

English Language Arts
Distance Learning Packet
Grade 2

STUDENT

Lesson 1

Ask and Answer Questions About Key Details

Learning Target

When you ask questions about what you read, answering those questions helps you understand key details in the text.

- **Read** Asking and answering questions can help you find key details in what you read. **Key details** are important pieces of information.

Look carefully at the picture of a bird's nest. What questions could you ask about it?



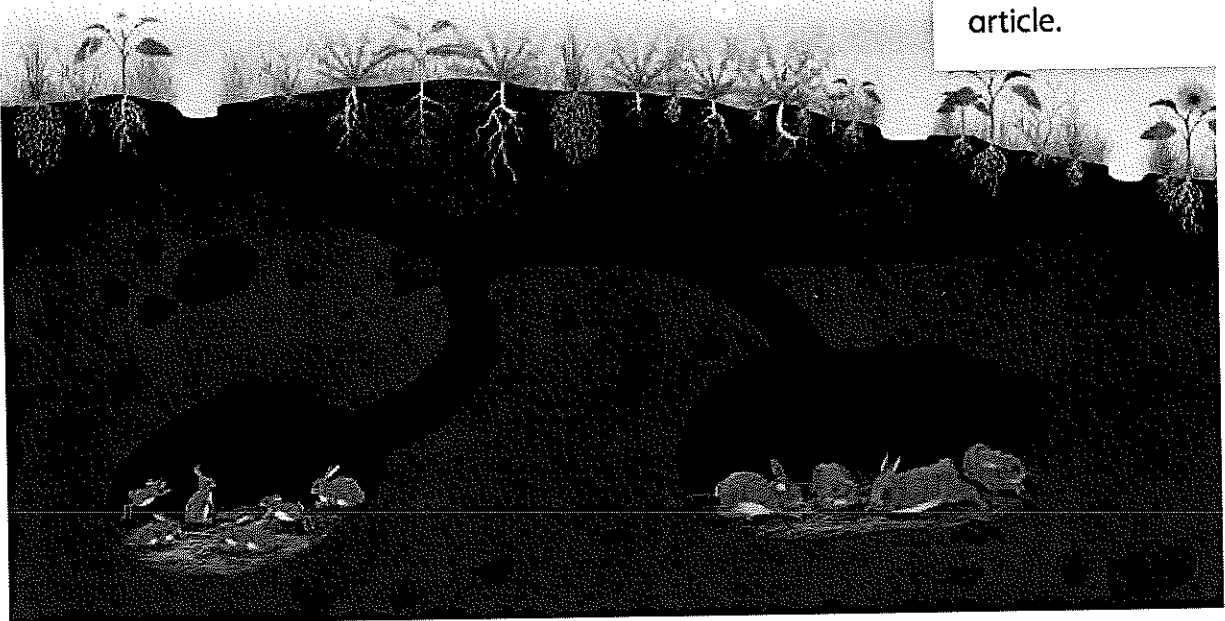
Rabbits' Cozy Homes

by Arthur Kent

- 1 What animal has long ears and a short, fluffy tail?
A rabbit, of course! These small, furry creatures live in meadows. They also live in forests and deserts.
- 2 Rabbits live in holes in the ground. A rabbit hole is called a burrow. It is used for sleeping and caring for kits, or baby rabbits. Rabbits make their homes cozy with grass, feathers, and fur. Living deep in the ground keeps rabbits safe from their enemies.
- 3 Rabbits spend most of the day in their burrows. They come out at dawn and dusk to find food. On warm, sunny days, they may come out more often. You might see them sitting in your garden.

Close Reader Habits

Underline key details that tell important information in the article.



Read

What Am I?



by Ron Fridell

- 1 I live on both land and water. I love to hop around. My skin is shiny green. My eyes are bright red. What am I?
- 2 I am a red-eyed tree frog.
- 3 My home is the rainforest. This huge, wet jungle is my habitat. What a wonderful place to live! Millions of insects live up in the trees. I grab them with my long, sticky tongue. Crunchy crickets are a favorite. YUM!
- 4 I am glad that my habitat is so wet. I need lots of water to keep my shiny green skin moist. So I am glad it rains so much here.
- 5 I do most of my hunting at night. In the daytime I sleep in the trees. My green skin makes me blend in with the leaves. And that helps keep me safe from all the hungry birds and snakes!
- 6 My bulging red eyes help protect me too. When hungry enemies come near, I flash my eyes at them. They are so startled that they don't know what to do. And that gives me time to escape and live another day in my wonderful habitat!

Close Reader Habits

Why does asking questions as you read help you learn about the red-eyed tree frog? **Underline** key details in the article.



Write Use the space below to write your answer to the question on page 13.

Rabbits' Cozy Homes

- 3 Short Response** Write a **where** question about this article. Then write the key detail from the article that answers your question.



Don't forget to check your writing.

WORDS TO KNOW

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

- hollow
- muscles
- quills




A Prickly Adventure

by Barbara Hesson, *Highlights*

- 1 It is a warm day. A baby porcupine, or porcupette, sleeps in the hollow of a tree.
- 2 When a beetle tickles the porcupette's toe, he wakes up. He follows it out of the tree.

Out On His Own

- 3 The porcupette waddles on short legs through the forest. He munches on bark, twigs, and leaves. His favorite things to eat are dandelions and apples.
- 4 The porcupette has keen ears. He hears a snap and the soft padding of footsteps. Is this his mother? He stands on hind legs and sniffs the air. He has a good sense of smell and knows right away it isn't his mother. He makes a sound like a human baby's cry. Something moves closer.
- 5 The *something* is a wolf.

 **Think** Use what you learned by reading "A Prickly Adventure" to respond to the following questions.

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

Part A

What are a porcupette's favorite foods?

- A** bark and twigs
- B** twigs and leaves
- C** leaves and dandelions
- D** dandelions and apples

Part B

Write the sentence from the text that gave you the information to answer the question in Part A.

- 2** Read this sentence from the article.

If the wolf touches the porcupette, the sharp quills will stick into the wolf's skin.

Which question can be answered after reading this sentence?

- A** How does a porcupette raise its quills?
- B** Why would a wolf touch a porcupette?
- C** When might a porcupette use its quills?
- D** What part of the porcupette has quills?



Write How does a porcupette protect itself?

- 5 Plan Your Response** List key details from the text that tell more about how porcupettes protect themselves.

- 6 Short Response** How does a porcupette protect itself? Use the key details you found in the article in your answer.

Lesson 2

Finding the Main Topic

Learning Target

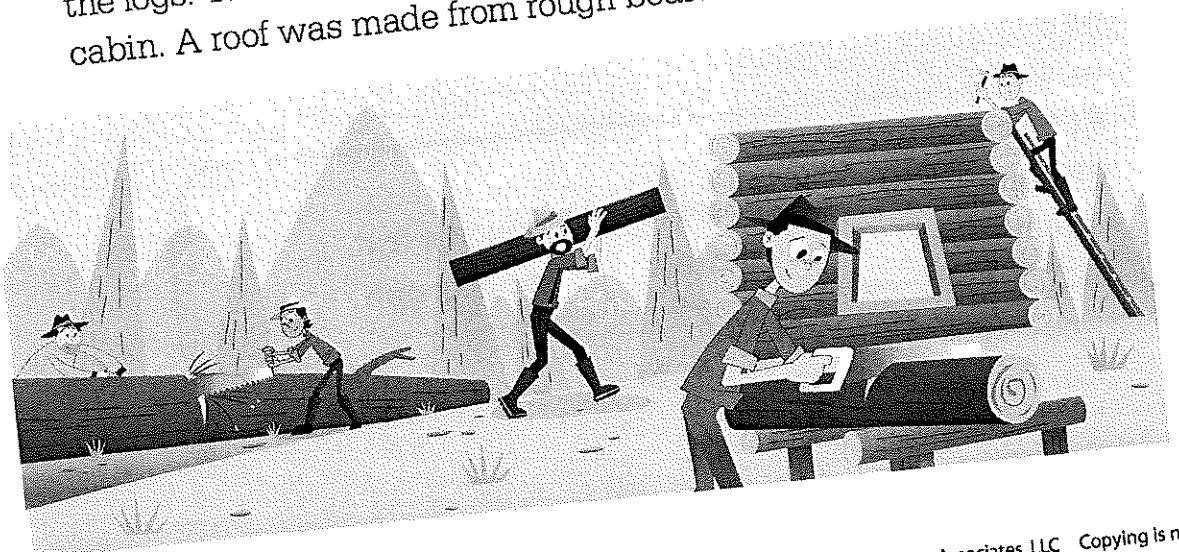
Knowing how to figure out the main topic of a text will help you understand what you read.

- **Read** Everything you read has a **main topic**. The main topic is what the passage is mostly about. Some passages have more than one **paragraph**, or group of sentences. Each paragraph includes **key details** that tell you about the main topic. When you put all of the details together, you will know more about the topic.
- Read the passage and think about its main topic.**

Home Sweet Home

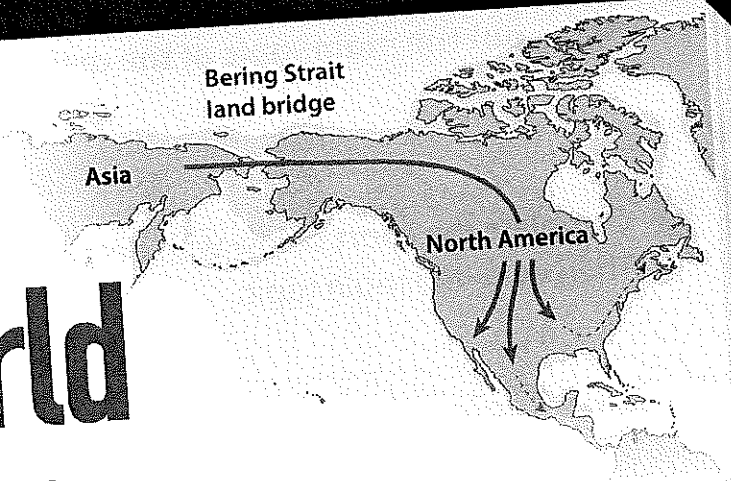
Many early settlers in America lived in log cabins. They lived, ate, and slept in their log cabins.

Log cabins were built from the trees. Trees were cut into parts to make logs. Curved notches were made at the ends of the logs. The logs were put together to make the walls of the cabin. A roof was made from rough boards cut from the logs.



Walking to the New World

by Kathryn Thomas



- 1 Long ago, ice covered much of North America. At that time, a bridge of land connected Asia and North America. People walked over this strip of dry land into Alaska. They were following herds of animals. The people settled in different places. Some slowly went south. Over time, they made different nations in the Americas.
- 2 Some scientists think people came to America even earlier. They think people reached the West Coast by boat. Ancient tools have been found there. These tools might show that people arrived before there was a land bridge. But people who study the past have not found much proof of this idea.
- 3 These people were the first Americans. All Native Americans are related to them. Scientists discovered they first came from Asia. They split into many groups as they settled America. They made ways of life we are still learning about today.

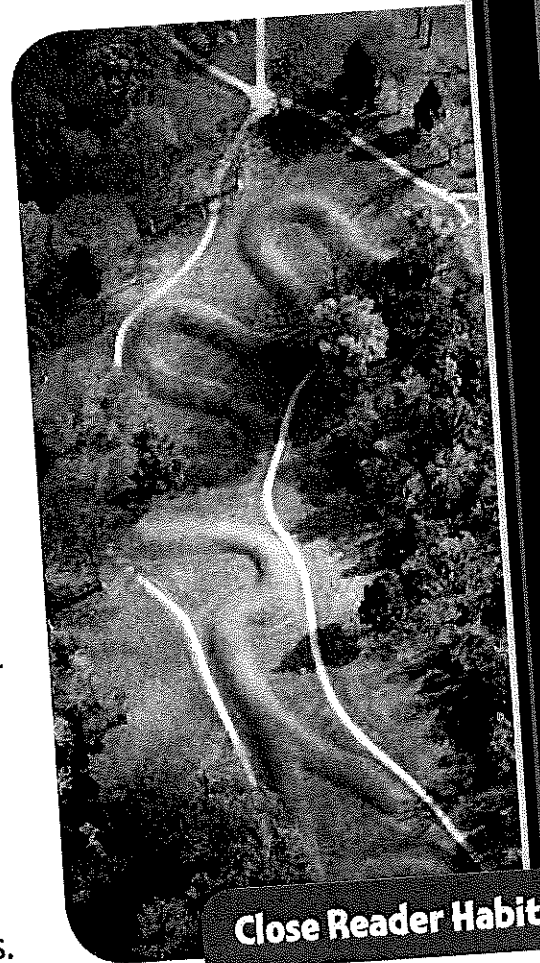
Close Reader Habits

Underline the key details of each paragraph.

Who Were the Mound Builders?

by Bea Marron

- 1 Long ago, Native Americans lived near the Ohio and Mississippi Rivers. These people are known as the Mound Builders. They carried earth in baskets. Then they piled it up with their hands. Over time, they made huge earth mounds. Some mounds were used to bury the dead.
- 2 The mounds have different shapes. Some people built mounds shaped like cones. One of the highest mounds is almost 70 feet tall.
- 3 Some people built mounds shaped like circles or squares. They made some of the largest mounds in the world. These mounds were built about 2,000 years ago.
- 4 Other people built mounds shaped like animals. One mound looks like a winding snake. It is about 1,300 feet long.
- 5 Still other people made mounds with flat tops. The people built homes on top of the mounds. These mounds were once part of a large, powerful city.



Close Reader Habits

How does each paragraph help you identify the main topic of the article?
Underline the key details in each paragraph.



Write Use the space below to write your answer to the question on page 27.

Walking to the New World

- 3** How do the key details from each paragraph help explain the main topic?

HINT Change the main topic into a question. How does each paragraph give part of the answer?



Don't forget to check your writing.



Read

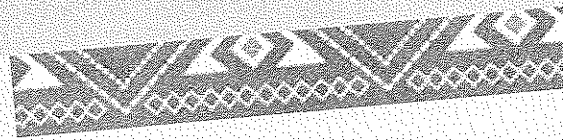
WORDS TO KNOW

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

- inventions
- sap
- syrup

Native American Inventions

from *Scholastic News*



- 1 There are many different groups of Native Americans. Look at all the things they invented!

Native Americans Invented It!

- 2 Have you seen a coat like this before? It is a parka. It has a warm, furry hood. Native Americans were the first to make parkas. What else did they invent?

Maple Syrup

- 3 Native Americans were the first to get syrup from maple trees. They let the sap of the maple tree drip into pails. Then, they boiled the sap until it turned into syrup.



► **Think** Use what you learned from reading "Native American Inventions" to answer the following questions.

1 What is paragraph 2 about?

- A** types of warm coats
- B** where Native Americans live
- C** how to invent things
- D** what a parka is

2 Reread paragraph 4 and look at the picture. Find clues for the meaning of the word "hammock." What is a "hammock"?

- A** a sandy beach
- B** a straw mat
- C** a bed hung with ropes
- D** a pillow made from leaves

3 What is paragraph 5 **mostly** about?

- A** the rules of lacrosse
- B** what lacrosse is
- C** how lacrosse was invented
- D** the meaning of the word "lacrosse"



Write Based on what you read, what is the main topic of the article?

6 Plan Your Response What is the main topic of the article?

- A** things that Native Americans invented
- B** where hammocks were first made
- C** how to get maple syrup from a tree
- D** what kayaks have been used for

7 Short Response Write about the main topic of "Native American Inventions." Tell what you learned about the topic. Use details from the article in your answer.

Lesson 6

Ask and Answer Questions About Stories

Learning Target

When you ask questions about what you read, answering those questions will help you understand the key details in a story.

- **Read** Asking questions as you read will help you find and understand key details. **Key details** are important pieces of information, like who and what the story is about. Answering questions can also help you show what you know about the story.

Look carefully at this cartoon. What questions could you ask about it?

Maria and Pete went for a hike with Mom and Dad.



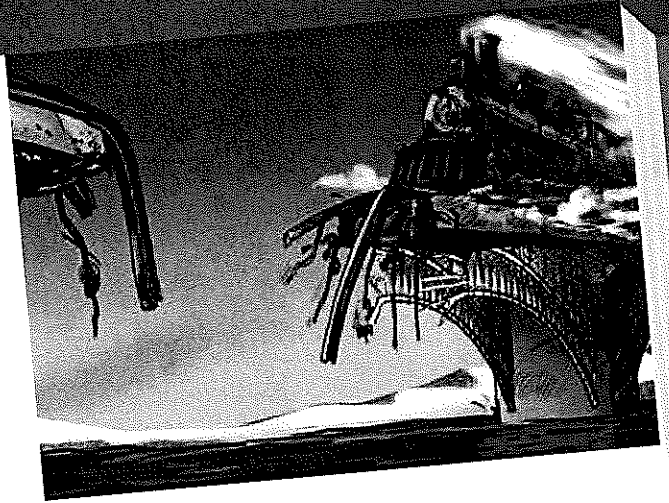
They came to a wide river.



Read

SAVING the TRAIN

by Annika Pedersen



- 1 Owen and Amy walked along the Green River. They had never seen the water so high. A storm the day before had brought heavy rain. As they walked around a bend in the river, they could hardly believe their eyes. The railroad bridge over the river had fallen into the rushing water!
- 2 “The noon train will be here soon!” Owen said to his sister. “It’ll crash right into the river. We’ve got to go tell someone!”
- 3 “There’s no time to get anyone,” Amy said. “We’ll have to stop it ourselves. I have an idea!” she shouted, as she turned and sped home.
- 4 When she got there, Amy took a big white tablecloth from the table. She grabbed a can of red paint and a brush. Then she painted the words “STOP! BRIDGE OUT!” on the cloth.
- 5 Amy dashed as fast as she could back to Owen. They could hear the train coming! They held the painted cloth between them and waved. But the train flew by. Had no one seen their warning?
- 6 A second later the train’s brakes screeched, and its whistle blew loudly. It came to a full stop. Amy and Owen had saved the train!

Close Reader Habits

Underline key details about important parts of the story. These are details that answer *who, what, when, where, and why* questions.



The CLIMB

by Wendell Riley

1 “Grandpa, look!” I cried. “It’s a ship!” I could hardly believe my eyes. There was a huge ship with tall sails, far out at sea. We waved our arms and shouted, “Help! Help!”

2 We had been stranded on the island for weeks. I was out fishing with Grandpa one day when the weather suddenly changed. A storm blew our fishing boat off course and onto a rocky island. Grandpa steered the best he could, landing us on the shore. But our boat was ruined. We had no way back to the little seaside town we called home.

3 The huge ship was the first we’d seen—and it was sailing right past us! “It’s no use, Sara,” Grandpa said. “They can’t see us.”

4 “But they could if I was up there,” I said. I pointed to the top of a high, rocky hill. Grandpa looked worried, but he knew there was no other way. I had to climb the rocks quickly but carefully—and not look down! When I got to the top, I shouted, and flashed a small mirror. I was about to give up, when a light flashed back. We were saved!

Close Reader Habits

What questions can you ask about the story? **Underline** the details that help you answer your questions.

Write Use the space below to write your answer to the question on page 95.

SAVING the TRAIN

- 3 Short Response** Why does Amy make the warning sign? What happens in the first part of the story that helps you answer this question?

HINT Reread the first part of the story before you write your answer.



Don't forget to check your writing

Read

WORDS TO KNOW


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

- operation
- platform
- harness

OPERATION RESCUE POSSUM

by Charnan Simon, *Click*

- 1 One day Jakey found a possum in the window well.
- 2 “Hello, possum,” Jakey said. “You look stuck. How did you get down there, anyhow?”
- 3 The possum hissed at Jakey.
- 4 Jakey’s big brothers came around the corner of the house. “Whatcha got there, Jakey?” they said.
- 5 “A stuck possum,” Jakey said.
- 6 “We’ve got to get that possum out!” Artie and Danny said. “Time for Operation: Rescue Possum!” They hurried to their workshop in the barn.
- 7 When Jakey followed, Artie and Danny were already hard at work drawing up plans.
- 8 “We don’t want to touch the possum,” Artie said. “It might bite. Besides, it looks too big to just lift.”
- 9 Artie showed Jakey their plan.
- 10 “How will you get the possum to stay on that platform?” Jakey asked.

 **Think** Use what you learned by reading "Operation: Rescue Possum" to respond to the following questions.

1 Where does Jakey find the "stuck possum"?

- A** by the house
- B** in the workshop
- C** by the barn
- D** in the woods

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

Part A

What did Jakey think of Artie and Danny's plan?

- A** He didn't understand it.
- B** He thought it was a great idea.
- C** He didn't think it would work.
- D** He was afraid it would hurt the possum.

Part B

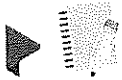
Write a sentence from the story that helped you answer the question in Part A.

- 5** Read the sentence from the story.

**Then it waddled up the board and out of the window well
and into the woods behind the barn.**

What do you think “waddled” means in the sentence?

- A** The possum ran quickly.
- B** The possum walked quickly.
- C** The possum slid like a snake.
- D** The possum moved slowly.



Write How was the possum finally rescued?

- 6 Plan Your Response** List key details from the story that tell how the possum was rescued.

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!



The Lion and the Mouse

an Aesop fable



- 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.

Read

PECOS BILL

and the Mountain Lion

a tall tale of the Old West



- 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.

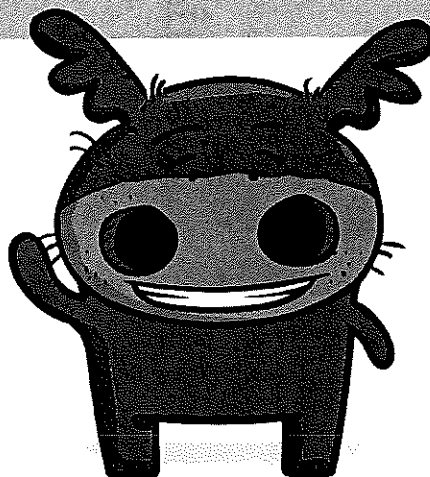


Write Use the space below to write your answer to the question on page 109.

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 109 to help you write your answer.

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



Don't forget to check your writing.

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

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.

 **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.

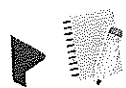
Part A

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.



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.

Lesson 10

Unfamiliar Words

Learning Target

Figuring out the meanings of important words in a text will help you better understand the topic.

- **Read** Readers have many ways to figure out a new word. One way is to look for **clues** in the words and **phrases** around the new word. You can also ask yourself what you may already know about the **subject** or topic.

Look at the photo and read the sentences below it. Then find clues about the meaning of the word “extinguish.”



Firefighters work together to extinguish a fire.
After they put out the fire, they search for hot spots.

Read

Taking Flight on a Jumbo Jet



by Kathryn Thomas

- 1 Airplanes carry people all over the world. Flying safely from place to place is a big job. It takes a whole team of people to do it. The team is called an aircrew. It is headed by a captain.
- 2 The captain of an airplane is also the pilot. The pilot controls how high and fast the plane flies. The first officer is the co-pilot. That person takes over if the captain needs to rest. There is also a flight engineer who controls the engines to make sure everything is working.
- 3 Passengers ride in the cabin of the plane. The cabin crew is made up of flight attendants. Their main job is to help passengers travel safely. They show passengers what to do if there is trouble with the plane. They help passengers store their baggage. They also serve passengers food and drinks.
- 4 Aircrews take people on thousands of flights each day. Though passengers may not notice, the crews are always hard at work.

Close Reader Habits

Underline key sentences that help you understand the meaning of the word "aircrew."

An Amazing Rescue



by Rebekah Cohen

- 1 On August 5, 2010, a mine in the country of Chile caved in. Thirty-three men were trapped inside. They were deep below the earth's surface. Finding a way to rescue the workers took a long time. The men were trapped for 69 days.
- 2 The men say that working together saved them. They voted on all the important decisions. They also took turns doing different tasks. On one day, a miner might be in charge of looking for a way out. On another day, he might keep the underground area clean. They also worked together to make their food last as long as they could.
- 3 Many people asked how the men stayed so cheerful during their time underground. They took turns keeping each other's spirits up. If they hadn't worked together, the men might have lost hope. But the 33 miners from Chile supported each other to the end. On October 13, 2010, they were saved at last!

Close Reader Habits

What made this rescue "amazing"? **Underline** the clues from the passage that tell why it is amazing.



Write Use the space below to write your answer to the question on page 163.

Taking Flight on a **Jumbo Jet**

- 3 Short Response** What are two clues from the article that help you know the meaning of "attendants"?

HINT Look for the word "attendants" to find how it is used and what it means.



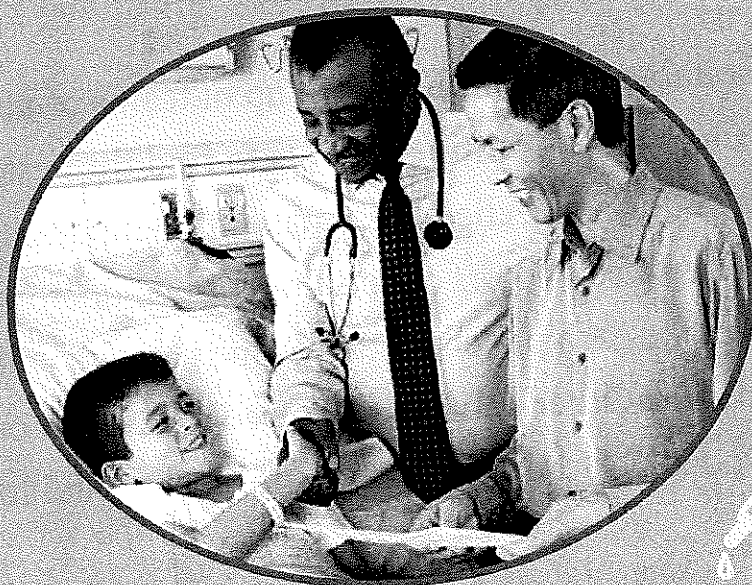
Don't forget to check your writing.

Read

WORDS TO KNOW

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

- temperature
- heartbeat
- operation
- medicine




Who Works in a Hospital?

by Tiffany Gibson

1 A hospital is a busy place! It may even seem confusing at first. Many patients, the people who need to see a doctor, come in every day. Visitors come to see their sick family member or friend. Doctors, nurses, and other hospital workers move calmly from job to job. They know just what to do. They want to give sick or hurt patients the care they need.



 **Think** Using what you learned by reading "Who Works in a Hospital?," respond to the following questions.

- 1** What is the meaning of the word "patients"? Write what "patients" means based on the clues in the sentence.

Many patients, the people who need to see a doctor, come in every day.

- 2** What is the meaning of the phrase "medical staff" in paragraph 2?

- A** people who keep files of plans
- B** people who treat the sick
- C** people who keep things clean
- D** people who prepare meals

- 3** Read these sentences from paragraph 2 of the passage.

Doctors must examine patients to find the best way to make them better. They check each patient's temperature and heartbeat. They also ask lots of questions.

What does the word "examine" mean?

- A** make plans for
- B** do surgery on
- C** give medicine to
- D** check over carefully

Independent Practice

- 5** In paragraph 3, the author says, "They make sure patients improve each day." What does the word "improve" mean? Write a sentence from the passage that gives a clue about the meaning of the word "improve."

Write what you think the word "improve" means.



Write Why is a hospital a busy place?

- 6 Plan Your Response** The title of the passage is "Who Works in a Hospital?" It begins with the sentence "A hospital is a busy place!" Find clues in the passage that tell why it is a busy place.

Busy Place		
Clue One	Clue Two	Clue Three

- 7 Write an Extended Response** Write about the information you found to tell why a hospital is a busy place.

Lesson 11

Text Features, Part 1 (Captions, Bold Print, Subheadings)

Learning Target

Using text features to find information in nonfiction text will help you better understand what you read.

- **Read** Stores use signs and pictures to help you find what you need. Writers use special signs called **text features** to help you find important ideas and details in a text. **Captions, bold print, and subheadings** are types of text features to look for when you read.

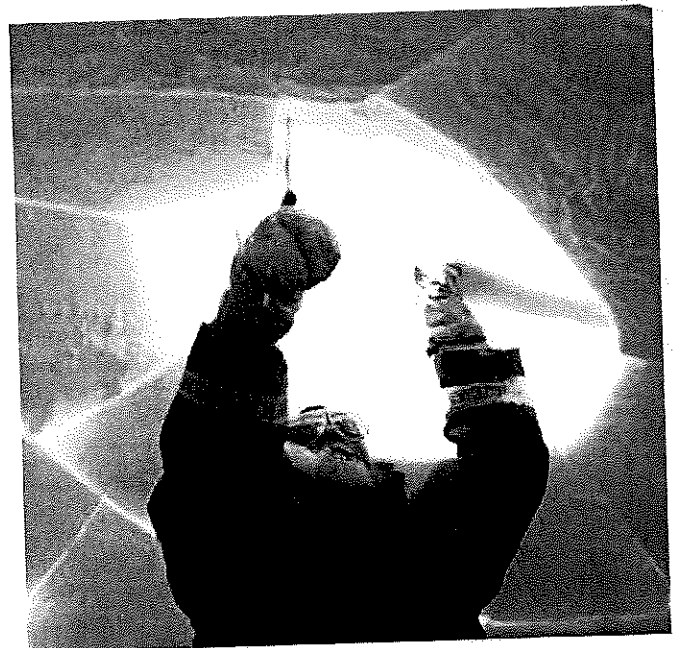
Read the passage below about igloos. What text features do you see?

House of Snow

An **igloo** is a house made of snow. Some people in snowy areas still make igloos today.

Making an Igloo

Igloos are built with large blocks of packed snow. The snow is cut with a saw or knife. The blocks are then stacked tightly together in the shape of a dome.



The window in this igloo is made of sea ice.

Sod Houses

by Henry Wallace

- 1 Have you ever heard of a **sod** house? Sod is a layer of dirt. It has grass growing on it. Long ago, pioneers used sod to build houses all across the American prairie.

Why People Built Sod Houses

- 2 The **prairie** looked like a sea of grass. There were not many trees that pioneers could use to build houses. So they cut bricks out of sod instead.



A family and their sod house in Nebraska

Building a Sod House

- 3 Making sod bricks was not easy. The roots from prairie grasses were tough. They were hard to cut through. Pioneers stacked up sod bricks while the roots were still growing. After a while, the bricks would grow together to make a strong wall.
- 4 Sod houses kept pioneers cool in the summer and warm in the winter. They also protected them from storms.

Close Reader Habits

Circle text features that help you find information in the article.

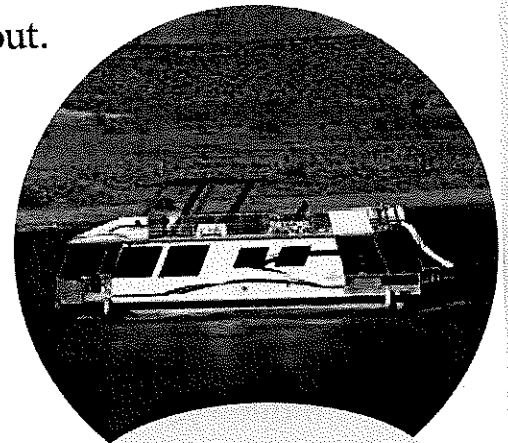
Homes Around the World

by Coriander Singh

- 1 People have all kinds of **homes**, or places where they live. Some families live in houses. Other families live in apartments in large buildings. People around the world live in homes like these. They also live in homes you may never have heard about.

A Home People Can Take Apart

- 2 Some people live in huts. **Huts** are small, simple homes. They are made from branches that are covered with cloth. These homes are easy to put up and take apart. If it's time to move, people can take their homes with them.



Eight people can live on this houseboat.

A Home That Floats on Water

- 3 Some people live on houseboats. **Houseboats** are homes that float on water and can travel on rivers and lakes. Some houseboats have many rooms, just like houses do on land.

How All Homes Are Alike

- 4 No matter where they are, all homes are the same in some ways. They protect us from the rain and the sun. They give us a safe place to live, work, sleep, and eat.

Close Reader Habits

How do text features help you find information in a passage? **Put a box** around each subheading. **Circle** the words in bold print, and **underline** their meanings.



Write Use the space below to write your answer to the question on page 177.

Sod Houses

- 3 Short Response** Which text features helped you find out what sod is and how to build a house from it?

HINT Use the details from your chart to help you answer the question.



Don't forget to check your writing.

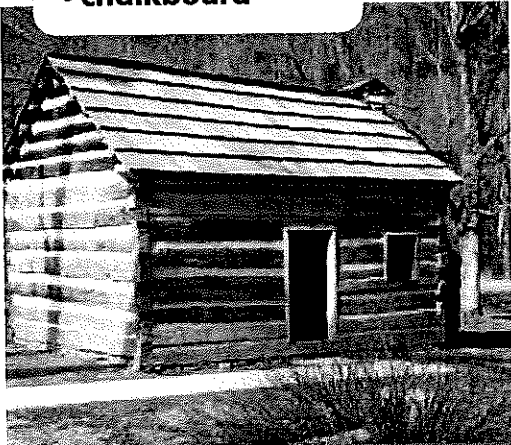
WORDS TO KNOW

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

- chores
- ax
- chalkboard

Abe Lincoln's Cabin

from *Scholastic News*

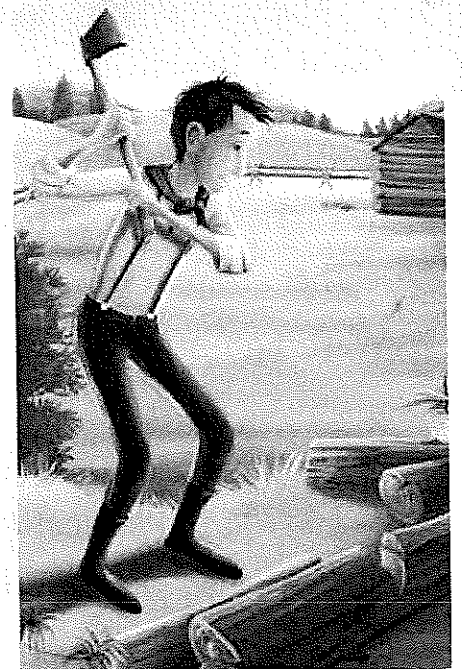



This picture shows what Abe Lincoln's first log cabin looked like. Lincoln was born in Kentucky in 1809.

- 1 Long ago, Abraham Lincoln was President of the United States. He was born in a small, one-room log cabin. His family built it themselves. Let's go inside and see what it was like.

Water Bucket and Ax

- 2 Young Abe had many chores to do. He had to get water for his family because they needed water for washing, drinking, and watering plants. Abe used a bucket to get water from a stream.
- 3 Abe had another job. He chopped wood with an ax, and his family used the wood for fences and firewood.



 **Think** Use what you learned by reading "Abe Lincoln's Cabin" to respond to the following questions.

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

Part A

Which information can you find under the subheading "Spinning Wheel"?

- A** what kind of clothes people wore in Abe's time
- B** how Abe's mother used a spinning wheel to make thread
- C** how many times Abe's mother used a spinning wheel
- D** why people made their own clothes in Abe's time

Part B

Write **two** details from the text that show why you chose your answer in Part A.

- _____

- _____

- 2** What do you learn from the caption under the illustration on page 182?

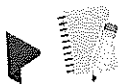
- A** how a spinning wheel works
- B** how Abe gathered water
- C** when Abe was born
- D** what chores Abe had

- 5** Read this sentence from paragraph 1.

He was born in a small, one-room log cabin.

What does "cabin" mean in this sentence?

- A** a room on a ship
 - B** a baby's room
 - C** a hospital
 - D** a small house
- 6** Which text feature would help you find facts about how Abe learned to read and write?
- A** the subheading "Slate and Books"
 - B** the subheading "Games"
 - C** the caption "This picture shows a spinning wheel from Lincoln's time."
 - D** the caption "Abe's cabin"



Write What did Young Abe do?

- 7 Plan Your Response** Make a list of chores, games, and other things.

Chores	Games	Other

Lesson 14

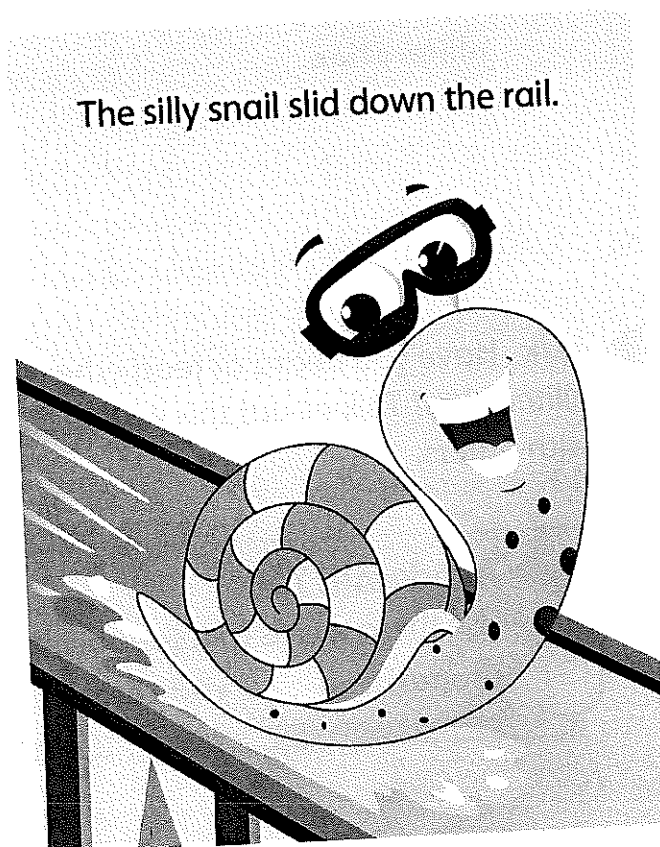
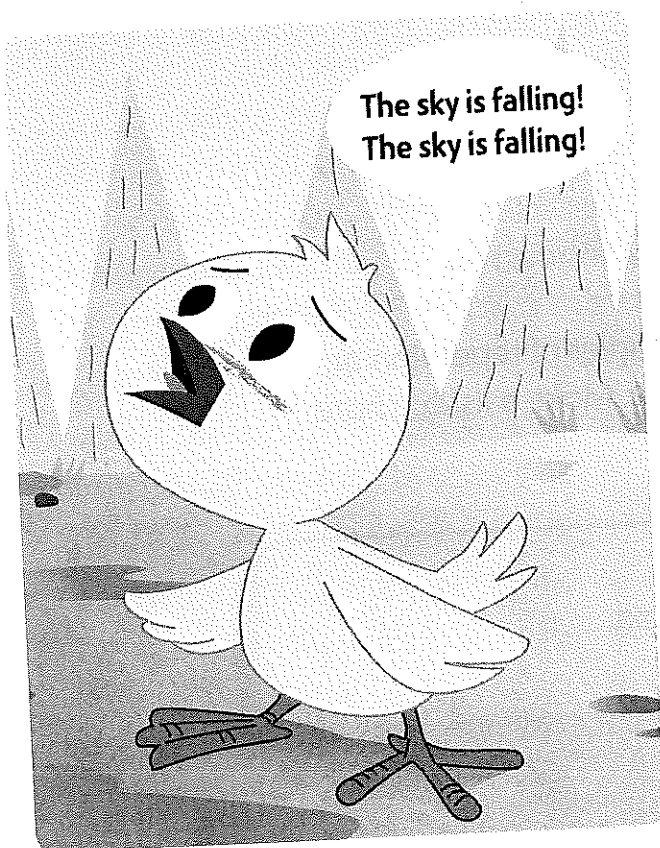
Sound and Meaning in Stories

Learning Target

Describing the special ways that authors use words and sounds will help you get more meaning from stories you read.

- **Read** Authors use words in special ways. They may use **repetition**, or repeated words and ideas, to show that something is important. Authors also use words that begin with the same letter or sound, like "gray goose." This is called **alliteration**. Repetition and alliteration can add meaning to a story. They can also make the sentences fun to read.

Read the sentences that go with each picture. How did the writers use words and sounds in special ways?



Crow Sings a Song

from Aesop



- 1 One day, Fox strolled by just as Crow was about to eat her breakfast. She held a large piece of cheese in her beak. Fox loved cheese. Fox loved cheese a lot. So he came up with a plan for getting some of it for himself.
- 2 “Dear Crow!” Fox said in his nicest voice. “You are the most beautiful of birds. Your black feathers are so shiny. Your beak is perfectly pointy!”
- 3 “I have also heard about your fine singing,” he sighed. “I would so love to hear you sing just one song.”
- 4 Crow had never trusted Fox, but she loved to be admired. Her wings began to flutter and flap with pride.
- 5 Crow pointed her beak up to the sky. She opened her mouth and cawed just a little. Then she opened her mouth again and caw-cawed a bit louder. Finally, she opened her mouth wide and caw-caw-CAWED out a song that was heard across the forest. But, of course, the cheese fell out of her beak!
- 6 “Ha!” cried Fox, as he caught the tasty treat. “I knew I could trick you, you croaky old Crow.”
- 7 And with that, Fox ran off with his prize. Crow felt ashamed. She had lost her breakfast for being too proud!

Close Reader Habits

Circle examples of alliteration in paragraph 2.

Underline the repeated words in paragraph 5.

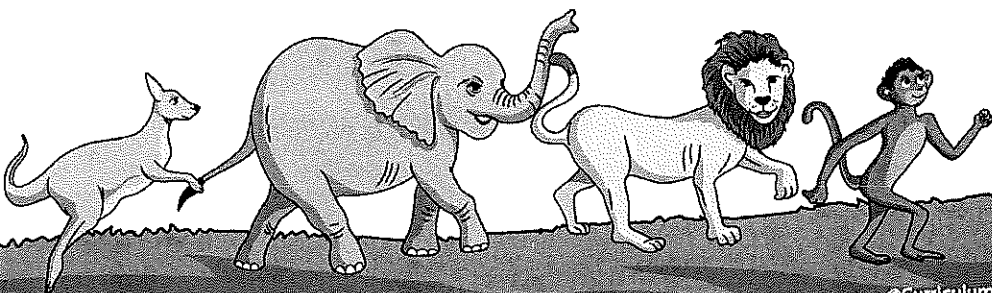
Jungle Parade

by Stephen Krensky

- 1 One day, Monkey was feeling bored. Then he got an idea. He swung his arms back and forth, hummed a happy tune, and started marching through the jungle. He marched to the left. He marched to the right. One step, two steps, taking-just-a-few steps.
- 2 Lion decided to follow him, shaking his mane. Three steps, four steps, listen-to-me-roar steps.
- 3 Elephant soon joined them, raising his trunk. Five steps, six steps, careful-don't-do-kicks steps.
- 4 Then Kangaroo came along, and Giraffe and Zebra and Cockatoo got in line behind her. Seven steps, eight steps, keep-the-line-real-straight steps.
- 5 In the big jungle parade, all the animals were bending and bowing and bumping to the beat. Paws went up and hoofs went down. They stepped and stomped all over the ground.
- 6 Hours passed, and the sun went down. So the animals marched to the left and they marched to the right. Soft steps, slow steps, off-to-bed-we-go steps.

Close Reader Habits

Underline the sentences at the ends of paragraphs 1, 2, 3, 4, and 6. How are they alike?





Write Use the space below to write your answer to the question on page 231.

Crow Sings a Song

- 3 Short Response** How does the repetition in paragraph 5 add meaning to the story?

HINT What changes every time the crow opens her beak?



Don't forget to check your writing.

**WORDS TO KNOW**

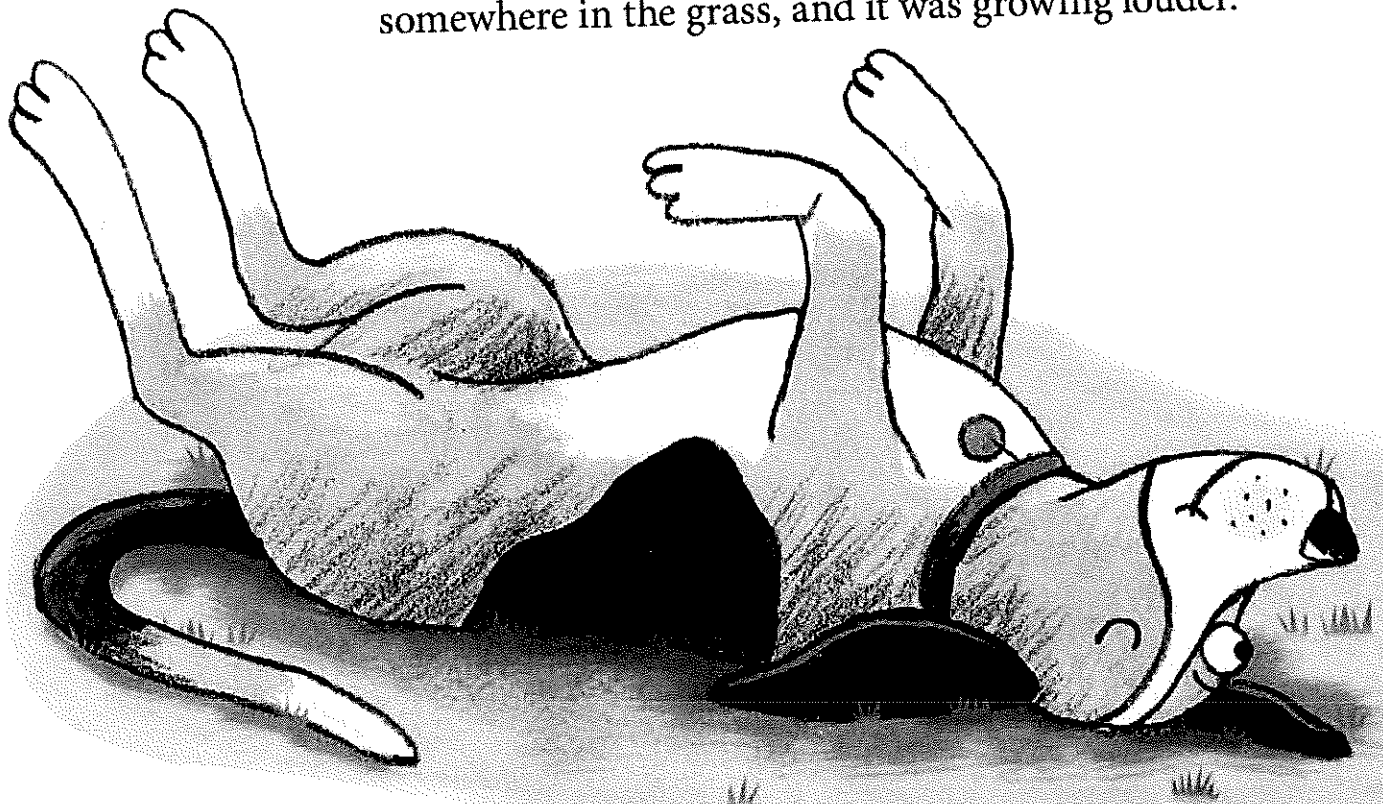
As you read, look inside, around, and beyond these words to figure out what they mean.

- **blinked**
- **forgotten**
- **forming**
- **guests**

Picnic Guests

by Cynthia Reeg, *Ladybug*

- 1 Buddy napped in the noonday sun.
- 2 His furry golden belly faced the blue sky. His four legs stuck straight up like fuzzy fence posts.
- 3 Crrrunch! Crrrackle! Crrrunch!
- 4 Buddy's eyelids popped open. What was that noise?
- 5 Crrrunch! Crrrackle! Crrrunch! The noise came from somewhere in the grass, and it was growing louder.



14 “Why, the food, of course,” said Buddy.

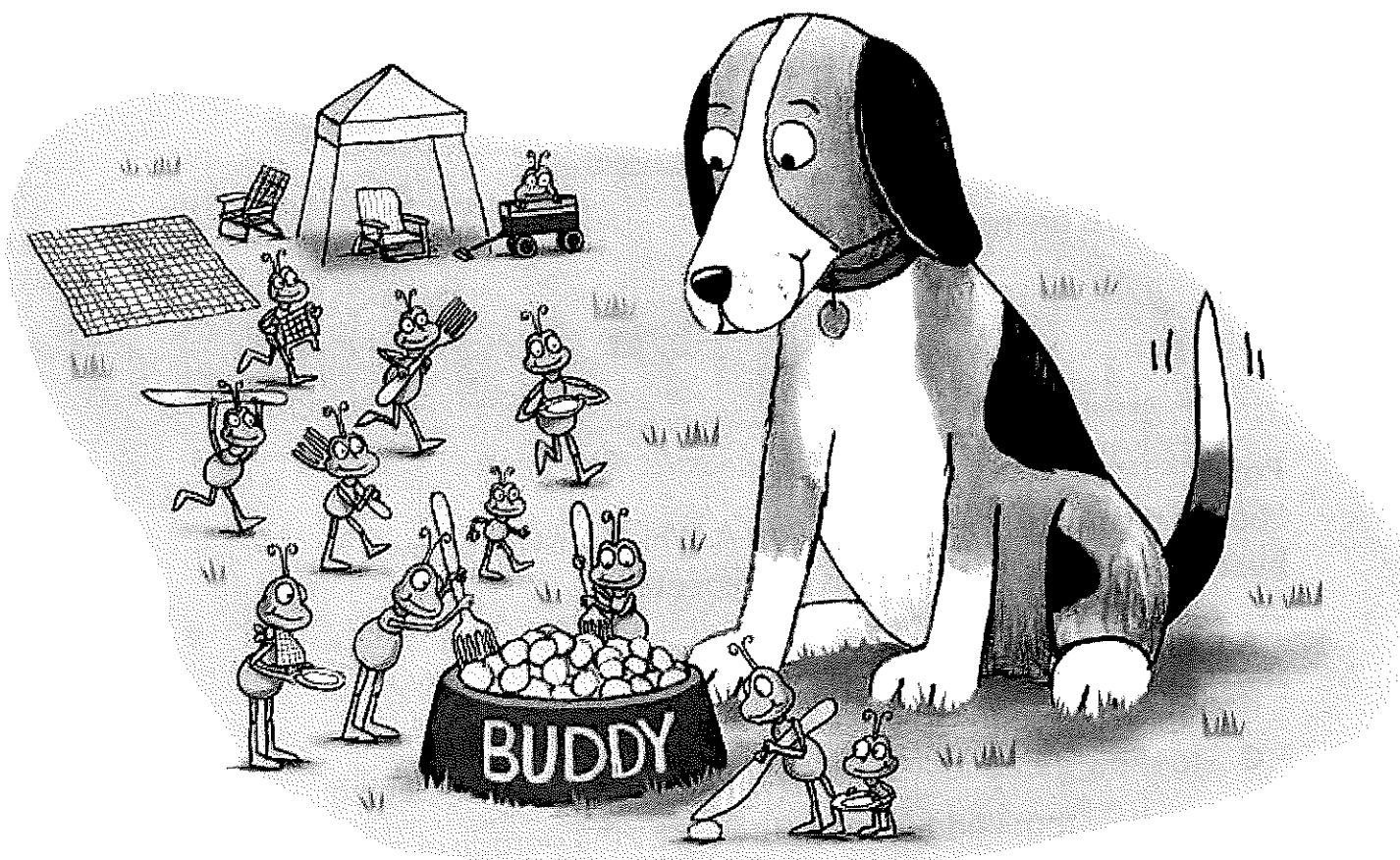
15 All the ants squealed with laughter. The ant leader pointed to Buddy’s food dish.

16 “The food is already there!”

17 Buddy gulped. That was his food! He felt a snarl forming.

18 But then Buddy looked at the giggling ants. His snarl stopped halfway up his throat. These ants were guests. His guests. A slow smile pulled on the corners of his mouth.

19 “Woof! Woof!” barked Buddy. “Welcome!” He grabbed his favorite ball and joined in the picnic parade.



- 3 Read this sentence from paragraph 11.

Buddy looked carefully at the ants marching through the grass.

What is the base word for the word “carefully”?

- A full
- B care
- C are
- D fully

- 4 Which answer **best** explains why “guests” is repeated in paragraph 18?

- A to show that the ants are not going to stay with Buddy
- B to show that Buddy finally understands how to treat the ants
- C to show that Buddy does not want to join the picnic parade
- D to show that the ants are polite enough to bring their own forks and knives



Write How do words and sounds add meaning to the story?

- 5 **Plan Your Response** Look in the selection for examples of alliteration. Make a list of your choices.
- 6 **Short Response** Choose **two** examples of alliteration in the story. Tell how they add to the meaning.

Lesson 15

Rhythm and Meaning in Poems and Songs

Learning Target

Describing how poets use rhythm and rhyme will help you understand how both can add meaning to a poem.

- **Read** Poets choose their words carefully. Sometimes they pick words that create a **regular beat** when you read them out loud. This regular beat, or **rhythm**, is what makes you want to clap your hands or tap your foot.

Poets may also use words that **rhyme**. These words have the same end sound, as in *tin* and *chin*. Rhyme can help connect ideas in words or lines in a song or poem.

**Read this song out loud. Clap your hands to the beat.
Listen for words that rhyme.**

Twinkle, twinkle, little star,
How I wonder what you are!

Up above the world so high,
Like a diamond in the sky.

Twinkle, twinkle, little star,
How I wonder what you are!

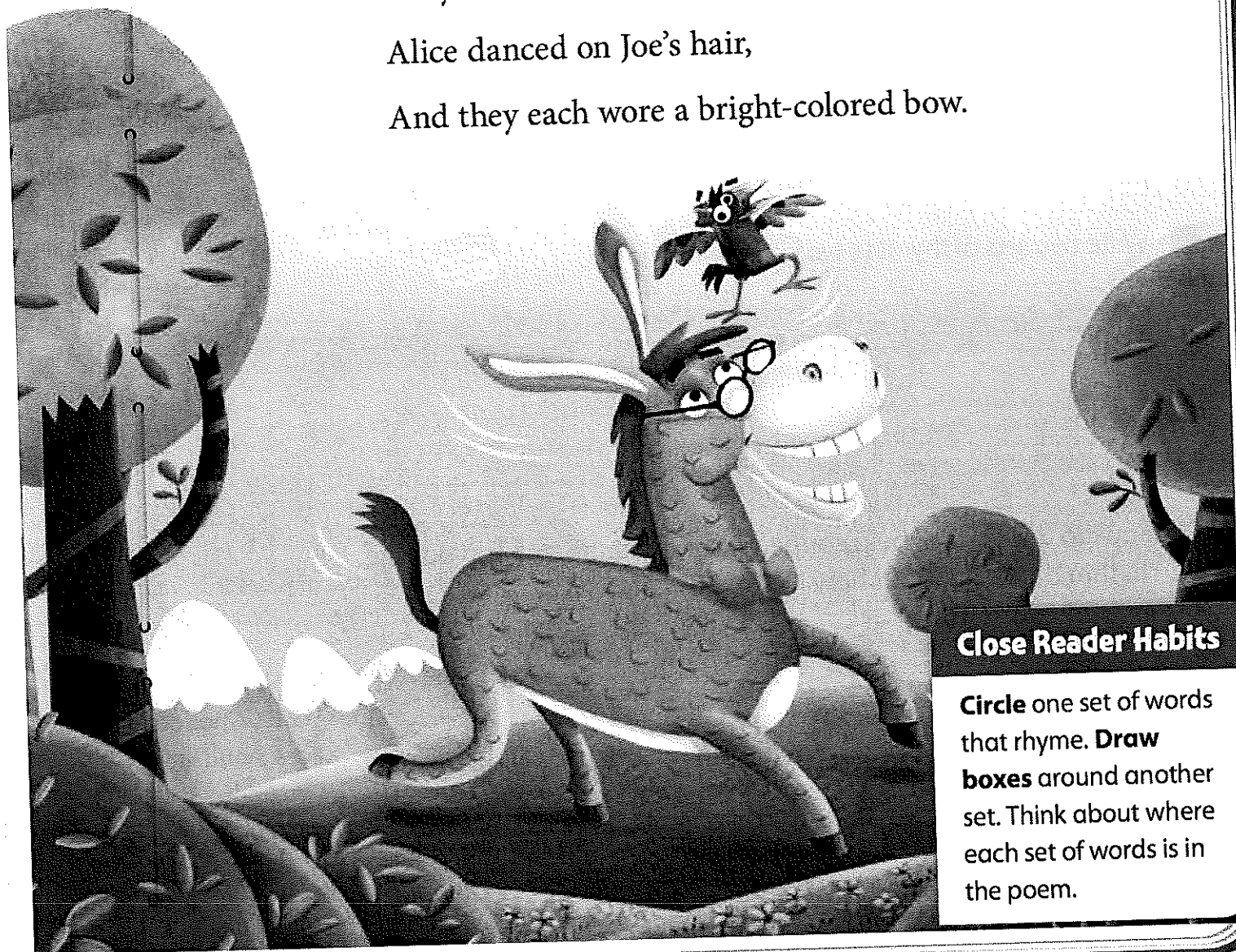




There Was an Old Donkey Named Joe

by Andrea Sanders

There was an old donkey named Joe,
Whose best friend was Alice the Crow.
They made a fine pair,
Alice danced on Joe's hair,
And they each wore a bright-colored bow.



Close Reader Habits

Circle one set of words that rhyme. **Draw boxes** around another set. Think about where each set of words is in the poem.



My Lizard



by Elizabeth Tidy, *Highlights*

A lizard sat upon my wall.

He looked so happy, green, and small.

“What scaly thoughts are in your head?”

“I’m thinking of my bike,” he said.

5 “Your bike?” with shock I did reply.

“I did not know that you could ride

A bicycle. I thought you crawled

Across the ground and right up walls.”

“Yes, well, you are mistaken, lad,”

10 My lizard said, a wee bit mad.

And from behind my potted plant,

He took a bicycle and sat

Upon its teeny tiny seat

And pedaled off with lizard feet.

Close Reader Habits

Circle two pairs of words that rhyme in the first four lines of the poem.



Write Use the space below to write your answer to the question on page 245.

There Was an Old Donkey Named Joe

4 Short Response Look again at the marks you made in question 1. Which two lines have a different rhythm? What do those two lines describe?

HINT What do lines 3 and 4 tell you about Alice and Joe?



Don't forget to check your writing.

WORDS TO KNOW

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

- sweeping
- view
- scarlet
- vine

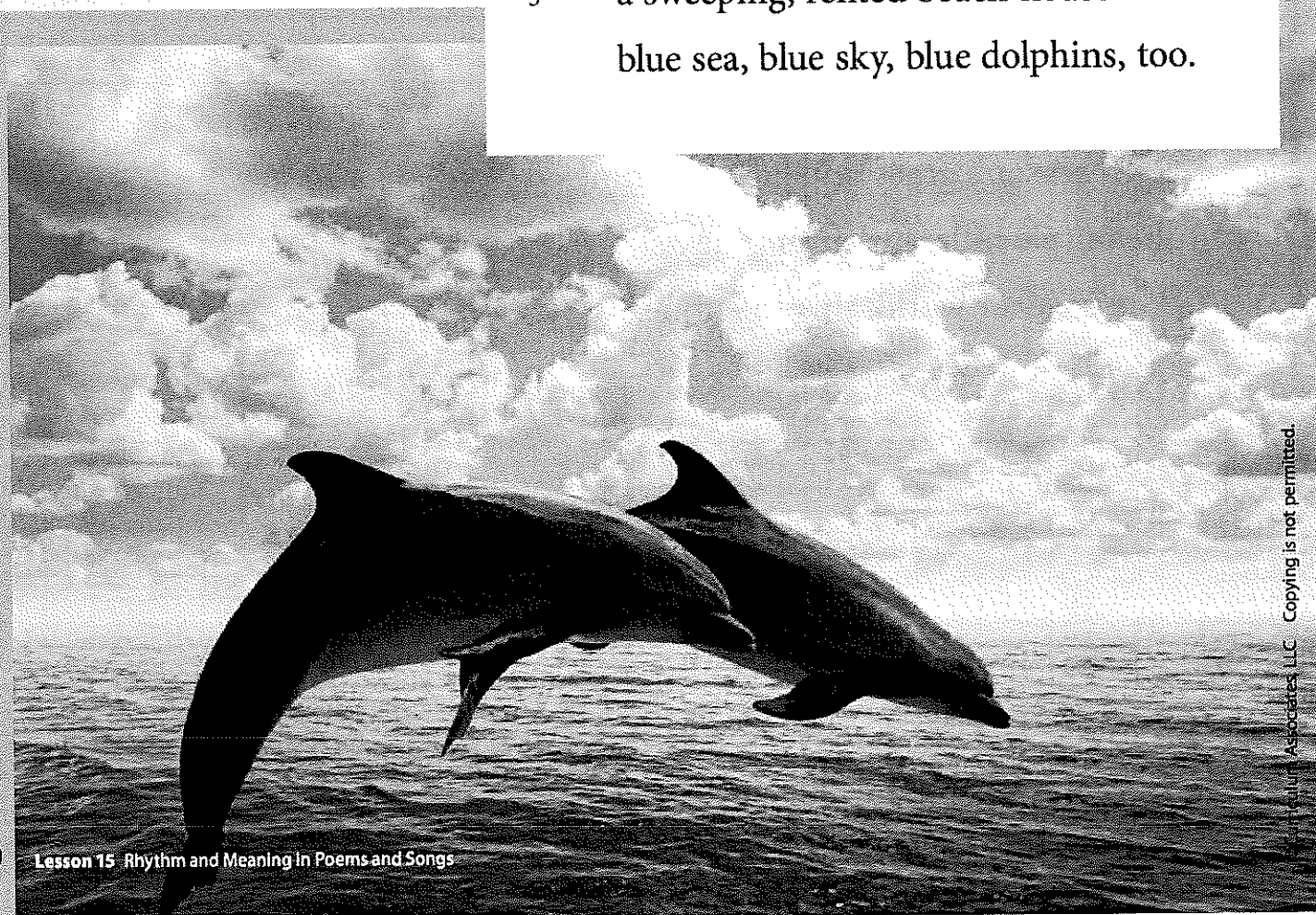
I Love the World


by Eileen Spinelli, *Highlights*

I love the world when it is white,
when snowflakes fall in winter light
to cover everything in sight.

I love the world when it is blue—
a sweeping, rented beach-house view:
blue sea, blue sky, blue dolphins, too.

5



 **Think** Use what you learned from reading “I Love the World” to respond to these questions.

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

Part A

Which is the **best** description of what this poem looks like?

- A** The poem has 15 lines.
- B** The poem has five sets of three lines.
- C** The poem is divided into two main parts.
- D** The poem begins each group of lines the same way.

Part B

Which sentence explains how rhyme is connected to your answer in Part A?

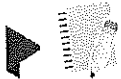
- A** Rhyme is used at the beginning and end of the poem.
- B** Rhyme connects important pairs of words.
- C** The three lines in each set end with words that rhyme.
- D** Only one part of the poem has words that rhyme.

- 2** Reread lines 1, 4, 7, and 10. What happens on the last strong beat of each one?

- A** The sentence ends.
- B** A season is named.
- C** A plant is listed.
- D** A color is named.

Independent Practice

- 5 Which sentence tells how the last set of three lines in the poem is different from the other sets?
- A The three lines don't rhyme.
 - B The first line does not begin the same way as the others.
 - C It mentions a holiday instead of a time of year.
 - D The rhythm is different.
- 6 Why does the poet begin lines 1, 4, 7, and 10 with the words "I love"?



Write Which part of the poem is your favorite?

- 7 **Plan Your Response** Reread the poem to choose the part that you like best. Remember to look for things such as rhyme and rhythm.
- 8 **Short Response** Use details from the poem to tell which part of the poem is your favorite. Talk about rhythm or rhyme if you can.

Lesson 18

Explaining How Images Support Text

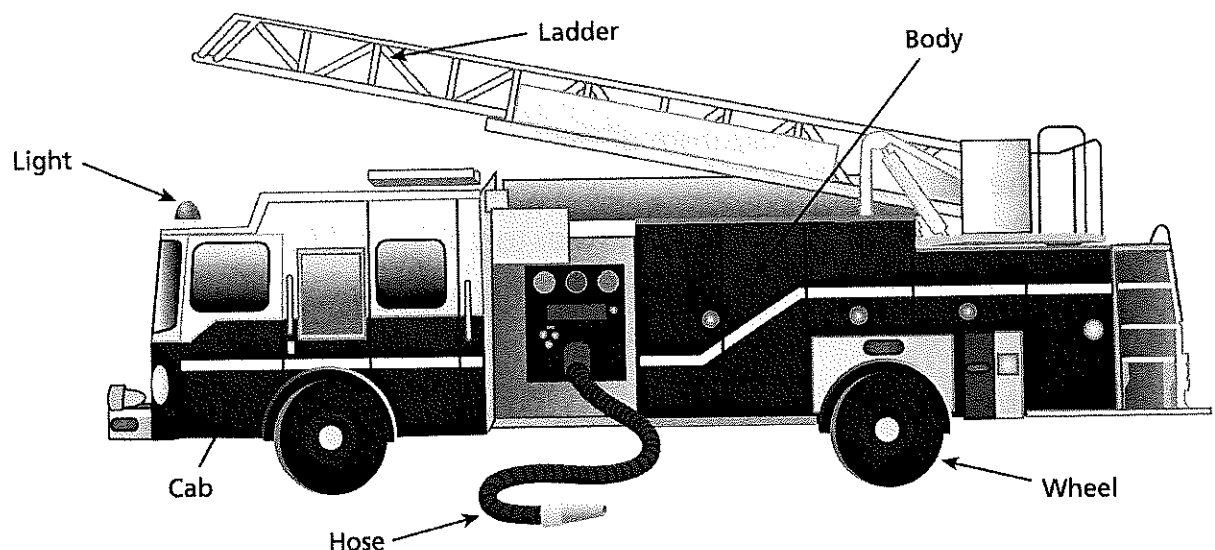
Learning Target

Looking at the pictures that go with a text will help you better understand what you read.

- **Read** When you read, pictures and other **images** can be as important as words. They can **support**, or help explain, information in the text. For example, **diagrams** are drawings that show the different parts of something. They can also show how something works.

Read the sentences. Then look at the diagram. How do they work together to help you understand the parts of a fire truck?

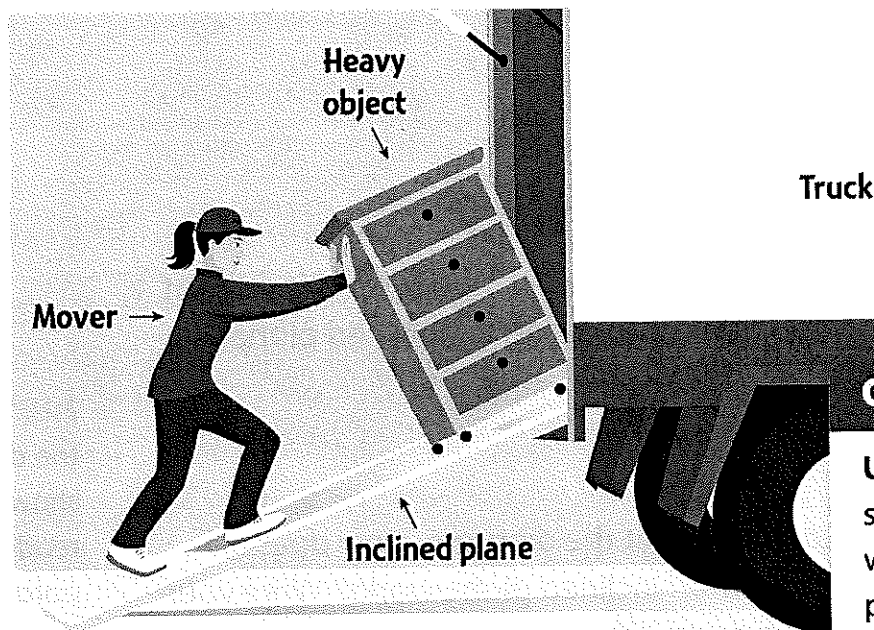
The driver of a fire truck sits in the cab. A ladder and a hose are connected to the main part of the truck. The hose is long and can stretch far from the truck.



The Inclined Plane

by Sandra Brody

- 1 Many years ago, people had a problem. How could they easily move heavy objects without lifting them? The answer to the problem was the inclined plane.
- 2 An inclined plane is a flat surface that creates a ramp. This ramp makes a smooth climb from a lower place to a higher place. Inclined planes let people move heavy objects more easily. They can push the objects instead of lifting them.
- 3 Today, we use inclined planes all the time. Wheelchair ramps are one example. Loading ramps for moving trucks are another. Boat ramps are another.

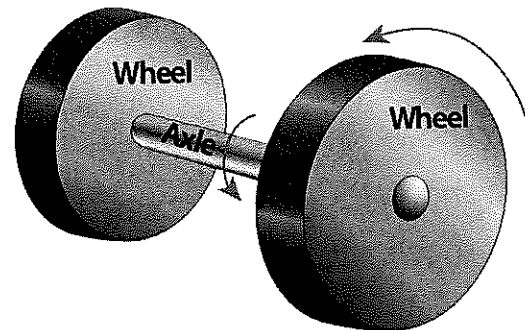


Close Reader Habits

Underline the two sentences that tell you what an inclined plane is. Then **circle** the inclined plane on the diagram.

Wheels and Axles

by Ed Green



- 1 A simple machine has few or no moving parts. One kind of simple machine is a wheel and axle. A wheel and axle can help move people or objects from one place to another.
- 2 Wheels and axles are all around you. Cars and bicycles have wheels and axles. A skateboard has them. Even a Ferris wheel is really just a big wheel and axle!
- 3 This simple machine has a large wheel. It also has a rod, called an axle. The axle goes through the center of the wheel. When the axle is turned, the wheel also turns.

Close Reader Habits

How does a wheel and axle work? **Put a box around** the paragraph that tells how it works.

Circle labels on the diagram that show the two parts of this machine.



Write Use the space below to write your answer to the question on page 299.

The *Inclined Plane*

- 3 Short Response** Look again at the diagram. How does it help you understand how an inclined plane works?

HINT How does the diagram show what you read about in paragraph 2?



Don't forget to check your writing.

Read

WORDS TO KNOW

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

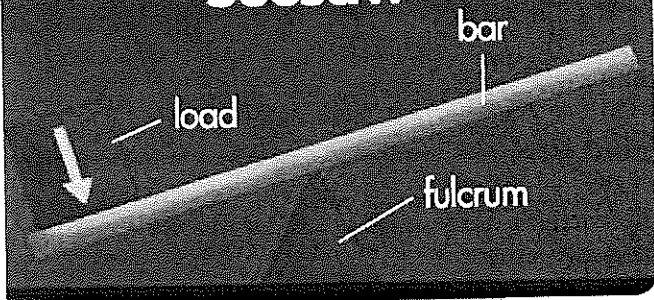
- **motor**
- **seesaw**

Levers and Pulleys

by Julian Green

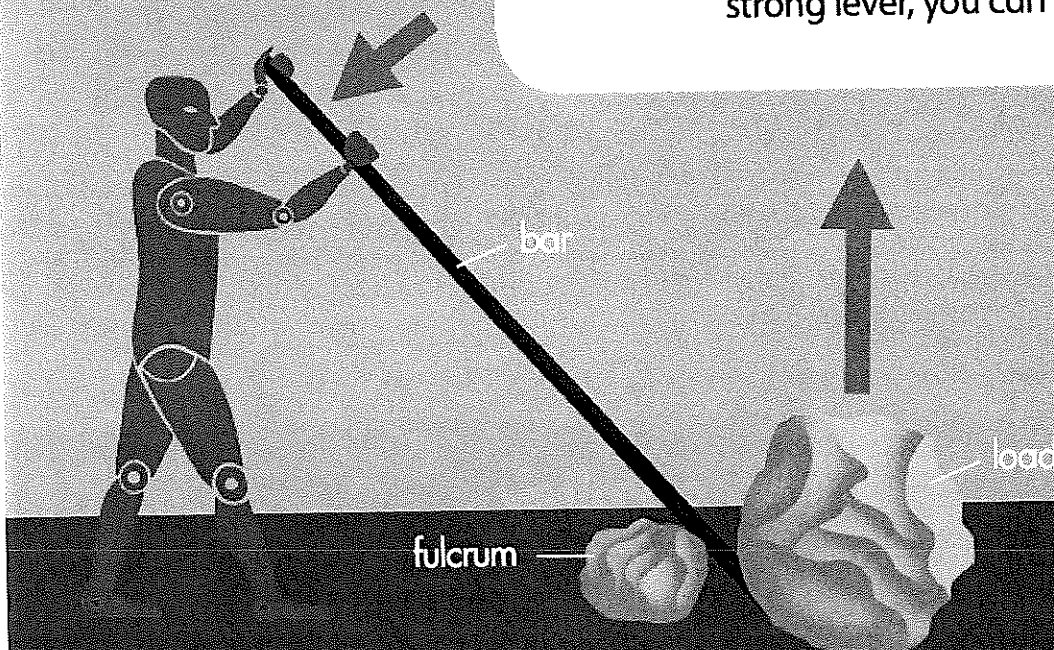
- 1 What is a machine? You might think it's something that has a motor. But a machine is any tool that helps us move things. Two simple machines are levers and pulleys.

Seesaw



- 2 A lever is made of a solid bar and a fulcrum. The fulcrum is the spot that the bar rests on. It is close to the object you are lifting. When one end of the bar goes down, the other end goes up, like a seesaw. If one end of the bar is longer than the other, it can be used to lift an object. The object is called the load. With a long, strong lever, you can lift really heavy loads.

Using a Lever



► **Think** Use what you learned from reading “Levers and Pulleys” to respond to these questions.

- 1** This question has two parts. Answer Part A. Then answer Part B.

Part A

Which of the following **best** tells what a “machine” is?

- A** anything that has a motor
- B** a tool that helps us move things
- C** tools made with wheels and fulcrums
- D** anything used to lift heavy loads

Part B

Write the words that name two simple machines.

motor lever fulcrum pulley load pivot

- 2** Look at the the diagram of the seesaw on page 304.
What does the bar rest on?

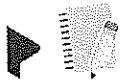
- A** a wheel
- B** the load
- C** the fulcrum
- D** the ground

Independent Practice

- 7** Write the parts below under “pulley” or “lever.” One part will be used twice.

• rope • bar • load • wheel • fulcrum

pulley	lever



Write How are levers and pulleys used to move things?

- 8 Plan Your Response** Look again at the article. Think about the steps you would follow to use each tool. Make a list of the steps.
- 9 Write an Extended Response** Explain how levers and pulleys are used to move things. Use your list and information from both the article and the diagrams in your answer.

Lesson 19

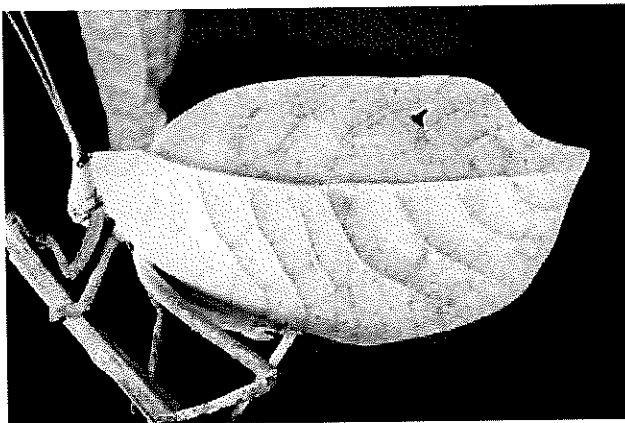
Describing How Authors Use Reasons to Support Their Ideas

Learning Target

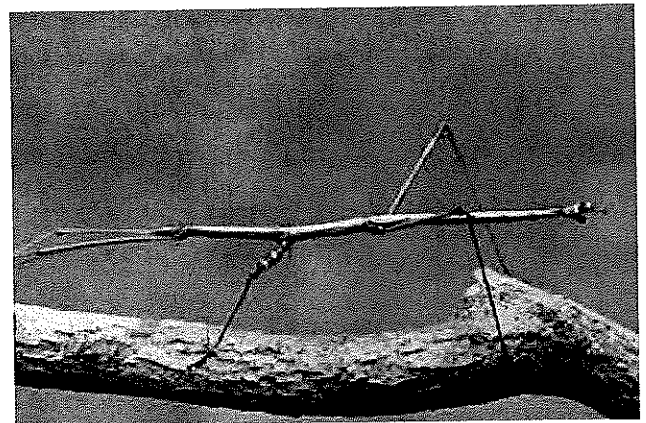
Telling about the reasons authors use to explain the points they make helps you better understand ideas in texts.

- **Read** A **key point** is an important idea about a topic. Authors **support** their key points with **reasons**. In a book about insects, an author might say that some insects are good at hiding. The author would support this key point with reasons that explain more about it.

Look at the photos and captions below. How do they support the key point that some insects are good at hiding?



Leaf katydids look like green leaves to blend in with trees and plants.



Walking sticks look like twigs to hide from animals that might eat them.

Earwigs

by Jane Kinzer



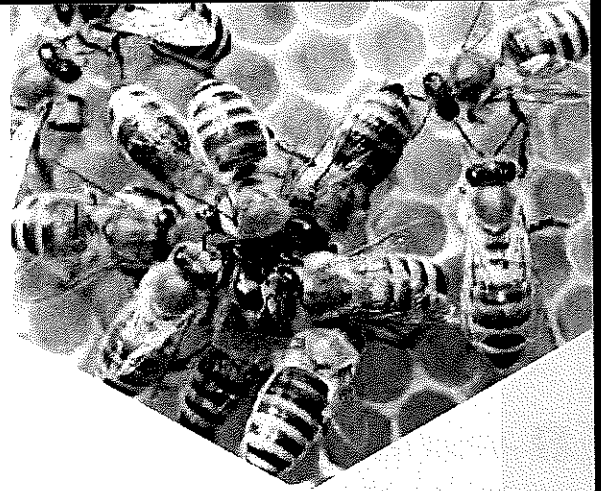
- 1 Many people do not like earwigs. These small brown insects scurry up walls, and they have big pincers. But earwigs aren't as bad as you might think.
- 2 Believe it or not, earwigs make very good mothers. Many insects lay their eggs and then leave. Not earwigs! The mother stays with her eggs, cleaning them and keeping them safe. She even helps the babies hatch out of their eggs. Once they have hatched, she helps them eat. She also keeps them out of danger.
- 3 Earwigs are also not as scary as they look. Sure, they have wings and big pincers. But they do not use their wings often. And earwigs don't like to use their pincers on humans. They use them mostly to catch prey. Even when they do pinch people, they are just keeping themselves safe. The pincers don't cause any harm.
- 4 The next time you see an earwig, remember: it's more than just a creepy bug!

Close Reader Habits

Draw a star by the sentence that tells the key point of the article. When you reread, **underline** reasons that support the key point.

Soldier Bees

by Melissa Maron



- 1 We could learn a lot about working together from honeybees. There are three types of bees in a hive. They all do different jobs to help make their hive a home. The queen bee lays eggs. Drones are the fathers. And worker bees do everything else. They clean the hive, feed the young, and find nectar. In South America, some honeybees have added a new kind of worker: the soldier bee.
- 2 Soldier bees stay at the opening of the hive to protect it from robber bees. Robber bees like to steal the honey from other hives. In most hives, the worker bees stand guard for only one or two days. Then they fly off to do other jobs. But soldier bees are different. They spend their whole lives defending the hive from other insects. They are very good at keeping the other bees safe. The soldier bees are some of nature's tiny heroes.

Close Reader Habits

What is the key point in paragraph 1 and paragraph 2?

Underline the key point in each paragraph.

 **Write** Use the space below to write your answer to the question on page 313.

Earwigs

- 3 Short Response** Why don't people have to worry about the earwig's pincers? Use reasons from the text in your answer.

HINT Reread paragraph 3. What reasons can you use?



Don't forget to check your writing.



WORDS TO KNOW

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

- millions
- prehistoric
- wingspans


Bugs!

Nature's Time Machine

by Nicole Linden

- 1 Have you ever wondered what insects looked like millions of years ago? They probably looked nothing like insects do today, right?
- 2 Not so fast. Insects long ago looked a lot like insects today. One kind of bug, the cockroach, has hardly changed at all. It still has a flat body and legs built for running. It still eats many different things, both living and dead. Cockroaches are built in a way that works well for them. In fact, cockroaches might stay the way they are for many more millions of years.
- 3 Other insects have changed a lot in some ways, and not so much in others. Prehistoric dragonflies looked much like they do today. They had long, thin bodies and two sets of wide wings.

Cockroaches have changed very little over time.

 **Think** Use what you learned from reading “Bugs: Nature’s Time Machine” to respond to these questions.

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

Part A

What key point does the author make about cockroaches?

- A** Cockroaches have hardly changed at all.
- B** Cockroaches have flat bodies and legs that are good for running.
- C** Cockroaches eat many different things.
- D** Cockroaches used to be much larger.

Part B

What are **two** reasons the writer gives to support the point you chose in Part A?

- _____

- _____

- 4 Use the dictionary entry to answer the question.

shelter (shel' ter) *n.* **1.** something that protects from weather or danger *v.* **2.** to shield or hide *n.* **3.** a refuge *n.* **4.** a place for poor or homeless to stay for a while

Which meaning matches how "shelter" is used in this sentence?

They were still able to find food and shelter as the world changed.

- A meaning 1
- B meaning 2
- C meaning 3
- D meaning 4

- 5 What sentence **best** describes the key point of the entire article?

- A Cockroaches and dragonflies have survived for millions of years.
- B Insects haven't changed much since prehistoric times.
- C Insects are built in ways that allow them to survive.
- D Insects today are smaller and weaker than they once were.



Write Why does the author think it's a good idea to look at insects closely?

- 6 **Plan Your Response** Reread the text and underline details that tell you what insects were like millions of years ago and today.
- 7 **Short Response** Explain the reasons the author gives to support her point that it's a good idea to look at insects closely. Use details from the text in your answer.

Lesson 21

Connecting Words and Pictures

Learning Target

Use information from the pictures and words in a story to help you better understand the characters, setting, and plot.

- **Read** Words and pictures, or **illustrations**, work together to help you better understand what happens in a story. They can give you details about the **setting**, or where the story takes place. Words and pictures help you know what the **characters** are like. They also help you understand the **plot**, or what is happening in the story.

Read the sentences and look at the illustrations. What do the pictures tell you that the words do not?

Picture 1



"I don't *want* to go on the roller coaster," said Allison.

"Oh, come on," said her mom.
"It'll be fun!"

Picture 2

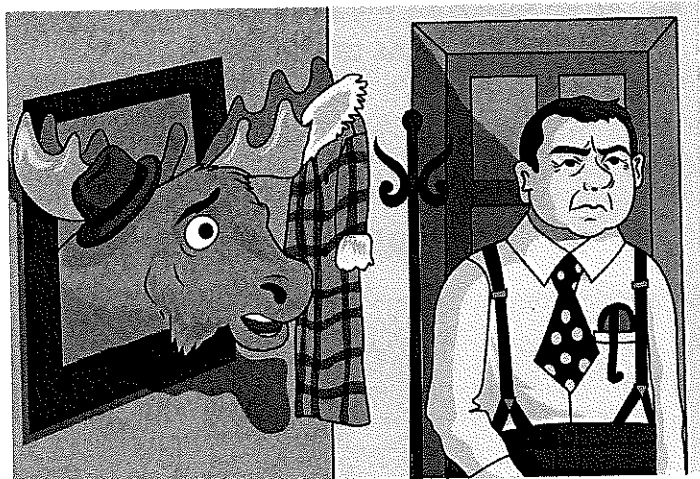


As it turned out, her mom was right. Sort of.

Mr. March and the Moose

by Wendell Riley

1 Mr. March could not find
his glasses anywhere. He had
searched his whole house, and
he'd even poked around his
backyard. When he came
inside, he hung his hat and
coat on the coat rack.



Picture 1

2 "Where could those glasses
be?" he muttered. "I can't see
three feet without them! And I was so hoping to
spot that moose everyone has been talking about."

3 "Excuse me, sir," a shy voice
said. "I believe your glasses are
in your shirt pocket."

4 Mr. March jumped! Who
had said that? But he reached in
his pocket and there were his
glasses! When he put them on,
he realized he had not hung his
hat and coat on the coat rack after all.



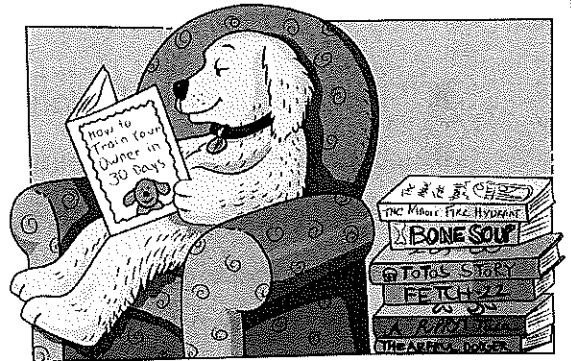
Picture 2

Close Reader Habits

Circle details in the pictures that aren't in the sentences.

Fast Learner

by Julie Barnes



- 1 Thunder had a serious problem. He couldn't seem to train his owner, Penny, though he knew she was trying hard. His friend Pepper gave him a book called *How to Train Your Owner*. She said she'd found it very useful with her own girl. The first chapter looked helpful: "How to Walk Your Person."
- 2 That night, Thunder brought Penny his leash, which meant that it was time for their daily walk. As usual, though, Penny walked much too fast, leaving Thunder no time to search for good smells.
- 3 So Thunder did what the book told him to do. First, he sat down and dug in his paws. Penny stopped. Then Thunder stood up and started walking by her side. He walked at a nice, slow pace.
- 4 Penny soon was walking ahead again, so Thunder repeated what he had learned. This time, it worked! Penny walked slowly at Thunder's side. "Good girl!" thought Thunder, rewarding her with a tail wag.
- 5 It took Thunder three weeks to finish the book. After a lot of practice, Thunder had a well-trained owner!

Close Reader Habits

How do the picture and words help you understand that this story is a fantasy?

Circle something in the picture and **underline** the sentences that show this is a fantasy.

 **Write** Use the space below to write your answer to the question on page 355.

Mr. March and the Moose

- 3 Short Response** What does Mr. March find out once he puts his glasses on? How do the words and pictures help you understand this?

HINT Where did Mr. March hang his hat and coat?



Don't forget to check your writing.

WORDS TO KNOW

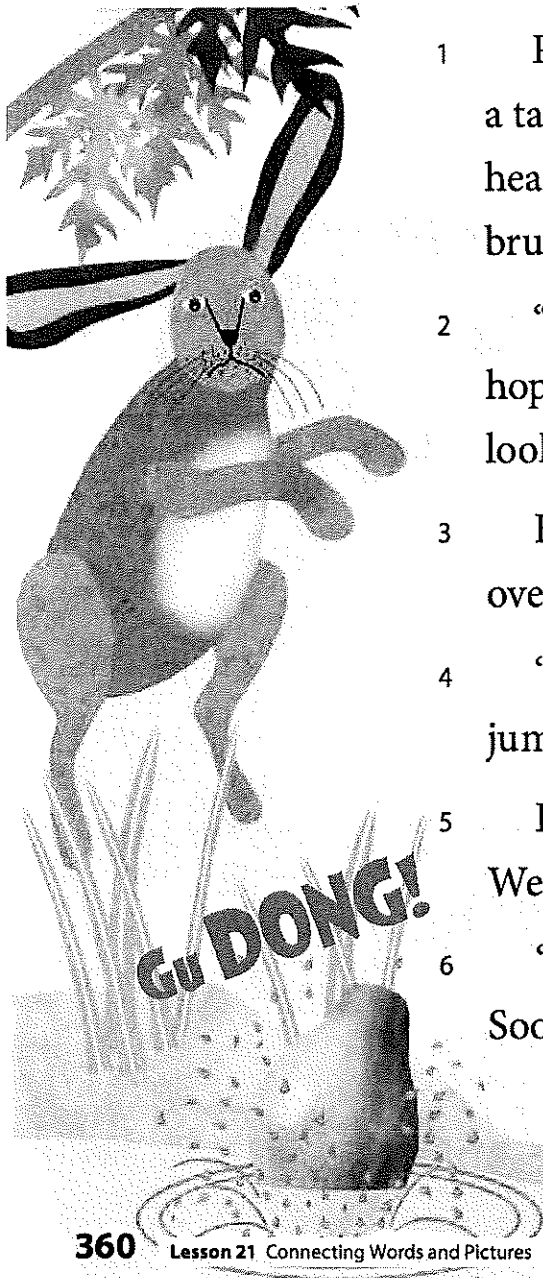
As you read, look inside, around, and beyond these words to figure out what they mean.

- papaya
- dared
- trembled

Gu Dong is Coming!

Based on a traditional Chinese folktale by Xu Li

- 1 Rabbit White nibbled grass by the pond where a tall papaya tree stood. Suddenly, Rabbit White heard *Gu Dong*! He jumped so high his ears brushed the branches of the papaya tree.
- 2 “A monster is coming!” Rabbit White shouted, hopping away as fast as he could. He dared not even look back. “A . . . a . . . a *Gu Dong* is coming!”
- 3 He jumped over brooks and logs. He even bounced over Monkey, who was eating a banana on a fallen log.
- 4 “What’s your hurry? Who’s *Gu Dong*?” Monkey jumped from the log and dashed after Rabbit White.
- 5 Rabbit White said, “A monster, big and scary. We must call all of our friends.”
- 6 “*Gu Dong* is coming!” they shouted as they ran. Soon they bumped into Fox.



18 “He will eat us all,” cried Tiger.

19 “He has three big red eyes,” Monkey chattered.

20 “Who has seen Gu Dong?” Lion asked, smiling.

21 The animals looked at Rabbit White. He said,
“I heard him by the pond.”

22 “Let’s find out who this Gu Dong is,” said Lion.

23 So Rabbit White led Monkey, Fox, Spotted Deer, Bear, Tiger,
and Lion back to the pond. But no one was there. Only a ripe
papaya floated on the water.

24 “I know I heard Gu Dong!” Tears ran down Rabbit White’s
face. Just then, another ripe papaya fell into the pond. *Gu Dong!*

25 “Aaaugh!” Rabbit White screamed and then started
laughing. “It’s only the papaya!” he cried out with joy.

26 Lion picked up a papaya and broke it open. Then they all
enjoyed a papaya lunch at the edge of the pond.



- 3** Which sentence **best** shows that Lion knows Gu Dong is not a monster?

A "Lion walked slowly through the deep grass."
B "'Who has seen Gu Dong?' Lion asked, smiling."
C "'Let's find out who this Gu Dong is,' said Lion."
D "Lion picked up a papaya and broke it open."

- 4** Read this sentence from paragraph 10.

Fox trembled when he pictured the fearsome Gu Dong.

After breaking the word "fearsome" into two parts, what would you say it means?

A very ugly
B scary
C colorful
D huge



Write Many stories are told to teach a lesson. Think about the lesson that "Gu Dong Is Coming!" teaches.

- 5 Plan Your Response** Write what you think the lesson of the story is. Make a list of details from the text and the pictures that help teach that lesson.

- 6 Write an Extended Response** Explain how "Gu Dong Is Coming!" teaches a lesson. Use details from the text and the pictures to support your ideas.
