



Compton USD Learning Packet #3

Second Grade

Name _____

2nd Grade Learning Packet

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Week 4

Day	Lesson	Date Completed
1	Diphthongs ou, ow/Irregular Plurals, Read "The Lost Kitten" and answer the comprehension questions.	
	Play the games on the sheet, What's in the Bag?	
	Science: Plant Shapes and Sizes	
2	Do the Vocabulary Activity Read "A Difficult Decision" and answer the comprehension questions.	
	Complete the lesson, Show Amounts in Two Ways	
3	Do Practice pages 207-210 (Genre/Literary Element, Vocabulary Strategy: Suffixes, Writing Traits: Ideas, Write to Sources)	
	Complete Task #1 and Task #2 of Which Piggy Bank?	
	Science: Plants are Yummy!	
4	Do Practice pages 101-102 (Grammar: Pronouns) and pages 104-105 (Spelling: Diphthongs)	
	Complete Task #3 (including Set B-D) of Which Piggy Bank?	




Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

Two letters blended together can stand for one vowel sound. The letters *ou* and *ow* can stand for the vowel sound in *south* and *down*.

A. Circle the word that names each picture.

1.		2.		3.	
	mouse mop		ox owl		cone cloud

Some nouns have special plural forms. They change their spelling to name more than one.

B. Read each word in the first column. Draw a line from each word to its plural form in the second column. Read the word in the second column.

4. mouse	children
5. deer	men
6. child	deer
7. man	mice

Name _____

sound mound cloud shout pound
 clown brown crown howl growl

A. Word SortWrite the spelling words that have the *ou* spelling pattern.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

Write the spelling words that have the *ow* spelling pattern.

6. _____ 7. _____ 8. _____

9. _____ 10. _____

B. Missing Letter

A letter is missing from each spelling word below. Write the missing letter in the box. Then write the spelling word correctly on the line.

11. so nd _____ 12. clo n _____13. cl ud _____ 14. gro l _____15. mo nd _____

Name _____

Read the passage. Use the summarize strategy to tell the important events in your own words.

The Lost Kitten

One day, my friend Cora and I walked down our
10 street. We saw a sign that had a photo of a kitten and
23 the words, *LOST KITTEN. Please call Sally at 555-0505 if*
33 *you find my kitten, Boots.*

38 Cora said sadly, "Sally is our neighbor. She just got a
49 new kitten, and now her pet is missing. I wish we could
61 do something."

63 I said, "It's not hopeless. There is something we can
73 do! Let's ask our neighbors to help look for Boots."

83 We asked my dad to help with our neighborhood
92 search plan. First, we went and talked to Sally.

102 Sally told us what happened. "I was careless and I
112 left the back door open. Boots ran out. I haven't seen
123 him since."

125 "Don't worry," I said. "We have a plan to help. Come
136 with us."

Name _____



138 We all went to Mrs. Lowe's house. We told her our
149 plan. Mrs. Lowe said, "It's very thoughtful of you to help
160 Sally. I'll be happy to look for Boots." She joined our
171 group.

172 So did all the other neighbors. Dad made a search
182 plan. Then we all started looking.

188 Cora and I called loudly, "Boots!" Then we heard a
198 soft mewing sound. There was Boots under a bush. I
208 held out my hand and softly called Boots's name. He
218 came right to me and I picked him up.

227 Sally was very thankful that we found Boots. She
236 hugged her kitten tightly. She said "The neighborhood
244 search plan worked. Thank you, everyone!"

Name _____

A. Reread the passage and answer the questions.

1. To figure out a character's point of view, look for clues. How does Cora feel about the missing kitten? Look for clues in the second paragraph on page 203.

2. How does the narrator feel? Look for clues in the third paragraph on page 203.

3. How does Sally feel when her kitten is found? Look for clues in the last paragraph on page 204.

B. Work with a partner. Read the passage aloud. Pay attention to how you raise and lower your voice as you speak naturally. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

name:

date:

#:

What's in the Bag?



Game 1 Directions: Name that Coin

1. When your eyes are closed, your partner will pick one coin to hide in the bag.
2. Reach your hand into the bag.
3. Without looking, name the coin and how much it is worth.
4. Take the coin out to see if you were correct or not.
5. Trade roles and play again.

Game 2 Directions: Find that Coin

1. Place one of every coin (penny, nickel, dime and quarter) in the bag.
2. Your partner will say the name of one coin or the value of the coin.
3. Without looking, reach into the bag and pull out the coin you think matches what they said. Tell the value of that coin.
4. Put the coin back and trade roles.

Game 3 Directions: Name the Value

1. Put three of every coin in the bag.
2. Your partner will say the name of two coins for you to find (they can be two of the same or two different ones).
3. Without looking, reach into the bag and pull out the two coins.
4. State the total value of those coins and how you figured out the total value.
5. Place the coins back in the bag, trade roles and play again.

Game 4 Directions: Make that Value

1. Put five of every coin in the bag.
2. Your partner will choose a total amount less than 50 cents and tell you that number.



3. Without looking, reach into the bag and get out coins that will total that value. You can choose as few as one coin or as many as are needed.
4. Find the value of the coins you pulled out. If it is not the same value your partner gave you, find the difference between the total you pulled out and what you were trying to pull out.
5. Place the coins back in the bag, trade roles and play again.
6. After 4-5 tries each, play the same game but the total value can be up to 100 cents.

Reflection: Be prepared to share your strategy for feeling which coin you wanted and for knowing which coins to get to equal a given value.





Plant shapes and sizes

Observations

There are many different types of plants. *Trees* have a woody trunk and grow very big. Some trees produce seeds in flowers while others produce seeds in cones. *Shrubs* are plants that have more than one trunk and often have flowers. Some plants are small with soft stems. They may have brightly colored flowers; scientists call these plants *herbs*.

Science activity

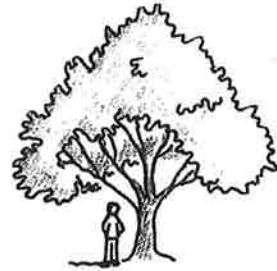
Which of the plants below are herbs, which are shrubs, and which are trees? Draw a line from each plant to the correct name. What do all the plants have in common?



herb



shrub



tree









Science exploration

Take a walk in your neighborhood. Are there more shrubs, herbs, or trees?



Name _____

Use the word chart to study this week’s vocabulary words. Work with a partner to take turns reading each word and sentence. Then write a sentence using each word in your writer’s notebook.

Word	Context Sentence	Illustration
<p>champion</p>	<p>The <u>champion</u> won the race and got a prize.</p>	
<p>determined</p>	<p>I <u>determined</u> it would rain when I saw dark clouds.</p>	
<p>issues</p>	<p>The doctor talks about health <u>issues</u>.</p>	
<p>promises</p>	<p>We keep our <u>promises</u> to help with the chores.</p>	
<p>volunteered</p>	<p>Dad <u>volunteered</u> to help with our field trip.</p>	
<p>votes</p>	<p>Our teacher counted <u>votes</u> for class leader.</p>	

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Review vocabulary. Use gestures to demonstrate meaning. Ask children to identify cognates. Pair children of different language abilities to write one or two sentences, or draw pictures, to illustrate the meaning of the newly acquired vocabulary.

Name _____

champion	determined	issues	promises
responsibility	rights	volunteered	votes

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|-------------------|---|
| 1. issues | a. a duty to do something |
| 2. rights | b. things you say you will do |
| 3. determined | c. offered to do something |
| 4. champion | d. a person who wins |
| 5. responsibility | e. choices to elect someone |
| 6. volunteered | f. what the law says you can do or have |
| 7. promises | g. decided something |
| 8. votes | h. important topics |
-

B. Write a sentence using the word *responsibility*.

9. _____

Unit 5 Week 1

SOURCE TITLE: A Difficult Decision**LEXILE: 380****1. Standard: RL2.1**

Which sentence **best** describes the main idea of the passage?

- A Good citizens find games.
- B Good citizens should do the right thing.
- C Good citizens play at the park.
- D Good citizens go to school.

2. Standard: RL 2.1

Which detail best supports doing the right thing?

- A Wyatt always finds toys.
- B Wyatt likes going to the park.
- C Wyatt helps solve problems at school.
- D Wyatt tells Paul everything.

My best friend Paul and I were excited to go to the park after school. The park had a new fort. The Parks Department let the kids choose what kind of equipment to build, and the fort got the most **votes**. After school, Mom and I met Paul and his dad at the park.

Paul and I raced to the top of the tower. "I win. I'm the **champion**," I shouted. "Look, Paul! Someone left the newest GameMaster here. It's mine now!"

Paul raised his eyebrows and looked thoughtful. "Wyatt, you cannot keep that GameMaster," he said. "You have a **responsibility** to return it. It is your duty!"

I asked, "Haven't you ever heard the saying, 'finders keepers, losers weepers'? I have **rights**. I found it, so I am claiming it."



3. Standard: RL2.6

What did Paul say about the person who lost the game?

- A The person would be happy.
- B The person would be tired.
- C The person would get a new game.
- D The person would be upset.



"You can do whatever you want, Wyatt, but you know it's wrong to keep it," Paul said. Then he added, "Whenever there are **issues** like this at school, you're the one who helps solve the problems. Now you aren't taking your own advice."

Then Paul added, "I **volunteered** my thoughts. If you don't want to take the help I offered, there's nothing I can do."

Paul was right. I couldn't keep the game because it wasn't mine. The person who lost it would be upset. I cleared my throat and said in my best deep voice, "I've **determined** that you're right!"

"I'm delighted you decided to do the right thing," said Paul.



We told my mother what happened. She walked around the park with us so we could try to find the owner of the game. Soon we saw a boy and his Mom looking for something. He looked hopeless, and he burst into tears when we asked him if the game was his. "Yes," he wailed, "I lost my GameMaster a little while ago. I should have been more careful!"

Afterward, Mom and I walked home. I was glad I returned the toy to the boy. So, I made a promise to myself to always try to do the right thing. Now that is a vow I can keep!



Make Connections

How are Paul and Wyatt good citizens? ESSENTIAL QUESTION

What is something you do to be a good citizen? TEXT TO SELF

4. Standard: RL2.3

What did Wyatt want to do before he returned the game?

- A** throw the game
- B** look for the game
- C** play the game
- D** keep the game

5. Standard: L 2.4

Read the sentence from the story.

The boy looked **hopeless**.

The word **hopeless** most likely means _____.

- A sad
- B careful
- C lost
- D tired

6. Standard: W 2.1

Do you think Paul and Wyatt did the right thing? Why or why not? Use text evidence to support your answer.

Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid).

Name _____

HANDS ON Lesson 7.4

Show Amounts in Two Ways



COMMON CORE STANDARD—2.MD.8
Work with time and money.

Use coins. Show the amounts in two ways.
Draw and label the coins.

1.

39¢

2.

70¢

3.

57¢

Problem Solving



4. Madeline uses fewer than 5 coins to pay 60¢. Draw coins to show one way she could pay 60¢.

Lesson Check (2.MD.8)

1. Circle the group of coins that has the same total value.



Spiral Review (2.OA.2, 2.NBT.1, 2.NBT.3)

2. Write the number 31 as a sum of tens and ones.

2 tens ____ ones

3. Write 13 tens as a sum of hundreds and tens.

____ hundreds ____ tens

4. What is the value of the underlined digit?

28

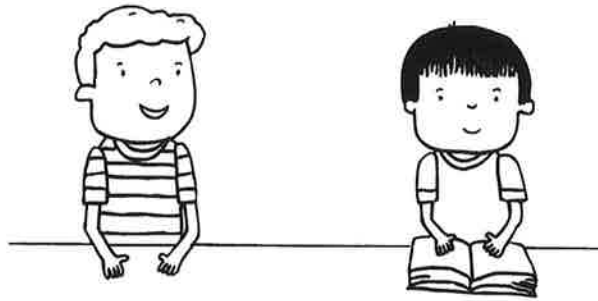
5. Baylie's softball team scored 5 runs in the first inning and 6 runs in the second inning. How many runs did her team score?

5 + 6 = ____ runs

Name _____

Reading Volunteers

My name is Derek. I'm in the second grade. All the children in my class know how to read. We visit Ms. Snow's first-grade class every Friday. I sit with Jack and help him practice reading. It feels good to help others.



Answer the questions about the text.

1. Realistic fiction has made-up characters and events that could be real. It can be written in the first person. Circle the sentence that helps you know this text is realistic fiction.

It tells facts about how to read.

It tells a made-up story about two boys reading together.

2. The character who is telling the story is _____.
Circle the pair of words that show the story is written in the first person.

my, I

all, every

we, him

3. Derek helps Jack practice reading. How do you think Derek feels about that?

Derek enjoys helping Jack.

Derek doesn't want to help Jack.

Name _____

To figure out a new word, look for a **suffix**, or word part, added to the end of the word.

<i>-ly</i> = “in a way that is”	loudly (in a way that is loud)
<i>-ful</i> = “full of”	thankful (full of thanks)
<i>-less</i> = “without”	harmless (without harm)

Circle the suffix in each underlined word. Then circle the meaning of the word.

1. Cora said sadly, “Sally is our neighbor.”

in a way that is sad

without being sad

2. I said, “It’s not hopeless.”

without hope

full of hope

3. I was careless and I left the back door open.

full of care

without care

4. It’s very thoughtful of you to help Sally.

full of thought

without thought

5. I held out my hand and softly called Boots’s name.

without being soft

in a way that is soft

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add descriptive details.

Draft Model

Our class helped at the park. We planted a lot of things. I used a shovel to dig holes for trees. Other kids helped, too. The park looked great at the end of the day.

1. What kind of class is helping in the park?
2. What does the park look like?
3. What details might describe the kinds of things the class planted? What details might tell how the park looks at the end of the day?

B. Now revise the draft by adding descriptive details that help readers learn more about the characters, setting, and events.

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Name _____

Jordan used text evidence to answer the prompt: *In your opinion, are Grace and Matthew responsible members of their communities?*

I think Grace and Matthew are both responsible members of their communities. Grace listens to the issues that are important to other students. She makes promises to make her school a better place, like making bullying and littering against the rules. She even keeps some of her promises before she is elected. Grace organized a beautification committee, volunteered in the school cafeteria, and joined the safety squad. She does a lot of hard work for her community without being asked.

Matthew also helps other kids. He feels lucky that he is able to go to Camp Smiles. He thinks other kids with disabilities should have the same opportunity. Like Grace, he is involved in his community. He asks for help to raise money for kids who can't afford to go to Camp Smiles. He helps make other kids smile! This is why Grace and Matthew are both responsible members of their communities. They are good citizens.

Reread the passage. Follow the directions below.

- 1. Circle the topic sentence.**
 - 2. Draw a box** around a detail that tells how Matthew is a responsible member of his community.
 - 3. Underline the conclusion.**
 - 4. Write a plural pronoun** Jordan used on the line.
-

name:









date:

#:

Which Piggy Bank?

Task 1: Would You Rather?

Would you rather have

Choice A		Choice B
	OR	
	OR	
	OR	
	OR	



Analysis

1. How did you decide which choice you would rather have?

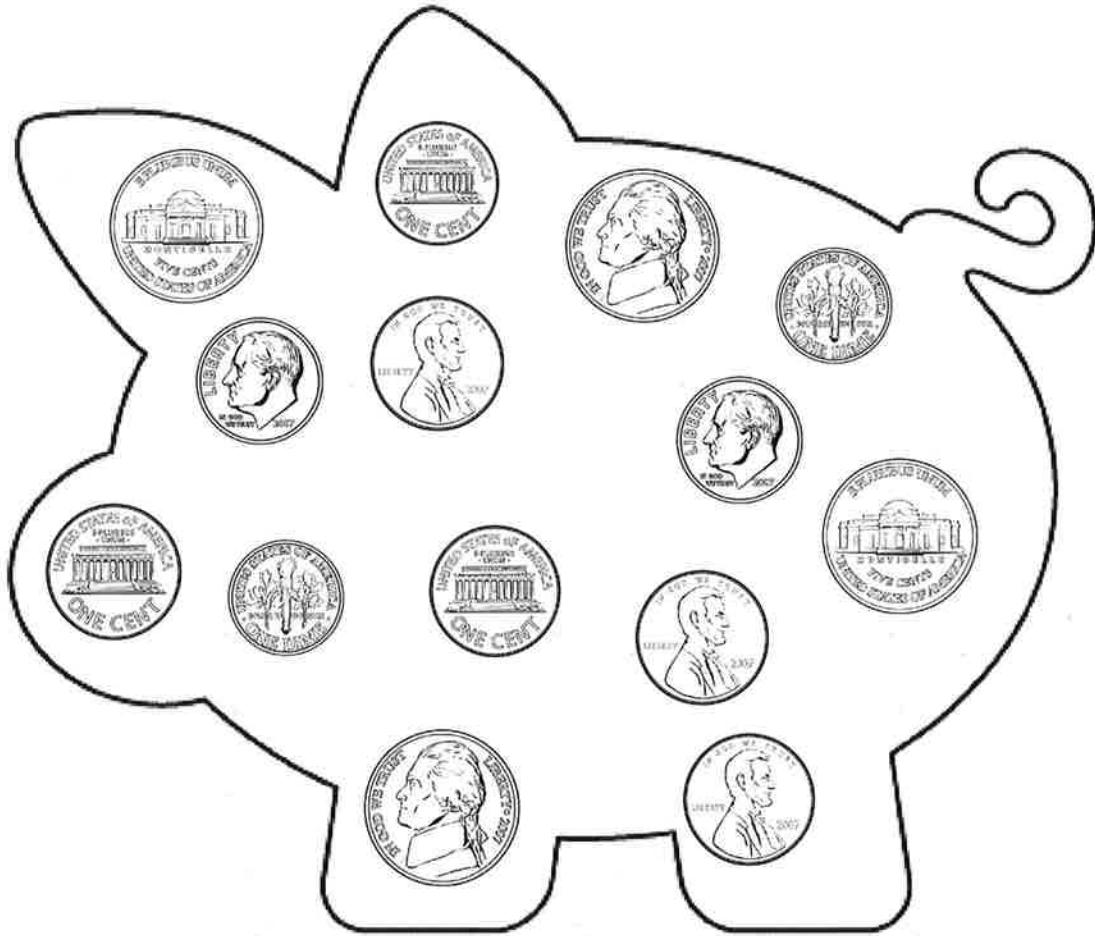
Task 2: Finding the Total Value

Once the values of the coins are known, the coins can be added just as you have been adding numbers all year. Use the piggy bank below to practice finding the total value of each piggy bank. How much money is in the bank?

Directions:

- In the piggy bank on the next page, color
 - the pennies RED
 - the nickels BLUE
 - the dimes GREEN
- Count the number of each coin.
- Record the number and the value in the table.
- Find the total amount of money and total number of coins in the piggy bank.





Type of Coin	Number of this Coin in Piggy Bank	Value of that Coin	Value of all this Type of Coin in Piggy Bank
Penny			
Nickel			
Dime			
Quarter			
TOTAL			



Plants are yummy!

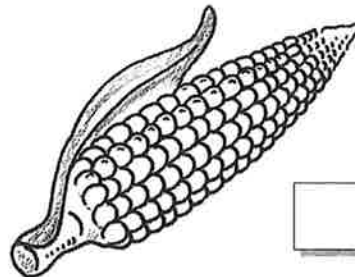
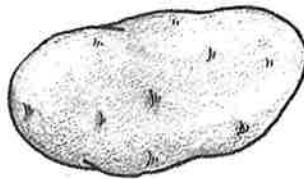
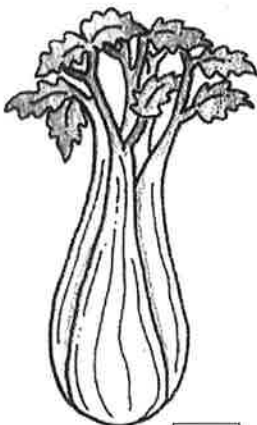
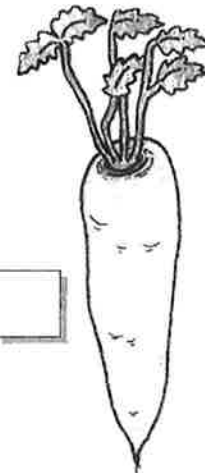
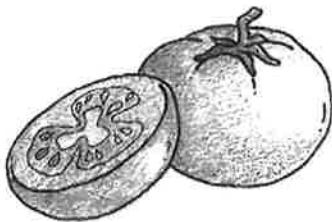
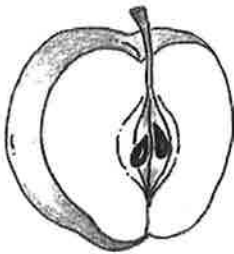


Observation

Fruits and vegetables are plants that we eat. Fruits are made by flowers. Seeds are made by fruits. Seeds can be found inside of the fruit. Most vegetables are the leaves, stems, or roots of a plant.

Science activity

Sort these foods into vegetables and fruits. Write **F** for a fruit and **V** for a vegetable in the box beside each one.



Science exploration

Make a salad using some of these fruit and vegetables.



Name _____

- A **pronoun** takes the place of one or more nouns.
- The pronouns ***I, he, she, it,*** and ***you*** are singular pronouns. A pronoun must match the noun that it replaces.

Amy likes to help people. She volunteers on Saturdays.

- Some pronouns refer to people or things that are not named.

Everything is in place. Nobody wanted to go home.

Circle a pronoun to replace the underlined noun in each sentence.

1. Sarah likes to help animals.

She It

2. Adam volunteers with her at an animal shelter.

He It

3. The shelter is near their school.

You It

4. A puppy plays in the corner.

It I

5. Mrs. Strong feeds the puppy.

You She

6. A person can help at the shelter.

Anyone Everything

Name _____

- A **pronoun** agrees with the noun it replaces. Singular pronouns replace singular nouns.
- A plural noun names more than one person, place, or thing.
- The pronouns **we**, **you**, and **they** can take the place of a plural noun or a noun and a pronoun together.

People vote in elections. They vote in elections.

Connor and I are good citizens. We are good citizens.

Circle the correct pronoun in () to complete each sentence.

1. Our class will have an election tomorrow. (We, You) will vote in the morning.
2. We will pick Jim or Sue to be the class leader. (We, They) are both good choices.
3. Sue helps clean the room after school. (It, She) is a good leader.
4. Jim and Sue are on the safety patrol. (They, You) help us stay safe.
5. Jim and Sue, thank you for leading us. (We, You) show us how to be good citizens!
6. Carrie and I will count the votes. (We, They) will count them during recess.



Name _____

sound	mound	cloud	shout	pound
clown	brown	crown	howl	growl

A. Word Meaning**Write the spelling word for each definition.**

1. a pile _____
2. yell _____
3. a color _____
4. noise _____
5. to snarl or grumble _____

B. Sentences to Complete**Write a spelling word on the line to complete each sentence.**

6. The wolves _____ loudly at the Moon.
7. Will the king wear a _____?
8. We need a _____ of peaches to make a pie.
9. The _____ at the circus made us laugh.
10. There is a fluffy _____ in the sky.*

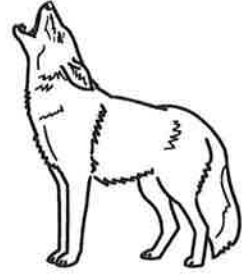


Name _____

A. Proofread

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines.

Shawn and Ben raced to the top of a mownd. Then they sat on the ground and looked at the sky. They saw one clowd that looked like a crown. Another one looked like a cloun. Suddenly, they heard a loud houl. It was a furry, broun animal by the woods! The boys jumped up with a showt and ran home.



1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

B. Writing

Write about an adventure that you had. Use four spelling words in your paragraph.

Task 3: Look at the two piggy banks shown. Record the number of coins in the bank and then the value of those coins. Answer the questions that follow.

1.



2.



Number of Coins	
Value of Coins (How much money)?	

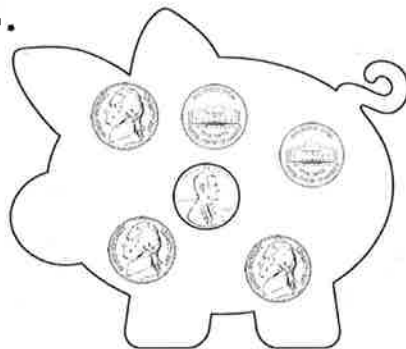
Number of Coins	
Value of Coins (How much money)?	

Which piggy bank has more coins? _____

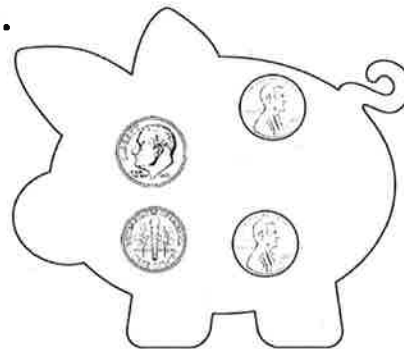
Which piggy bank has more value (money)? _____

Set B

3.



4.



Number of Coins	
Value of Coins (How much money)?	

Number of Coins	
Value of Coins (How much money)?	

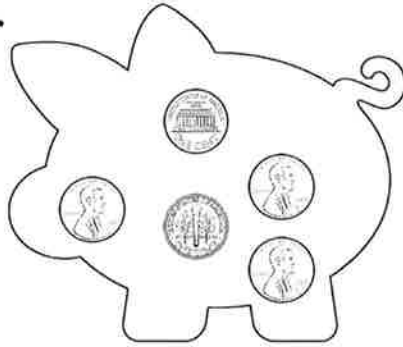
Which piggy bank has more coins? _____

Which piggy bank has more value (money)? _____



Set C

5.



6.



Number of Coins	
Value of Coins (How much money)?	

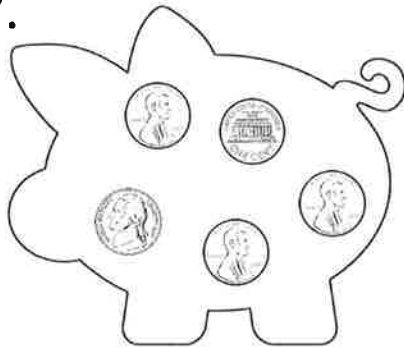
Number of Coins	
Value of Coins (How much money)?	

Which piggy bank has more coins? _____

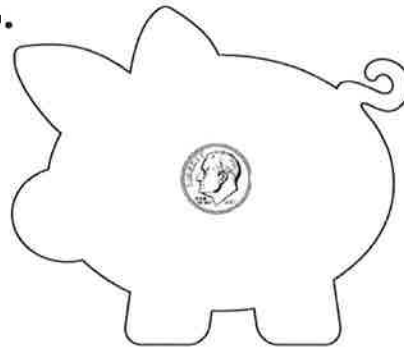
Which piggy bank has more value (money)? _____

Set D

7.



8.



Number of Coins	
Value of Coins (How much money)?	

Number of Coins	
Value of Coins (How much money)?	

Which piggy bank has more coins? _____

Which piggy bank has more value (money)? _____





Compton USD

Learning Packet # 3

ELD

Second Grade

Name: _____

2nd Grade-ELD Learning Packet

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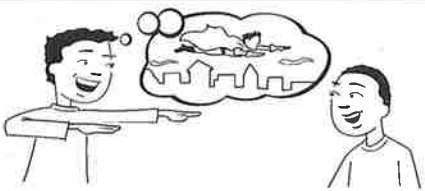


Day	Lesson	Date Completed
1	Vocabulary: Use the word from the box to answer each question. Then, use the word in a sentence.	
	Comprehension and Fluency: Read the literary passage: "Working on the Weather". Answer questions A (1-3) & B.	
2	Vocabulary: Idioms. Complete activities 1-5.	
	Comprehension and Fluency: Read the literary passage. Complete the Point of View Graphic Organizer.	
3	Diphthongs oy, oi/Consonant + ie. Read the explanation in the box. Then, complete sections A (questions 1-4) and B (questions 5-8).	
	Genre/Text Feature: Read the passage. Answer questions 1-3.	
4	Differentiated Texts: Read the literary passage. Respond to the text by reading and completing the sentence starters.	
5	Writing Traits: Sentence Fluency. Read the Draft Model. Use the questions to help you to draft the paragraph. Then, rewrite the writing sentences of different lengths.	
	Write to Sources: Read the passage. Then, follow the directions below.	

Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

Use the word chart to study this week's vocabulary words. Work with a partner to take turns reading each word and sentence. Then write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
amused	The funny pictures in the book <u>amused</u> the boy.	
describe	I <u>describe</u> a book to my class.	
entertained	We were <u>entertained</u> at the puppet show.	
imagination	I use my <u>imagination</u> to tell stories.	
patient	We had to be <u>patient</u> waiting in line.	
peaceful	I like to rest in a <u>peaceful</u> place.	

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Review vocabulary. Use gestures to demonstrate meaning. Ask children to identify cognates. Have partners write sentences, or draw pictures, to illustrate the meaning of the newly acquired vocabulary.

Name _____

Read the passage. Use the summarize strategy to tell the important events in your own words.

The Class Play

11 Mr. Webb's class was going to put on a play. They
would act out "Henny Penny."

16 Mr. Webb said, "Everyone will have a job to do."

26 The class read the play. Luz said, "I'll play the part of
38 Henny Penny. That's the most important part."

45 Jade said, "No, I want to play that part."

54 Stacy said, "I think I would be the best Henny Penny."



Name _____

A. Reread the passage and work with a partner to answer the questions. Read the answers you choose.

1. Point to the first picture. Where are the children?
Circle the answer.

at home

at school

2. To figure out a character's point of view, look for clues.
How does Luz feel about the part of Henny Penny?
Circle the answer.

Luz thinks she should play
Henny Penny.

Luz does not want to play
Henny Penny.

3. How does Stacy feel about the part of Henny Penny?
Circle the answer.

Stacy thinks Luz should
play the part.

Stacy thinks she will be
best for the part.

B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

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Name _____

An **idiom** is a word or a phrase that has a different meaning than the real meaning of the words.

Our plans for camping fell through. (did not work out)

Read the sentences. Look at the idiom in bold print. Work with a partner to figure out the meaning. Circle the meaning of each idiom. Read your answer.

1. He did not want the talk to **get out of hand**.

inside the classroom

out of control

2. They needed to **pull together**. Then they could put on a great play.

waited in line

worked as a team

3. Luz **made up her mind** to play Henny Penny.

understood

decided

4. She practiced her lines. She **knew the lines by heart**.

memorized the lines

forgot the lines

5. The play **was a big hit!**

was a success

was very long

Name _____



65 Mr. Webb spoke up. He did not want the talk to
76 get out of hand. "We will have a try-out. I will be
89 the judge."

91 Mr. Webb told the children to practice the lines.
100 Then he would decide who would play each part.

109 The class agreed that this was fair. They needed to
119 pull together. Then they could put on a great play.

129 Luz made up her mind to play Henny Penny. She
139 practiced her lines. She knew the lines by heart.

148 It was the day of the try-out. Three children read the
160 part of Henny Penny. Other children tried out for other
170 parts. At the end, Mr. Webb said, "Luz, you will play
181 Henny Penny. Here are the other parts and jobs."

190 The class worked hard. The play was a big hit!

Name _____

Read the selection. Complete the Point of View chart.

Character	Clue	Point of View

Name _____

Two letters blended together can stand for one vowel sound. The letters *oy* and *oi* can stand for the vowel sound in *boy* and *foil*.

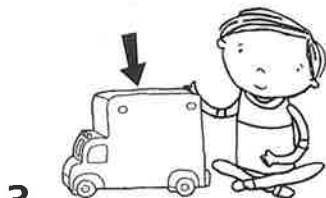
A. Say and circle the word that names each picture.



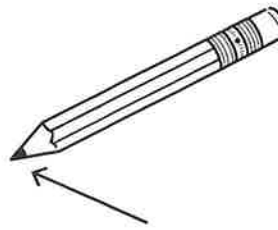
coins card



boy box



toast toy



point pond

When a word ends in *-le*, the consonant before it plus the letters *le* form the last syllable. This sound in an end syllable can also be spelled *-al* or *-el*.

B. Read each syllable. Put the syllables together to write the word. Read the whole word aloud.

5. tum ble _____

6. tun nel _____

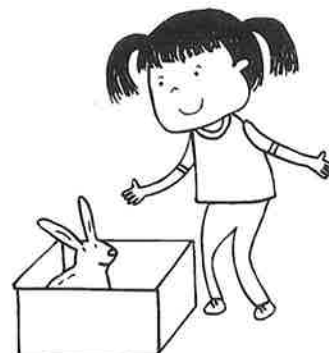
7. pud dle _____

8. to tal _____

Name _____

Sharing the Class Pet

Marta's class has a pet rabbit. Everyone wants to take the rabbit home on Friday. Mrs. Jones writes the children's names on papers. She mixes up the papers. She will pick a name and that child will take the rabbit home today.



Answer the questions about the text.

1. Fiction has made-up characters and events. It has a beginning, middle, and end. It often has a problem and a solution. What is one thing that helps you know this text is fiction? Circle the answer.

It is a made-up story about a class pet.

It tells how to take care of a rabbit.

2. A problem is something that is difficult or hard to figure out. What is the problem in this story? Circle the answer.

The rabbit does not have a name.

All the children want to take the rabbit home.

3. A solution is a way to fix a problem. What is the solution in this story? Circle the answer.

Marta takes the rabbit home on Friday.

Mrs. Jones chooses a child to take the rabbit home.



Essential Question

How do people get along?

Use Graphic Organizer 43 to take notes while you read.

Good Teamwork

Fiction

It was the first soccer game of the season, and Kelly felt nervous.

The ball rolled out of bounds. So Kelly threw it back onto the field. It went to a girl on the other team. "Oh, no!" Kelly moaned.

The girl kicked the ball, but Kelly's teammate Selena blocked it. Kelly said, "Nice play, Selena!"

Later, the ball rolled to Selena.

She kicked hard but missed. Kelly yelled, "I got it!" and kicked the ball right into the goal.

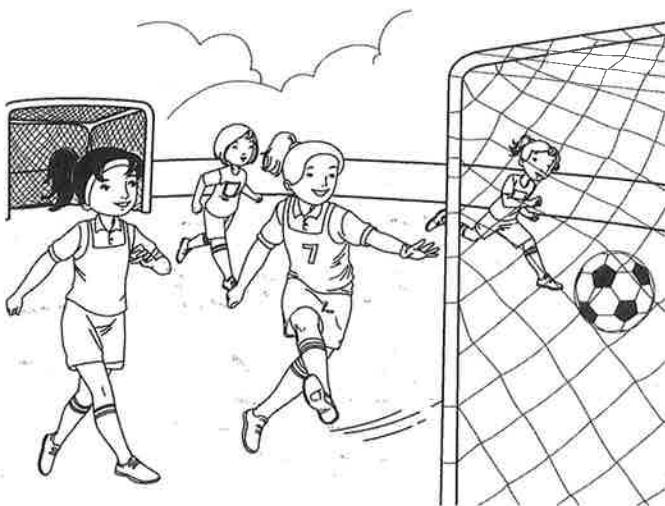
Selena said, "Great kick, Kelly!"

Coach Troy called out, "Good teamwork, girls! Way to go!"

After the game, Kelly felt bad. Her team did not win. Coach Troy said, "Losing is **disappointing**, but you played well. You cooperated and interacted well out there."

Selena sat by Kelly to **chat**. Selena said, "We played best when we helped each other."

Kelly felt better. "We did show good teamwork," she said. "We'll do better next time."



Respond to the Text

Name _____

Read the text. Use Graphic Organizer 43 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Tell how Kelly helps Selena.

Selena kicks hard, but she _____.

Then Kelly _____.

2. Explain what Kelly and Selena say to help each other.

When Selena blocks the ball, Kelly says, _____.

After the game, Selena says, _____.

3. Explain why Kelly feels better after the game.

Kelly feels better because _____.

She says they'll do _____.

Write Work with a partner. Discuss your notes about "Good Teamwork." Then write your answer to the Essential Question.

How do people get along?

Explain how Kelly and Selena get along on the soccer field.

Kelly and Selena _____ during the game.

After the game, they _____.

This helps them _____.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you use sentences of different lengths.

Draft Model

Jake had to do a project. It was for science. He and his friends worked together. It made the work go faster. They built a toy rocket ship. Soon they were done.

- 1. Which sentences could you make longer?
- 2. Which sentences could you combine?
- 3. How can you make the sentences flow from one to the next?

B. Now revise the draft by writing sentences of different lengths.

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Name _____

Rachel used text evidence to answer the prompt: *In your opinion, what are the benefits of cooperating with others?*

I think that there are many benefits of cooperating with others, but there are two that I think are very important. Cooperating with others makes people happier. It also makes communities safer.

At the beginning of *Once Upon a Baby Brother*, Lizzie couldn't wait to go to school each morning so that she could get away from her brother, Marvin. At the end, she learned how to cooperate with him. She used him as a character in her comic book. She read the story to Marvin and she even hugged him. In the illustrations, I can see she looks much happier.

In "Bully-Free Zone," students in Seattle worked together to stop bullying. They learned how to be good friends to each other. After this, students didn't pick on each other very much. The students cooperated and the schools in Seattle were safer for everybody. I think cooperating with others is always a good idea!

Reread the passage. Follow the directions below.

1. **Circle** Rachel's topic sentence.
2. **Draw a box** around two linking words.
3. **Underline** one short sentence and one long sentence.
4. **Write** a sentence with the pronoun / on the line.
