



Name \_\_\_\_\_

5

## 2<sup>nd</sup> Grade Modified 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](http://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, ordinary.

**Cultivate-** To grow and/or tend to a crop or plant.

**Fertile-** Rich in materials or nutrients needed to produce many strong, healthy crops.

**Indus River-** The river at the center of the first civilization in early India.

**Irrigation Canals-** Ditches cut into the earth to direct water where needed.

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.<sup>7</sup> 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**<sup>8</sup> wheat and barley, peas, dates, melons, and bananas.<sup>9</sup>

Name: \_\_\_\_\_ Week 5 Day 1 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

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

### **Independent Annotation Work**

These people knew that if they wanted to live near the river, they would have to control the floodwaters. They developed ways to control the rising waters by building **irrigation canals** to hold some of the water back and to release some of the water into the fields when needed.<sup>10</sup> As their communities grew, these people worked together to plan and build permanent cities by the river.<sup>11</sup>

---

### **Exit Ticket**

**Directions:** Use your annotations to answer the question below.

Why is the Indus River important to Asian civilizations?

The Indus River is important to Asian civilizations because \_\_\_\_\_

---

---

---

Name: \_\_\_\_\_ Week 5 Day 1 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

## Homework

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

# **The Early Bird Catches the Worm (Maybe)**

By S. V. Richard



Bud is a bird. He wakes up early to catch a worm. Bud is very hungry.

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 activity; moving busily or energetically.

**nestles**- settles in snugly and comfortably.

**recede**- to draw back or move from a certain point.

**source**- the start or cause 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**<sup>5</sup> 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.<sup>6</sup>

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

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

### Independent Annotation Work

Sanjay remembers it as if it were yesterday: the awful smell of wet mud that filled his home as he and his sister waded knee-deep in muck, waiting for the muddy waters to **recede**.<sup>7</sup> Sanjay knows from experience that the river has the power to destroy things in its path, and yet he knows, too, that the river is the **source** of life in the valley.<sup>8</sup> Without it, there would be no crops for food, no cotton for clothing, and no means of easily transporting goods over long distances.

---

### Exit Ticket

**Directions:** Use your annotations to answer the question below.

How can the Indus River be harmful 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

### Homework

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

Will moves to the garden. He still sees Bud flying in the sky. "I must find some place safe to hide," Will says.

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: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

### Early Asian Civilizations: Lesson 3, Hindus and Hinduism

**bustling**- full of activity; moving busily or energetically.

**nestles**- settles in snugly and comfortably.

**recede**- to draw back or move away from a certain point.

**source**- the start or cause 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.<sup>2</sup> But the Ganges has a much greater importance in the lives of many Indians. It is the **sacred** river of the Hindus.<sup>3</sup> 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.<sup>2</sup> But the Ganges has a much greater importance in the lives of many Indians. It is the **sacred** river of the Hindus.<sup>3</sup> 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!

Apples, apples

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-Boys

NYU Cornell Columbia

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

contrary- the **opposite** of what was previously stated.

Devour- to eat very quickly: **Devour** up

Distracted- **unable** to focus or concentrate on something.

Pious- **religious**

Unjust- **not** right or fair.

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**<sup>4</sup> 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—”<sup>11</sup>

-----  
**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

## 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!



Write pairs of rhyming words from the poem.

The words \_\_\_\_\_ and \_\_\_\_\_ rhyme.

The words \_\_\_\_\_ and \_\_\_\_\_ rhyme.



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

BCCS-Boys

NYU Cornell Columbia

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

**bawl-** to \_\_\_\_\_ out loudly

**grope-** to \_\_\_\_\_ about or search blindly and uncertainly

**marvel-** Something that makes you feel \_\_\_\_\_, surprise, or admiration

**Observation-** the act of paying close attention to or \_\_\_\_\_ something

**Resembles-** Has a \_\_\_\_\_ to or is similar to something

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

LEQ: Why is it important to focus on something in its entirety as opposed to one part?

### Guided Annotation Work

The third approached the animal,  
And happening to take  
The squirming trunk within his hands,<sup>6</sup>  
Then boldly up and spake:  
"I see," quoth he, "the elephant"<sup>7</sup>  
Is very like a snake."

The fourth stretched out his eager hand  
And felt about the knee,<sup>8</sup>  
"What most this mighty beast is like  
Is mighty plain," quoth he;  
"'Tis clear enough the elephant"<sup>9</sup>  
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<sup>12</sup>  
That fell within his scope,  
"I see," cried he, "the elephant<sup>13</sup>  
Is very like a rope."

And so these men of Hindustan  
Disputed loud and long,<sup>14</sup>  
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?

- You could see an elephant if you don't pay attention.
- You could be wrong about something if you focus on only one part
- 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  | b. yummy             |
| c. red and green | d. growing on a tree |



Name \_\_\_\_\_

6

## 2<sup>nd</sup> Grade Modified 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)

Parents please note that all academic 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.



Name: \_\_\_\_\_ Week 6 Day 1 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

## Week 6 Lesson 1 RI 2.2

1. **Main Idea**- the most \_\_\_\_\_ **Important** \_\_\_\_\_ thought about the topic.

2. **Topic**- the \_\_\_\_\_ **subject** \_\_\_\_\_ 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.

Topic

The topic of this text is \_\_\_\_\_

\_\_\_\_\_

Main Idea

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.

#### Topic

The topic of this text is \_\_\_\_\_

\_\_\_\_\_

#### Main Idea

The main idea of this text is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Week 6 Day 1 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

## Independent Practice

### Mohenjo-daro

There were many permanent cities by the Indus River. Not so very long ago, archaeologists uncovered Mohenjo-daro, one of the most thriving cities of the ancient Indus River Valley.<sup>12</sup> A city enclosed by brick walls, Mohenjo-daro was designed in a square, grid-like pattern. The citadel, the fortress<sup>13</sup> at the city's center, housed its leaders—priests, who were members of the ruling class that performed both religious and governmental duties. Beyond the citadel, spreading out in all directions of the city, a web of roads led to the homes of countless workers. Everyone had a job to do. Some farmed the land outside the city walls. Some made bricks from the river's muddy soil, whereas others fashioned these baked bricks into buildings.<sup>14</sup>

Topic

**The topic of this text is**

---

---

Main Idea

**The main idea of this text is**

---

---

### Exit Ticket

1. How do you know the main idea you chose is correct?

**I know this is correct because**

---



Name: \_\_\_\_\_ Week 6 Day 1 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

## Homework

# Main Idea

Read the story and answer the questions.

### Soccer

Cody is a great soccer player. He practices every day after school. Cody plays for his school soccer team. So far this year he has scored six goals! Cody can kick the ball very far. He can also run very fast. Everyone thinks that Cody is the best soccer player they know!



1. Write the main idea of the story.

The main idea of this text is

2. Color one detail that supports the main idea.

He wears glasses.

Cody goes to school.

He can kick the ball very far.



Name: \_\_\_\_\_ Week 6 Day 2 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

## Week 6 Lesson 2 RI 2.2

**Main Idea-** the most \_\_\_\_\_ **important** \_\_\_\_\_ thought about the topic.

**Topic-** the **subject** \_\_\_\_\_ of the text.

**Supporting Details-** phrases that explain, define, or **prove** \_\_\_\_\_ the main idea.

### Guided Practice

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

<p style="text-align: center;"><i>India excerpt</i></p> <p style="text-align: center;"><b>Celebrations</b></p> <p>People in India celebrate many special days. Diwali (dih-WAH-lee) lasts for five days. During this <b>festival</b>, people light small candles. They shoot <b>firecrackers</b> and give 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.</p>	<p style="text-align: center;"><u>Topic</u></p> <p>The topic of this text is _____</p> <p>_____</p> <p style="text-align: center;"><u>Main Idea</u></p> <p>The main idea of this text is _____</p> <p>_____</p> <p>_____</p> <p>*Now go back and underline 2 supporting details that explain, define, or prove your main idea.</p>
--	--

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

Week 6 Day 2 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

### Guided Practice Continued

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

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.<sup>4</sup> 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.<sup>5</sup> That is why the river is such a holy place.<sup>6</sup>

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.

Topic

**The topic of this text is**

---

---

Main Idea

**The main idea of this text is**

---

---

\*Now go back and underline 2 supporting details that explain, define, or prove your main idea.

---

## **Exit Ticket**

How do the details you underlined support the main idea of the text?

**The details support the main idea because**

---

---

---



Name: \_\_\_\_\_ Week 6 Day 2 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

## Homework

### 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.



Name: \_\_\_\_\_ Week 6 Day 3 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

### Week 6 Lesson 3 RI 2.2

**Main Idea-** the most important thought about the topic.

**Topic-** the subject of the text.

**Supporting Details-** phrases that explain, define, or prove the main idea.

**Paragraph-** a small section of a text.

Name: \_\_\_\_\_ Week 6 Day 3 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

### **Guided Practice**

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

<p><i>Machu Picchu</i> excerpt</p> <p><b>The Inca People</b></p> <p>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.</p> <p>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.</p>	<p><u>Main Idea</u></p> <p>The main idea of this paragraph is _____</p> <p>_____</p> <p>_____</p>
	<p><u>Main Idea</u></p> <p>The main idea of this paragraph is _____</p> <p>_____</p> <p>_____</p>

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

Week 6 Day 3 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

## Week 6 Lesson 3 RI 2.2:

### Independent Practice

#### Hinduism

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.<sup>7</sup>

Hindus believe the god Vishnu is the protector of the universe and the preserver of life.<sup>8</sup> Vishnu is also portrayed with four arms.<sup>9</sup> In each hand he holds Hindu symbols of the universe, including a club, a discus, a conch shell, and a lotus flower.<sup>10</sup> Hindus believe it is Vishnu's job to keep order on Earth, making sure that everyone and everything is safe.

#### Main Idea

The main idea is \_\_\_\_\_

---

---

---

#### Main Idea

The main idea is \_\_\_\_\_

---

---

---

### 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

### Homework

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:

The main idea of this text is \_\_\_\_\_

---

---





Name: \_\_\_\_\_ Week 6 Day 4 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

### Week 6 Lesson 4 RI 2.2

<b>Main Idea-</b> the most <u>important</u> thought about the topic.
<b>Topic-</b> the <u>subject</u> of the text.
<b>Supporting Details-</b> phrases that explain, define, or <u>prove</u> the main idea.
<b>Paragraph-</b> a small <u>section</u> of a text.

### Guided Practice

<p><i>Machu Picchu excerpt</i></p> <p><b>The Spanish Arrive</b></p> <p>In the 1500s, explorers from Europe came to South America. They brought illness with them that spread and killed some Inca people.</p> <p>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.</p>	<p><u>Main Idea</u></p> <p>The main idea is _____</p> <p>_____</p> <p>_____</p> <p><u>Main Idea</u></p> <p>The main idea is _____</p> <p>_____</p> <p>_____</p>
<p><u>Main Idea of Whole Text</u></p> <p>The main idea of this text is _____</p>	

Name: \_\_\_\_\_ Week 6 Day 4 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

## Week 6 Lesson 4 RI 2.2

### Independent Practice

<p><i>Machu Picchu excerpt</i></p> <p>City of Machu Picchu</p> <p>The city was divided into two parts. One part was houses and temples, such as the Temple of the Sun. On the first day of winter, sunlight enters a window and shines on a large rock in the middle of the room. Another temple is the Temple of the Three Windows, which also has three walls.</p> <p>The other part of the city was for growing crops. Here, the Inca built layered gardens on the side of the mountain. They grew crops such as beans, potatoes, and tomatoes.</p>	<p><u>Main Idea</u></p> <p>The main idea is _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><u>Main Idea</u></p> <p>The main idea is _____</p> <p>_____</p> <p>_____</p>
<p><u>Main Idea of Whole Text</u></p> <p>The main idea of this text is _____</p> <p>_____</p>	

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

### Homework

**Directions:** Read the passage and find the main idea. Underline the supporting details.

There are many fun things to do at the beach.

Swimming is one thing that can be done at the beach.

Playing beach volleyball can be a lot of fun. It is also fun to look for shells.

Main idea:

**The main idea of this text is** \_\_\_\_\_

---

---



Name: \_\_\_\_\_ Week 6 Day 5 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

### Week 6 Lesson 5 RI 2.2

**Main Idea-** the most important thought about the topic.

**Topic-** the subject of the text.

**Supporting Details-** phrases that explain, define, or prove the main idea.

**Paragraph-** a small section of a text.

Name: \_\_\_\_\_ Week 6 Day 5 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

### Guided Practice

<p style="text-align: center;"><i>China excerpt</i></p> <p style="text-align: center;"><b>China</b></p> <p>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.</p> <p>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!</p>	<p style="text-align: center;"><u>Main Idea</u></p> <p><b>The main idea is</b> _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p style="text-align: center;"><u>Main Idea</u></p> <p><b>The main idea is</b> _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p style="text-align: center;"><u>Main Idea of Whole Text</u></p> <p><b>The main idea is this text is</b> _____</p> <p>_____</p>	



Name: \_\_\_\_\_ Week 6 Day 5 Date: \_\_\_\_\_

BCCS-Boys

NYU Cornell Columbia

### Week 6 Lesson 5 RI 2.2: Independent Practice

<p style="text-align: center;"><i>China excerpt</i></p> <p style="text-align: center;"><b>History</b></p> <p>China has one of the oldest <b>civilizations</b> still around today. Experts think it began more than five thousand years ago.</p> <p>The <b>ancient</b> Chinese people created many things we still use today. They were the first to create paper. They were also the first to make gunpowder. We still use gunpowder in fireworks today.</p>	<p style="text-align: center;"><u>Main Idea</u></p> <p>The main idea is _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;"><u>Main Idea</u></p> <p>The main idea is _____</p> <p>_____</p> <p>_____</p>
<p style="text-align: center;"><u>Main Idea of Whole Text</u></p> <p>The main idea is _____</p> <p>_____</p>	

### 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.

Isaiah and his sister, Jenna, went to the fair on Saturday. They rode the merry-go-round, the roller coaster and the Ferris wheel. Isaiah ate popcorn and a hot dog. Jenna drank lemonade and ate an apple. They saw many exciting shows. They were tired when they went home.

Main idea:

The main idea of this text is \_\_\_\_\_

---

---