

Grade 2

My ELD Summer Learning Packet



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Grade 2 ELD Summer Learning Packet

TABLE OF CONTENTS

Introduction		Page
Welcome Letter		
Reading Log		
Subject	Lesson	Page
English Language Development (ELD)	<u>Week 1</u> <ul style="list-style-type: none"> ● Vocabulary ● Vocabulary Strategy ● Silent Letters/Prefixes and Suffixes ● Comprehension ● Genre/Text Feature ● Writing Traits ● Write to Sources 	
	<u>Week 2</u> <ul style="list-style-type: none"> ● Vocabulary ● Vocabulary Strategy ● r-Controlled Vowels/Inflectional Endings ● Comprehension ● Genre/Text Feature ● Writing Traits ● Write to Sources 	
	<u>Week 3</u> <ul style="list-style-type: none"> ● Vocabulary ● Vocabulary Strategy ● r-Controlled Vowels/Irregular Plurals ● Comprehension ● Genre/Literary Element ● Writing Traits ● Write to Sources 	
	<u>Week 4</u> <ul style="list-style-type: none"> ● Vocabulary ● Vocabulary Strategy ● r-Controlled Vowels/Abbreviations ● Comprehension ● Genre/Literary Element ● Writing Traits ● Write to Sources 	
	<u>Week 5</u> <ul style="list-style-type: none"> ● Vocabulary ● Vocabulary Strategy ● r-Controlled Vowels & Syllables ● Comprehension ● Genre/Literary Element ● Writing Traits 	

	<ul style="list-style-type: none"> • Write to Sources 	
	<u>Week 6</u> <ul style="list-style-type: none"> • Read "The Grand Canyon". Then, Answer the questions. • Read "Landslides". Then, Answer the questions. • Read "CButterflies Everywhere!". Then, Answer the questions. 	
Appendixes		Page
Certificate of Completion		
Answer Key		

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



COMPTON UNIFIED SCHOOL DISTRICT

Support Learning
at Home



MESSAGE FOR PARENTS

Dear Parents and Guardians,

As summer break approaches, we would like to share with you some learning resources that we have available for our Compton USD students. From our Summer Learning Packets to our online programs, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning during vacation time!

Educational research consistently shows that summer learning programs help students better retain the information learned during the previous year and better prepares students for the upcoming grade level. We also know that when kids read over the summer, they are more likely to leap ahead when they return to school. This is often called the "summer leap."

Please visit our Distance Learning Platform (Parent Resources) in the Compton Unified School District website to access some of the resources that we have available for our students!

We hope that you have a restful and healthy summer break and we look forward to seeing everyone in August.

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

SUMMER LEARNING PACKETS

Our Common-Core aligned **Summer Learning Packets** offer our students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work that students can complete during the summer break.

In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

Please know that these instructional activities and ideas are suggested and not required. Some children may need a combination of reading independently and having someone read to them. Some children prefer reading on the iPad or computer. If your child is struggling with a math page, please let your child's next year teacher know what concepts were difficult. If your child needs to skip problems, that is fine!

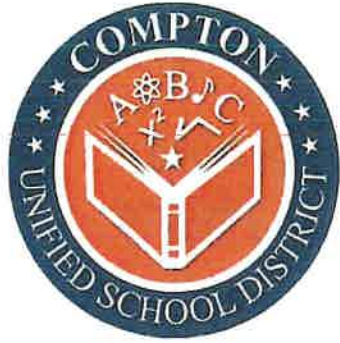
Our intention is to provide academic activities for children who would like to complete them, as well as for parents that find the review beneficial for their child. We hope each child finds the activities engaging.

Other academic summer activities could include journal writing, composing emails to family and friends, writing post cards while on a trip, sending thank-you notes, card games, Sudoku, word searches, crossword puzzles, arts and crafts, gardening, putting on plays/musicals, organizing a child-friendly garage sale, cooking, having a family game/puzzle night, etc.

HAVE A WONDERFUL SUMMER!!!



SUMMER ENRICHMENT



DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning
at Home



MENSAJE PARA LOS PADRES

Queridos padres y tutores,

A medida que se acerca el descanso de verano, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes. De nuestros Paquetes de Aprendizaje de Verano a algunos de nuestros programas en línea, los estudiantes de CUSD tienen múltiples oportunidades para reforzar el aprendizaje. Queremos que nuestros estudiantes continúen aprendiendo durante las vacaciones.

La investigación educativa muestra consistentemente que los programas de aprendizaje de verano ayudan a los estudiantes a conservar mejor la información aprendida durante el año escolar anterior y prepara mejor a los estudiantes para el próximo nivel de grado. También sabemos que cuando los niños leen mucho durante el verano, con mayor probabilidad irán por delante cuando vuelvan a la escuela. Esto a menudo se llama el "salto de verano".

Visite nuestra Plataforma de Aprendizaje a distancia (Recursos para padres) en el sitio web del Distrito Escolar Unificado de Compton para tener acceso a algunos de los recursos que tenemos disponibles para nuestros estudiantes.

Esperamos que tenga un descanso de verano relajante y saludable y esperamos ver a todos en agosto.

SERVICIOS EDUCATIVOS

TELÉFONO:
(310) 639-3165

SITIO WEB:
www.compton.k12.ca.us

PAQUETES DE APRENDIZAJE DE VERANO

Nuestros paquetes de aprendizaje de verano ofrecen a nuestros estudiantes la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las áreas de alfabetización y matemáticas. Cada paquete contiene el trabajo que los estudiantes pueden completar durante las vacaciones de verano.

Además, recomendamos que los estudiantes participen en lectura libre por un mínimo de 30 minutos diarios ¡Anímelos a llevar libros de lectura a casa de la biblioteca de su salón de clases/ biblioteca de la escuela!

Por favor, sepa que estas actividades e ideas son sugeridas y no requeridas. Algunos niños pueden necesitar una combinación de lectura independiente y también que alguien les lea. Algunos niños prefieren leer en el iPad o en la computadora. Si su hijo/a tiene problemas con una página de matemáticas, por favor informe a la maestra del próximo año escolar sobre qué conceptos eran difíciles para su hijo/a. Si su hijo/a necesita saltarse los problemas, no pasa nada.

Nuestra intención es proporcionar actividades académicas para los estudiantes que deseen completarlas, así como para los padres que encuentren este repaso beneficioso para su hijo/a. Esperamos que cada niño/a encuentre actividades que en las que se puedan involucrar.

























































































































Otras actividades académicas de verano podrían incluir la redacción o escritura libre, escribir correos electrónicos a familiares y amigos, la redacción de tarjetas postales durante un viaje, enviar notas de agradecimiento, juegos de cartas, Sudoku, búsquedas de palabras, crucigramas, artes y artesanías, jardinería, poner juegos/música, organizar una venta de garaje para niños, cocinar, tener una noche de juegos/rompecabezas familiar, etc. ¡Disfrute con sus hijos/as las muchas oportunidades que ofrece el verano!

¡TENGAN UN AGRADABLE VERANO!



SUMMER ENRICHMENT

Summer Reading Log

NUMBER	TITLE	RATING
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    
		    



Grade 2


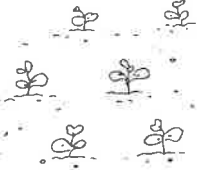




ELD Learning Packet



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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
eerie	An owl hooting can sound <u>eerie</u> .	
growth	There is a new <u>growth</u> of plants in the garden.	
layers	She made a cake with three <u>layers</u> .	
lively	The <u>lively</u> music made us feel like dancing.	
seasons	I think winter and summer are the best <u>seasons</u> .	
temperate	Palm trees can grow in a <u>temperate</u> climate.	

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 _____

A **compound word** is a word made of two smaller words. The compound word ***treetop*** is made of the words ***tree*** and ***top***.

Read each sentence. Write the underlined compound word. Work with a partner to draw a line between the two smaller words.

1. One of the most amazing forests is the redwood forest.

2. Redwood forests are not found everywhere.

3. The California seacoast is wet and that is what redwoods need.

4. The water goes right into their leaves.

5. They can't be cut down anymore.

Name _____

In some letter pairs, one of the letters is silent.

In *wr*, the *w* is silent as
in *wrong*.

In *kn*, the *k* is silent as
in *know*.

In *gn*, the *g* is silent as
in *gnat*.

In *mb*, the *b* is silent as
in *crumb*.

In *sc*, the *c* is silent as
in *scene*.

A. Read the words below. Underline the silent letter in each word.

1. sign

2. knife

3. wrap

4. lamb

- The prefix *re-* means "again."
- The prefixes *un-* and *dis-* mean "not" or "opposite of."
- The suffix *-ful* means "full of."
- The suffix *-less* means "without."

B. Read the word. Circle the prefix or suffix in the word in bold print. Then circle the meaning of the word.

5. **un**like not like like again

6. **hopeless** full of hope without hope

7. **useful** not of use full of use

8. **re**mix mix again opposite of mix

Name _____

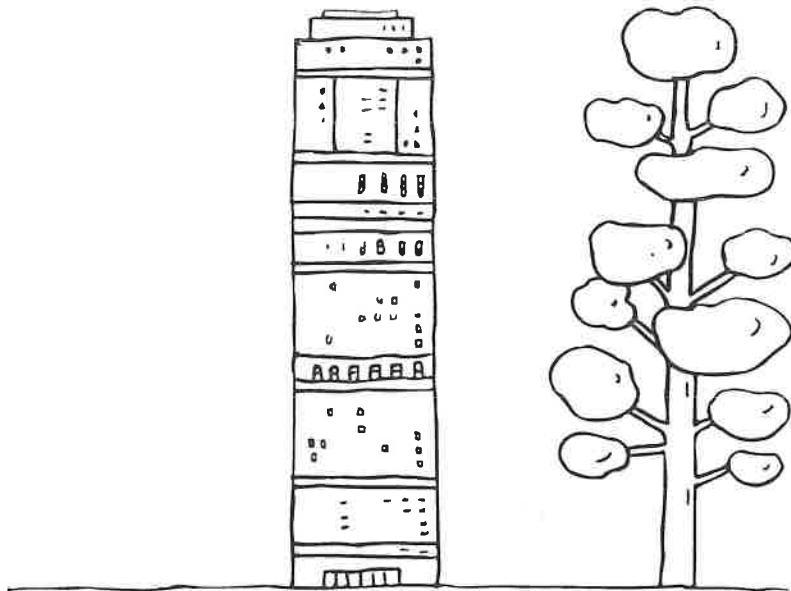
Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.

In a Redwood Forest

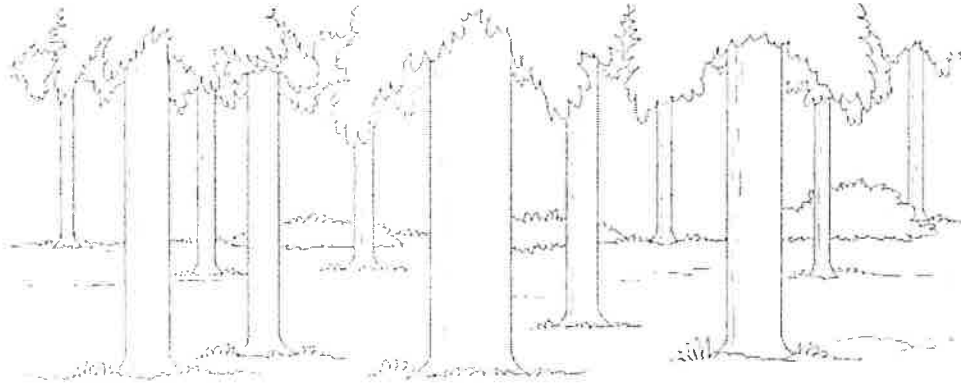
10 A forest is land where trees grow close together. There
20 are different kinds of forests. One of the most amazing
forests is the redwood forest.

25 What Is a Redwood Tree?

30 Some of the tallest trees in the world are redwoods. A
41 redwood tree can grow over 300 feet tall. That's as tall
52 as a 35-story building.



Name _____



57 Some of the oldest trees in the world are redwoods.
67 A redwood tree can live 2,000 years. These trees can
77 survive fire. They have thick bark. The bark keeps
86 them from burning.

89 **Where Are Redwoods Found?**

93 Redwood forests are not found everywhere. They only
101 grow in California. The California seacoast has fog
109 almost every day. The fog helps redwood trees grow. The
119 trees soak up water from the fog. The water goes right
130 into their leaves.

133 People cut down many redwood trees in the past. Now
143 most redwood trees are protected in parks. People can't
152 cut down trees in the parks. People can visit the parks to
164 see redwood trees.

Name _____

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

1. To compare, tell how things are alike. Point to the first picture. How is a redwood tree like a 35-story building?

They are both found in cities.

They can both be 300 feet tall.

2. To contrast, tell how things are different. How is the life of a redwood tree different from other trees?

A redwood tree can grow in a forest.

A redwood tree can live 2,000 years.

3. People cut down redwood trees. When did this happen?

It happened in the past.

It is happening now.

4. People protect redwood trees in parks. When did this happen?

It happened in the past.

It is happening now.

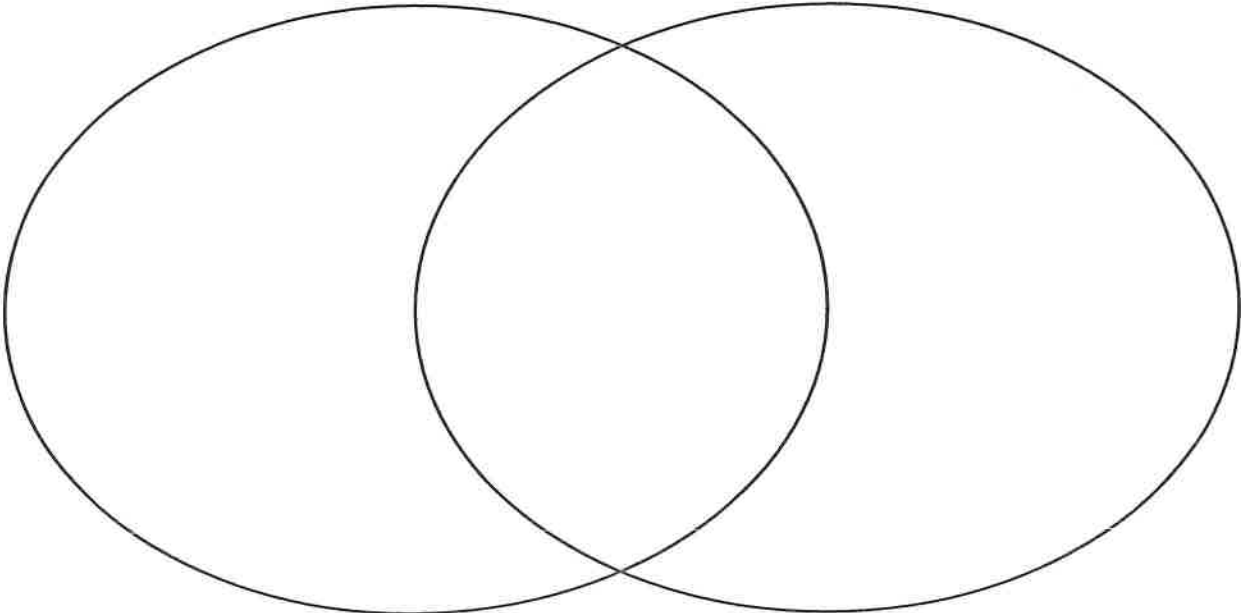
B. Work with a partner. Read the passage aloud.

Use good pronunciation. Stop after one minute. Fill out the chart.

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

Name _____

Read the selection. Complete the Compare and Contrast chart.



Name _____

The Oasis of Mara

The Oasis of Mara is in the dry Mojave desert. The oasis has water. The water comes from underground. Plants can grow in the oasis. Native Americans lived there in the past.



Answer the questions about the text.

1. Expository text gives facts and information about a topic. Circle the sentence that helps you know this is expository text.

It tells facts about an oasis.

It tells a made-up story about an oasis.

2. What is the Oasis of Mara? Circle the answer.

a place in the desert that has water

a dry place that has sand

3. Look at the map. Write the two things the map shows.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about the topic and ideas connected to it.

Draft Model

Some animals here in New Mexico are different from those in Alaska. We don't have moose or caribou, but we do have black bears and elk. The temperature is very hot in the summer. The weather in the winter is very warm, too.

1. What is the topic of the writing?
2. Which ideas connect to the topic?
3. Which ideas do not tell about the topic?

B. Now revise the draft by deleting sentences that do not connect to the topic. Add a new sentence that does connect to the topic.

Name _____

Ángela used text evidence to answer the prompt: *How are rain forests similar to and different from African savannas?*

Rain forests and African savannas are similar and different. They are similar because of where they are on Earth and their temperature. In "Rain Forests," I read that most rain forests grow in hot places near the equator. I learned that African savannas are also very warm, and they are near the equator. Both rain forests and African savannas have many different types of animals and insects.

But rain forests and African savannas are also different. I read that rain forests have many trees and they are close together. African savannas also have trees, but they are spread out. I also learned that rain forests are very wet because it rains there all year long. African savannas only have a few hours of rain each day in the rainy season. Then there may not rain at all in the dry season.







Rain forests and savannas share some of the same features, but they both have unique features too.

Reread the passage. Follow the directions below.

1. Rain forests and savannas are very different places. **Circle** the topic sentence that tells how.
 2. **Underline** a fact about rain forests and a fact about savannas.
 3. **Draw a box** around the sentence that sums up the answer to the prompt.
 4. **Write** an example of a linking verb that Ángela used in the model.
-

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
active	He stays <u>active</u> by playing basketball.	
explode	The fireworks <u>explode</u> in the sky.	
island	The boat takes people to the <u>island</u> .	
local	We get fruit at a <u>local</u> shop on our street.	
solid	The ice on the pond is <u>solid</u> .	
steep	It is not easy to walk up the <u>steep</u> hill.	

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 _____

Look at this example of **context clues** in a sentence. The underlined words explain what *height* means.

The waves can reach a **height** of over 100 feet tall!

Read the sentences. Work with a partner to circle the meaning of the word in bold print that makes sense. Underline the context clues in the sentences that helped you.

1. **Tsunamis** are a set of ocean waves that rush over land.
 waves that go from the ocean onto land
 waves in the middle of the ocean
2. Sometimes an undersea **earthquake** shakes the ocean floor.
 a storm above the Earth a shaking of the Earth
3. The waves **extend** deep down into the ocean.
 to stretch out long to get smaller
4. Then the waves reach **shallow** water near land. The water is less deep here.
 not deep very deep
5. Tsunamis cause lots of **damage** and harm. They can hurt people. They can smash houses and knock down trees.
 calm ruin

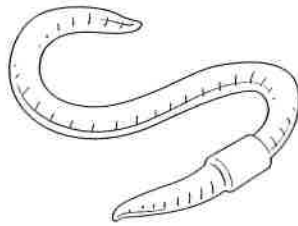
Name _____

The letters *er, ir, ur,* and *or* can stand for the **same** sound. You can hear the sound as you say the words *fern, third, burn,* and *world.*

A. Say each picture name. Circle the word that names each picture. Write the word.



fern girl



turn worm



herd nurse

Before adding *-s, -es, -ed* or *-ing* to some verbs with short vowels, double the final consonant.

Before adding *-s, -es, -ed* or *-ing* to some verbs with long vowels ending in *e*, drop the final *e*.

Before adding *-s, -es, -ed* or *-ing* to some verbs ending in *y*, change *y* to *i*.

B. Circle the word with the ending added correctly.

4. carry + es carryes carries

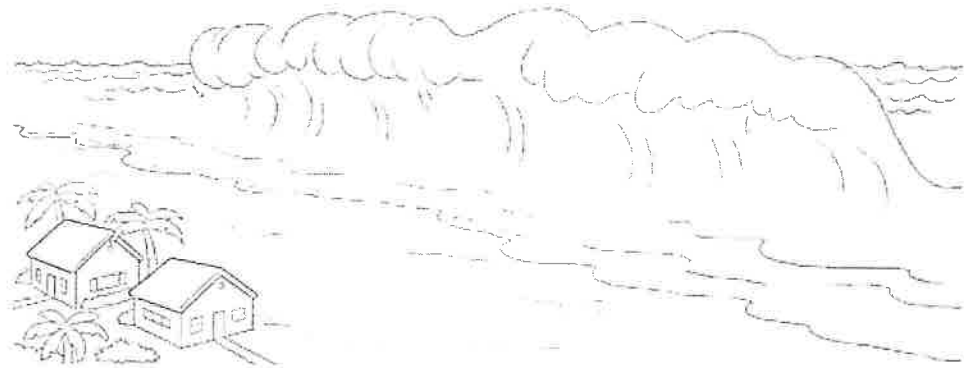
5. make + ing making makeing

6. slip + ed slipped sliped

Name _____

Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.

Tsunamis



What Is a Tsunami?

4 Tsunamis are a set of ocean **waves** that rush over
14 land. The waves look like huge walls of water. They can
25 reach a height of over 100 feet tall!

33 Tsunamis have different **causes**. Sometimes an
39 undersea earthquake shakes the ocean floor. Sometimes
46 there is an underwater landslide or volcano. These
54 things can cause tsunami waves. The waves head
62 for shore.

Name _____

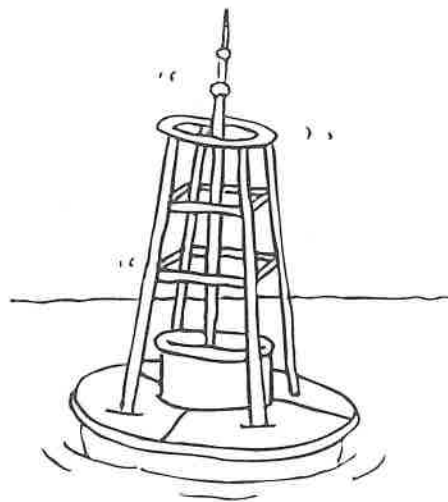
64 At first, the tsunami waves may be just one foot high.
75 They extend deep down into the ocean. The waves move
85 closer to shore. Then the waves reach shallow water near
95 land. The water is less deep here. The waves slow down.
106 They squeeze together and they get higher. Then these
115 big waves hit the shore.

120 **Damage from a Tsunami**

124 Tsunamis cause lots of damage and harm. They
132 can hurt people. They can smash houses and knock
141 down trees.

143 **Tsunami Warnings**

145 There are systems that warn, or tell, people about
154 tsunamis. People find out the big waves are coming.
163 Then they move to higher ground. This keeps them safe
173 from the tsunamis.



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. What is a tsunami? Circle the answer.

a big storm

a huge ocean wave

2. A cause is an action that makes something happen. What is one cause of a tsunami? Circle the answer.

an undersea earthquake

huge walls of water

3. An effect is what happens because of an action. What is one effect of a tsunami when it reaches land? Circle the answer.

It hurts people.

The waves get smaller.

4. People get a tsunami warning. What is the effect? Circle the answer.

People listen for more warnings.

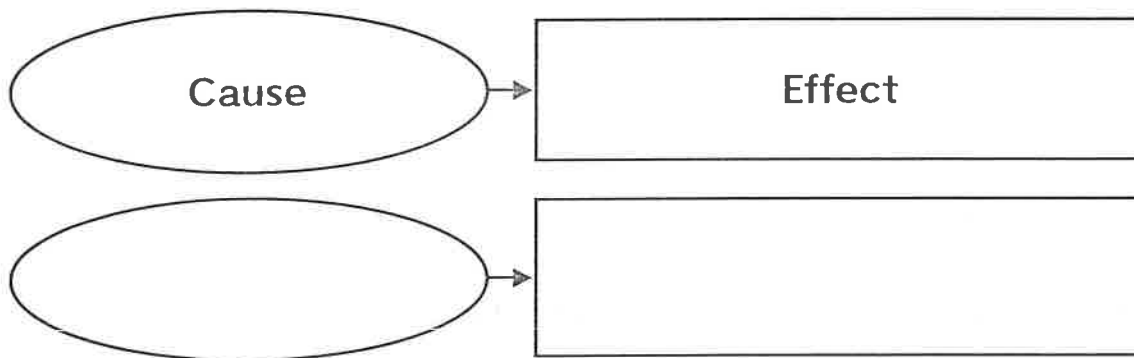
People go to higher ground.

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

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

Name _____

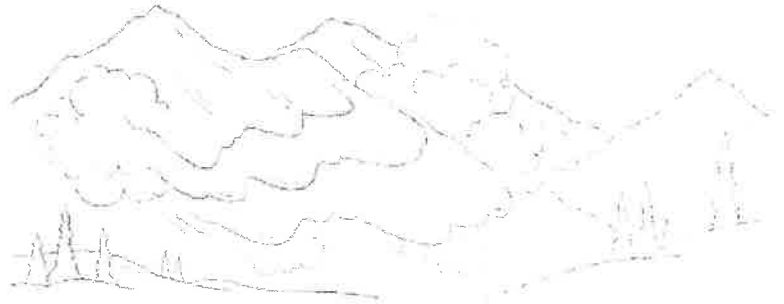
Read the selection. Complete the Cause and Effect chart.



Name _____

Avalanche

An **avalanche** is
a snow slide.
A big **chunk**
of snow sits
at the top of
a mountain.



The snow breaks
loose. It slides down the **slope**. It moves fast.
It lands in a pile at the bottom of the mountain.

Answer the questions about the text.

- Expository text gives facts about a real event. Circle the sentence that helps you know this selection is expository text.
 - It tells a story about a snowstorm.
 - It tells facts about an avalanche.
- Why are the words **avalanche**, **chunk**, and **slope** in bold print?
 - The words are subheads in the text.
 - The words point out important ideas.
- A cause is what makes something happen. What is the cause of an avalanche? Circle the answer.
 - A chunk of snow breaks loose on a mountain.
 - Snow melts on a mountain.
- An effect is what happens. What is the effect of an avalanche?
 - Snow covers the top of the mountain.
 - Snow lands at the bottom of the mountain.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add time-order words.

Draft Model

Some beaches have steep cliffs of rock. Waves crash into the rock. Tiny pieces of rock wash away. The top of the cliff can fall into the sea.

1. What happens first in the process of beach erosion, or washing away? What happens next?
2. What event can happen last?
3. What time-order words can you add to make the order of events more clear?

B. Now revise the draft by adding time-order words such as *first*, *next*, *after*, and *last* to help readers understand the order of events.

Name _____

Madison used text evidence to answer the prompt: *Why are volcanoes and wildfires proof that Earth is always changing?*

Volcanoes and wildfires both cause Earth to change. They are proof that Earth is always changing.

I read on pages 325 and 326 of "Volcanoes" that lava has formed mountains and islands as it spread out on Earth's surface and cooled. Lava has destroyed entire forests because it is so hot. It has burned some forests to the ground. On page 331, I read that the ash from volcanoes has helped some plants grow.

In "To the Rescue," I read on page 334 that wildfires burn trees and plants. This happens right away. Later, new plants may grow back where the wildfire happened.

Volcanoes and wildfires prove that Earth is always changing.

Reread the passage. Follow the directions below.

1. **Draw a box** around the sentence that introduces the topic.
 2. **Underline** the text evidence that tells how lava can reshape Earth.
 3. **Circle** a time-order word that Madison uses to tell when plants grow back after a wildfire.
 4. **On the line**, write an example of a helping verb.
-

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
costume	I wear a <u>costume</u> when I dance.	
favorite	His <u>favorite</u> toy is a truck.	
parades	There are many <u>parades</u> on the Fourth of July.	
surrounded	She is <u>surrounded</u> by books in the library.	
travels	The plane <u>travels</u> in the sky.	
wonder	I <u>wonder</u> how birds learn to fly.	

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 _____

A **simile** compares two unlike things. It uses the word *like* or *as* to make the comparison.

The ice is as smooth as glass.

A. Work with a partner. Read the sentences. The author compares two things. The first thing is underlined. Circle the word *like* or *as*. Underline the second part of the comparison.

1. The dim sun hung like a nickel in the sky.
2. I hugged my arms when I felt a breeze as sharp as a knife.
3. I said, "My dad bought a turkey as big as a pillow."
4. The displays of fruits and vegetables looked like rainbows.

B. Explain each simile. Circle the answer to complete each sentence.

5. The author compares a turkey to a big pillow because they are both _____.
 the same size the same shape the same weight
6. The author compares fruits and vegetables to rainbows because they are _____.
 all round many colors found outside

Name _____

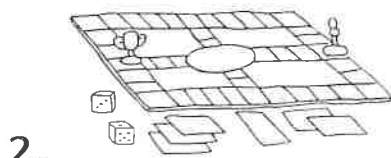
The letters *or, ore*, and *oar* can make the same sound.
You can hear the sound in the words *short, chore*, and *soar*.

The letters *ar* can stand for the sound you hear in the
word *arm*.

A. Say each picture name. Circle the picture name. Underline the letters that make the vowel sound.



hard horn



board born



chore car

Some nouns change their spelling to name more than one,
as in *man* and *men*.

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

5. woman

feet

6. mouse

mice

7. foot

teeth

8. tooth

women

Name _____

Read the passage. Use the visualize strategy to form pictures in your mind about what happens in the story.

Giving Thanks Two Times



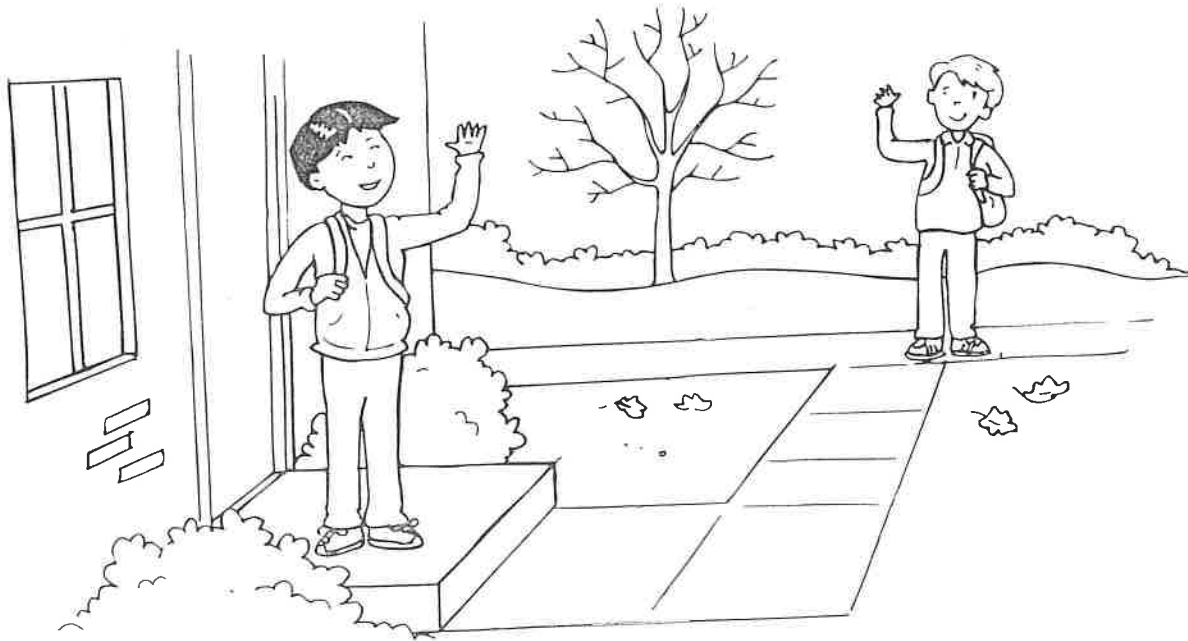
It was a cool November day. The dim sun hung like
11 a nickel in the sky. My friend Riku and I were walking
23 home from school. I hugged my arms when I felt a
34 breeze as sharp as a knife.

40 We had studied Thanksgiving at school. We learned
48 about the early settlers. They had made a big feast to
59 give thanks for the harvest and for all they had.

69 I said, "My dad bought a turkey as big as a pillow."

81 Riku said, "We'll have a turkey, too. And we'll
90 have rice!"

Name _____



92 Riku explained that his family was celebrating Labor
 100 Day Thanksgiving. It was a holiday in Japan. He told
 110 me that it was a harvest celebration, like American
 119 Thanksgiving.

120 I said, "Both holidays are in November, too!"

128 Riku told me that last year he had been in Japan
 139 for Labor Day Thanksgiving. He was visiting his
 147 grandparents. He saw parades. He saw displays of fruits
 156 and vegetables. They looked like rainbows.

162 Riku explained, "That was to give thanks for
 170 good crops."

172 I said, "You're lucky. You can have two
 180 Thanksgivings."

181 Riku said, "Come to my house for Labor Day
 190 Thanksgiving. Then you can have two Thanksgivings
 197 also!"

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 many characters are in this story? Circle the answer.

There are two characters. There are three characters.

2. To compare, tell how characters or events are alike. What is one way that Thanksgiving and Labor Day Thanksgiving are alike? Circle the answer.

They are summer holidays. They are harvest holidays.

3. To contrast, tell how characters or events are different. What is one way that Thanksgiving and Labor Day Thanksgiving are different? Circle the answer.

They are celebrated in different countries.

They are celebrated in different months.

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		-		=	

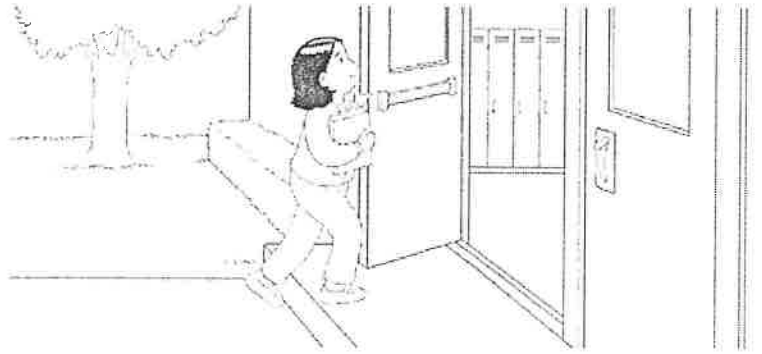
Name _____

Read the selection. Complete the Compare and Contrast chart.

Name _____

Going to School

My name is Alba. I go to school in Mexico and I study six subjects. I learn Spanish and English. I buy food for my lunch at the school store. Then I eat outside with my friends.



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 and information about Mexico.
It tells a made-up story about a girl going to school.
2. The character who is telling the story is _____.
Circle the pair of words that show the story is written in the first person.
study, buy my, I go, to
3. One event from the story that could happen in real life is

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add words, descriptions, and punctuation to show the writer's feelings.

Draft Model

Dear Frank,

Last week I went to a Cinco de Mayo celebration. There was music and dancing. Bands played Mexican music. People wore costumes. There was even Mexican food.

Your friend,

Maxine

1. How does the writer feel about the celebration?
2. What words might describe the music, dancing, and costumes?
3. Where can you add punctuation to show how the writer feels?

B. Now revise the draft by adding words, descriptions, and punctuation to show how the writer feels about the Cinco de Mayo celebration.

Name _____

Kevin used text evidence to answer the prompt: *Write a letter from Carlitos to Charlie about a new game he learned called Snail.*

Dear Primo Charlie,

Today I learned a new game called *Snail*. I think you'll like it.

I remember you told me that you play games with your friends after school. You can play this game anywhere. All you need is some concrete and chalk.

Anyway, *Snail* is a lot like hopscotch. First, you draw a big snail with numbers in the shell on the ground. Then you try to hop to the center on one foot. You take turns with your friends. If you put two feet down, you lose a turn.

I played *Snail* at school, but tomorrow is Saturday and I will be at home. I'm going to draw the snail in the dirt with a stick.

I want to play it with my little sister. It's going to be so much fun!

I can't wait to see you! You had better practice!

Your friend,







Carlitos

Reread the passage. Follow the directions below.

1. **Circle** an event that tells Carlitos's thoughts about the game.
2. **Draw a box** around two words that show the order of the game.
3. **Underline** a sentence that shows Carlitos's voice.
4. **Write** an example of an irregular verb.

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
ashamed	He felt <u>ashamed</u> for not sharing his toys with his brother.	
boast	The girl will <u>boast</u> about her prize.	
dash	Mom was late so she had to <u>dash</u> for the bus.	
holler	The children <u>holler</u> when the piñata breaks.	
plenty	There is <u>plenty</u> of fruit in the bowl.	
victory	It was a <u>victory</u> for our team when we won the game.	

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 _____

A **root word** is a word to which other word parts are added. Use the ending or suffix to figure out the meaning of the whole word.

slowly = in a way that is slow

listened = heard sounds in the past

A. Read each sentence. Look at the underlined word. Work with a partner to write the root word and the ending.

1. Step quietly.

2. The Fire Being scratched Chipmunk's back.

3. Coyote showed the people a useful skill.

B. Read each sentence. Circle the correct meaning for each underlined word. Read your answer.

4. Is your plan doable?

do something again

able to do something

5. Coyote grabs a stick of fire.

took something in the past

takes something now

Name _____

The letters *eer, ere,* and *ear* can stand for the **same** sound. Listen to the sound as you say the words *steer, here,* and *clear.*

A. Read each word. Circle the word with the same vowel sound as in *steer.* Write the word on the line.

1. cheap cheer charm _____

2. deer dart deal _____

3. neat north near _____

4. heel here herd _____

An **abbreviation** is a short way to write a word. It begins with a capital letter and ends with a period.

B. Circle the correct abbreviation for each underlined word.

5. Doctor Stone

Mr. Dr.

6. West Street

Ave. St.

7. Valley Road

Rd. St.

8. Mister Lok

Dr. Mr.

Name _____

Read the passage. Use the visualize strategy to form pictures in your mind about what happens in the play.

Coyote Brings Fire

Characters

Narrator

Coyote

Squirrel

Chipmunk

Two Fire Beings

Narrator: Long ago, people did not have fire. Coyote
9 wanted to bring it to them.

15 (Coyote speaks to Squirrel and Chipmunk.)

21 **Coyote:** The Fire Beings have fire at their camp. I have a
32 plan to get fire. Will you help?

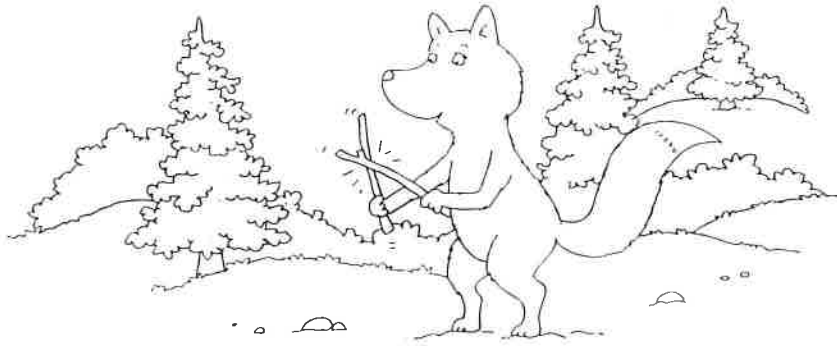
40 **Squirrel:** Is your plan doable? We'll help if you tell us
51 what to do.

54 **Coyote:** Follow me. Step quietly.

59 (The animals creep up to the Fire Beings' camp.
69 Coyote grabs a stick of fire. He runs.)



Name _____



76 **Chipmunk:** Coyote, look out! The Fire Beings are
84 chasing you. Run quickly!

88 **Squirrel:** Coyote, toss the fire to me. I can catch it.

99 (Coyote tosses the fire to Squirrel.)

105 **Coyote:** Squirrel, you caught the fire with your tail. The
115 fire made your tail curl up over your back.

124 **Chipmunk:** Squirrel, toss the fire here to me.

132 (Squirrel tosses the fire to Chipmunk.)

138 **Coyote:** Chipmunk, watch out! A Fire Being is right
147 behind you.

149 (The Fire Being scratched Chipmunk's back.)

155 **Coyote:** Here comes another Fire Being. I am tossing the
165 fire gently onto Wood.

169 **Narrator:** Now Wood had fire. Coyote showed the
177 people a useful skill. He rubbed two sticks together. That
187 made fire. Now the people had fire.

Name _____

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

1. Coyote can't get fire by himself. What does he do? Circle the answer.

He asks the Fire Beings to share fire.

He asks the animals to help.

2. Point to the second picture. What does Coyote do in the end?

He loses the fire.

He shows people how to make fire.

3. The theme is the main message of a text. What is the theme of this story? Circle the answer.

Working together gets things done.

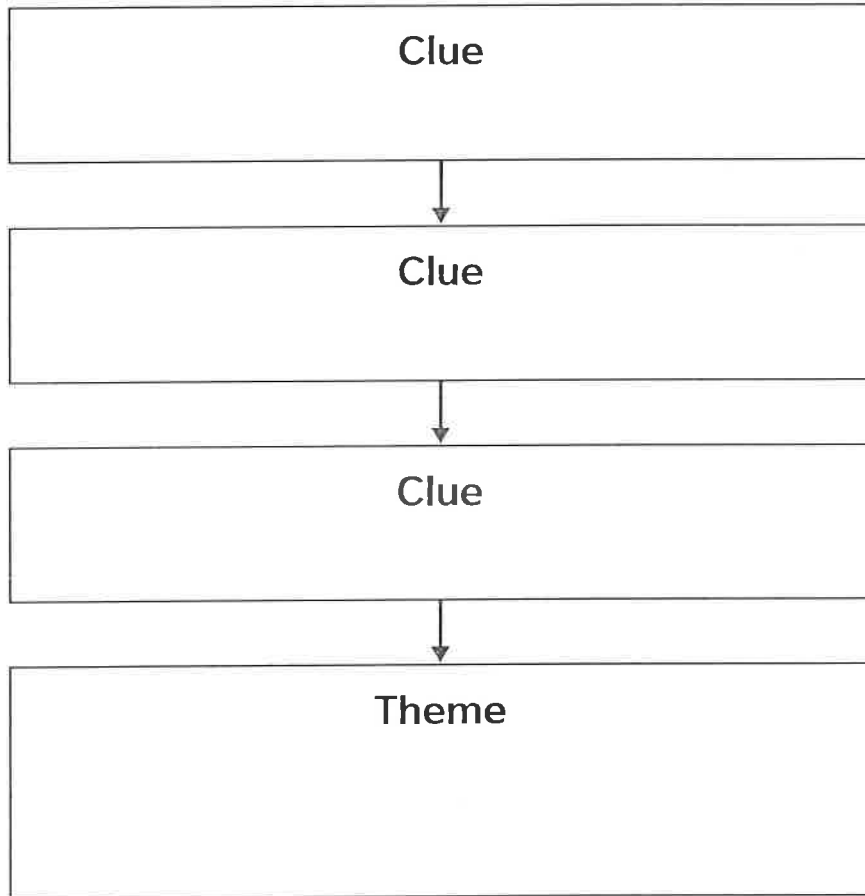
Give up when something is hard to do.

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		-		=	

Name _____

Read the selection. Complete the Theme chart.



Name _____

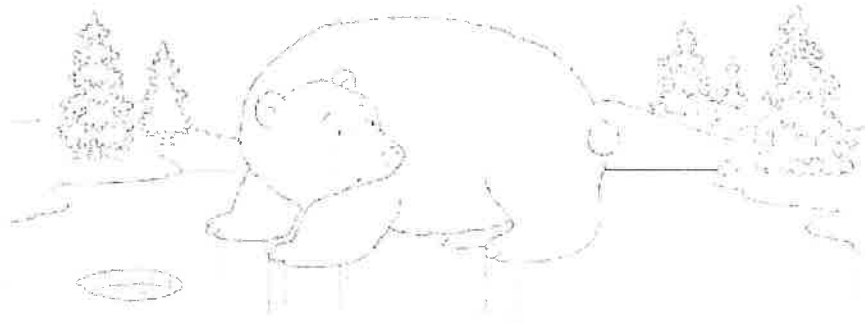
Bear's Stumpy Tail

Fox: Bear, you can catch fish with your tail. Put your tail in this hole in the ice.

(Bear sits and puts his tail in the ice.)

Bear: My tail is cold. I'm getting up now.

(Bear gets up. His tail snaps off. Now he has a stumpy tail.)



Answer the questions about the text.

1. A drama is a play with parts for characters. A drama may have a lesson to be learned. Circle the sentence that helps you know this text is a drama.

It is a play with two characters. It gives facts about two animals.

2. Bear puts his tail in the hole in the ice. Why does he do that? Circle the answer.

He wants to catch fish. He wants to sit down.

3. Bear learns a lesson. What does he learn about Fox? Circle the answer.

He can catch fish with his tail. He should not trust Fox.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add details about the characters' experiences and thoughts.

Draft Model

Sun and Moon were friends. They were nice to each other. Every day they had fun and did things together.

1. What might Sun and Moon think about being friends?
2. How might Sun and Moon be nice to each other?
3. What kind of fun might they have together? What are some things they might do?

B. Now revise the draft by adding details that tell about what Sun and Moon are like.

Name _____

Lily used text evidence to answer the prompt: *If you were one of the birds from "How the Finch Got its Colors," which design do you think you would choose if you won the race?*

If I were one of the birds from "How the Finch Got Its Colors," I would choose a colorful design with dots and circles. In the folktale about the Finch, the birds quickly began fighting over the colors. The hummingbird wanted the very best colors for herself. She chose bright, beautiful colors of "purple, green, and black." Those colors would look fantastic when I am flying through the blue sky and the white clouds. Those are the colors I would choose.



In "How the Beetle Got Her Colors," Agouti describes "shiny designs" on Arrow Frog's skin. The designs are very unique. They would make my feathers look very special. No one would confuse me with anyone other animal. So, bright colorful feathers with a shiny design on them would be my prize for winning the race.

Reread the passage. Follow the directions below.

1. **Circle** a detail from the story that tells about hummingbird's character.
 2. **Draw a box** around a detail from the story that supports Lily's opinion.
 3. **Underline** the conclusion that sums up Lily's response.
 4. **Write** one of the irregular verbs that Lily uses on the line.
-

Name _____

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

Word	Context Sentence	Illustration
drops	I feel <u>drops</u> of rain on my head.	
pale	The boy's <u>pale</u> shoes got very dirty.	

B. Work with your partner. Read each direction. Do the activity. Take turns.

1. Point to the picture that shows **drops**.
2. Name things in your classroom that are **pale**.
3. Talk about weather with your partner. Use the words **drops** and **pale**.

Name _____

A **simile** compares two different things using the word *like* or *as*.

A. Read the lines from the poem. The author compares two things. The first thing is underlined. Work with a partner to find what the author compares the underlined word to. Circle it.

1. The ice is as smooth as glass.
2. The sky curves like a blue bowl.
3. Frozen bubbles under the ice look like crystal beads.
4. My cheeks turn as red as apples.

B. Work with a partner. Explain each simile. Circle the answer to complete each sentence.

5. The author compares the ice to glass because they are both _____.

sharp smooth soft

6. The author compares the girl's cheeks to apples because they are both _____.

red tiny bumpy

Name _____

The letters **are**, **air**, **ear**, and **ere** can stand for the vowel sound you hear in *air*.

A. Circle the word with vowel sound in *air*. Write the word.

1. chair chime _____

2. where when _____

3. pear pail _____

4. bean bear _____

5. dare date _____

When a vowel or a pair of vowels is followed by the letter *r*, it changes the vowel sound. The vowels and the *r* stay in the same syllable.

B. Put the two syllables together. Write the word and read it. Then match the word to the picture it names.

6. pitch er _____

7. re pair _____

8. tur tle _____

9. hair brush _____



Name _____

Read the poem. Use the visualize strategy to form pictures in your mind about what happens in the poem.

The First Skate

- The temperature has been below freezing for days.
8 The pond is frozen now,
13 The ice is as smooth as glass.
20 I can ice skate outdoors
25 For the first time this winter.
31 I put on my skates,
36 Then I step onto the ice and push off.
45 Right foot, left foot, right foot, left foot.



Name _____



- 53 I look up,
56 The sky curves like a blue bowl.
63 I look down,
66 Frozen bubbles under the ice look like crystal beads.
75 My cheeks turn as red as apples.
82 I skate round and round the pond,
89 Then one last time and I step off the ice.

Name _____

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

1. Point to the first picture. What is the girl doing?

She is putting on ice skates. She is making a snowman.

2. Where and when does the poem take place?

at the ocean in summer on a frozen pond in winter

3. What does the girl do?

She sleds down a hill. She ice skates on the pond.

4. Point to the second picture. Who is skating with the girl?

her father her sister

5. The theme is the main message of a poem. What is the theme of this poem?

The world seems the same whatever we do. The world seems different when we do something exciting.

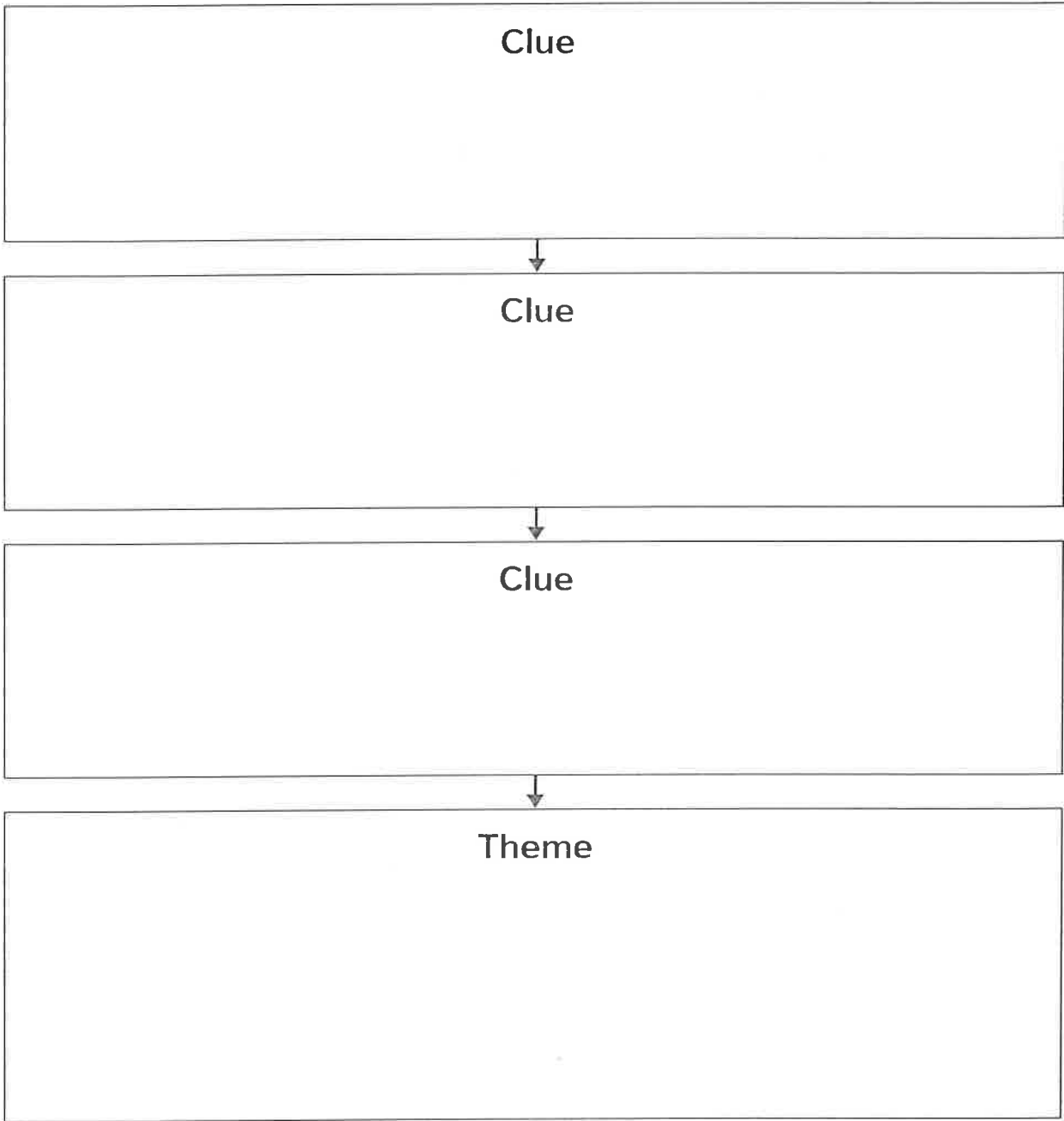
B. Work with a partner. Read the poem aloud. Pay attention to how you pause and group words together. Stop after one minute. Fill out the chart.

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

Reread the poem and read the questions. Pair children of different language abilities to answer the questions. Have them share answers with the group.

Name _____

Read the selection. Complete the Theme chart.



Name _____

A Rainy Day

The rain is pouring, pouring down,
So I have to stay inside.

The rain is dripping, dripping slowly,
Will it rain all day?

The rain is stopping, stopping now,
I can play outside!



Answer the questions about the text.

1. A poem tells a poet's thoughts and often has repeated words.
Circle the sentence that helps you know this is a poem.

It has a question. It has repeated words.

2. Write the three words that are repeated in the poem.

3. Why do you think the poet uses repeated words? Circle the answer.

to tell how the rain moves to make the poem longer

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what sensory words you can add.

Draft Model

A butterfly flies by.
Its wings are like bright jewels.
It stops at a flower.

1. How does the butterfly move?
2. How do its wings look?
3. What does the flower look like? How does it smell?

B. Now revise the draft by adding sensory words about the butterfly and the flower.

Name _____

Ryan used text evidence to answer the prompt: *In your opinion, which poem, "Rain Poem" or "Windy Tree," best helps you to picture what the poem is talking about?*

The poem "Windy Tree" gives me the clearest picture. I read that the tree's trunk is very strong. It's like a leg with many muscles. It holds on with its foot and "its wide-spread toes" while the wind blows hard. These words help me visualize the tree. I can see its strong branches and feel the rough bark of the tree trunk. I understand how strong it is.

The author of "Rain Song" compares the rain to a little gray mouse. She says that the rain found an open window and "left tracks across the sill." I can picture a furry gray mouse, and I know how shy some mice are. I think the rain is not a storm, but gentle drops. However, the description the author uses in "Windy Tree" gives me a clearer picture of the strong tree blowing in the wind than the description of the rain falling in "Rain Song."

Reread the passage. Follow the directions below.

1. The weather is very different in these poems. **Underline** a detail that supports the child's opinion.
2. **Draw a box** around the text evidence that helps you describe what you see in your mind.
3. **Circle** the text evidence that sums up Ryan's opinion.
4. **Write** an example of a contraction that is used in the model.

Essential Question

What makes different parts of the world different?

Use Graphic Organizer 50 to take notes as you read.

The Grand Canyon

Expository Text

The Grand Canyon is in Arizona. The canyon is a deep valley with steep sides. It is a location many people visit to see its different environments.

The top edge, or rim, is the forest region. Evergreen trees grow here. This region is the coldest, and it gets the most rain and snow. In the winter, the ground is **frozen** and covered in snow. Deer and squirrels live in the forests.

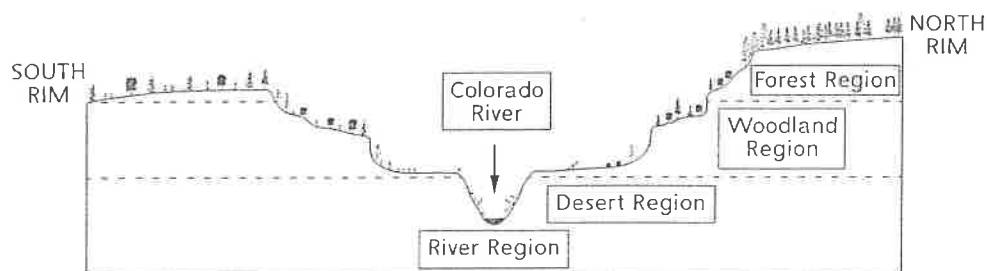
Below the forests, the **features** change. The ground becomes rocky. The trees are smaller. There

is less rain and snow. Bobcats, skunks, and birds live in this woodland region.

Just above the bottom of the canyon is a dry desert region. In summer, the **sunlight** beats down on this area. It is hot. Cactus plants grow here. Bighorn sheep, lizards, and other desert animals live in this area.

The Colorado River flows across the bottom of the canyon. Different plants and animals live here. The Grand Canyon is an amazing place to see!

Grand Canyon Environments



The Grand Canyon is made up of different regions.

Read the text. Use Graphic Organizer 50 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. Describe the region at the top edge, or rim, of the Grand Canyon.

2. Describe the dry desert region of the Grand Canyon.

3. Tell what a visitor might see while walking from the forest region to the woodland region.

Write Work with a partner. Discuss your notes about “The Grand Canyon.” Then write your answer to the Essential Question.

What makes different parts of the Grand Canyon different?

Explain how the forest region and the woodland region of the Grand Canyon are different.



Essential Question

How Does the Earth Change?

Use Graphic Organizer 12 to take notes as you read.

Landslides

Expository Text

Earth's shape is constantly changing. One way the shape of Earth can change is from a landslide. A landslide occurs when rocks and dirt break off a steep hillside and slide down the hill. A landslide can be small. Maybe a few rocks fall down the hill. Sometimes it is huge. The entire side of a mountain can **crumble** and fall in a landslide.

Rain can cause a landslide. Water soaks the soil on a hill. The water turns it into heavy mud. The mud can become too heavy and slide down the hill.

Landslides can move fast. Some landslides move at a speed of 200 miles per hour!

A landslide is made up of dirt, rocks, trees, and anything else in its path. It can break a building into **pieces** or move a car!

Landslides change the shape of hills and mountains. A landslide can fall into a stream and block the flow of water. Then the stream changes into a lake. When there is a landslide, big changes can happen fast!



A landslide changed the shape of this mountain.

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 12 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. What can cause a landslide?

2. Explain how a landslide can change a mountain.

3. Explain how a landslide can change a stream.

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

How does the Earth change?

Explain how landslides can change the Earth.



Essential Question

What excites us about nature?

Use Graphic Organizer 55 to take notes as you read.

Realistic Fiction

Diego likes being outdoors. He is happy that his family is spending New Year's Day out in nature. He breathes in and says, "The clean air smells so good!"

As they walk up the mountain, Carla and Diego notice pretty butterflies all around.

"Monarch butterflies fly all the way from Canada to Mexico and back every year," Dad explains. "They spend the winter here in Central Mexico."

When Carla stands still, a butterfly lands on her shoulder. It gently walks on her arm. "It's as light as a feather," she whispers.

Diego points to an orange tree. Suddenly, a few butterflies flap their wings. It sounds like raindrops. Then all of the

butterflies fly off the tree! Their wings sound like heavy rain.

"That tree wasn't covered in leaves," Mom says. "It was filled with hundreds of butterflies!"

Carla wipes a tear from her cheek. "That was so beautiful it made me cry."

"Nature excites me!" Diego says. "I want to know more about monarch butterflies!"



Respond to the Text

Name _____

Read the text. Use Graphic Organizer 55 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 why Diego likes the walk in the mountains.

2. Explain why there are so many monarch butterflies on the mountain.

3. Describe the beautiful sight that makes Carla cry.

Write Work with a partner. Discuss your notes about “Butterflies Everywhere!” Then write your answer to the Essential Question.

What excites Diego about nature?



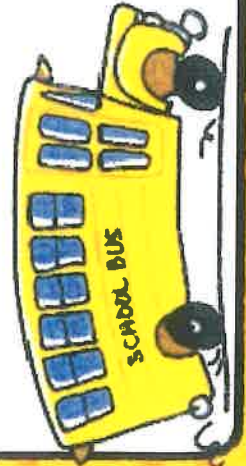
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Grade 2

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ANSWER KEY

Subject	Lesson
<p>English Language Development (ELD)</p>	<p>Week 1</p> <p>Vocabulary: Open Response</p> <p><small>Silent Letters <i>w, kn, gn, mb, sc</i> Prefixes/Suffixes</small></p> <p>Name _____</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>In some letter pairs, one of the letters is silent.</p> <p>In <i>wr</i>, the <i>w</i> is silent as in <i>wrong</i>. In <i>kn</i>, the <i>k</i> is silent as in <i>know</i>.</p> <p>In <i>gn</i>, the <i>g</i> is silent as in <i>gnat</i>. In <i>mb</i>, the <i>b</i> is silent as in <i>crumb</i>.</p> <p>In <i>sc</i>, the <i>c</i> is silent as in <i>scene</i>.</p> </div> <p>A. Read the words below. Underline the silent letter in each word.</p> <p>1. sign 2. knife 3. <u>w</u>rap 4. lam<u>b</u></p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> - The prefix <i>re-</i> means "again." - The prefixes <i>un-</i> and <i>dis-</i> mean "not" or "opposite of." - The suffix <i>-ful</i> means "full of." - The suffix <i>-less</i> means "without." </div> <p>B. Read the word. Circle the prefix or suffix in the word in bold print. Then circle the meaning of the word.</p> <p>5. unlike not like like again</p> <p>6. hopeless full of hope without hope</p> <p>7. useful not of use full of use</p> <p>8. remix mix again opposite of mix</p> <p>Vocabulary Strategy: Compound Words</p> <p><small>Vocabulary Strategy: Compound Words</small></p> <p>Name _____</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>A compound word is a word made of two smaller words. The compound word treetop is made of the words tree and top.</p> </div> <p>Read each sentence. Write the underlined compound word. Work with a partner to draw a line between the two smaller words.</p> <p>1. One of the most amazing forests is the <u>redwood</u> forest.</p> <p style="text-align: center;">_____ red/wood _____</p> <p>2. Redwood forests are not found <u>everywhere</u>.</p> <p style="text-align: center;">_____ every/where _____</p> <p>3. The California <u>seacoast</u> is wet and that is what redwoods need.</p> <p style="text-align: center;">_____ sea/coast _____</p> <p>4. The water goes right <u>into</u> their leaves.</p> <p style="text-align: center;">_____ in/to _____</p> <p>5. They can't be cut down <u>anymore</u>.</p> <p style="text-align: center;">_____ any/more _____</p>

Silent Letters wr, kn, gn, mb, sc Prefixes and Suffixes

Silent Letters *wr, kn, gn, mb, sc* Prefixes/Suffixes

Name _____

In some letter pairs, one of the letters is silent.

In **wr**, the **w** is silent as in **wrong**.

In **kn**, the **k** is silent as in **know**.

In **gn**, the **g** is silent as in **gnat**.

In **mb**, the **b** is silent as in **crumb**.

In **sc**, the **c** is silent as in **scene**.

A. Read the words below. Underline the silent letter in each word.

1. sign 2. knife 3. wrap 4. lamb

- The prefix **re-** means "again."
- The prefixes **un-** and **dis-** mean "not" or "opposite of."
- The suffix **-ful** means "full of."
- The suffix **-less** means "without."

B. Read the word. Circle the prefix or suffix in the word in bold print. Then circle the meaning of the word.

5. **(un)**like **(not)** like like again
6. **hope**less full of hope **(without)** hope
7. **use**ful not of use **(full)** of use
8. **(re)**mix **(mix)** again opposite of mix

Comprehension and Fluency: Read "In a Redwood Forest".

Comprehension: Compare and Contrast and Fluency

Comprehension: Compare and Contrast and Fluency

Name _____

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

1. To compare, tell how things are alike. Point to the first picture. How is a redwood tree like a 35-story building?

They are both found in cities.

(They can both be 300 feet tall.)

2. To contrast, tell how things are different. How is the life of a redwood tree different from other trees?

A redwood tree can grow in a forest.

(A redwood tree can live 2,000 years.)

3. People cut down redwood trees. When did this happen?

(It happened in the past.) It is happening now.

4. People protect redwood trees in parks. When did this happen?

It happened in the past. **(It is happening now.)**

B. Work with a partner. Read the passage aloud. Use good pronunciation. Stop after one minute. Fill out the chart.

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

Comprehension: Compare and Contrast Chart: Open response

Genre/Text Feature:

Genre/Text Feature

Name _____

The Oasis of Mara

The Oasis of Mara is in the dry Mojave desert. The oasis has water. The water comes from underground. Plants can grow in the oasis. Native Americans lived there in the past.



Answer the questions about the text.

1. Expository text gives facts and information about a topic. Circle the sentence that helps you know this is expository text

It tells facts about an oasis.

It tells a made-up story about an oasis.

2. What is the Oasis of Mara? Circle the answer.

a place in the desert that has water

a dry place that has sand

3. Look at the map. Write the two things the map shows.

It shows the desert and the oasis.

Writing Traits: Ideas

Writing Traits: Ideas

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about the topic and ideas connected to it.

Draft Model

Some animals here in New Mexico are different from those in Alaska. We don't have moose or caribou, but we do have black bears and elk. The temperature is very hot in the summer. The weather in the winter is very warm, too.

1. What is the topic of the writing?

2. Which ideas connect to the topic?

3. Which ideas do not tell about the topic?

B. Now revise the draft by deleting sentences that do not connect to the topic. Add a new sentence that does connect to the topic.

Answers will vary depending on language ability. Beginning/Emerging

children may draw and label relevant words (such as moose, caribou,

black bears, elk) or write in their native language. Intermediate/Expanding

children may write short simple sentences using the present tense and

high-frequency vocabulary.

Write to Sources

Write to Sources

Name _____

Ángela used text evidence to answer the prompt: *How are rain forests similar to and different from African savannas?*

Rain forests and African savannas are similar and different. They are similar because of where they are on Earth and their temperature. In "Rain Forests," I read that most rain forests grow in hot places near the equator. I learned that African savannas are also very warm, and they are near the equator. Both rain forests and African savannas have many different types of animals and plants.

But rain forests and African savannas are also different. I read that rain forests have many trees and they are close together. African savannas also have trees, but they are spread out. I also learned that rain forests are very wet because it rains there all year long. African savannas only have a few hours of rain each day in the rainy season. Then there may not rain at all in the dry season.

Rain forests and savannas share some of the same features, but they both have unique features too.

Reread the passage. Follow the directions below.

1. Rain forests and savannas are very different places. Circle the topic sentence that tells how.
2. Underline a fact about rain forests and a fact about savannas.
3. Draw a box around the sentence that sums up the answer to the prompt.
4. Write an example of a linking verb that Ángela used in the model.

are _____

Week 2

Vocabulary: Open Response

Vocabulary Strategy: Context Clues

Vocabulary Strategy: Context Clues

Name _____

Look at this example of **context clues** in a sentence. The underlined words explain what *height* means.

The waves can reach a height of over 100 feet tall!

Read the sentences. Work with a partner to circle the meaning of the word in bold print that makes sense. Underline the context clues in the sentences that helped you.

1. Tsunamis are a set of ocean waves that rush over land.
waves that go from the ocean onto land
waves in the middle of the ocean
2. Sometimes an undersea **earthquake** shakes the ocean floor.
a storm above the Earth a shaking of the Earth
3. The waves **extend** deep down into the ocean.
to stretch out long to get smaller
4. Then the waves reach **shallow** water near land. The water is less deep here.
not deep very deep
5. Tsunamis cause lots of **damage** and harm. They can hurt people. They can smash houses and knock down trees.
calm ruin




r-Controlled Vowels er, ir, ur, or/Inflectional Endings

r-Controlled Vowels er, ir, ur, or/Inflectional Endings

Name _____

The letters *er, ir, ur,* and *or* can stand for the **same** sound. You can hear the sound as you say the words *fern, third, burn,* and *world.*

A. Say each picture name. Circle the word that names each picture. Write the word.

1.  fern girl
 2.  turn worm
 3.  herd nurse

fern worm nurse

Before adding *-s, -es, -ed* or *-ing* to some verbs with short vowels, double the final consonant.

Before adding *-s, -es, -ed* or *-ing* to some verbs with long vowels ending in *e*, drop the final *e*.

Before adding *-s, -es, -ed* or *-ing* to some verbs ending in *y*, change *y* to *i*.

B. Circle the word with the ending added correctly.

4. carry + es carries carries
5. make + ing making making
6. slip + ed slipped slipped

Comprehension:and Fluency: Read "Tsunamis".

Comprehension: Cause and Effect and Fluency

Comprehension: Cause and Effect and Fluency

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. What is a tsunami? Circle the answer.
 a big storm a huge ocean wave
2. A cause is an action that makes something happen. What is one cause of a tsunami? Circle the answer.
 an undersea earthquake huge walls of water
3. An effect is what happens because of an action. What is one effect of a tsunami when it reaches land? Circle the answer.
 It hurts people. The waves get smaller.
4. People get a tsunami warning. What is the effect? Circle the answer.
 People listen for more warnings.
 People go to higher ground.

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

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

Comprehension: Cause and Effect Chart--Open Response

Genre/Text Features

Genre/Text Feature

Name _____

Avalanche

An **avalanche** is a snow slide. A big **chunk** of snow sits at the top of a mountain. The snow breaks loose. It slides down the **slope**. It moves fast. It lands in a pile at the bottom of the mountain.



Answer the questions about the text.

1. Expository text gives facts about a real event. Circle the sentence that helps you know this selection is expository text. It tells a story about a snowstorm.
It tells facts about an avalanche.
2. Why are the words **avalanche**, **chunk**, and **slope** in bold print? The words are subheads in the text.
The words point out important ideas.
3. A cause is what makes something happen. What is the cause of an avalanche? Circle the answer.
A chunk of snow breaks loose on a mountain.
Snow melts on a mountain.
4. An effect is what happens. What is the effect of an avalanche?
Snow covers the top of the mountain.
Snow lands at the bottom of the mountain.

Writing Traits: Word Choice

Writing Traits: Word Choice

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add time-order words.

Draft Model

Some beaches have steep cliffs of rock. Waves crash into the rock. Tiny pieces of rock wash away. The top of the cliff can fall into the sea.

1. What happens first in the process of beach erosion, or washing away? What happens next?
2. What event can happen last?
3. What time-order words can you add to make the order of events more clear?

B. Now revise the draft by adding time-order words such as *first*, *next*, *after*, and *last* to help readers understand the order of events.

Answers will vary depending on language ability. Beginning/Emerging

children may draw and label relevant words (such as *cliffs*, *waves*,

rock, *sea*) or write in their native language. Intermediate/Expanding

children may write short simple sentences using the present tense and

high-frequency vocabulary.

Write to Sources

Write to Sources

Name _____

Madison used text evidence to answer the prompt: *Why are volcanoes and wildfires proof that Earth is always changing?*

Volcanoes and wildfires both cause Earth to change. They are proof that Earth is always changing.

I read on pages 325 and 326 of "Volcanoes" that lava has formed mountains and islands as it spread out on Earth's surface and cooled. Lava has destroyed entire forests because it is so hot. It has burned some forests to the ground. On page 331, I read that the ash from volcanoes has helped some plants grow.

In "To the Rescue," I read on page 334 that wildfires burn trees and plants. This happens right away. Later new plants may grow back where the wildfire happened.

Volcanoes and wildfires prove that Earth is always changing.

Reread the passage. Follow the directions below.

1. Draw a box around the sentence that introduces the topic.
2. Underline the text evidence that tells how lava can reshape Earth.
3. Circle a time-order word that Madison uses to tell when plants grow back after a wildfire.
4. On the line, write an example of a helping verb.

has (destroyed); has (burned); has (formed); has (helped)

Week 3

Vocabulary: Open Response

Vocabulary Strategy: Similes

Vocabulary Strategy: Similes

Name _____

A simile compares two unlike things. It uses the word *like* or *as* to make the comparison.

The ice is as smooth as glass.

A. Work with a partner. Read the sentences. The author compares two things. The first thing is underlined. Circle the word *like* or *as*. Underline the second part of the comparison.

1. The dim sun hung (like) a nickel in the sky.
2. I hugged my arms when I felt a breeze (as) sharp as a knife.
3. I said, "My dad bought a turkey (as) big as a pillow."
4. The displays of fruits and vegetables looked (like) rainbows.

B. Explain each simile. Circle the answer to complete each sentence.

5. The author compares a turkey to a big pillow because they are both _____.

the same size

the same shape

the same weight

6. The author compares fruits and vegetables to rainbows because they are _____.

all round

many colors

found outside

r-Controlled Vowels or, ore, oar, and ar/Irregular Plurals




r-Controlled Vowels *or, ore, oar,* and *ar*/Irregular Plurals

Name _____

The letters *or, ore,* and *oar* can make the same sound. You can hear the sound in the words *short, chore,* and *soar*.

The letters *ar* can stand for the sound you hear in the word *arm*.

A. Say each picture name. Circle the picture name. Underline the letters that make the vowel sound.

1.  2.  3. 

hard horn board born chore car

Some nouns change their spelling to name more than one, as in *man* and *men*.

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

5. woman ————— feet
 6. mouse ————— mice
 7. foot ————— teeth
 8. tooth ————— women

Comprehension and Fluency: Read "Giving Thanks Two Times".

Comprehension: Compare and Contrast and Fluency

Comprehension: Compare and Contrast and Fluency

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 many characters are in this story? Circle the answer.

There are two characters. There are three characters.

2. To compare, tell how characters or events are alike. What is one way that Thanksgiving and Labor Day Thanksgiving are alike? Circle the answer.

They are summer holidays. They are harvest holidays.

3. To contrast, tell how characters or events are different. What is one way that Thanksgiving and Labor Day Thanksgiving are different? Circle the answer.

They are celebrated in different countries.

They are celebrated in different months.

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		-		=	

Comprehension: Compare and Contrast Chart--Open Response

Genre/Literary Element

Genre/Literary Element

Name _____

Going to School

My name is Alba. I go to school in Mexico and I study six subjects. I learn Spanish and English. I buy food for my lunch at the school store. Then I eat outside with my friends.



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 and information about Mexico.

It tells a made-up story about a girl going to school.

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

study, buy my, I go, to

3. One event from the story that could happen in real life is

Possible response: Alba goes to school in Mexico

Writing Traits: Voice

Writing Traits: Voice

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add words, descriptions, and punctuation to show the writer's feelings.

Draft Model

Dear Frank,

Last week I went to a Cinco de Mayo celebration. There was music and dancing. Bands played Mexican music. People wore costumes. There was even Mexican food.

Your friend,

Maxine

1. How does the writer feel about the celebration?
2. What words might describe the music, dancing, and costumes?
3. Where can you add punctuation to show how the writer feels?

B. Now revise the draft by adding words, descriptions, and punctuation to show how the writer feels about the Cinco de Mayo celebration.

Answers will vary depending on language ability. Beginning/Emerging students may draw and label relevant words (such as *bands*, *costumes*, *food*) or write in their native language. Intermediate/Expanding students may write short simple sentences using the present tense and high-frequency vocabulary.

Write to Sources

Write to Sources

Name _____

Kevin used text evidence to answer the prompt: *Write a letter from Carlitos to Charlie about a new game he learned called Snail.*

Dear Primo Charlie,
Today I learned a new game called *Snail*. I think you'll like it.
I remember you told me that you play games with your friends after school. You can play this game anywhere. All you need is some concrete and chalk.
Anyway, *Snail* is a lot like hopscotch. First, you draw a big snail with numbers in the shell on the ground. Then you try to hop to the center on one foot. You take turns with your friends. If you put two feet down, you lose a turn.
I played *Snail* at school, but tomorrow is Saturday and I will be at home. I'm going to draw the snail in the dirt with a stick.
I want to play it with my little sister. It's going to be so much fun! I can't wait to see you! You had better practice!
Your friend,
Carlitos

Reread the passage. Follow the directions below.

1. Circle an event that tells Carlitos's thoughts about the game.
2. Draw a box around two words that show the order of the game.
3. Underline a sentence that shows Carlitos's voice.
4. Write an example of an irregular verb.

are

Week 4

Vocabulary: Open Response

Vocabulary Strategy: Root Words

Vocabulary Strategy: Root Words

Name _____

A **root word** is a word to which other word parts are added. Use the ending or suffix to figure out the meaning of the whole word.

slowly = in a way that is slow

listened = heard sounds in the past

A. Read each sentence. Look at the underlined word. Work with a partner to write the root word and the ending.

1. Step quietly.

_____ quiet _____ ly

2. The Fire Being scratched Chipmunk's back.

_____ scratch _____ ed

3. Coyote showed the people a useful skill.

_____ use _____ ful

B. Read each sentence. Circle the correct meaning for each underlined word. Read your answer.

4. Is your plan doable?

do something again

able to do something

5. Coyote grabs a stick of fire.

took something in the past

takes something now

r-Controlled Vowels eer, ere, ear/Abbreviations

r-Controlled Vowels *eer, ere, ear*/Abbreviations

Name _____

The letters *eer, ere,* and *ear* can stand for the same sound. Listen to the sound as you say the words *steer, here,* and *clear.*

A. Read each word. Circle the word with the same vowel sound as in *steer*. Write the word on the line.

1. cheap (cheer) charm _____ cheer _____
2. (deer) dart deal _____ deer _____
3. neat north (near) _____ near _____
4. heel (here) herd _____ here _____

An **abbreviation** is a short way to write a word. It begins with a capital letter and ends with a period.

B. Circle the correct abbreviation for each underlined word.

5. Doctor Stone
Mr. (Dr.)
6. West Street
Ave. (St.)
7. Valley Road
(Rd.) St.
8. Mister Lok
Dr. (Mr.)

Comprehension and Fluency: Read "Coyote Brings Fire" Comprehension: Theme and Fluency

Comprehension: Theme and Fluency

Name _____

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

1. Coyote can't get fire by himself. What does he do? Circle the answer.
He asks the Fire Beings to share fire.
(He asks the animals to help.)
2. Point to the second picture. What does Coyote do in the end?
He loses the fire.
(He shows people how to make fire.)
3. The theme is the main message of a text. What is the theme of this story? Circle the answer.
(Working together gets things done.)
Give up when something is hard to do.

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		-		=	

Comprehension: Theme Chart--Open Response

Genre/Literary Element

Genre/Literary Element

Name _____

Bear's Stumpy Tail

Fox: Bear, you can catch fish with your tail. Put your tail in this hole in the ice.

(Bear sits and puts his tail in the ice.)

Bear: My tail is cold. I'm getting up now.

(Bear gets up. His tail snaps off. Now he has a stumpy tail.)



Answer the questions about the text.

- 1. A drama is a play with parts for characters. A drama may have a lesson to be learned. Circle the sentence that helps you know this text is a drama.
 It is a play with two characters. It gives facts about two animals.
- 2. Bear puts his tail in the hole in the ice. Why does he do that? Circle the answer.
 He wants to catch fish. He wants to sit down.
- 3. Bear learns a lesson. What does he learn about Fox? Circle the answer.
 He can catch fish with his tail. He should not trust Fox.

Writing Traits: Ideas

Writing Traits: Ideas

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add details about the characters' experiences and thoughts.

Draft Model

Sun and Moon were friends. They were nice to each other. Every day they had fun and did things together.

- 1. What might Sun and Moon think about being friends?
- 2. How might Sun and Moon be nice to each other?
- 3. What kind of fun might they have together? What are some things they might do?

B. Now revise the draft by adding details that tell about what Sun and Moon are like.

Answers will vary depending on language ability. Beginning/Emerging

students may draw and label relevant words (such as *Sun*, *Moon*) or

write in their native language. Intermediate/Expanding students may

write short simple sentences using the present tense and high-frequency

vocabulary.

Write to Sources

Write to Sources

Name _____

Lily used text evidence to answer the prompt: *If you were one of the birds from "How the Finch Got Its Colors," which design do you think you would choose if you won the race?*

If I were one of the birds from "How the Finch Got Its Colors," I would choose a colorful design with dots and circles. In the folktale about the Finch, the birds quickly began fighting over the colors. The hummingbird wanted the very best colors for herself. She chose bright, beautiful colors of "purple, green, and black." Those colors would look fantastic when I am flying through the blue sky and the white clouds. Those are the colors I would choose.

In "How the Beetle Got Her Colors," Agouti describes "shiny designs" on Arrow Frog's skin. The designs are very unique. They would make my feathers look very special. No one would confuse me with anyone other animal. So, bright colorful feathers with a shiny design on them would be my prize for winning the race.

Reread the passage. Follow the directions below.

1. Circle a detail from the story that tells about hummingbird's character.
2. Draw a box around a detail from the story that supports Lily's opinion.
3. Underline the conclusion that sums up Lily's response.
4. Write one of the irregular verbs that Lily uses on the line.
began, chose

Week 5

Vocabulary: Open Response

Vocabulary Strategy: Simile

Vocabulary Strategy: Simile

Name _____

A simile compares two different things using the word *like* or *as*.

A. Read the lines from the poem. The author compares two things. The first thing is underlined. Work with a partner to find what the author compares the underlined word to. Circle it.

1. The ice is as smooth as glass.
2. The sky curves like a blue bowl.
3. Frozen bubbles under the ice look like crystal beads.
4. My cheeks turn as red as apples.

B. Work with a partner. Explain each simile. Circle the answer to complete each sentence.

5. The author compares the ice to glass because they are both _____.

sharp smooth soft

6. The author compares the girl's cheeks to apples because they are both _____.

red tiny bumpy

r-Controlled Vowels /ar/ are, air, ear, ere/r-Controlled Vowel Syllables

r-Controlled Vowels /ar/ are, air, ear, ere/ r-Controlled Vowel Syllables

Name _____

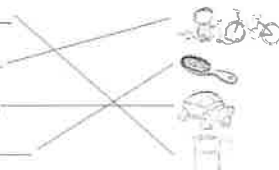
The letters **are, air, ear,** and **ere** can stand for the vowel sound you hear in *air*.

A. Circle the word with vowel sound in *air*. Write the word.

1. **chair** chime _____ chair
2. **where** when _____ where
3. **pear** pail _____ pear
4. bean **bear** _____ bear
5. **dare** date _____ dare

When a vowel or a pair of vowels is followed by the letter *r*, it changes the vowel sound. The vowels and the *r* stay in the same syllable.

B. Put the two syllables together. Write the word and read it. Then match the word to the picture it names.

6. pitch er _____ pitcher
 7. re pair _____ repair
 8. tur tle _____ turtle
 9. hair brush _____ hairbrush
- 

Comprehension and Fluency: Read “The First Skate”

Comprehension: Theme and Fluency

Comprehension: Theme and Fluency

Name _____

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

1. Point to the first picture. What is the girl doing?
 She is putting on ice skates. She is making a snowman.
2. Where and when does the poem take place?
 at the ocean in summer on a frozen pond in winter
3. What does the girl do?
 She sleds down a hill. She ice skates on the pond.
4. Point to the second picture. Who is skating with the girl?
 her father her sister
5. The theme is the main message of a poem. What is the theme of this poem?
 The world seems the same whatever we do. The world seems different when we do something exciting.

B. Work with a partner. Read the poem 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		-		=	

Comprehension: Theme Chart--Open Response

Genre/Literary Element

Genre/Literary Element

Name _____

A Rainy Day

The rain is pouring, pouring down,
So I have to stay inside.
The rain is dripping, dripping slowly,
Will it rain all day?
The rain is stopping, stopping now,
I can play outside!



Answer the questions about the text.

1. A poem tells a poet's thoughts and often has repeated words. Circle the sentence that helps you know this is a poem. It has a question. It has repeated words.
2. Write the three words that are repeated in the poem.
pouring, dripping, stopping
3. Why do you think the poet uses repeated words? Circle the answer.
to tell how the rain moves to make the poem longer

Writing Traits: Word Choice

Writing Traits: Word Choice

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what sensory words you can add.

Draft Model

A butterfly flies by.
Its wings are like bright jewels.
It stops at a flower.

1. How does the butterfly move?
2. How do its wings look?
3. What does the flower look like? How does it smell?

B. Now revise the draft by adding sensory words about the butterfly and the flower.

Answers will vary depending on language ability. Beginning/Emerging
students may draw and label relevant words (such as butterfly, flower)
or write in their native language. Intermediate/Expanding students may
write short simple sentences using the present tense and high-frequency
vocabulary.

Write to Sources

Write to Sources

Name _____

Ryan used text evidence to answer the prompt: *In your opinion, which poem, "Rain Poem" or "Windy Tree," best helps you to picture what the poem is talking about?*

The poem "Windy Tree" gives me the clearest picture. I read that the tree's trunk is very strong. It's like a leg with many muscles. It holds on with its foot and "its wide-spread toes" while the wind blows hard. These words help me visualize the tree. I can see its strong branches and feel the rough bark of the tree trunk. I understand how strong it is.

The author of "Rain Song" compares the rain to a little gray mouse. She says that the rain found an open window and "left tracks across the sill." I can picture a furry gray mouse, and I know how shy some mice are. I think the rain is not a storm, but gentle drops. However, the description the author uses in "Windy Tree" gives me a clearer picture of the strong tree blowing in the wind than the description of the rain falling in "Rain Song."

Reread the passage. Follow the directions below.

1. The weather is very different in these poems. Underline a detail that supports the child's opinion.
2. Draw a box around the text evidence that helps you describe what you see in your mind.
3. Circle the text evidence that sums up Ryan's opinion.
4. Write an example of a contraction that is used in the model.
It's _____

Week 6

Read "The Grand Canyon. Complete the activities.

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 12 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. What can cause a landslide?

Rain turns soil into mud. The mud can become too heavy and slide down a hill.

2. Explain how a landslide can change a mountain.

A side of a mountain can slide off in a landslide, changing the mountain's shape.

3. Explain how a landslide can change a stream.

Dirt and rocks can slide into a stream, changing it into a lake.

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

How does the Earth change?

Explain how landslides can change the Earth.

Landslides can change the shape of hills and mountains. They can change _____

streams into lakes. _____

Read "Landslides. Complete the activities.

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 12 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.

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How does the Earth change?

Explain how landslides can change the Earth.

Landslides can change the shape of hills and mountains. They can change streams into lakes.

Read "Butterflies Ever Everywhere!". Complete the activities.

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 55 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 why Diego likes the walk in the mountains.

He likes being outdoors. He likes the smell of the clean air.

2. Explain why there are so many monarch butterflies on the mountain.

The monarch butterflies spend the winter there in Central Mexico.

3. Describe the beautiful sight that makes Carla cry.

A tree looks like it is covered in orange leaves. Then, all at once, the butterflies flap their wings and fly off.

Write Work with a partner. Discuss your notes about "Butterflies Everywhere!" Then write your answer to the Essential Question.

What excites Diego about nature?

Diego likes the smell of the clean air. He sees many orange monarch butterflies on a tree. He wants to know more about monarch butterflies.

