



Compton USD Learning Packet #5

Second Grade

Name _____

2nd Grade Learning Packet

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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 _____

room	flu	June	new	glue
fruit	crook	could	full	push

A. Word Sort

Look at the spelling words in the box. Write the spelling words that have the vowel sound you hear in the middle of *spoon*.

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

Write the spelling words that have the vowel sound you hear in the middle of *book*.

7. _____ 8. _____
 9. _____ 10. _____

B. Pattern Smart

Read each word. Write the spelling word that has the same vowel sound and vowel spelling pattern.

11. moon _____ 12. juice _____
 13. foot _____ 14. put _____
 15. blue _____

Name _____

A. Proofread

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

My family moved this Jun. Our nue home is really nice. I even have a rume all to myself! There is a froot tree in our front yard. In the fall it will be ful of yummy red apples. I wish I culd eat them right now!



1. _____ 2. _____ 3. _____



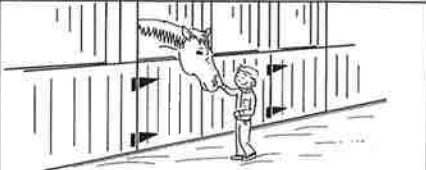



4. _____ 5. _____ 6. _____

B. Writing

Write about a time you were sick. What did you do? Who helped you? Use four spelling words in your paragraph.

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
agree	We <u>agree</u> that dancing is fun!	
challenging	This big puzzle is <u>challenging</u> to finish!	
interest	The boy has an <u>interest</u> in horses.	
perform	The woman will <u>perform</u> by singing.	
study	We <u>study</u> math in school.	
succeed	I <u>succeed</u> in flying my kite.	

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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 _____

agree	challenging	discover	heroes
interest	perform	study	succeed

Circle the word that makes the most sense in each blank.

1. You _____ something so you can learn it.
perform study
2. To _____ in a play means to act in it.
perform agree
3. If you _____ with a friend, you both have the same idea.
agree study
4. Brave people may be called _____.
challenging heroes
5. Something that is hard to do is _____.
challenging interesting
6. You _____ when you do something well.
succeed agree
7. If you have an _____ in something, you want to learn more about it.
interest agreement
8. You can use a computer to _____ new things.
perform discover

Name _____

Count Collections



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

Draw and label the coins from greatest to least value. Find the total value.

1.



2.



3.



Problem Solving



Solve. Write or draw to explain.

4. Rebecca has these coins. She spends 1 quarter. How much money does she have left?



Lesson Check (2.MD.8)

1. What is the total value of this group of coins?



Spiral Review (2.OA.2, 2.NBT.1, 2.NBT.3, 2.NBT.8)

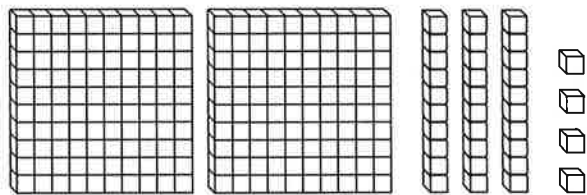
2. What number is 100 more than 562?

3. Describe 58 as a sum of tens and ones.

4. Pete helps his grandmother gather pecans. He finds 6 pecans on his left and 3 on his right. How many pecans did Pete find altogether?

$$6 + 3 = \underline{\quad} \text{ pecans}$$

5. What number do the blocks show?



Name: _____

Directions: Use the text and the diagram above to answer the questions.

All living things have a life cycle. A cycle is the series of events that repeats. A life cycle begins at birth and ends at death. As living things grow and have babies, the life cycle repeats.

Butterflies have four stages in their life cycle. Their life cycle begins at the egg stage. Next, they grow and change into the caterpillar. Then, the caterpillar becomes a pupa. The final stage is when the butterfly breaks out of its shell and becomes an adult. The cycle repeats when the adult butterfly lays eggs.

1. In which stage of the life cycle is the the butterfly changing from one form to another?

- a. stage 1
- b. stage 2
- c. stage 3
- d. stage 4

2. How many stages does a butterfly life cycle have?

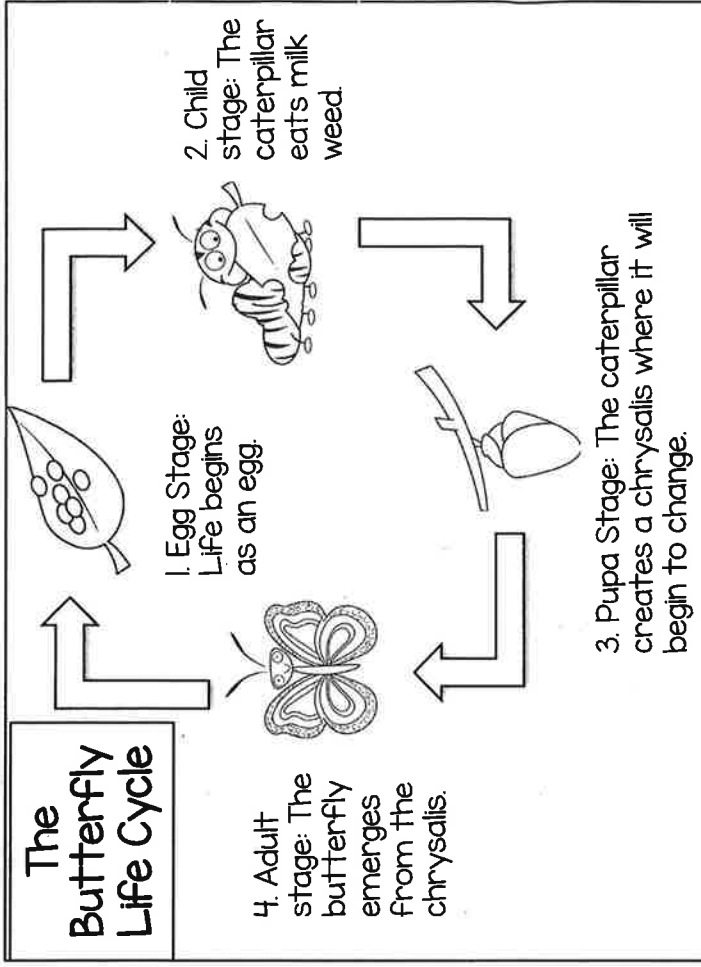
- a. 1
- b. 2
- c. 5
- d. 4

3. What does the word cycle mean?

4. What is the title of the diagram?

5. After which stage does the life cycle repeat?

- a. Stage 1: Egg stage
- b. Stage 2: Child stage
- c. Stage 3: Pupa stage
- d. Stage 4: adult stage



6. What information do you get from the diagram that you do not get from the text?

- a. All living things have a life cycle.
- b. living things grow
- c. A caterpillar creates a chrysalis where it will change.
- d. butterflies break out of a shell.

7. What is NOT information that is found on the diagram?

- a. life begins as an egg
- b. all living things have a life cycle.
- c. caterpillars eat milk weed.
- d. there are 4 stages in the life cycle.

8. What does the caterpillar become while in the chrysalis.

- a. butterfly
- b. egg
- c. pupa
- d. caterpillar



Unit 5 Week 3

SOURCE TITLE: Cesar Chavez LEXILE: 400

CCSS Shared Read Genre • Biography

César Chávez

What do heroes do?
Read about a man who took action
to improve the lives of others.

362

1. Standard: RL2.2

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

- (A) Cesar Chavez liked grapes.
- (B) Cesar Chavez was a farmer.
- (C) Cesar Chavez worked to make life better for farm workers.
- (D) Cesar Chavez said stop working.

2. Standard: RL 2.7

Which sentence from the passage **best** supports the main idea?

- (A) He is a hero.
- (B) He was born in Arizona.
- (C) He learned English.
- (D) He had a plan.

Who are your **heroes**? For many farm workers, César Chávez is a hero. He is the brave man who spent his life helping them.

Childhood

César Chávez was born in Arizona. His parents taught him about learning, hard work, and respect.

César worked on the family farm as a young boy. He helped care for the farm animals. His mother and grandmother taught César about caring. Many people came to their door asking for food, and his kind family always shared.

César had a strong **interest** in education. This desire to learn was sometimes hard on him. Spanish was his first language, but he needed to learn and **study** English. At school, he was punished for speaking Spanish.

His mother taught César to find peaceful ways to solve problems. These lessons helped him **succeed** later in life. He would win struggles without fighting.



Hard Times

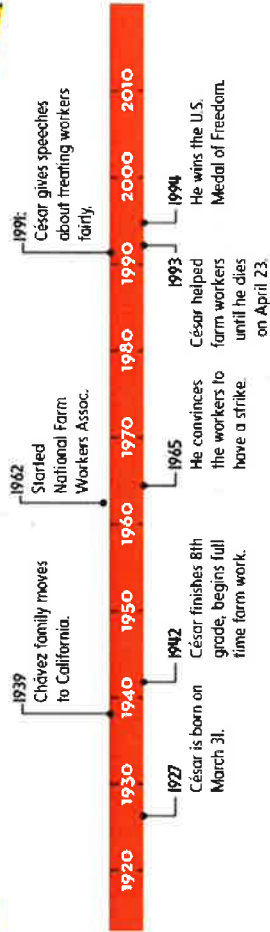
When César was ten, it did not rain for a long time. This **drought** caused the plants on the farm to die. Without crops to sell, César's family couldn't afford to keep the farm.

Then César's family moved to California where there was no drought. His family traveled from farm to farm and worked the crops.

César and his family would quickly **discover** that migrant farm workers had difficult lives. Their **challenging** jobs forced them to work long hours for little money. The workers bent over all day tending the crops. The work they had to **perform** made their backs hurt and their fingers bleed. If workers complained, farm owners fired them.

Sidekick/Getty Images

Timeline of César Chávez's Life.



3. Standard: L2.4

What does the author mean by the word **challenging**?

- A easy
- B work
- C hard
- D little

Changing Lives

César knew the migrant workers were not treated fairly so he decided to take action. He told the migrant workers he had a plan.

It was time for grapes to be harvested, or picked. César told the workers to stop working. This was called a **strike**. The grapes began to rot. With no grapes to sell, the landowners lost money. Finally, the owners talked to César. They promised better pay. After that, the workers began picking the crops again.

César Chávez worked for the rest of his life to improve farm workers' lives. Would you agree that he is a hero?



Make Connections

How do César Chávez's actions make him a hero? **ESSENTIAL QUESTION**

How have you ever tried to help others? **TEXT TO SELF**



4. Standard: RL2.9

Read this sentence.

Cesar Chavez worked all of his adult life to **improve** farm workers' lives.

Which details from the text support this sentence? Pick two answers.

- A They promised better pay for farmers.
- B The farmers worked hard until their backs hurt.
- C They had enough food.
- D The farmers walked to work.



Herbert L. and Mark

5. Standard: L 2.4

Read the sentence from the story.

Would you agree that he is a hero?

The word **hero** most likely means

_____.

- (A) farmer
- (B) brave person
- (C) man
- (D) a little boy

6. Standard: W 2.1

Do you think Cesar Chavez was a hero? Why or why not? Use text evidence to support your answer.

Handwriting practice lines consisting of 10 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?

2
8

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 _____

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

Dr. Elizabeth Blackwell

Today many women are **doctors**, but that was not
9 always true. Long ago, only men could be doctors.
18 Elizabeth Blackwell changed that.

22 **Early Life**

24 Elizabeth Blackwell was born in England in 1821.
32 Her family moved to America when Elizabeth was
40 eleven. When Elizabeth grew up, she became a teacher.
49 Teaching was a common type of work for women then.
59 Many women had that job.

64 **Becoming a Doctor**

67 Then one of Elizabeth's friends got very ill. The friend
77 wanted sick people to have less pain and discomfort.
86 Elizabeth started thinking about ways to help people
94 like her friend. She wanted to become a doctor.

Name _____



103 Elizabeth talked to men doctors. When she spoke
111 to them, they told her that women could not go to
122 **medical school**. Elizabeth did not think that was fair
131 or just. She tried to get into quite a few medical schools.
143 She did not give up.

148 At last, Elizabeth found a school in New York that
158 would take her. Elizabeth studied medicine for two
166 years. She learned all she could. In 1849, she became
176 the first woman doctor in America.

182 Elizabeth opened her own medical office in New York
191 City. Two other women doctors joined her **practice**.
199 One was her sister, Emily. The doctors took care of sick
210 women and children. They also ran a school to train, or
221 teach, other women as doctors.

Name _____

A. Reread the passage and answer the questions.

1. Think about the events in Elizabeth Blackwell's life. What event happened first?

2. What is an event in Elizabeth's life that happened next?

3. What event happened last?

B. Work with a partner. Read the passage aloud. Pay attention to how you pause and group words together. Stop after one minute. Fill out the chart.

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

Name _____

One Dollar



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

Circle coins to make \$1.00.
Cross out the coins you do not use.

1.



2.



3.



Problem Solving Real World

4. Draw more coins to show \$1.00 in all.



Lesson Check (2.MD.8)

1. Which group of coins has a value of \$1.00?



Spiral Review (2.OA.3, 2.NBT.2, 2.NBT.3, 2.MD.8)

2. Write 692 using words.

3. Keith ate 7 almonds, then ate 7 more. Is the total number of almonds even or odd?

$$7 + 7 = \underline{\quad} \text{ almonds}$$

4. What is the total value of 1 quarter and 3 nickels?

5. Kristin is counting by tens. What numbers does she say next?

230, _____,

_____, _____



The Life Cycle of a Frog



The life cycle of a frog begins with eggs being laid and ends with adult frogs. There are many steps during this change.

First, a frog lays eggs in water. There can be up to 100 eggs in the group which is called an egg mass. The eggs have a clear jelly all around them with a black dot in the center.

Then, in a few days, the black dots turn into tadpoles. When they hatch, the tadpoles look a little bit like fish with a head and a tail. They live and swim underwater for a few weeks.

Next, in just a day, the tadpoles turn into frogs. They begin to grow back legs followed shortly by front legs. Also, their tadpole tails will start to get smaller and smaller until they are completely gone. Their heads start to take shape and look more like a frog. The baby frogs are now called froglets. These changes are important because frogs must go from tadpoles that can live underwater to frogs that live on land.

Other changes that can not be seen as easily include the gills disappearing and the lungs getting larger. The sharp teeth of the tadpole that were used to chew leaves have been replaced with a long, strong tongue that the frog will use to catch food.

Even though you may not be able to see all of them, a tadpole goes through many changes in a short amount of time to become an adult frog.

Frog Life Cycle

Name _____

Directions: Circle the correct answer to complete the sentence.

A group of eggs laid by a frog is also called an egg (pile, mass).

A baby frog is called a (froglet, froggie).

There can be up to (100, 10) eggs in a group of frog eggs.

A frog starts out as a (fish, tadpole).

The first thing to grow on a frog is its (back, front) legs.

The change from a tadpole to a frog takes about a (week, day).

Tadpoles live (on land, underwater).

Directions: Number the steps of the frog life cycle in the correct order.

_____ The tadpoles start to grow back legs and front legs.

_____ Tadpoles hatch from the eggs.

_____ The tadpoles' tails disappear.

_____ The tadpoles eat and swim around for a few weeks.

_____ The frog becomes an adult and lives on land.

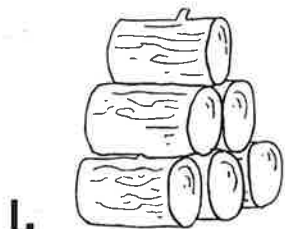
_____ A frog lays eggs in water.

Name _____

The letters **oo**, **u_e**, **u**, **ew**, **ue**, and **ui** can stand for the vowel sound you hear in the words **moon**, **tune**, **flu**, **chew**, **blue**, and **suit**. The letters **oo**, **ou**, and **u** can also stand for the vowel sound you hear in **look**, **would**, and **push**.

A. Write the word from the box that names each picture.

wood flute push book pool suit



wood



A contraction is a short way to write two words. The apostrophe takes the place of the letter *o* in the word *not*.

B. Replace the crossed out letter with an apostrophe ('). Write the contraction.

5. would ~~no~~t _____ wouldn't

6. have ~~no~~t _____

7. should ~~no~~t _____

8. could ~~no~~t _____

Name _____

The letters *oo*, *u_e*, *u*, *ew*, *ue*, and *ui* can stand for the vowel sound you hear in the words *moon*, *tune*, *flu*, *chew*, *blue*, and *suit*. The letters *oo*, *ou*, and *u* can also stand for the vowel sound you hear in *look*, *would*, and *push*.

A. Say each word in the box below. Circle the word if it has the same vowel sound as *blue*. Underline the word if it has the same vowel sound as *look*.

flute

push

pool

wood

suit

book

A contraction is a short way to write two words. The apostrophe takes the place of the letter *o* in the word *not*.

B. Replace the crossed out letter with an apostrophe ('). Write the contraction. Read the contraction.

1. should nøt _____

2. would nøt _____

3. could nøt _____

4. are nøt _____

Name _____

- A **possessive pronoun** takes the place of a possessive noun.
- A possessive pronoun shows who or what owns something.
- **My, your, his, her, and its** are singular possessive pronouns.

My brother is a firefighter.

His job is very hard.

Your answer was correct.

The box was on its side.

**Circle the correct possessive pronoun in () for each sentence.
Write the possessive pronoun on the line.**

1. One of (my, me) favorite people in history is George Washington.

2. George Washington was a hero in (his, he) time.

3. (He, His) home was a large farm. _____

4. Mount Vernon was the name of (his, he) farm. _____

5. The farm was known for (its, he) fine home. _____

6. Martha Washington also helped (her, she) country.

Name _____

- A **possessive pronoun** shows who or what owns something.
- Plural possessive pronouns are ***your, our, and their***.

Our brother is a police officer.Your sister is a firefighter.The teachers eat their lunch at noon.

Underline the correct possessive pronouns. Write the sentences correctly on the lines.



1. (Your, You) favorite heroes are your brothers.

2. (They, Their) jobs are very hard.

3. They work in (our, us) town's fire station.

4. They help keep (its, it) equipment working.

5. They make (our, we) town a safer place.

Name _____

Amounts Greater Than \$1



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

Circle the money that makes \$1.00. Then write the total value of the money shown.

1.



2.



3.



Problem Solving



Solve. Write or draw to explain.

4. Grace found 3 quarters, 3 dimes, and 1 nickel in her pocket. How much money did she find?

Lesson Check (2.MD.8)

1. Julie has this money in her bank. What is the total value of this money?



Spiral Review (2.OA.2, 2.NBT.5, 2.NBT.8)

2. There are 79 squash plants and 42 pepper plants in Julia's garden. How many vegetable plants are in Julia's garden altogether?

$$\begin{array}{r} 79 \\ + 42 \\ \hline \end{array}$$

3. What is the difference?

$$\begin{array}{r} 61 \\ - 27 \\ \hline \end{array}$$

4. What number is 100 less than 694?

5. Write an addition fact that has the same sum as $6 + 5$.

$$10 + \underline{\hspace{2cm}}$$

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about the correct sequence of events.

Draft Model

Doug grew up in the city. When Doug got older, he helped out at the library. Today, he helps students with their reading. He liked to read when he was a boy.

1. What happens first in Doug's life?
2. What happens next?
3. What does Doug do today?

B. Now revise the draft by including events in the correct sequence in which they happened in Doug's life.

Name _____

Ahmed used text evidence to answer the prompt: *How are Bessie Coleman and Kate Shelley both heroes?*

Bessie Coleman and Kate Shelley are both heroes because they changed people's lives.

Bessie Coleman was determined to learn to fly, but she faced many challenges. Not many women became pilots in the early 1900s. She worked in Chicago and saved her money. Then she traveled to France to learn to fly in 1920. On June 15, 1921, she became the first African-American woman to become a lady pilot. Her dream of opening a school to teach others to fly came true after her death. She inspired other people to fly and follow their dreams.

On July 6, 1881, Kate Shelley stopped a train in the middle of the night. She crawled in the middle of the night to warn a station master that a bridge was out. If the train had continued, many people would have died. She did not think of herself, but of other people.

Both women were brave and faced many challenges. They are true heroes.

Reread the passage. Follow the directions below.

- 1. Circle the sentence in which Ahmed introduces the topic.**
 - 2. Draw a box around the sequence, or order, in which Bessie became a pilot.**
 - 3. Underline a detail about the challenges that Kate faced.**
 - 4. Write a possessive pronoun that Ahmed used.**
-

Name _____

Synonyms are words that have almost the same meaning.
Shout and *yell* are synonyms.

Read the sentences with a partner. Circle a synonym for the underlined word. Write the two synonyms on the lines. Then read them.

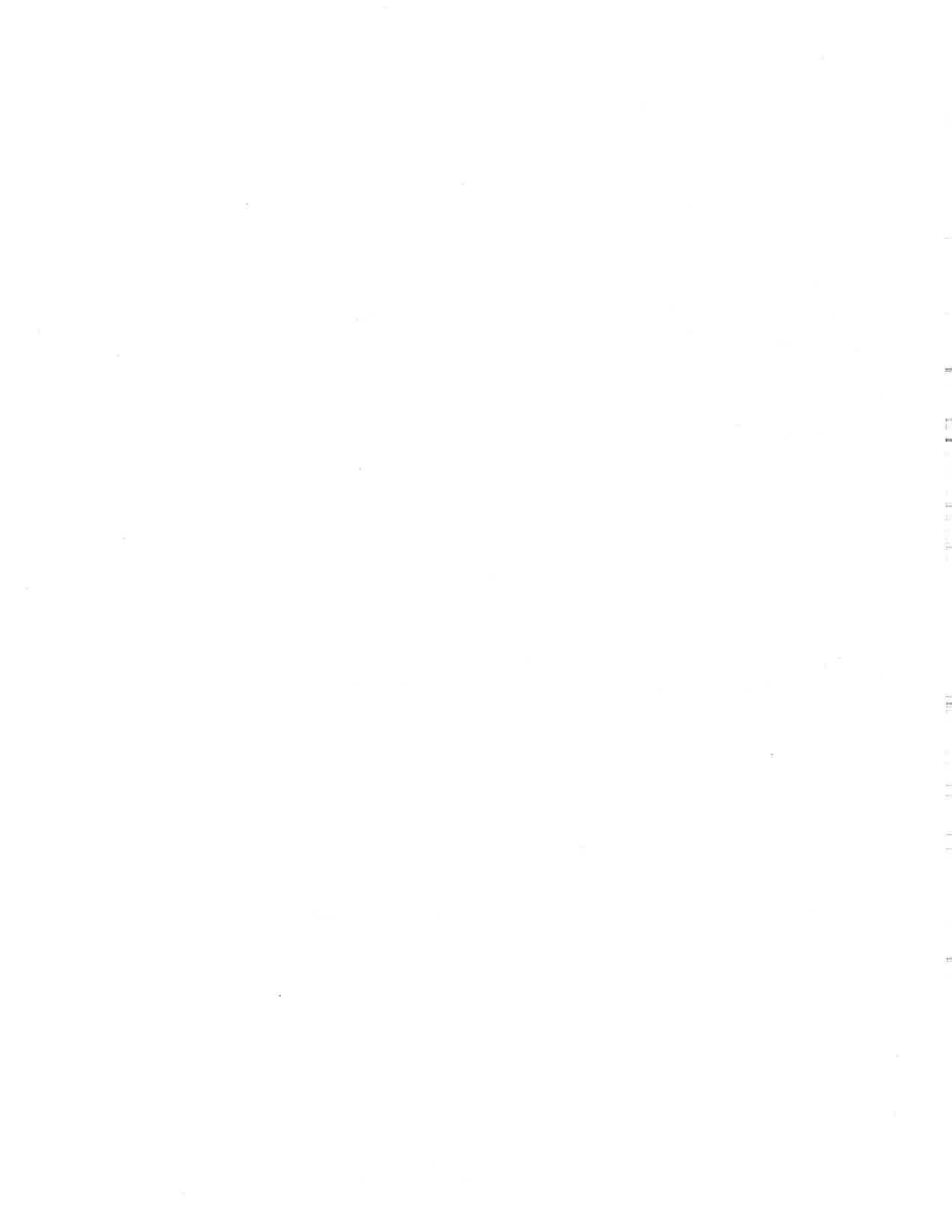
1. Many women had careers as teachers at that time. That was their job.

2. Then one of Elizabeth's friends got very ill. The sick friend wished her doctor had been a woman.

3. Elizabeth did not agree with or accept that.

4. She studied and learned medicine.

5. They ran a school to train and teach other women as doctors.



Name _____

PROBLEM SOLVING
Lesson 7.7

Problem Solving • Money



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

Use play coins and bills to solve.
Draw to show what you did.

1. Sara has 2 quarters, 1 nickel, and two \$1 bills.
How much money does Sara have?

-
2. Brad has one \$1 bill, 4 dimes, and 2 nickels
in his bank. How much money does Brad
have in his bank?

-
3. Mr. Morgan gives 1 quarter, 3 nickels, 4 pennies,
and one \$1 bill to the clerk. How much money
does Mr. Morgan give the clerk?

Lesson Check (2.MD.8)

1. Lee has two \$1 bills and 4 dimes. How much money does Lee have?

2. Dawn has 2 quarters, 1 nickel, and one \$1 bill. How much money does Dawn have?

Spiral Review (2.OA.2, 2.NBT.3, 2.NBT.4, 2.NBT.8)

3. What is the value of the underlined digit?

56

4. Cecilia collected 342 pennies for her class's penny drive. Marked collected 243 pennies. Use $<$, $>$, or $=$ to compare. Who collected more?

342 _____ 243

_____ collected more.

5. Brooke's dog has 15 treats. Then he ate 8 of them. How many treats does he have left?

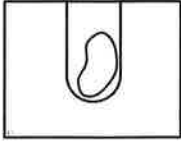
$$15 - 8 = \underline{\hspace{2cm}}$$

6. What is the next number in this pattern?

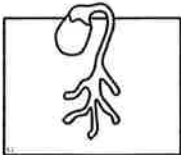
225, 325, 425,
525, _____

Name: _____ Date: _____

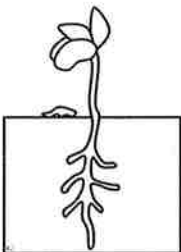
The Life Cycle of a Plant



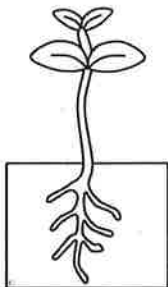
All plants are living. They have a life cycle. Plants start as a seed. The seed is planted in the ground.



Soon the seed begins to grow. Roots grow down into the soil. These roots will help get water for the plant.



A seedling is a baby plant. It grows leaves. The leaves help the plant begin to make food from air and water. Soon it will grow into a bigger plant. Seeds from different plants will grow to be different adult plants.



An adult plant starts to form. It can grow flowers or fruits. New seeds are made. These seeds can then be spread and planted. The life cycle begins again.

-
- | | | |
|---|------|-------|
| Plants are not alive. | TRUE | FALSE |
| Roots help the plant get sunlight. | TRUE | FALSE |
| Different kinds of seeds grow into different kinds of plants. | TRUE | FALSE |
| Seeds can come from fruits. | TRUE | FALSE |
| Adult plants make seeds, and the life cycle begins again. | TRUE | FALSE |



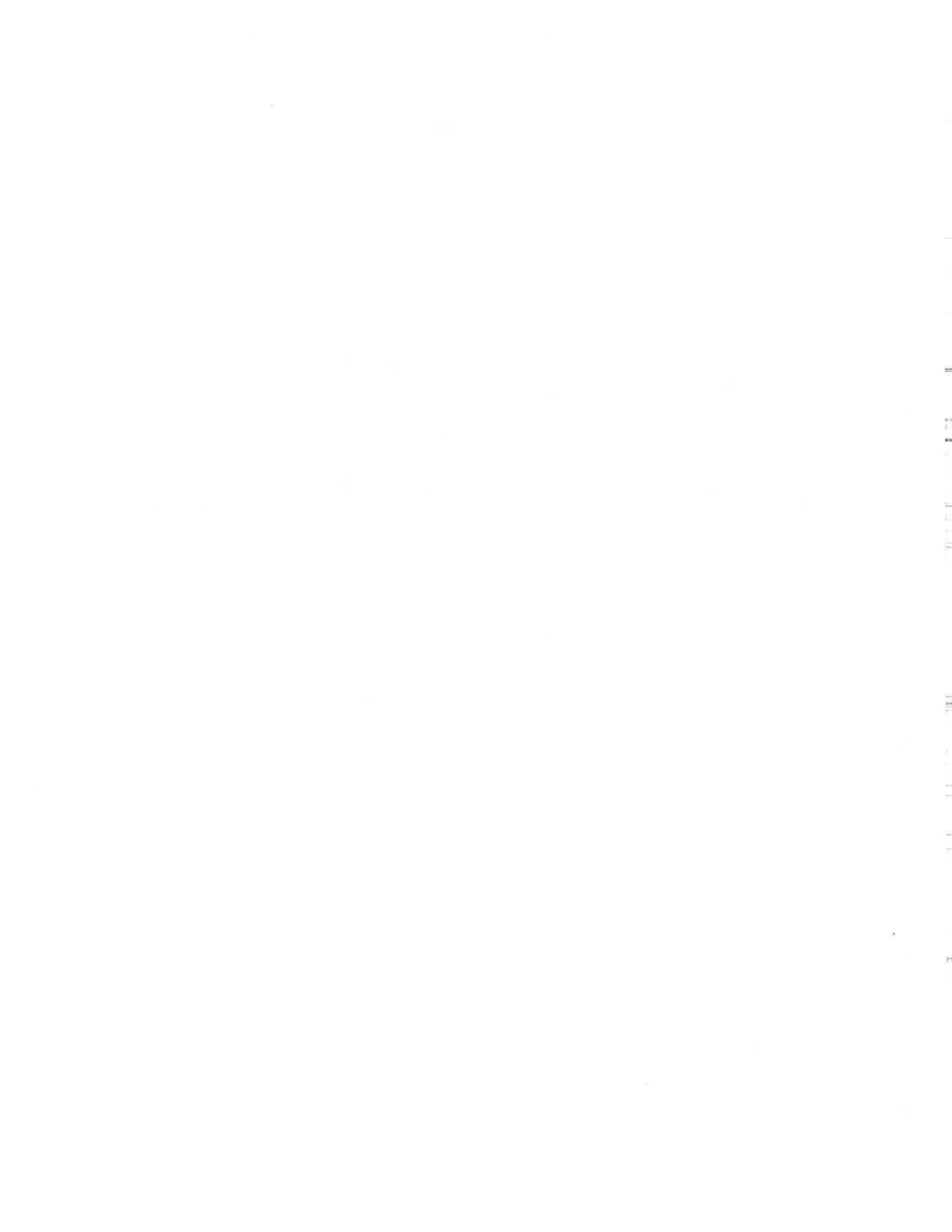
Compton USD

Learning Packet # 5

ELD

Grade 2

Name: _____



2nd Grade-ELD Learning Packet

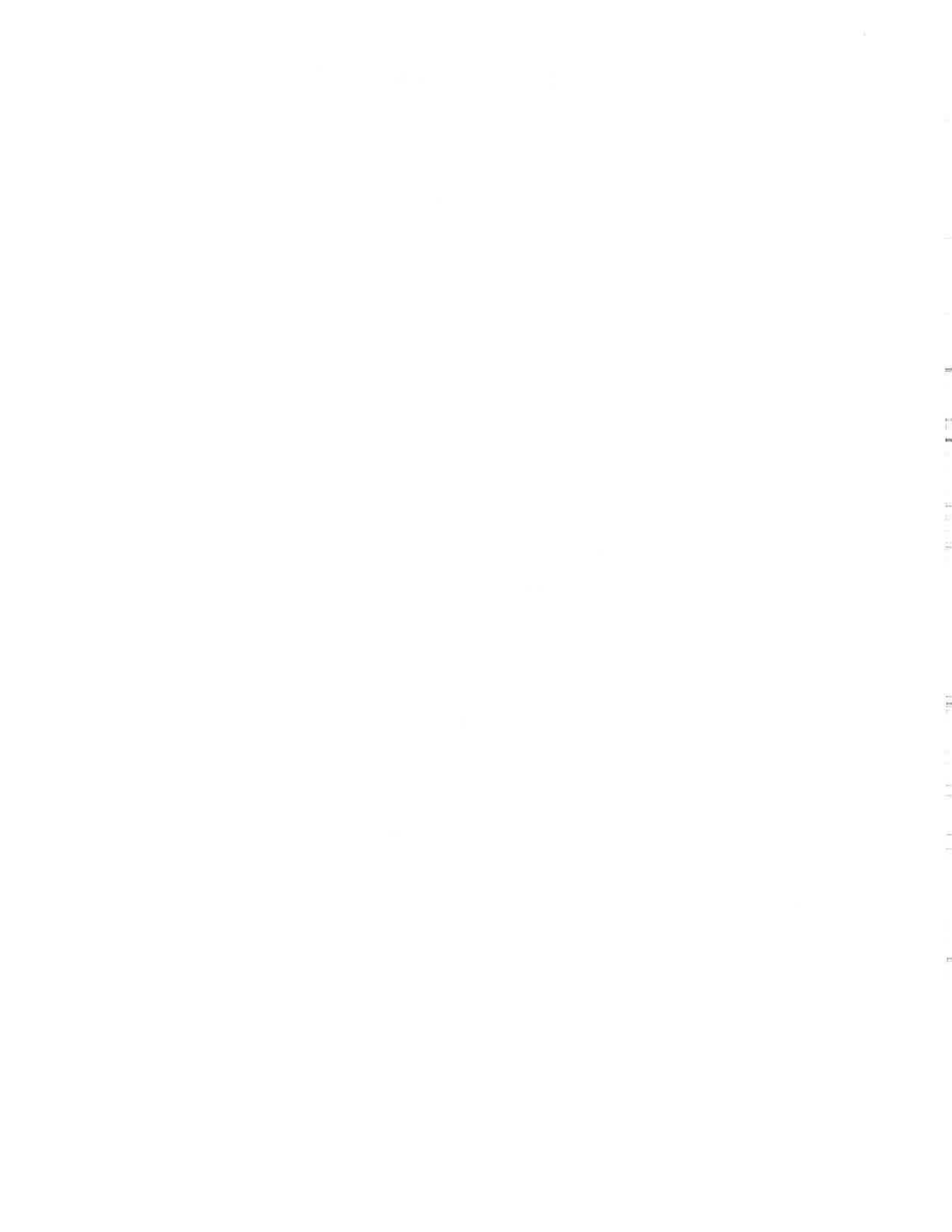
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Week 6

Day	Lesson	Date Completed
1	Vocabulary: Follow this steps: <ol style="list-style-type: none"> Say the word aloud Read the sentence aloud Say a sentence aloud saying if you agree or disagree with the sentence and giving at least one reason Use the pictures to help yourself building the sentence Write down your sentence 	
	Vocabulary: Synonyms: Read the information in the box. Read carefully the directions. Complete items 1-5.	
2	Comprehension and Fluency: Read the passage “Dr. Elizabeth Blackwell”. Complete: <ol style="list-style-type: none"> Next page activities--Sections a (questions 1-3) and B. complete the Sentence chart on next page 	
	Genre/Text Features: Read the biography of Jesse Owens . Look at the timeline. answer questions 1-3.	
3	Variant Vowels/Contractions with <i>not</i>. Read the information in the box. Then, complete sections A and B.	
	Writing Traits: Ideas. Read the Draft Model. Use the questions to help revise your draft. Then, revise the draft by including events in the correct sequence.	
	Write to Sources: Read the prompt. Then, follow the directions below to mark the text.	
4	Differentiated Texts: Read the biography “ Jacob Riis Helps Others ”. Respond to the text by reading and completing the starters and sentence frames to start your ideas. Then, record your ideas in the graphic organizer. Cite evidence from the text. Write your ideas using the graphic organizer as an anchor informational paper	
5	Leveled Reader: Read the book “Rudy Garcia-Tolson”. <ol style="list-style-type: none"> Complete the activities on page 15. Read the biography of Molly Brown complete activities on pages 18-21 	


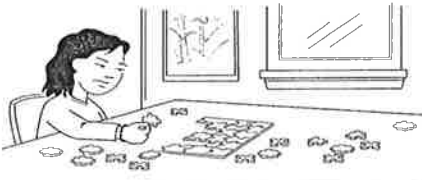
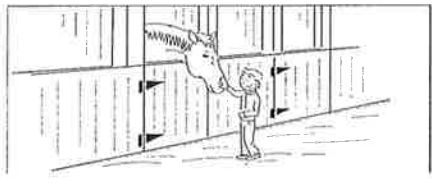

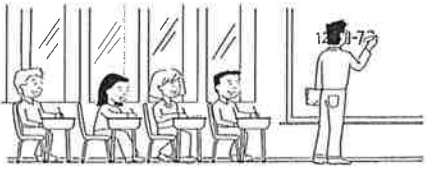
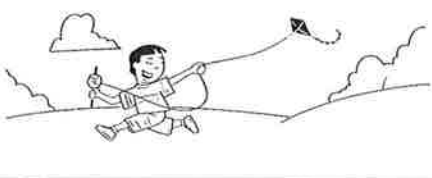
Recommended Online Usage

<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
agree	We <u>agree</u> that dancing is fun!	
challenging	This big puzzle is <u>challenging</u> to finish!	
interest	The boy has an <u>interest</u> in horses.	
perform	The woman will <u>perform</u> by singing.	
study	We <u>study</u> math in school.	
succeed	I <u>succeed</u> in flying my kite.	

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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 _____

Synonyms are words that have almost the same meaning.
Shout and *yell* are synonyms.

Read the sentences with a partner. Circle a synonym for the underlined word. Write the two synonyms on the lines. Then read them.

1. Many women had careers as teachers at that time. That was their job.

2. Then one of Elizabeth's friends got very ill. The sick friend wished her doctor had been a woman.

3. Elizabeth did not agree with or accept that.

4. She studied and learned medicine.

5. They ran a school to train and teach other women as doctors.

Name _____

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

Dr. Elizabeth Blackwell

8 Today many women are **doctors**. Long ago, only
men could be doctors. Elizabeth Blackwell changed that.

16 **Early Life**

18 Elizabeth Blackwell was born in England in 1821. Her
27 family moved to America when Elizabeth was eleven.
35 Elizabeth grew up. She became a teacher. Many women
44 had careers as teachers at that time. That was their job.

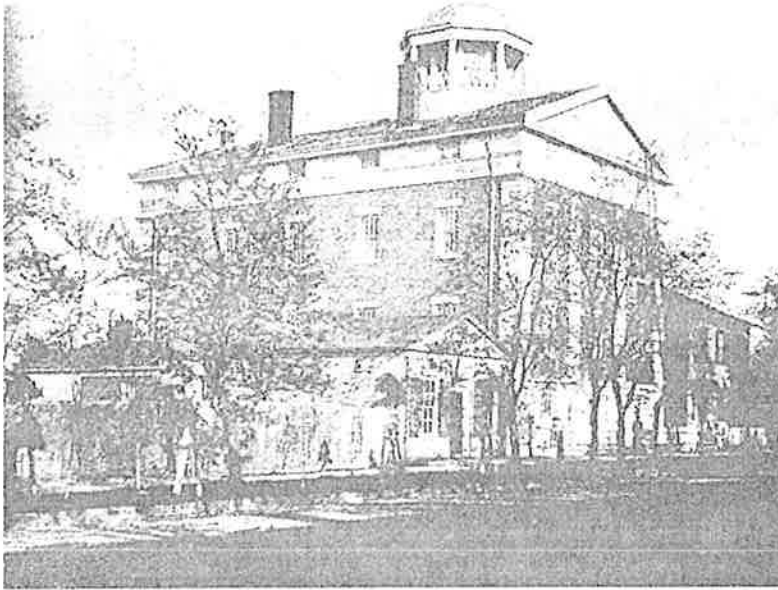
55 **Becoming a Doctor**

58 Then one of Elizabeth's friends got very ill. The sick
68 friend wished her doctor had been a woman. Elizabeth
77 made a plan to become a doctor.



Dr. Elizabeth Blackwell

Name _____



Elizabeth Blackwell went to Geneva Medical College in Geneva, New York.

84 Men doctors told Elizabeth that women could not go
93 to **medical school**. Elizabeth did not agree with or
102 accept that. She kept looking for a school that would
112 take her.

114 At last, Elizabeth went to a school in New York. She
125 studied and learned medicine. She became the first
133 woman doctor in America. The year was 1849.

141 Elizabeth opened her own medical office in New York
150 City. She and two other doctors took care of sick women
161 and children. They ran a school to train and teach other
172 women as doctors.

175 Elizabeth Blackwell helped people her whole life.
182 Many women became doctors because of her.

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. How do you know Elizabeth Blackwell lived long ago? Circle the answer.

She is sitting down.

She is wearing old-fashioned clothing.

2. Think about the events in Elizabeth Blackwell’s life. What event happened first? Find the sentence in the text and write it.

3. What event happened when Elizabeth was eleven? Find the sentence in the text and write it.

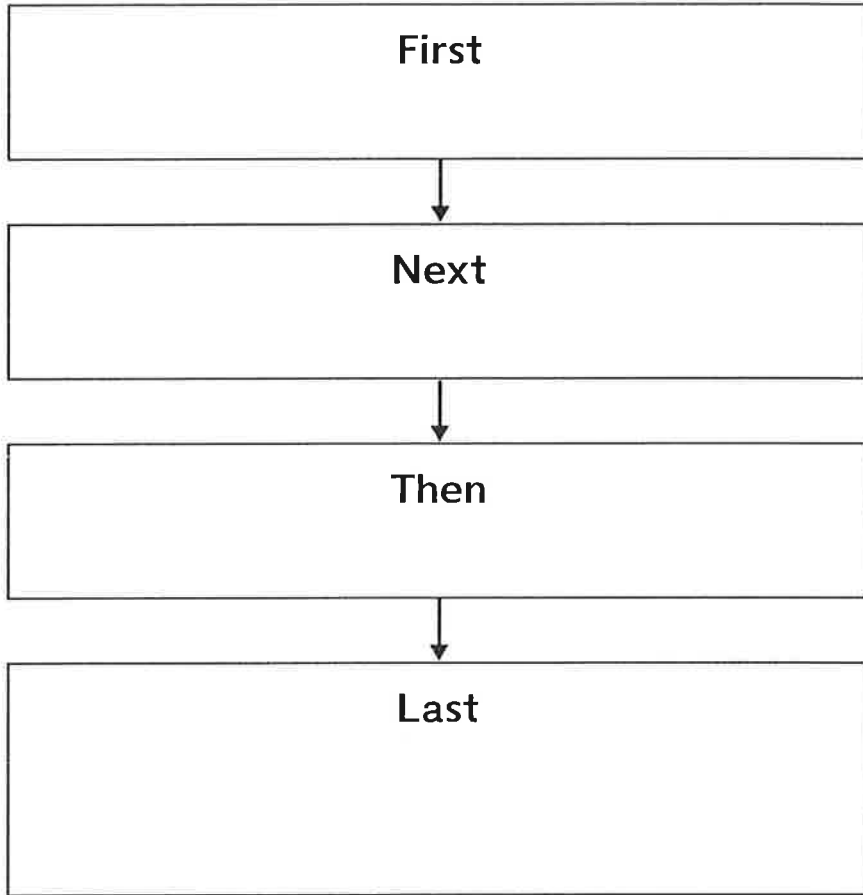
B. Work with a partner. Read the passage aloud. Pay attention to how you pause and group words together. Stop after one minute. Fill out the chart.

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

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Name _____

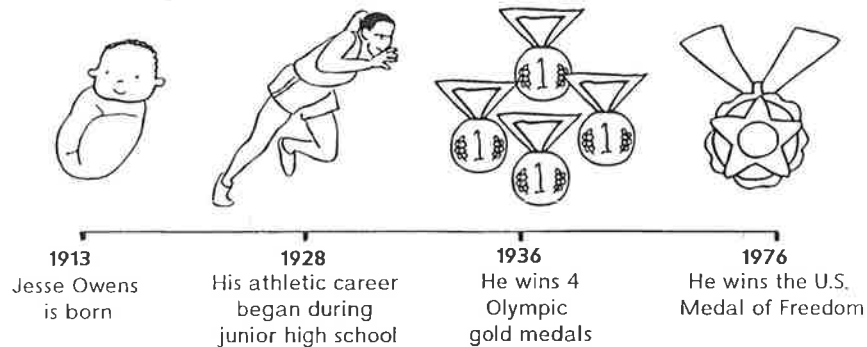
Read the selection. Complete the Sequence chart.



Name _____

Jesse Owens

Jesse Owens joined the track team in junior high school. He set **records** in running. Jesse won races in the **Olympics**. He was just 22 years old. He showed that everyone can do great things.



Circle the answer the questions about the text.

1. A biography is a true story about a person written by another person. What helps you know this text is a biography?

It is a true story about a real person.

It is a made-up story about running races.

2. Why are the words **records** and **Olympics** in bold print?

The words are captions in the text.

The words point out important ideas.

3. Look at the time line. What does the time line help you learn?

It shows the running records that Jesse set.

It shows events in Jesse's life.

Name _____

The letters *oo*, *u_e*, *u*, *ew*, *ue*, and *ui* can stand for the vowel sound you hear in the words *moon*, *tune*, *flu*, *chew*, *blue*, and *suit*. The letters *oo*, *ou*, and *u* can also stand for the vowel sound you hear in *look*, *would*, and *push*.

A. Say each word in the box below. Circle the word if it has the same vowel sound as *blue*. Underline the word if it has the same vowel sound as *look*.

flute

push

pool

wood

suit

book

A contraction is a short way to write two words. The apostrophe takes the place of the letter *o* in the word *not*.

B. Replace the crossed out letter with an apostrophe ('). Write the contraction. Read the contraction.

1. should ~~o~~t _____ 2. would ~~o~~t _____
 3. could ~~o~~t _____ 4. are ~~o~~t _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about the correct sequence of events.

Draft Model

Doug grew up in the city. When Doug got older, he helped out at the library. Today he helps students with their reading. He liked to read when he was a boy.

1. What happens first in Doug’s life?
2. What happens next?
3. What does Doug do today?

B. Now revise the draft by including events in the correct sequence in which they happened in Doug’s life.

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Name _____

Ahmed used text evidence to answer the prompt: *How are Bessie Coleman and Kate Shelley both heroes?*

Bessie Coleman and Kate Shelley are both heroes because they changed people's lives.

Bessie Coleman was determined to learn to fly, but she faced many challenges. Not many women became pilots in the early 1900s. She worked in Chicago and saved her money. Then she traveled to France to learn to fly in 1920. On June 15, 1921, she became the first African-American woman to become a lady pilot. Her dream of opening a school to teach others to fly came true after her death. She inspired other people to fly and follow their dreams.

On July 6, 1881, Kate Shelley stopped a train in the middle of the night. She crawled in the middle of the night to warn a station master that a bridge was out. If the train had continued, many people would have died. She did not think of herself, but of other people.

Both women were brave and faced many challenges. They are true heroes.

Reread the passage. Follow the directions below.

1. **Circle** the sentence in which Ahmed introduces the topic.
2. **Draw a box** around the sequence, or order, in which Bessie became a pilot.
3. **Underline** a detail about the challenges that Kate faced.
4. **Write** a possessive pronoun that Ahmed used.



Essential Question

What do heroes do?

Use Graphic Organizer 2 to take notes while you read.

Jacob Riis Helps Others

Biography

In 1849, Jacob Riis was born in Denmark. He moved to New York City in 1870.

Life was tough in parts of New York. People worked hard but had little money. They couldn't pay for things such as food and shelter.

At first, Jacob could not **afford** a place to live. He slept in dirty and crowded shelters.

Jacob got a job as a reporter in 1873. His main interest was the **struggle** of people in poorer neighborhoods. He wrote stories

about these places. He took photos to show how bad the conditions were.

Because of Jacob's work, people learned about the difficult living conditions. They wanted to help **improve** life there. Laws were passed to fix buildings. Parks were built so that children could play outside. Life in these neighborhoods got better.

Jacob Riis improved many people's lives. He is one of America's heroes!

Jacob Riis



Read the text. Use Graphic Organizer 2 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 where Jacob Riis lived when he first moved to New York City.

Jacob lived _____.

2. Explain what Jacob Riis did to help people learn about life in poorer neighborhoods.

Jacob _____ and _____ for the newspaper.

3. Explain how the lives of poorer people changed because of Jacob Riis.

People passed laws to _____. Also, they _____ so that children could play outside.

 **Write** Work with a partner. Discuss your notes about “Jacob Riis Helps Others.” Then write your answer to the Essential Question.

What do heroes do?

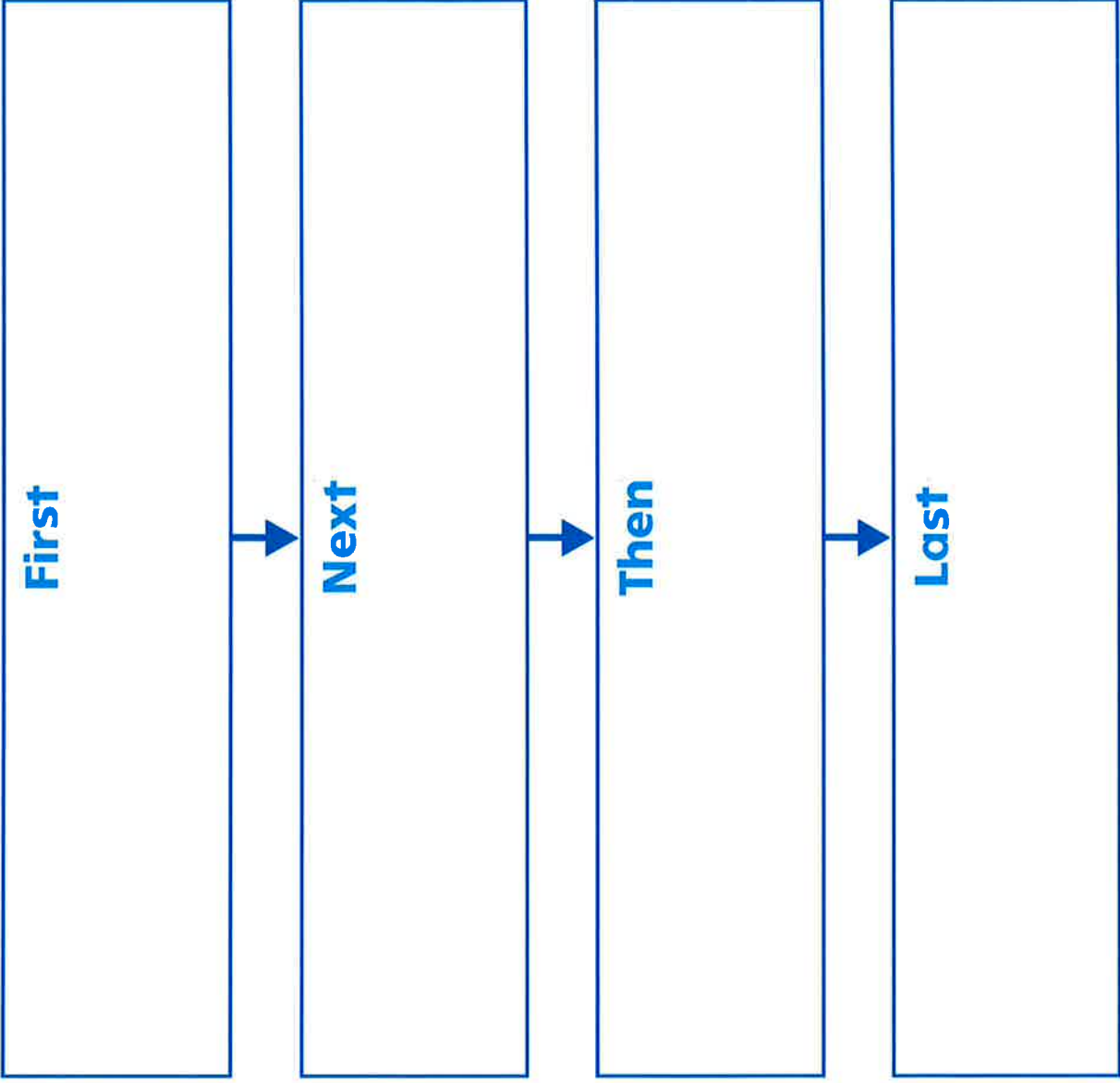
Explain what Jacob Riis did that made him a hero.

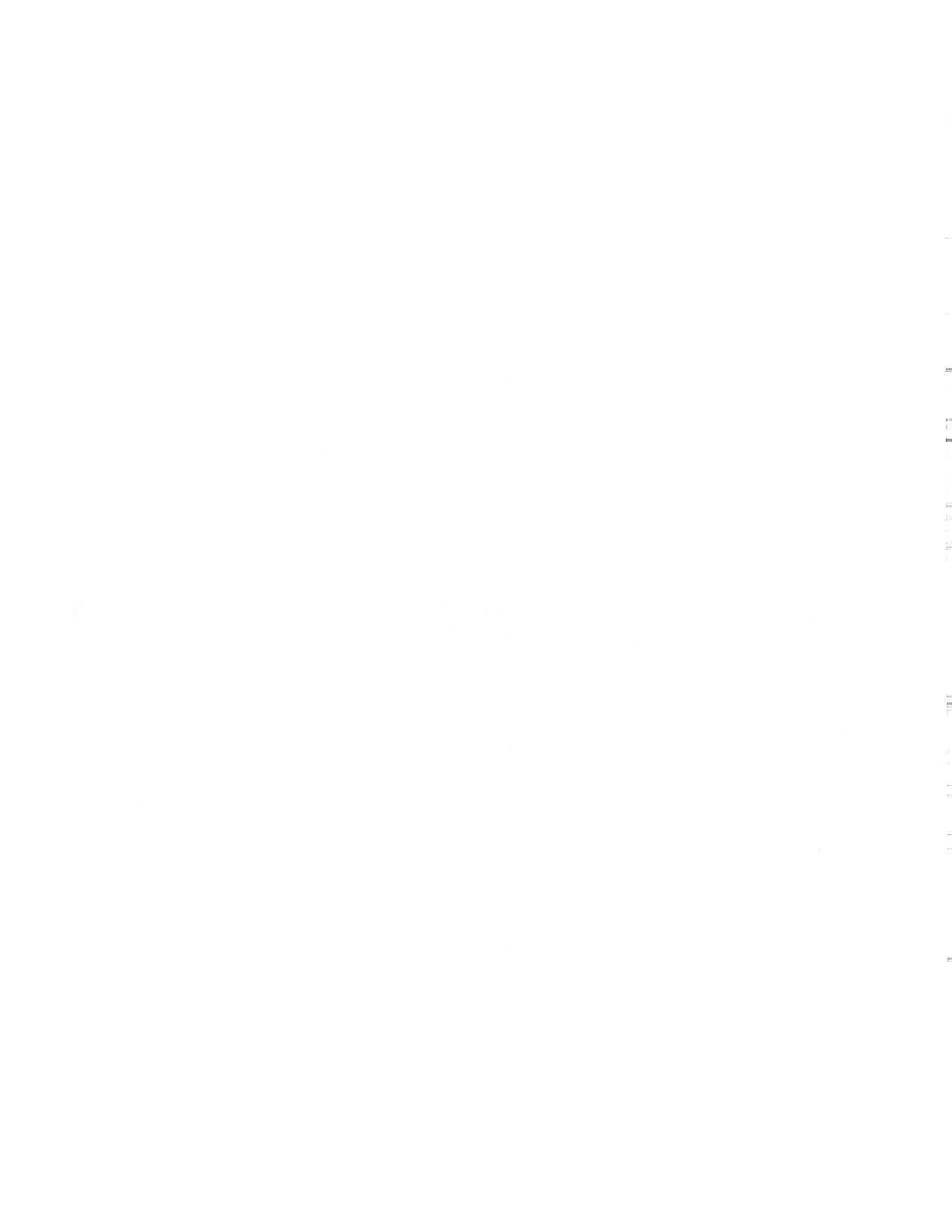
Jacob Riis _____ and _____ for the newspaper. He helped people learn about life in _____

_____.

He worked to improve _____

_____.





Biography



Rudy Garcia-Tolson

by Ann Weil

Mc
Graw
Hill
Education

PAIRED
READ

The Unsinkable Molly Brown

STRATEGIES & SKILLS

Comprehension

Strategy: Summarize

Skill: Sequence

Phonics

Variant vowel spellings
with digraphs /ü/ *oo, u, u_e,*
ew, ue, ui; /û/ oo, ou, u

Vocabulary

agree, challenging,
discover, heroes, interest,
perform, study, succeed

ELL Vocabulary

athlete, courage

Content Standards

Social Studies

History

Word count: 743**

Photography Credit: Cover Jason Dewey Photography

**The total word count is based on words in the running text and headings only. Numerals and words in captions, labels, diagrams, charts, and sidebars are not included.

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Genre **Biography**



Essential Question
What do heroes do?

Rudy Garcia-Tolson

by Ann Weil

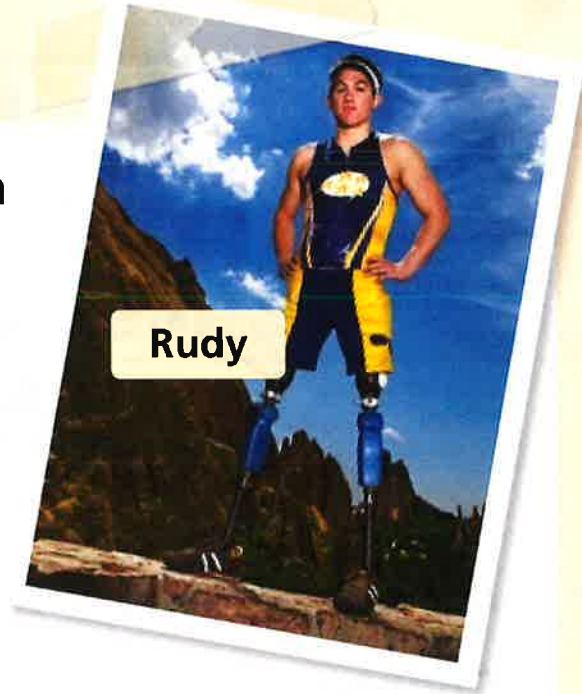
Chapter 1	
A Hero Who Has No Legs	2
Chapter 2	
New Legs, New Start	5
Chapter 3	
An Athlete's Life	9
Chapter 4	
A True Hero	11
Respond to Reading	15
PAIRED READ	The Unsinkable Molly Brown . . 16
Glossary/Index	19
Focus on Social Studies	20

chapter 1

A Hero Who Has No Legs

Rudy Garcia-Tolson was not born a hero. But by age 8, Rudy was a hero to many people. He faced challenges when he was born. But this did not stop him from becoming a strong athlete.

Rudy was born with **physical** challenges. He had problems with his mouth and his hands. But the most serious problems were with his legs. Everyday tasks were hard for Rudy.



Jason Dewey Photography

Rudy wanted to be able to walk and play. Doctors tried to fix some of the problems with his legs. But they could not fix everything. Rudy had many **operations**, but his legs still had problems. Doctors told Rudy they could give him new legs. First they would need to remove his old legs. Rudy and his family decided he would have the operation.


Doctors help people who are feeling sick or are in pain.



doctor

patient

When Rudy was five years old, doctors removed his legs. Then the doctors gave him artificial legs. They were made of plastic and metal. They were very strong. Now Rudy could run and walk.



artificial leg

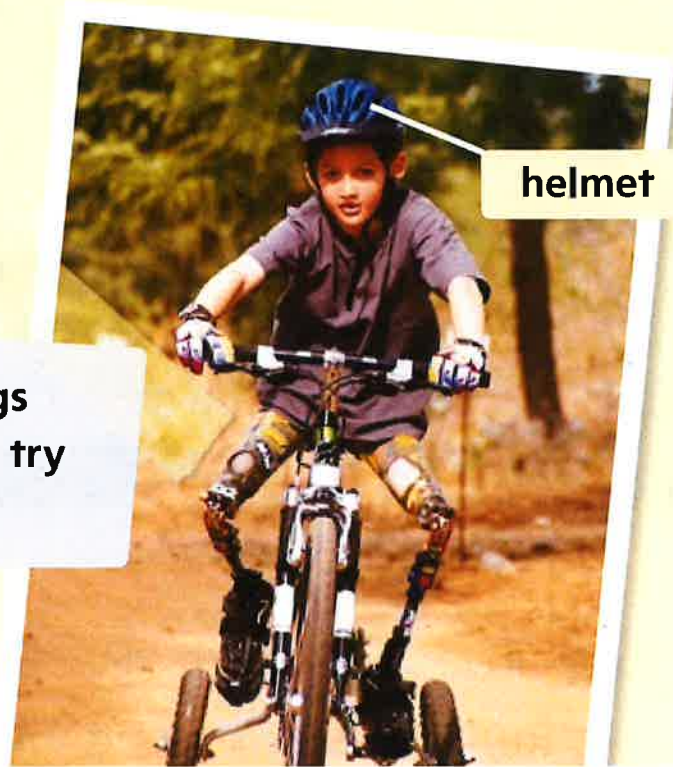
Artificial arms and legs let people without legs or hands walk and hold things.

STOP AND CHECK

What have you learned about Rudy so far?

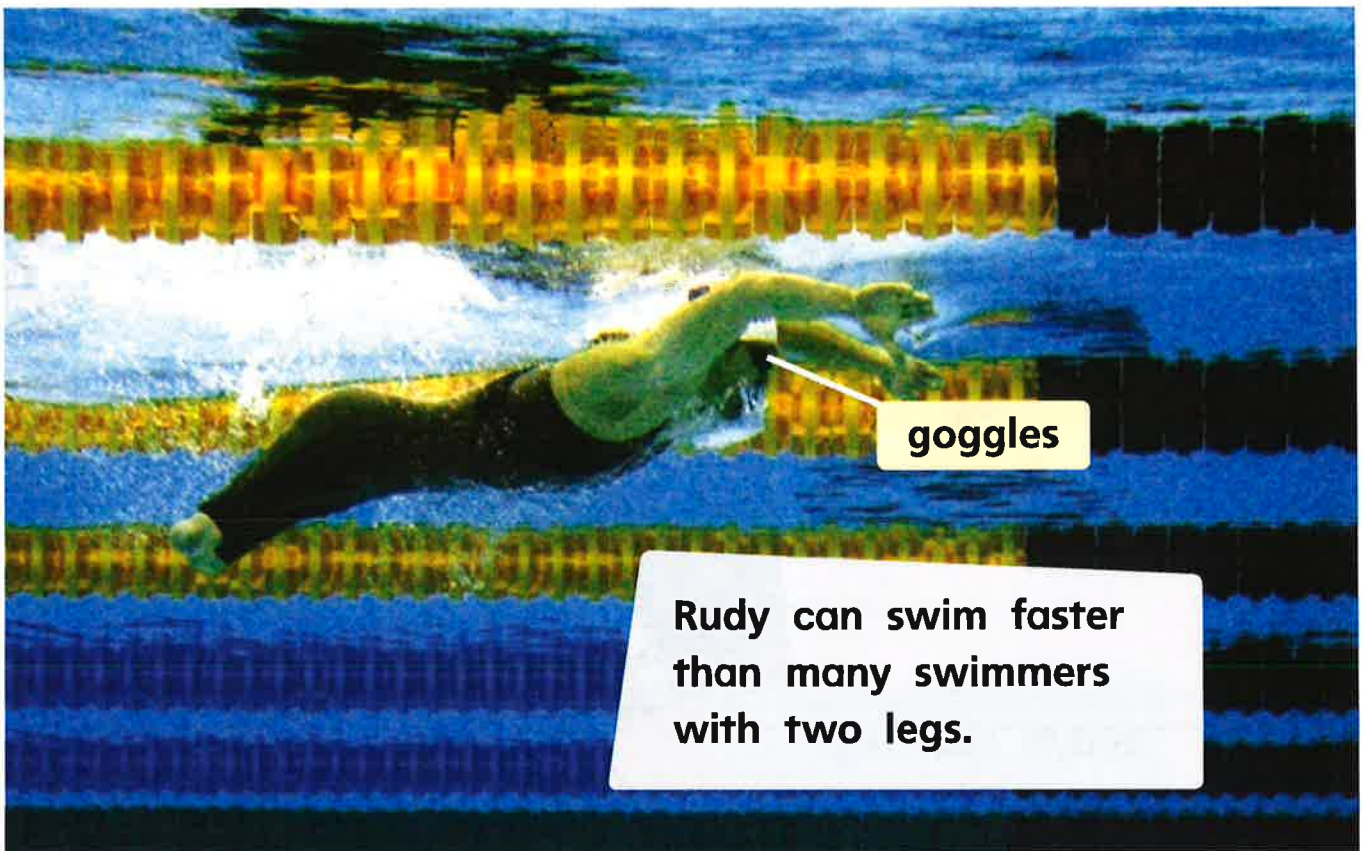
chapter
2

New Legs, New Start



Rudy's new legs helped him to try many sports.

Rudy's new legs gave him courage. He tried new sports. He learned to swim. He could even ride a bike! Then Rudy began to discover a new interest. He wanted to become a great athlete. He wanted to show people that he could do many of the same things they could. This made Rudy a hero.



Rudy loved to swim. He felt free in the water. Rudy did not need his new legs for swimming. Rudy did not kick underwater. He swam using his strong arms and upper body. He could swim quickly. He became a great swimmer.

Rudy entered swimming races. He won first place in many races.

Language Detective

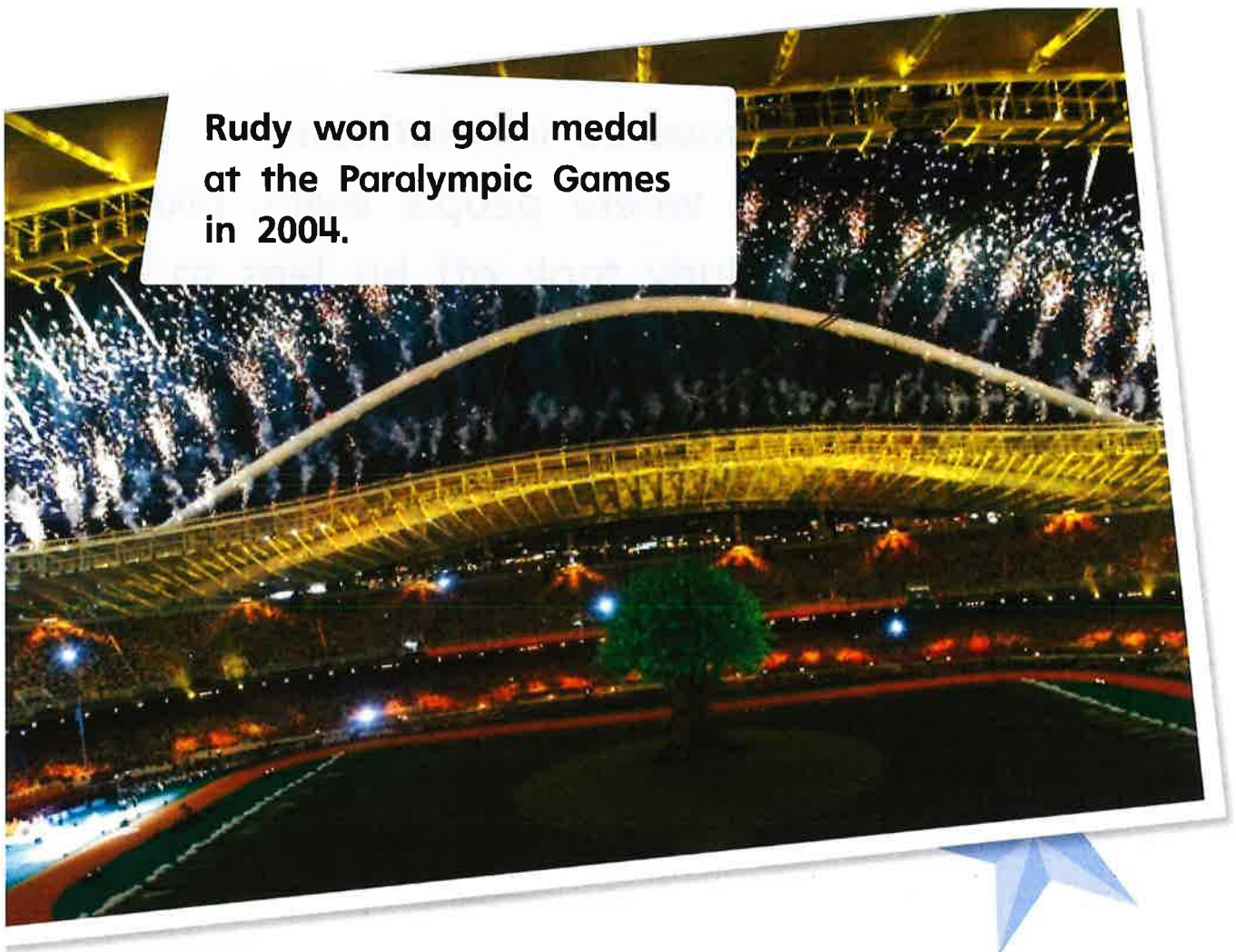
Kick is an action verb. Find another action verb on this page.

Rudy also competed in **triathlons**. These are races where people swim, bike, and run. First Rudy took off his legs to swim. Then he put on a special pair of legs to bike. After getting off the bike, Rudy put on new legs for running.

When Rudy was 10 years old, he finished a triathlon on his own. He was the youngest person without legs to do this.



Rudy wears special legs for each sport.



Rudy won a gold medal at the Paralympic Games in 2004.

Rudy set records in swimming. He won his first gold medal when he was only 16 years old. At age 18, he won a second gold medal at the Paralympic competition in Durban, South Africa. Rudy continues to set swimming records today.

STOP AND CHECK

What did Rudy do when he was 10 years old?

chapter

3

An Athlete's Life



Rudy lives and trains at the U.S. Olympic Complex.

Rudy lives at a training center. He is able to practice and exercise there. He also meets with his doctors. The doctors study ways that they can improve Rudy's legs. With their help, Rudy can perform even better.

Living at the training center lets Rudy spend time with other athletes. He also eats healthful food. Rudy takes care of himself so he can succeed.

Language Detective

Their is a possessive pronoun. Find another possessive pronoun on this page.

In 2009, Rudy tried one of the hardest athletic events. It is called the Ironman. It is the longest triathlon race. The race was challenging, but Rudy finished it. He was one of the first people with no legs to compete in the Ironman.



ocean

After swimming and biking, Rudy ran 26.2 miles to finish the race.

STOP AND CHECK

How does Rudy take care of himself at the training center?

Chapter 4

A True Hero

Rudy is a hero to many kids.



wheelchair

Heroes do things to help others. Some heroes rescue people from dangerous places. Firefighters do that. People agree that Rudy is a different kind of hero. He is a **role model**. He inspires others. Rudy shows people that they can go for their dreams.

In Other Words reach for. En español: *lograr*.

Rudy Garcia-Tolson

The Life of a Hero

1988 Rudy was born on September 14 in California.

1999 At age 10, Rudy became the youngest athlete with two artificial legs to do a triathlon on his own.

1985

1990

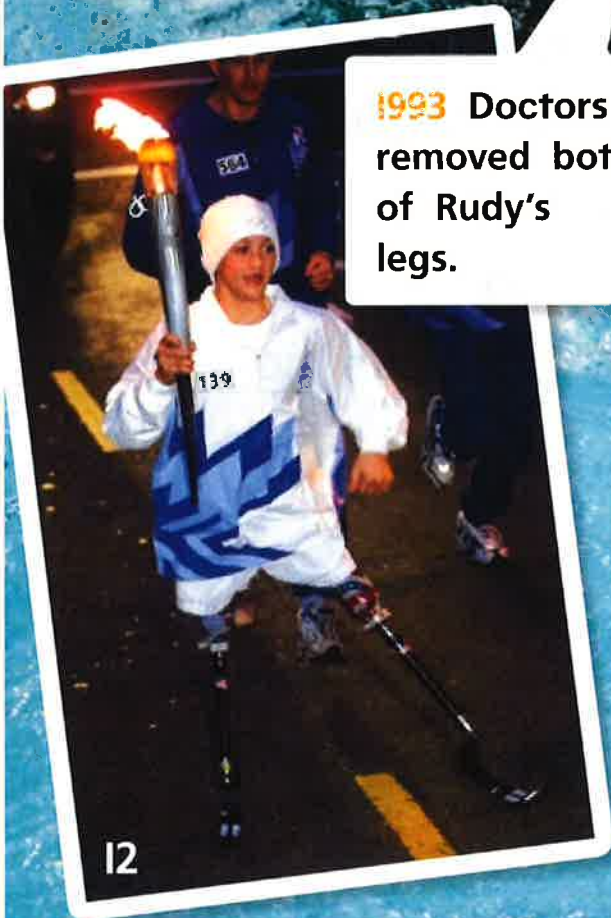
1995

2000

1993 Doctors removed both of Rudy's legs.

2003 *Teen People* magazine called Rudy one of "20 Teens Who Will Change the World."

2004 Rudy won the gold medal at the Paralympic Games in Greece.





2016 Rudy competed in his fourth Paralympic Games in Brazil.

2005 • • • **2010** • • • **2015** • • • **2020**

2007 Rudy moved to the Olympic Training Center.

2011 Rudy joined the U.S. team in the Pan-Pacific Para-Swimming Championships.

2008 Rudy won gold and bronze medals in swimming at the Paralympic Games in China.

Rudy always keeps a positive attitude and never gives up. He likes to share his story with people. He tells children and adults what he has learned.

Rudy's motto is, "A brave heart is a powerful weapon." This means that when you are not afraid, you can do anything.

In Other Words phrase.
En español: *lema, frase.*

**Rudy's success
inspires others to
do their best.**



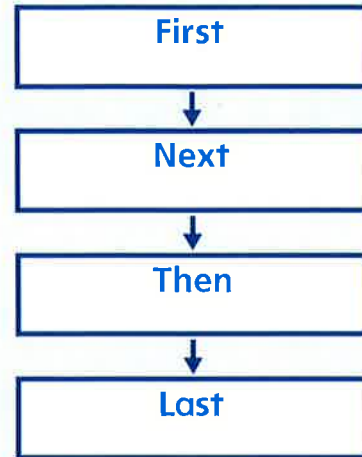
STOP AND CHECK

How does Rudy inspire others?

Respond to Reading

Summarize

Use important details to help you summarize *Rudy Garcia-Tolson*.



Text Evidence

1. How do you know *Rudy Garcia-Tolson* is a biography? **Genre**
2. What happened in Rudy's childhood that led him to become an athlete?
Sequence
3. Figure out the synonym for the word *challenging* on page 10. **Synonyms**
4. Read the timeline. Write about what Rudy did in Greece in 2004.

Write About Reading

Genre Biography

Compare Texts

Read about another hero.

The Unsinkable Molly Brown

A legend is a story. It is part fact and part fiction. There are legends about heroes. One legend is about a hero named Molly Brown. The legend is based on a real person named Maggie Brown.

In 1912, Maggie Brown was on a ship called the *Titanic*. The *Titanic* sank at sea. About 1,500 people died. About 700 people, including Maggie, survived.



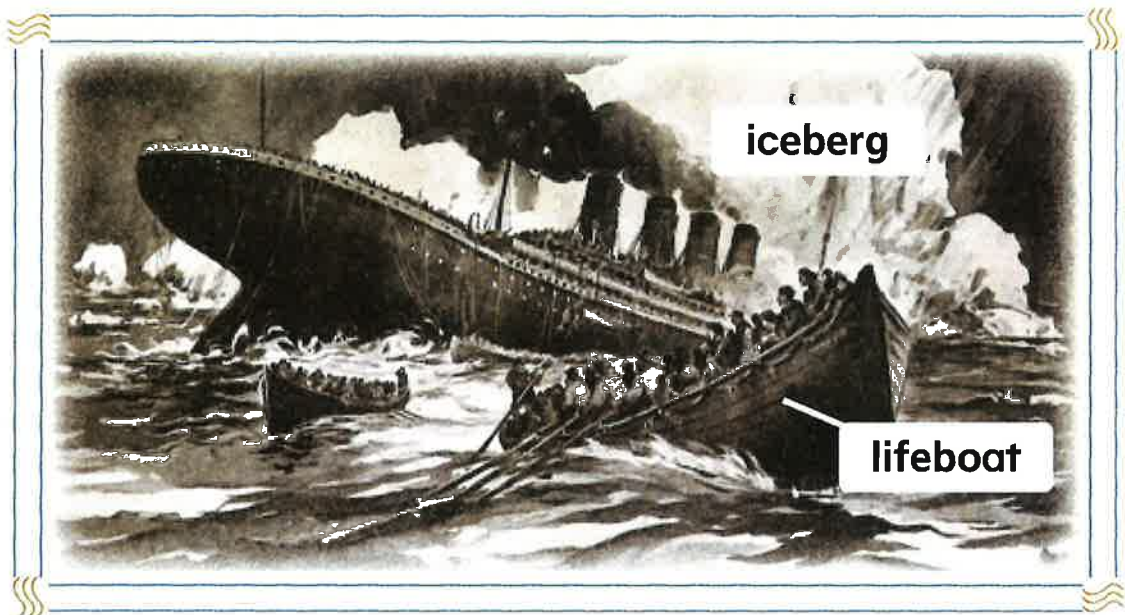
Maggie Brown lived from 1867 to 1932.

Everett Collection Inc/Alamy Stock Photo

Taking Charge

Maggie was able to get into a lifeboat. Others were not so lucky. The lifeboat started to sail away. Maggie made the boat turn around. She wanted to look for more people in the water.

A big ship picked up the passengers in Maggie's lifeboat. Maggie was safe.

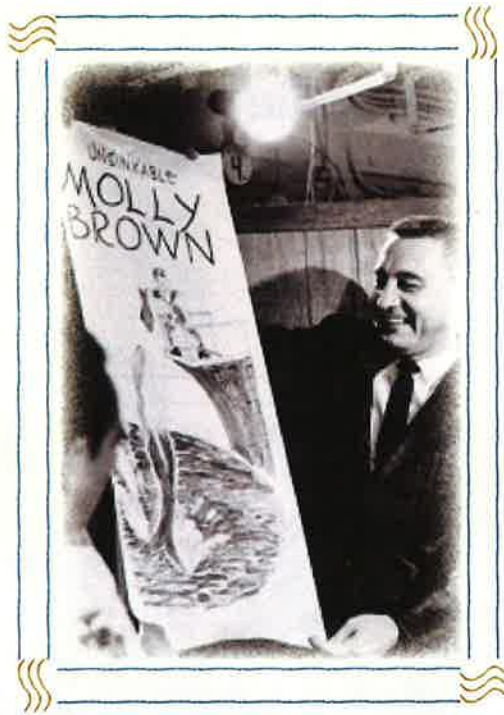


Classic Vision/age fotostock/SuperStock

The *Titanic* sank in 1912.

The Legend

Maggie's actions made her a legend. Then someone wrote a musical about her. The writer thought *Molly* sounded better than *Maggie*. The result was a movie called *The Unsinkable Molly Brown*.



Movies about real people sometimes add made-up ideas and events to the story.

Time & Life Pictures/Getty Images



Make Connections

What are some things heroes do?

Essential Question

What makes Maggie and Rudy brave?

Text to Text

Glossary

operations surgeries performed by a doctor on a person's body to help the person get better (*page 3*)

physical having to do with the body of a person (*page 2*)

role model a person whose good qualities are imitated by others (*page 11*)

triathlons three-part races (usually swimming, biking, running) (*page 7*)

Index

athlete, 2, 5, 9

legend, 16–18

operations, 3

Titanic, 16–17

Focus on Social Studies

Purpose To identify a hero

What to Do

Step 1

Work with a partner. Make a poster with the title "My Hero."

Step 2

Write your hero's name. Then write three things your hero did to become your hero.

Step 3

Draw a picture of each action.

Step 4

Share your poster with the class.

Thinkmark

Text Structure

How does the author organize information in *Rudy Garcia-Tolson*?

Vocabulary

What new words did you learn in the text? What helped you understand their meanings?

Conclusions

What is the most important thing you learned in *Rudy Garcia-Tolson*? What conclusions can you make about Rudy?

Make Connections

How is *Rudy Garcia-Tolson* like other biographies you have read?

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