



Name \_\_\_\_\_

16

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

### Week 16



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Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

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(Parent Signature)

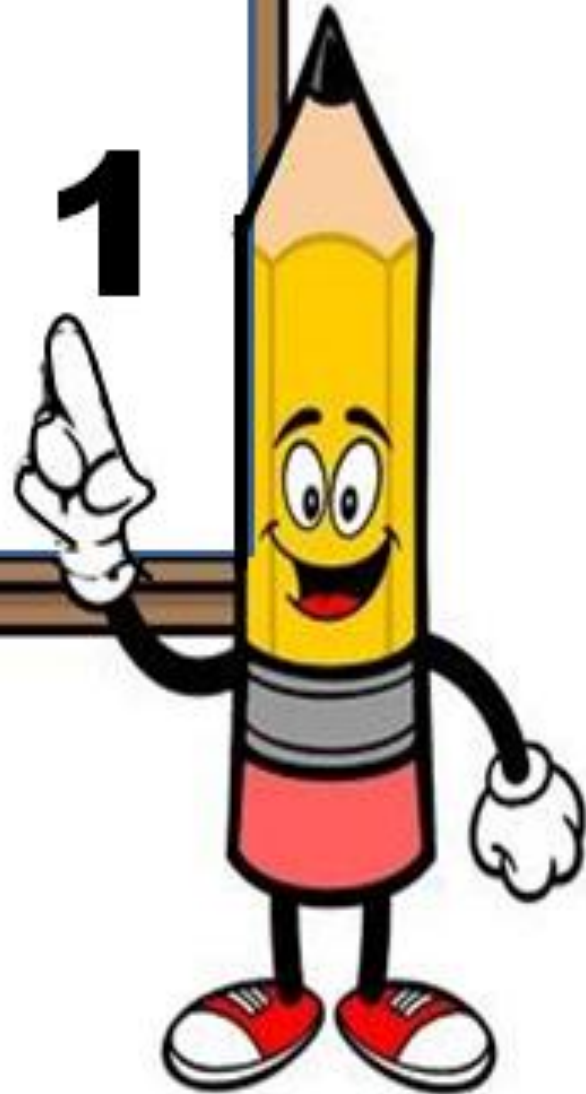
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(Date)

Parents please note that all academic packets 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.



**Day # 1**



Name: \_\_\_\_\_ Week 16 Day 1 Date: \_\_\_\_\_

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## Week 16 - Lesson 1 - The Twelve Gods of Mount Olympus

glimpse- a brief or quick look.

sanctuary- a holy, safe, or protected place.

securely- tightly or firmly.

spectators- observers, people watching an event.

tending- taking care of or caring for someone/something.

LEQ: How can I identify the similarities and differences between Greek gods and humans?

### Guided Practice

Directions: Underline the part in the passage that helps to answer the LEQ. Be sure to write D next to underlined part.

Their cart went over a bump, and Cyrus turned around to check their wares briefly before continuing the story.<sup>10</sup> "These gods and goddesses can sometimes be just like you and me: they can feel happy or sad, jealous and angry, or generous and loving. Unlike you or me, they have special powers to control things like the seasons and the weather, when and where there is war, and sometimes, with whom we fall in love! And unlike you and me, the gods are immortal—that means they never die."

Name: \_\_\_\_\_ Week 16 Day 1 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

## Week 16 - Lesson 1 - The Twelve Gods of Mount Olympus

### Independent Practice

LEQ: How can I identify the similarities and differences between Greek gods and humans?

Directions: Underline the part in the passage that helps to answer the LEQ. Be sure to write D next to underlined part.

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### Day 1 Exit Ticket

How are gods and goddesses different from humans?

They are different

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Name: \_\_\_\_\_ Week 16 Day 1 Date: \_\_\_\_\_

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## Day 1 Homework

**Directions:** Read the passage twice and answer the questions on the next page.  
Underline where you found the vocabulary words from page six.

### **The Other Half**

by Guy Belleranti

Eli followed his sister down the hall.

"Cassie," he asked, "why do you keep looking to the side?"

"I want to see my other half," Cassie said.

"Other half? What's that?"

"The part most people don't see," Cassie said.

They entered the living room.

"Is your other half in here?" asked Eli.

"Yes. So is yours. Do you see it?"

Eli shook his head.

"Face the wall and wave your arms," Cassie said.

"How will that help?"

"You'll see," Cassie said.

Eli faced the wall and waved his arms. "Wow!" he said.

Cassie gave Eli a high five.

Eli laughed. "Did you see it? Your other half gave my other half a high five!"

Cassie smiled.

They both continued watching their shadows on the wall.



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## The Other Half

by Guy Belleranti

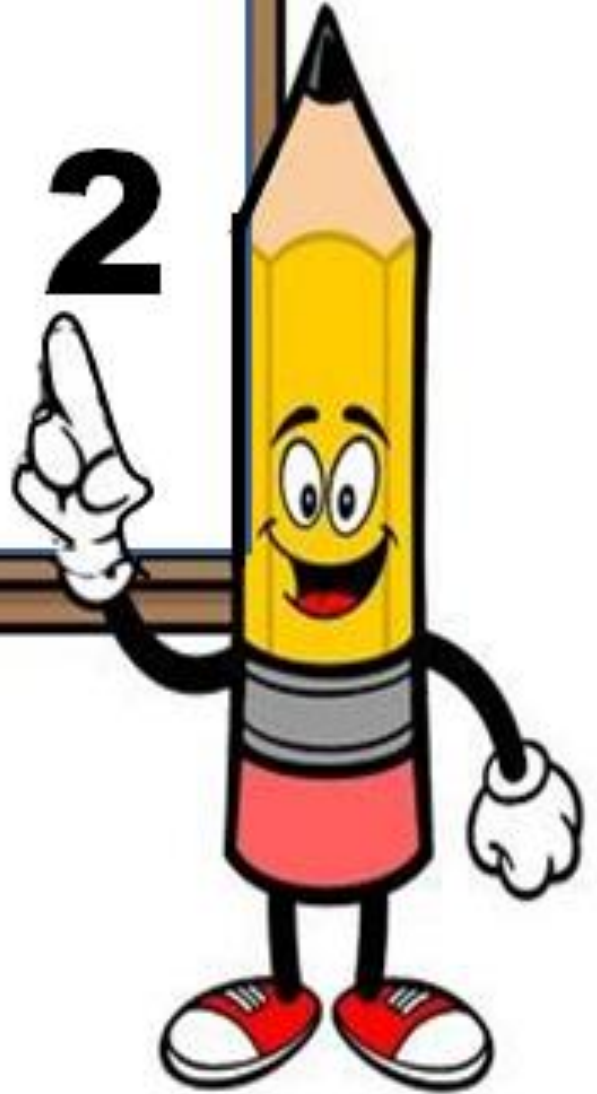


Draw lines to match the words from the story with their meanings.

- |                  |   |
|------------------|---|
| 1. living room ● | ● area of a house that connects or leads to other rooms   |
| 2. hall ●        | ● an action in which two people slap their hands together |
| 3. wave ●        | ● kept on doing something                                 |
| 4. high five ●   | ● a common room in a house for everyday use               |
| 5. continued ●   | ● outlines or shapes against a surface or background      |
| 6. shadows ●     | ● move your hand back and forth as a greeting             |



**Day # 2**



Name: \_\_\_\_\_ Week 16 Day 2 Date: \_\_\_\_\_

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## Week 16 - Lesson 2 - Prometheus and Pandora

Amusing - pleasantly funny\_\_\_\_\_.

Foresight - the act of thinking\_\_\_\_\_ ahead.

Hindsight - the realization that past situation could have been handled differently.

Ridiculous - laughable and silly\_\_\_\_\_.

Terrifying - frightening\_\_\_\_\_ full of terror.

LEQ: Why is it important to follow directions?

### Guided Practice

Directions: Underline the part in the passage that helps to answer the LEQ. Be ~~sure to write D next to underlined part.~~

1

When Zeus finally sent Pandora down to the earth as a gift to Epimetheus, he sent her with a closed box and warned her to never open it. Pandora, however, desired to know what was in the box. She fought against her curiosity, but day after day, night after night, the question nibbled away at her. Pandora would often sit and look at the box, wondering, wanting to open it, but always stopping herself.<sup>15</sup>

2

One day, when none of the housekeepers or servants were around, Pandora went to gaze at the box.<sup>16</sup> Finally she thought, "Surely one little peek cannot hurt." She stood up and studied the closed box one last time before she took a deep breath and opened the lid.<sup>17</sup>



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## Week 16 - Lesson 2 - Prometheus and Pandora

### Independent Work

LEQ: Why is it important to follow directions?

Directions: Underline the part in the passage that helps to answer the LEQ. Be sure to write D next to underlined part.

1

Out of the box burst all of the frightening, saddening, anger-causing, terrifying evils and sorrows.<sup>18</sup> Greed, hate, anger, pain, disease, disaster, and death swarmed from the box and around Pandora. She tried to shove them back inside, but she was too late. Out they flew in all directions.<sup>19</sup>

2

By the time Pandora was able to replace the lid back on the box, only one thing remained: hope.

### Day 2 Exit Ticket

What was the result of Pandora NOT following directions?

- She lost the fight
- She fell in love
- She let out all evil things
- She followed directions

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## Day 2 Homework

**Directions:** Read the passage twice and answer the questions on page 11. Underline where you found your answers.

### **Snow Fun**

By Guy Belleranti

Zoe looked out the window.  
"It's snowing!"

"Let's go out and play," Devin said.

"Yes," Grace said. "We can make a snowman."

They put on boots, coats, hats, and gloves. Then they ran outside.

"I think we should make a big snowman," Devin said.

"I think we should make a small one," Grace said.

"I have an idea we all might like," Zoe said. She told Devin and Grace her idea.

"Great idea," they said.

They did not make a big snowman or a small snowman.

They made three snow kids.

"They look like us," Devin said.

"You're right," Grace said. "I wonder what else we can make."

Zoe smiled. "I have an idea."

Seconds later, the friends were making...and throwing...snowballs!



# Snow Fun

By Guy Belleranti



1. What time of year does the story most likely take place?
  - a. summer
  - b. fall
  - c. winter
  - d. spring

2. In the story, what do Grace and Devin disagree about?

They disagree on \_\_\_\_\_

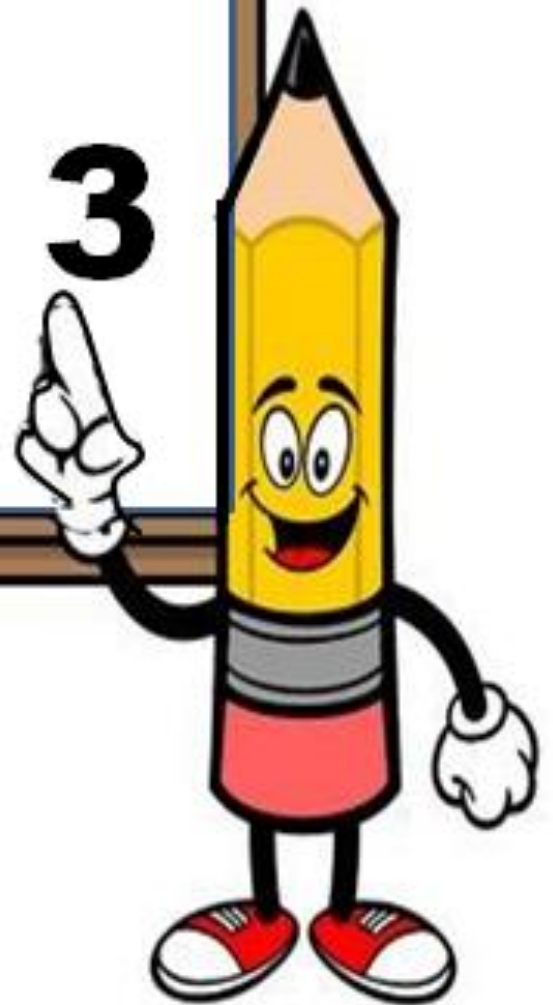
3. What does Zoe suggest as an activity all three of them will like?

Zoe suggests \_\_\_\_\_

4. At the end of the story, what else do the kids make?
  - a. a snow fort
  - b. a snow man
  - c. a sledding hill
  - d. snowballs



**Day # 3**



Name: \_\_\_\_\_ Week 16 Day 3 Date: \_\_\_\_\_

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## Week 16 - Lesson 3- Demeter and Persephone

Bountifully: in great amount or abundant.

Despair: to lose, give up be without hope.

Pine: long for, having desire.

Retrieve: to rescue or bring back

Spirited: carried off mysteriously, secretly.

LEQ: How does Demeter represent life?

### Guided Practice

Directions: Underline the part in the passage that helps to answer the LEQ. Be sure to write D next to underlined part.

Upon hearing this, Demeter began to **despair**.<sup>9</sup> How was she to ever **retrieve**<sup>10</sup> her daughter now? Demeter began to weep for her lost daughter, and in her sadness she forgot to tend to the crops in the fields. The grass turned brown, the wheat stopped growing, and soon there was no more food on the earth for the animals and people to eat. Every tree, vine, and field was bare. Even the gods received no more offerings, for the people did not have any food or meat to spare.<sup>11</sup>

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## Week 16 - Lesson 3- Demeter and Persephone

LEQ: How does  
Demeter represent  
life?

### Independent Practice

Directions: Underline the part in the passage that helps to answer the LEQ. Be sure to write D next to underlined part.

Demeter [dih-MEE-ter]<sup>2</sup> was the goddess of the harvest and agriculture, or farming. It was because of her, the ancient Greeks believed, that fruits hung heavy on the trees, wheat grew in the fields, and vegetables ripened on the ground.<sup>3</sup>

### Day 3 Exit Ticket

How does Persephone represent life?

- a) She is a person
- b) When her daughter left, everything died.
- c) She doesn't represent life.

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## Day 3 Homework

### **Snow Fun**

By Guy Belleranti

In the story, "Snow Fun," Zoe, Devin, and Grace go outside to play in the snow.

What is your favorite season? What are your favorite things to do outside at that time of year? Use complete sentences when you write your answer.

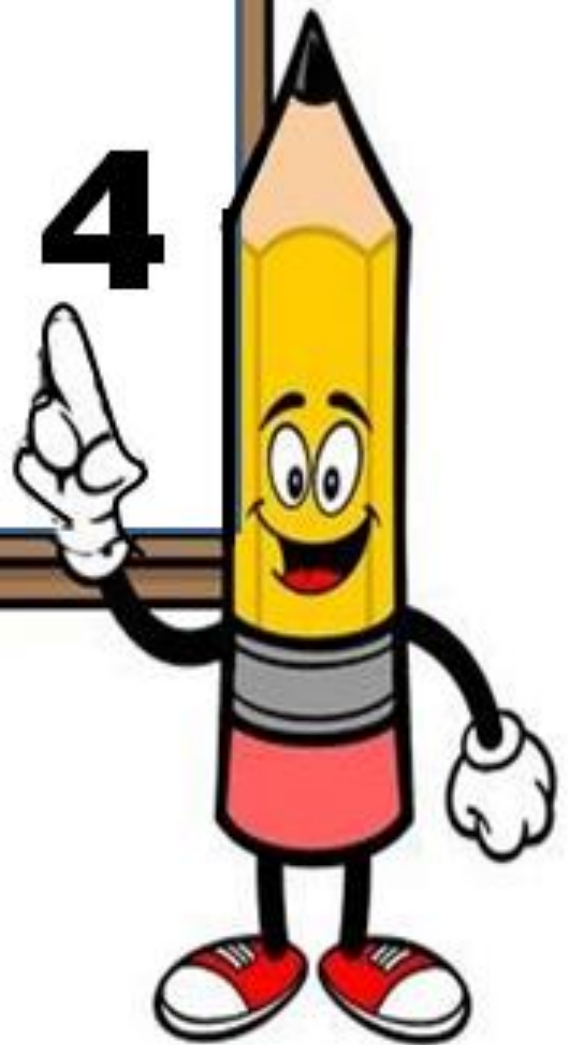


My favorite season is

I like to



**Day # 4**





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## Week 16 - Lesson 4- Arachne the Weaver

Arachnids: a group of animals that include spiders, scorpions, mites and more. They have eight legs no antennae or wings.

.Flattered: pleased by attention or compliments.

Stern: harsh, firm, strict

Superior: higher in position or quality.

### Guided Practice

LEQ: Why is it important to be humble?

Directions: Underline the part in the passage that helps to answer the LEQ. Be sure to write D next to underlined part.

At first, when people compared Arachne's work to that of Athena's, Arachne was flattered.<sup>5</sup> But as years passed, she began to get annoyed. She would say, "I'm sure Athena is very talented, but look, did you see this one over here?"<sup>6</sup> As still more years passed, whenever people compared her to the goddess, Arachne would angrily say, "I don't care if Athena invented weaving. I think I am the best weaver in the world!"<sup>7</sup>

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## Week 16 - Lesson 4- Arachne the Weaver

### Independent Practice

LEQ: Why is it important to be humble?

Directions: Underline the part in the passage that helps to answer the LEQ. Be sure to write D next to underlined part.

She reached out and touched Arachne's shoulder with the tip of one finger. Instantly, Arachne began to change shape. She grew smaller and smaller, and her body rounder and rounder. Her legs and arms grew longer and thinner until, after about five minutes, Arachne had turned into the very first spider in the world. Today we call all the members of the spider family *arachnids* [uh-RAK-nids], and that is why some people say all spiders are the children of Arachne the Weaver.

### Day 4 Exit Ticket

Because Arachne wasn't humble, what was the result?

The result was

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## Day 4 Homework

**Directions:** Read the passage twice and answer the questions on page 20. Underline where you found your answer.

### Where's Tiger?

By Guy Belleranti

Nick visited his little cousin Brandon.  
Brandon tugged Nick's arm. "Come see my kitty. I named him Tiger."

"Great name," Nick said.

Brandon opened his bedroom door and looked around. "Hmm. Where is Tiger?"

"Maybe he crawled under your bed," Nick said.

"No," Brandon said. "Tiger doesn't crawl."

"Maybe he ran into your closet," Nick said.

"No," Brandon said. "Tiger doesn't run."

"Then we'll call him," Nick said. "Come, Tiger. Meow. Meeeeowwww."

Brandon laughed. "Those are good calls, but Tiger doesn't come."

Nick sighed. "If Tiger doesn't crawl, run, or come what does he do?"



# Where's Tiger?

By Guy Belleranti



1. When Brandon tells Nick about his kitty, Tiger, what does Nick think Tiger is?

- a. a real cat
- b. a real tiger
- c. a toy cat
- d. a toy dog

2. Brandon can't find Tiger. What **three things** does Nick suggest to help Brandon find Tiger?

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

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

3. \_\_\_\_\_

3. Tiger doesn't crawl, run, or come. What does he do?

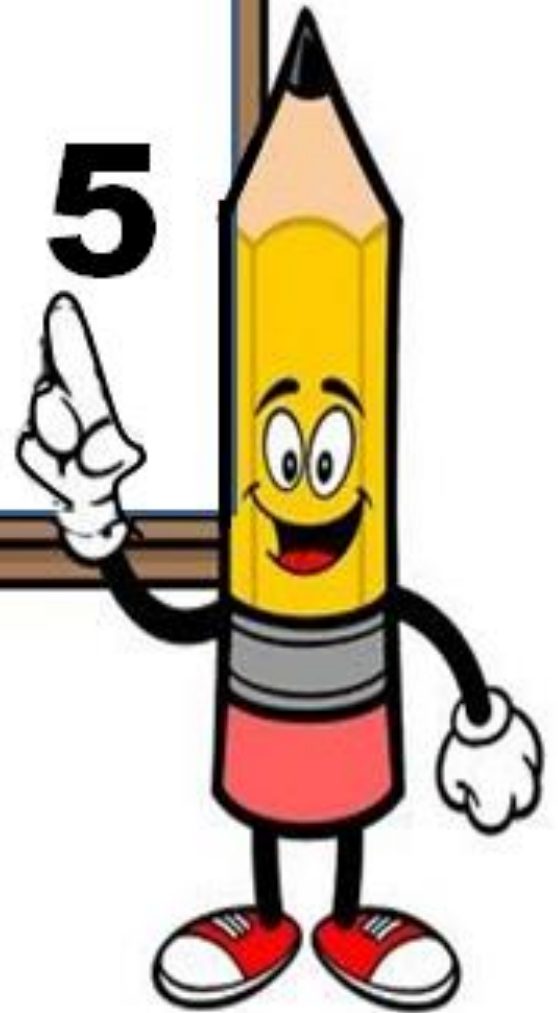
He can \_\_\_\_\_

4. What does Brandon ask for at the end of the story?

Brandon asks to \_\_\_\_\_



**Day # 5**



Name: \_\_\_\_\_ Week 16 Day 5 Date: \_\_\_\_\_

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## Week 16 Weekly Quiz

# A Useful Nose



What do you use your nose for? Do you use it to squirt water or pick up leaves? Probably not! But, did you know there *is* an animal that does all those things and more with its nose? It's an elephant!

Elephants are amazing creatures with extremely interesting noses called trunks. An elephant's trunk contains more than 40,000 muscles! The tip of an elephant's trunk is **flexible** and bends easily. Elephants use the tips of their trunks the same way you use your fingers. They can pick up items, tear leaves off branches, and scoop food into their mouths using their trunks. Trunks are also used for drinking water. Elephants do not drink water through their trunks. Instead, they use the trunk like a straw to suck up water and squirt it into their mouths.

Elephants also use their trunks to keep clean and comfortable. They will spray a shower of water out of their trunks for a quick bath. They might also spray out a shower of dust to get rid of pests, guard their sensitive skin from the sun's rays, and prevent sunburn.

Another way that trunks are useful to elephants is for communication. They use their trunks to give hugs, greet other elephants, and make sounds for other elephants to hear. An elephant trunk truly is a useful nose!

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**Directions:** Use your text to answer the following questions. Underline where you found your answer for bonus points.

1. Elephants spray dust from their trunks \_\_\_\_\_.
- A. to bother other elephants
  - B. to keep from getting a sunburn
  - C. because they are bored
  - D. to get their bodies clean

What paragraph will you find the answer to number 1?

- a. 1
- b. 2
- c. 3
- d. 4

2. An elephant uses the tip of its trunk like you use your \_\_\_\_\_.
- A. nose
  - B. ears
  - C. fingers
  - D. toes

What paragraph will you find the answer to number 2?

- a. 1
- b. 2
- c. 3
- d. 4

3. About how many muscles does an elephant's trunk have?
- A. 400
  - B. 4,000
  - C. 40,000
  - D. 4

What paragraph will you find the answer to number 3?

- a. 1
- b. 2
- c. 3
- d. 4

Name: \_\_\_\_\_ Week 16 Day 5 Date: \_\_\_\_\_

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## Day 5 Homework

### Where's Tiger?

By Guy Belleranti

In the story, "Where's Tiger?" Brandon introduces Nick to his stuffed kitty, Tiger.



Do you have a favorite stuffed animal?  
Describe it on the lines below.

Write about one special memory you have of your  
favorite stuffed animal.

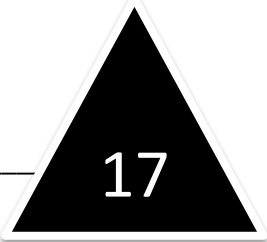
My favorite stuff animal is

A special memory is whenn





Name \_\_\_\_\_



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

### Week 17



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Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

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(Parent Signature)

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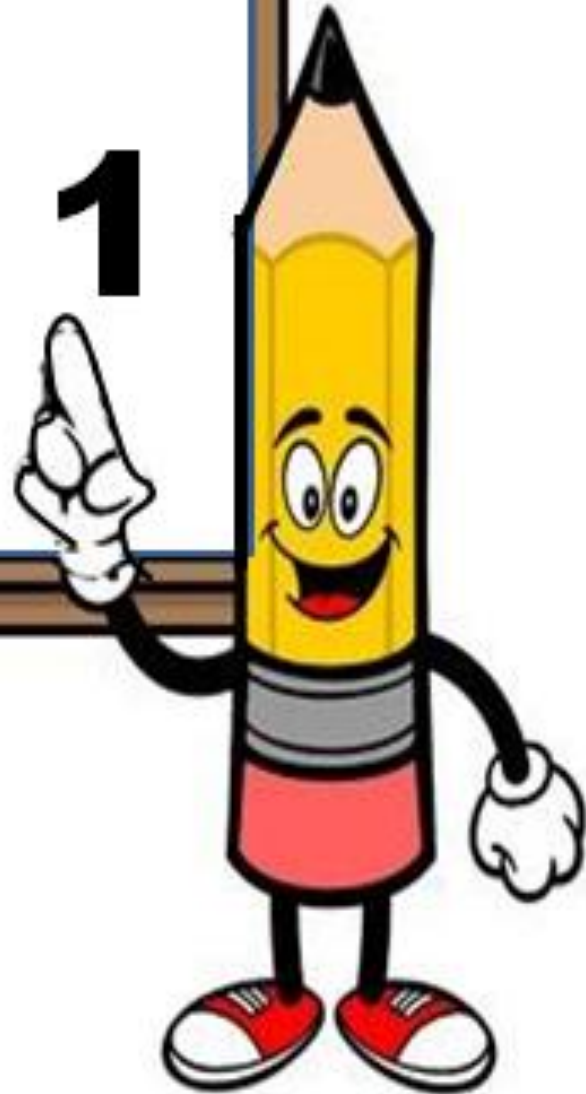
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**Day # 1**

**Skill Progress  
Assessment**



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

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### Day 1 Homework

## Cause and Effect Match



Match each cause on the left with an effect on the right.

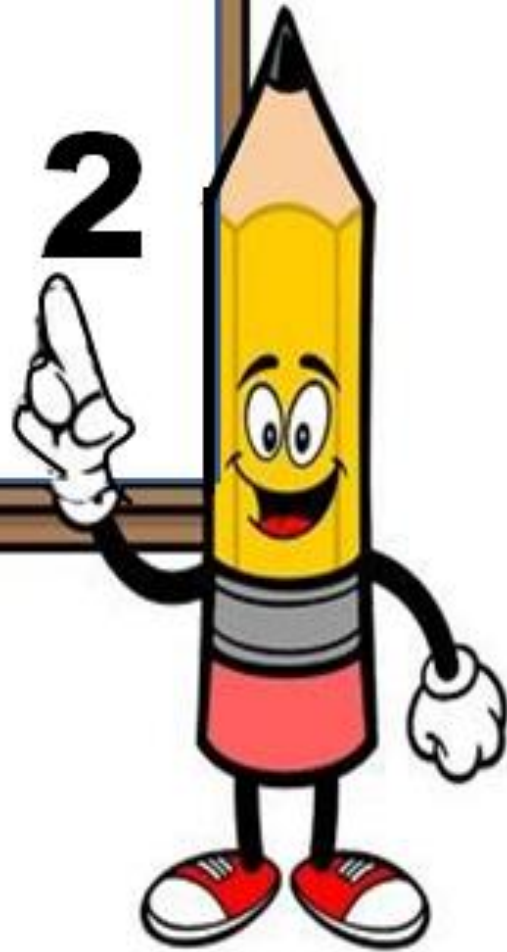
#### Cause

#### Effect

- |   |                                  |
|---|----------------------------------|
| 1. _____ Baby Lisa began to cry.            | a. She played in the sand.       |
| 2. _____ It was raining outside.            | b. He got a belly ache.          |
| 3. _____ The phone rang.                    | c. Lance flew his kite.          |
| 4. _____ Nana plants seeds in the garden.   | d. He fell and scraped his knee. |
| 5. _____ My lawn mower was out of gas.      | e. He ate dinner.                |
| 6. _____ Someone came to the door.          | f. The dog began to bark.        |
| 7. _____ It is a windy day.                 | g. He had nothing to wear.       |
| 8. _____ The boy tripped on a rock.         | h. Mom gave her a bottle.        |
| 9. _____ Robert ate too many jellybeans.    | i. She answered it.              |
| 10. _____ Caren practiced kicking the ball. | j. I couldn't cut the grass.     |
| 11. _____ All the clothes were dirty.       | k. She won her soccer game.      |
| 12. _____ Lee's mom took her to the beach.  | l. I shoveled the driveway.      |
| 13. _____ Tyler was hungry.                 | m. Flowers began to grow.        |
| 14. _____ It snowed outside.                | n. We couldn't get in the car.   |
| 15. _____ Mom locked the car door.          | o. We pulled out an umbrella.    |



**Day # 2**



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

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### Week 17 Lesson 1 RI 2.3

Sequence: a particular \_\_\_\_\_ in which related events, movements, or things follow each other.

Blockaded: To stop people or supplies from coming into or going out of a country.

Represent: To act or speak officially for someone.

Seize: To use official power to take something.

### Guided Practice

**Directions:** Read the text below and answer the following questions.

1

From 1775 to 1783 America fought Great Britain for Independence. This conflict was called the Revolutionary War. Against all odds, America won! What had been the thirteen original colonies officially became the United States of America.

2

After gaining independence, the American people did not want kings or queens governing them anymore. Americans wanted to create a new kind of government. They wanted to be able to elect individuals to **represent** the people and act with their best interests in mind. They wanted a government that was "by the people, for the people."

*What did you learn about the U.S. at the beginning of the text?*

- a. America wanted a king.
- b. America wanted a new government.
- c. America fought Great Britain.
- d. America wanted to elect individuals.

*What sentence best describes what happened last in the story?*

- a. "Against all odds, America Won!"
- b. "From 1775 to 1783 America fought Great Britain for Independence".
- c. "Americans wanted to create a new kind of government".
- d. "They wanted a government

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## Week 17 Lesson 1 RI 2.3

### Independent Practice

To help create the new form of government, several elected leaders met in Philadelphia in May and June of 1787. Some leaders, who could not attend, such as Thomas Jefferson and John Adams, wrote down their ideas. Together this group of leaders became the Founding Fathers. The Founding Fathers' ideas all came together in a document called the United States Constitution.

1. *What happened before leaders met in Philadelphia?*
  - a. Leaders who couldn't go wrote down their ideas.
  - b. They created a new form of government.
  - c. They became the founding fathers.
  - d. They wrote the constitution.

### Day 2 Exit Ticket

The Constitution became the framework for the American government. A man named James Madison had a clear vision of how the United States should govern itself. James Madison is known as the Father of the Constitution because he put all of the ideas together by writing the Constitution, with the help of George Washington. He also became the fourth President of the United States.

*Which sentence best describes what happened last in the paragraph above?*

- a. "The Constitution became the framework for the American government".
- b. "He also became the fourth President of the United States".

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## Day 2 Homework

### Sequencing

Number the sentences to show the correct order.



#### Kay Goes Fishing

- \_\_\_\_\_ "I've got a fish," Kay yelled.
- \_\_\_\_\_ Dad started the engine and drove the boat to the other side of the lake.
- \_\_\_\_\_ Dad prepared the fishing pole, dropped the line in the water, and handed it to Kay.
- \_\_\_\_\_ Kay and her dad climbed into the small boat.

#### Mike and Tom Play Catch

- \_\_\_\_\_ Tom caught the ball and threw it back to Mike.
- \_\_\_\_\_ Mike reached up in the air for the ball, but missed.
- \_\_\_\_\_ Mike pulled a baseball out of his jacket pocket and tossed it to Tom.
- \_\_\_\_\_ The ball landed on the driveway and rolled toward the street.



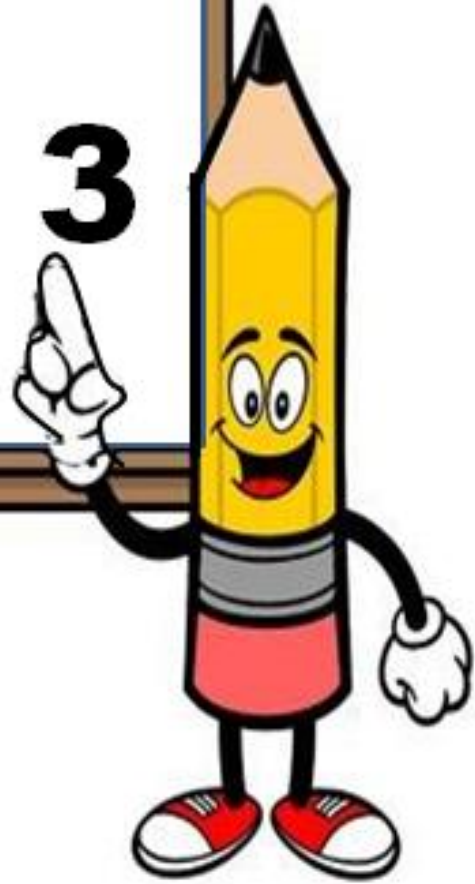
#### Fran and the Basketball



- \_\_\_\_\_ She found a basketball in the garage and started dribbling it.
- \_\_\_\_\_ Fran went outside on a bright and sunny day.
- \_\_\_\_\_ She dribbled it down the driveway, turned toward the net, and threw the ball into the air.
- \_\_\_\_\_ Fran jumped excitedly as the ball went through the hoop.



**Day # 3**





Name: \_\_\_\_\_ Week 17 Day 3 Date: \_\_\_\_\_

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## Week 17 Lesson 2 RI 2.3

**Cause & Effect:** is a \_\_\_\_\_ between events or things, where one is the result of the other or others.

**Abandon:** To stop doing something; to give up entirely.

**Committee:** A group of people who come together to complete a task or make decisions.

**Treaty:** An agreement between countries.

### Guided Practice

**Directions:** Read the passage below and answer the following questions.

1

After the Revolutionary War, each of the first three presidents of the United States wanted the United States and Great Britain to be friends again.

2

Even before the Napoleonic Wars began, George Washington had tried to establish a peaceful relationship with the British. Under his leadership, the United States and Great Britain signed a **treaty** called Jay's Treaty. In this treaty, the British promised not to get involved or interfere with the United States' business or activities.

1. Which sentence best describes a cause and effect relationship?

- a. "After the Revolutionary war, each of the first three presidents wanted the U.S and Great Britain to be friends again."
- b. "the British promised not to get involved or interfere with the United States' business or activities."
- c. "the United States and Great Britain signed a treaty called Jay's Treaty."

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## Week 17 Lesson 2 RI 2.3

### Independent Practice

**Directions:** Read the passage below and answer the following questions.

**1** During this time, one of the most common ways for two countries to maintain a good relationship was to trade with each other. The United States sent flour and tobacco and other goods to Great Britain. Great Britain sent tea and manufactured goods to America.

**2** When the Napoleonic Wars began in Europe, France and Great Britain became enemies. The United States was caught in the middle. The U.S. government really did not want to have to get involved. Merchants in New England relied on trade with Britain to run their businesses. France had helped America during the Revolutionary War. The United States wanted to keep that friendship, too. However, when U.S. ships, cargo, and sailors were being threatened—especially by the British—the United States could not ignore it.

1. What was the effect of the war in Europe on the U.S?
  - a. The U.S was caught in the middle.
  - b. The U.S wanted to fight too.
  - c. Trade was still strong between countries.
  - d. Everyone stayed friends.

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Week 17 Day 3 Date: \_\_\_\_\_

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### Day 3 Exit Ticket

**Directions:** Read the passage below and answer the following questions.

1

As time went on, President Jefferson was losing **patience** with the British. He tried and tried to stop their aggression. In response to the attack on the USS *Chesapeake*, Thomas Jefferson passed the Embargo Act of 1807. The Embargo Act stated that U.S. ports would be closed to foreign ships—especially British ships. This meant that there would be no more trade with Britain.

2

The U.S. government hoped that Britain would lose so much money that they would be forced to change their ways. However, the Embargo Act caused more problems for American farmers, and merchants in New England and New York, than it did for the British. Britain simply traded with other nations. But the coastal New England towns depended upon trade with Great Britain. The merchants there were losing money by not being able to send or receive goods. In the end, the United States had to **abandon** the Embargo Act.

3. What was the effect of Thomas Jefferson passing the Embargo act?
  - i. Britain lost a lot of money
  - j. The U.S stopped trading with Britain
  - k. Britain still traded with the U.S.
  - l. There was no change.

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## Day 3 Homework

### Cause & Effect



Write the cause and effect for each sentence.

1. Tim forgot his math book, so he was unable to complete his homework.

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_

2. Keegan was hungry because he skipped lunch.

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_

3. Erin's car had a flat tire, so she called a tow truck.

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_

4. Gina couldn't find the cookies because Papa hid them in the cupboard.

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_

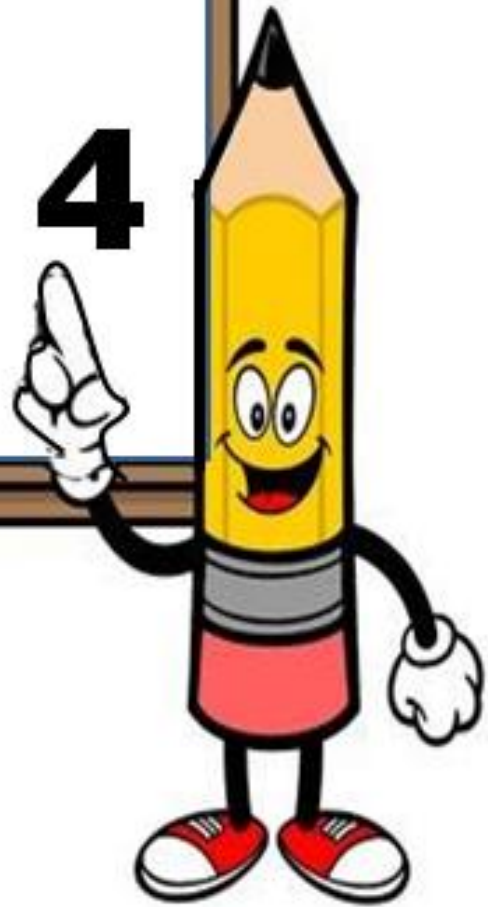
5. Kelly studied her spelling words and she got an A on the test.

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_



**Day # 4**



Name: \_\_\_\_\_ Week 17 Day 4 Date: \_\_\_\_\_

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## Week 17 Lesson 3 RI 2.8

Problem: what goes wrong, a \_\_\_\_\_ or obstacle a person/character faces.

Solution: how is the problem/challenge \_\_\_\_\_ or solved.

Socializing: the action of participating in \_\_\_\_\_ activities or mixing with \_\_\_\_\_.

Looming: an event that one may \_\_\_\_\_ but seems likely to happen.

### Guided Practice

**Directions:** Read the passage below and answer the following questions.

"People who knew him said that James Madison was a shy and serious man. He also had some health problems. His poor health and his involvement in politics—he was a busy man—meant that he did not spend much time **socializing**. However, in 1793, when he was forty-two, James Madison met a young woman named Dolley Payne Todd. Dolley Todd was twenty-five when she met James Madison. She previously had been married to a man named John Todd. She and her husband John had two sons, John Payne and William. Sadly, Dolley's first husband and her youngest son William both died from yellow fever. Dolley, who was known to be very cheerful and outgoing, turned to her friends and family for support. Her friends introduced her to James Madison. When they met, James Madison was a member of the House of Representatives. They liked each other and began to spend more and more time together. They got married in September 1794."

When Dolley's first husband died, she became a widow. Who does she meet and marry in 1794? What is the solution to her husband's death?

She marries

The solution is

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## Week 17 Lesson 3 RI 2.8

### Independent Practice

**Directions:** Read the text and answer the following question. Underline your evidence.

By the time James Madison came into office, war was **looming**. Many members of Congress were urging him to declare war on Great Britain. They thought the British had been arming Native Americans and were encouraging them to fight American settlers moving west. James Madison felt that he had no other option but to lead his nation into war. On June 18, 1812, the United States declared war on Great Britain.

What was James Madison's challenge?

His challenge was

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### Day 4 Exit Ticket

What was James Madison's solution to his challenge?

His solution was

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## Day 4 Homework

**Directions:** Read the passage and answer the questions on page 42.

### Harley's New Coat

By Anita N. Amin

Hayley loved her brand new coat. It was red, her favorite color. It was big and soft and cozy. Best of all, it had deep pockets.

It had hung in her closet for weeks. Hayley had waited and waited, while summer slowly melted away.

Now, the leaves on the maple trees in her yard were red. Fat pumpkins sat on every doorstep. And her bedroom windows were frosty cold.

Hayley could wear her coat! She put it on and ran outside.

Her friend, Ben, came over. He had a new coat, too. "Mine has big pockets, too! And it's my favorite color, green."

"Let's see who can put the most stuff in their pockets," Hayley said.

They stuffed their pockets with acorns, pine cones, and rocks. They picked mum flowers and berries and stuffed them in their pockets, too.

Hayley rubbed her cold hands.

She spotted a prickly burr. She picked it up but dropped it right away. It was too prickly.





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"I have 50 things in my pocket," Ben said. "My pockets are full, now. What about you?"

"I only have 48." Hayley frowned. Her pockets were almost full. She looked around. She didn't see anything small to fit in her pockets.

She didn't want to lose the game, but it was too cold. She rubbed her hands again. She laughed. She had an idea!

"I have 50 things in my pocket, too!" She stuck her thumbs in her pockets.

"We both win!" Ben laughed.

They emptied their pockets. Hayley stuffed her hands into her pockets. Now, her hands felt nice and warm. Hayley loved her new coat.

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## Hayley's New Coat

by Anita N. Amin



1. What does Hayley like best about her new coat?
  - a. It is her favorite color, red.
  - b. It is her favorite color, green.
  - c. It is big and soft and cozy.
  - d. It has deep pockets.
2. How does Hayley know it's time to wear her new coat?
  - a. The leaves on the maple trees are red.
  - b. There are fat pumpkins on every doorstep.
  - c. A, b, and d are correct.
  - d. The bedroom windows are frosty cold.
3. Name five items Hayley and Ben put in their coat pockets.  
\_\_\_\_\_

4. What does Hayley put in her coat pockets so she doesn't lose the game?

She puts \_\_\_\_\_

5. Read the following sentence from the story.

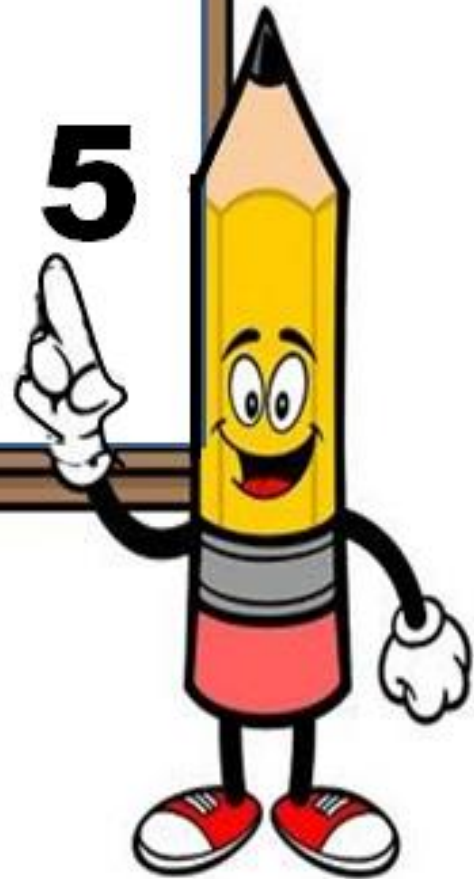
"We both win!" Ben laughed.

Based on this sentence, which of the following words best describes Ben?

- |               |            |
|---------------|------------|
| a. unfair     | b. selfish |
| c. good sport | d. goofy   |



**Day # 5**



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

Week 17 Day 5 Date: \_\_\_\_\_

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### Week 18 Lesson 4 RI 2.8

Problem: what goes wrong, a \_\_\_\_\_ or obstacle a person/character faces.

Solution: how is the problem/challenge \_\_\_\_\_ or solved.

Launch: the act of \_\_\_\_\_ a major activity.

Surrender: To agree to stop \_\_\_\_\_ because you know that you will not win.

### Guided Practice

**Directions:** Read the text and identify the problem and solution.

To fight a war and have any chance of winning, the president had to find more soldiers—pretty quickly. Remember, in 1812, many Americans were farmers. They used guns to hunt with and to protect their homes. President Madison asked farmers to use their guns to fight for their country. He offered them money and land if they would join.

What was the problem in the text?

Problem:

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What was the solution in the text?

Solution:

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

Week 17 Day 5 Date: \_\_\_\_\_

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**Week 18 Lesson 4 RI 2.8**  
**Independent Practice**

"About three weeks after the start of the war, an American general led a small army of militiamen into Canada. Unfortunately, they were defeated and were forced to **surrender** to the British. Other defeats in the Great Lakes area resulted in the loss of territory north and west of Ohio to the British. This also meant that settlers in neighboring Indiana were now **vulnerable**. And, as had already been suspected, some Native Americans took up weapons to fight alongside the British. They thought that this might be the only way they could protect their land. Because of this war, the Native Americans suffered greatly.

What was the problem in the text?

Problem:

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**Lesson 4 Exit Ticket**

What was the solution in the text?

Solution:

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

Week 17 Day 5 Date: \_\_\_\_\_

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Homework

**Cause & Effect**



Read the cause and write an effect.  
Then, write one full sentence that states the cause and effect.

example: **Cause:** A blizzard hit the city.

**Effect:** All the schools were closed.

**Sentence:** A blizzard hit the city, so all the schools were closed.

1. **Cause:** I planted some sunflower seeds.

**Effect:** \_\_\_\_\_

**Sentence:** \_\_\_\_\_

2. **Cause:** My sister stayed up past midnight.

**Effect:** \_\_\_\_\_

**Sentence:** \_\_\_\_\_

3. **Cause:** Lizzy spilled milk all over the floor.

**Effect:** \_\_\_\_\_

**Sentence:** \_\_\_\_\_

4. **Cause:** David signed up for guitar lessons.

**Effect:** \_\_\_\_\_

**Sentence:** \_\_\_\_\_