

Name _____



2nd Grade Modified ELA Remote Learning Packet

Week 3



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.

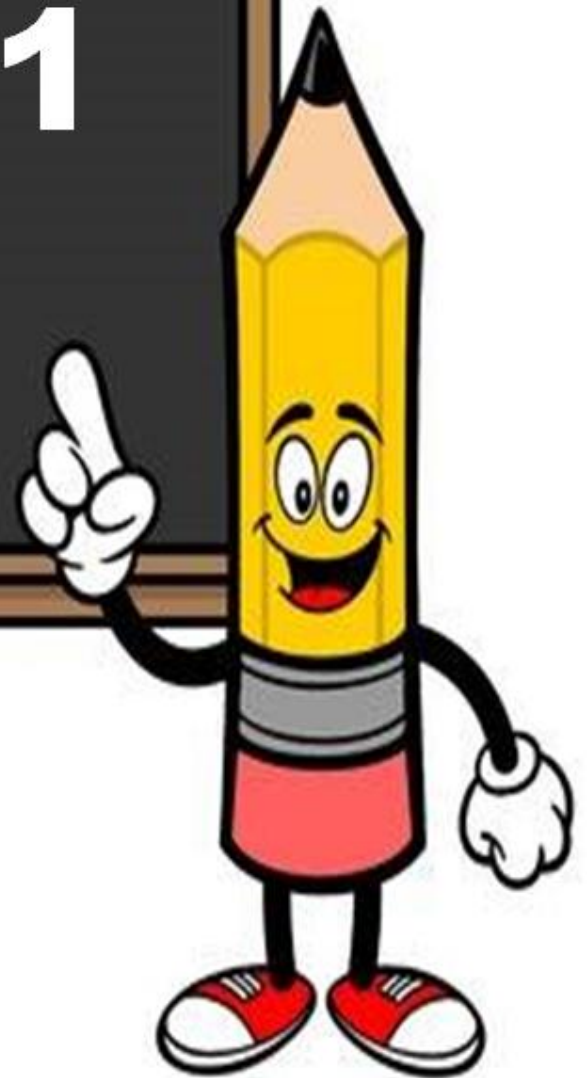
(Parent Signature)

(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.



Day # 1



Name: _____ Week 3 Day 1 Date: _____

BCCS-Boys

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Fairy Tales and Tall Tales: Lesson 6, Pecos Bill

1. **Tall Tale**- a fictional story that stretches or exaggerates the truth; Heroes seem to be "larger than life".

2. **Energy**- power; the ability to be active.

3. **Persuaded**- caused to do something by asking, convincing, or arguing.

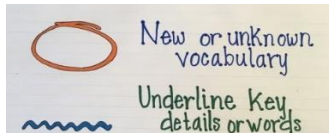
4. **Relaxed**- not tight or carefully controlled.

5. **Tame**- to train or obey people.

LEQ: How can it be hard to break a habit?

Guided Annotation Work

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



The doggie—I mean coyote—liked Little Bill. She took him home and raised him with her pups.⁶ The coyotes taught Bill to roam the prairies and howl at the moon. They taught him the secrets of hunting, how to leap like an antelope, and to run like the wind. They taught him how to chase lizards and lie so still that he was almost invisible.⁷

The years went by—eighteen of them to be exact—and Bill grew up strong and healthy. One day he was out hunting along the Pecos River when he saw a most unusual sight. It seemed to be a big animal with four legs. Or was it six legs? And why did it have one head in front and another on top?⁸

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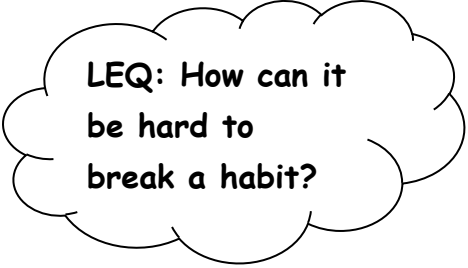
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BCCS-Boys

NYU Cornell Columbia

Fairy Tales and Tall Tales: Lesson 6, Pecos Bill

Independent Annotation Work



LEQ: How can it be hard to break a habit?

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

Well, it turned out to be a horse with a man riding it, something Bill had never seen before. Bill scurried around the horse a few times. Then he slowly crept forward and took a sniff of the man's boot.

"Boy," said the man, "what are you doin' scampering around down there in your birthday suit?"⁹

"Sniffin'" said Bill. "I'm a coyote!"

"No, you ain't," said the man. "You're a man, like me."

"Nooo!" howled Bill. "Coyoteeeee!"¹⁰

"What makes you think you are a coyote?" said the man.

"I have fleas!" said Bill.

"So what?" said the man. "Lots of men here in Texas have fleas."

But Bill was not **persuaded**.¹¹ He was sure he was a coyote.

"Here's the thing," said the man. "Coyotes have pointy ears and big bushy tails. And you don't."

Name: _____ Week 3 Day 1 Date: _____

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Exit Ticket

Why can it be hard to break a habit?

It can be hard to break a habit because

Name: _____ Week 3 Day 1 Date: _____

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NYU Cornell Columbia

Homework

Good Ideas

By Guy Belleranti

"Let's make the flowerbed look prettier," Heather said.

"Okay," Noah said. "How are we going to do that?"

"We can dig up the weeds," Heather said.

Noah nodded his head. "Good idea," he said.

They got to work.

"Wow," Noah said after a while. "We have dug up a lot of weeds."

"Yes," Heather said. "The flowerbed looks much prettier now."

"It sure does," Noah said. "Now let's go get a drink of water."

"Good idea," Heather said.

They sat at the kitchen table.

Heather drank some of her water. Then she set her glass down. "Now let's make the kitchen look prettier."

"Okay," Noah said. "I have a good idea how." Noah told Heather his idea.

Heather laughed. "That was my idea, too. Let's tell Mom."

Mom smiled when she heard their idea. "Good idea," she said.

So Heather and Noah cut some flowers from the garden. Then, they put the flowers in a vase on the kitchen table!



Name: _____ Week 3 Day 1 Date: _____

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Directions: Use the story to answer the following questions. **Underline** where you found your answer.

Good Ideas

By Guy Belleranti

- 1.** How do Heather and Noah plan to make the flowerbed look prettier?

They plan to make the flower bed look prettier by _____

- 2.** Why do Heather and Noah go into the kitchen after they are out in the garden?

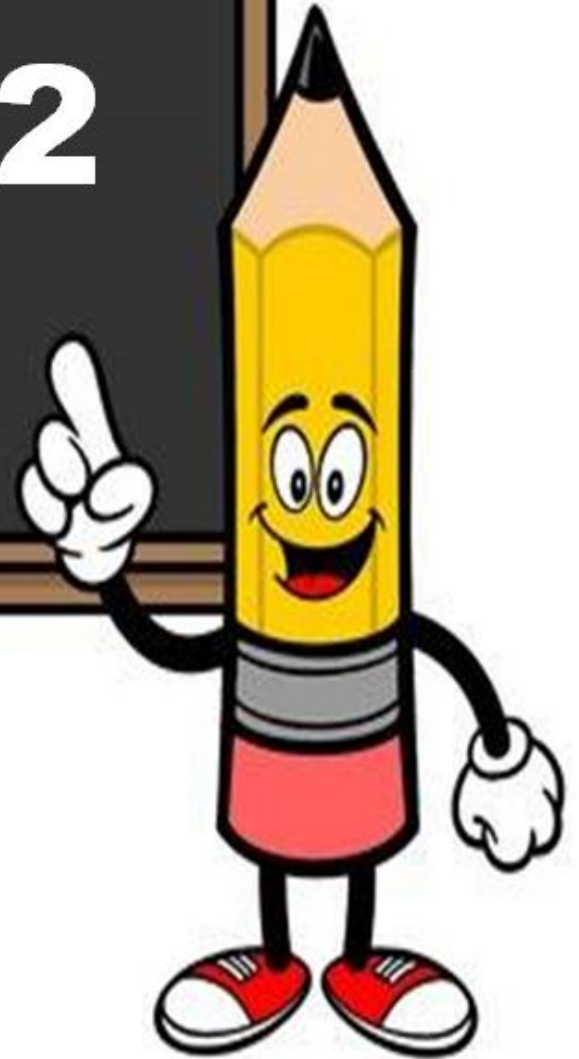
They go to the kitchen because _____

- 3.** What do Heather and Noah want to do once they are in the kitchen?

They want to _____



Day # 2



Name: _____ Week 3 Day 2 Date: _____

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Fairy Tales and Tall Tales: Lesson 7 John Henry

Tall Tale- a fictional story that stretches or exaggerates the truth; Heroes seem to be "larger than life".

Challenge- a difficult task or problem.

Compete- to try to be better than someone else at something.

Feats- Achievements or deeds that require courage or strength.

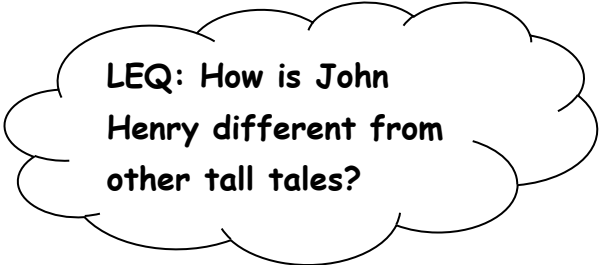
solution- something that solves a problem.

Steam- The hot air and/or water droplet created when water is boiled.

Name: _____ Week 3 Day 2 Date: _____

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LEQ: How is John Henry different from other tall tales?

Independent Annotation Work

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

One of these steel-driving men was named John Henry. No one knew for certain where John Henry was from. Some said he was from Georgia. Some said he was from Tennessee. Others said he was a Virginia man. As it turns out, it seems likely that he was a former slave. He seems to have started working on the railroads sometime after the end of the Civil War.

For years people thought John Henry worked on the Big Bend Tunnel on the C&O line in what is now West Virginia; but now we think he more likely worked on the Lewis Tunnel in Virginia.

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Exit Ticket

1. How is John Henry different from other tall tales?
 - a) John Henry is about a boy not a girl
 - b) There weren't a lot of adventures in the tale
 - c) John Henry is nice

Name: _____ Week 3 Day 2 Date: _____

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Homework



Ken's Messy Room

Ken's room was a mess! There were toy trucks on the floor. There were books by the door. There were pants on the bed.

Ken's dad said, "This room is a pig pen! Clean it now!" He was not happy. Ken got to work.

He made his bed. He put his trucks in the toy box. He put his books away. He folded the pants and put them away.

Ken's Dad came back. "You did a great job," he said. Ken and his dad were both happy.

Name: _____ Week 3 Day 2 Date: _____

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Directions: Use the story to answer the following questions. Underline where you found your answer.

Ken's Messy Room



1. What was by the door?

By the door was

2. What did Ken's dad say when he saw the mess?

Ken's dad said

3. Where did Ken put his trucks?

a. under the bed

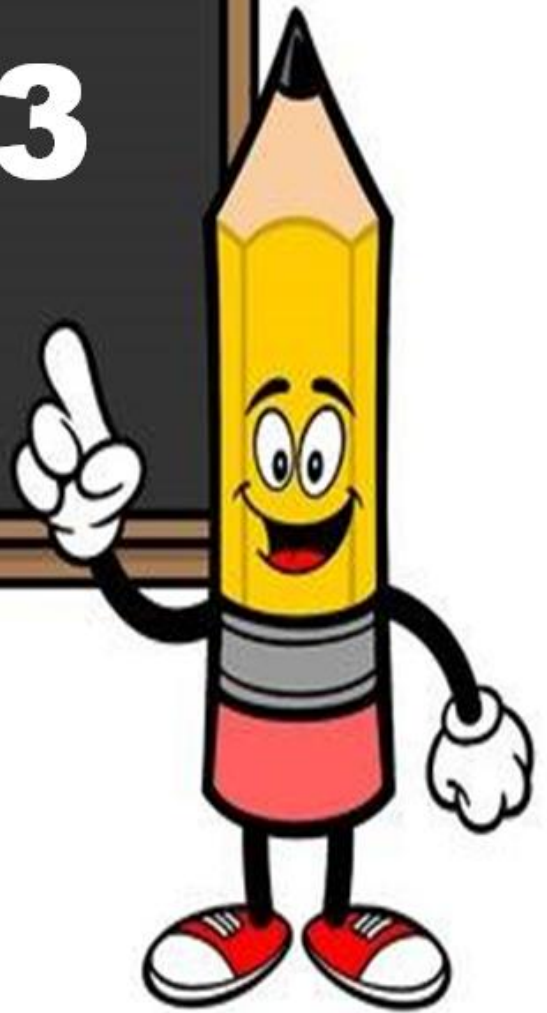
b. on a shelf

c. by the door

d. in the toy box



Day # 3



Name: _____ Week 3 Day 3 Date: _____

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Fairy Tales and Tall Tales: Lesson 8, Casey Jones

1. **Tall Tale**- a fictional story that stretches or exaggerates the truth; Heroes seem to be "larger than life".

2. **Mounted**- To get on or climb up.

3. **Legendary**- Well-known; famous; like having to do with a legend.

4. **Passengers**- People traveling from one place to another in a car, bus, or train.

5. **Pride**- A feeling of respect for yourself.

LEQ: Why is Casey Jones legendary?

Guided Annotation Work

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

Now, gather 'round, friends, for I want to tell you a story. It's a story of a **legendary** engineer.¹ His name was Casey Jones, and there's never been a man who could drive a train as fast or as well. People say that Casey Jones could drive a train before he could walk, and when he was a baby he said "choo-choo" instead of "goo-goo."²

Name: _____ Week 3 Day 3 Date: _____

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LEQ: Why is Casey Jones legendary?

Independent Annotation Work

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

So Casey pulled on the brake with all his might. A terrible screeching, squealing sound ripped through the darkness. Then came the crash.

*The trains, they met in the middle of a hill
In a head-on tangle that was bound to spill.*

*He tried to do his duty, the men all said,
But Casey Jones, he ended up dead.*

Poor Casey! When they found him, they said he had one hand still on the brake and one hand tight on the whistle: Trying to stop his train as best he could and give warning to the other train. Casey Jones didn't survive that fateful ride, but he was the only person who died in the crash. Casey's bravery that night saved all of the passengers on both trains, and his fireman Sim.¹⁸

Exit Ticket

1. Why is Casey Jones legendary?
 - a) He drives trains
 - b) He has many friends
 - c) He risked his life to help others

Name: _____ Week 3 Day 3 Date: _____

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Homework

The Missing Ice Cream Mystery

By Guy Belleranti

Jordan ran into the kitchen.
"I can't find my bowl of chocolate ice cream. Is it in here?"

"No," Ava said. "Where did you go after leaving the kitchen?"

"The backyard!" Jordan said.

They ran through the living room to the backyard. They didn't find Jordan's ice cream.

"Where else did you go?" asked Ava.

"My bedroom!" Jordan said.

They ran through the living room to Jordan's bedroom. They didn't find Jordan's ice cream.

"It's not in the kitchen, not outside, and not in my bedroom," Jordan said. "And I didn't go anywhere else."

"Yes you did," Ava said.

"I did? Where?"

"Through the living room."

They ran into the living room and stopped. Jordan's bowl of chocolate ice cream was on a table by the couch.

Jordan took a spoonful. "Yum! Now my ice cream tastes like chocolate soup!"



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Directions: Use the story to answer the following questions. Underline where you found your answer.

The Missing Ice Cream Mystery

By Guy Belleranti

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



- | | | | |
|--------------|---|---|-----------------------------------|
| 1. kitchen | ● | ● | lawn behind your house |
| 2. ice cream | ● | ● | a deep, round dish you use to eat |
| 3. backyard | ● | ● | a piece of furniture you sit on |
| 4. bedroom | ● | ● | a cold, sweet treat |



Name: _____ Week 3 Day 4 Date: _____

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Fairy Tales and Tall Tales: Lesson 8, Casey Jones

LEQ: Why is Casey Jones a tall tale?

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

Guided Annotation Work

Some said that Casey's whistle had magic powers. They said that when Casey blew his whistle, little babies would wake up from their naps, but they wouldn't cry. Instead, they'd make little *chugga-chugga, whoo-who* sounds, then fall right back to sleep. When Casey blew his whistle, the cows would give an extra quart of milk, and the chickens would lay at least a dozen eggs each. And, as the story goes, if you cracked one of those eggs in a cold frying pan and put out a piece of plain bread, just as soon as Casey went blazing by, there in that pan would be a nicely fried egg, over easy, and on the side, a plate of hot buttered toast.⁶

Now the reason Casey drove so fast was simple: he took great **pride** in always being on time.⁷ Casey wanted to make sure that he got that train where it was going when it was supposed to be there, no matter what. Whenever he started out on a run, the railroad men would wave and yell, "Bring her in on time, Casey!" And they knew he would.

Name: _____ Week 3 Day 4 Date: _____

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Independent Annotation Work

LEQ: Why is Casey Jones a tall tale?

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

They say that if you look up in the sky on a clear night and see a flash of light across the sky—well, that might be a shooting star. But then again, it might be Casey Jones, roaring across the sky, chugga-chugga, chugga-chuggin'—on time—till the end of time.²¹

Exit Ticket

1. Why is Casey Jones a tall tale?
 - a) There are exaggerations
 - b) It is a good story
 - c) It has characters in it

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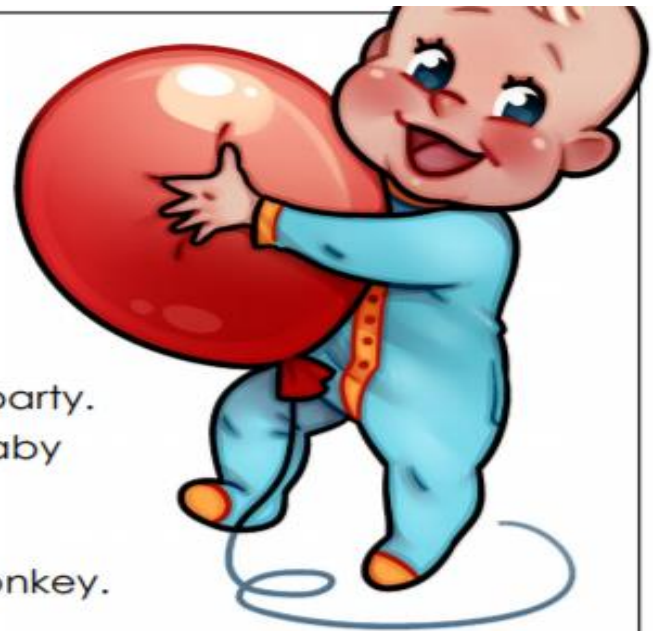
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Homework

Big Mouth Baby

By Katie Clark



Max gets ready for his birthday party. He puts candles on his cake. The baby grabs the candles.

Max hangs Pin the Tail on the Donkey. The baby rips the tail.

Max blows up balloons. The baby pops the balloons.

Max says, "Stop!" The baby cries. What a big mouth baby.

Party time! Max wishes for a horse when he blows out his candles. The baby smiles.

Max opens his presents. The baby claps.

Max and his friends play party games. The baby giggles.

The guests go home. Max smiles. He hugs the baby. The baby yells because he is happy. The baby is so loud.

Max covers his ears. What a big mouth baby!

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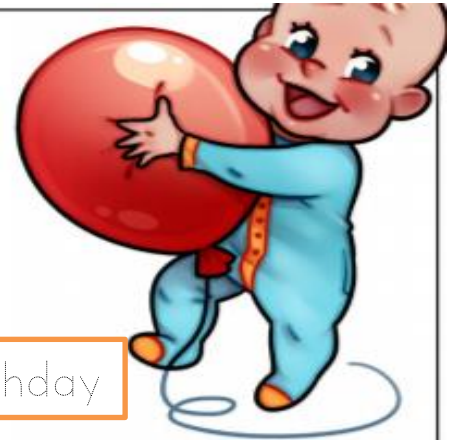
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Directions: Use the story to answer the following questions. Underline where you found your answer.

Big Mouth Baby

By Katie Clark



1. Who is having a birthday?

_____ is having a birthday

2. What does the baby do to the balloons?

The baby _____ with the balloon

3. What does baby do to Pin the Tail on the Donkey?

a. claps

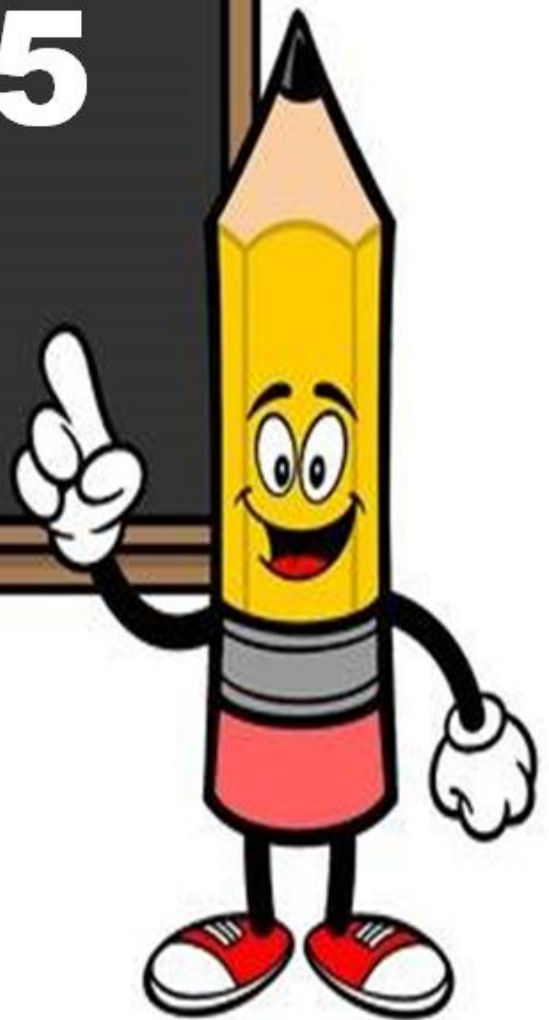
b. giggles

c. grabs the candle

d. rips the tail



Day # 5



Name: _____ Week 3 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

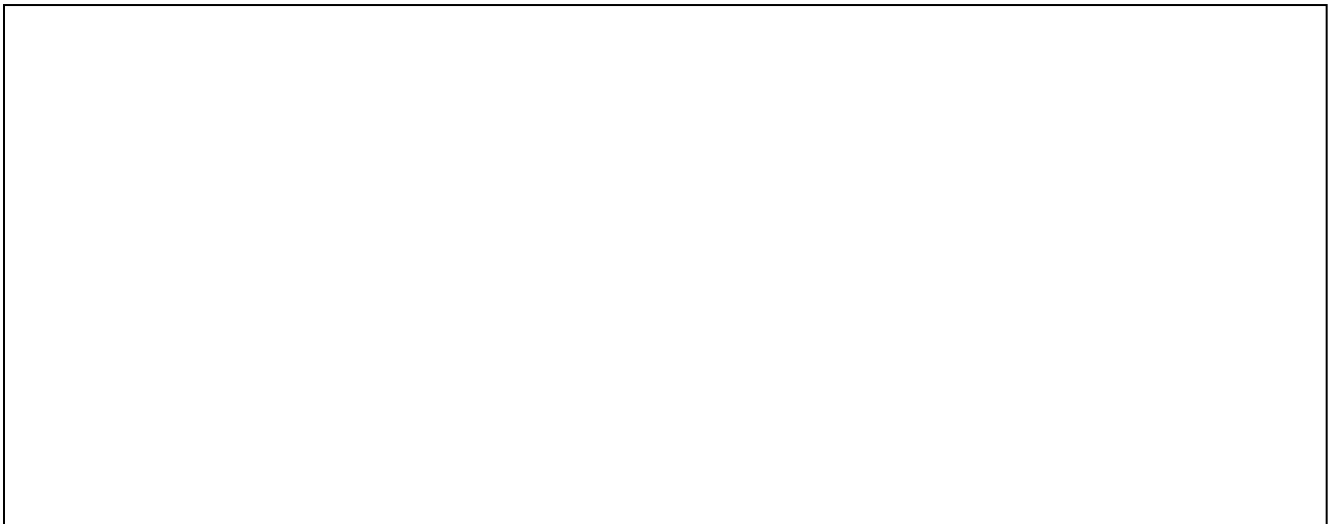
Quiz

Directions: Circle all the words that make the sentence true.

Tall tales have___exaggerates_____.

Exaggerations
Trees
Princesses
Characters larger than life
Magic
Fictional Events

Draw a picture and name one tall tale we read about.




Name: _____ Week 3 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

Homework



Buzz, Buzz Bumblebee



By Ruth Donnelly

Buzz, buzz, bumblebee
In the grass.
Fly away.
Let me pass!

Buzz, buzz, bumblebee,
On the drive.
Fly away.
To your hive.

Buzz, buzz, bumblebee.
You're not funny.
Fly away.
Make some honey.

Buzz, buzz, bumblebee
By the tree.
Fly away.
Don't sting me!



Name: _____

Date: Week 3 Day 5 _____

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Directions: Use the story to answer the following questions. Underline where you found your answer.

Buzz, Buzz Bumblebee

By Ruth Donnelly

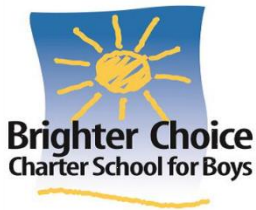


List pairs of rhyming words from the poem.

_____		_____
-----		-----
_____	and	_____
_____		_____
-----		-----
_____	and	_____
_____		_____
-----		-----
_____	and	_____
_____		_____
-----		-----
_____	and	_____

What is a bee's home called?

A bee's home is called



Name _____



2nd Grade Modified ELA Remote Learning Packet

Week 4



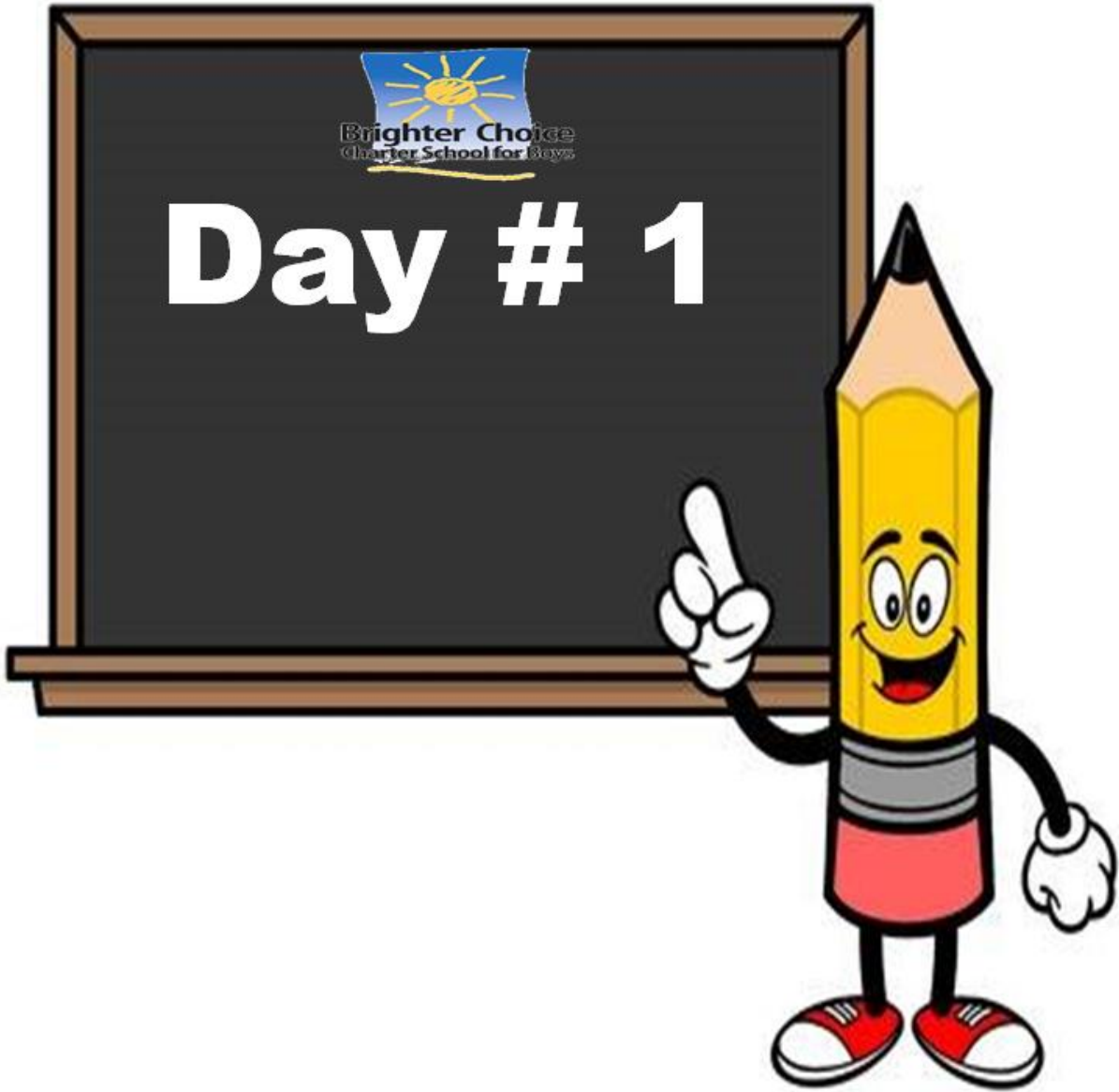
Dear Educator,

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 4 Day 1 Date: _____

BCCS-Boys

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Week 4 Lesson 1 RL 2.4

Exaggeration- an ___overstatement___ of the truth.

Hyperbole- statements ___not___ meant to be taken literally.

Literal- words and phrases that mean ___exactly___ what they say.

Non-Literal- words and phrases that have an ___unusual___ meaning.

Guided Practice

Directions: Underline the **exaggeration** in each paragraph.

1. Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle.¹

2. As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels of porridge a day, and his parents had to milk four dozen cows every morning and evening just to keep his baby bottle filled.²

Name: _____ Week 4 Day 1 Date: _____

BCCS-Boys

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Week 4 Lesson 1 RL 2.4 Independent Practice

Directions: Underline the **exaggeration** in each paragraph.

1.

When he grew up, Paul Bunyan went to work as a lumberjack, and what a lumberjack he proved to be! He made himself a giant ax, with a handle carved out of a full-grown hickory tree. He could

2.

Then Babe hauled them to the river and dropped them in so they could float downstream to a sawmill.¹³ Together, Paul and Babe did the work of a hundred men.¹⁴

Name: _____ Week 4 Day 1 Date: _____

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1. When the text said, "his parents had to milk 4 dozen cows every morning and evening just to keep his baby bottle filled" why would this be an example of an exaggeration?

This is an exaggeration because

Exit Ticket

Name: _____ Week 4 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Homework

Directions: Fill in the missing parts to create your own hyperbole, or exaggerated statement.

1) The classroom was so loud that...

_____!

2) He was so angry...

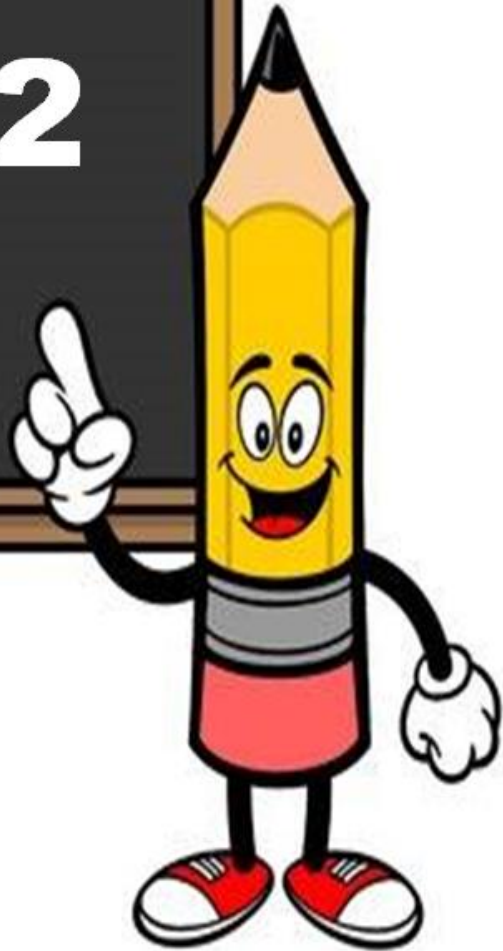
_____!

3) The elephant was so fat that....

_____!



Day # 2



Name: _____ Week 4 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Week 4 Lesson 2 RL 2.4

Exaggeration- an overstatement of the truth.

Hyperbole- statements not meant to be taken literally.

Literal- words and phrases that mean exactly what they say.

Non-Literal- words and phrases that have an unusual meaning.

Guided Practice

Directions: underline the **exaggeration** and determine the meaning.

1.

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle.¹

Name: _____ Week 4 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Week 4 Lesson 2 RL 2.4 Independent Practice

Directions: underline the **exaggeration** and determine the meaning.

1.

When he grew up, Paul Bunyan went to work as a lumberjack, and what a lumberjack he proved to be! He made himself a giant ax, with a handle carved out of a full-grown hickory tree. He could

2.

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels of porridge a day, and his parents had to milk four dozen cows every morning and evening just to keep his baby bottle filled.²

2.

down the trees. Then Babe hauled them to the river and dropped them in so they could float downstream to a sawmill.¹³ Together, Paul and Babe did the work of a hundred men.¹⁴

Name: _____ Week 4 Day 2 Date: _____

BCCS-Boys

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Exit Ticket

When the text said, "Every morning Sourdough Sam would build a raging forest fire underneath the pan" why would this be an example of an exaggeration?

This is an example of exaggeration because

Name: _____ Week 4 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Homework

1) My sister was so sad that...

!

2) My backpack is so heavy

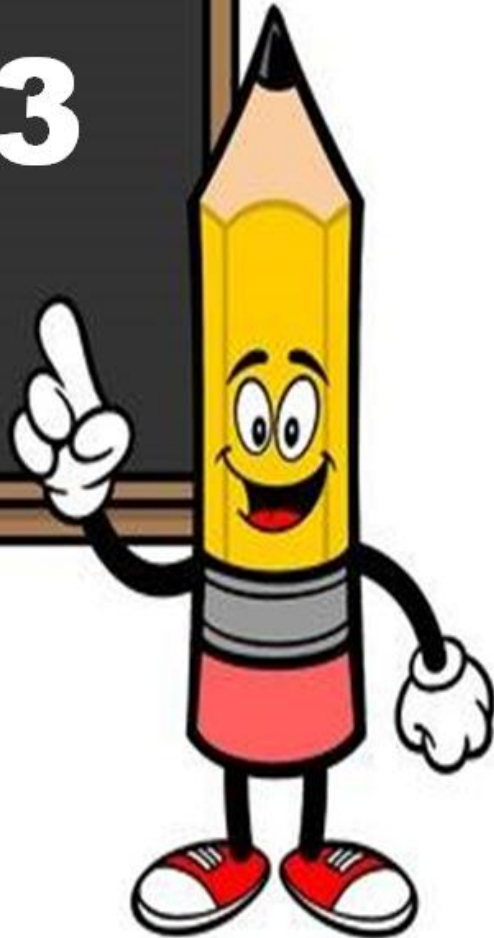
!

3) She was so happy ...

!



Day # 3



Name: _____ Week 4 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Week 4 Lesson 3 RL 2.4

Poetry- a type of writing where the author carefully chooses words for
__meaning__, sound, and rhythm.

Rhythm- the pulse or __beat__ of a text.

Rhyme- words that have the same or similar __ending__ sounds.



Guided Practice

Directions: Bracket off the portion of the text that is a poem. Number the lines. Circle the rhyming words.

Now, friends, here's where I have to tell you the sad part of this story, about how Casey met his end. As Casey **mounted**¹¹ to the cabin and took the throttle in his hand, he heard someone shout, "Casey, you're already more than an hour and a half late." But Casey just smiled and thought to himself, "I guess that means I'll have to go just a little faster."¹²

Casey opened up the throttle and the train plunged into the dark, wet night.¹³ Sim Webb shoveled the coal with all his might, and the train chugged on, faster and faster.¹⁴

"Casey!" Sim yelled. "You're running too fast."

But Casey said, "*Fireman, don't you fret,*

Name: _____ Week 4 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Keep knockin' at the fire door, and don't give up yet.

I'm gonna run this train until she leaves the rail

Or we make it on time with the southbound mail.”¹⁵

They drove on. The train gained speed until it was flying faster than the speed of light.¹⁶

Then Casey said, “I believe we'll make it through,

For the engine is a-steamin' better than I ever knew!”

Casey got the signal that the tracks were clear up ahead, so he was “highballing” down the tracks, pushing that train just as fast as it would go.¹⁷ He was going so fast that it looked like they might even make it on time. Just then, as they squealed around a curve, through the darkness, Casey saw a light up ahead. He knew that light wasn't supposed to be there, not on this track.

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BCCS-Boys

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Week 4 Lesson 3 RL 2.4 Independent Practice

Directions: Bracket off the portion of the text that is a poem. Number the lines.
Circle the rhyming words.

At that moment, Casey knew. There was a broken-down freight train stuck on the track just ahead, and he was speeding straight toward it!

So Casey pulled on the brake with all his might. A terrible screeching, squealing sound ripped through the darkness. Then came the crash.

*The trains, they met in the middle of a hill
In a head-on tangle that was bound to spill.
He tried to do his duty, the men all said,
But Casey Jones, he ended up dead.*

Poor Casey! When they found him, they said he had one hand still on the brake and one hand tight on the whistle: Trying to stop his train as best he could and give warning to the other train. Casey Jones didn't survive that fateful ride, but he was the only person who died in the crash. Casey's bravery that night saved all of the passengers on both trains, and his fireman Sim.¹⁸

Exit Ticket

1. What effect does the addition of rhyme have on the text?
 - a. It supplies alliteration to the text.
 - b. It supplies rhythm to the text.
 - c. It supplies a better meaning of unknown words.
 - d. It does not affect the poem

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BCCS-Boys

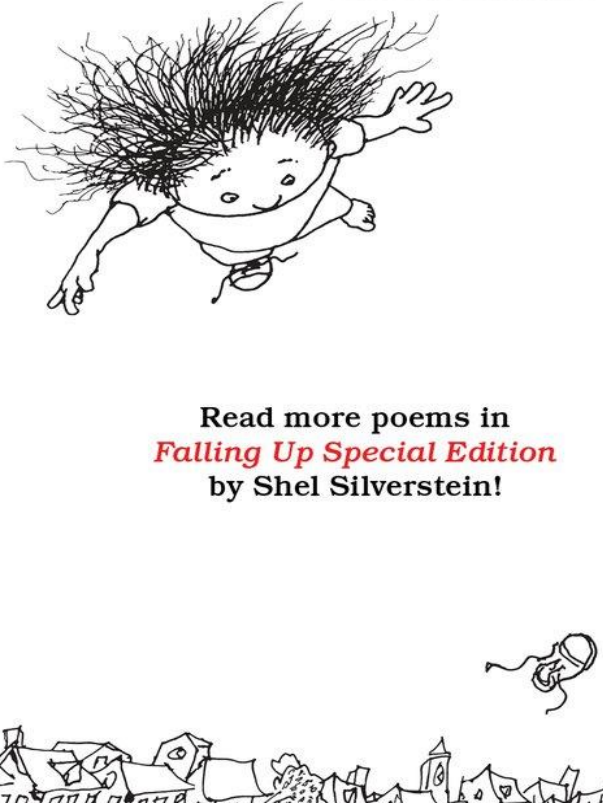
NYU Cornell Columbia

Homework

Directions: Read the poem and answer the questions.

FALLING UP

I tripped on my shoelace
And I fell up—
Up to the roof tops,
Up over the town,
Up past the tree tops,
Up over the mountains,
Up where the colors
Blend into the sounds.
But it got me so dizzy
When I looked around,
I got sick to my stomach
And I threw down.



Read more poems in
Falling Up Special Edition
by Shel Silverstein!

Text and art from *Falling Up Special Edition* © 1998 Evil Eye Music, Inc. and © 2015 Evil Eye, LLC

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Circle the words that repeat.

List three words that rhyme in this poem.

- 1.
- 2.
- 3.



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BCCS-Boys

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Week 4 Lesson 4 RL 2.4

Poetry- a type of writing where the author carefully chooses words for
__meaning__, sound, and rhythm.

Repetition- __repeated__ sounds, words, ideas, or lines within a poem.

Rhythm- the pulse or __beat__ of a text.

Rhyme- words that have the same or similar __ending__ sounds.

Guided Practice

Directions: Bracket off the poetry. Number the lines. Circle the rhyming words.
Underline the repeated lines.

People invented machines that could do some of the work. One of the machines they invented was a **steam** drill. This was a drill that was powered by a steam engine.¹⁸ The first steam drills were pretty good, but they were not great. The steam drills could drive a spike into the mountain for sure, but not as well as two strong, experienced railway workers like John Henry and his partner. Over time the machines got better and better, and they eventually began to replace the men who worked on the railroad tunnels.

One day, the captain of John Henry's work team brought a steam drill to the worksite. He bet that the steam drill could drive steel better than John Henry could.¹⁹ John Henry agreed to **compete** against the steam drill, and he swore he would do his best to beat it.²⁰

John Henry said to the captain:

"Well, a man ain't nothin' but a man.

But before I let a steam drill beat me down,

I'll die with a hammer in my hand.

Oh, oh! I'll die with a hammer in my hand."²¹

Name: _____ Week 4 Day 4 Date: _____

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Week 4 Lesson 4 RL 2.4

Independent Practice

Directions: Bracket off the poetry. Number the lines. Circle the rhyming words. Underline the repeated lines.

One of the bosses blew a whistle. John Henry went to work driving steel the old-fashioned way, with a hammer and a spike. The captain started up the steam drill. It rattled away beside John Henry, belching steam and banging away at the mountain. The man and the machine worked side by side for several hours. Then the boss blew his whistle again.

The bosses took measurements, and then they announced the results.²² John Henry had driven his spike a total of fifteen feet into the mountain. And the steam drill? It had only drilled nine feet.²³ John Henry had won! He had beaten the steam drill!

*Now the man that invented the steam drill,
He thought he was mighty fine.
But John Henry drove his fifteen feet
And the steam drill only made nine.
Oh, oh! The steam drill only made nine!*²⁴

Exit Ticket

What effect does the addition of rhyme have on the text?

- It supplies alliteration to the text.
- It supplies rhythm to the text.
- It supplies a better meaning of unknown words.
- It does not affect the poem.

Name: _____ Week 4 Day 4 Date: _____

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Homework

Directions: Read the poem and answer the questions.



BATTY

The baby bat
Screamed out in fright,
"Turn on the dark,
I'm afraid of the light."

Identify the words from the poem that rhyme.

Why is the baby bat afraid of the light?

The baby is afraid of the light because

Write another sentence with a rhyming word that can be added to this poem.



Day # 5



Name: _____ Week 4 Day 5 Date: _____

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Week 4 Lesson 5 RL 2.4

Challenge- something that causes _____problems_____ for the character.

Response- the action the character does _____because__ of the challenge.

Character Trait- adjectives that describe a character's _____personality_____.

Exaggeration- an _____overstatement_____ of the truth.

Poetry- a type of writing where the author carefully chooses words for _____ meaning _____, sound, and rhythm.

Repetition- ___repeated___ sounds, words, ideas, or lines within a poem.

Rhythm- the pulse or _____repeated___ of a text.

Rhyme- words that have the same or similar _____beat_____ sounds.

Name: _____ Week 4 Day 5 Date: _____

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Guided Practice

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Name: _____ Week 4 Day 5 Date: _____

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Guided Practice

1. What character in the text experienced a challenge?

2. What was the character's challenge in the text?

3. How did the character respond to the challenge?

4. What is a character trait that this character exhibits? Underline a detail that supports that trait.

Name: _____ Week 4 Day 5 Date: _____

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Homework

Directions: Use the picture to write a story. Challenge yourself to include rhyme and repetition.

(title)
Written by: _____
(your name)