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2nd Grade ELA Remote Learning Packet

Week 5







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 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.



Name:	Week 5 Day 1 Date:	
	,	
BCCS-Boys	NYU Cornell Columbia	

Early Asian Civilizations: Lesson 1, Indus River Valley Part I

Common- most widely known,	·
Cultivate- To grow and/or	to a crop or plant.
Fertile- Rich in materials orhealthy crops.	needed to produce many strong,
Indus River- The river at theIndia.	of the first civilization in early
Irrigation Canals - Ditches cut into the earneeded.	rth to water where

LEQ: Why was the Indus River important to Asian civilizations?

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

Guided Annotation Work

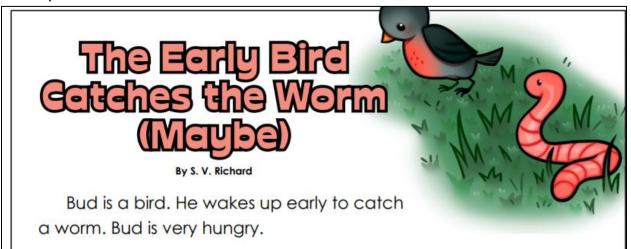
Beneath the Himalayan Mountains in Asia, along the banks of the mighty **Indus River**, one such civilization was born. ⁷ Every year snow from the Himalayas melts. The water from the melting snow and heavy spring rains floods the Indus River, leaving rich soil on the land around the river. More than four thousand years ago, people spread out across the Indus River Valley. Taking advantage of the rich soil, they settled near the river and began to **cultivate** ⁸ wheat and barley, peas, dates, melons, and bananas. ⁹

Name:	_ Week 5 Day 1 Date:
BCCS-Boys	NYU Cornell Columbia
Early Asian Civilizations: Lesson	n 1,Indus River Valley Part I
<u>Independent An</u>	notation Work
These people knew that if they	wanted to live near the river,
they would have to control the floo	dwaters. They developed ways
to control the rising waters by build	ding irrigation canals to hold
some of the water back and to rele	
fields when needed. ¹⁰ As their communities grew, these people worked together to plan and build permanent cities by the river. ¹	
Exit T	<u>icket</u>
Directions: Use your annotations to answer	er the question below.
Why is the Indus River important to Asian	civilizations?
The Indus River is important to Asian civiliz	zations decause

Name:	Week 5 Day 1 Date:
BCCS-Boys	NYU Cornell Columbia

<u>Homework</u>

Directions: Read the story below and answer the question. Underline where you found your answer



Will is a worm. He moves around in the dirt. Will sees Bud flying in the sky.

Bud is looking for food.

"I must hide," says Will. Will moves to the grass.

He still sees Bud flying in the sky. "I am not safe here. I must hide somewhere else."

- 1. Why is Will afraid of Bud?
 - a. Will thinks Bud is going to eat his food.
 - **b.** Will thinks Bud is going to eat him.
 - c. Will and Bud like to play.



Name:	Week 5 Day 2 Date:
BCCS-Boys	NYU Cornell Columbia

Early Asian Civilizations: Lesson 2, Indus River Valley Part II

bustling- full of	; moving busily or energetically.	
nestles - settles in	and comfortably.	
recede- to draw back or	from a certain point.	
source- the start or	of something.	

LEQ: Why was the Indus River harmful to Asian civilizations?

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

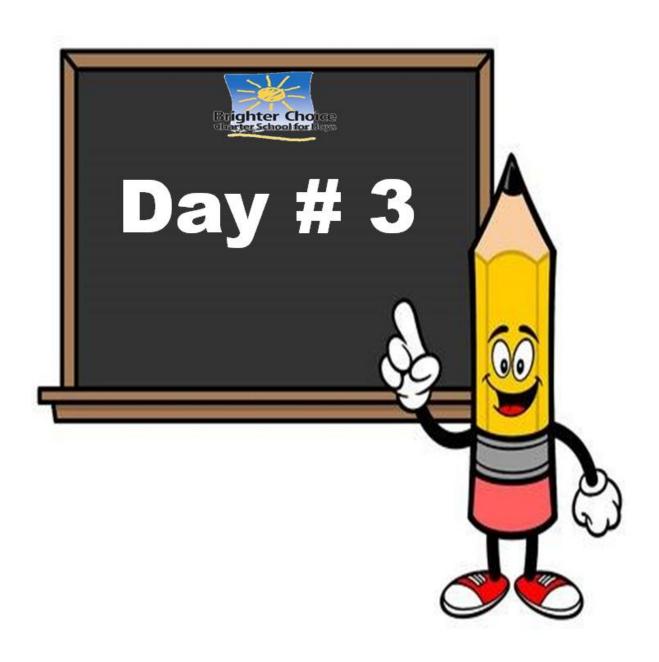
Guided Annotation Work

Sanjay **nestles**⁵ into the back of the wooden cart, bracing himself against its sides, as his father guides the bull out into the main street. He has bathed and put on fresh cotton clothes, for Father has promised that after the morning's work, he will be allowed to join the priests in a special ceremony, giving thanks to the mighty Indus River for all that she provides. ⁶

As the cart jostles Sanjay about with each turn in the road, his thoughts travel back to last spring when steady rains flooded the river, forcefully breaking through the city walls and toppling buildings in its wake.

Name:	Week 5 Day 2 Date:
BCCS-Boys	NYU Cornell Columbia
	Lesson 2, Indus River Valley Part II
Independe	ent Annotation Work
Sanjay remembers it a	as if it were yesterday: the awful smell of
wet mud that filled his ho	ome as he and his sister waded knee-dee
in muck, waiting for the r	nuddy waters to recede. 7 Sanjay knows
from experience that the	river has the power to destroy things in
its path, and yet he know	s, too, that the river is the source of life
in the valley. 8 Without it,	there would be no crops for food, no
cotton for clothing, and r	no means of easily transporting goods
over long distances.	
E	Exit Ticket
Directions: Use your annotations	to answer the question below.
How can the Indus River be harmfu	ıl to the Asian civilizations?
The Indus River can be harmful to	Asian civilizations because

Name:	_ Week 5 Day 2 Date:
BCCS-Boys	NYU Cornell Columbia
Homev	<u>vork</u>
Directions: Read this excerpt and answer the question below. Underline where	
you found your answer.	
Will moves to the garden. He st must find some place safe to hide,	
Will looks around and disappears as Bud swoops down. Bud eats some bird seeds that he finds on the ground.	
Bud did not see Will.	
Bud flies away as Will pokes his head out of an apple that fell from the tree!	
Will smiles and says, "That was close!"	
What does Bud eat in this story?	



Name:	Week 5 Day 3 Date:
RCCS-Roys	NYU Cornell Columbia

Early Asian Civilizations: Lesson 3, Hindus and Hinduism

bustling- full of	; moving busily or energetically.
nestles - settles in	and comfortably.
recede- to draw back or	from a certain
source- the start or	of something.

LEQ: How is the Ganges River similar to the Indus River?

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

Guided Annotation Work

This is the Ganges River in India. Like the Indus River, the Ganges flows down from the Himalayan Mountains. Like the Indus, its fertile plain has long provided life to the people of India, supplying water for their crops. ² But the Ganges has a much greater importance in the lives of many Indians. It is the **sacred** river of the Hindus. ³ In fact, the Ganges is one of the most sacred places in all of India. It is the dream of Hindu people from all over the world to someday visit the Ganges and worship its sacred waters.

Name:	Week 5 Day 3 Date:
BCCS-Boys	NYU Cornell Columbia

Early Asian Civilizations: Lesson 3, Hindus and Hinduism Independent Annotation Work

This is the Ganges River in India. Like the Indus River, the Ganges flows down from the Himalayan Mountains. Like the Indus, its fertile plain has long provided life to the people of India, supplying water for their crops. ² But the Ganges has a much greater importance in the lives of many Indians. It is the **sacred** river of the Hindus. ³ In fact, the Ganges is one of the most sacred places in all of India. It is the dream of Hindu people from all over the world to someday visit the Ganges and worship its sacred waters.

Exit Ticket	-
Directions: Use your annotations to answer the question below.	
How is the Ganges River similar to the Indus River?	
The Ganges River is similar to the Indus River because	

Name:	Week 5 Day 3 Date:
	,
BCCS-Boys	NYU Cornell Columbia

Homework

Directions: Read the excerpt and answer the question below. Underline where you found your answer.

Apples, Apples

by Liana Mahoney

Apples, apples

Growing on a tree.

Apples, apples

Pick one just for me!

One apple, two apples,

Three apples, four -

Red apples, green apples,

Yellow apples, more!



Tasty as can be.

Apples, apples

Share one now with me!



What colors are the apples in the poem?

The apples are ______, ______, and ______.



Name:	Week 5 Day 4 Date:
BCCS-Bovs	NYU Cornell Columbia

Early Asian Civilizations: Lesson 4, The Tiger, the Brahman, and the Jackal

contrary- the	of what was previously stated.
Devour- to eat very quickly:	up
Distracted-	_ to focus or concentrate on something.
Pious-	
Unjust right or fai	r.

LEQ: What is the moral of the story The Tiger, the Brahman, and the Jackal?

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

Guided Annotation Work

As soon as he was out of the cage, the tiger pounced on the Brahman.

"What a silly man you are!" said the tiger. "What is to prevent me from eating you now?"

"Nothing," said the Brahman. "Nothing at all. But, Brother Tiger, consider what it is you are about to do. Isn't it **unjust**⁴ to eat me when I have done you a good turn by letting you out of the cage? Do you think it is fair to eat me up when you promised that you would not do so?"

"It is perfectly fair," said the tiger. "Ask anyone and they will tell you that this is the way of the world."

Name:	Week 5 Day 4 Date:
BCCS-Boys	NYU Cornell Columbia

Early Asian Civilizations: Lesson 4, The Tiger, the Brahman, and the Jackal

Independent Annotation Work

So the Brahman led the jackal back to the cage, with the tiger trailing along behind them, licking his chops in anticipation of a tasty meal.

"So this is the cage?" said the jackal.

"Yes," said the Brahman.

"And what happened, exactly?"

The Brahman told the whole story over again, not missing a single detail.

"Oh, my poor brain!" cried the jackal, wringing its paws. "Let me see! How did it all begin? You were in the cage, and the tiger came walking by—" 11

Exit Ticket

Directions: Use your annotations to answer the question below.

What is the moral of The Tiger, the Brahman, and the Jackal?

- a) Always keep your word
- b) Never steal
- c) Don't pretend to be someone you're not

Name:	Week 5 Day 4 Date:
BCCS-Boys	NYU Cornell Columbia

<u>Homework</u>

Directions: Read the excerpt and answer the question below. Underline where you found your answer.

Apples, Apples

Apples, apples

Growing on a tree.

Apples, apples

Pick one just for me!

One apple, two apples,

Three apples, four -

Red apples, green apples,

Yellow apples, more!

Apples, apples

Tasty as can be.

Apples, apples

Share one now with me!



Write pairs of rhyming words from the poem.

The words .	C	and	rhyme.
-------------	---	-----	--------

The words _____ and ____ rhyme.



Name:	Week 5 Day 5 Date:
	,
BCCS-Bovs	NYU Cornell Columbia

Early Asian Civilizations: Lesson 5, The Blind Men and the Elephant

bawl- to	out loudly	
grope- to	about or search blindly a	nd uncertainly
marvel- Something that admiration	t makes you feel	, surprise, or
Observation - the act of paying close attention to orsomething		
Resembles-Has a	to or is similar to somethin	na

LEQ: Why is it

important to focus on

entirety as opposed to

entirety as opposed to

one part?

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

Guided Annotation Work

The third approached the animal,

And happening to take

The squirming trunk within his hands, 6

Then boldly up and spake:

"I see," quoth he, "the elephant 7

Is very like a snake."

The fourth stretched out his eager hand

And felt about the knee,8

"What most this mighty beast is like

Is mighty plain," quoth he;

"'Tis clear enough the elephant9

Is very like a tree."

Name:	Week 5 Day 5 Date:
BCCS-Boys	NYU Cornell Columbia

Early Asian Civilizations: Lesson 5, Hindus and Hinduism

Independent Annotation Work

The sixth no sooner had begun

About the beast to grope

Than, seizing on the swinging tail 12

That fell within his scope,

"I see," cried he, "the elephant 13

Is very like a rope."

And so these men of Hindustan

Disputed loud and long, 14

Each of his own opinion

Exceeding stiff and strong,

Though each was partly in the right,

And all were in the wrong!

Exit Ticket

Why is it important to focus on something in its entirety?

- a. You could see an elephant if you don't pay attention.
- b. You could be wrong about something if you focus on only one part
- c. You could be telling the truth.

Name:	Week 5 Day 5 Date:
BCCS-Boys	NYU Cornell Columbia

Homework

Directions: Read the excerpt and answer the question below. Underline where you found your answer.

Apples, Apples

by Liana Mahoney

Apples, apples

Growing on a tree.

Apples, apples

Pick one just for me!

One apple, two apples,

Three apples, four -

Red apples, green apples,

Yellow apples, more!

Apples, apples

Tasty as can be.

Apples, apples

Share one now with me!



What does the word tasty mean?

- a. good for you
- c. red and green
- b. yummy
- d. growing on a tree



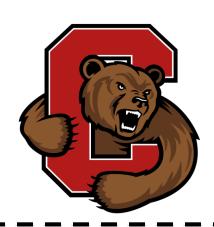
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2nd Grade ELA Remote Learning Packet

Week 6





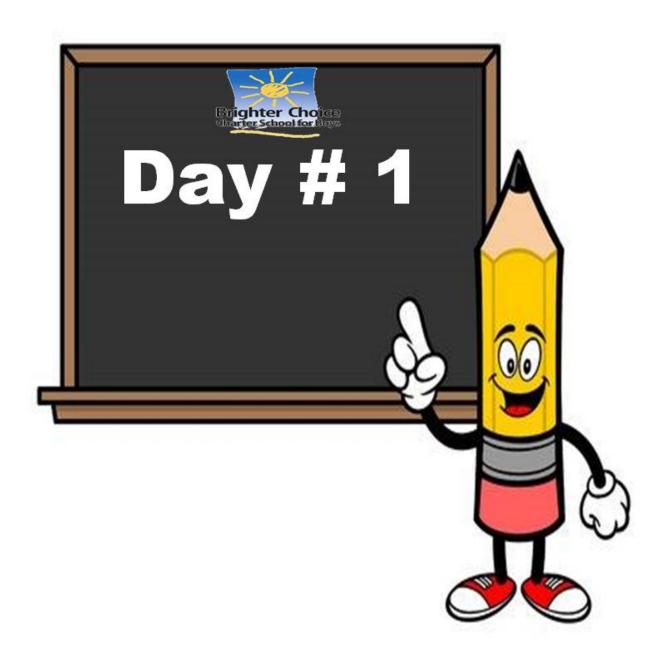


Dear Educator,

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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Name:	Week 6 Day 1 Date:	
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BCCS-Boys	NYU Cornell Columbia	

Week 6 Lesson 1 RI 2.2

1.	Main Idea- the most	thought about the topic.	
2.	Topic- the	of the text.	

Guided Practice

India excerpt

People

More than one billion people live in India. Only China has more people than India.

Most Indian people live in the countryside. The cities do not have as many people. They are very crowded, though.

Around half of the people in India make their living from growing food. They grow crops or raise sheep, goats, and chickens for meat. They do not raise cows for meat. Most Indians are **Hindu**. Hurting a cow is against the Hindu religion.

<u>Topic</u>	
The topic of this text is	
<u>Main Idea</u>	
The main idea of this text is	

Name:	Week 6 Day 1 Date:
BCCS-Boys	NYU Cornell Columbia

Guided Practice Continued

India excerpt

Land

India has many mountains and different kinds of flat land. The mountains are in the north. They are the highest in the world.

Rich land covers the north of India. It was formed long ago as rivers flooded over and over. In the west is the dry **desert**.

In the south is raised, flat land. This land takes up more than half of India.

In May or June every year, winds bring a large amount of rain. This is called the **monsoon** season. Most of India's rain falls during this season.

<u>Topic</u>		
The topic of this text is		
<u>Main Idea</u>		
The main idea of this text is		

BCCS-Boys	
Ŧ	<u>ndependent Practice</u>
	<u>Mohenjo-daro</u>
There were many	permanent cities by the Indus River. Not so
	eologists uncovered Mohenjo-daro, one of
	es of the ancient Indus River Valley. 12 A city
_	alls, Mohenjo-daro was designed in a square,
	e citadel, the fortress 13 at the city's center,
	priests, who were members of the ruling class
•	religious and governmental duties. Beyond
	g out in all directions of the city, a web of
	es of countless workers. Everyone had a job
	the land outside the city walls. Some made
	s muddy soil, whereas others fashioned these
baked bricks into bu	•
<u>Topic</u>	
	<u>Main Idea</u>
	Exit <u>Ticket</u>

Name:	Week 6 Day 1 Date:
BCCS-Boys	NYU Cornell Columbia
	<u>Homework</u>
_	and answer the questions.
So	occer
Cody is a great soccer plays for his school socce this year he has scored scan kick the ball very fartery fast. Everyone think the best soccer player the	r school. Cody er team. So far six goals! Cody . He can also run ks that Cody is
l. Write the main idea of	f the story.
2. Color one detail that	supports the main idea.
He wears glasses.	
Cody goes to school.	
He can kick the ball ver	y far.



Name:	Week 6 Day 2 Date:
BCCS-Boys	NYU Cornell Columbia

Week 6 Lesson 2 RI 2.2

Main Idea - the most	thought about the topic.
Topic- the of the t	ext.
Supporting Details - phrases that explain, def	ine, or the

Guided Practice

Directions: Use the text to identify the topic and main idea.

Directions. Ose the text to identify the topic and main idea.		
India excerpt	<u>Topic</u>	
Celebrations	The topic of this text is	
People in India celebrate many		
special days. Diwali (dih-WAH-lee)		
lasts for five days. During this	<u>Main Idea</u>	
festival, people light small candles.		
They shoot firecrackers and give	The main idea of this text is	
sweets to family and friends.		
Holi (HOH-lee) is a spring Hindu		
festival. During Holi, people celebrate		
the end of winter. They throw colored		
water and powder on each other.	*Now go back and underline 2 supporting details that explain, define, or prove your main idea.	

Name:	Week 6 Day 2 Date:
BCCS-Boys	NYU Cornell Columbia

Guided Practice Continued

India excerpt	<u>Topic</u>
Animals	
Many kinds of animals live in India. It is the only country in the world with both lions and tigers.	
Elephants live in the flat lands and forests. The mountains are home to bears, foxes, sheep, and wild goats.	<u>Main Idea</u>
India is also home to the world's largest mangrove forest. Here, tigers swim with sea turtles, sharks, and crocodiles.	
	*Now go back and underline 2 supporting details that explain, define, or prove your main idea.

Name:	Week 6 Day 2 Date:	
	·	
BCCS-Boys	NYU Cornell Columbia	

Week 6 Lesson 2 RI 2.2:

Independent Practice

Hindu Gods

Unlike some religions that worship only one God, Hindus worship many gods and goddesses. ⁴ In fact, their gods and goddesses, male and female, take many different forms. For example, Hindus believe that the river Ganges is the earth home of Ganga, a river goddess. ⁵ That is why the river is such a holy place. ⁶

There are over three hundred million gods and goddesses in Hinduism. Each of these gods and goddesses represents, or stands for, something Hindus call Brahman. In Hinduism, Brahman is a spiritual force which Hindus believe is the source of all existence, or life. Hindus believe everything comes from and is related to Brahman. All of the Hindu gods and goddesses represent Brahman, the source of all life. Of all the gods and goddesses that represent Brahman, the three most important gods are known as Brahma, Vishnu, and Shiva.

Name:	Week 6 Day 2 Date:
BCCS-Boys	NYU Cornell Columbia
Independent Practice Continued	
Directions: Use the text to	identify the topic and main idea.
	<u>Topic</u>
	<u>Main Idea</u>
*Now go back and underline 2	supporting details that explain, define, or prove your main idea.
	Exit Ticket
o the details you underlir	ned support the main idea of the text?
o the details you underlir	

Name:	Week 6 Day 2 Date:
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BCCS-Boys	NYU Cornell Columbia

<u>Homework</u>

Main Idea

Read each paragraph and choose the main idea.

I have a dog named Boots. I taught him lots of tricks. When I tell him to, Boots will sit or lie down. He can also wave his paw to greet people. When I say, "Dance, Boots", he will stand up on two legs and walk. I don't know of many dogs that can do such amazing tricks.

The main idea of this paragraph is:

- a. Boots is my dog.
- b. Boots can sit.
- c. Boots is very smart.
- d. Most dogs can't dance.

Yesterday was my birthday. When I woke up, I noticed my brother Todd hung up a big sign that said, "Happy Birthday, Joey!" Mom made spaghetti for dinner. It's my favorite food in the whole world. My friend Dave came over and handed me a wrapped gift. I wondered what it was. It was a new basketball! I had a great day.

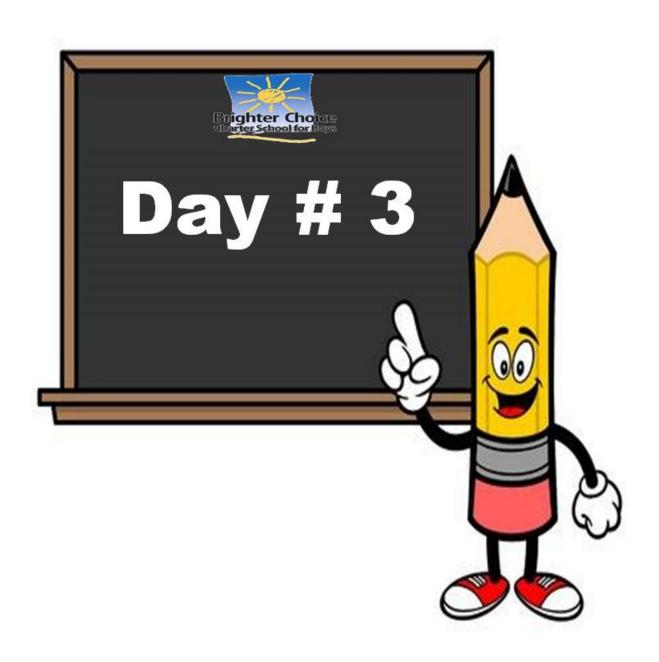
The main idea of this paragraph is:

- a. Todd had a great birthday.
- **b.** Joey had a great birthday.
- c. Todd got lots of gifts.
- d. Joey got lots of gifts.

Peter's parents bought a new carpet for the living room. Now, he has to take his shoes off when he enters the house. He's also not allowed to eat or drink in the living room any more. Peter's furry dog isn't allowed to play ball in there either. When his parents got the new carpet, there were lots of new rules.

The main idea of this paragraph is:

- a. Peter cannot go in the living room.
- **b.** Peter's parents don't like the carpet.
- c. Peter likes to make a mess.
- **d.** Peter's parents made new rules so the new carpet stays clean.



Name:	Week 6 Day 3 Date:
BCCS-Boys	NYU Cornell Columbia

Week 6 Lesson 3 RI 2.2

Main Idea- the most	thought about the topic.
Topic- the of th	e text.
Supporting Details- phrases that explain, main idea.	define, or the
Paragraph- a small	of a text.

Name:	Week 6 Day 3 Date:
RCCS-Rovs	NVU Cornell Columbia

Guided Practice

Directions: Identify the main idea of each paragraph and underline the supporting detail

Machu Picchu excerpt	<u>Main Idea</u>
The Inca People	The main idea of this paragraph is
It is not easy to learn about the Inca. Many experts think they had no written language. People learn what their lives were like by studying what they left behind.	
Experts think the Inca first lived in the mountains of Peru. They became good at making buildings and roads. They also knew how to grow crops for food.	Main Idea The main idea of this paragraph is

Name:	Week 6 Day 3 Date:
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RCCS-Roys	NVI Cornell Columbia

Week 6 Lesson 3 RI 2.2:

Independent Practice

<u>Hinduism</u>	<u>Main Idea</u>
Hindus believe the god Brahma (not to be confused with the spiritual force Brahman) is the god of creation, the one who created heaven and earth, the moon and the sun, the planets and the stars—the whole universe. Everything and everyone is part of Brahma, the creator and god of wisdom. He is often painted or carved as he is in this picture, having four faces and four arms. ⁷	
Hindus believe the god Vishnu is the protector of the universe and the preserver of life. ⁸ Vishnu is also portrayed with four arms. ⁹ In each hand he holds Hindu symbols of the universe, including a <u>club</u> , a discus, a conch shell, and a lotus flower. ¹⁰ Hindus believe it is Vishnu's job to keep order on Earth, making sure that everyone and everything is safe.	<u>Main Idea</u>

Exit Ticket

Go back and underline 1 detail for each paragraph that supports each of your main ideas.

Name:	Week 6 Day 3 Date:	
BCCS-Boys	NYU Cornell Columbia	
<u>Homewor</u>	<u>rk</u>	
Directions: Read the passage and find the main idea. Underline the supporting details.		
Soccer players learn many skills when playing soccer.		
Soccer players learn how to dribble and pass the ball.		
They also learn how to control the ball so they can		
eventually score. Most importantly, soccer players		
learn how to work together with their teammates.		
Main idea:		



Name:	_ Week 6 Day 4 Date:
BCCS-Boys	NYU Cornell Columbia
Week 6 Lesson 4 RI 2.2	
Main Idea- the most	thought about the topic.
Topic- the of the	e text.
Supporting Details- phrases that explain, main idea.	
Paragraph- a small	of a text.
Guided P	ractice
Machu Picchu excerpt	Main Idea
The Spanish Arrive	
In the 1500s, explorers from Europe	
came to South America. They brought	
illness with them that spread and killed some Inca people.	<u>Main Idea</u>
In 1532, a Spanish explorer named	
Pizarro wanted to take control of the	
Inca empire. His soldiers killed many	
Inca people and their leader. Not long after the Spanish came, the Inca left	
Machu Picchu. The city fell into ruin.	

Name:	Week 6 Day 4 Date:
BCCS-Boys	NYU Cornell Columbia

Week 6 Lesson 4 RI 2.2

Independent Practice

<u>Main Idea</u>
<u>Main Idea</u>
/hole Text

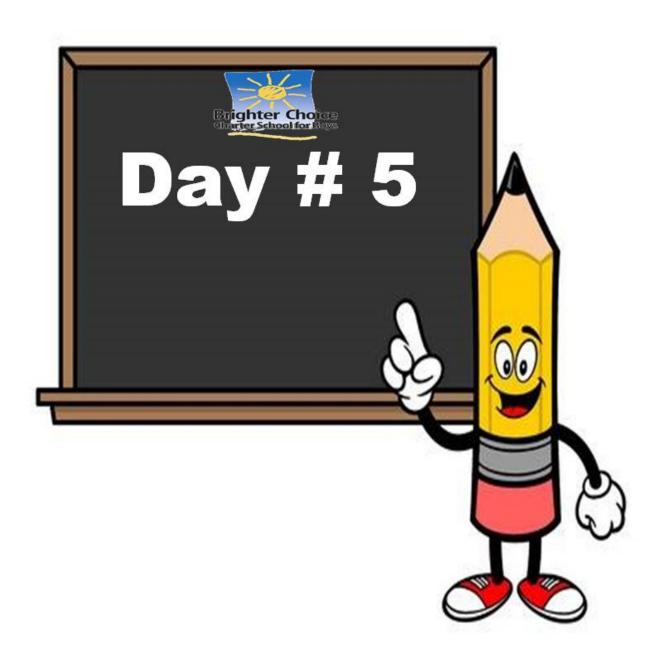
Name:	Week 6 Day 4 Date:
BCCS-Boys	NYU Cornell Columbia

Exit Ticket

Which sentence best states the main idea of the entire text?

- a. Here, the Inca built layered gardens on the side of the mountain.
- b. On the first day of winter, sunlight enters a window and shines on a large rock.
- c. Machu Picchu is divided into two parts.
- d. They grow crops such as beans, potatoes, and tomatoes.

Name:	Week 6 Day 4 Date:	
BCCS-Boys	NYU Cornell Columbia	
Homewo	<u>ork</u>	
Directions: Read the passage and find the details.	main idea. Underline the supporting	
There are many fun things to	do at the beach.	
Swimming is one thing that car	n be done at the beach.	
Playing beach volleyball can be a lot of fun. It is also		
fun to look for shells.		
Main idea:		



Name:	Week 6 Day 5 Date:
BCCS-Boys	NYU Cornell Columbia

Week 6 Lesson 5 RI 2.2

Main Idea- the most	thought about the topic.
Topic- the	of the text.
Supporting Details- phrases that exp main idea.	ain, define, or the
Paragraph- a small	of a text.

Name:	Week 6 Day 5 Date:
BCCS-Boys	NYU Cornell Columbia

Guided Practice

China excerpt	<u>Main Idea</u>
China	
If you were to travel west to the edge of the Pacific Ocean, you'd come to Asia. Asia is the largest continent on the planet, with more land and people than anywhere else in the world. Asia is also home to one of the biggest, most diverse countries in the world—China. China has an incredible mix of people, landscapes, and wildlife. It is the third largest country in the world (only Russia and Canada are bigger). And it has the largest population in the world. In fact, one out of every five people in the world live in China—that's more than 1.3 billion people!	<u>Main Idea</u>
Main Idea of Whole Text	

Name:	Week 6 Day 5 Date:
BCCS-Bovs	NYU Cornell Columbia

Week 6 Lesson 5 RI 2.2: Independent Practice

<u>Main Idea</u>
Main Idea
f Whole Text

Exit Ticket

- 1. Which sentence best support the main idea of the entire text?
 - a. We still use gunpowder in fireworks today.
 - b. They were the first to create paper.
 - c. Experts think it began more than five thousand years ago.
 - d. The ancient Chinese people created many things we still use today.

Name:	Week 6 Day 5 Date:
BCCS-Boys	NYU Cornell Columbia
Homework Directions: Read the passage and find the main idea. Underline the supporting details.	
Saturday. They rode the coaster and the Ferris hot dog. Jenna drank le	enna, went to the fair on he merry-go-round, the roller wheel. Isaiah ate popcorn and a monade and ate an apple. They es. They were tired when they
Main idea:	