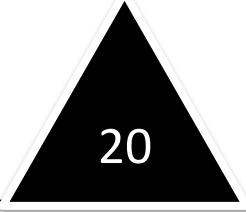




Name _____



2nd Grade Modified ELA Remote Learning Packet

Week 20



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.

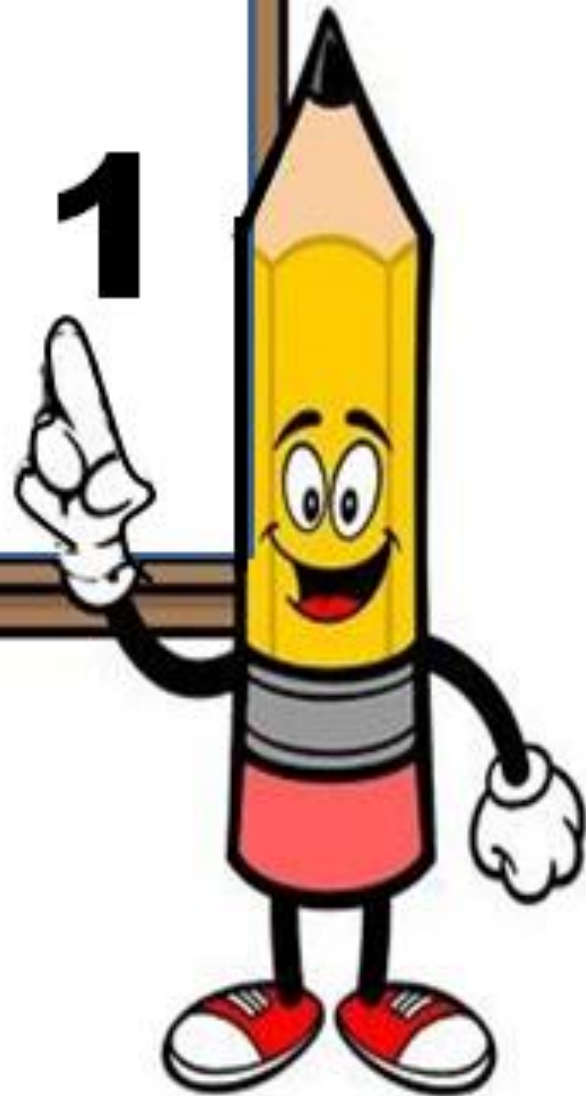
(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Day # 1



Name: _____ Week 20 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

The War of 1812: America in 1812 Part 1

1. Blockaded- to _____ people or supplies from coming into or going out of a country.
2. Represent- to _____ or _____ officially for someone.
3. Seize: to use official _____ to take something.
4. Trade- The act of _____

LEQ: How did the British cause tension with other countries?

Guided Practice

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

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.⁵ 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.⁶

Name: _____ Week 20 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

The War of 1812: America in 1812 Part 1

Independent Practice

LEQ: How did the British cause tension with other countries?

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

Merchant ships weren't the only ships in the sea! The United States and Great Britain also had naval ships. Life in the British navy was not easy. Conditions on their naval ships were terrible, and punishments were harsh. Because of this, the British navy had a hard time finding men who wanted to be sailors. To get more sailors, the British began to capture men from other countries' ships and force them to join the British navy. Sometimes these sailors were British deserters.⁸ However, more times than not, the sailors that were seized weren't even British. But that did not stop the British from doing it. They even seized many U.S. sailors. This practice of forcing men into the British navy was called *impressment*.

Lesson 1 Exit Ticket

Using your details, which sentence best describes the British?

- The British are bullies.
- The British were trying to help other countries.
- The British are kind.
- The British make good friends.

Name: _____ Week 20 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 1 Homework

Directions: Read the text and answer the questions that follow. Underline your evidence.

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. 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.”¹

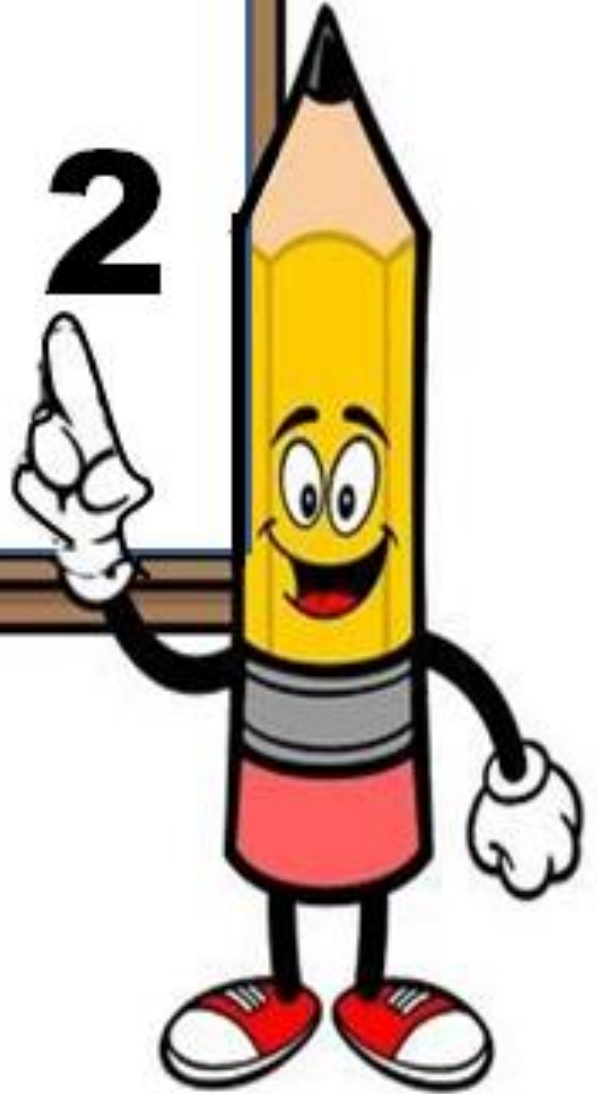
1. What was the name of the war fought between America and Great Britain?

2. How did Americans feel about kings and queens ruling over them?

They felt



Day # 2



Name: _____ Week 20 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

The War of 1812: America in 1812 Part 2

1. Abandoned: to _____ doing something
2. Committee: a group of _____ come together to complete a task or make decisions.
3. Patience: the ability to wait for a _____ time without being upset.
4. Suspicious: having or showing a _____ that something is wrong or that someone is behaving wrongly
5. Treaty: an _____ between countries.

Guided Practice

LEQ: How did the United States try to avoid war?

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

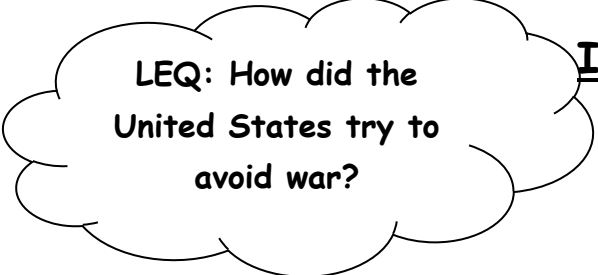
After the Revolutionary War, each of the first three presidents of the United States wanted the United States and Great Britain to be friends again.¹ Even before the Napoleonic Wars began, George Washington had tried to establish a peaceful relationship with the British.² Under his leadership, the United States and Great Britain signed a **treaty** called Jay's Treaty.³ In this treaty, the British promised not to get involved or interfere with the United States' business or activities.⁴

Name: _____ Week 20 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

The War of 1812: America in 1812 Part 2



LEQ: How did the United States try to avoid war?

Independent Practice

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

Still, President Madison did not want to rush into war. He continued to ask the British government to stop interfering with U.S. ships, and to stop trading with and arming Native Americans. However, the British continued to ignore the president's requests. With the War Hawks demanding war, James Madison finally agreed. On June 18, 1812, the United States declared war on Great Britain.

Day 2 Exit Ticket

How did the United States feel about war?

- a) The United States wanted peace among the nation.
- b) The United States welcomed war.
- c) The United States ignored their problem.

Name: _____ Week 20 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 2 Homework

Directions: Read the text and answer the questions that follow. Underline your evidence.

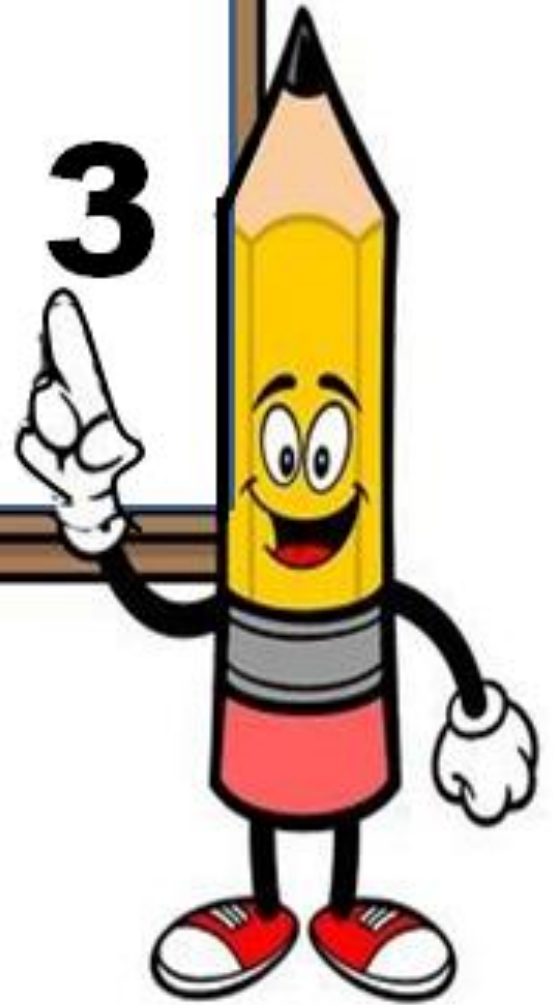
Most Americans during this time were farmers. Many, many settlers were moving West in search of land to farm.¹⁷ The U.S. government began to suspect that the British were interfering with Americans who were settling in the northern territories, especially in the Ohio River Valley and the Indiana Territory. They believed that Britain was using its outposts in Canada to help Native Americans who were fighting to defend their land from the settlers.¹⁸

1. Most Americans during this time were _____.
2. What was America's challenge with Britain?

The challenge was



Day # 3



Name: _____ Week 20 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

The War of 1812:Mr. & Mrs. Madison

1. Citizen: A _____ resident of a country with the rights of that country.
2. Govern: To _____ over or be responsible for the best interests of a nation.
3. Looming: An _____ that one may not like but seems likely to happen
4. Magnificent: Very _____, beautiful, or impressive
5. Topics: The _____ subject of a discussion, paper, or project.

Guided Practice

LEQ: Why do you think James Madison can make a good president?

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

Montpelier. As a young boy, Jemmy, as his father called him, was home-schooled, or taught at home. It's been said that he read every book that his father had in his library. And Mr. Madison had a lot of books! When he was seventeen, James went to the College of New Jersey, which is now called Princeton University. Just as he did when he was young, James Madison loved to read. He enjoyed learning Latin and Greek, and to debate in college.⁵ He actually graduated from college in only two years."⁶

Name: _____ Week 20 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

The War of 1812: Mr. & Mrs. Madison

Independent Practice

LEQ: Why do you think James Madison can make a good president?

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

“I’m glad that you do,” replied Grandfather Lafitte, smiling at his granddaughter. He continued, “As a young man James Madison did not like the way the colonies were run by Britain. He thought the colonists should be able to **govern**⁷ themselves. In 1774, when he was just twenty-three years old, James Madison became a leader in the House of Burgesses.⁸ The next year, the colonies were at war with Great Britain.⁹ This war, the Revolutionary War, lasted until 1783. Americans won their freedom and they became **citizens** of a new nation—the United States of America.”¹⁰

Day 3 Exit Ticket

Use your details to answer “why can James Madison make a good president”.

He makes a good president because

Name: _____ Week 20 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 3 Homework

Directions: Read the text and answer the questions that follow. Underline your evidence.

“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.¹⁵ 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.¹⁶ 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.”

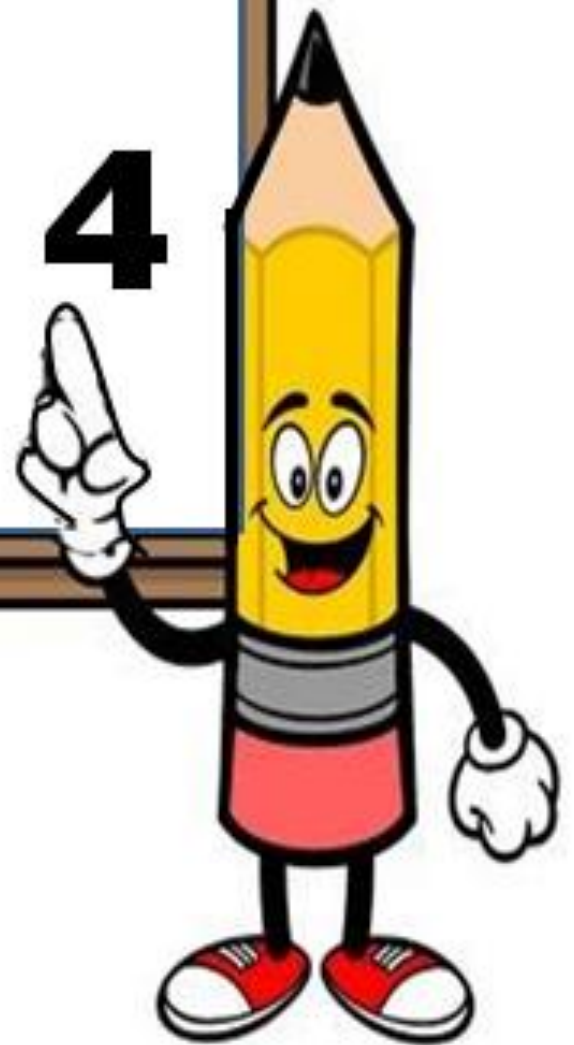
1. Who is Dolley Payne?

2. How do people describe James Madison?

They describe him as _____



Day # 4



Name: _____ Week 20 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

The War of 1812: Another War Already?

1. **Assumptions:** Things that are _____ to be true or probably true but that are not known to be true.

2. **Economy:** The _____ by which goods and services are bought and sold.

3. **Launch:** To _____.

4. **Surrender:** To agree to stop _____ because you know that you will not win.

5. **Vulnerable:** The possibility of being _____ to dangers.

Guided Practice

LEQ: Why was the United States expected to lose the war?

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

"The British were determined to ruin the U.S. trading economy and prevent us from getting supplies we needed.¹¹ So they blockaded most of the U.S. coastline. Luckily, we knew our waterways much better than the British did.¹² We even had privateers who were able to stop many British merchant, or trading, ships and take their cargo."¹³

Name: _____ Week 20 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

The War of 1812: Another War Already?

Independent Practice

“We thought that our best chance was to attack the British in Canada,” continued Grandfather Lafitte. “About three weeks after the start of the war, an American general led a small army of militiamen into Canada.⁶ Unfortunately, they were defeated and were forced to **surrender** to the British.⁷ Other defeats in

Day 4 Exit Ticket

Use your details to answer “why the United States was expected to lose the war”.

They were expected to lose the war because

Name: _____ Week 20 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 4 Homework

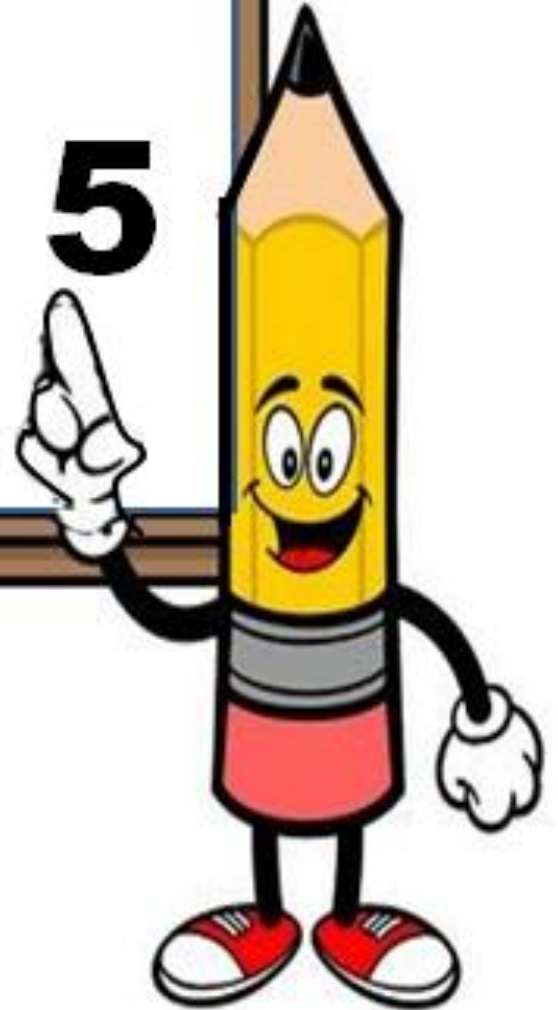
Directions: Read the text and answer the questions that follow. Underline your evidence.

“We thought that our best chance was to attack the British in Canada,” continued Grandfather Lafitte. “About three weeks after the start of the war, an American general led a small army of militiamen into Canada.⁶ Unfortunately, they were defeated and were forced to **surrender** to the British.⁷ Other defeats in the Great Lakes area resulted in the loss of territory north and west of Ohio to the British.⁸ This also meant that settlers in neighboring Indiana were now **vulnerable**.⁹ 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.”

1. Why did the Native Americans fight along with the British?



Day # 5



Name: _____ Week 20 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

Week 20 Weekly Quiz

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



A **mole** is a small, furry animal. It has little eyes and does not see well. A **mole** has short front legs. Its paws have strong claws on them.

A **mole** spends most of its time under the ground. The **mole** digs a **burrow** there. The **burrow** can have many **tunnels**. The **mole** digs **tunnels** by pushing dirt with its strong front claws. **Moles** can dig long **tunnels** quickly.

Moles like to eat earthworms and bugs. Sometimes, **moles** dig a special area near their **tunnels**. They catch earthworms and keep them in that area. Later, the **moles** eat those earthworms.

Name: _____ Week 20 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

1. Where does a mole make its burrow? ⌂

- A. in bushes and trees ⌂
- B. under the ground ⌂
- C. in rivers and streams ⌂

2. How are moles described in this text? ⌂

- A. Moles are small and furry, and they have short front legs. ⌂
- B. Moles are big, dark, and sneaky. ⌂
- C. Moles are long, slimy, and nearly blind. ⌂

3. What part of the text explains why it is not important for a mole to see well? ⌂

- A. A mole spends most of its time under the ground. ⌂
- B. The mole digs tunnels by pushing dirt with its strong front claws. ⌂
- C. Moles like to eat earthworms and bugs. ⌂

4. What is "Meet a Mole" mainly about? ⌂

- A. the characteristics of moles ⌂
- B. what moles eat ⌂
- C. how moles make burrows ⌂

Name: _____ Week 20 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 5 Homework

Directions: Write a story about the picture using complete sentences.



2nd Grade Modified ELA Remote Learning Packet

Week 21



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.

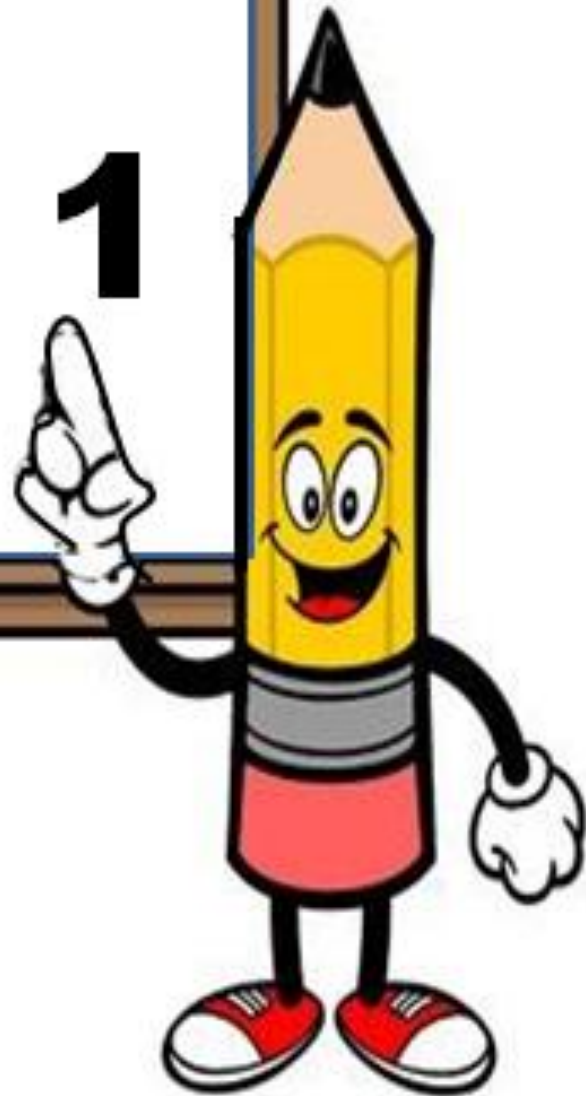
(Parent Signature)

(Date)

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Day # 1



Name: _____ Week 21 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Week 21: Day 1: Authors Purpose

Text Sample: "Foods We Eat"

What helps you to determine the author's purpose?

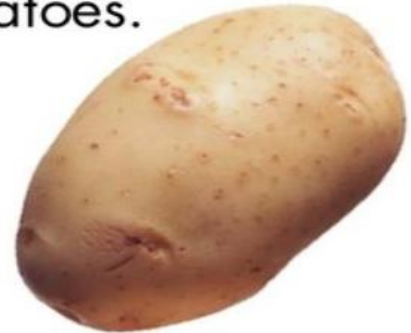
Directions: Use the text sample to answer the following questions.

Where do French fries come from?



French fries are called "chips" in Great Britain and in some other countries around the world.

French fries are made from potatoes. Most people think potatoes are part of the potato plant's root. They are really part of the stem that grows below the ground.



Title: _____

Why did the author write this story?

To entertain
To inform

Name: _____ Week 21 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Week 21: Day 1: Authors Purpose

Independent Practice

Directions: Use the text to answer the following question about the author's purpose.

How do you know?

-

Day 1 Exit Ticket

What are 2 reasons an author may write a story?

1. _____
2. _____

Name: _____ Week 21 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 1 Homework

Directions: Read the story and answer the questions on the next page. Underline evidence from the text to support your answers.

Aunt Lee's Pets

By Susan Manzke

Some people have cats as pets. Others have dogs. Aunt Lee is not like those people. Her two pets are chickens. Both are girl birds, or hens. One is named Lulu and the other is Molly.



Lulu and Molly live in a coop in Aunt Lee's backyard. They eat special chicken food bought at the feed store. When the hens are outside, they love to eat bugs they catch in the yard. Lulu and Molly even like to eat worms they pull out of the ground.

Aunt Lee's pets give her eggs to eat. Dogs and cats do not do that. Lulu and Molly are special pets.

Name: _____ Week 21 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Aunt Lee's Pets

By Susan Manzke



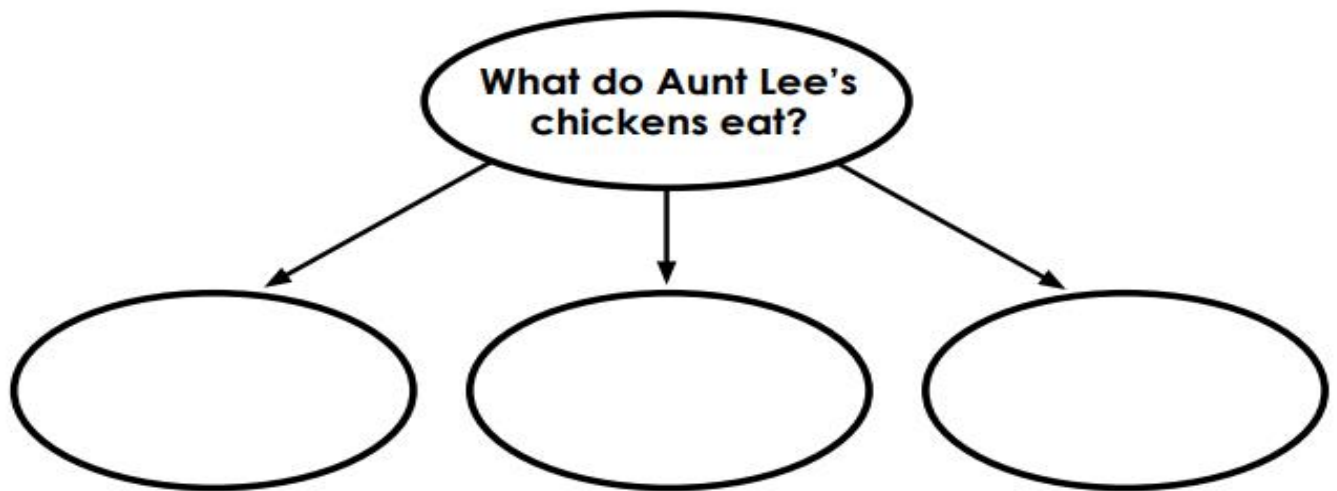
1. What are girl chickens called?

They are called

2. What are the names of Aunt Lee's two chickens?

_____ and _____

3. Complete the web.

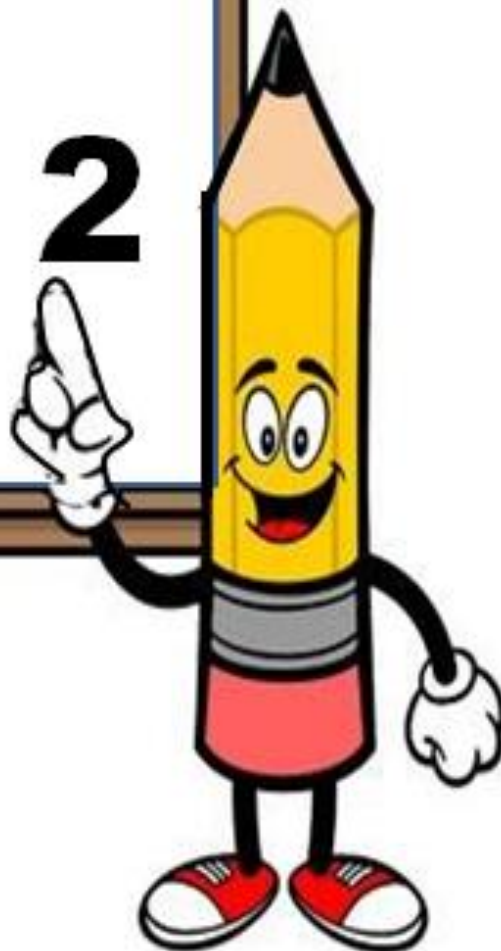


4. Where do Aunt Lee's chickens live?

They live



Day # 2



Name: _____ Week 21 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Week 21: Day 2: Authors Purpose

Text Sample: "A Clown Face"

What helps you to determine the author's purpose?



How does a clown put on a face?
Next, she puts paint around her mouth.
She paints a big, red smile.
What is next?

Title: _____

Why did the author write this story?

To entertain
To inform

Name: _____ Week 21 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Week 21: Day 2: Authors Purpose

Independent Practice

Directions: Use the text to answer the following question about the author's purpose.

How do you know?

-

Day 2 Exit Ticket

What kind of detail will you find in a story that is written to inform?

I will find

Name: _____ Week 21 Day 2 Date: _____

BCCS-Boys

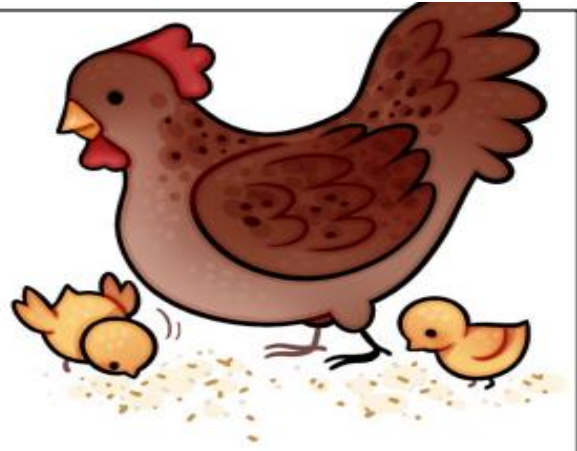
NYU Cornell Columbia

Day 2 Homework

Aunt Lee's Pets

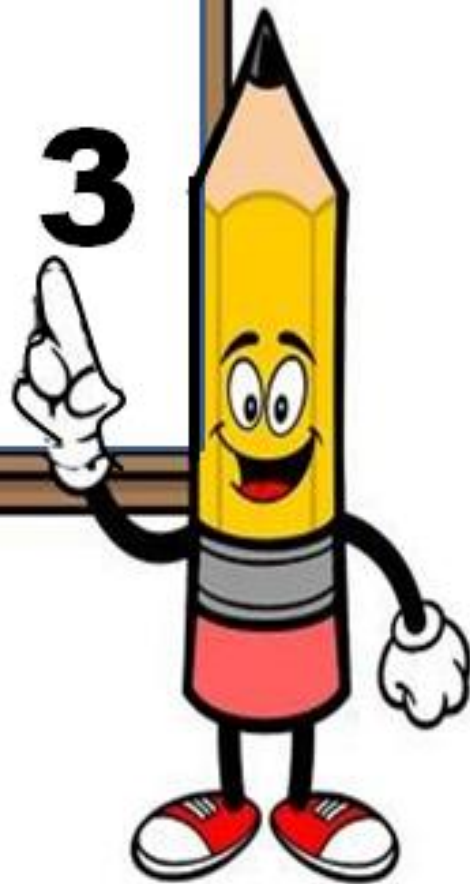
By Susan Manzke

In the story, Aunt Lee has pet chickens. Would you want to have chickens as pets? Why or why not?





Day # 3



Name: _____ Week 21 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

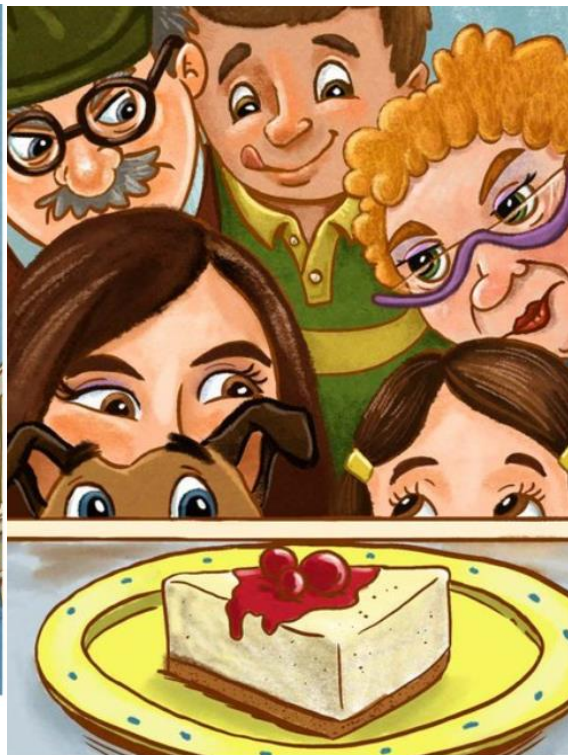
What helps you to determine the author's purpose?

Week 21: Day 3: Authors Purpose

Text Sample: "The Last Piece of Cake"



The family all want
the same dessert.
They all want cheesecake.
They have a problem, though.



One last piece of cake
sits in the fridge.
Who should get to eat it?

Title: _____

Why did the author write this story?

[To entertain]
[To inform]

Name: _____ Week 21 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Week 21: Day 3: Authors Purpose

Independent Practice

Directions: Use the text to answer the following question about the author's purpose.

How do you know?

-

Day 3 Exit Ticket

What kind of detail will you find in a story that is written to entertain?

I will find

Name: _____ Week 21 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 3 Homework

Directions: Read the story and answer the questions on the next page. Underline evidence from the text to support your answers.

Bubble Baby

by Katie Clark

Mom and Baby are at the park. They sit on the grass.

Mom says, "I have bubbles!"

She takes out the bubble stick.



"Pop pop pop!" says Baby.

Mom says, "Do you like the bubbles?"

"Bub bub bub!" says Baby.

Mom dips the stick in the bottle. She blows lots of bubbles.

"Ha ha ha!" says Baby.

Mom dips the stick in the bottle. She puts the stick by Baby's mouth. She says, "Blow the bubbles, Baby."

Baby makes an O with his lips. Baby blows the bubbles.

There are lots and lots of bubbles.

Pop. Pop. Pop. Pop.

Bubble Baby

by Katie Clark



1. Where are Mom and Baby?
 - a. in the backyard
 - b. by the pool
 - c. at the park
 - d. inside the house

2. Who blows the bubbles?
 - a. Mom
 - b. Dad
 - c. Baby
 - d. Mom and Baby

3. Why does Mom dip the stick in the bottle?
 - a. She wants to get bubbles on the stick.
 - b. She does not want Baby to spill the bubbles.
 - c. She wants to put the bubbles away.

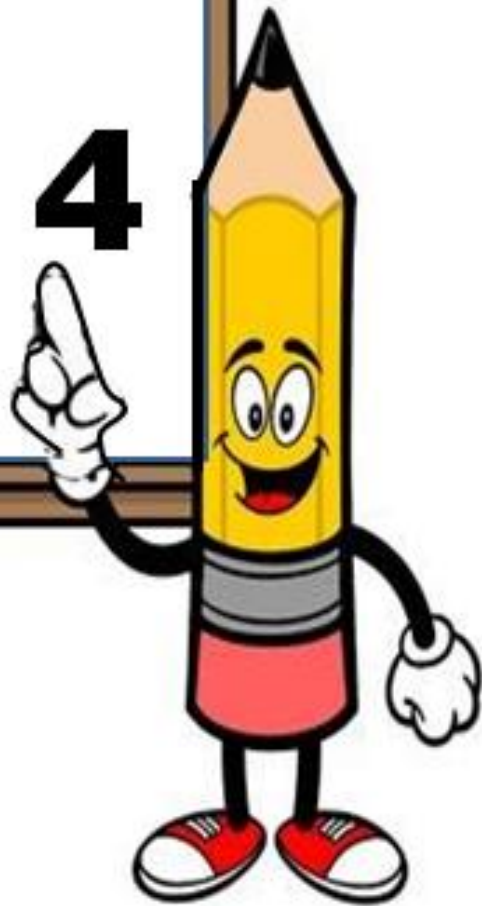
4. Baby says, "Bub bub bub!" What is Baby trying to say?

He is trying to say

5. How do you know Baby likes the bubbles?

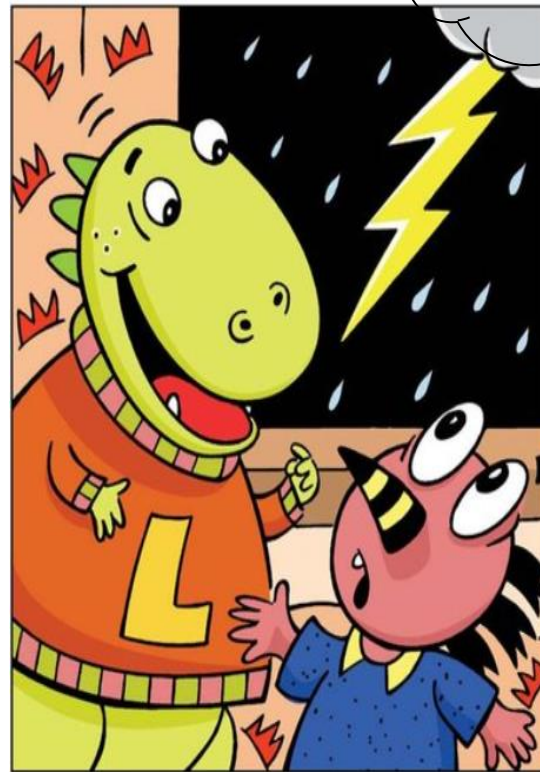


Day # 4



Week 21: Day 4: Authors Purpose
Text Sample: "Monster's Stormy Day"

What helps you
to determine the
author's
purpose?



Uzzle finds a bright flashlight.
Lurk covers two chairs
with a white sheet.
'We need one more thing,'
says Bonk.

'Do you need me to sing?'"
asks Lurk.
'No, not that,'" says Bonk.
Just then, lightning flashes
"outside.

Name: _____ Week 21 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Title: _____

Why did the author write this story?

[To entertain]
[To inform]

Week 21: Day 4: Authors Purpose
Independent Practice

Directions: Use the text to answer the following question about the author's purpose.

How do you know?

-

Day 4 Exit Ticket

How would you feel when reading an entertaining book?

I feel

Name: _____ Week 21 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 4 Homework

Bubble Baby

by Katie Clark

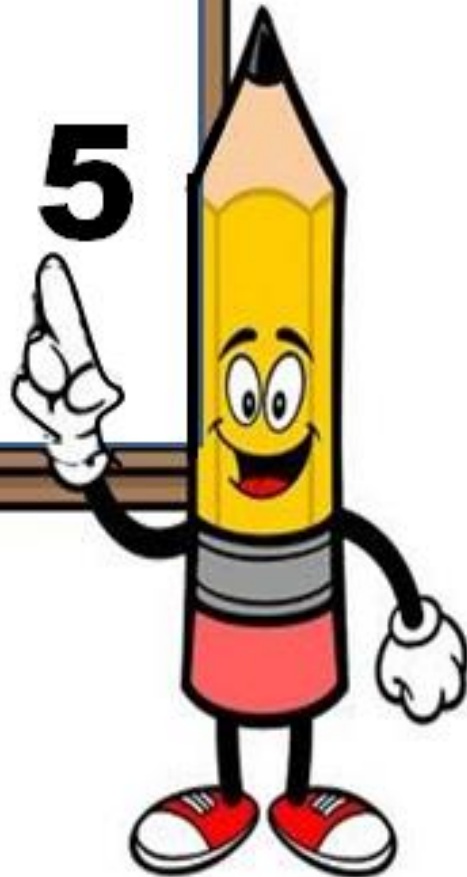
Draw lines to match the words from the story with their meanings.



- | | |
|------------|--|
| 1. baby | a. to make air come out of your mouth |
| 2. blow | b. soap balls with air inside that can float |
| 3. bubbles | c. a person less than one year old |
| 4. grass | d. jar that holds bubbles |
| 5. bottle | e. short, green plants |



Day # 5



Name: _____ Week 21 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

Weekly 21 Quiz

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



Most birds fly. Some do not. Penguins, ostriches, and kiwis do not fly. Like all birds, they have **feathers**. They also **hatch** from **eggs**.

Penguins live on land and in water. They have short legs. They waddle when they walk. Penguins use their wings to swim. Their wings are like flippers.

Ostriches are the largest birds. They can grow taller than the tallest person on Earth! They are fast runners. They use their wings for balance.

Kiwis have brown **feathers**. Their beaks are long. They use their beaks to find and eat bugs. Kiwis have tiny wings. Their wings are too small for flying.

Name: _____ Week 21 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

1. What do all birds have in common? ⏪

A. All birds live in nests high in trees. ⏪

B. All birds can fly. ⏪

C. All birds have feathers and hatch from eggs. ⏪

2. This text describes three birds that cannot fly. Instead of flying, what do penguins use their wings for? ⏪

A. clapping ⏪

B. swimming ⏪

C. balance ⏪

3. Some birds use their wings to fly. Ostriches can't fly. They use their wings for balance. Based on this information, what is true about birds and their wings? ⏪

A. All birds use wings for the same thing. ⏪

B. All birds use their wings for balance. ⏪

C. Different birds use their wings for different things. ⏪

4. What is the main idea in "Some Birds Don't Fly"? ⏪

A. All birds have feathers. ⏪

B. Most birds fly, but some do not. ⏪

C. Penguins are great swimmers, but ostriches are fast runners. ⏪

Author's Purpose: This text is written to (inform/entertain) you.

Name: _____ Week 21 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 5 Homework

Bubble Baby

by Katie Clark

In the story, "Bubble Baby," Mom and Baby have a fun time blowing bubbles in the park.

Tell what things you like to do at the park.



At the park, I like to

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are seven sets of these lines provided for writing.