Printer Warning:
This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.

i-Ready®

Grade 2 Reading

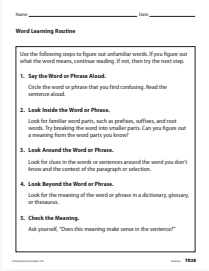
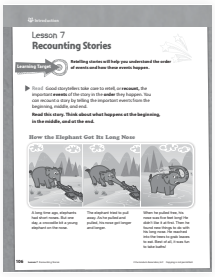
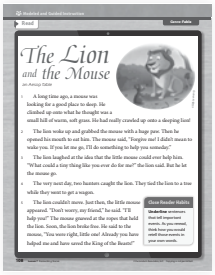
Teacher Activity Packet 1

Flip to see the Grade 2 Reading activities included in this packet!



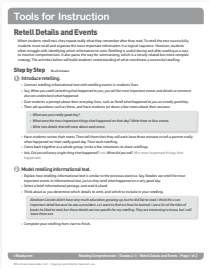
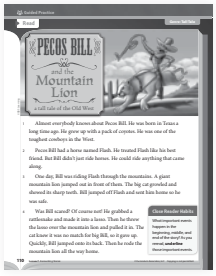
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Grade 2 Reading Activities in Section 1

Lesson	Resource	Instructions	Answer Key	Page(s)
0	Grade 2, Ready Reading Word Learning Routine 	• Read the Word Learning Routine together. Keep it handy—you'll need it later!	N/A	**10**
1	Grade 2, Ready Reading Lesson 7, Part 1 	• Read the Introduction. • Fill in the chart to tell what happens in the story.	Answers: Beginning: The crocodile bit the nose of the elephant. Middle: The elephant pulls away, and the nose gets longer. End: The elephant can do new things with his long nose	**11–12**
2	Grade 2, Ready Reading Lesson 7, Part 2 	• Read *The Lion and the Mouse*. • Complete the chart by writing the important events in order. • Complete the writing activity.	Answers may vary.	**13–15**

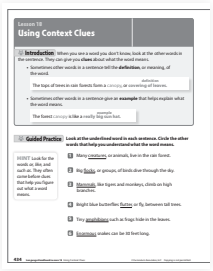
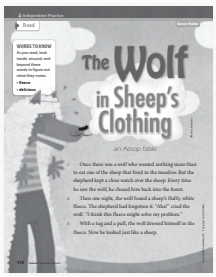
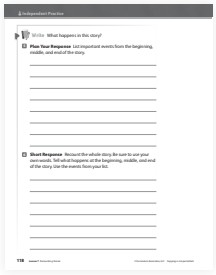
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Grade 2 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
3	Grade 2, Ready Reading Lesson 7, Retell Details and Events  Tools for Instruction Retell Details and Events	**Parent/Guardian:** Read the instructions and guide the child through the exercise. When the activity requires a text, choose one of the texts the students read in previous lessons.	N/A	**16–17**
4	Grade 2, Ready Reading Lesson 7, Part 3  PECOS BILL and the Mountain Lion	• Read "Pecos Bill and the Mountain Lion." • Answer the multiple choice questions.	Answers: 1. C 2. A.	**18–19**
5	Grade 2, Ready Reading Lesson 7, Part 4  PECOS BILL and the Mountain Lion	• Reread "Pecos Bill and the Mountain Lion." • Complete the writing activity.	Answers will vary.	**18, 20**

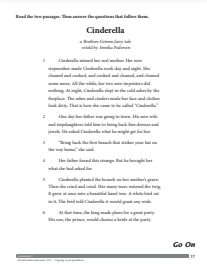
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Grade 2 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
6	Grade 2 Ready Language Handbook Lesson 18, Using Context Clues 	• Read the Introduction. • Answer the multiple choice questions.	Answers: 1. B 2. C 3. D 4. B	**21–22**
7	Grade 2, Ready Reading Lesson 7, Part 5 	• Read *The Wolf in Sheep's Clothing*. • Answer the questions.	Answers: 1. A 2. Part A: D 2. Part B: "Now he looked just like a sheep." 3. B. 4. B.	**23–26**
8	Grade 2, Ready Reading Lesson 7, Part 6 	• Reread *The Wolf in Sheep's Clothing*. • Complete the Writing activities.	Answers will vary.	**23–24, 27–28**

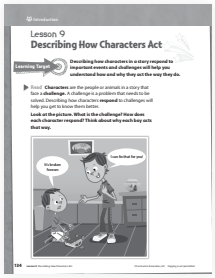
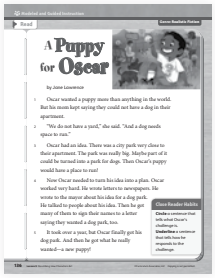
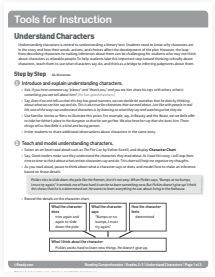
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Grade 2 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
9	Assessment 1: *Cinderella* *Turkey Girl* 	• Read *Cinderella*. • Then read *Turkey Girl*. • Answer the questions.	Answers: 22.D 23.B 24.C 25.B 26.B 27.D 28.D 29.A 30.Answers will vary.	**29–35**

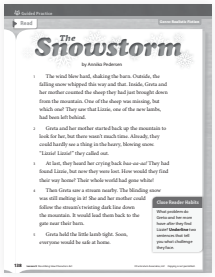
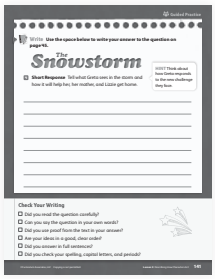
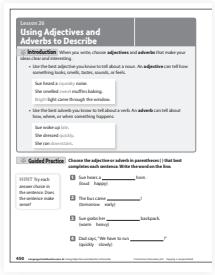
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Grade 2 Reading Activities in Section 2

Lesson	Resource	Instructions	Answer Key	Page(s)
1	Grade 2, Ready Reading Lesson 9, Part 1  Lesson 9 Describing How Characters Act	• Read the Introduction. • Complete the graphic organizer chart.	What the Challenge Is: The boy's car is broken. How the Characters Respond: Little boy: The little boy is sad. Older boy: He can fix it.	**36–37**
2	Grade 2, Ready Reading Lesson 9, Part 2  A Puppy for Oscar	•Read *A Puppy for Oscar*. •Complete the graphic organizer chart and the short response writing.	Oscar's Challenge: Oscar wants a puppy, but he cannot have one unless there is a place of the puppy to run. How Oscar Responds to the Challenge: He gets everyone to make part of the park into a dog park. Writing response: Answers may vary.	**38–40**
3	Tools for Instruction Understand Characters  Tools for Instruction Understand Characters	**Parent/Guardian:** Read the instructions and guide the child through the exercise. When the activity requires a text, choose one of the texts the students read in previous lessons.	N/A	**41–43**

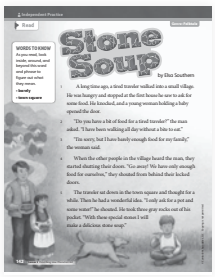
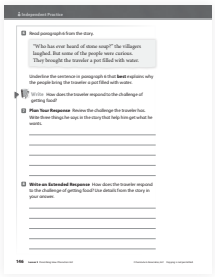
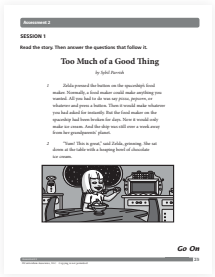
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Grade 2 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
4	Grade 2, Ready Reading Lesson 9, Part 3 	• Read *The Snowstorm*. • Answer questions 1 and 2. • Optional: Discuss question 3.	Guided Practice: 1: B 2: D	**44–45**
5	Grade 2, Ready Reading Lesson 9, Part 4 	• Reread *The Snowstorm*. • Complete the short response writing.	Writing prompt: Answers may vary but should include that Greta sees and stream and uses it to help guide her way home.	**44, 46**
6	Grade 2 Language Handbook Lesson 26 Using Adjectives and Adverbs to Describe 	• Complete the Introduction, Guided Practice, and Independent Practice	Guided Practice: loud, early, heavy, quickly Independent Practice: 1: B 2: A 3: D 4: C	**47–48**

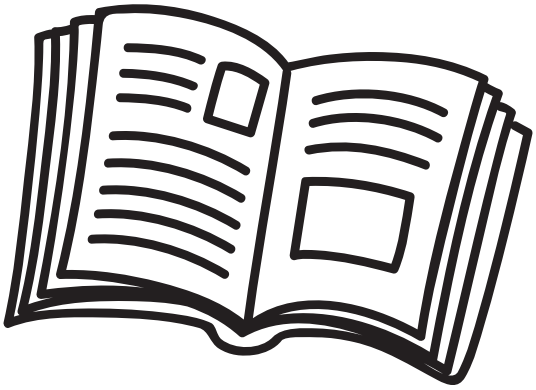
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Grade 2 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
7	Grade 2, Ready Reading Lesson 9, Part 5 	• Read the story *Stone Soup*. • Answer questions 1–5.	Guided Practice: 1: B 2: D	**49–52**
8	Grade 2, Ready Reading Lesson 9, Part 6 	• Reread the story *Stone Soup*. • Answer questions 6–8. • Answer the Learning Target question.	Independent Practice: 6: Underline "But some of the people were curious." 7–8: Answers may vary. Learning Target: Answers may vary; students should say that understanding events helps them understand why characters act the way they do.	**49–50, 53–54**
9	Assessment: *Too Much of a Good Thing* 	• Read the passage *Too Much of a Good Thing*. • Answer the questions that follow.	Answers: 1: C 2: C 3: A 4: D 5: C 6: answers may vary	**55–59**

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Independent Reading!



See pages 60 and 61 of this packet.



Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high–quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

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Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. **Say the Word or Phrase Aloud.**

   Circle the word or phrase that you find confusing. Read the sentence aloud.

2. **Look Inside the Word or Phrase.**

   Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. **Look Around the Word or Phrase.**

   Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. **Look Beyond the Word or Phrase.**

   Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. **Check the Meaning.**

   Ask yourself, "Does this meaning make sense in the sentence?"

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Lesson 7
Recounting Stories

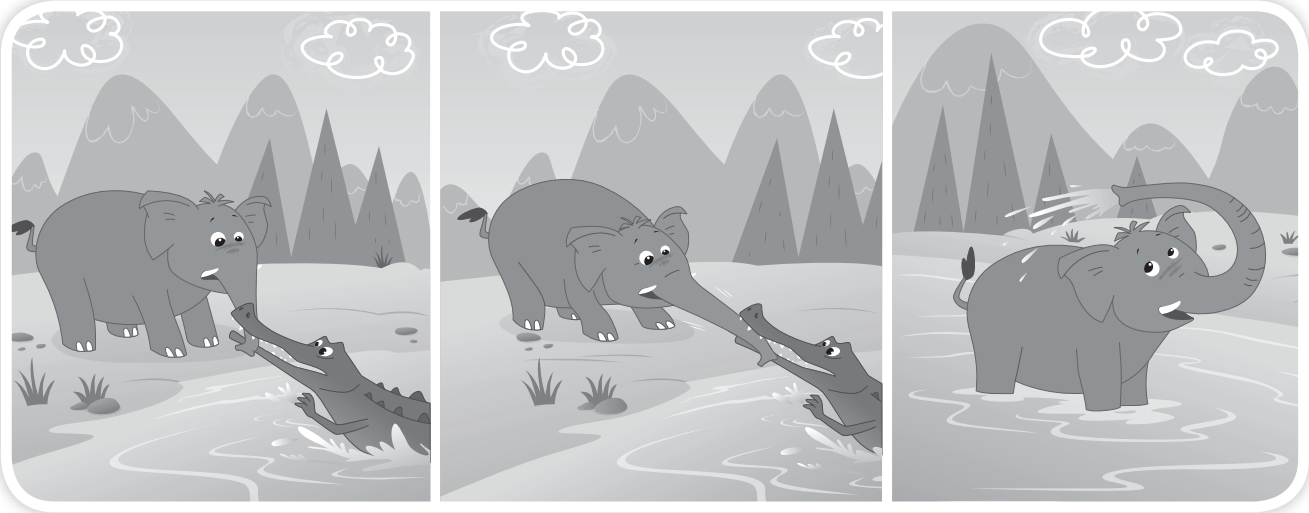
Learning Target

Retelling stories will help you understand the order of events and how these events happen.

Read Good storytellers take care to retell, or **recount,** the important **events** of the story in the **order** they happen. You can recount a story by telling the important events from the beginning, middle, and end.

Read this story. Think about what happens at the beginning, in the middle, and at the end.

How the Elephant Got Its Long Nose



A long time ago, elephants had short noses. But one day, a crocodile bit a young elephant on the nose.

The elephant tried to pull away. As he pulled and pulled, his nose got longer and longer.

When he pulled free, his nose was five feet long! He didn't like it at first. Then he found new things to do with his long nose. He reached into the trees to grab leaves to eat. Best of all, it was fun to take baths!

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Think Fill in the chart to tell the important story events in the order they happen.

Beginning	
Middle	
End	

Talk Retell the story "How the Elephant Got Its Long Nose" to your partner. Use the events from your chart to help you.

Academic Talk

Use these words to talk about the text.

- **recount**
- **event**
- **order**

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The Lion and the Mouse

an Aesop fable



©QBS Learning

1 A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a small hill of warm, soft grass. He had really crawled up onto a sleeping lion!

2 The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, "Forgive me! I didn't mean to wake you. If you let me go, I'll do something to help you someday."

3 The lion laughed at the idea that the little mouse could ever help him. "What could a tiny thing like you ever do for me?" the lion said. But he let the mouse go.

4 The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.

5 The lion couldn't move. Just then, the little mouse appeared. "Don't worry, my friend," he said. "I'll help you!" The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, "You were right, little one! Already you have helped me and have saved the King of the Beasts!"

Close Reader Habits

Underline sentences that tell important events. As you reread, think how you would retell those events in your own words.

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Explore **What important events should you include when you recount the story "The Lion and the Mouse"?**



As you recount a story, be sure to tell what the important events make the characters do.

Think

1 Complete the chart by writing the important events in order.

What Happens in the Story?

Beginning	
Middle	
End	

Talk

2 Recount the whole story to your partner in your own words.

Write

3 **Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart to help you write your answer. Write your answer in the space on page 15.

HINT What important event happens just before the lion says this?

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Write **Use the space below to write your answer to the question on page 14.**

The Lion and the Mouse

3 **Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart you filled out on page 14 to help you write your answer.

HINT What important event happens just before the lion says this?



Don't forget to check your writing.

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Tools for Instruction

Retell Details and Events

When students retell text, they repeat orally what they remember after they read. To retell the text successfully, students must recall and organize the most important information in a logical sequence. However, students often struggle with identifying which information to omit. Retelling is useful during and after reading as a way to monitor comprehension. It also paves the way for summarizing, which is a closely related but more complex strategy. The activities below will build students' understanding of what constitutes a successful retelling.

Step by Step 30–45 minutes

1 Introduce retelling.

- Connect retelling informational text with retelling events in students' lives.
- Say, *When you retell something that happened to you, you tell the most important events and details so someone else can understand what happened.*
- Give students a prompt about their everyday lives, such as *Retell what happened to you on a really good day.*
- Then ask questions such as these, and have students jot down a few notes about their answers.

  - *What was your really good day?*
  - *What were the most important things that happened on that day? Write three or four events.*
  - *Write two details that tell more about each event.*

- Have students review their notes. Then tell them that they will each have three minutes to tell a partner orally what happened on their really good day. Time each retelling.
- Come back together as a whole group. Invite a few volunteers to share retellings.
- Ask, *Did you tell every single thing that happened?* (no) *What did you tell?* (the most important things that happened)

2 Model retelling informational text.

- Explain how retelling informational text is similar to the previous exercise. Say, *Readers can retell the most important events in informational text, just as they retell what happened on a very good day.*
- Select a brief informational passage, and read it aloud.
- Think aloud as you determine which details to omit, and which to include in your retelling.

  Abraham Lincoln didn't have very much education growing up, but he did like to read. I think this is an important detail because he was a president, so I want to find out how he learned. I see a list of the titles of books he liked to read, but those details are too specific for my retelling. They are interesting to know, but I will leave them out.

- Complete your retelling from start to finish.

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3 Provide guided practice with retelling.

- Select an informational text with rich visuals—photographs, diagrams, maps, and so on. Read the text together.
- Make one-sided copies of the pictures, so that the back of each copy is blank.
- On the back of each copy, work with students to write short descriptions of what each picture shows. Then put the copies of the pictures aside.
- Show the cover of the book, and reread the title. Ask, *What is this book about?* Work with students to brainstorm a list of the important facts or ideas that the author wants to tell readers about the topic. Then work together to reduce the list to three or four facts or ideas.
- Bring out the copies of the pictures again. Refer back to your list of the most important facts or ideas. Work with students to eliminate some of the pictures.
- When you have reduced the pictures to those that show the most important ideas, put them in order. Say, *Now we are going to retell the text, using these pictures.* Have volunteers stand in a line, displaying each picture. Have them read the information on the back.

Connect to Writing Have students write their retelling of the informational text, using the picture cards that they created.

4 Provide independent practice with retelling.

- Provide repeated opportunities for students to practice retelling the important information in other informational texts.

Check for Understanding

If you observe...	Then try...
confusion about which details to omit	writing the main idea of the text, and then having students list the details they think are most important. Review each detail, and ask *Is this detail directly related to [main idea]?* If it is not, list it under the heading "Interesting Information." Gradually decrease the amount of support to allow students to engage in this thought process independently.

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Genre: Tall Tale

Pecos Bill and the Mountain Lion

a tall tale of the Old West



©QBS Learning

1 Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.

2 Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn't just ride horses. He could ride anything that came along.

3 One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.

4 Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.

Close Reader Habits

What important events happen in the beginning, middle, and end of the story? As you reread, **underline** those important events.

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Think



The mountain lion is important to this story. I'm going to reread what happens when Pecos Bill first meets the mountain lion.

1 Which sentence tells something that happens in the middle of the story?

A Bill grew up with a pack of coyotes.

B Bill was born in Texas a long time ago.

C Bill sends Flash home to keep him safe.

D Bill rides the giant mountain lion back home.

2 Why does Bill grab the rattlesnake?

A to use it like a rope to catch the mountain lion

B to save it from being hurt by the mountain lion

C to stop it from scaring his horse, Flash

D to try to scare away the mountain lion with it

Talk

3 What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.

Write

4 **Short Response** Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 20.

HINT Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.

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Write **Use the space below to write your answer to the question on page 19.**

PECOS BILL and the Mountain Lion

4 **Short Response** Recount the end of the story. Tell the most important events in order, using your own words.

HINT Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.

Check Your Writing

- ☐ Did you read the question carefully?
- ☐ Can you say the question in your own words?
- ☐ Did you use proof from the text in your answer?
- ☐ Are your ideas in a good, clear order?
- ☐ Did you answer in full sentences?
- ☐ Did you check your spelling, capital letters, and periods?

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Lesson 18

Using Context Clues

Introduction

When you see a word you don't know, look at the other words in the sentence. They can give you **clues** about what the word means.

- Sometimes other words in a sentence tell the **definition**, or meaning, of the word.

  The tops of trees in rain forests form a canopy, or **covering of leaves** (definition).

- Sometimes other words in a sentence give an **example** that helps explain what the word means.

  The forest canopy is like a **really big sun hat** (example).

Guided Practice

Look at the underlined word in each sentence. Circle the other words that help you understand what the word means.

HINT Look for the words *or, like,* and *such as*. They often come before clues that help you figure out what a word means.

1. Many creatures, or animals, live in the rain forest.
2. Big flocks, or groups, of birds dive through the sky.
3. Mammals, like tigers and monkeys, climb on high branches.
4. Bright blue butterflies flutter, or fly, between tall trees.
5. Tiny amphibians such as frogs hide in the leaves.
6. Enormous snakes can be 30 feet long.

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Independent Practice

Read the sentence below. Then answer the questions.

Big and small nocturnal animals only come out at night.

1 What do nocturnal animals do?

A stay asleep all the time

B come out when it gets dark

C stay inside all the time

D come out only during the day

2 Which words help you know what nocturnal means?

A animals only

B Big and small

C only come out at night

D small nocturnal

Read the sentence below. Then answer the questions.

Wild cats hunt for prey, or food, after dark.

3 What does the word "prey" mean?

A where wild cats live

B when wild cats sleep

C what wild cats look like

D what wild cats eat

4 Which word helps you know what the word "prey" means?

A cats

B food

C dark

D Wild

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Read

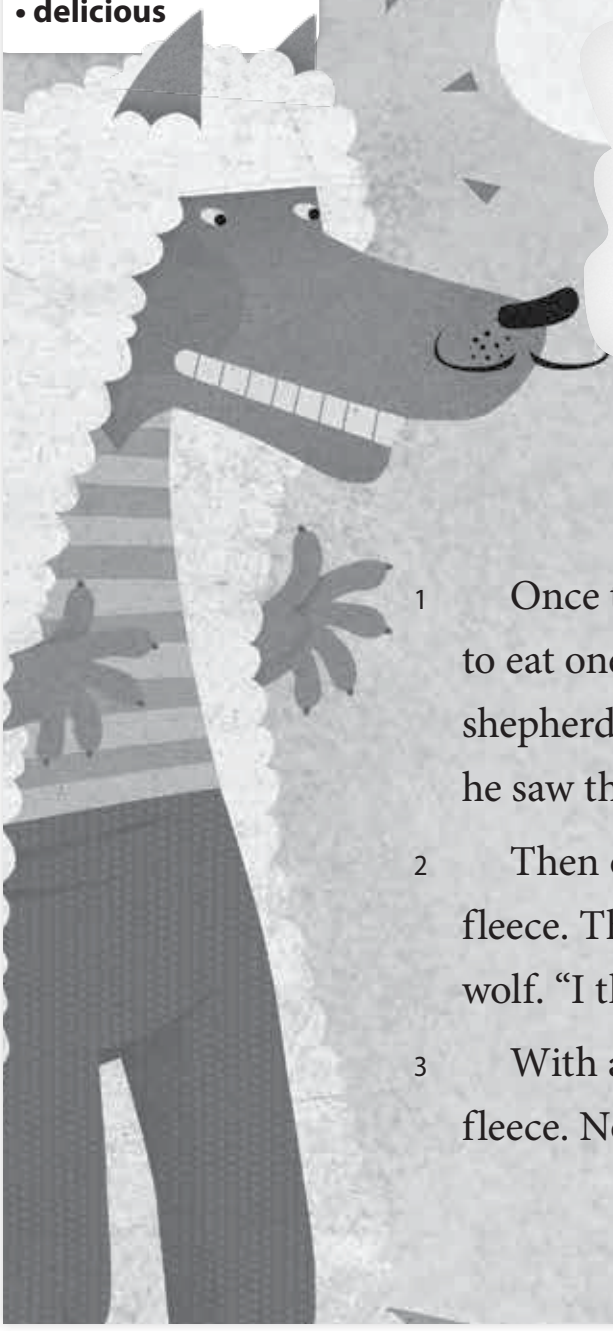
Genre: Fable

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **fleece**
- **delicious**

The Wolf in Sheep's Clothing



©Mircea Catusanu

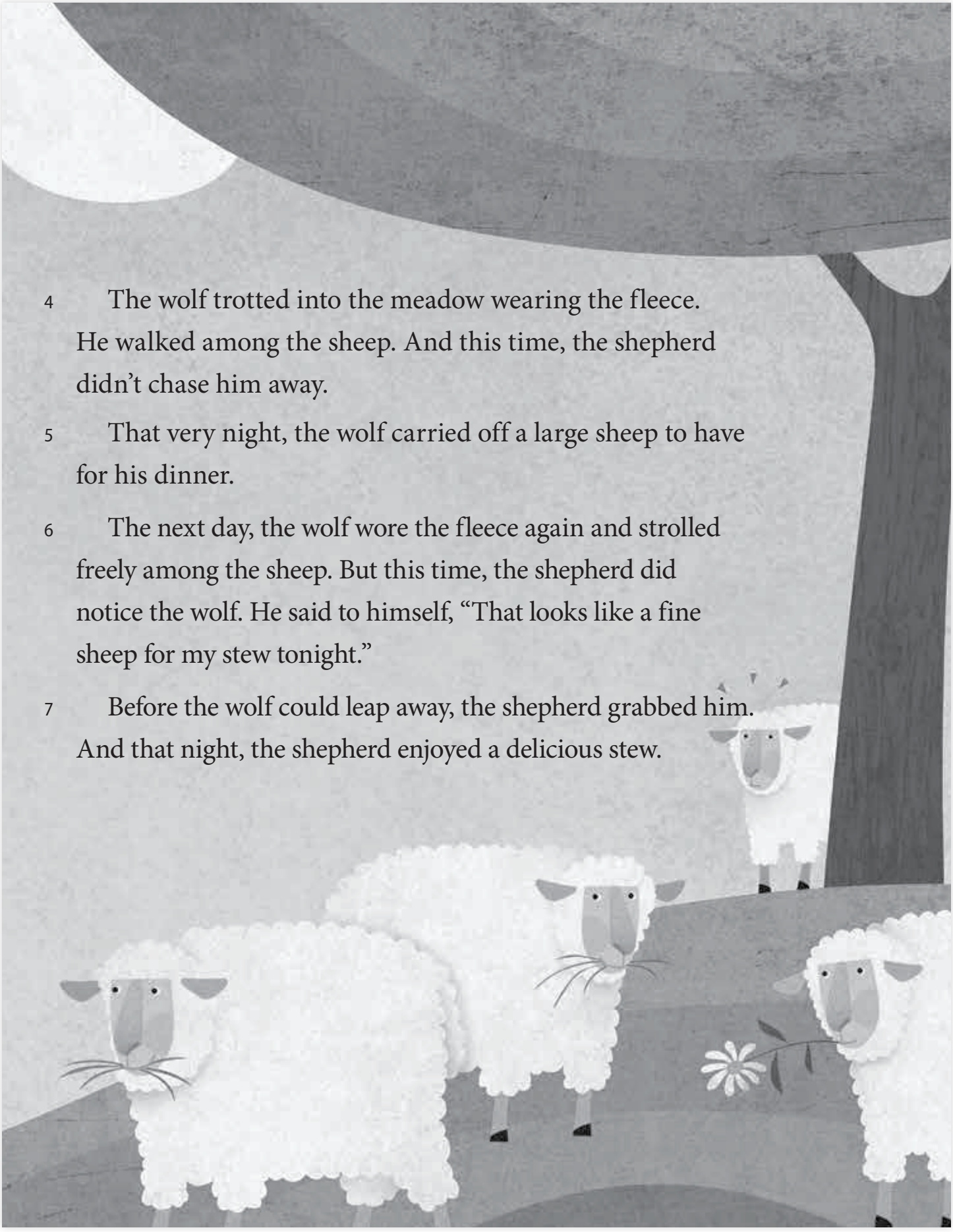
an Aesop fable

1 Once there was a wolf who wanted nothing more than to eat one of the sheep that lived in the meadow. But the shepherd kept a close watch over the sheep. Every time he saw the wolf, he chased him back into the forest.

2 Then one night, the wolf found a sheep's fluffy, white fleece. The shepherd had forgotten it. "Aha!" cried the wolf. "I think this fleece might solve my problem."

3 With a tug and a pull, the wolf dressed himself in the fleece. Now he looked just like a sheep.

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4 The wolf trotted into the meadow wearing the fleece. He walked among the sheep. And this time, the shepherd didn't chase him away.

5 That very night, the wolf carried off a large sheep to have for his dinner.

6 The next day, the wolf wore the fleece again and strolled freely among the sheep. But this time, the shepherd did notice the wolf. He said to himself, "That looks like a fine sheep for my stew tonight."

7 Before the wolf could leap away, the shepherd grabbed him. And that night, the shepherd enjoyed a delicious stew.

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Think Use what you learned by reading "The Wolf in Sheep's Clothing" to respond to the following questions.

1 Read this sentence from the story.

> **Every time he saw the wolf, he chased him back into the forest.**

Why is this event important to the beginning of the story?

- **A** It tells why the wolf can't get near the sheep.
- **B** It tells why the sheep are not afraid of the wolf.
- **C** It tells why the wolf wanted to eat the sheep.
- **D** It tells why the shepherd forgot the fleece.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A
How did the wolf fool the shepherd?

- **A** He made a noise like a sheep.
- **B** He hid in the forest.
- **C** He waited until the shepherd left.
- **D** He wore the fleece of a sheep.

Part B
Write the sentence from the text that explains why the wolf's trick worked.

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3 Look at the chart. It tells the order of some of the events in the story.

1	2	3
The wolf puts on a sheep's fluffy, white fleece.		The wolf carries off a sheep for his dinner.

Which sentence belongs in the empty box?

A The shepherd chases the wolf into the forest.
B The wolf walks into the herd of sheep.
C The shepherd notices the wolf.
D The shepherd cooks a delicious stew.

4 Which choice **best** shows what "strolled" means in the following sentence?

The next day, the wolf wore the fleece again and strolled freely among the sheep.

A He ran through the herd of sheep.
B He walked slowly among the sheep.
C He stayed away from the sheep.
D He chased the sheep in the meadow.

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Write What happens in this story?

5 **Plan Your Response** List important events from the beginning, middle, and end of the story.

6 **Short Response** Recount the whole story. Be sure to use your own words. Tell what happens at the beginning, middle, and end of the story. Use the events from your list.

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Learning Target

Now you know how to recount a story. Why is it important to tell the important events in order?



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Read the two passages. Then answer the questions that follow them.

Cinderella

a Brothers Grimm fairy tale
retold by Annika Pedersen

1 Cinderella missed her real mother. Her new stepmother made Cinderella work day and night. She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing. At night, Cinderella slept in the cold ashes by the fireplace. The ashes and cinders made her face and clothes look dirty. That is how she came to be called "Cinderella."

2 One day her father was going to town. His new wife and stepdaughters told him to bring back fine dresses and jewels. He asked Cinderella what he might get for her.

3 "Bring back the first branch that strikes your hat on the way home," she said.

4 Her father found this strange. But he brought her what she had asked for.

5 Cinderella planted the branch on her mother's grave. Then she cried and cried. Her many tears watered the twig. It grew at once into a beautiful hazel tree. A white bird sat in it. The bird told Cinderella it would grant any wish.

6 At that time, the king made plans for a great party. His son, the prince, would choose a bride at the party.

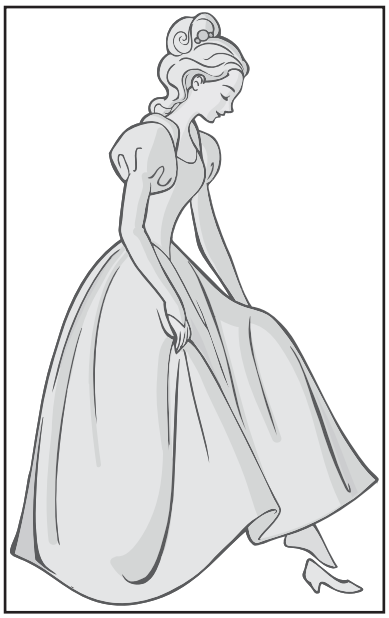
Go On

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7 Cinderella wanted to go. But her stepmother and stepsisters just laughed at her. "You do not even have a nice dress or shoes!" they said.

8 Cinderella went to the hazel tree and made a wish. The white bird gave her a gold dress with gold slippers. Cinderella put them on and ran to the party.

9 No one knew her in her beautiful new dress. But the prince liked her so much, he would dance with no one else! And she liked him. As soon as the party ended, though, Cinderella ran away. But one of her gold slippers stuck to some mud and came off.



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10 The next day, the prince and his men searched for the owner of the gold slipper. But the slipper did not fit anyone, not even the stepsisters. The prince sadly asked, "Is there no one else?" And the family said, "Only Cinderella."

11 Her foot fit easily into the slipper. At last, the prince had found the lovely woman who had danced with him. So Cinderella would become his bride. As they rode to the castle, the white bird landed on Cinderella's shoulder. At last, all her wishes were coming true.

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The Turkey Girl

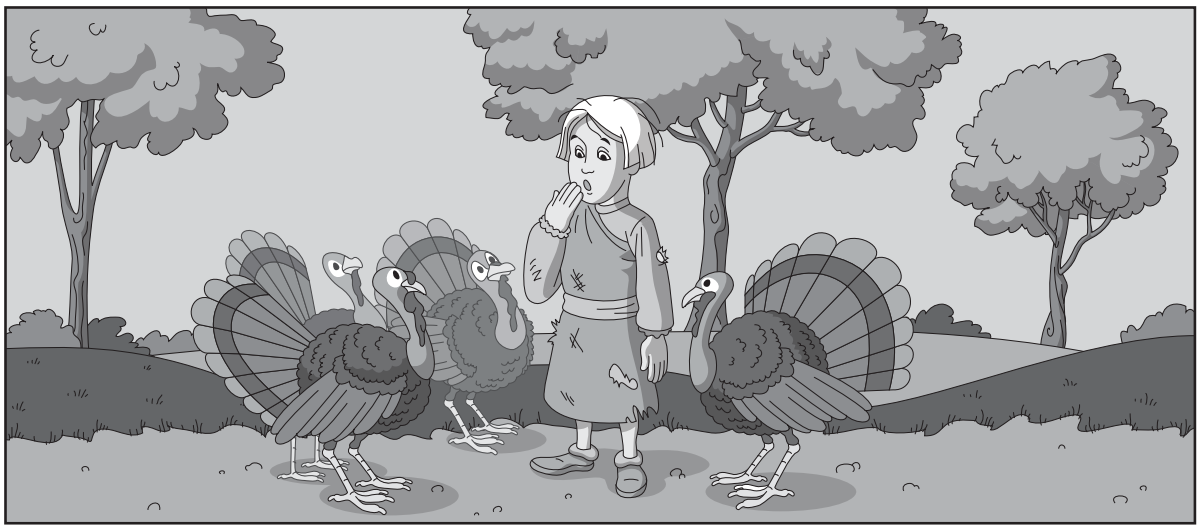
a Zuni folktale

1 Long ago, there lived a poor girl who herded turkeys for a living. Every morning, she drove them out to the fields. And every evening, she drove them back to the safety of their cages. She treated them with great kindness, and the turkeys loved her for this.

2 One day, the girl heard some people in town talking. They wanted to go to the Dance of the Sacred Bird. This great event happened only once a year. And it was to take place in just four days.

3 "Oh, how I wish I could go!" the girl said to the turkeys. "But I cannot go in such old, ugly clothes."

4 The girl never once thought the turkeys could understand her. But on the day of the dance, one turkey stood tall and spoke. "Dear friend," he said. "We will help you go to the dance. You shall laugh and be merry. You have earned some fun!"



©Wesley Gunn

Go On

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5 At first, the girl was shocked. Then somehow it felt right that the turkeys—her only friends—should speak.

6 "We only ask that you come back before sunset," said the turkey. "You are the one who keeps us safe." The turkeys then danced around the girl. They turned her old, ragged clothes into a beautiful white dress.

7 The girl thanked the turkeys again and again. She promised them she would return before sunset. Then she turned and ran down the path toward town.

8 At the dance, no one knew the girl in her new dress. Everyone praised her beauty. And all the young men wanted to dance with her. She was having so much fun that she forgot all about her friends the turkeys.

9 Finally, the sun set. The turkeys wondered why the girl had not returned. "She has forgotten us," one of them said. "For that reason, we will give her no more help! Come, let us move up into the hills. Our keeper is not as kind as we had once hoped."

10 When at last the dance ended, the girl ran back to the fields. She looked for the turkeys everywhere. But they were gone. As she stood there, sad and alone, her dress turned back into rags. She was the poor turkey girl once more.

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22 What challenge does Cinderella face because of her new stepmother?

A She must find a way to leave for town with her father.

B She must keep her two stepsisters from getting new dresses.

C She must learn to love her stepmother as much as her real mother.

D She must do all the hard work while her stepsisters do nothing.

23 Read these sentences from paragraph 1 of "Cinderella."

> She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing.

Which **best** explains why the author repeats the words "cleaned" and "cooked"?

A to show that Cinderella wanted to please her new stepmother

B to show that Cinderella had so much work that she could never stop

C to show that Cinderella was very good at both cooking and cleaning

D to show that Cinderella liked to keep busy to make her stepsisters happy

24 What do the stepsisters think about Cinderella wanting to go to the dance?

A They would let her go if she had better shoes.

B They are surprised she even knows how to dance.

C They feel she is foolish for thinking she could go.

D They are worried the prince will like her the best.

Go On

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25 What do we learn about Turkey Girl at the beginning of the story?

A She is a good dancer who has a lot of friends.

B She is very poor but takes good care of the turkeys.

C She is tired of taking care of turkeys and wants to dance.

D She is sometimes late because she forgets what time it is.

26 Which sentence **best** tells what happens soon after Turkey Girl wishes she could go to the special dance?

A The girl hears some people in town talking about a dance.

B The turkeys turn the girl's old clothes into a beautiful dress.

C The girl runs back to the fields, but the turkeys are gone.

D The girl's beautiful white dress turns back into old rags.

27 Which sentence **best** tells the lesson to be learned from "The Turkey Girl"?

A Don't worry about others.

B Be happy with what you have.

C Enjoy your life.

D Keep your promises.

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28 What is one way both Cinderella and Turkey Girl are **alike**?

A Both sleep by a fireplace at night.

B Both have stepsisters who laugh at them.

C Both are kind to the animals they herd.

D Both have to spend all day working.

29 Which story event is the **same** in "Cinderella" and "The Turkey Girl"?

A The girls are given new dresses so they can go to the dance.

B The girls plant twigs that quickly grow into pretty hazel trees.

C The girls need to fit their feet into slippers only they can wear.

D The girls almost forget to go back to the birds who helped them.

Go On

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Lesson 9
Describing How Characters Act

Learning Target

Describing how characters in a story respond to important events and challenges will help you understand how and why they act the way they do.

Read **Characters** are the people or animals in a story that face a **challenge.** A challenge is a problem that needs to be solved. Describing how characters **respond** to challenges will help you get to know them better.

Look at the picture. What is the challenge? How does each character respond? Think about why each boy acts that way.



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Think Complete the chart. Tell what the challenge is. Then tell how each character responds to it.

What the Challenge Is	How the Characters Respond
	• Little boy • Older boy

Talk What will make the little boy happy? Use what you see in the picture to answer.

Academic Talk

Use these words to talk about the text.

• **characters** • **respond** • **challenge**

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Genre: Realistic Fiction

A Puppy for Oscar



by Jane Lawrence

1 Oscar wanted a puppy more than anything in the world. But his mom kept saying they could not have a dog in their apartment.

2 "We do not have a yard," she said. "And a dog needs space to run."

3 Oscar had an idea. There was a city park very close to their apartment. The park was really big. Maybe part of it could be turned into a park for dogs. Then Oscar's puppy would have a place to run!

4 Now Oscar needed to turn his idea into a plan. Oscar worked very hard. He wrote letters to newspapers. He wrote to the mayor about his idea for a dog park. He talked to people about his idea. Then he got many of them to sign their names to a letter saying they wanted a dog park, too.

5 It took over a year, but Oscar finally got his dog park. And then he got what he really wanted—a new puppy!

Close Reader Habits

Circle a sentence that tells what Oscar's challenge is.
Underline a sentence that tells how he responds to the challenge.

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Explore **What is the challenge in this story, and how does Oscar respond to it?**



Rereading the story will help you figure out how Oscar responds to his challenge.

Think

1 Complete the chart to help you understand Oscar's challenge and how he responds to the challenge.

Oscar's Challenge	How Oscar Responds to the Challenge

Talk

2 What is the main thing Oscar does to respond to his challenge? Describe an event from the story to explain your answer.

Write

3 **Short Response** What do Oscar's actions tell you about him? Use an event from the story to explain your answer. Write your answer in the space on page 40.

HINT What does Oscar do? Make a list of the things he does in the story.

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Write **Use the space below to write your answer to the question on page 39.**

A Puppy for Oscar

3 **Short Response** What do Oscar's actions tell you about him? Use an event from the story to explain your answer.

HINT What does Oscar do? Make a list of the things he does in the story.



Don't forget to check your writing.

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Tools for Instruction

Understand Characters

Understanding characters is central to understanding a literary text. Students need to know why characters are in the story and how their words, actions, and choices affect the development of the plot. However, the leap from describing characters to making inferences about them can be challenging for students who may not think about characters as relatable people. To help students take this important step toward thinking critically about characters, teach them to use what characters say, do, and think as a bridge to inferring judgments about them.

Step by Step 20–30 minutes

1 Introduce and explain understanding characters.

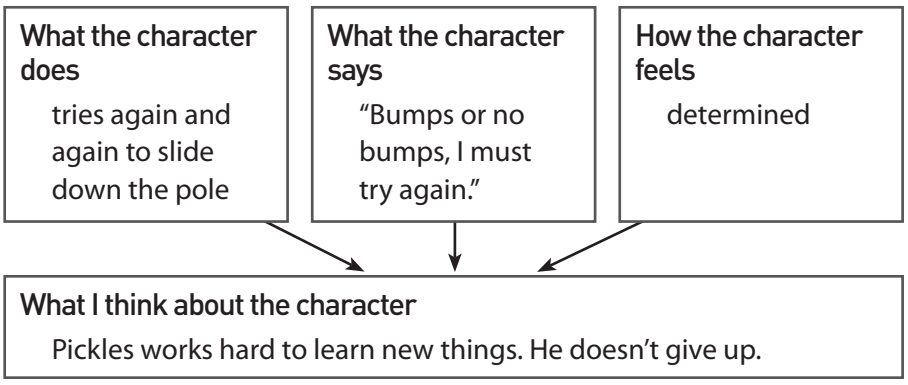
- Ask, *If you hear someone say "please" and "thank you," and you see him share his toys with others, what is something you can tell about him?* (He has good manners.)
- Say, *Even if no one tells us that this boy has good manners, we can decide for ourselves that he does by thinking about what we see him say and do. This is also true for characters that we read about. Just like with people in real life, one of the ways we understand characters is by listening to what they say and watching what they do.*
- Use familiar stories or films to illustrate this point. For example, say, *In* Beauty and the Beast, *we see Belle offer to take her father's place in the dungeon so that he can go free. We also hear her say that she loves him. These things tell us that Belle is a kind and loving person.*
- Invite students to share additional observations about characters in the same story.

2 Teach and model understanding characters.

- Select an on-level read aloud such as *The Fire Cat,* by Esther Averill, and display **Character Chart**.
- Say, *Good readers make sure they understand the characters they read about. As I read this story, I will stop from time to time to think about what certain characters say and do. This chart will help me organize my thoughts.*
- As you read aloud, pause to think about what a character says or does, and model how to make an inference based on those details.

> *Pickles tries to slide down the pole like the firemen, but it's not easy. When Pickles says, "Bumps or no bumps, I must try again," it reminds me of how hard it can be to learn something new. But Pickles doesn't give up! I think this shows that he is a determined cat. He wants to learn everything he can about living in the firehouse.*

- Record the details on the character chart.



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- Then think aloud about why it is important to understand this about the character. Say, *It is important to know that Pickles doesn't give up. This information helps us understand that Pickles will do whatever it takes to become the Fire Cat, which is his main goal in the story.*

3 Provide guided practice with understanding characters.

- Choose another character from the text, and select an event in which that character appears. Have students use the prompts in the chart to share their observations, and record them on the class chart.
- Guide students to make an inference about the character, based on their observations. Help them point to text or illustrations that support their observations.
- Then guide a brief discussion on how understanding the character in this way helps readers to better understand the story.
- Repeat for the remaining number of characters in the story.

Connect to Writing Distribute a copy of the character chart to each student. Have them complete the chart in their own words as you complete it with the group.

4 Provide independent practice with understanding characters.

- Have small groups of students practice understanding characters in a different story. Choose a story that is familiar, and provide the following questions to guide students in thinking about a character's words and actions. You might wish to assign one group member to be in charge of asking the question prompts.

> *Why do you think [character] did _____?*
> *Why do you think [character] said _____?*
> *If you were [character], how would you feel when _____ happened?*
> *How would you describe [character] to someone who has not read this story? Why?*

- Listen in on group discussions and provide support as needed.

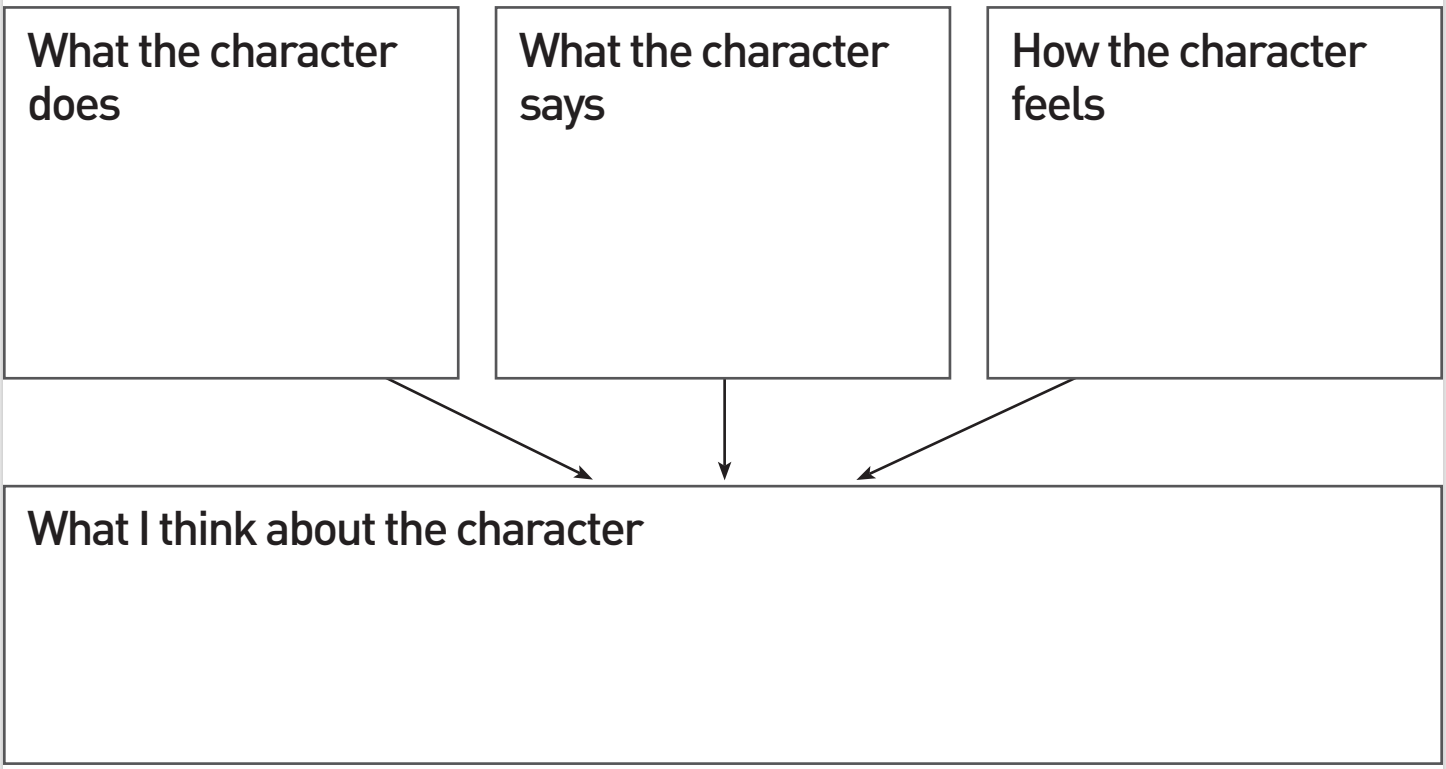
Check for Understanding

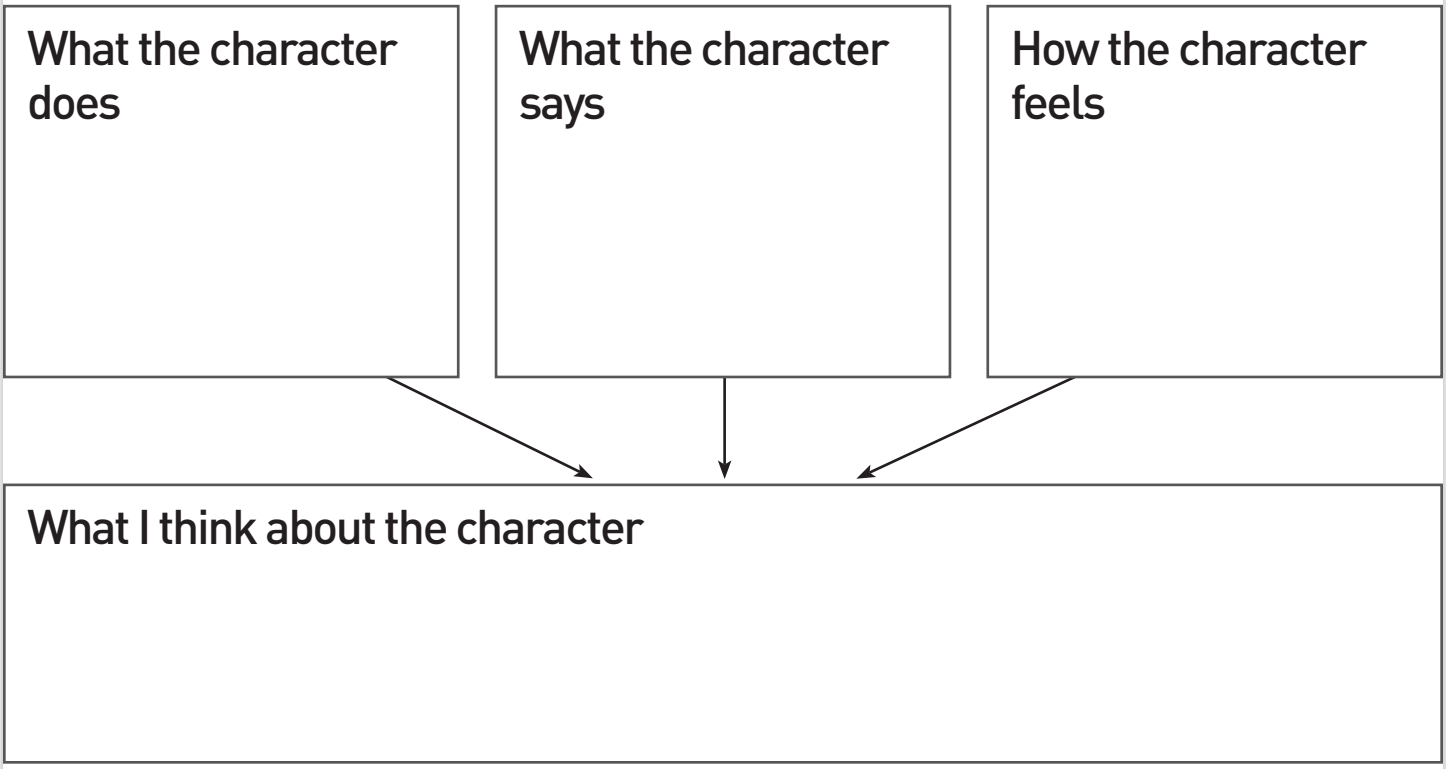
If you observe…	Then try…
difficulty seeing characters, especially animals, as relatable people	taking a picture walk, using a story in which the characters are animals. Take turns with students pointing out details that make a character seem like a real person, such as wearing clothes or doing chores.
difficulty using details to support inferences about characters	rereading a passage and stating an inference based on a character's words or actions. Have the student point to details in the text that support the inference.

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Name_____

Character Chart





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Genre: Realistic Fiction

The Snowstorm

by Annika Pedersen

1 The wind blew hard, shaking the barn. Outside, the falling snow whipped this way and that. Inside, Greta and her mother counted the sheep they had just brought down from the mountain. One of the sheep was missing, but which one? They saw that Lizzie, one of the new lambs, had been left behind.

2 Greta and her mother started back up the mountain to look for her, but there wasn't much time. Already, they could hardly see a thing in the heavy, blowing snow. "Lizzie! Lizzie!" they called out.

3 At last, they heard her crying back *baa-aa-aa!* They had found Lizzie, but now they were lost. How would they find their way home? Their whole world had gone white!

4 Then Greta saw a stream nearby. The blinding snow was still melting in it! She and her mother could follow the stream's twisting dark line down the mountain. It would lead them back to the gate near their barn.

5 Greta held the little lamb tight. Soon, everyone would be safe at home.

Close Reader Habits

What problem do Greta and her mom have *after* they find Lizzie? **Underline** two sentences that tell you what challenge they face.

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Think



Rereading the story will help you figure out how the characters face a challenge.

1 Why is finding the lost lamb a challenge for Greta and her mother?

A They are not really sure the lamb is still missing.

B They know they will be in great danger from the storm.

C They have already climbed the mountain once and are worn out.

D They are afraid to leave the sheep alone in the barn.

2 Which **best** tells about the challenge that Greta and her mother must face after they find Lizzie?

A They can't get Lizzie to stop crying *baa-aa-aa*.

B They are getting very cold from the wind and snow.

C They have to make sure there aren't any other lost sheep.

D They can't see how to get back home in the snowstorm.

Talk

3 What do Greta and her mom do to respond to the challenge of finding the lost sheep? Tell your partner.

Write

4 **Short Response** Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home. Write your answer in the space on page 46.

HINT Think about how Greta responds to the new challenge they face.

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Write **Use the space below to write your answer to the question on page 45.**

The Snowstorm

4 **Short Response** Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home.

HINT Think about how Greta responds to the new challenge they face.

Check Your Writing

- ☐ Did you read the question carefully?
- ☐ Can you say the question in your own words?
- ☐ Did you use proof from the text in your answer?
- ☐ Are your ideas in a good, clear order?
- ☐ Did you answer in full sentences?
- ☐ Did you check your spelling, capital letters, and periods?



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Lesson 26

Using Adjectives and Adverbs to Describe

Introduction

When you write, choose **adjectives** and **adverbs** that make your ideas clear and interesting.

- Use the best adjective you know to tell about a noun. An **adjective** can tell how something looks, smells, tastes, sounds, or feels.

  Sue heard a squeaky noise.

  She smelled sweet muffins baking.

  Bright light came through the window.

- Use the best adverb you know to tell about a verb. An **adverb** can tell about how, where, or when something happens.

  Sue woke up late.

  She dressed quickly.

  She ran downstairs.

Guided Practice

Choose the adjective or adverb in parentheses ( ) that best completes each sentence. Write the word on the line.

HINT Try each answer choice in the sentence. Does the sentence make sense?

1. Sue hears a _____ horn.
   (loud happy)

2. The bus came _____!
   (tomorrow early)

3. Sue grabs her _____ backpack.
   (warm heavy)

4. Dad says, "We have to run _____!"
   (quickly slowly)

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Independent Practice

Choose the correct word to complete each sentence.

1 The _____ school bus stops.

A hungry

B yellow

C round

D sleepy

2 Sue climbs _____.

A inside

B after

C down

D outside

3 She finds an _____ seat.

A excited

B angry

C unhappy

D empty

4 She smiles and waves _____ to her dad.

A meanly

B noisily

C happily

D badly

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Genre: Folktale

Stone Soup

by Elsa Southern

WORDS TO KNOW

As you read, look inside, around, and beyond this word and phrase to figure out what they mean.

- **barely**
- **town square**

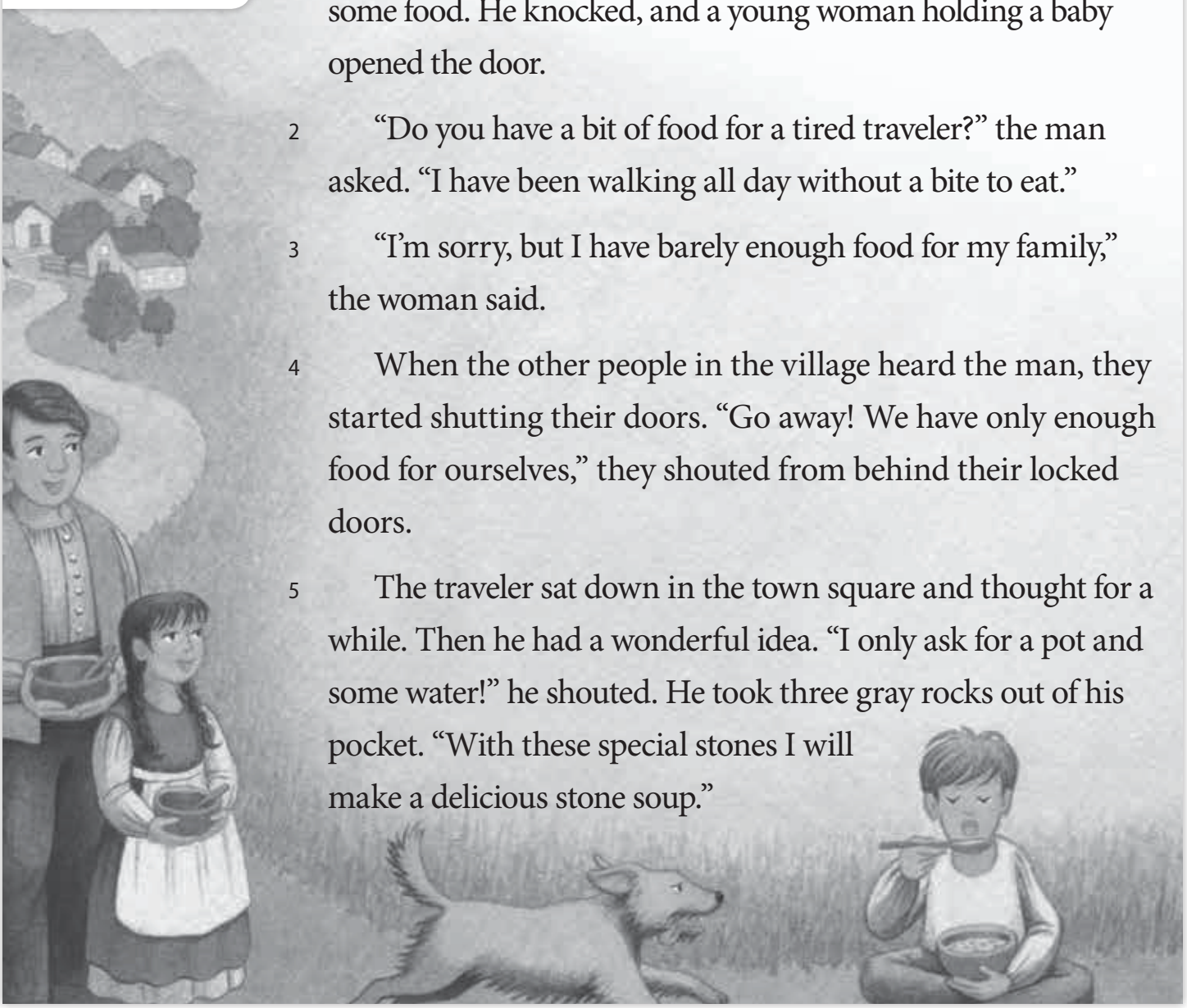
1 A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

2 "Do you have a bit of food for a tired traveler?" the man asked. "I have been walking all day without a bite to eat."

3 "I'm sorry, but I have barely enough food for my family," the woman said.

4 When the other people in the village heard the man, they started shutting their doors. "Go away! We have only enough food for ourselves," they shouted from behind their locked doors.

5 The traveler sat down in the town square and thought for a while. Then he had a wonderful idea. "I only ask for a pot and some water!" he shouted. He took three gray rocks out of his pocket. "With these special stones I will make a delicious stone soup."



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6 "Who has ever heard of stone soup?" the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

7 The traveler started a fire under the large pot of water. When it began to boil, he slowly added the three stones. After a while, he put his nose over the pot and breathed in. "Ah," he said with a twinkle in his eye. "This is almost perfect. If only we had some onions."

8 A villager quickly grabbed a bag of onions and passed it to the traveler, who added them to the pot.

9 "Oh!" sighed the traveler, breathing in again with his nose over the pot. "This is almost perfect! If only we had some potatoes."

10 The villagers ran to their homes. They came back carrying not only potatoes, but carrots and peas and beans and corn. Everyone wanted to help.

11 Very soon there was enough delicious soup for everyone in the village! They all ate soup until they were no longer hungry.

12 Even today, people tell the story of how such a wonderful soup could be made from stones.



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Think Use what you learned from reading "Stone Soup" to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What challenge does the traveler face when he first comes to the town?

A He is tired and needs a place to spend the night.

B He knocks on a door and a young woman holding a baby answers.

C He is hungry and hopes someone will give him food.

D He wants to fix a dinner but doesn't have a pot.

Part B

Underline a sentence from paragraph 1 below that **best** tells about the answer in Part A.

> A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

2 What is the challenge the traveler faces when no one will help him?

A He has to find wood so that he can build a fire to keep warm.

B He needs to learn how to make friends with everyone in town first.

C He has to walk to another town where people might be kinder to him.

D He must find a new way to get people to share their food with him.

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3 Why does the traveler keep putting his nose over the pot and breathing in?

A to make the people think he is cooking something tasty

B to make the people want to make their own soup

C to make the people angry that they won't get any soup

D to make the people sad that they didn't help him

4 What do you learn about the traveler from the way he faces his challenge?

A He is clever because he gets people to choose to help him.

B He is lazy because he has other people do his work for him.

C He is unhappy because he is too poor to buy his own food.

D He is proud because he knows more about cooking than others.

5 Read the sentence from the passage.

The villagers ran to their homes.

The word "village" means "a small town." What is the **best** meaning of the word "villagers"?

A people who eat soup in a small town

B people who work in a small town

C people who live in a small town

D people who help others in a small town

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6 Read paragraph 6 from the story.

> "Who has ever heard of stone soup?" the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

Underline the sentence in paragraph 6 that **best** explains why the people bring the traveler a pot filled with water.

Write How does the traveler respond to the challenge of getting food?

7 **Plan Your Response** Review the challenge the traveler has. Write three things he says in the story that help him get what he wants.

8 **Write an Extended Response** How does the traveler respond to the challenge of getting food? Use details from the story in your answer.

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Learning Target

How does describing how characters respond to important events and challenges help you understand how and why they act the way they do?

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SESSION 1

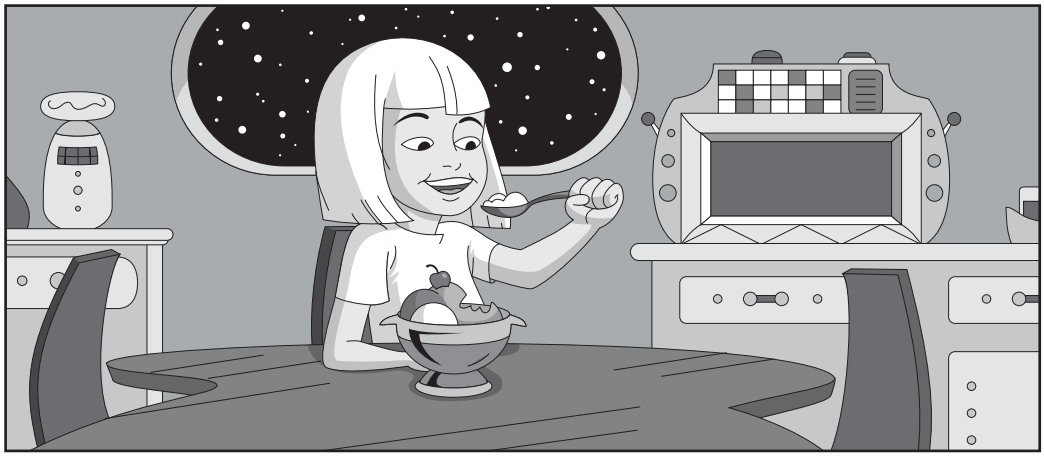
Read the story. Then answer the questions that follow it.

Too Much of a Good Thing

by Sybil Parrish

1 Zelda pressed the button on the spaceship's food maker. Normally, a food maker could make anything you wanted. All you had to do was say *pizza*, *popcorn*, or whatever and press a button. Then it would make whatever you had asked for instantly. But the food maker on the spaceship had been broken for days. Now it would only make ice cream. And the ship was still over a week away from her grandparents' planet.

2 "Yum! This is great," said Zelda, grinning. She sat down at the table with a heaping bowl of chocolate ice cream.



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3 "Well, I for one am getting tired of ice cream," grumbled Zelda's dad. "A bowl of soup would taste great about now!"

4 Zelda's sister Anka piped up. "How can anyone get tired of ice cream? This is like a dream come true!"

5 Zelda's dad sighed. "We wouldn't even have this problem if we had lived two hundred years ago."

6 "I know," replied Zelda. "People used to fix their own food. They grew it or shopped at places called grocery stores. They never knew how great a broken food maker could be!"

7 But after two more days, even Zelda and her sister were tired of ice cream. Zelda just wanted something—anything—that wasn't cold and sweet.

8 Suddenly, Zelda smiled and said, "I have an idea! Let's fix some food for ourselves, like in the old days. We could ask to pick some vegetables from the ship's garden. It might even be *fun* to make our own meal."

9 "Make a meal? How will we know if we're picking beans or beets or broccoli?" Anka blurted out, shaking her head. "And, and . . . just how *do* we fix a potato?"

10 "That's easy!" laughed Zelda. "The ship's computer can help us. C'mon, let's get started!"

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11 All the grown-ups thought the girls had a great idea, even the ship's captain. She'd had her fill of ice cream, too. "Just be sure to make me a big bowl of hot green beans. And add a side order of mashed potatoes!" the captain joked.

12 Zelda was so excited—they were going to be human food makers! She tried to remember the word once used for people who fixed meals. Then it came to her. They were called "cooks."

---

1 Read the sentence from the story.

But the food maker on the spaceship had been broken for days.

What question does this sentence answer?

A How do food makers work on a spaceship?

B What kinds of food does the food maker make?

C Why does the food maker make only ice cream?

D What does a food maker look like?

2 What can you tell about the setting from the picture and the story?

A It takes place outside a restaurant.

B It takes place on another planet.

C It takes place inside a spaceship.

D It takes place next to an ice cream shop.

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3 Read these sentences from the story.

> "How can anyone get tired of ice cream?" Zelda's sister Anka piped up. "This is like a dream come true!"

What kind of speaking voice could you use to show Anka's point of view in these sentences?

A an excited voice

B a quiet voice

C a mean voice

D a surprised voice

4 How does Zelda meet the challenge of having a broken food maker?

A She makes the best of having to eat so much ice cream.

B She remembers that people who fix meals are called "cooks."

C She thinks about planting a vegetable garden on the spaceship.

D She comes up with the idea of cooking a meal themselves.

5 Read the central message of this story.

> Even good things are best in small amounts.

Which detail from the story supports this central message?

A The food maker stops working the way it should.

B People in Zelda's time no longer shop at grocery stores.

C Zelda and Anka get tired of eating ice cream every day.

D Zelda thinks it might be fun to be a human food maker.

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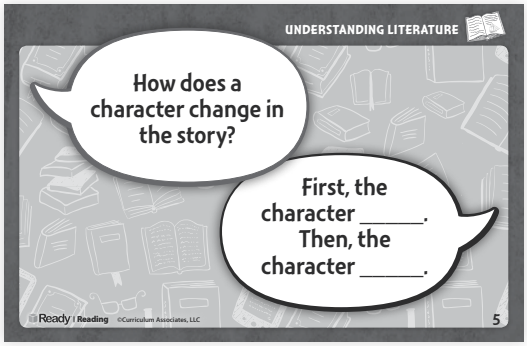
6 In the first part of the story, Zelda and her dad have different points of view about the broken food maker. Read their points of view below.

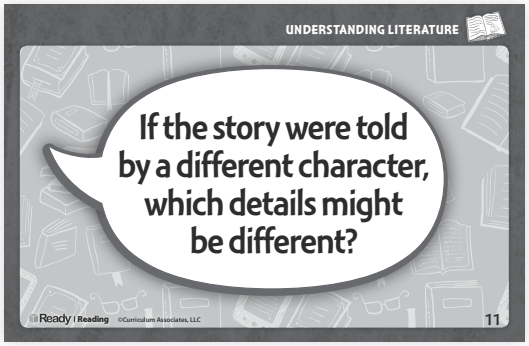
> Zelda is happy about the broken food maker. Her dad doesn't like that it is broken.

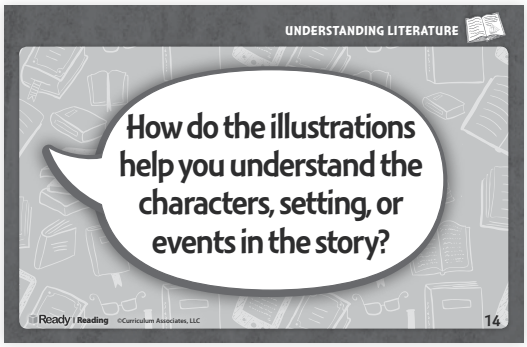
Write one detail from the story that supports the sentence about Zelda and one detail that supports the sentence about her dad.

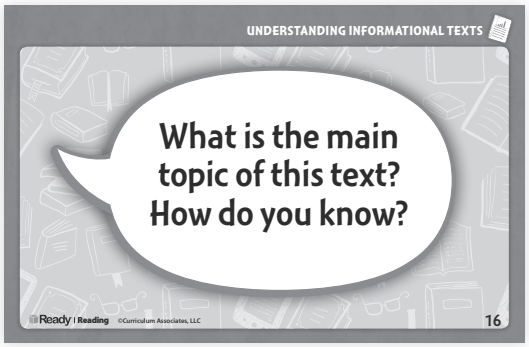
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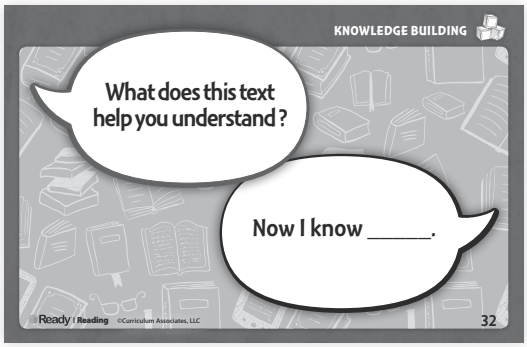
Reading Discourse Cards

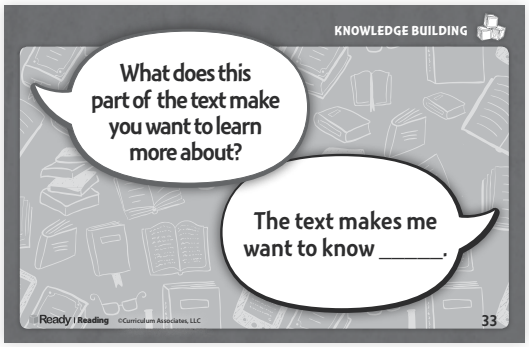


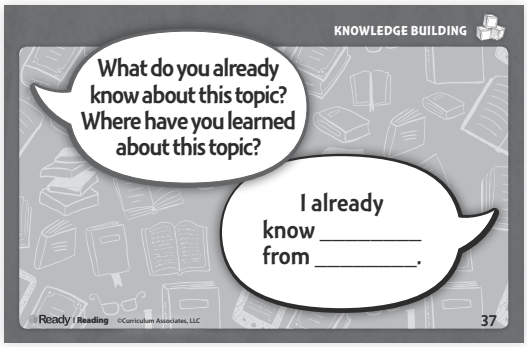


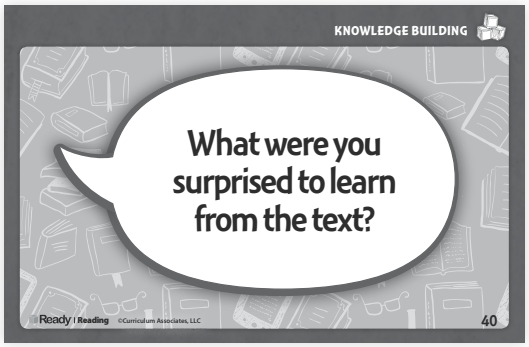


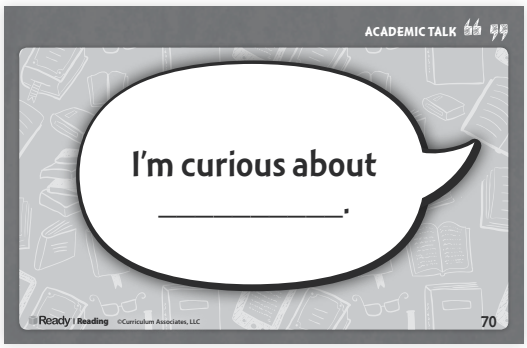


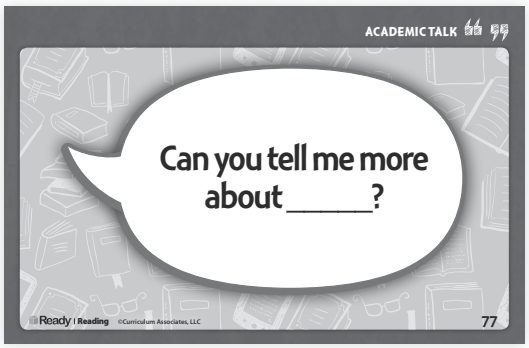






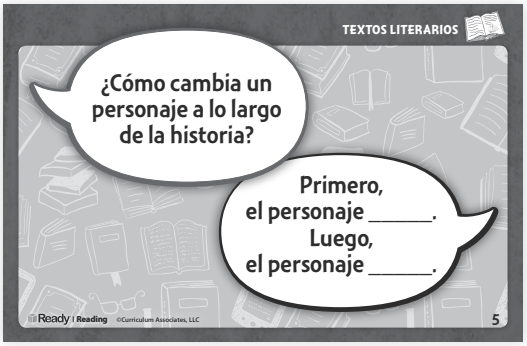


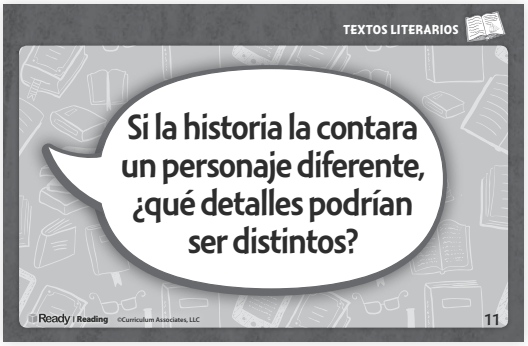


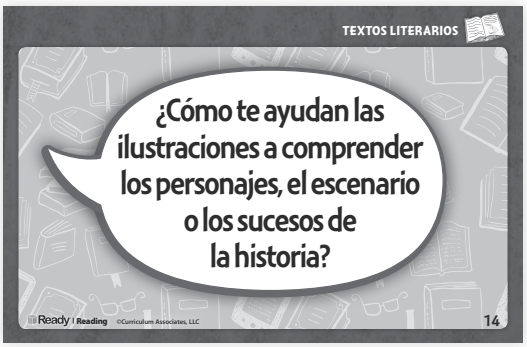


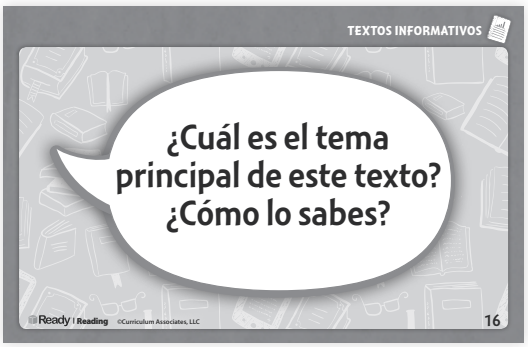
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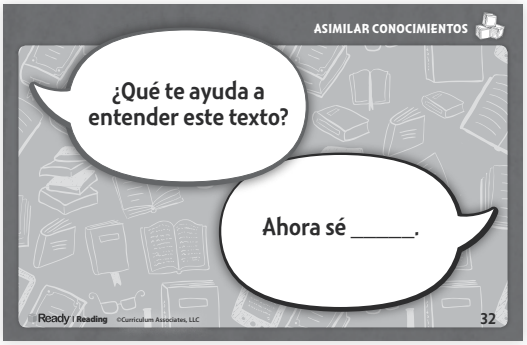
Tarjetas de discusión



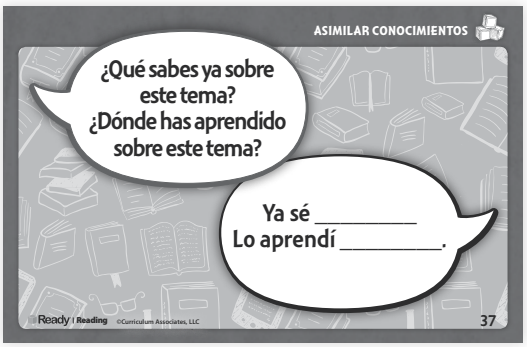


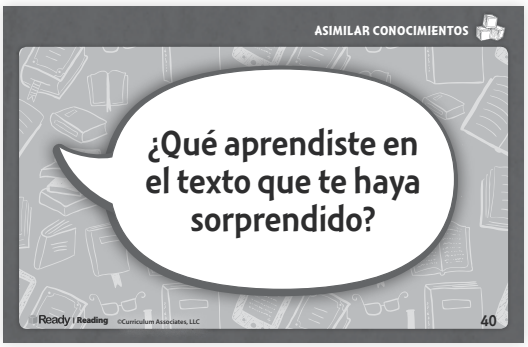


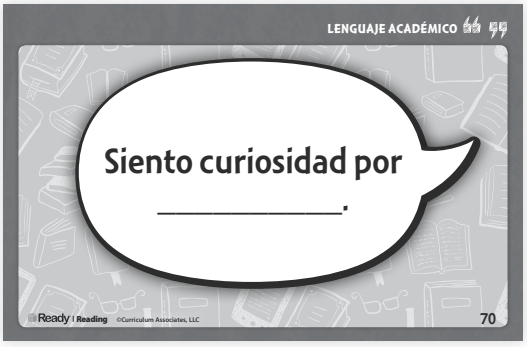


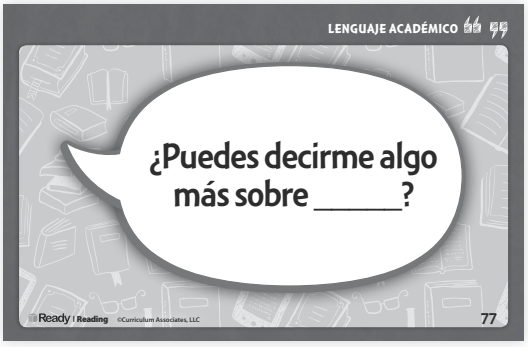












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