

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 S	Signature)
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(Date)

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

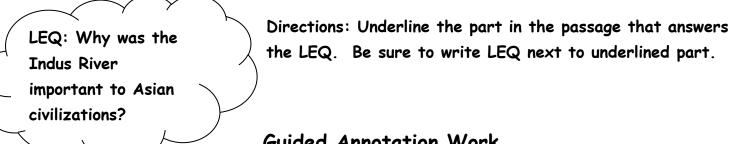


Name: Week 5 Day 1 Date:
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#### Early Asian Civilizations: Lesson 1, Indus River Valley Part I

Common- most widely known,Ordinary
Cultivate- To grow and/ortend to a crop or plant.
Fertile- Rich in materials or
Indus River- The river at theCenter of the first civilization in early India.
<b>Irrigation Canals-</b> Ditches cut into the earth to <b>direct</b> water where needed.



#### 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>

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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: \_\_\_\_\_

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## <u>Homework</u>

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



- 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: \_\_\_\_\_

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**Indus** River

civilizations?

harmful to Asian

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

nestles- set	tles in <b>S</b>	nugly	and comfortably.	
recede- to c	lraw back or	move	from a certain point.	
source- the	start or	_cause	of something.	

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>

the LEQ. Be sure to write LEQ next to underlined part.

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.

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# 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:	
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#### <u>Homework</u>

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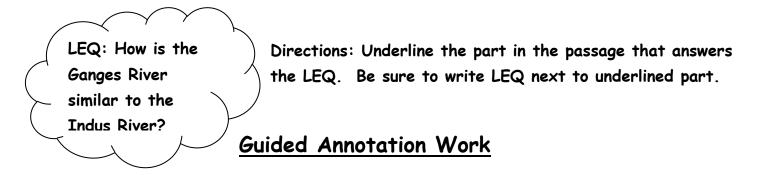
## Early Asian Civilizations: Lesson 3, Hindus and Hinduism

**bustling-** full of <u>**activity**</u>; moving busily or energetically.

nestles- settles in \_SNUgly\_\_ and comfortably.

**recede-** to draw back or <u>**MOVE**</u> **away** from a certain point.

source- the start or \_\_\_CAUSE\_\_\_\_ of something.



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:
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# 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 \_\_\_\_\_

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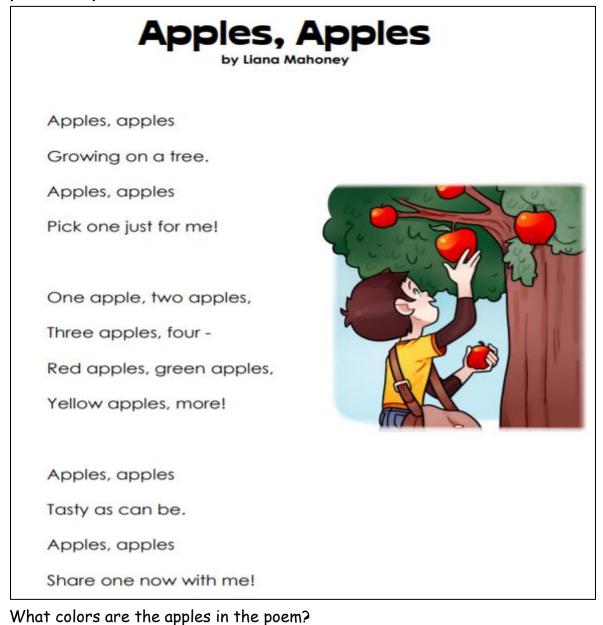
Veek 5 Day 3 Date:\_\_\_\_\_

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#### Homework

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



The apples are \_\_\_\_\_, \_\_\_\_, and \_\_\_\_\_,



Name:	Week 5 Day 4 Date:
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<u>Early Asian Civilizations: Lesson 4, The Tiger, the Brahman, and the Jackal</u>	
contrary- theOPPOSITE of what was previously stated.	
Devour- to eat very quickly:Devour up	
DistractedUNABLE_ to focus or concentrate on something.	
Piousreligious	
UnjustNOt 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 a the LEQ. Be sure to write LEQ next to underlined	
	P

#### **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: \_\_\_\_\_

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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—"  $^{11}$ 

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# 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

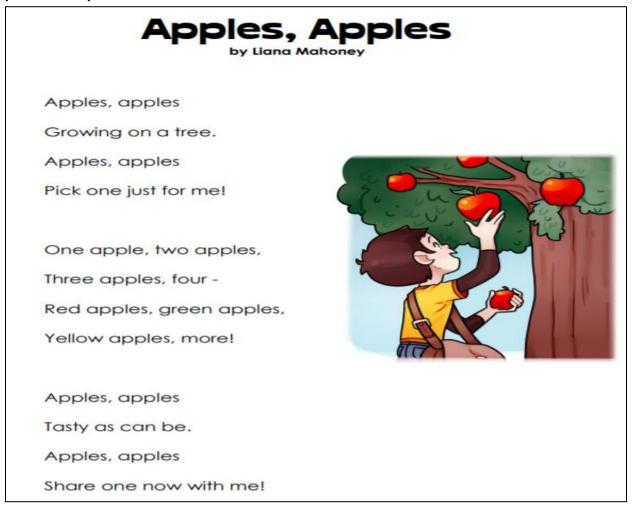
Name: \_\_\_\_\_ Week 5 Day 4 Date: \_\_\_\_\_

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#### Homework

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



Write pairs of rhyming words from the poem.

The words	and	rhyme.
The words	and	rhyme.



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

<b>bawl-</b> to	out loudly	
grope- to	about or search blindly and uncertainly	
<b>marvel-</b> Something admiration	that makes you feel, surprise, or	
<b>Observation</b> - the assomething	ct of paying close attention to or	
Resembles-Has a	to or is similar to something	
	Directions: Underline the part in the passage that answ	ers/
why is it	the LEQ. Be sure to write LEQ next to underlined par	<b>†</b> .
LEQ: Why is it important to focus on important in its	Guided Annotation Work	
imported something in its entirety as opposed entiret?	The third approached the animal,	
entire ?	And happening to take	
one par	The squirming trunk within his hands, <sup>6</sup>	
	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, <sup>8</sup>	
	"What most this mighty beast is like	
	Is mighty plain," quoth he;	
	"'Tis clear enough the elephant 9	
	Is very like a tree."	

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

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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.

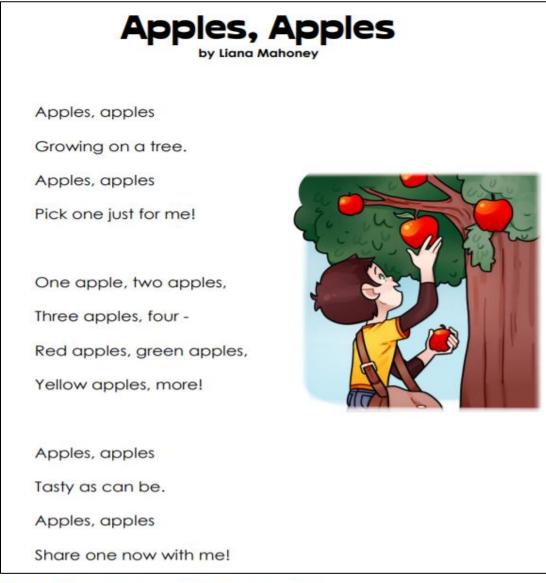
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#### Homework

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



What does the word **fasty** mean?

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



Name\_



# 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	Signa	ture)
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(Date)

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# Week 6 Lesson 1 RI 2.2

1. Main Idea- the most Important thought about the topic.		
2. Topic- theSUbject	of the text.	
<u>Guided Practice</u>		
India excerpt <b>People</b>	<u>Topic</u> The topic of this text is	
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	<u>Main Idea</u>	
as many people. They are very crowded, though.	The main idea of this text is	
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 <b>Hindu</b> . Hurting a cow is against the Hindu religion.		

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# **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

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# **Independent** Practice

# <u>Mohenjo-daro</u>

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

The main idea of this text is

Exit <u>Ticket</u>

How do you know the main idea you chose is correct?
 I know this is correct because

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

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#### <u>Homework</u>

# 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!



I. 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.



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# Week 6 Lesson 2 RI 2.2

<b>Main Idea-</b> the most topic.	_important	_ thought about the
Topic- the _SUbject	_ of the text.	
Supporting Details- phrases t	hat explain, define, or _ <b>pr</b>	<b>OVE</b> the main idea.

# **Guided Practice**

#### Directions: Use 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 <b>festival</b> , people light small candles.	<u>Main Idea</u>
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	The main idea of this text is
water and powder on each other.	*Now go back and underline 2 supporting details that explain, define, or prove your main idea.

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# **Guided Practice Continued**

India excerpt	<u>Topic</u>
Animals	The topic of this text is
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 <b>mangrove</b> forest. Here, tigers swim with sea turtles, sharks, and crocodiles.	The main idea of this text is
	*Now go back and underline 2 supporting details that explain, define, or prove your main idea.

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Week 6 Lesson 2 RI 2.2:

#### **Independent** Practice

# <u>Hindu Gods</u>

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: \_\_\_\_\_

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## **Independent Practice Continued**

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

<u>Main Idea</u> The main idea of this text is	
*Now go back and underline 2 supporting details that explain, define, or prove you idea.	r main

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:\_\_\_\_\_

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#### 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.

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

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:\_\_\_\_\_

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# Week 6 Lesson 3 RI 2.2

Main Idea- the most _ important thought about the topic.
Topic- theSUbject of the text.
Supporting Details- phrases that explain, define, or Prove the main
idea. Paragraph- a smallSection of a text.

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# **Guided Practice**

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

Machu	Picchu	excerpt
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#### The Inca People

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.

<u>Main Idea</u>
The main idea of this paragraph is
Main Idea
The main idea of this paragraph is

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

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## 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. <sup>7</sup>	The main idea is
	<u>Main Idea</u>
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 <u>club</u> , 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.	The main idea is

# Exit Ticket

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

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# <u>Homework</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:

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



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

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# Week 6 Lesson 4 RI 2.2

Main Idea- the mostimportant thought about the topic.	
Topic- theSUbject of the text.	
Supporting Details- phrases that explain, define, or	
Paragraph- a smallSection_	of a text.
Guided Practice	
Machu Picchu excerpt	<u>Main Idea</u>
The Spanish Arrive	The main idea is
In the 1500s, explorers from Europe	
came to South America. They brought	
illness with them that spread and	
killed some Inca people.	
In 1532, a Spanish explorer named	<u>Main Idea</u>
Pizarro wanted to take control of the	The main idea is
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 <b>ruin</b> .	
maeria i actita. The eny fen mio fum.	

Main Idea of Whole Text

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

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# Week 6 Lesson 4 RI 2.2

# **Independent Practice**

Machu Picchu excerpt	<u>Main Idea</u>
City of Machu Picchu	The main idea is
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.	
	<u>Main Idea</u>
The other part of the city was for growing crops. Here, the Inca built	The main idea is
layered gardens on the side of the	
mountain. They grew crops such	
as beans, potatoes, and tomatoes.	
-	
 Main Ide	a of Whole Text
e main idea of this text is	S
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Name: \_\_\_\_\_ Week 6 Day 4 Date: \_\_\_\_\_

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#### 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.

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### 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 \_\_\_\_\_



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# Week 6 Lesson 5 RI 2.2

Main Idea- the mostimportant thought about the topic.	
Topic- theSUbject of the text.	
Supporting Details- phrases that explain, define, or _ <b>prove</b> the main idea.	
Paragraph- a smallSection of a text.	

Name:

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

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## **Guided Practice**

#### China

<u>Main Idea</u>
The main idea is
<u>Main Idea</u>
of Whole Taxt
<u>of Whole Text</u>

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

China excerpt	<u>Main Idea</u>
History	The main idea is
China has one of the oldest <b>civilizations</b> still around today. Experts think it began more than five thousand years ago.	
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.	Main Idea The main idea is
Main Idea of Whole Text	
The main idea is	

## 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.

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# <u>Homework</u>

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 \_\_\_\_\_