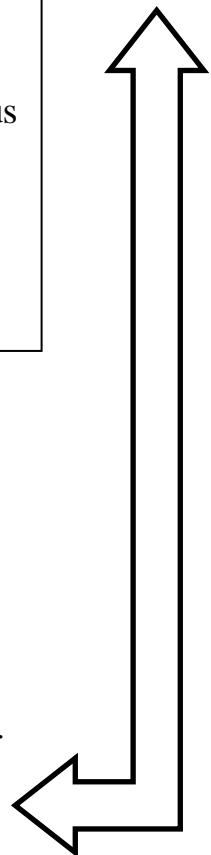
R
U
D
E

1. Which sentence from the passage expresses an opinion?

- a. “It is too bumpy back there.”
- ~~b. The third graders climbed onto the bus.~~
- ~~c. Mr. Ray was the bus driver.~~
- d. All the students fit on one bus.

For extended responses, make sure you restate the question in your answer.

2. Which sentence from the passage expresses a fact?



Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

The Most Exciting Job in the World

Are you curious? Do you like to learn new things? Then you would love my job. I am a space scientist. At work, I ask questions and look for answers. Every day I learn something new. Being a scientist is the most exciting job in the world! It's an important job, too. I can't wait to get to work every day.

My group is studying the planet Saturn. There is so much we need to find out! We want to learn about Saturn's rings. We want to learn about Saturn's dozens of moons. Right now we are studying Titan. Titan is Saturn's biggest moon. Not long ago, we sent a probe that landed on Titan. The probe was about as big as a car. It did a wonderful job. It sent us a lot of information. It also sent pictures.

We thought the probe would work for only a few minutes. But it worked for hours! That was very exciting. Now scientists are studying the information. It will take many years to study it all.

Does that sound like a long time? To a scientist, it is not long at all. We waited a long time to get the information. It took seven years for the probe to reach Titan. A good scientist must be curious. A good scientist must be patient, too!

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

The Most Exciting Job in the World.

1. Which sentence from the passage states a fact?

- a. Then you would love my job.
- b. I am a space scientist.
- c. Being a scientist is the most exciting job in the world!
- d. It's an important job, too.

2. Which sentence from the passage states an opinion?

- a. It took seven years for the probe to reach Titan.
- b. It did a wonderful job.
- c. Now scientists are studying the information.
- d. My group is studying the planet Saturn.

3. Which sentence is an opinion?

- a. The space probe is about the size of a car.
- b. The planet Saturn has dozens of moons.
- c. Saturn is the most interesting planet.
- d. Titan is Saturn's biggest moon.

4. Give one fact and one opinion from the third paragraph.

5. According to the writer of this passage, what makes a good scientist?

Week 9: Scope & Sequence

Grade 2 NYU, Cornell, & Columbia 5/25/20- 5/29/20

Date	Standards	Description of Packet Assignment	Supplemental Online Resources
5.25.2020	<p>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.</p>	<p>Read the passage <u>New Video Fun from Giant Games</u> and differentiate between fact and opinion.</p>	<p>YouTube: Arthur and Friends Game Video: Binky's Fact or Opinion Game https://youtu.be/8OHquNVtQQ8</p>
5.26.2020	<p>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.</p>	<p>Read the passage <u>The Sox and the Bambino</u> and differentiate between fact and opinion.</p>	<p>YouTube: Fact Vs. Opinion https://youtu.be/fnFnWWAnlkw</p>
5.27.2020	<p>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.</p>	<p>Read the passage <u>Growing up Shawnee</u> and draw conclusions about the text.</p>	<p>YouTube: Draw Conclusions https://youtu.be/B4hNyUyfhvU</p>
5.28.2020	<p>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.</p>	<p>Read the passage <u>Trains of the Future</u> and draw conclusions about the text.</p>	<p>YouTube: Song: We Draw Conclusions https://youtu.be/ljoZhs8ecvA</p>
5.29.2020	<p>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.</p>	<p>Read the passage <u>Pests</u> and draw conclusions about the text.</p>	<p>YouTube: Drawing Conclusions https://youtu.be/Z_S1pkkN81s</p>

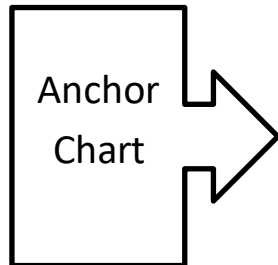
Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Fact and Opinion Teacher Example



Reread the paragraph/text

Underline key words/important information

Details in the text to help support your answer

Eliminate TWO wrong answers

Fact- a statement that could be proven

Opinion- what someone thinks or feels about something

Field Trip Fun

The second graders climbed onto the school bus that would take them on their field trip. All of the students fit on one bus. Mr. Ray was the bus driver. He is the best bus driver ever. Since there were only second graders on the bus, they could sit in any seat. “I got the back seat!” shouted Zac. “It is too bumpy back there,” said Katie. “Everyone should get a window seat,” said Jeremy.

R

1. Which sentence from the passage expresses an opinion?

U

a. “It is too bumpy back there.”

D

b. The third graders climbed onto the bus.

E

c. Mr. Ray was the bus driver.

d. All the students fit on one bus.

For extended responses, make sure you restate the question in your answer.

2. Which sentence from the passage expresses a fact?

One fact from the passage is “all of the students fit on one bus”.

Name: _____

Date: Monday, May 25, 2020

BCCS-Boys

College: NYU/Cornell/Columbia



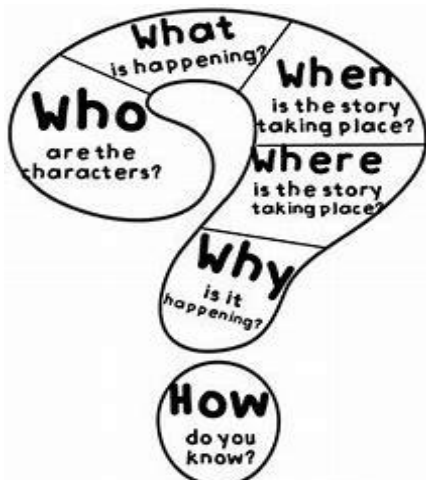
Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Parent Signature: _____

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

Common Core Standards & Skills:

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



©2014 Angie's Kangaroo - Angie la Beaver

FACT AND OPINION

FACT:
A FACT CAN BE PROVEN! IT IS NOT HOW SOMEONE FEELS.

OPINION:
AN OPINION IS HOW SOMEONE THINKS, FEELS, OR BELIEVES. IT CANNOT BE PROVEN.

<p>WHAT DO I LOOK FOR?</p> <ul style="list-style-type: none"> • Dates in History • Science and History • Numbers and Statistics 	<p>WHAT DO I LOOK FOR?</p> <ul style="list-style-type: none"> • Words that show feelings • Descriptive Words • Words that exaggerate
--	---

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

New Video Fun from Giant Games

Get ready for some fun! Buy **Build-A-World** from Giant Games. This is the new video game everyone wants to play. Dads, moms, and kids all love **Build-A-World**. Here are some things players can do with this fun game.

- Make a special place. You can build a town. You can make houses, parks, lakes, and more.
- Create and name characters. You can make a big family or a small one. You can make neighbors, friends, and even pets.
- Make some vehicles. You'll want to travel in your new world. You can make bikes, cars, and trains. You can even make a rocket!
- Play alone or play with others. **Build-A-World** is lots of fun to play alone. It's even more fun to play with others.

Are you a sports nut? You will want **Build-A-Team**. **Build-A-Team** is a ton of fun! Here is what you can do with this game.

- Make a sports team. Pick your sport and give your team a name.
- Pick your players and name them, too.
- Make team uniforms.
- Play to win!

Build-A-World and **Build-A-Team** cost \$30.00 each. Or you can buy both great games for only \$50.00. Try them both! You'll be glad you did. The whole family will love them!

**Giant Games makes games in Chicago, Illinois.
You can buy Giant Games in stores or online.
We send games all over the world.**

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

New Video Game from Giant Games.

1. Which sentence states an opinion?

- a. You can make a sports team with **Build-A-Team**.
- b. It costs \$50.00 to buy both video games.
- c. Players can make houses and cars using **Build-A-World**.
- d. **Build-A-World** is lots of fun to play alone.

2. Which sentence from the passage states a fact?

- a. Dads, moms, and kids all love **Build-A-World**.
- b. **Build-A-Team** costs \$30.00.
- c. It's even more fun to play with others.
- d. The whole family will love them!

3. Which sentence from the passage states a fact?

- a. You'll be glad you did.
- b. **Build-A-Team** is a ton of fun!
- c. You'll want to travel in your new world.
- d. Giant Games makes games in Chicago, Illinois.

4. Write one sentence from the passage that is a fact and tell why it is a fact.

5. Write one sentence from the passage that states an opinion and tell why it is an opinion.

Name: _____ Date: Tuesday, May 26, 2020

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

FACT AND OPINION

WHAT DO I LOOK FOR?	WHAT DO I LOOK FOR?
<ul style="list-style-type: none">• Dates in History• Science and History• Numbers and Statistics	<ul style="list-style-type: none">• Words that show feelings• Descriptive Words• Words that exaggerate

©2014 Angie's Kangaroo - Angie la Beaver

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

The Sox and the Bambino

In 1918, the Boston Red Sox won the World Series by beating the Chicago Cubs. One of their stars that year was a young player named Babe Ruth, also known as “The Babe” or “The Bambino.” By any name, he was the greatest baseball player of all time.

In 1920, the owner of the Red Sox traded Babe Ruth to the New York Yankees for \$100,000. It was the worst trade ever made. The Yankees had never won a World Series, but with Babe Ruth they began winning. Over the next 83 years, they won 26 World Series.

During that time, the Red Sox never won again, and some Sox fans blamed it on the trade. They believed the Babe had put some kind of hex on them. They called it “The Curse of the Bambino.”

Of course, nobody really believes in curses. Still, bad things seemed to happen to the Sox at the worst times. Take the 1946 World Series, which came down to the last game. A player on the St. Louis team was coming home with the winning run. The Red Sox second baseman held the ball and the Sox lost. It was not fair that St. Louis won that game.

The same kind of disaster happened in the 1986 World Series against the New York Mets. The Sox were winning, and the game was down to the last out. The ball rolled down to the Red Sox first baseman and went between his legs. The Sox lost again. It was the worst day in the history of baseball.

It looked to be the same story in 2004 when the Sox were playing the Yankees in the playoffs. The Yankees won the first three games, and they were ahead in the fourth game. Many fans may have thought the series was over, but then a wonderful thing happened. The Red Sox tied the game and went on to win in the twelfth inning.

The Red Sox did not lose again that fall. After 86 years, they finally won the World Series, and the “Curse of the Bambino” was put to rest.

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

The Sox and the Bambino.

1. Which sentence gives an opinion about Babe Ruth?

- a. He was also known as “The Babe” or “The Bambino.”
- b. The owner of the Red Sox traded Babe Ruth to the New York Yankees.
- c. With Babe Ruth, the Yankees began winning.
- d. By any name, he was the greatest baseball player of all time.

2. Which sentence from the passage states a fact?

- a. It was not fair that St. Louis won that game.
- b. The “Curse of the Bambino” was put to rest.
- c. Over the next 83 years, they won 26 World Series.
- d. It was the worst day in the history of baseball.

3. Which sentence from the passage expresses an opinion?

- a. Of course, nobody really believes in curses.
- b. Take the 1946 World Series, which came down to the last game.
- c. The ball rolled down to the Red Sox first baseman and went between his legs.
- d. The Red Sox did not lose again that fall.

4. The passage says, “Many fans may have thought the series was over, but then a wonderful thing happened.” Does this sentence state a fact or an opinion? How do you know?

5. Write a sentence from the passage and tell whether it states a fact or an opinion.

Name: _____

Date: Wednesday, May 27, 2020

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

Who
are the characters?

What
is happening?

When
is the story taking place?

Where
is the story taking place?

Why
is it happening?

How
do you know?

©2016 Angie's Kangaroo: Angie la Benvier

Drawing Conclusions

Using clues from what you read to guess what the author is talking about

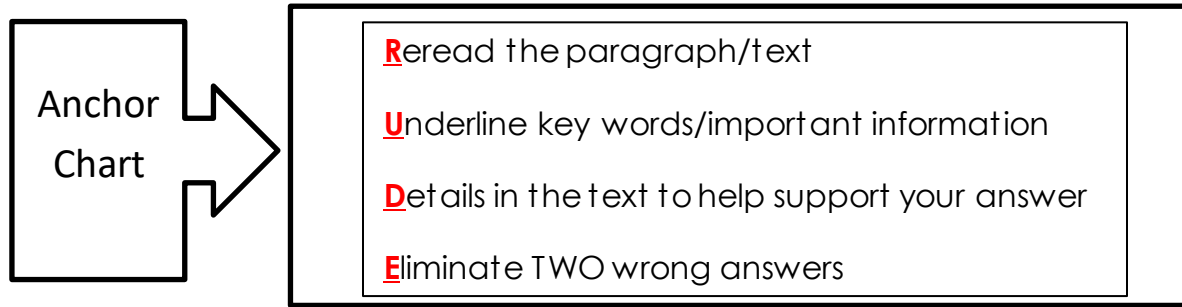
Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Drawing Conclusions Example



Excerpt from Fun in the Sun

The warm weather allows me to play outside. I play outside with my little brother. When we go outside, we play in our backyard. There are lots of things to do in our backyard. We play in the sprinkler. When we play in the sprinkler, we scream a lot. It's a lot of fun. We play on our swing set and go down the slide, and play on the swings. At night, we play hid and seek with my Dad. We have to stay in the backyard it's an important rule. I usually hide behind a big bush. I love when its warm out and we can play outside.

R
U
D
E

1. How does the author feel about playing outside?
~~A.~~ He doesn't like it. ~~B.~~ He thinks it's boring **C.** He thinks it's fun.

For extended responses, make sure you restate the question in your answer.

2. Give 2 details to support how the author feels about playing outside.

One detail is...

Another detail is ...

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

Growing Up Shawnee

Long ago, the Shawnee lived in the eastern part of what is now the United States. These Native Americans lived together in bands. They hunted, farmed, and gathered wild food. From a young age, Shawnee children learned the skills they needed for this way of life.

A Shawnee baby spent only a few weeks at home with its mother. Then the mother returned to her work. She strapped the baby into a wooden cradle. She wore the cradle on her back as she gathered food or farmed. In about six months, the cradle was set aside. Then the baby could crawl about with other young children while its mother worked. As Shawnee children grew a little older, they learned to help the women with their work.

By the age of nine, Shawnee boys and girls spent most of their time apart. While their fathers hunted deer and bears, boys took hunting lessons from older men. Girls stayed with their mothers and learned different skills. Sewing and cooking lessons took up much of their time. Girls were taught to plant and harvest corn, beans, and other crops. They also learned to tan animal hides and make pots out of clay.

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

Growing Up Shawnee.

1. What can you tell about the Shawnee from this passage?

- a. The Shawnee lived on the plains.
- b. Mothers and girls worked hard.
- c. The Shawnee ate only meat and corn.
- d. Fathers made clothes from animal hides.

2. Who taught Shawnee girls the skills they needed to know?

- a. Their older sisters
- b. Their fathers
- c. Their older brothers
- d. Their mothers

3. In Shawnee villages, who did most of the hunting?

- a. Mothers
- b. Older men
- c. Fathers
- d. Young boys

4. After the age of nine, why did Shawnee boys and girls spend most of their time apart?

5. Write a sentence from the passage that shows that Shawnee girls worked hard.

Name: _____

Date: Thursday, May 28, 2020

BCCS-Boys

College: NYU/Cornell/Columbia



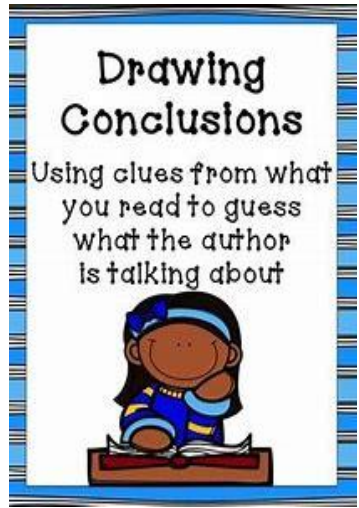
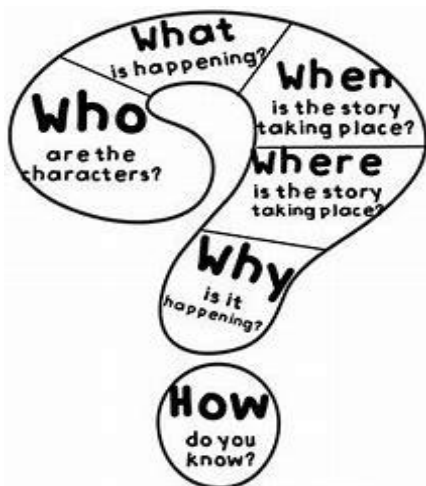
Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

Parent Signature: _____

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

Common Core Standards & Skills:

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



©2016 Angie's Kangaroo: Angie la Benvier

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

Trains of the Future

Have you ever played with magnets? If so, you know that a magnet attracts metal. What happens if you put the same ends of two different magnets together? The poles push away from each other.

An electromagnet works like a magnet does, but it uses electricity. Picture a battery. It has positive and negative ends. Electrons collect on the negative end. When you hook both ends to a wire, electrons rush toward the positive side. This causes a small magnetic field. When you unhook the wire, the electrons stop moving through it.

The newest kind of train works with electromagnets. The train has big magnets under it. The train runs on a track that has electric coils along it. This train is a maglev train.

As the train runs on the track, magnets push and pull it along. This force also lifts the train. The train rises up, or levitates, an inch or two above the track. It doesn't touch the track at all. This lets it run at super speeds.

Germany, Japan, and China have made maglev trains. The trains run at more than half the speed of a plane. A maglev train could run from one coast of the United States to the other in about ten hours.

Right now, maglev trains are expensive. Some people think they are not practical. But that may change. The cost may come down. If so, maglev trains may become the trains of the future.

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

Trains of the Future.

1. What happens when the wire that connects both ends of a battery is unhooked?

- a. The magnetic field disappears.
- b. The battery attracts metal.
- c. The magnetic field increases.
- d. The electrons fall out of the battery.

2. Based on the passage, what is true of trains that run on tracks?

- a. They cross the United States in ten hours.
- b. They are not used any longer in China or Japan.
- c. They cannot run as fast as maglev trains.
- d. They cost nearly as much as maglev trains.

3. From this passage, what can you conclude about Germany, Japan, and China?

- a. They use trains more than cars and trucks.
- b. They do not have room for more trains.
- c. They have spent a lot of money on maglev trains.
- d. They will not sell their trains.

4. Which clues from the passage tell you that most countries will not have

5. How can a maglev train run above the track and not on the track? Use details from the passage to explain.

Name: _____

Date: Friday, May 29, 2020

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

©2016 Angie's Kangaroo: Angie la Benvier

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage.

Pests

A pest is a plant or animal that does not live naturally in an area but somehow ends up there. Sometimes a new species arrives by accident. Sometimes it is brought to a place on purpose. These new plants and animals can cause serious problems.

At one time there were no rabbits in Australia. A man named Thomas Austin took twenty-four rabbits there in 1859. Seven years later, the number of rabbits had really grown. One of Austin's neighbors killed more than two million rabbits on his land. People called the rabbits the "gray blanket." The rabbits ate crops and left fields bare. People put up fences, but the rabbits climbed them. People shot the rabbits and used poison to kill them. At last, the rabbits were under control.

Similar events have happened in the United States. Zebra mussels were first found in 1988. By 1990, they had spread to all the Great Lakes. Today, zebra mussels can be found in more than 20 states.

Zebra mussels stop the flow of water through pipes. They ruin docks. They attach themselves to boats and prevent the boats from running. They also kill other shellfish. Because the mussels eat the same food as some other shellfish and there are so many of them, the other shellfish run out of food.

New species travel to other countries all the time. Plant seeds can enter a country easily. They can even arrive on the bottom of a person's shoe. Some animals enter as pets. Insects can come in on airplanes, cars, or ships. People have to be careful about bringing plants and animals to different areas. Introducing a new species often does more harm than good.

Name: _____

Date: _____

BCCS-Boys

NYU, Cornell, Columbia

Directions: Use RUDE to answer the following questions about the passage

Pests.

1. What conclusion about rabbits can be drawn from this passage?

- a. They are very fierce.
- b. They are hard to kill.
- c. They kill other animals.
- d. Their numbers grow very quickly.

2. What evidence supports your conclusion?

- a. At one time there were no rabbits in Australia.
- b. A neighbor of Austin's killed over two million rabbits.
- c. The rabbits could climb fences.
- d. The rabbits came from England.

3. What can you conclude from the description of the rabbits as a "gray blanket"?

- a. They are used to make blankets.
- b. They are very soft.
- c. They cover the ground like a blanket.
- d. There are not many rabbits.

4. What can you conclude from this passage about where zebra mussels came from?

5. What evidence supports the conclusion that keeping a new species out of the country is very hard?
