

Name \_\_\_\_\_

## 2<sup>nd</sup> Grade ELA Remote Learning Packet

Week 10

June 1<sup>st</sup> -5<sup>th</sup>



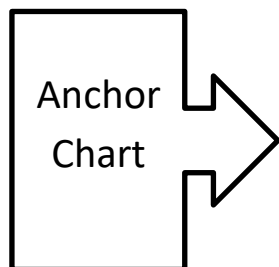
Parents please note that all academic packets are mailed home to scholars but are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If 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!

## 2<sup>nd</sup> Grade ELA Scope and Sequence

### Week 10

Date	Standards	Description of Packet Assignment	Supplemental Online Resources
6.1.2020	<b>RL 2.3 Describe how characters in a story respond to major events and challenges</b>	Read the text <b>Just Not Herself</b> . Use the strategy RUDE to answer the comprehension questions about character actions and feelings.	E-Spark learning: How a character responds to events. <a href="https://youtu.be/lekv6R9U1dM">https://youtu.be/lekv6R9U1dM</a>
6.2.2020	<b>RL 2.3 Describe how characters in a story respond to major events and challenges</b>	Read the text <b>Harriet the Tortoise</b> . Use the strategy RUDE to answer the comprehension questions about character actions and feelings.	E-Spark learning: actions of a character <a href="https://youtu.be/DmdSMCUKt4w">https://youtu.be/DmdSMCUKt4w</a>
6.3.2020	<b>RL 2.3 Describe how characters in a story respond to major events and challenges</b>	Read the text <b>Mapping the Pacific</b> . Use the strategy RUDE to answer the comprehension questions about character actions and feelings.	Intro to reading skills: How characters respond to major events. <a href="https://youtu.be/r_0S07olro">https://youtu.be/r_0S07olro</a>
6.4.2020	<b>RL 2.3 Describe how characters in a story respond to major events and challenges</b>	Read the text <b>She Says, He Says</b> . Use the strategy RUDE to answer the comprehension questions about character actions and feelings.	Intro to reading skills: Character Analyses- Response to Events <a href="https://youtu.be/hkhQmnN3X5E">https://youtu.be/hkhQmnN3X5E</a>
6.5.2020	<b>RL 2.3 Describe how characters in a story respond to major events and challenges</b>	Read the text <b>Giving Robots a Sense of Touch</b> . Use the strategy RUDE to answer the comprehension questions about character actions and feelings.	Showing how a character responds to a problem <a href="https://youtu.be/0q480zdz9-M">https://youtu.be/0q480zdz9-M</a>

## Character Actions Teacher Example



**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

### Respect

Respect is showing appreciation and listening to others. It is recognizing the good in others and honoring what they do for us. Gina loved figure skating. Part of it was because she had the best coach ever! Gina's coach was great at skating, so she understood exactly what Gina went through as she learned. Gina's coach always knew what to say when she was having a hard time too. Gina respected her coach's abilities and advice. Gina's coach asked her to try a new difficult trick, Gina responded excitedly and optimistically to try something new.

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

#1 What is Gina's emotion toward figure skating?

- ~~a.~~ Gina believes skating is tiring.
- b. Gina loves skating because her coach makes it enjoyable.
- c. Gina respects the sport.
- ~~d.~~ Gina likes trying new tricks.

#2 What detail from the text explains Gina's emotion toward her coach?

One detail from the text that shows how much Gina appreciates her coach is what the author states that her coach always knew what to say to her when she struggled or was having a hard time.

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

Date: Mon. 6/1/2020

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 2.3** Describe how characters in a story respond to major events and challenges



## Character Response

What the character does because of an event that happens in the story

A challenge is something that causes problems for the character.

The response is what action the character does because of it.

For example:

 <p><b>Problem:</b> It is so hot that no one wants to go outside.</p>	 <p><b>Solution:</b> Julie decides to jump in the ice cold pool.</p>
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I can describe how characters respond to major events.

Characters	Major Event <small>Problem/What's happen</small>	Character Reaction <small>how the act/respon</small>
<small>Fight Times</small> boy dad mom	they had fight times and dad lost his job	sad, mad, confused
<small>The Wednesday Surprise</small> Grandma Anna Dad	she teaching grandma to read for a surprise	proud good/happy shocked/surprised
<small>Oliver Buttons is A Sissy</small> Oliver Bullies Ms. Leah Parents	People think he's a "sissy" because he's not like them	• upset but he ignored them • teased Oliver/mean • cheering him on • told Oliver to

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

Date: June 1, 2020

BCCS-Boys

NYU, Cornell, Columbia

**Directions:** Read the passage **Just Not Herself**. Then use the information from the passage to answer questions 1–5 about the character’s actions.

## **Just Not Herself**

The phone call came the day after Hank put up the posters. “Your cat’s in my yard,” a woman’s voice said. “Please come get her right now!”

“Is she a gray-and-brown tiger with white paws?” Hank asked anxiously.

“Just like the cat in the poster!” the woman snapped. “Come get her!”

Hank ran two blocks to the woman’s house. He picked up the crouching Snowshoes and said, “She must be starving after being lost for three days.”

But at home, Snowshoes ignored her cat food. That night, instead of sleeping on Hank’s bed, Snowshoes howled at the door. Finally, Hank let her out. “Snowshoes is just not herself,” he decided.

The next day, Dr. Ward examined Snowshoes and told Hank not to worry. But Hank was not convinced.

When Hank got home, his mother met him at the door. “We’re going to bring that cat to the animal shelter,” she said. “They’ll find a home for her.”

“Mom!” cried Hank. “Dr. Ward said she’ll be herself in a few days. Please don’t make me give her up!”

Mom laughed and said, “The real Snowshoes came home while you were gone. She’s on her third can of cat food and is purring away!”

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

Date: June 1, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. How did the woman feel about the cat in her yard?**

- a) She thought the cat was beautiful.
- b) She disliked the cat.
- c) She wanted to keep the cat.
- d) She felt sorry for the cat.

**2. When Hank brought Snowshoes home, the cat seemed \_\_\_\_\_.**

- a) frisky
- b) hungry
- c) tired
- d) unfriendly

**3. Dr. Ward is the kind of doctor who \_\_\_\_\_.**

- a) takes care of animals
- b) visits people in their homes
- c) sets people's broken bones
- d) works only with young children

**4. Name two kinds of information that were given in Hank's poster.**

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**5. Why do you think Hank named his cat Snowshoes?**

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**6. What is the special name for the type doctor that Dr. Ward is?**

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

Date: Tues. 6/2/2020

BCCS-Boys

College: NYU/Cornell/Columbia



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Common Core Standards & Skills: **RL 2.3** Describe how characters in a story respond to major events and challenges



## Character Response

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A challenge is something that causes problems for the character.

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For example:

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I can describe how characters respond to major events.

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Oliver Buttons is a sissy Oliver Bullies Ms. Leah Parents	People think he's a "sissy" because he's not like them	-upset but he ignored them -teased Oliver/mean -cheering him on -told Oliver to

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

Date: June 2, 2020

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage **Harriet the Tortoise**. Then use the information from the passage to answer questions 1–5 about the character feelings.

## **Harriet the Tortoise**



Every November 15, the Australia Zoo had a birthday party for a tortoise named Harriet. She was the oldest known living creature on Earth.

Harriet was born about 1830. She lived in the Galápagos Islands.

When she was about five years old, Harriet was taken to England.

Twelve years later, she was moved to a zoo in Australia. For more than 100 years, visitors rode on Harriet’s back. Some even carved their name into her shell.

In 1988, Harriet moved to a new home. There, visitors were not allowed to touch her. They could not ride on her back.

Only zookeepers and workers could touch her.

Harriet lived in comfort. She was fed a healthful diet of plants.

The enclosure she lived in had grass, shady trees, and a small pool. It also had a special cave where she could stay cool on warm days.

Other animals at the zoo were more exciting than Harriet. But when visitors found out her age, they fell in love with her. And every November 15, they sang “Happy Birthday” to her. Harriet died in 2006. She was 176 years old.



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

Date: June 2, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. What can you infer from this passage about Harriet in her home in Australia?**

- a) The people at the zoo cared about Harriet.
- b) Visitors to the zoo enjoyed feeding Harriet.
- c) Harriet liked to eat bugs and small animals.
- d) Harriet lived on an island in the ocean.

**2. Which clue from the passage supports the inference that people are impressed by something that is old?**

- a) Every November, the Australia Zoo had a birthday party.
- b) Harriet was born about 1830.
- c) Other animals at the zoo were more exciting than Harriet.
- d) When visitors found out her age, they fell in love with her.

**3. Which inference can be made about Harriet's life at the Australia Zoo?**

- a) She enjoyed the birthday parties the zoo gave her.
- b) She was more protected than she was in the past.
- c) She did not mind giving rides to zoo visitors.
- d) She had to find her own food there.

**4. Which clues from the passage support the inference that Harriet lived a healthy life?**

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**5. What is the most likely reason that visitors were not allowed to ride on Harriet anymore?**

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

Date: Wed. 6/3/2020

BCCS-Boys

College: NYU/Cornell/Columbia



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Common Core Standards & Skills: **RL 2.3** Describe how characters in a story respond to major events and challenges

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

Date: June 3, 2020

BCCS-Boys

NYU, Cornell, Columbia

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

## **Mapping the Pacific**

In the mid-1700s, Europeans knew very little about the Pacific Ocean. Almost no one had been there. They thought there might be a continent in the South Pacific. If there was, England wanted it. But who would make such a long, hard trip to find out?

Captain James Cook was just the man. His dream was to travel farther than any man had ever been.

Captain Cook came from a poor family. He was a smart and curious boy who learned quickly. When he started working on ships, his interest in math helped him become a great navigator. Then he joined the British Navy and became a maker of maps. His maps of Canada's St. Lawrence River were used into the early 1900s.

From 1768 to 1779, Captain Cook sailed around the world three times for England. Each trip took three or four years. He explored New Zealand and Australia. He found many islands, such as Hawaii. Scientists then thought there might be land at the South Pole. He sailed close to Antarctica three times but was too far away to see it. Ice always forced him to turn back. Still, he sailed farther south than any other explorer.

Captain Cook also made history by keeping his men alive. At the time, sailors ate mostly salted meat and bread crawling with bugs. No wonder so many of them became ill and often died! He gave his men fresh fruit and vegetables. This kept them from getting sick on long ocean trips.

The great Captain James Cook did travel farther than any man had ever been. He went as far as it was possible to go.

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

Date: June 3, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. From the passage, what can you infer about Captain Cook?**

- a) He was very brave.
- b) He was a fool to take such risks.
- c) He was spoiled as a child.
- d) He was afraid of ice.

**2. You can infer from the passage that a navigator is a person who \_\_\_\_\_.**

- a) travels a lot
- b) comes from a poor family
- c) learns quickly
- d) guides a ship from place to place

**3. From the information in this passage, what can you infer About Cook's maps of Canada?**

- a) There was no money to make new maps.
- b) His maps were quite accurate.
- c) Not many ship captains used his maps.
- d) Cook was a skilled artist.

**4. Why didn't most sailors in the 1700s eat more fruits and vegetables?**

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**5. Write one or two clues from the passage suggesting that most people of the 1700s did not know much about the rest of the world.**

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

Date: Thurs. 6/4/2020

BCCS-Boys

College: NYU/Cornell/Columbia



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

Date: June 4, 2020

BCCS-Boys

NYU, Cornell, Columbia

Directions: Read the passage **She Says, He Says**. Then use the information from the passage to answer questions 1–5 about character feelings and actions.

## **She Says, He Says**

Dear Diary,

Help! Mom and Mrs. Newman made plans to spend tomorrow at the beach. That means I have to spend the day with Bennie Newman, and that means he's going to realize that I can't swim! I know what will happen. When I put on my life jacket, Bennie's going to smirk and say, "Looks like Brainy Janey flunked swimming class!" Then he's going to spread the word to all his cool friends, and they'll tease me, too. Mom says I'm being silly. "Lots of kids your age are still learning how to swim," she told me. "If Bennie has a problem with that, just ignore him." Okay, Mom, I can tell it's been a long time since you've embarrassed yourself in front of the coolest kid in school.

Dear Diary,

I can see it now. Janey Ames is going to swim out to the raft and then wave and yell, "The water's great, Bennie! Why don't you come in?" So I'll wade in and do my ridiculous doggie paddle, and she'll laugh her head off. In a few days, all her brainy friends will know that I can't swim. So I guess I'll just try to fool her. I'll bring all my sand toys to the beach and start building a sand castle, and I'll casually tell Janey I'd rather build than swim. Of course, she'll probably start building her own castle, and she'll make it bigger and better than mine. It's going to be a completely awful day!

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

Date: June 4, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. From reading the first part of the passage, what can you predict about the next day?**

- a) Bennie and Janey will take swimming lessons together.
- b) Janey will forget her life jacket.
- c) Bennie and Janey will meet at the beach.
- d) Janey will save Bennie from drowning.

**2. How will Janey feel when she first sees Bennie at the beach?**

- a) embarrassed
- b) afraid
- c) confident
- d) sad

**3. How will Bennie probably feel when he learns Janey's secret?**

- a) sorry
- b) upset
- c) amused
- d) relieved

**4. What will Bennie most likely bring with him?**

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**5. What will Bennie and Janey find out about each other?**

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

Date: Fri. 6/5/2020

BCCS-Boys

College: NYU/Cornell/Columbia



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

Date: June 5, 2020

BCCS-Boys

NYU, Cornell, Columbia

**Directions:** Read the passage **Giving Robots a Sense of Touch**. Then use the information from the passage to answer questions 1–5.

## **Giving Robots a Sense of Touch**

Many robots can move and “see” with light sensors. Today, scientists want to help robots “feel.”

Scientists have made a robot finger out of a special kind of plastic. This plastic can sense changes in pressure or electrical current. The robot finger can sense the weight of an object. It can change its grip to fit the object, too. If the object is heavy, the finger holds it tightly. If it is light, the finger holds it gently.

Engineers are working on robots with a sense of touch. One is building a robot finger with a ball at the tip. The ball will roll over an object. It will tell the difference between smooth and rough surfaces.

Some of these fingers are hooked up to gloves worn by humans. These robots send information they feel to the gloves. Then the humans wearing the gloves can feel what the robots feel. This could help in exploring space.

Another team has made a robot that looks like a sea creature. It is called Public Anemone. This creature can already move and see. Now the scientists are making its “skin.” The skin will be able to sense heat, pressure, and movement.

Robot research is not just for fun. Robots can do jobs that are too hard, dangerous, or dull for humans. To do these jobs, robots must move, see, and feel.

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

Date: June 5, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. What will likely happen if a robot finger lifts a feather?**

- a) It will drop the feather.
- b) It will use a gentle grip.
- c) It will hold it tightly.
- d) It will break the feather.

**2. Based on the passage, which task is a job robots might do in the future?**

- a) train dogs
- b) design houses
- c) place explosives
- d) paint portraits

**3. If a future robot touched a rock on Mars, what might happen?**

- a) The rock would send electricity through the robot.
- b) Plastic would cause the robot to explode.
- c) It would break the rock with its fingertips.
- d) A scientist on Earth wearing a glove would feel the rock's texture.

**4. According to the passage, what will Public Anemone soon be able to do?**

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**5. In the future, what kinds of "dull" jobs will robots do? Describe at least two such jobs.**

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Name \_\_\_\_\_

## 2<sup>nd</sup> Grade ELA Remote Learning Packet

Weeks 11-13

June 8<sup>th</sup> - June 26<sup>th</sup>



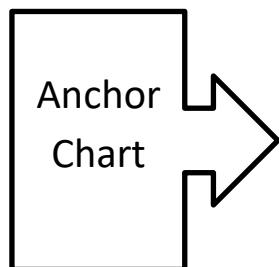
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## 2<sup>nd</sup> Grade ELA Scope and Sequence

### Week 11

Date	Standards	Description of Packet Assignment	Supplemental Online Activities
6.8.2020	<b>RI 2.3 Describe how characters in a story respond to major events and challenges</b>	A Read the text <b><u>Sally Ride, Scientist and Space Explorer</u></b> . Use the strategy RUDE to answer the comprehension questions about the character's feelings.	YouTube: How Characters Respond to major events <a href="https://youtu.be/3vNm31_7TiU">https://youtu.be/3vNm31_7TiU</a>
6.9.2020	<b>RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</b>	A Read the text <b><u>Look at Lakes</u></b> . Use the strategy RUDE to answer the comprehension questions and summarize the text.	YouTube: Main Idea <a href="https://youtu.be/mkZo2zVKJR4">https://youtu.be/mkZo2zVKJR4</a>
6.10.2020	<b>RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</b>	A Read the text <b><u>Measuring Time</u></b> . Use the strategy RUDE to answer the comprehension questions and summarize the text.	YouTube: Main Idea <a href="https://youtu.be/LbO3IRXT0ww">https://youtu.be/LbO3IRXT0ww</a>
6.11.2020	<b>RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</b>	A Read the text <b><u>Calendars</u></b> Use the strategy RUDE to answer the comprehension questions and summarize the text.	YouTube: E-Spark Main Idea <a href="https://youtu.be/C1W46goOpu0">https://youtu.be/C1W46goOpu0</a>
6.12.2020	<b>RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</b>	A Read the text <b><u>First Airplane Trip</u></b> . Use the strategy RUDE to answer the comprehension questions and summarize the text.	YouTube: Main Idea /Brain Pop Jr. <a href="https://youtu.be/g8EFK2kLiqc">https://youtu.be/g8EFK2kLiqc</a>

## Character Actions Teacher Example



**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

### Respect

Respect is showing appreciation and listening to others. It is recognizing the good in others and honoring what they do for us. Gina loved figure skating. Part of it was because she had the best coach ever! Gina's coach was great at skating, so she understood exactly what Gina went through as she learned. Gina's coach always knew what to say when she was having a hard time too. Gina respected her coach's abilities and advice. Gina's coach asked her to try a new difficult trick, Gina responded excitedly and optimistically to try something new.

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

#1 What is Gina's emotion toward figure skating?

- ~~a.~~ Gina believes skating is tiring.
- b. Gina loves skating because her coach makes it enjoyable.
- c. Gina respects the sport.
- ~~d.~~ Gina likes trying new tricks.

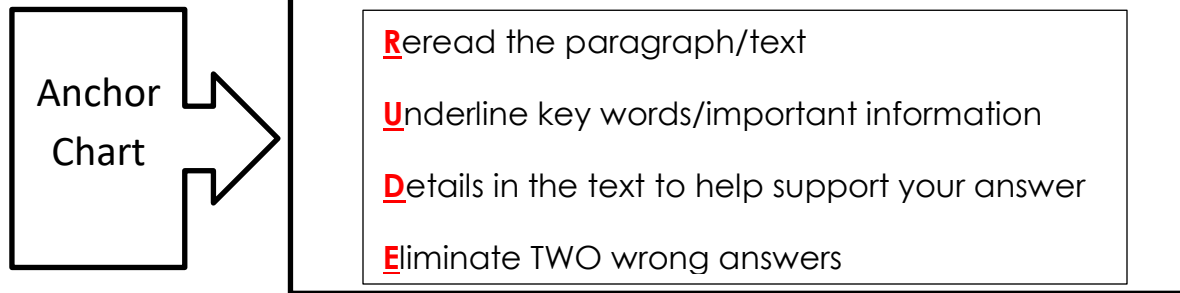
#2 What detail from the text explains Gina's emotion toward her coach?

One detail from the text that shows how much Gina appreciates her coach is what the author states that her coach always knew what to say to her when she struggled or was having a hard time.

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## Summarize Information Teacher Example



### Tiger Sharks

Tiger sharks will eat just about anything. They use their sense of sight and smell to hunt. Their pointed, serrated teeth and strong jaws are helpful when breaking shells and even human bones. Unlike the great white shark, the tiger shark is more aggressive after taking a bite. The tiger shark probably won't swim away contently, but will continue to attack.

<b>R</b>	<b>1. Which sentence best summarizes what this passage is about?</b> <del>A</del> It describes great white sharks. <del>B</del> It talks about how sharks are calm and loving fish. C It talks about how sharks attack anything. <b>D</b> It describes how tiger sharks use their strong teeth to help them eat and survive.
<b>U</b>	
<b>D</b>	
<b>E</b>	
<b>E</b>	

### #2 Re-write these sentences from the text in your own words.

*Their pointed, serrated teeth and strong jaws are helpful when breaking shells and even human bones. Unlike the great white shark, the tiger shark is more aggressive after taking one bite.*

\_\_\_\_\_ Tiger sharks have strong, jagged teeth and jaws that help it survive in the shark's environment. Tiger sharks and great whites are different, a tiger shark will continue to be destructive.

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

Date: Mon 6/8/2020

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: \_\_\_\_\_

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Common Core Standards & Skills: **RI 2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. **RL 2.3** Describe how characters in a story respond to major events and challenges

**Main Topic**  
is what the **story** is **mostly about**.

**Key Details**  
\*Tell important **information** about the **story**.  
\*Key details **give information** about the **main topic**.

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**Character Response**

What the character **does** because of an event that happens in the story

A **challenge** is something that causes problems for the character.

The **response** is what action the character **does** because of it.

For example:

 <b>Problem:</b> It is so hot that no one wants to go outside.	 <b>Solution:</b> Julia decides to jump in the ice cold pool.
--	---

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

Date: June 8, 2020

BCCS-Boys

NYU, Cornell, Columbia

**Directions:** Read the passage **Sally Ride, Scientists and Space Explorer**. Then use the information from the passage to answer questions 1–5.

## **Sally Ride, Scientists and Space Explorer**

Have you ever wanted to spend a week in a small room with four other people? That’s how it is in a space shuttle. Flying in a tiny spaceship isn’t easy, and only the best are chosen for it. Sally Ride is one of them. She was the first U.S. woman in space.



Once, Sally wanted to be a tennis player. Then she got interested in science. She worked hard to become a scientist. In 1978, she was chosen from 8,000 people to be an astronaut.

Astronauts spend years training before they go into space. They have to be able to handle anything that happens. From flying jets to fixing radios, she did it all. Astronauts also have special jobs. One of her jobs was running a robot arm she had helped to make.

In June 1983, Dr. Ride got to put all her training to work. She and four other astronauts took off and spent a week in the space shuttle *Challenger*. In her book *To Space and Back*, she described what it was like to float hundreds of miles above Earth. The next year she flew on the *Challenger* again. She was training for a third trip when the *Challenger* blew up.

Everyone on board that day was killed.

Today, Sally Ride teaches science at the University of California. She also helps girls who want to become scientists. She knows what it is like to have big dreams. She also knows that other people can help you make them come true.



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

Date: June 8, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. You can guess that as a girl, Sally Ride probably was \_\_\_\_\_.**

- a) not very interested in school
- b) good at sports
- c) the friendliest person in her class
- d) afraid of flying

**2. Which of these would Sally Ride most likely say to a girl who wants to be a scientist?**

- a) "You should try playing tennis."
- b) "Not many girls get to be astronauts."
- c) "You can do whatever you set your mind to."
- d) "If you can't be a scientist, try tennis."

**3. If you looked through Sally Ride's book, *To Space and Back*, you would most likely see pictures of \_\_\_\_\_.**

- a) how Earth looks from space
- b) Sally Ride playing tennis
- c) where the University of California is located
- d) Sally Ride's parents

**4. If Sally Ride had not become an astronaut, what would she probably have done?**

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**5. Sally Ride was the first U.S. woman in space. How did her experiences probably affect the chances of other women becoming astronauts?**

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

Date: Tues. 6/9/2020

BCCS-Boys

College: NYU/Cornell/Columbia



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**Main Topic**  
is what the story is mostly about.

**Key Details**  
\*Tell important information about the story.  
\*Key details give information about the main topic.

**SUMMARIZE**

This is what happened...

I tell in my own words the most important things I have read.

The text was mostly about...  
The author is trying to tell us that...  
I learned...  
The main idea and details are...

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

Date: June 9, 2020

BCCS-Boys

NYU, Cornell, Columbia

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

## **A Look at Lakes**

A lake is a body of water surrounded by land. When a hollow fills with water, a lake is made. Some lakes form in old volcanoes. One such lake is Crater Lake in Oregon. Many lakes form in holes left by glaciers. People also make lakes by building dams. Lake Mead is one lake made this way. It was formed when Hoover Dam was built on the Colorado River.

Lakes fill up with water from rivers and streams that run into them. Rain and melted snow also help fill up lakes. The water that runs into lakes often flows above ground. It is easy to see. But some lakes seem to fill up as if by magic. These lakes are fed by springs and streams that flow underground.

Most lakes have freshwater, but some are salty, like the ocean. Great Salt Lake in Utah is salty. Saltwater lakes are found in hot, dry places. Heat causes the water in these lakes to evaporate. Small amounts of salt in the water are left behind. Over many years, the salt builds up in the lake.

Lakes don't last forever. A lake may dry up if the climate gets hotter. When this happens, more water evaporates than flows in. Other lakes dry up because the rivers and streams that feed them change course. Some disappear because they slowly fill up with mud and plants.

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

Date: June 9, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. Which sentence best summarizes what this passage is about?**

- a) It describes one lake.
- b) It compares two lakes.
- c) It explains why lakes are important.
- d) It tells how lakes form and change.

**2. Which detail should be included in a summary of the first paragraph?**

- a) Lakes may form in holes left by volcanoes or glaciers.
- b) Lakes fed by underground streams are quite cold.
- c) Many lakes are kept filled by streams running into them.
- d) Hoover Dam was built across the Colorado River.

**3. Read these two sentences from the passage.**

*But some lakes seem to fill up as if by magic. These lakes are fed by springs and streams that flow underground.*

**Which is the best paraphrase of these sentences?**

- a) Some lakes are magical lakes underground.
- b) These lakes fill by magic from springs and streams.
- c) Some lakes are fed by underground springs or streams.
- d) Springs and streams sometimes form lakes underground.

**4. Write one or two sentences that summarize the third paragraph.**

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**5. Rewrite these sentences in your own words.**

A lake may dry up if the climate gets hotter. When this happens, more water evaporates than flows in.

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

Date: Wed 6/10/2020

BCCS-Boys

College: NYU/Cornell/Columbia

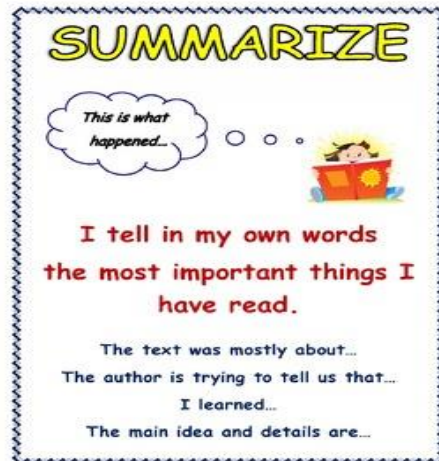


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Name: \_\_\_\_\_

Date: June 10, 2020

BCCS-Boys

NYU, Cornell, Columbia

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

## **Measuring Time**

People are very interested in time. They have been measuring time for thousands of years. The first “clocks” were sticks in the ground. The sticks cast shadows when the sun was out.

The shadows helped people know what time it was. Then, around 1500 B.C. in Egypt, the sundial was invented. It also used the sun to tell time. It was more precise than the stick clock. People used sundials for 3,000 years.

The water clock was used around the same time. It was a stone pot with sloping sides. Water dripped out of a hole in the bottom. The amount that was left told people how much time had gone by. This clock did not rely on the sun, so it could be used at night.

Around A.D. 900, people began using candle clocks. A candle clock was a candle with marks on it. When the candle burned down to a mark, this showed that a certain amount of time had passed.

The sandglass was first used in the 1300s. It had a shape like the number 8. Sand was placed in the top part and ran through to the bottom. When all the sand had gone through, a certain amount of time had passed.

The first real clocks were very large and did not keep time very well. Later, clocks were made using springs. They were smaller and kept better time.

In the 1920s, quartz crystals were used in clocks. These clocks had no gears to wind or break. Most clocks today are made with quartz crystals.

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

Date: June 10, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. Which idea should be included in a summary of this passage?**

- a) Sundials used the sun to tell time.
- b) The sundial was invented long ago.
- c) Sand was placed in the top part.
- d) A candle clock was just a candle.

**2. Which sentence best paraphrases the first two sentences in paragraph four?**

- a) When all the sand has gone through, a certain amount of time has passed.
- b) Quartz crystals are very precise.
- c) In the 1300s, people began to use the sandglass.
- d) Clocks today have no gears to wind or break.

**3. Which idea does NOT belong in a summary of this passage?**

- a) A candle burning down showed the passing of time.
- b) Early clocks were large and did not keep time well.
- c) In the sandglass, sand running through the glass marked an amount of time.
- d) The water clock had sloping sides.

**4. Write a summary of the first four paragraphs.**

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**5. Write a summary of the last two paragraphs.**

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

Date: Thurs 6/11/2020

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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is what the **story** is **mostly about**.

**Key Details**  
\*Tell important **information** about the **story**.  
\*Key details **give information** about the **main topic**.

The graphic includes illustrations of two children and a decorative border.

**SUMMARIZE**

This is what happened...

I tell in my own words the most important things I have read.

The text was mostly about...  
The author is trying to tell us that...  
I learned...  
The main idea and details are...

The graphic includes a thought bubble, a child reading a book, and a decorative border.



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

Date: June 11, 2020

BCCS-Boys

NYU, Cornell, Columbia

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

## **Calendars**

The Western calendar that we use today began in Rome more than 2,000 years ago.

### **The Western Calendar**

Around 45 B.C., Julius Caesar was the ruler of Rome. He called for a new calendar. It was called the Julian calendar. It was based on the lunar cycle, or the time it takes the moon to orbit Earth. It is also the time it takes the moon to go from a new moon to a full moon and back to a new moon again. That is about  $29\frac{1}{2}$  days. A year in the Julian calendar measures the days by one orbit of Earth around the sun. That is about 365 days.

The Julian calendar was fairly accurate. But it lost one day every 128 years. By 1582, it was ten days off. Pope Gregory XIII corrected it by adding an extra day to the month of February every four years. This is what we call a “leap year.” This new system was called the Gregorian calendar.

### **Other Calendars**

Different calendars are used by people around the world. They include the Chinese, Islamic, and Hebrew calendars. All three are based on lunar cycles.

The Chinese calendar has 12 or 13 months each year. The calendar goes for 60 years. Then it begins again.

The Islamic, or Muslim, calendar goes for three years and then begins again. It has 12 months. Each month has either 29 or 30 days. The Hebrew calendar has 12 months each year. Each month has 29 or 30 days. In leap years, an extra month of 29 days is added.

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

Date: June 11, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. The first two paragraphs of this passage tell mostly about \_\_\_\_\_.**

- a) how Earth travels around the sun
- b) why Julius Caesar was the ruler of Rome
- c) how the Julian calendar came to be
- d) what the moon looks like

**2. Write one or two sentences summarizing the information in the first part of the passage, “The Western Calendar.”**

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**3. The second half of the passage tells mostly about \_\_\_\_\_.**

- a) Pope Gregory XIII
- b) holidays in the Chinese calendar
- c) Hebrew numbers
- d) examples of other calendars

**4. Which is the best description of how the Islamic calendar works?**

- a) It is a lunar calendar with 12 months in a year and 29 or 30 days in each month.
- b) It is sometimes called the Muslim calendar, and it is based on lunar cycles.
- c) It is similar to the Chinese and Hebrew calendars in that they are all lunar calendars.
- d) It is a three-year calendar with 29 or 30 days in each month.

**5. Read the sentence from the passage. Write a paraphrase of this sentence in your own words.**

*“It is also the time it takes the moon to go from a new moon to a full moon and back to a new moon again.”*

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

Date: Fri 6/12/2020

BCCS-Boys

College: NYU/Cornell/Columbia

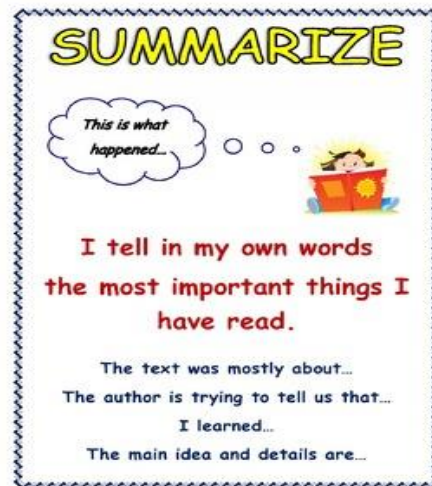


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Name: \_\_\_\_\_

Date: June 12, 2020

BCCS-Boys

NYU, Cornell, Columbia

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

## **First Airplane Trip**

**By Sara Matson**

Jake is going on a trip. He and Mom take a taxi to the airport. “It’s my first plane trip,” he tells the taxi driver.

“That’s great!” the taxi driver says.

Jake rolls his suitcase onto the plane.

“It’s my first plane trip,” he tells the pilot.

“Welcome aboard,” the pilot says.

Jake finds his seat and buckles his seatbelt. The plane’s engines rumble and roar. Jake opens his backpack and pulls out Panda.

“It’s my first plane trip,” he whispers. He holds Panda’s paw.

The plane moves faster and faster. Then—Whoosh! On the ground, cars and houses look like toys. Jake smiles. “Guess what, Panda?” he says. “Flying is fun!”



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

Date: June 12, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. How do Jake and his mom travel to the airport?**

- a. in a plane
- b. in their car
- c. in a taxi
- d. in a bus

**2. What does a pilot do?**

---

**3. What does the pilot say to Jake?**

---

**4. Who is Panda?**

- a. Jake's brother
- b. a large animal
- c. Jake's pet
- d. a stuffed animal

**5. What does Jake whisper to Panda?**

---

**6. Read this sentence from the story:**

*On the ground, the cars and houses look like toys.*

**What does this mean?**

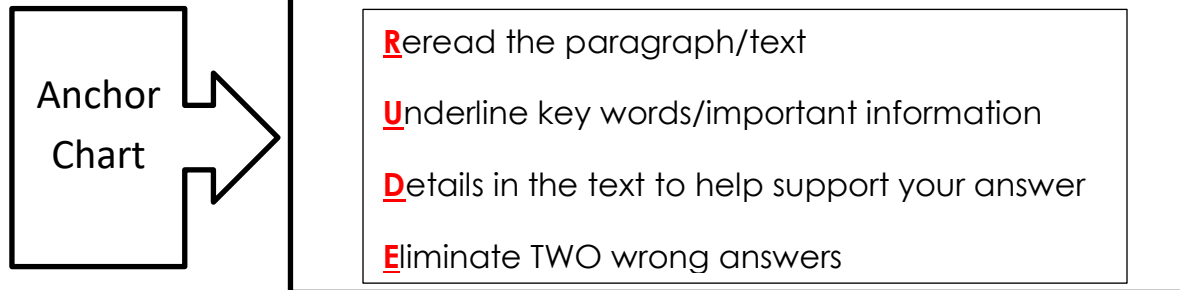
- a. The cars and houses looked very big.
- b. The cars and houses looked very small.




## 2<sup>nd</sup> Grade ELA Scope and Sequence

### Week 12

Date	Standards	Description of Packet Assignment	Supplemental Online Activities
6.15.2020	<b>CCRA. R.10</b> Read and comprehend complex literary and informational texts in dependently and proficiently	Read the text <b><u>Adventure in Africa</u></b> . Use the strategy RUDE to annotate answer the comprehension questions at the end of the passage.	Youtube: Close Reading for Kids <a href="https://youtu.be/e8EFTE7Xf1g">https://youtu.be/e8EFTE7Xf1g</a>
6.16.2020	<b>CCRA. R.10</b> Read and comprehend complex literary and informational texts in dependently and proficiently	Read the text <b><u>South American Adventure</u></b> . Use the strategy RUDE to annotate answer the comprehension questions at the end of the passage.	YouTube: Close Reading Strategy <a href="https://youtu.be/zlZZEvPRR9A">https://youtu.be/zlZZEvPRR9A</a>
6.17.2020	<b>CCRA. R.10</b> Read and comprehend complex literary and informational texts in dependently and proficiently	Read the text <b><u>Buenos Aires</u></b> . Use the strategy RUDE to annotate answer the comprehension questions at the end of the passage.	YouTube: A Guide to Annotation <a href="https://youtu.be/AYwRfok_xdl">https://youtu.be/AYwRfok_xdl</a>
6.18.2020	<b>CCRA. R.10</b> Read and comprehend complex literary and informational texts in dependently and proficiently	Read the text <b><u>Gaspig for Air</u></b> . Use the strategy RUDE to annotate answer the comprehension questions at the end of the passage.	YouTube: Reading skills Brain Pop w/ Tim and Moby <a href="https://youtu.be/xu2YczlS6z4">https://youtu.be/xu2YczlS6z4</a>
6.19.2020	<b>CCRA. R.10</b> Read and comprehend complex literary and informational texts in dependently and proficiently	Read the text <b><u>Birds Don't Live in the Air</u></b> . Use the strategy RUDE to annotate answer the comprehension questions at the end of the passage.	YouTube: Annotation video <a href="https://youtu.be/U4e0AoeL8eU">https://youtu.be/U4e0AoeL8eU</a>

## Close Read/Annotations Teacher Example



- Read the text slowly at least twice ► x 2
- Get the gist of what the text is about ★
- Circle words you aren't sure of and try to figure them out ○
- Reread, annotate, and underline key vocabulary 
- Use the text to answer questions ???
- Gather evidence from the text 🔍
- Talk with each other about what you think it means 
- Read again to summarize or answer specific questions 

### *Excerpt from A Great Sport*

Golf is a great sport to play. It's fun to pound a golf ball around for nine to eighteen holes. However, to become good you need lots of practice and mental toughness. Practice is easy to come by, but we need toughness too. Personally, I need a lot of mental toughness. Golf can be really fun if you are playing well, but if you are playing badly, it can cause frustration.

1. Annotate in the text with a \_\_\_\_\_, the two things you need to become a great golf player.
2. After you have read the text three times, annotate in the text with an ○ around the word *toughness*. Describe what the word *toughness* means to you.

*Remember when answering an extended response question, restate the question.*

*Teacher example:* I think that the word toughness means, being strong or rough at something. For example; I think math can be tough at times because the content is challenging.

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

Date: Mon. 6/15/2020

BCCS-Boys

College: NYU/Cornell/Columbia

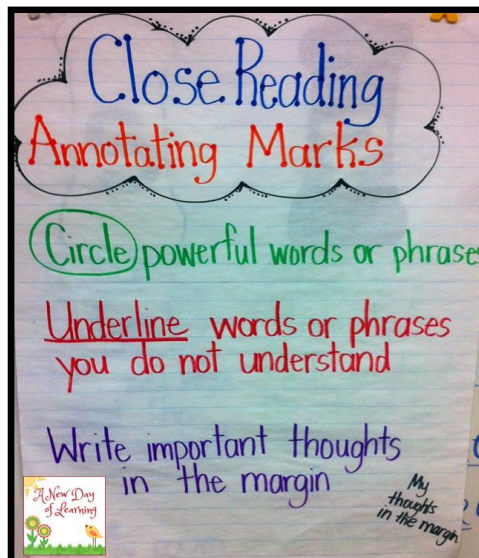
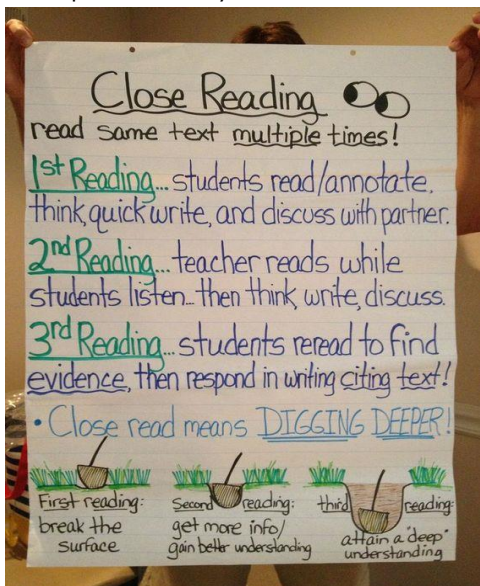


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Common Core Standards & Skills: **CCRA. R.10** Read and comprehend complex literary and informational texts in dependently and proficiently.





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

Date: June 15, 2020

BCCS-Boys

NYU, Cornell, Columbia

## An Adventure in Africa

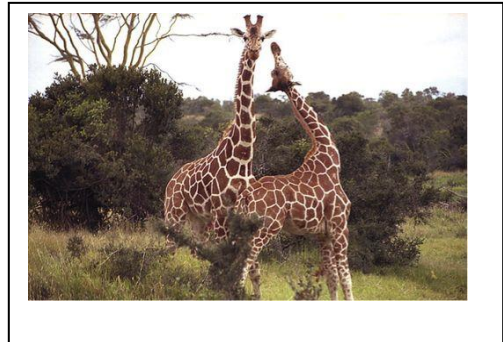
It was late at night, but Kevin lay awake in bed. He could not sleep because he was very scared. His bed was inside a giant camping tent, and just outside the tent were the fields of Africa, filled with wild animals. Kevin looked at his parents, who slept soundly in another bed across from him. He wondered how they could be so calm. What if a lion came into their tent to attack them? It took a long time before Kevin finally fell asleep.

When the sun came up, he felt his mother's hand on his head. "Good morning, Kevin!" she said. She looked happy and excited. "Time to wake up and go on the safari."

"I'm scared," said Kevin. Before they left America on the airplane, his parents had explained to him that a safari was a long drive through nature, usually in Africa. During a safari you can see lions and zebras living free, instead of cooped up in a zoo. "What if we get close to a lion?" he asked.

"Oh, darling," she said. "Like I told you, nothing will happen to us if we listen to what our guide says."

Kevin rubbed his eyes and slowly put on his clothes. He listened to the birds singing outside and began to feel less afraid. He walked out of the tent into bright sunlight, and ate his eggs quickly at the table outside. Then he got into a big green jeep with his mother and father. The driver was a kind-looking man with a bushy gray beard. His name was Jim, and he was their guide.



The jeep took off along a dirt road. After a little while Kevin saw something move out of the corner of his eye. "Wait!" he said. "I see something!"

Jim stopped the car and told them all to get out. Kevin and his parents waited in the tall grass while Jim walked ahead of them and looked around. After a minute Jim raised his hands in the air. "Shhh," he whispered. "It's nothing dangerous. If we speak loudly, we'll scare it away!" Kevin and his parents walked up to where Jim stood, and soon Kevin saw an animal come very close to them. It was a beautiful golden creature with dark brown spots and a very, very long neck. It had come to eat the leaves of a tall tree. "The giraffe is the only animal around here tall enough to reach these leaves," whispered Jim. "That's why it always has food to eat."

"Wow," whispered Kevin. He could not believe how close he was to the giraffe. All his fears vanished, and he began to get excited about the day to come.

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

Date: June 12, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. Where are Kevin and his parents?**

- a. in Australia
- b. in Africa
- c. in America

**2. What event made Kevin less afraid of being close to wild animals?**

- a. Kevin's mom told him that nothing would happen to them if they listen to their guide so Kevin was not afraid.
- b. Jim, the guide, came to pick up Kevin and his parents to take them on the safari.
- c. A giraffe came very close to Kevin while he was on the safari and Kevin was not afraid.

**3. Kevin was scared when he was in the giant camping tent late at night in Africa. Which evidence from the story does NOT support this statement?**

- a. It took a long time before Kevin could fall asleep.
- b. Kevin's parents slept soundly in another bed across from Kevin.
- c. Kevin thought about a lion coming into their tent to attack them.

**4. How did Kevin's parents most likely feel during the trip to Africa?**

- a. Kevin's parents were bored during the trip to Africa.
- b. Kevin's parents were afraid during the trip to Africa.
- c. Kevin's parents were not afraid during the trip to Africa.

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

Date: Tues. 6/16/2020

BCCS-Boys

College: NYU/Cornell/Columbia

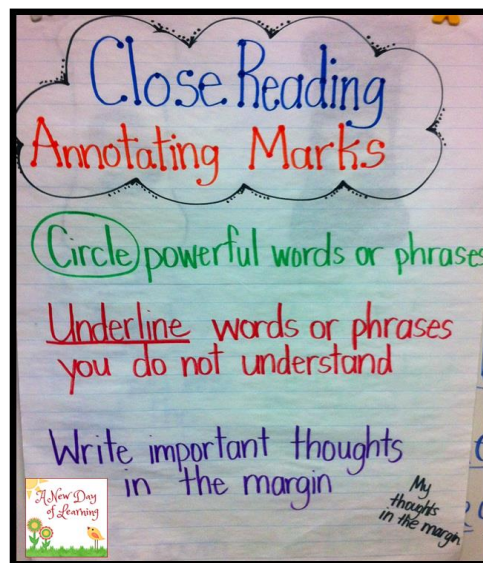
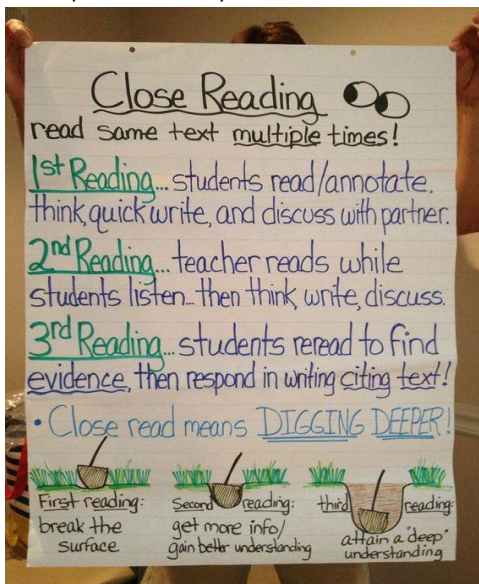


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Name: \_\_\_\_\_

Date: June 16, 2020

BCCS-Boys

NYU, Cornell, Columbia

## A South American Adventure



South America is one of the seven continents of the world. It is the fourth largest continent. In South America, you can find some of the most beautiful places on Earth. Two of these places are the Amazon rainforest and the Andes Mountains. Let's take a closer look at these two incredible places.



*Blue poison dart frog*



Imagine standing in the middle of the largest rainforest in the world, the Amazon. You may look up to find slim sun rays trying to peek through the dense tree cover. If you look around, you may find colorful macaws, Howler monkeys, or lazy sloths. But you have to be careful! You don't want to run into a dangerous jaguar or a blue poison dart frog. These animals can kill you. And don't get lost either! The Amazon rainforest is very big. It stretches over eight different countries.

But maybe you're in the mood for a mountainous adventure. Look no further than the Andes Mountains! The Andes are the longest mountain range in the world, running through seven different countries. Some of the tallest mountains on Earth are part of this range. Here you'll find animals like chinchillas, llamas, and large vultures. You'll find rare plants like the Polylepis trees that have twisted shapes. You'll even find volcanos!

Which South American adventure would you like to experience?

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

Date: June 16, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. What is a meaning of the word adventure?**

- a. an exciting happening
- b. to destroy
- c. the person who conducts the orchestra

**2. South America is the \_\_\_\_\_ largest continent in the world?**

- a. second
- b. Seventh
- c. Fourth

**3. South America has some beautiful places in it. Name 2 beautiful places.**

1. \_\_\_\_\_

2. \_\_\_\_\_

**4. Which South American adventure would you like to experience?**

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

Date: Wed. 6/17/2020

BCCS-Boys

College: NYU/Cornell/Columbia

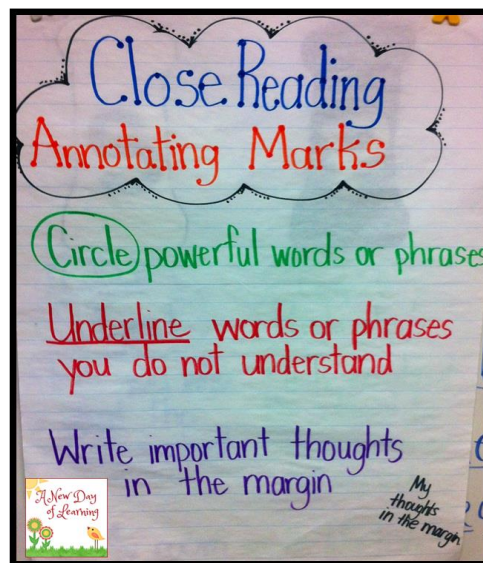
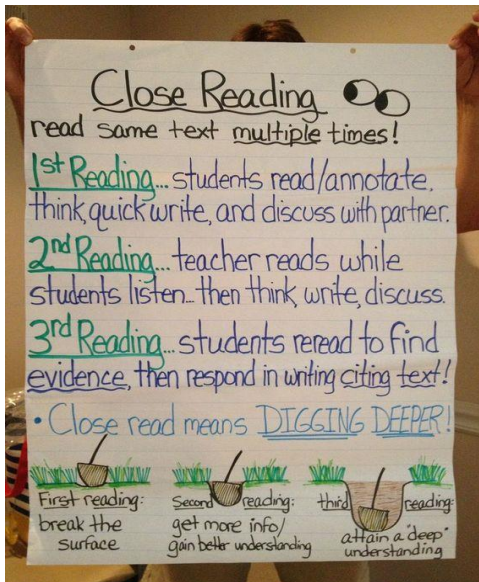


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Common Core Standards & Skills: **CCRA. R.10** Read and comprehend complex literary and informational texts in dependently and proficiently.



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

Date: June 17, 2020

BCCS-Boys

NYU, Cornell, Columbia

## Buenos Aires: The Paris of South America



Buenos Aires is the capital of Argentina. Many people live in Buenos Aires. In fact, it is one of the most populous cities in South America. Most of the people that live in Buenos Aires are descendants of European immigrants. These immigrants came mostly from Spain and Italy a little over 100 years ago.

People who live in Buenos Aires are called *asportenos*. This means "people of the port." A port is where boats drop people and things off after trips at sea. The name *asportenos* refers to the fact that many of the people who live in Buenos Aires are descendants of people who traveled from Europe to Argentina by boat.

Since so many Europeans came to Buenos Aires, some people call it the most European city in Latin America. Sometimes people even call it the "Paris of South America" because its culture, traditions, and buildings are very European.



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

Date: June 17, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. Who are most of the people in Buenos Aires descendants of?**

---

---

---

**2. Why do some people think of Buenos Aires as a very European city? Support your answer with details from the text.**

---

---

---

**3. What is the main idea of this text?**

---

---

---

**4. Most of the immigrants living in Buenos Aires came from?**

- a. America & Spain
- b. Spain & Italy
- c. Russia & Spain
- d. Paris & Italy



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

Date: Thurs. 6/18/2020

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College: NYU/Cornell/Columbia

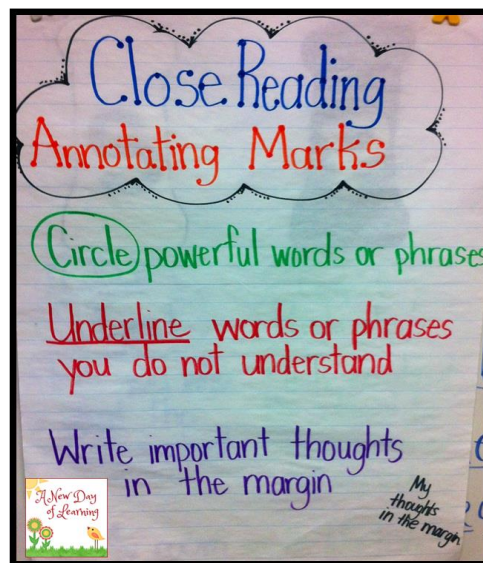
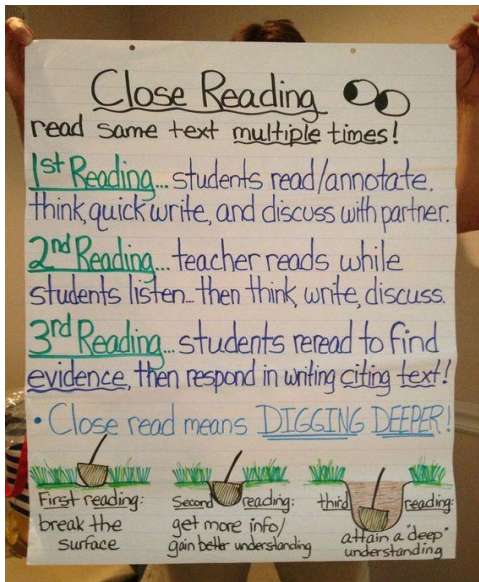


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Common Core Standards & Skills: **CCRA. R.10** Read and comprehend complex literary and informational texts in dependently and proficiently.



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

Date: June 18, 2020

BCCS-Boys

NYU, Cornell, Columbia

## Gasping for Air



A study says that kids living in areas with air pollution are more likely to develop asthma than kids who live in other areas. Asthma is an illness that makes breathing difficult. Over 5 million children in the United States suffer from asthma.

More than 3,500 kids, ages 9 to 16, who lived in California took part in the study. About half of those kids lived in areas that had lots of air pollution. The other half lived in areas that had clean air. All the children played outdoor sports.

After studying the kids for five years, doctors found that about 260 of them developed asthma. Most of the kids who developed asthma lived in towns that had lots of air pollution. Doctors say that breathing too much polluted air caused the asthma cases.

A California health official said the study shows the need to do more to prevent air pollution. Doctors say that children should still play outside but only on days when air pollution isn't bad.

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

Date: June 18, 2020

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**1. The main idea of this passage is**

- A. people need to help stop air pollution.
- B. air pollution happens in both towns and cities.
- C. a study shows asthma can be caused by air pollution.
- D. children with asthma should not play outside.

**2. Which detail best supports the main idea?**

- A. Asthma is an illness that makes breathing difficult.
- B. Most of the kids who developed asthma during the study lived in towns that had lots of air pollution.
- C. Over 5 million children in the United States suffer from asthma.
- D. More than 3,500 kids, ages 9 to 16, who lived in California took part in the study.

**3. What portion of the kids who took part in the study lived in areas that had lots of air pollution?**

- A. about one fourth of the kids
- B. about one tenth of the kids
- C. about half of the kids
- D. about one third of the kids

**4. What is asthma?**

Asthma is \_\_\_\_\_

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

Date: Fri. 6/19/2020

BCCS-Boys

College: NYU/Cornell/Columbia

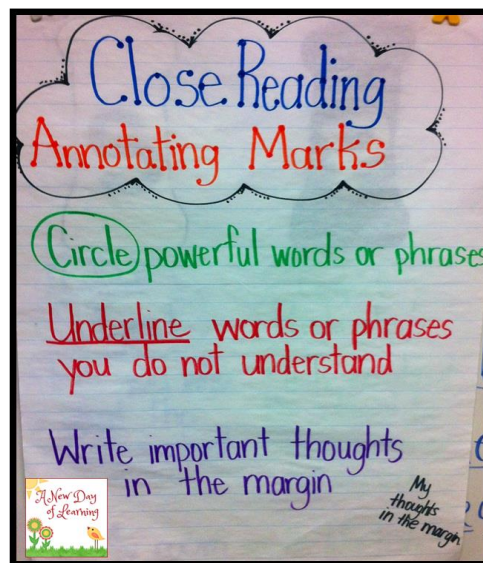
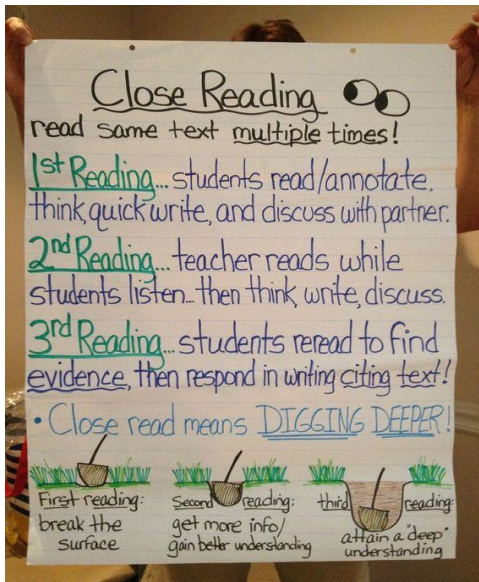


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Common Core Standards & Skills: **CCRA. R.10** Read and comprehend complex literary and informational texts in dependently and proficiently.



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

Date: June 19, 2020

BCCS-Boys

NYU, Cornell, Columbia

## **Birds Don't Live in the Air!**



Birds spend many hours on the wing, but they must come down at times. We can help make sure they find shelter when they land.

Some kids think migrating birds land only in faraway places, such as mountains or forests. But a man who lives in New York City saw more than 100 different kinds of birds in his tiny backyard.

Why would migrating birds choose to land in the center of a great city? They land there because they see trees and shrubs in backyards.

Ask your family and friends to keep your neighborhood green. Birds eat berries and nuts that grow on shrubs and trees and insects they find on the twigs and branches. Trees and bushes also make safe places for birds to hide as they rest.

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

Date: June 19, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. What can we help make sure birds find when they land?**

- A. shelter
- B. mountains
- C. forests
- D. cities

**2. According to the text, what is the effect of migrating birds seeing trees and shrubs in backyards?**

- A. The birds land only far away.
- B. The birds land anywhere in cities.
- C. The birds land in those backyards.
- D. The birds land in mountains and forests.

### **3. Read these sentences from the text.**

*. . . a man who lives in New York City saw more than 100 different kinds of birds in his tiny backyard.*

*Why would migrating birds choose to land in the center of a great city? They land there because they see trees and shrubs in backyards.*

### **Based on the text, what conclusion can you make about where migrating birds land in cities**

- A. Migrating birds look for trees and shrubs to land in.
- B. Migrating birds look for centers of cities to land in.
- C. Migrating birds look to land in New York City.
- D. Migrating birds look to land where there are many different birds.

### **4. Read these sentences from the text.**

*Why would migrating birds choose to land in the center of a great city? They land there because they see trees and shrubs in backyards.*

*. . . Birds eat berries and nuts that grow on shrubs and trees . . . Trees and bushes also make safe places for birds to hide as they rest.*

### **Based on the text, what can birds find in backyards with trees and shrubs?**

- A. berries and nuts, but not safety
- B. berries and safety, but not nuts
- C. nuts and safety, but not berries
- D. berries, nuts, and safety

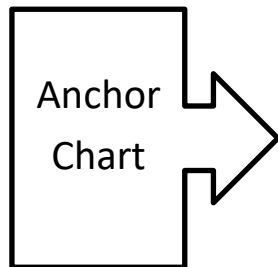
## 2<sup>nd</sup> Grade ELA Scope and Sequence

### Week 13

Date	Standards	Description of Packet Assignment	Supplemental Online Activities
6.22.2020	<b>CCRA. R.10</b> Read and comprehend complex literary and informational texts in dependently and proficiently	Read the text <b>Understanding Elevators</b> . Use the strategy RUDE to annotate answer the comprehension questions at the end of the passage.	YouTube: Close Reading for Kids <a href="https://youtu.be/e8EFTE7Xf1g">https://youtu.be/e8EFTE7Xf1g</a>
6.23.2020	<b>CCRA. R.10</b> Read and comprehend complex literary and informational texts in dependently and proficiently	Read the text <b>Hello Mr. Obama</b> . Use the strategy RUDE to annotate answer the comprehension questions at the end of the passage.	YouTube: Close Reading Strategy <a href="https://youtu.be/zIZZEvPRR9A">https://youtu.be/zIZZEvPRR9A</a>
6.24.2020	<b>CCRA. R.10</b> Read and comprehend complex literary and informational texts in dependently and proficiently	Read the text <b>Explore Space</b> . Use the strategy RUDE to annotate answer the comprehension questions at the end of the passage.	YouTube: A Guide to Annotation <a href="https://youtu.be/AYwRfok_xdl">https://youtu.be/AYwRfok_xdl</a>
6.25.2020	<b>CCRA. R.10</b> Read and comprehend complex literary and informational texts in dependently and proficiently	Read the text <b>Oranges From The Tree to You</b> . Use the strategy RUDE to annotate answer the comprehension questions at the end of the passage.	YouTube: Reading skills Brain Pop w/ Tim and Moby <a href="https://youtu.be/xu2YczlS6z4">https://youtu.be/xu2YczlS6z4</a>
6.26.2020	<b>CCRA. R.10</b> Read and comprehend complex literary and informational texts in dependently and proficiently	Read the text <b>Building Blocks</b> . Use the strategy RUDE to annotate answer the comprehension questions at the end of the passage.	YouTube: Annotation video <a href="https://youtu.be/U4e0AoeL8eU">https://youtu.be/U4e0AoeL8eU</a>



## Close Read/Annotations Teacher Example



- 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

### CLOSE READING ..... anchor chart .....

### CLOSE READERS DO THESE THINGS

- Read the text slowly at least twice ►► x 2
- Get the gist of what the text is about ★
- Circle words you aren't sure of and try to figure them out ○
- Reread, annotate, and underline key vocabulary 📄✍️
- Use the text to answer questions ???
- Gather evidence from the text 🔍
- Talk with each other about what you think it means 🗣️🗣️
- Read again to summarize or answer specific questions ↩️

#### Excerpt from A Great Sport

Golf is a great sport to play. It's fun to pound a golf ball around for nine to eighteen holes. However, to become good you need lots of practice and mental toughness. Practice is easy to come by, but we need toughness too. Personally, I need a lot of mental toughness. Golf can be really fun if you are playing well, but if you are playing badly, it can cause frustration.

1. Annotate in the text with a \_\_\_\_\_, the two things you need to become a great golf player.
2. After you have read the text three times, annotate in the text with an ○ around the word *toughness*. Describe what the word *toughness* means to you.

I think that the word toughness means, being strong or rough at something. For example; I think math can be tough at times because the content is challenging.

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

Date: Mon. 6/22/2020

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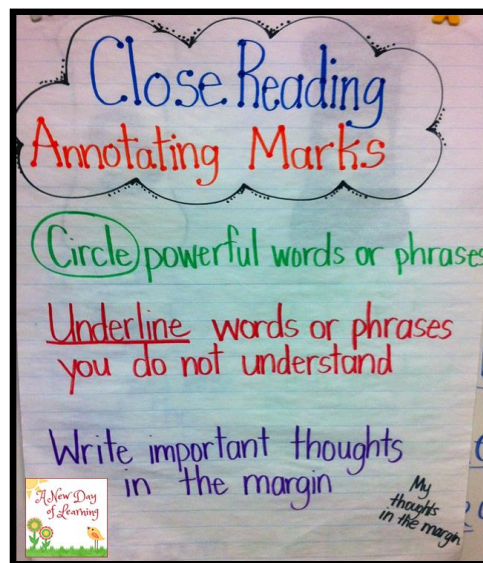
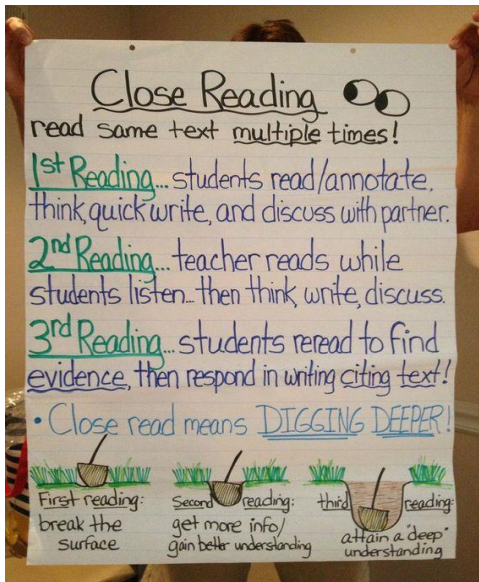


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Common Core Standards & Skills: **CCRA. R.10** Read and comprehend complex literary and informational texts in dependently and proficiently.



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

Date: June 22, 2020

BCCS-Boys

NYU, Cornell, Columbia

## Understanding Elevators

Danisha stepped into the elevator and pushed the button for the twelfth floor. It was her first visit to her dad's office.

As the elevator went up, Danisha began wondering: *What makes elevators move? How could people work or live in tall buildings without elevators?*

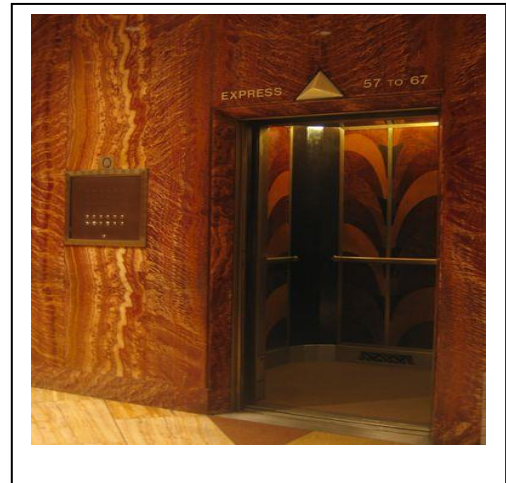
Danisha sat at a desk while her father worked. She decided to use the computer to learn more about elevators. She discovered that elevator cars ride up and down in a space called a shaft. Strong cables lift and lower the elevator.

Danisha read about the history of elevators. She found out that even the builders of the ancient pyramids used lifting devices to pick up huge stones.

Modern elevators were designed through a process, or a series of steps, Danisha read. Over the years, people worked to make elevators better.

One of those people, Elisha Otis, invented the first safety elevator. His elevator would not fall even if the cables broke. Elisha Otis started his own elevator company in the United States.

Danisha had learned a lot about elevators. Now she was hungry. Her dad was taking her out for lunch. As Danisha rode down the elevator, she noticed a sign on the elevator wall. It said *Otis Elevator Company!*



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

Date: June 22, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. What does Danisha step into and ride up to get to her dad's office?**

- a. an ancient lifting device
- b. a pyramid
- c. an elevator

**2. What does this text describe?**

- a. how Elisha Otis invented the first safety elevator
- b. what life was like for the people who built the ancient pyramids
- c. how elevators work

**3. Read this sentence from the text.**

*"Danisha had learned a lot about elevators."*

**What evidence from the text supports this statement?**

- a. "Elisha Otis started his own elevator company in the United States."
- b. "She discovered that elevator cars ride up and down in a space called a shaft."
- c. "Danisha stepped into the elevator and pushed the button for the twelfth floor."

**4. Before the first safety elevator, what probably happened to elevators when their cables broke?**

- a. They went up.
- b. They stayed in the same place.
- c. They fell.

**5. What is the main idea of this text?**

- a. A girl learns about elevators and their history.
- b. Modern elevators were designed through a series of steps.
- c. The builders of the ancient pyramids used lifting devices to pick up huge stones.

**6. Reread the last two paragraphs of the text. Why might the author have ended the last sentence with an exclamation point?**

- A. to compare the elevator Danisha was riding in with ancient lifting devices
- B. to explain why Danisha was hungry
- C. to show Danisha's excitement and surprise

**7. Choose the answer that best completes this sentence.**

Danisha wonders what makes elevators move \_\_\_\_\_ the elevator she is riding in goes up.

- A. then
- B. when
- C. before

**8. What did Elisha Otis invent?**

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

Date: Tues. 6/23/2020

BCCS-Boys

College: NYU/Cornell/Columbia

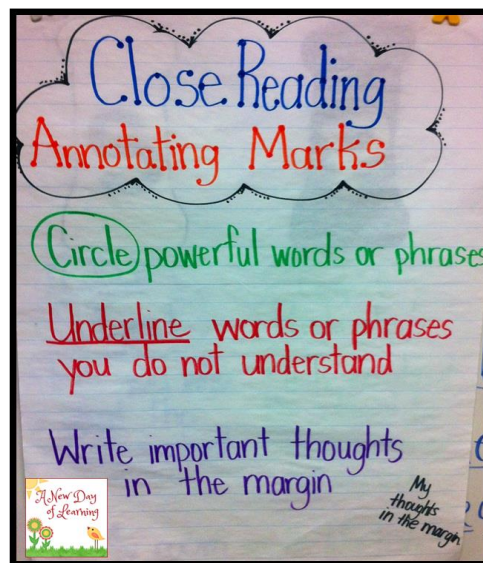
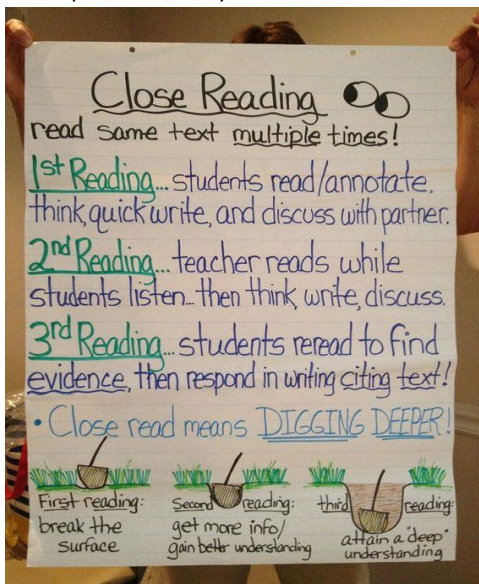


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Name: \_\_\_\_\_

Date: June 23, 2020

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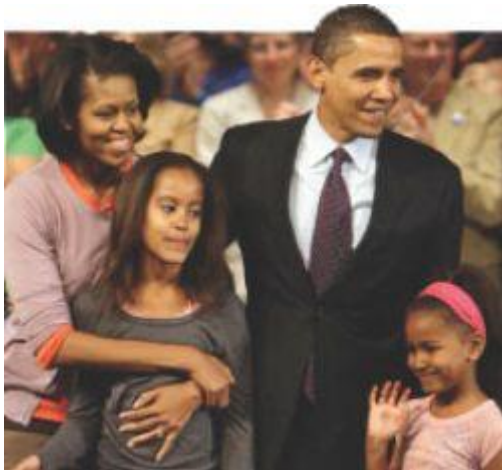
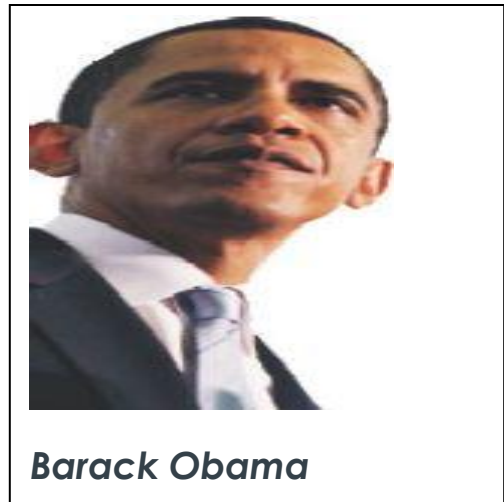
NYU, Cornell, Columbia

## **Hello, Mister Obama**

The President of the United States has an important job. He or she is the leader of the armed forces. This person executes and enforces United States laws. The President is able to sign bills to become laws. He or she is also able to veto, or reject, laws. In addition, the President works with the leaders of other countries.

### **Barack Obama**

Meet Barack Obama! He was the 44th President of the United States. He was the first African American to become a U.S. President. Obama was elected in November 2008. In January 2009, he began a four-year term as President. In November 2012, Obama was reelected for a second term.



*This is a photo of Barack Obama standing with his wife, Michelle, and daughters, Malia and Sasha.*

Barack Obama and his wife, Michelle, have two daughters. Their names are Malia and Sasha. They all lived in the White House during

his presidency. It has been home to every President except George Washington.



Charlie Hutton/Shutterstock

*The White House is in Washington, D.C.*

The White House has 132 rooms and 35 bathrooms! One room is called the Oval Office. That is where the President usually works. In another room called the Cabinet Room, the President meets with people like the heads of the U.S. government departments, members of Congress, and leaders of foreign nations. Here they talk about topics such as national security and energy. The discussions are often about how to help solve national and global problems.

But the White House isn't just for serious work. The White House also has a tennis court, a jogging track, a swimming pool, a movie theater, and a bowling lane to entertain the President, the President's family, and their guests.



*The Oval Office is a room in the White House where the President works.*



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

Date: June 23, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. Who was the 44<sup>th</sup> President of the United States?**

- A. Barack Obama
- B. Michelle Obama
- C. George Washington

**2. What does the author describe at the beginning of the text?**

- A. Barack Obama and his family
- B. the job of the President of the United States
- C. some rooms in the White House

**3. The White House is a big building. What evidence from the text supports this conclusion?**

- A. The President and the President's family live in the White House.
- B. The Oval Office is in the White House.
- C. The White House has 132 rooms.

**4. Who is this passage mostly about?**

- A. Barack Obama
- B. Michelle Obama
- C. George Washington

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

Date: Wed. 6/24/2020

BCCS-Boys

College: NYU/Cornell/Columbia

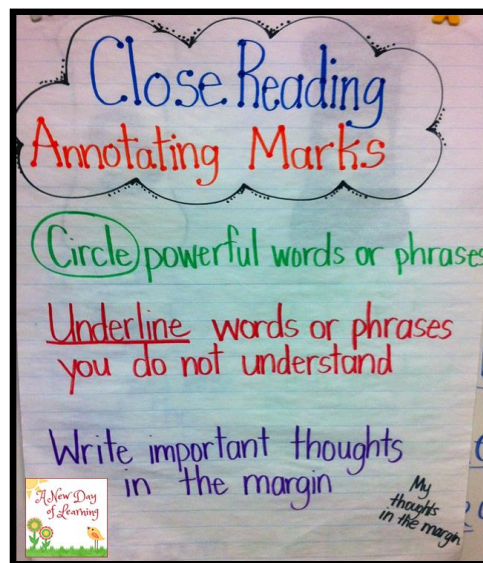
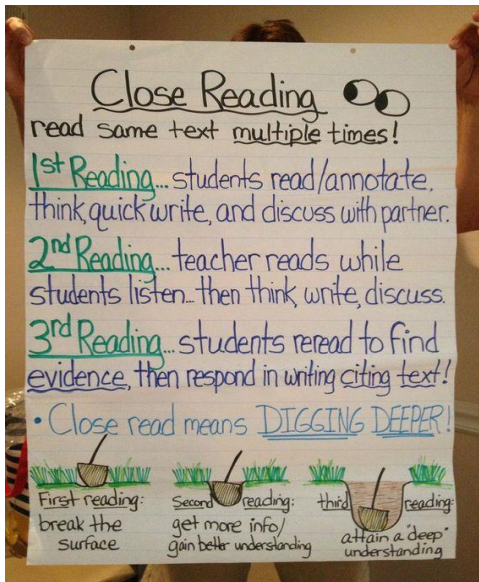


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Name: \_\_\_\_\_

Date: June 24, 2020

BCCS-Boys

NYU, Cornell, Columbia

## **Our Solar System**

Our solar system is made up of the sun and eight **planets**. A planet is a large ball made of rock or gas. Each planet **orbits**, or travels around, the sun. The sun is at the center of the solar system.



NASA

**The planets in our solar system are all different sizes.**

The **sun** is a star. It is a ball of hot gas. It gives off light and heat. Why does the sun look different from other stars? The sun is the star closest to Earth.

**Mercury** is the closest planet to the sun. It is also the smallest. It has mountains and **craters**. Craters are holes in the ground that were made when space rocks crashed into it.

**Venus** is the hottest planet. It is hot enough to melt a rocket ship. Venus is about the same size as Earth.

**Earth** is our home. It is also the only planet with oceans. In fact, Earth is covered mostly with water. That is why it is called the Blue Planet.

**Mars** is called the Red Planet. It has reddish dirt. It also has mountains, volcanoes, ice caps, and **canyons**. A canyon is a deep, narrow valley with steep sides.

**Jupiter** is the largest planet. It is made of thick gases. Very strong winds blow on this planet.

**Saturn** is the second-largest planet. It has rings around it. The rings are made of rock, dust, and ice.

**Uranus** was the first planet to be discovered using a telescope. It is cold and windy there.

**Neptune** is the coldest planet because it is farthest from the sun. The planet is made of gases.

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

Date: June 24, 2020

BCCS-Boys

NYU, Cornell, Columbia

### 1. What is a planet?

- a. a large ball made of only rock
- b. a large ball made of rock or gas
- c. a ball of hot gas that gives off light

### 2. The author provides a list of what in the passage?

- a. planets in our solar system
- b. stars in our solar system
- c. moons in our solar system

### 4. The sun is at the center of our solar system. What evidence from the passage best supports this statement?

- a. The planets in our solar system orbit the sun.
- b. A star is a ball of gas that gives off heat and light.
- c. The sun is the star that is closest to Earth.

### 4. Read the following sentence: "Uranus was the first planet to be discovered using a telescope." Based on this information, what conclusion can you make about Uranus?

- a. Uranus is too far away to see with the naked eye.
- b. Uranus is blocked by Saturn so it is hard to see.
- c. Uranus is the planet that is farthest from the sun.

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

Date: Thurs. 6/25/2020

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College: NYU/Cornell/Columbia

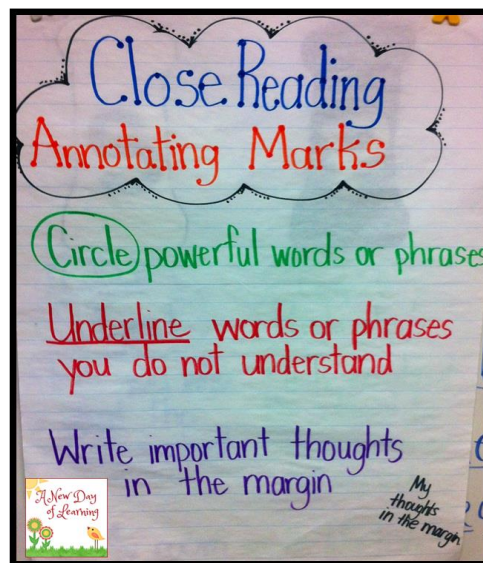
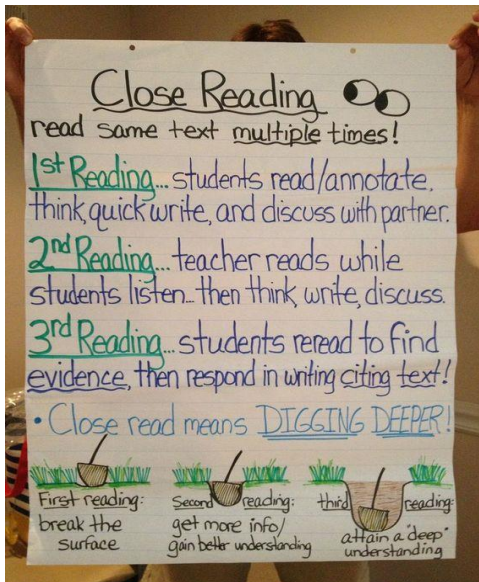


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Common Core Standards & Skills: **CCRA. R.10** Read and comprehend complex literary and informational texts in dependently and proficiently.



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

Date: June 25, 2020

BCCS-Boys

NYU, Cornell, Columbia

## Oranges from Tree to You

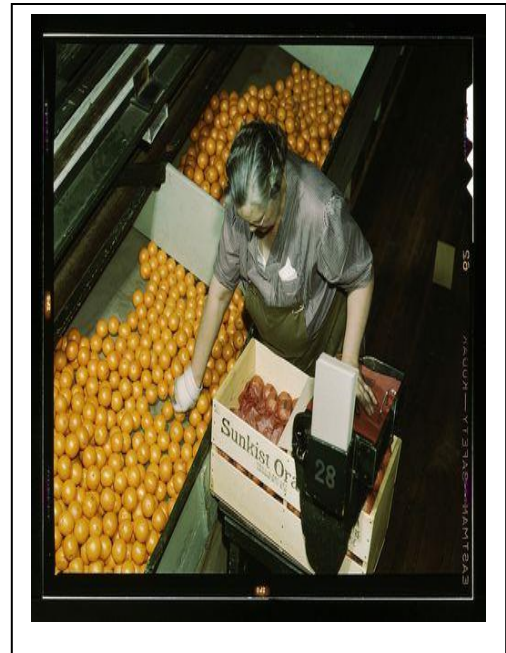
Oranges are round, juicy fruits that grow on trees in places with warm weather. How does an orange get from the tree to your refrigerator?

People who work as fruit pickers move through groves filled with orange trees. When an orange is ripe, the picker clips it off the tree. All picked oranges are then carefully moved to a packing plant.

In the plant, oranges are placed on a machine with moving rollers. Special brushes wash the fruit as it rolls along. Next, each orange is dried.

Another machine lines up the oranges in boxes. A computer checks each box. Any oranges with spots or damage are removed. Orange growers want to produce good fruit that people will buy.

Finally, each orange is given a sticker and placed in a box. Full boxes are shipped in cool trucks to stores.



People who work in the store place the oranges on shelves. Then someone from your family comes to the store. Your family member chooses a few oranges, buys them, brings them home, and puts them in your refrigerator.

Then, one day, you open your refrigerator—and there those oranges are, ready for you to eat!

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

Date: June 25, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. Where do oranges grow?**

- a. on trees in places with cool weather
- b. underground in places with warm weather
- c. on trees in places with warm weather

**2. This article describes the sequence of steps needed to bring an orange from a tree to your refrigerator. The first step is when the orange is picked from a tree. What is the second step?**

- a. The picked oranges are moved to a packing plant.
- b. Any oranges with spots or damage are removed.
- c. Each orange is washed and dried.

**3. Oranges have to be moved carefully, washed with special brushes, and then checked for spots or damage before they are sold.**

**What can you conclude based on this evidence?**

- a. People treat oranges more carefully than they treat apples before they are sold.
- b. It's important for people to take good care of the oranges before they are sold.
- c. People who buy oranges are not able to wash the fruit with special brushes.



**4. Why might any oranges with spots or damage be removed from their box at the packing plant?**

- a. because people are not likely to buy oranges with spots or damage
- b. because orange growers like to keep oranges with spots or damage
- c. because it is important for all the oranges in a box to look the same

**5. What is the main idea of this article?**

- a. Oranges are round, juicy fruits that many people like to eat.
- b. Oranges have to go through different steps to get from a tree to your refrigerator.
- c. It is important to only choose oranges without spots or damage.

**6. Read these sentences from the text.**

*"Oranges are round, juicy fruits that grow on trees in places with warm weather. How does an orange get from the tree to your refrigerator?"*

**Why does the author ask this question in the first paragraph of the text?**

- a. to hint to readers that the article will give them the answer to this question
- b. to ask readers to do research and find the answer to this question
- c. to distract readers from the main idea of the article

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

Date: Fri. 6/26/2020

BCCS-Boys

College: NYU/Cornell/Columbia

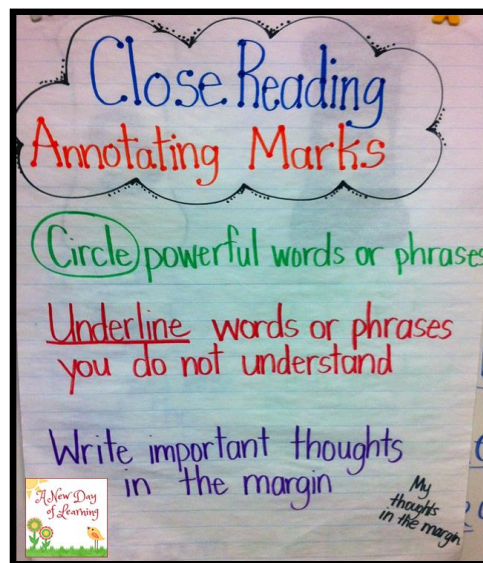
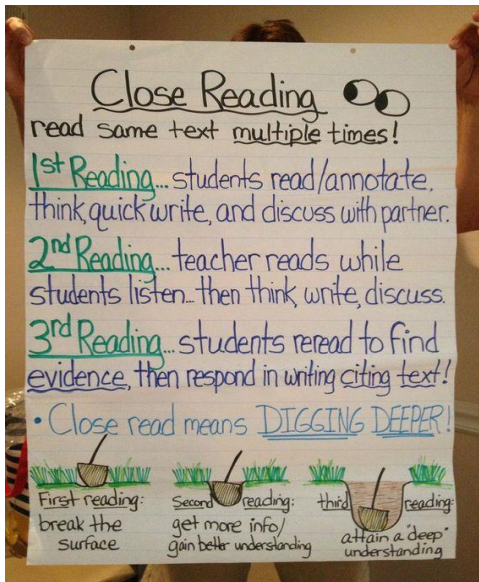


Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...

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

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

Common Core Standards & Skills: **CCRA. R.10** Read and comprehend complex literary and informational texts in dependently and proficiently.



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

Date: June 26, 2020

BCCS-Boys

NYU, Cornell, Columbia

## Building Blocks

My class learned about solids today. Solids are things that have their own shape. My building blocks are examples of solids. I can build so many different things with my blocks.

Yesterday, I built a school out of blocks. When I was done playing with my block school, I took it apart and put the blocks away. I keep all my blocks in a cardboard box.

Today, I dumped out the blocks and started building a house. My brother Asante walked into the room while I was making my house. He asked me if he could play, too. I said okay, if he would build something different from what I was making. So my brother made a doghouse and a supermarket.



When we finished our projects, we played with them for a while. Then we knocked the blocks down and built a train. All aboard!

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

Date: June 25, 2020

BCCS-Boys

NYU, Cornell, Columbia

**1. Which of the following describes the building blocks?**

- a. They can only be used to make one thing.
- b. They are shaped like houses.
- c. They are examples of solids.

**2. What happened today, before the main character started building with blocks?**

- a. The main character learned about solids in class.
- b. The main character learned about blocks in class.
- c. Asante learned about solids in class.

**3. Read this sentence from the text.**

*"I can build so many different things with my blocks."*

**What evidence from the text supports this statement?**

- a. Building blocks are examples of solids.
- b. The main character keeps all the blocks in a cardboard box.
- c. Asante builds something different from what the main character makes.

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

Date: June 26, 2020

BCCS-Boys

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**4. Yesterday, the main character built a school out of blocks. Today, the main character built a house and a train with the blocks.**

**What conclusion can you draw from this evidence?**

- a. The main character has blocks that can change shape.
- b. The school and the house that the main character built are exactly the same.
- c. The same pieces can be put together in different ways to make different things.

**5. What is the main idea of this text?**

- a. A kid builds a school out of building blocks.
- b. Two kids make many different things out of building blocks.
- c. Building blocks are examples of solids.

**6. Read these sentences from the text.**

"Yesterday, I built a school out of blocks. When I was done playing with my block school, I took it apart and put the blocks away."

**What does the phrase "took it apart" mean in these sentences?**

- a. took the block school to another place
- b. broke each block into pieces
- c. broke the block school into separate blocks